



Indiana School Improvement Plan

Mary Beck Elementary School

Elkhart Community Schools

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mary Beck Elementary School is an urban school, located on the Elkhart River near downtown Elkhart, Indiana. Many industrial businesses are within Mary Beck's School boundaries. As a result, many parents are provided with employment in a blue-collar environment. Most of the students are considered "at-risk," with 100% of the students receiving free or reduced lunches. The surrounding neighborhoods of Mary Beck consist mainly of an array of rental properties, from apartments to weekly rooms for rent. This contributes to a highly mobile population. Mary Beck has a diverse population with an enrollment of 545 students which fluctuates on a weekly basis. The ethnic breakdown of the student population is as follows: 24.1% African American, 48.9% Hispanic, 19.8% Caucasian and 7.0% multi-racial.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement

The Mary Beck Community pledges to provide its diverse population of students with the skills to master a standards-based curriculum in a caring, safe, positive, and challenging environment.

We will prepare students to.....

- *Improve academic achievement and attendance
- *Recognize the importance of academic skills related to the work world
- *Communicate effectively through various forms
- *Respect and work cooperatively with others
- *Develop self-discipline
- *Set personal and academic goals

Vision

Excellence and Equity for Everyone

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Areas of Achievement:

We do not have any grade levels which are performing at the expected levels of performance or proficiency as evidenced by DIBELS Composite, TRC, DIBELS Math, IREAD, and ISTEP.

- In K-2, there was growth from 2012-13 & 2013-14 (both 40% proficient/above proficient) to 2014-15, which showed a 53% proficient/above proficient according to TRC.
- The ELA (ISTEP) pass rate for the 2011-12 - 2013-14 cohort group showed an increase of 14%. Also in ELA, there is upward trend in percent mastery of academic standards both in 5th and 6th grade from 2011-12 to 2013-14.
- The Math (ISTEP) indicates an upward trend of percent mastery of academic standards from 2011-12 to 2013-14 by 6% or greater.
- In K-2, the highest performance area is in TRC (53%) in 2014-15.
- In 2011-12, 5th grade students had an ISTEP pass rate of 75.4% in math.
- In 2013-14, 6th grade students had an ISTEP pass rate of 64.0% in ELA.
- There is no clear cut high performing area to note.
- ELL cohort populations are showing growth in ISTEP pass rate (both ELA and Math) from grades 4 to 5 and grades 5 to 6. Similarly, Hispanic cohort populations show a slight growth pass rate in ELA ISTEP from 2011-12 to 2013-14.
- We do not have any data to support the achievement gap is closing between subgroups.
- Due to several changes in our assessment providers, we do not have data which would consistently provide information to support the data from ISTEP, IREAD, or DIBELS. (e.g. Acuity Diagnostic to Acuity Predictive)

Notable Areas of Improvement:

- All areas in all subgroups are below the expected levels of performance.
- In 3rd grade ELA and Math ISTEP, there is a negative trend in percent mastery by academic standards from 2011-12 to 2013-14.
- In Math ISTEP, the special education population has shown a negative trend in pass rate from 2011-12 to 2013-14. (22.5% overall)
- For ELL populations, the Math ISTEP pass rates has consistently decreased in 3rd, 4th, and 5th grades from 2011-12 to 2013-14.
- In 5th grade Math ISTEP percent mastery by academic standard, there has been a negative trend from 2012-13 to 2013-14.
- In K - 2, DIBELS math indicates that math is consistently the lowest overall performance area.
- Overall, 3rd grade pass rate in both ELA and Math ISTEP is the lowest overall performance areas.
- The special education population in math shows a decrease in ISTEP pass rate. 3rd grade as a whole has a negative trend in every academic standard as well as pass rate.
- The special education population in Math ISTEP and in IREAD-3 show a widening gap in achievement in comparison to the non-special education population.
- In ELA ISTEP, the Caucasian subgroup is closing the gap in performance, but in the wrong direction. They have decreased in pass rate from 2011-12 (66.7%) to 2013-14 (54.3%).
- Due to several changes in our assessment providers, we do not have data which would consistently provide information to support the data from ISTEP, IREAD, or DIBELS. (e.g. Acuity Diagnostic to Acuity Predictive)

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We do not have any additional information to add at this time.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Mary Beck Staff were all introduced to the AdvancED process in a staff meeting. We conducted a couple of staff meetings in order to ensure that all staff that work in our building had an opportunity to report on the AdvancED diagnostic process. To involve the students in the process teachers were asked to explain what type of survey they were doing and for them to give their opinion on Mary Beck school. The students completed their surveys electronically. Due to our high population of Spanish speaking families we had to do paper pencil for the parent survey. We were able to get the parents to respond by encouraging the students to promote the need for their parent(s) input with giving them a small reward when they returned the completed survey to the school. There was a translated letter informing our parents of what the purpose of the survey was and how we wanted them to be involved and have a say in helping Mary Beck be the best school that it can be. For the parent meeting interviews we called several families and asked them if they would be willing to participate, along with sending a formal invite to them as well. Students were selected in the process by a volunteer procedure. Meetings were conducted in the morning and afternoon to make it available for as many of our parents to participate as much as possible.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

AdvancED / School Improvement Plan Team

JeNeva Adams --- Principal

Review and disaggregated data answered questions and met to discuss the entire AdvancED process. Created and conducted the AdvancED diagnostic review PowerPoint presentation

Christie Heerschop --- Assistant Principal

Review and disaggregated data answered questions and met to discuss the entire AdvancED process. Assisted in creating the AdvancED diagnostic review PowerPoint presentation

Tracey Kizyma-Whitmyer --- Assistant Principal

Review and disaggregated data answered questions and met to discuss the entire AdvancED process. Assisted in creating the AdvancED diagnostic review PowerPoint presentation

Kim Newburn --- Interventionist

Review and disaggregated data answered questions and met to discuss the entire AdvancED process

Suzanne Holcomb --- Upper Elementary General Education Classroom Teacher

Review and disaggregated data answered questions and met to discuss the entire AdvancED process

Jessica Caskey --- Upper Elementary General Education Classroom Teacher

Review and disaggregated data answered questions and met to discuss the entire AdvancED process

Paige Walters --- Special Education Speech Pathologist

Review and disaggregated data answered questions and met to discuss the entire AdvancED process

Rita Janson --- Primary Elementary General Education Classroom Teacher

Review and disaggregated data answered questions and met to discuss the entire AdvancED process

Lora Mulstay --- Primary Elementary General Education Classroom Teacher

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Review and disaggregated data answered questions and met to discuss the entire AdvancED process

Evelyn Muniz --- Parent

Assisted with giving the parent viewpoint and looking at the data with the rest of the SIP team

Carina Losa ---Parent Support Coordinator

Assisted with making the parent contacts and arranging the parent meetings to explain the school improvement plan AdvancED process and interviews.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

School Improvement Plan was presented in a staff meeting to the staff giving the highlights of the information. They then received a copy of the SIP in an email as an attachment. A notification letter informing parents of the results of the SIP was sent home with all students and they were informed that they can view the SIP online or come in to the school and they can obtain a copy of the plan. We are meeting quarterly to review the SIP to maintain progress with what we are doing. The administrative team reviews the SIP/SAP monthly to check in on our progress and make modifications to keep moving the plan forward.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 1.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.	•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

We have no areas of strength noted in any of the indicators for this standard.

Areas of Need for Improvement/Plans to Improve

In regards to the standard of the school maintaining and communicating a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning we do a variety of things, but nothing that is definitive and direct in nature. One clear indicator that is in need of improvement is the process of reviewing and revising the school's purpose. Majority of the staff is new to the school due to a high turnover in over the past 3 years and staff that has been here for over 3 years did not take a part in developing the purpose, mission, or vision for our school. It has come to our attention that a number of our staff is not even clear on what our mission or vision is of our school. With that being said it is difficult for them to support challenging and equitable educational programs and to implement a continuous improvement process with clear direction. In the upcoming year(s) we are going to embark on engaging all stakeholders at some point in the process of creating a school mission and purpose statement that they all will have buy-in to. We will also share with all stakeholders our school improvement plan meeting minutes so that they remain aware of our progress and stay informed of the direction in which our school is heading.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 1.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Proof of legal counsel •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions in support of the school's continuous improvement plan 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.	•Involvement of stakeholders in a school improvement plan	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

We have no areas of strength noted in any of the indicators for this standard.

Areas of Need for Improvement/Plans to Improve

Leadership does regular observations and walkthroughs throughout the school year using the evaluation system approved by our school district. While the district only requires a minimum number of observations and walkthroughs a school year, their needs to be a more frequent and consistent system for staff supervision and evaluation that will regularly give feedback with the intent of improving professional practice and student success. Walkthroughs did occur frequently throughout the building, but we did not typically give the teachers immediate feedback that was specific toward improving their professional practice and student success as much as we should have. The district's evaluative tool does not address all of the areas in which we need to focus on and drive our school in regards to instructional practices. A more specific evaluative tool that is specifically designed and created for our school that can give a checklist and clearer line of feedback for teachers to work on would be a more beneficial way for us to provide improved professional practice with fidelity. However, in the upcoming years we are being intentional about our walkthroughs and regular observations of staff giving them timely feedback toward improving their professional practice and student success.

There is also a need to get all stakeholders involved in an intentional way that is aligned with the school's purpose and direction.

Stakeholders have been involved in previous years with a variety of social activities, but not specific in regards to the school's purpose and direction of academic student success. We are working toward getting an active PTO that is working toward a combination of academic and social activities that are intentional in getting parents involved and effectively engaged in the schools purpose and direction. Community volunteers/mentors are coming into our school on a regular basis to promote and push our school's purpose and direction through tutoring.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 1.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> •Posted learning objectives •Course schedules 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Products – scope and sequence, curriculum maps 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of assessments that prompted modification in instruction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days 	Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	•Description of formal adult advocate structures	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Crosswalk between professional learning and school purpose and direction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Data used to identify unique learning needs of students 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

We have no areas of strength noted in any of the indicators for this standard.

Areas of Need for Improvement/Plans to Improve

In the area of the school's curriculum, instructional design and assessment practices guide to ensure teacher effectiveness and student learning there are quite a few areas in need of improvement. It was clearly indicated that family engagement, a formal structure for student learning, and a clearly defined and consistent grading criteria is clearly lacking. It is our belief that the curriculum fails to provide equitable and challenging experiences by far. It has been indicated that students lack the background knowledge and are not given the applicable challenging experience to adequately relate to what is occurring in the curriculum and make the necessary connections to their learning. The school also fails to provide adequate learning support services for all students and there needs to be full staff participation during professional development. There is staff involvement in regards to professional development, but it is lacking in the area of giving support to our paraprofessionals who work closely with our students as well. Overall, the staff feels as though improvement is needed in all areas. Our plans to improve in these areas is to create a support structure that gives all students advocates, include opportunities for certified and classified personnel to engage in continuous learning and create formal methods for student advocacy and systematic assessment that aligns with informal practices already in place.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 1.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Documentation of highly qualified staff 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •School calendar 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Survey results 	Level 2

Indiana School Improvement Plan

Mary Beck Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Student assessment system for identifying student needs •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	•Survey results •Description of IEP process •Description of referral process	Level 1

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Noted areas of strength for Mary Beck in standard 4 lies in indicator 4.3:: includes the maintaining of facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Staff survey results, as well as the early elementary survey results note show 92%, and 91% find this to be an area of strength. Evidence contributing to this strength include the safety committee schedule and updated handbook indicating slight changes addressing the safety concerns of the school. Documentation of state and local inspections, as well as emergency procedures, also contribute to the strength of this indicator. Another area of relative strength was indicator 4.4 in which students surveys indicated that they utilize a range of media and information resources to support their education. Mary Beck has a full time computer lab support person who oversees a special area class one time a week for all classes. There is a proposed course of study for the computer lab developed by another school, which will be investigated as a means to improve the curriculum of the computer lab.

And area of needed improvement were strongly indicated in indicator 4.7 in which staff surveyed indicated only 46% agree or strongly agree that the school provides services that support the counseling, assessment, referral, and career planning needs of all students. The question related to this indicator was related to the provision of support services. A deeper line of questioning is needed to determine where the specific concern lies. The school employs a full-time social worker who also coordinates the CARES program (mentoring program) and also

oversees the GEI process.

In order to improve upon indicator 4.7, the Mary Beck administrative team will seek to better understand the underlying concerns of the support services currently provided. This can be done through collaborations with grade-level teams, as well as a short survey of staff asking for their input. A systematic referral process for GEI is in place, but perhaps the communication of that process has been lacking. A review of this process will be included in an upcoming staff meeting. College and career readiness standards are part of the district initiative, and a "College-Go Week" will also be further developed in an effort to expose students to their future in attending college and career exploration. The district is also working toward an multi-tiered system of support model to better coordinate all support services. Evidence of this exists through the description of MTSS, and the presence of one of Mary Beck's administrative team on this committee.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 1.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning 	Level 2

Indiana School Improvement Plan

Mary Beck Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.	•Minutes of board meetings regarding achievement of student learning goals	Level 1

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength/Actions to Sustain Strength

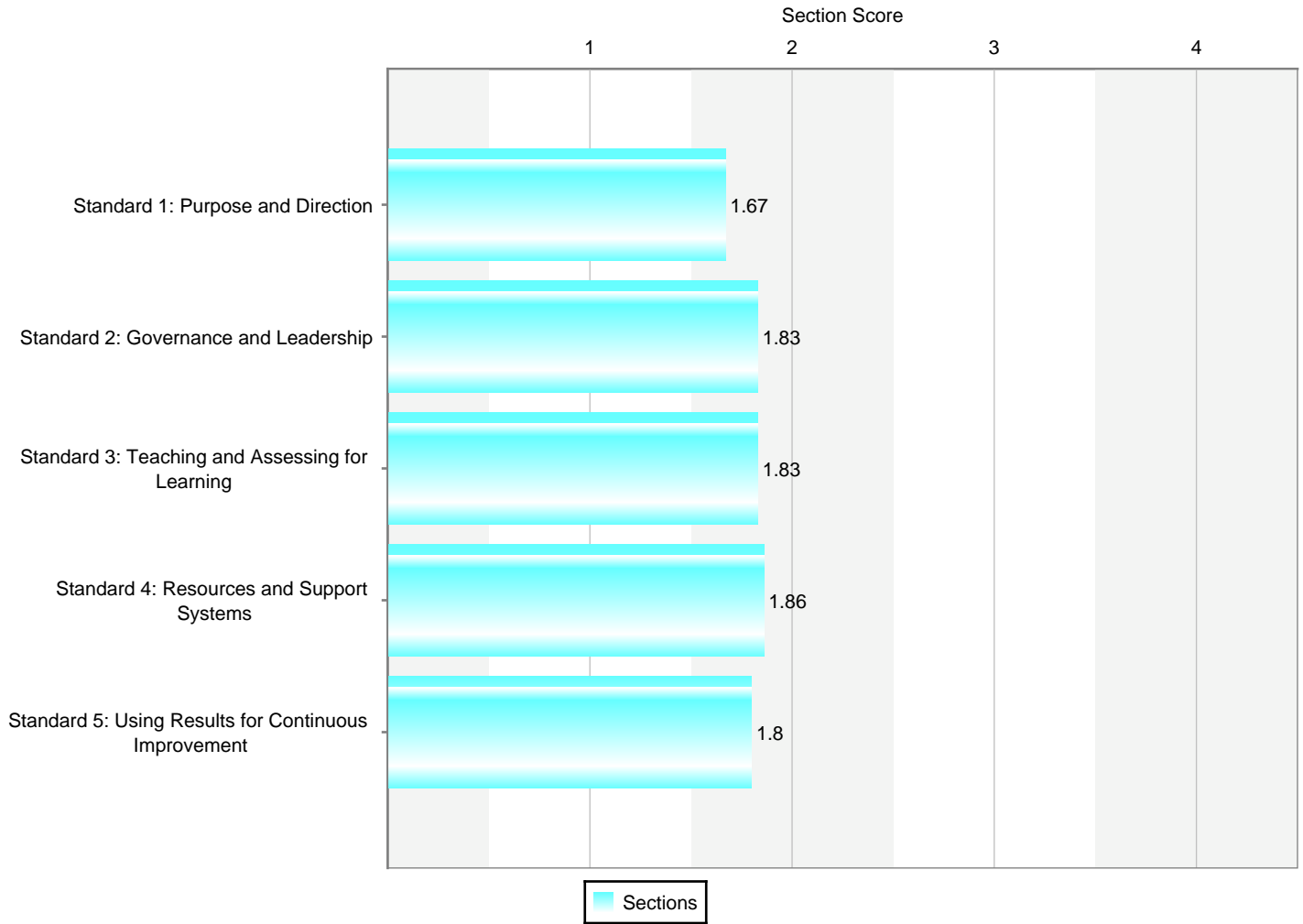
We have no areas of strength noted in any of the indicators for this standard.

Areas of Need for Improvement/Plans to Improve

The school strives to implement a comprehensive assessment system that generates a range of data about student learning and school effectiveness and use the results to guide continuous improvement, but we have fallen short in a few areas. Training in the evaluation, interpretation and use of data tends to be a clear indicator of lack of knowledge in this area. There has been some training in how to use the new Acuity Readiness assessment in regards to reading and following the data, but it was new and difficult to grasp. The staff needed more time in the training to adequately feel comfortable with evaluating, interpreting and using the data effectively. Engaging in a continuous process to determine verifiable improvement in student learning was another indicator of a need for improvement. Over the past 3 years the formative assessments that have been used have changed drastically where we do not have a means to compare their improvement. The assessment that has been consistent the longest has been MClass, but the teachers have not been as consistent so the data seems more subjective. Some additional areas in need of improvement is establishing and maintaining a clearly defined and comprehensive assessment system; continuously collect, analyze and apply learning from a range of data sources; and monitor and communicate comprehensive information about student learning conditions supporting learning, and achievement of improvement goals throughout the school. Ways in which we plan to improve is having a more extensive training for new staff and support staff on evaluation, interpretation and use of data, communicate achievement of improvement goals, having written protocols and procedures for data collection and analysis and written documentation of administration check-ins (for monitoring instruction).

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	mClass documents are comparing populations along with a reference point of the combined K-2 population.	TRC DIBELS COMPOSITE DIBELS MATH ISTEP/IREAD-3

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

We do not have any grade levels which are performing at the expected levels of performance or proficiency as evidenced by DIBELS Composite, TRC, DIBELS Math, IREAD, and ISTEP.

Describe the area(s) that show a positive trend in performance.

In K-2, there was growth from 2012-13 & 2013-14 (both 40% proficient/above proficient) to 2014-15, which showed a 53% proficient/above proficient according to TRC.

The ELA (ISTEP) pass rate for the 2011-12 - 2013-14 cohort group showed an increase of 14%. Also in ELA, there is upward trend in percent mastery of academic standards both in 5th and 6th grade from 2011-12 to 2013-14.

The Math (ISTEP) indicates an upward trend of percent mastery of academic standards from 2011-12 to 2013-14 by 6% or greater.

Which area(s) indicate the overall highest performance?

In K-2, the highest performance area is in TRC (53%) in 2014-15.

In 2011-12, 5th grade students had an ISTEP pass rate of 75.4% in math.

In 2013-14, 6th grade students had an ISTEP pass rate of 64.0% in ELA.

There is no clear cut high performing area to note.

Which subgroup(s) show a trend toward increasing performance?

ELL cohort populations are showing growth in ISTEP pass rate (both ELA and Math) from grades 4 to 5 and grades 5 to 6. Similarly, Hispanic cohort populations show a slight growth pass rate in ELA ISTEP from 2011-12 to 2013-14.

Between which subgroups is the achievement gap closing?

We do not have any data to support the achievement gap is closing between subgroups.

Which of the above reported findings are consistent with findings from other data sources?

Due to several changes in our assessment providers, we do not have data which would consistently provide information to support the data from ISTEP, IREAD, or DIBELS. (e.g. Acuity Diagnostic to Acuity Predictive)

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

All areas in all subgroups are below the expected levels of performance.

Describe the area(s) that show a negative trend in performance.

In 3rd grade ELA and Math ISTEP, there is a negative trend in percent mastery by academic standards from 2011-12 to 2013-14.

In Math ISTEP, the special education population has shown a negative trend in pass rate from 2011-12 to 2013-14. (22.5% overall)

For ELL populations, the Math ISTEP pass rates has consistently decreased in 3rd, 4th, and 5th grades from 2011-12 to 2013-14.

In 5th grade Math ISTEP percent mastery by academic standard, there has been a negative trend from 2012-13 to 2013-14.

Which area(s) indicate the overall lowest performance?

In K - 2, DIBELS math indicates that math is consistently the lowest overall performance area.

Overall, 3rd grade pass rate in both ELA and Math ISTEP is the lowest overall performance areas.

Which subgroup(s) show a trend toward decreasing performance?

The special education population in math shows a decrease in ISTEP pass rate. 3rd grade as a whole has a negative trend in every academic standard as well as pass rate.

Between which subgroups is the achievement gap becoming greater?

The special education population in Math ISTEP and in IREAD-3 show a widening gap in achievement in comparison to the non-special education population.

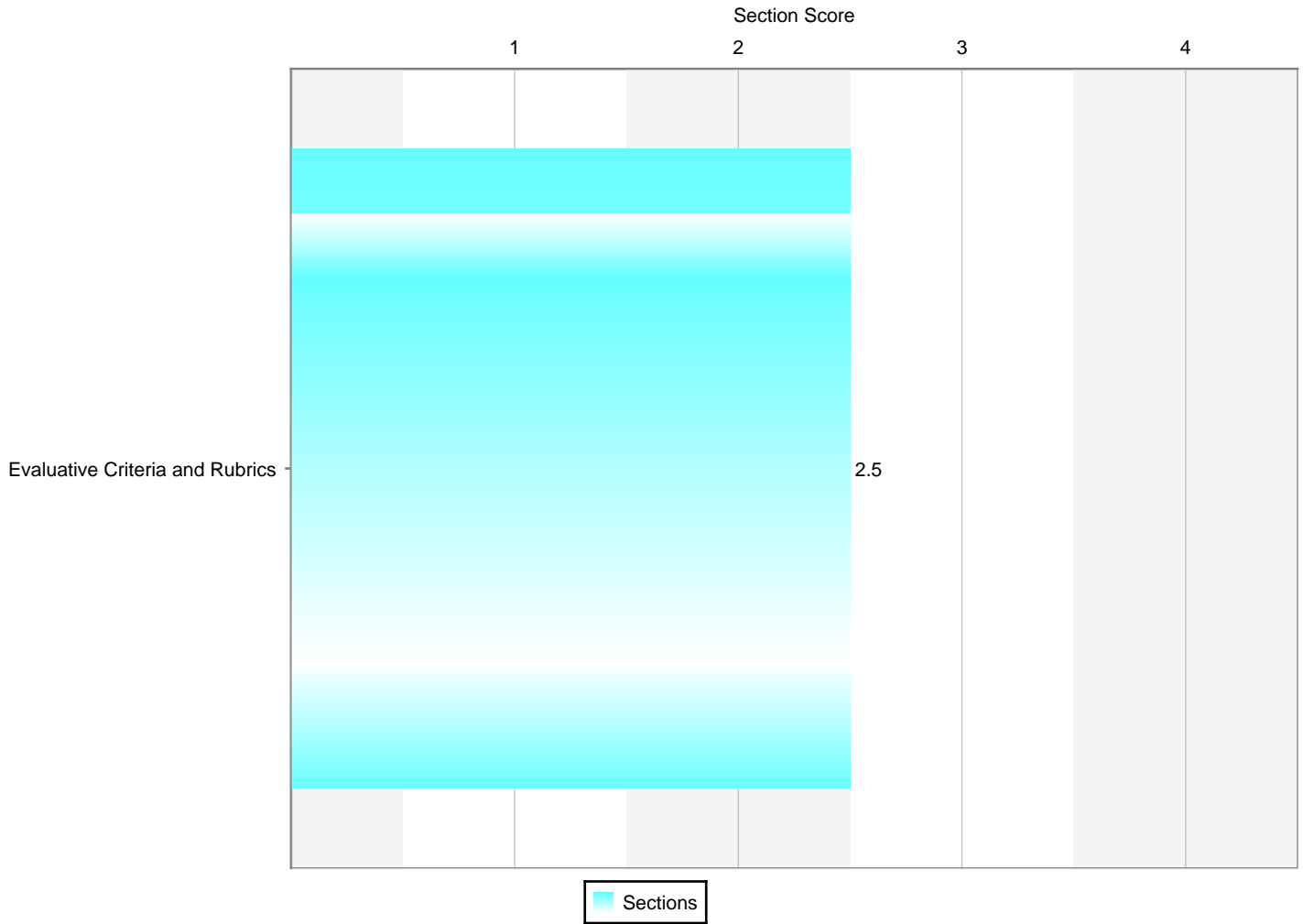
In ELA ISTEP, the Caucasian subgroup is closing the gap in performance, but in the wrong direction. They have decreased in pass rate from 2011-12 (66.7%) to 2013-14 (54.3%).

Which of the above reported findings are consistent with findings from other data sources?

Due to several changes in our assessment providers, we do not have data which would consistently provide information to support the data from ISTEP, IREAD, or DIBELS. (e.g. Acuity Diagnostic to Acuity Predictive)

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Survey Results Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The overall consensus of these indicators is that instruction and data usage are heading in a positive direction. With continued effort and fine tuning, these indicators will eventually reach the 90% and above range. In addition, these indicators address the consistency and dedication that staff have in building relationships with the students in our building.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Staff Indicators:

- 1.3 & 5.4: These indicators are addressing the level of data monitoring that occurs and the level of consistency with which the monitoring takes place.
- 5.1: This indicator is addressing the amount of assessments that are available to show student achievement.
- 5.5: This indicator addresses the frequency with which school leadership monitors data.

Early Education Students:

- 4.5: This indicator shows that students agree that using computers is helping their learning.
- 3.3: This indicator shows that students agree that teachers make them think while they are learning.
- 3.6: This indicator shows that students agree that students know what to do when they come to school.

Elementary Students:

- 1.1: This indicator shows that students realize that staff want them to learn and expect students to be doing their best work.
- 3.1: This indicator shows that students agree that teachers are helping them to learn skills for the future and that they use different activities to achieve this goal.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We do not have any other stakeholder feedback sources to compare or consider.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

*Standard 3 was rated at an average of 54% for all indicators.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Early Elementary - 3.8 (63%) Engaging families in meaningful ways in their children's education

Upper Elementary - 2.5 (40%) Engaging stakeholders to support school's purpose and direction

3.8 (50%)

Staff - 3.8 (32%)

2.5 (33%)

3.11 (33%) All staff members participate in a continuous program of professional learning

What are the implications for these stakeholder perceptions?

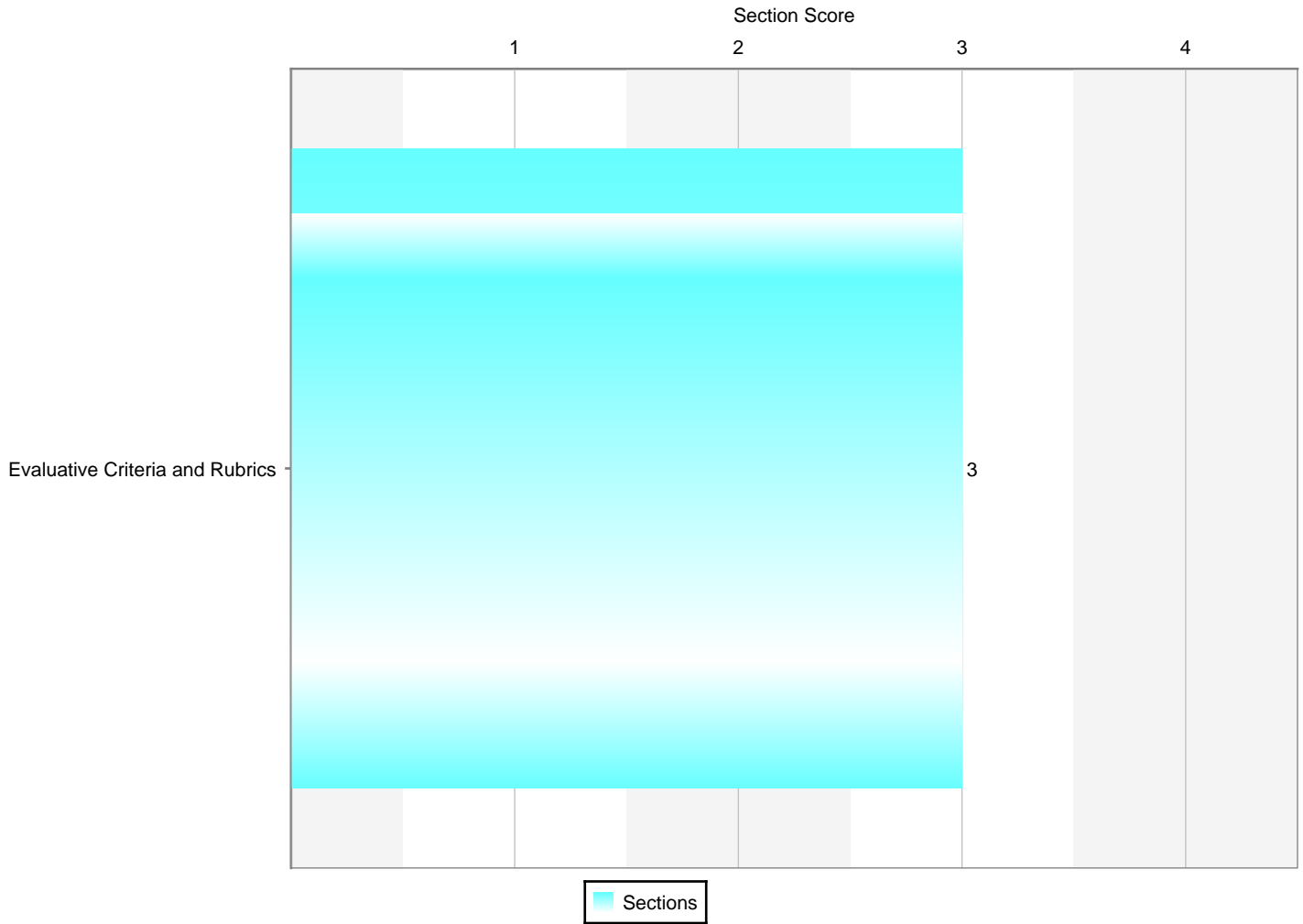
There has been little to no parent involvement in the school. In previous years the stakeholders were involved in multiple activities that were geared toward social interaction and no academic purpose or direction. In the previous year there was no involvement socially or academically. If there was involvement academically it was extremely minimal.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We do not have any other stakeholder feedback to compare.

Report Summary

Scores By Section



Plan for Indiana School Improvement Plan

Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

SIP 2015-2016

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$4500
2	Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$4500
3	Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$4500

Goal 1: The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy 1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress
Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts
(Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program, Professional Learning, Direct Instruction	09/07/2015	05/31/2016	\$0	No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program, Professional Learning, Direct Instruction	08/31/2015	05/31/2016	\$0	No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy 2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

<ul style="list-style-type: none"> Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen 	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	07/21/2015	07/22/2015	\$2500	Other	<ul style="list-style-type: none"> JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers
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Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention, Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	11/02/2015	05/31/2016	\$700	District Funding	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy 3:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - • Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program, Direct Instruction	08/10/2015	05/31/2016	\$0	No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Academic Support Program, Technology, Professional Learning, Direct Instruction	10/01/2015	05/31/2016	\$300	District Funding	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionist s,

Strategy 4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program, Community Engagement, Parent Involvement	02/02/2016	02/02/2016	\$0	No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program, Community Engagement, Parent Involvement	08/10/2015	05/31/2016	\$500	Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator
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Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program, Community Engagement, Parent Involvement	08/10/2015	05/31/2016	\$500	Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator
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Goal 2: Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy 1:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	07/21/2015	07/22/2015	\$2500	Other	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention, Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	11/02/2015	05/31/2016	\$700	District Funding	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy 2:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program, Professional Learning, Direct Instruction	09/07/2015	05/31/2016	\$0	No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program, Professional Learning, Direct Instruction	08/31/2015	05/31/2016	\$0	No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)
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Strategy 3:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - • Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program, Direct Instruction	08/10/2015	05/31/2016	\$0	No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Academic Support Program, Technology, Professional Learning, Direct Instruction	10/01/2015	05/31/2016	\$300	District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,
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Strategy 4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

<p>Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing</p>	<p>Academic Support Program, Community Engagement, Parent Involvement</p>	<p>02/02/2016</p>	<p>02/02/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator</p>
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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading</p>	<p>Academic Support Program, Community Engagement, Parent Involvement</p>	<p>08/10/2015</p>	<p>05/31/2016</p>	<p>\$500</p>	<p>Title I Schoolwide</p>	<p>JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator</p>

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program, Community Engagement, Parent Involvement	08/10/2015	05/31/2016	\$500	Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Goal 3: Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy 1:

Indiana School Improvement Plan

Mary Beck Elementary School

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

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<ol style="list-style-type: none"> 1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies 	Academic Support Program, Direct Instruction	08/10/2015	05/31/2016	\$0	No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Academic Support Program, Technology, Professional Learning, Direct Instruction	10/01/2015	05/31/2016	\$300	District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy 2:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program, Professional Learning, Direct Instruction	09/07/2015	05/31/2016	\$0	No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, School Data Coordinator

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program, Professional Learning, Direct Instruction	08/31/2015	05/31/2016	\$0	No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)
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Strategy 3:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	07/21/2015	07/22/2015	\$2500	Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention, Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	11/02/2015	05/31/2016	\$700	District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy 4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program, Community Engagement, Parent Involvement	02/02/2016	02/02/2016	\$0	No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator
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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program, Community Engagement, Parent Involvement	08/10/2015	05/31/2016	\$500	Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program, Community Engagement, Parent Involvement	08/10/2015	05/31/2016	\$500	Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
<ul style="list-style-type: none"> • Summer Professional Development 	<ul style="list-style-type: none"> • Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen 	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	07/21/2015	07/22/2015	\$2500	<ul style="list-style-type: none"> • JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Indiana School Improvement Plan

Mary Beck Elementary School

Summer Professional Development	Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	07/21/2015	07/22/2015	\$2500	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers
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Total					\$7500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

Academic Feedback Forms and Formal Observations	<ol style="list-style-type: none"> 1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies 	Academic Support Program, Direct Instruction	08/10/2015	05/31/2016	\$0	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)
Data Monitoring	<ol style="list-style-type: none"> 1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established 	Academic Support Program, Professional Learning, Direct Instruction	09/07/2015	05/31/2016	\$0	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers
IREAD-3 Night	Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program, Community Engagement, Parent Involvement	02/02/2016	02/02/2016	\$0	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Indiana School Improvement Plan

Mary Beck Elementary School

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Indiana School Improvement Plan

Mary Beck Elementary School

Monitoring of Effective Teaching Strategies	<ol style="list-style-type: none"> 1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies 	Academic Support Program, Professional Learning, Direct Instruction	08/31/2015	05/31/2016	\$0	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)
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Mary Beck Elementary School

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Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Indiana School Improvement Plan

Mary Beck Elementary School

Co-Teaching Professional Development	On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention, Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	11/02/2015	05/31/2016	\$700	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent
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Indiana School Improvement Plan

Mary Beck Elementary School

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<p>Co-Teaching Professional Development</p>	<p>On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams</p>	<p>Recruitment and Retention, Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction</p>	<p>11/02/2015</p>	<p>05/31/2016</p>	<p>\$700</p>	<p>JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent</p>

Indiana School Improvement Plan

Mary Beck Elementary School

Co-Teaching Professional Development	On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention, Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	11/02/2015	05/31/2016	\$700	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent
Total					\$3000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Reading Night	Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program, Community Engagement, Parent Involvement	08/10/2015	05/31/2016	\$500	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Indiana School Improvement Plan

Mary Beck Elementary School

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Indiana School Improvement Plan

Mary Beck Elementary School

Math Night	Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program, Community Engagement, Parent Involvement	08/10/2015	05/31/2016	\$500	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator
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Indiana School Improvement Plan

Mary Beck Elementary School

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Total					\$3000	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	See Attached	Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	Please See Attached	Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	The school district oversees the recruiting and hiring and the retention of highly-qualified teachers. The detailed plan and evidence of highly qualified teachers and paraprofessionals at Mary Beck is attached in the Highly Qualified Staff document.	

Indiana School Improvement Plan

Mary Beck Elementary School

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Our parent support personnel provide opportunities for students, parents, and guardians to become involved in the school. Activities available at Mary Beck include family literacy nights, and parent workshops. All information on these activities is sent home in both English and Spanish. Numbers are also kept on the amount of parent participation. Currently the school sends home a monthly newsletter. These are also translated before being sent home. Parent teacher conferences are scheduled twice a year, once in the fall and once in the spring. Translators are available	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	In the summer, parents are notified by mail of the school's level of improvement. Both English and Spanish versions of the letter are provided. In this letter parents are advised of their options to transfer or remain at the school if the school does not meet AYP.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Our parent support personnel provide opportunities for students, parents, and guardians to become involved in the school. Activities available at Mary Beck include family literacy nights, and parent workshops. All information on these activities is sent home in both English and Spanish. Numbers are also kept on the amount of parent participation. Currently the school sends home a monthly newsletter. These are also translated before being sent home. Parent teacher conferences are scheduled twice a year, once in the fall and once in the spring. Translators are available	

Indiana School Improvement Plan

Mary Beck Elementary School

Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Yes	Kindergarten Round-Up is held each year in the month of April for all incoming kindergarten students for the upcoming school year. Flyers are sent out to the community to let perspective kindergarten parents know about Kindergarten Round-Up and the information is also posted in the newspaper. Mary Beck also sends home a letter inviting Head Start students and families to the Round-Up. A pre-kindergarten summer school session is offered to incoming kindergarten students.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Teachers have received professional development in and are expected to use current data to inform their professional practices. All teachers are on data teams that systematically assess student achievement data to help make instructional adjustments. These regular adjustments are meant to meet students' needs. Teachers are proficient in their abilities to analyze data sets to help address the needs of students. Teachers participate in data teams, learning log meetings, GEI, SIT, and collaboration times to help make decisions for students.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Please See Attachment	School Wide Reform

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	Please See Attachment	Coordination & Integration of Funds

Indiana School Improvement Plan

Mary Beck Elementary School

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. The following is a list of Title I, Title II, Title IV, and IDEA support programs in our school improvement plan: - Intervention teachers - ELL teacher - Special Education paraprofessionals - Parent Support Coordinator - Office translator - Literacy summer school	

SAP PAI Root Cause Analysis

Introduction

Indiana's differentiated accountability system requires Priority Schools to select and implement improvement strategies and interventions that are: focused on improving one or more major characteristic(s) of the school or providing services for a particular student group, aligned to all turnaround principles, and aligned with Mass Insight's Framework for High-Quality, High-Poverty Schools.

Root Cause Analysis Priority Area for Improvement #1

Using the provided 2013-2014 student data on the school's A-F Report Card, you will identify three PAI's based on low levels of students proficiency or growth, low graduation rates, or low College and Career Readiness indicators.

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	English/Language Arts	N/A

Statement or Question:Grade(s)

Response:

- 4th Grade
- 5th Grade
- 6th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Bottom 25% (Elementary and Middle School only)	N/A

Description of PAI

Data shows no improvement in the percentage of students' proficient on E/LA ISTEP in the 2014-15 school year. However, with the changes in the more rigorous Indiana State Standards and a new more rigorous ISTEP+ test, there was a significant decline across the state in test scores. This year we declined by 21.2% overall in E/LA. Our pass rate is now 35.4%. We need to increase 24.78% to achieve the 70% required to earn a "C" or higher. Grades 3 and 6 declined in their change percentage rate close to the overall state average change percentage rate, but 5th grade had a significantly lower change percentage rate compared to the overall state average of change with only a 6.8% decline in E/LA to that of the state average of 18.0%. Our 4th grade however, had a significantly larger change deficit of 38.4% which is a 21.4% higher rate of change compared to the state average change percentage. No grade achieved the goal of 70% passing. However, we did receive a growth point last year for our top 75% which earned us one point in our E/LA summary data. This is an improvement from obtaining no growth points during the 2013-2014 school year.

Root Cause of PAI

The root cause is there being a new more rigorous adoption of Indiana State Standards and a new ISTEP+ test with a change in the cut scores.

Root Cause Analysis Priority Area for Improvement #2

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

Statement or Question:Grade(s)

Response:

- 4th Grade
- 5th Grade
- 6th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Bottom 25% (Elementary and Middle School only)	N/A

Description of PAI

Data shows no improvement in the percentage of students' proficient on Math ISTEP in the 2014-15 school year. However, with the changes in the more rigorous Indiana State Standards and a new more rigorous ISTEP+ test, there was a significant decline across the state in test scores. This year we declined by 24.0% overall in Math. Our pass rate is now 32.4%. We need to increase 37.6% to achieve the 70% required to earn a "C" or higher. Grades 3 and 5 declined in their change percentage rate close to the overall state average change percentage rate, but 4th grade had a slightly lower change percentage rate compared to the overall state average of change with only a 19.4% decline in Math to that of the state average of 19.5%. Our 6th grade however, had a significantly larger change deficit of 42.0% which is a 16.6% higher rate of change compared to the state average change percentage. No grade achieved the goal of 70% passing. We did receive a negative growth point in the overall group of low growth in math. No growth points were obtained in either the bottom 25% or top 75%.

Root Cause of PAI

The root cause is there being a new more rigorous adoption of Indiana State Standards and a new ISTEP+ test with a change in the cut scores.

Root Cause Analysis Priority Area for Improvement #3

	Statement or Question	Response	Rating
1.	PAI Focus	Student Growth	N/A

	Statement or Question	Response	Rating
2.	Subject	Math	N/A

Statement or Question:Grade(s)

Response:

- 4th Grade
- 5th Grade
- 6th Grade

	Statement or Question	Response	Rating
4.	Subgroup or Improvement Focus	Top 75% (Elementary and Middle School only)	N/A

Description of PAI

Data shows no improvement in the percentage of students' proficient on Math ISTEP in the 2014-15 school year. However, with the changes in the more rigorous Indiana State Standards and a new more rigorous ISTEP+ test, there was a significant decline across the state in test scores. This year we declined by 24.0% overall in Math. Our pass rate is now 32.4%. We need to increase 37.6% to achieve the 70% required to earn a "C" or higher. Grades 3 and 5 declined in their change percentage rate close to the overall state average change percentage rate, but 4th grade had a slightly lower change percentage rate compared to the overall state average of change with only a 19.4% decline in Math to that of the state average of 19.5%. Our 6th grade however, had a significantly larger change deficit of 42.0% which is a 16.6% higher rate of change compared to the state average change percentage. No grade achieved the goal of 70% passing. We did receive a negative growth point in the overall group of low growth in math. No growth points were obtained in either the bottom 25% or top 75%.

Root Cause of PAI

The root cause is that we solely relied on the use of the Everyday Math curriculum and followed it with fidelity without supplementing with other resources to assist our students in working toward mastery of skills with the change in the new Indiana State Standards and more rigorous ISTEP+ assessment. Following the textbook curriculum only did not provide enough rigor for our students and thus did not prepare them for the more rigorous assessment, which caused the huge decline in our math assessment results.

Turnaround Principles

Turnaround Principle 1: Effective Leadership - Strategies

Goal 1:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Professional Learning Academic Support Program Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program Direct Instruction Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from

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Mary Beck Elementary School

passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Direct Instruction Professional Learning Academic Support Program Behavioral Support Program	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Behavioral Support Program Recruitment and Retention Direct Instruction Professional Learning	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy3:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Community Engagement Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Strategy4:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Professional Learning Direct Instruction Technology Academic Support Program	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Goal 2:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program Behavioral Support Program Direct Instruction Professional Learning	07/21/2015	07/22/2015	\$2500 - Other	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Professional Learning Recruitment and Retention Behavioral Support Program Direct Instruction	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy2:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

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Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Community Engagement Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy3:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program Direct Instruction Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

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Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Direct Instruction Academic Support Program Professional Learning	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy4:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Professional Learning Academic Support Program Technology Direct Instruction	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Goal 3:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

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Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Direct Instruction Recruitment and Retention Behavioral Support Program Professional Learning Academic Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy3:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Parent Involvement Academic Support Program Community Engagement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Strategy4:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Statement or Question: Turnaround Principle 1: Effective Leadership - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 2: Climate and Culture - Strategies

Goal 1:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

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Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

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Strategy2:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

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Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Parent Involvement Community Engagement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy4:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from

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passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program Direct Instruction Professional Learning Behavioral Support Program	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Behavioral Support Program Professional Learning Direct Instruction Recruitment and Retention	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Goal 2:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

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Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Parent Involvement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Academic Support Program Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Direct Instruction Professional Learning Behavioral Support Program Academic Support Program	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

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Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Direct Instruction Academic Support Program Recruitment and Retention Behavioral Support Program Professional Learning	11/02/2015	05/31/2016	\$700 - District Funding	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy3:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program Direct Instruction Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Professional Learning Academic Support Program Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy4:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

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Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Technology Professional Learning Direct Instruction Academic Support Program	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - • Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Goal 3:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - • Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

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Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Technology Academic Support Program Professional Learning Direct Instruction	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy2:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Professional Learning Academic Support Program Direct Instruction	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Direct Instruction Professional Learning Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy3:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

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Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention Academic Support Program Direct Instruction Professional Learning Behavioral Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Professional Learning Direct Instruction Academic Support Program Behavioral Support Program	07/21/2015	07/22/2015	\$2500 - Other	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Parent Involvement Community Engagement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Academic Support Program Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Statement or Question: Turnaround Principle 2: Climate and Culture - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 3: Effective Instruction - Strategies

Goal 1:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy1:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

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Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Direct Instruction Academic Support Program Professional Learning Technology	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Behavioral Support Program Direct Instruction Academic Support Program Professional Learning Recruitment and Retention	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Behavioral Support Program Professional Learning Academic Support Program Direct Instruction	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy3:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused
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system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program Professional Learning Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Professional Learning Direct Instruction Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, School Data Coordinator

Strategy4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Academic Support Program Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Parent Involvement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Goal 2:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Academic Support Program Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Parent Involvement Community Engagement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Strategy2:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ol style="list-style-type: none"> 1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies 	Direct Instruction Professional Learning Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ol style="list-style-type: none"> 1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established 	Direct Instruction Professional Learning Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Strategy3:

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Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - • Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Direct Instruction Professional Learning Technology Academic Support Program	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy4:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Behavioral Support Program Professional Learning Academic Support Program Direct Instruction	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

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Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Professional Learning Recruitment and Retention Academic Support Program Direct Instruction Behavioral Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Goal 3:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Recruitment and Retention Behavioral Support Program Professional Learning Direct Instruction	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

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Mary Beck Elementary School

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Behavioral Support Program Academic Support Program Professional Learning Direct Instruction	07/21/2015	07/22/2015	\$2500 - Other	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy2:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Academic Support Program Technology Direct Instruction Professional Learning	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy3:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

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Mary Beck Elementary School

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Academic Support Program Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy4:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Professional Learning Academic Support Program Direct Instruction	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

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Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Direct Instruction Professional Learning Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Statement or Question: Turnaround Principle 3: Effective Instruction - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 4: Curriculum, Interventions, Assessment - Strategies

Goal 1:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ol style="list-style-type: none"> 1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established 	Professional Learning Direct Instruction Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ol style="list-style-type: none"> 1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies 	Professional Learning Academic Support Program Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen 	Professional Learning Academic Support Program Behavioral Support Program Direct Instruction	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Professional Learning Recruitment and Retention Behavioral Support Program Academic Support Program Direct Instruction	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Indiana School Improvement Plan

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Strategy3:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Technology Professional Learning Direct Instruction Academic Support Program	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Parent Involvement Community Engagement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Academic Support Program Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Goal 2:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program Professional Learning Direct Instruction Behavioral Support Program	07/21/2015	07/22/2015	\$2500 - Other	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

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Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Recruitment and Retention Professional Learning Direct Instruction Behavioral Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy2:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Parent Involvement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Mary Beck Elementary School

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy3:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Direct Instruction Academic Support Program Professional Learning Technology	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy4:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Professional Learning Direct Instruction Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Direct Instruction Academic Support Program Professional Learning	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Goal 3:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy1:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

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Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Technology Academic Support Program Direct Instruction Professional Learning	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy2:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Professional Learning Direct Instruction Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, School Data Coordinator

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Direct Instruction Academic Support Program Professional Learning	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy3:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Direct Instruction Behavioral Support Program Academic Support Program Professional Learning Recruitment and Retention	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Behavioral Support Program Academic Support Program Professional Learning Direct Instruction	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Parent Involvement Community Engagement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Statement or Question: Turnaround Principle 4: Curriculum, Interventions, Assessment - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 5: Effective Staffing - Strategies

Goal 1:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Indiana School Improvement Plan

Mary Beck Elementary School

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ol style="list-style-type: none"> 1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies 	Professional Learning Academic Support Program Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ol style="list-style-type: none"> 1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established 	Direct Instruction Academic Support Program Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention Academic Support Program Behavioral Support Program Direct Instruction Professional Learning	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Direct Instruction Academic Support Program Professional Learning Behavioral Support Program	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

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Strategy3:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Academic Support Program Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Academic Support Program Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Strategy4:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

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Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Direct Instruction Professional Learning Academic Support Program Technology	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Goal 2:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Professional Learning Direct Instruction Recruitment and Retention Behavioral Support Program Academic Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

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Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Professional Learning Direct Instruction Academic Support Program Behavioral Support Program	07/21/2015	07/22/2015	\$2500 - Other	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy2:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Direct Instruction Academic Support Program Technology Professional Learning	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy3:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

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Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Professional Learning Direct Instruction Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Professional Learning Direct Instruction Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Academic Support Program Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Community Engagement Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Goal 3:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy1:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Academic Support Program Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Community Engagement Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention Academic Support Program Professional Learning Behavioral Support Program Direct Instruction	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Behavioral Support Program Academic Support Program Direct Instruction Professional Learning	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy3:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

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Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Professional Learning Direct Instruction Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, School Data Coordinator

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Direct Instruction Academic Support Program Professional Learning	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy4:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Direct Instruction Professional Learning Technology Academic Support Program	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Statement or Question: Turnaround Principle 5: Effective Staffing - PAI

Response:

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- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 6: Effective Use of Data - Strategies

Goal 1:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program Professional Learning Direct Instruction	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Professional Learning Direct Instruction Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from

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passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention Professional Learning Academic Support Program Behavioral Support Program Direct Instruction	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program Professional Learning Behavioral Support Program Direct Instruction	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy3:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Technology Academic Support Program Professional Learning Direct Instruction	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

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Activity - • Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Parent Involvement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program Community Engagement Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Goal 2:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

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Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy1:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Parent Involvement Community Engagement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy2:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused

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specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Direct Instruction Professional Learning Technology Academic Support Program	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy3:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Behavioral Support Program Direct Instruction Academic Support Program Professional Learning Recruitment and Retention	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

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Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Behavioral Support Program Academic Support Program Direct Instruction Professional Learning	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy4:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Direct Instruction Academic Support Program Professional Learning	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Direct Instruction Professional Learning Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, School Data Coordinator

Goal 3:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

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Mary Beck Elementary School

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Parent Involvement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Academic Support Program Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Community Engagement Academic Support Program Parent Involvement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

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Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Recruitment and Retention Professional Learning Behavioral Support Program Direct Instruction Academic Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program Direct Instruction Professional Learning Behavioral Support Program	07/21/2015	07/22/2015	\$2500 - Other	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Strategy3:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Professional Learning Academic Support Program Direct Instruction Technology	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy4:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused SY 2015-2016

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system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program Professional Learning Direct Instruction	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Professional Learning Direct Instruction Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Statement or Question: Turnaround Principle 6: Effective Use of Data - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 7: Effective Use of Time - Strategies

Goal 1:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy1:

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Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Direct Instruction Academic Support Program Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, School Data Coordinator

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program Professional Learning Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy2:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Technology Professional Learning Academic Support Program Direct Instruction	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

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Strategy3:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Academic Support Program Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Parent Involvement Community Engagement Academic Support Program	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy4:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

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Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Professional Learning Behavioral Support Program Academic Support Program Direct Instruction	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Direct Instruction Recruitment and Retention Behavioral Support Program Professional Learning Academic Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Goal 2:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Community Engagement Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy2:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Professional Learning Direct Instruction Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

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Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Direct Instruction Professional Learning Academic Support Program	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Strategy3:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Technology Professional Learning Academic Support Program Direct Instruction	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy4:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

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Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Direct Instruction Academic Support Program Behavioral Support Program Professional Learning	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Behavioral Support Program Recruitment and Retention Professional Learning Direct Instruction	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Goal 3:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program Professional Learning Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

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Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program Professional Learning Direct Instruction	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Direct Instruction Behavioral Support Program Professional Learning Academic Support Program	07/21/2015	07/22/2015	\$2500 - Other	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Recruitment and Retention Direct Instruction Behavioral Support Program Professional Learning	11/02/2015	05/31/2016	\$700 - District Funding	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy3:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

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Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Academic Support Program Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Academic Support Program Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Strategy4:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Academic Support Program Technology Direct Instruction Professional Learning	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Statement or Question: Turnaround Principle 7: Effective Use of Time - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

Turnaround Principle 8: Family & Community Engagement - Strategies

Goal 1:

The bottom 25% of students in 4-6 grades will achieve high growth (44.9%) as measured by the Math ISTEP+

Measurable Objective 1:

45% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Lauren Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Academic Support Program Professional Learning Direct Instruction	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

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Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program Professional Learning Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy2:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Direct Instruction Academic Support Program	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Professional Learning Technology Academic Support Program Direct Instruction	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Strategy3:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

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Activity - • Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Academic Support Program Behavioral Support Program Direct Instruction Professional Learning	07/21/2015	07/22/2015	\$2500 - Other	• JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Behavioral Support Program Direct Instruction Professional Learning Recruitment and Retention Academic Support Program	11/02/2015	05/31/2016	\$700 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy4:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Academic Support Program Community Engagement Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

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Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Goal 2:

Students in grades 4-6 of the top 75% will achieve high growth (39.2%) as measured by the Math ISTEP+

Measurable Objective 1:

40% of Fourth, Fifth and Sixth grade Top 75% students will increase student growth in all areas in Mathematics by 05/31/2016 as measured by Math ISTEP+.

Strategy1:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities in the following areas are being provided: staff receiving the professional development return to Mary Beck with the intention of collaborating and providing school-based professional development -- small group reading instruction, google camp, upcoming opportunity for close reading and math process standards based training	Academic Support Program Technology Professional Learning Direct Instruction	10/01/2015	05/31/2016	\$300 - District Funding	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists,

Activity - Academic Feedback Forms and Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Daily instructional rounds are completed by administrators. 2. Regular feedback is given to teachers. 3. One on one or team collaboration promoting effective teaching strategies	Academic Support Program Direct Instruction	08/10/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Strategy2:

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Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

Activity - Summer Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in a two day professional development opportunity based off of the work of Eric Jensen	Direct Instruction Behavioral Support Program Professional Learning Academic Support Program	07/21/2015	07/22/2015	\$2500 - Other	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL teachers, and Special Education Teachers

Activity - Co-Teaching Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On-going training and monitoring and support from the district's Deputy Superintendent implementing co-teaching strategies within our 5th grade, 3rd grade and ELL teams	Academic Support Program Direct Instruction Behavioral Support Program Professional Learning Recruitment and Retention	11/02/2015	05/31/2016	\$700 - District Funding	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 5th (4) grade Teachers, 3rd (2) grade teachers, ELL (2) teachers, Deputy Superintendent

Strategy3:

Parent Partner Committee - Provide multiple opportunities for families to become engaged and informed about their student's learning. This committee works exclusively with our Parent Support Coordinator to improve community engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Academic Support Program Parent Involvement Community Engagement	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Community Engagement Academic Support Program Parent Involvement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Strategy4:

Differentiation of Instruction - Implement comprehensive improvement for instructional approaches for struggling students including focused system for student progress

Research Cited: Use assessments to determine instructional needs for all students beginning with Universal Screenings and continuing with progress monitoring efforts (Response to Intervention (RTI): The What, How, and Why! Laureen Reynolds)

Evidence of success: Collaboration minutes, grade level data, learning log meeting minutes, student binders, GEI forms, IEP, ILP

Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Professional Learning Direct Instruction Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Collaboration teams update and analyze grade level data 2. Collaboration teams meet with administrators to discuss data analysis during monthly learning log meetings 3. Administrative team and collaboration teams determine what is affecting student performance 4. Instructional focuses established	Direct Instruction Academic Support Program Professional Learning	09/07/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), School Data Coordinator, Classroom Teachers, Interventionist, and ELL Teachers

Goal 3:

Students in grades 4-6 of the bottom 25% will achieve high growth in E/LA as measured by the E/LA ISTEP+

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Measurable Objective 1:

43% of Fourth, Fifth and Sixth grade Bottom 25% students will increase student growth in all areas in English Language Arts by 05/31/2016 as measured by E/LA ISTEP+.

Strategy1:

Monitoring the increase of rigor in the E/LA & Math curriculum - The administrative team will provide opportunities for professional development in research based strategies of increasing rigor in the classroom. Walkthroughs and observations which are focused specifically on this increase will be reviewed/monitored regularly.

Research Cited: Hechinger Institute (2009). Understanding and reporting on academic rigor. New York: Teachers' College Press.

Evidence of success: Daily instructional rounds by the administrators. Feedback to teachers.

Activity - Provide Opportunities for Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Increased Student Engagement - Increased student engagement is aligned to high student achievement. Classroom teachers will receive professional development support, time for collaboration, and informal feedback from administrators with a goal to move students from passive compliance to active engagement.

Research Cited: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jensen

Evidence of success: Informal and formal student assessment data

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Evidence of success: Anecdotal observation, attendance log, student achievement data

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family math night which involves various activities that promote the love of mathematics	Parent Involvement Community Engagement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeve Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given several opportunities a year to attend a family reading night which involves various activities that promote the love of reading	Community Engagement Parent Involvement Academic Support Program	08/10/2015	05/31/2016	\$500 - Title I Schoolwide	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), Classroom Teachers, Interventionists, ELL Teachers, Special Education Teachers, Parent Support Coordinator

Activity - IREAD-3 Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are given the opportunity to familiarize themselves with their student's current assessment data, the assessment, home-based strategies to assist their child in passing	Parent Involvement Academic Support Program Community Engagement	02/02/2016	02/02/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal), 3rd grade Classroom Teachers, Interventionists, Parent Support Coordinator

Strategy4:

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Activity - Monitoring of Effective Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Establish ongoing professional development/provision of teaching strategies which are research based 2. Walkthrough & observation schedules and assignments 3. Discussion of observed strategies with Administrative team 4. Post-Conferences with teachers who require recommendations in the area of effective teaching strategies	Academic Support Program Direct Instruction Professional Learning	08/31/2015	05/31/2016	\$0 - No Funding Required	JeNeva Adams (Principal), Christie Heerschop (Assistant Principal), Tracey Kizyma-Whitmyer (Assistant Principal)

Statement or Question: Turnaround Principle 8: Family & Community Engagement - PAI

Response:

- PAI 1
- PAI 2
- PAI 3

SAP Turnaround Principles

Introduction

The Summative Turnaround Diagnostic is a self-assessment tool to help schools develop a common understanding of the “big picture” of their current state, related to key strands, standards and indicators from the School Improvement Framework.

Turnaround Principle 1: School Leadership

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.	Effective- The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all. The mission, vision, and underlying core beliefs direct, influence, and guide decision making on student academic excellence (college/career readiness) and healthy social/emotional development. The principal continuously articulates and inspires the school community to enact the vision. The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	<ul style="list-style-type: none"> •School Improvement Plan (SIP) •Attendance records •Walkthrough observations •Facility inspection reports 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	Improvement Necessary- The principal shares past student achievement data with staff. A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years. Staff is familiar with priorities for improvement and details of the school improvement plan. Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed.	<ul style="list-style-type: none"> •Formative Achievement data •Administrative Walk-through data •School Improvement Plan 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.	Effective- The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1] The principal has in place and monitors a behavior system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1] The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1] The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [6.1]	<ul style="list-style-type: none"> •School Discipline plan •Master & bell schedules •School faculty/student handbook •Teacher observation & evaluation data 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	Effective- The principal is committed to high quality teaching and ensures classrooms are visited daily to support and monitor high quality instruction. [2.3] The principal sets high expectations for students by ensuring student work is intellectually challenging, is cognitively demanding, demonstrates mastery of Standards, and that students receive meaningful feedback. [2.3] The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. The principal responds when adults display low assumptions about student potential. The principal demonstrates a commitment to high expectations through frequent interactions with families about the students' academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [8.1]	<ul style="list-style-type: none"> •School staff, student, parent handbooks •Posted academic Standards and rubric •Administrative walk-through data •Posted behavior standards 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.	Effective- The principal articulates the expectations that all teachers will implement a rigorous and coherent Standards-aligned curriculum and assessment systems with fidelity. [4.1] All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the Standards-aligned curriculum; teachers are on pace and teaching lessons are aligned to the Standards. [4.2] The principal implements formative assessments with fidelity and analyzes results in ELA and math across all grade-levels linked to the Standards-aligned curriculum and ensures that the results are returned to teachers in a teacher-friendly manner for timely analysis. [4.3] The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2] The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the Standards. [4.4]	<ul style="list-style-type: none"> •Grade level & content level meeting agendas and minutes •Formative assessments •Administrative Walk-through data •PLC agendas and minutes 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.	Effective- The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as necessary. [4.3, 6.3] Leader walk-throughs are scheduled and adhered to. The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, end-of-unit) 3.5]	<ul style="list-style-type: none"> •Grade & content level meeting agendas and minutes •Data team agenda and minutes •Administrative walk-through data •Professional development plan 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	Improvement Necessary- The principal is using multiple forms of disaggregated data to select and monitor a select number of key school-wide priorities for instructional improvement. [6.2] Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for some teachers on some priorities; student learning outcomes can be linked to these improvements. [6.3]	<ul style="list-style-type: none"> •Grade & content level meeting agendas and minutes •Data team agendas and minutes •Teacher observation and evaluation data •Administrative walkthrough data 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	Effective- The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students. [7.1] The master schedule enables students who are two or more years behind in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2] The principal and instructional leaders ensure teachers have sufficient planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3] The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teachers' community. [7.3]	<ul style="list-style-type: none"> •School Improvement Plan •Master schedule 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	Effective- The principal and instructional leaders use established processes to identify staffing needs proactively and early and manages recruitment efforts by casting a wide net for candidates including, but not limited to traditional venues. [5.1] The principal ensures that content/grade level teams or teacher leaders participates in and informs staff selection and is present at demo lessons and formal interview. [5.1] The principal and instructional leaders operate from clear selection process that focus on matching staff to specific position expectations and are based on prior student learning outcomes for non-first year teachers. [5.1] The principal has evidence that classrooms are staff with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [5.5] The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2] The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals. [5.3] The principal and leadership team ensure that teachers' collaboration time is focused on instructional priorities identified through an analysis of data. [5.3] The principal communicates performance expectations for each position, implements an evaluation process aligned with district expectations, places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently under-performing staff and follows the protocols for removal of ineffective teachers. [5.5]	<ul style="list-style-type: none"> •School Improvement plan •Master schedule •Formal and Informal observations and evaluations •Grade & content agenda and minutes •Data team agenda and minutes 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.	Improvement Necessary- The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and reports cards. [8.1] The principal supports and encourages structures such as PTOs, PTAs, and Parent Councils. [8.1] The principal has some partnerships with and has contact information for support services and organizations in the community. [8.2]	<ul style="list-style-type: none"> •School, staff, parent, student handbooks •List of family and community engagement activities and attendance •List of outreach programs for families with struggling students. 	Improvement Necessary

Turnaround Principle 2: School Climate and Culture

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The school community supports a safe, orderly and equitable learning environment.	Effective-Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order. There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community. There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms. Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	<ul style="list-style-type: none"> •Student/parent/staff handbooks •Walkthrough observations •Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) •School/district safety plan •Student behavior management plan/code of conduct •Facility inspection reports 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.	Effective- Academic learning time is protected and prioritized. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on targeted instructional strategies. Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth. Staff is continuously engaged in practices to promote professional growth.	<ul style="list-style-type: none"> •Discipline and behavioral referrals •Administrative walkthrough data •Student and staff handbooks •Professional development plan 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.	Effective-High expectations for staff and students are exhibited and high quality teaching is the norm. Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum. Students and adults receive meaningful feedback and interventions that contribute to continuous improvement. The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.	<ul style="list-style-type: none"> •Posted academic standard/rubrics •Posted behavior standards •Informal classroom observations •Administrative walkthrough frequency •School discipline plan •Student/parent handbooks 	Effective

Turnaround Principle 3: Effective Instruction

Indicator	Statement or Question	Response	Evidence	Rating
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Effective- Student learning objectives are posted and explained to students, they are consistently clear and measurable. Students can articulate what the learning objectives are and why it matters to their learning and growth. Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	<ul style="list-style-type: none"> •Informal and formal teacher observations •Administrative walkthrough data •Posted lesson objectives 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Improvement Necessary- Teachers use a few instructional and response strategies and students are moderately engaged. The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	<ul style="list-style-type: none"> •Informal and formal teacher observations •Administrative walkthrough data 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	Effective- Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective. Instructional strategies and groupings are adapted based on teachers' CFUs as well as other forms of data. Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not. Administrators monitor the use of CFUs as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	<ul style="list-style-type: none"> •Walkthrough observations 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Teachers demonstrate necessary content knowledge.	Effective- Teachers are highly qualified in the content taught. Lessons are rich with relevant content connected to Standards. Teachers approach content from many angles to support all learning styles. Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students.	<ul style="list-style-type: none"> •Walkthrough observations •Teacher certifications 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	Effective- Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis. Multiple measures of data are present and reviewed in every teacher meeting. Lessons include re-teaching and spiraling based on CFUs and evidence of student learning. Data is reviewed regularly with staff to identify students who are not mastering basic skills and are provided with appropriate diagnostic assessments to target learning needs.	<ul style="list-style-type: none">•Common assessments and rubrics•Content/grade level meeting agendas and minutes	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	Effective- Academic progress is monitored through discussions of student data with the leadership team. Classroom behavior is consistent and student exhibit habits of self-discipline and self-management.	<ul style="list-style-type: none">•Student/parent handbook•Formative and summative assessment data•Administrative walkthrough data•Discipline reports	Effective

Turnaround Principle 4: Curriculum, Assessment and Intervention Systems

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The district or school curriculum is aligned with Indiana Academic Standards.	Effective- The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards. The instructional sequence is mapped and calendared across all grade levels. Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum.	•Walkthrough observations	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum.	Effective- All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms. Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing. Teachers are using curriculum maps with sequences student learning objectives to plan instruction. Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards.	<ul style="list-style-type: none"> •Common assessments •Administrative walkthrough data •Informal and formal teacher observations and evaluations 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Effective- Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels link to the Indiana Academic Standards aligned curriculum. A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms. Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction. The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.	<ul style="list-style-type: none"> •Common assessment •Professional development plan/agenda 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Effective- All teachers have access to and are using engaging Instructional materials and resources aligned to the Indiana Academic Standards. The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.	<ul style="list-style-type: none">•District and/or State model curriculum•Inventory of instructional materials and resources	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Effective- Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics. All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs. Time is allocated to ensure program fidelity. Whole group and small skill group instruction is being employed. The strategies are aligned with best practices.	<ul style="list-style-type: none">•Data protocol and discussion results•Master schedule•School improvement plan•Meeting agendas and minutes•Walkthrough observations	Effective

Turnaround Principle 5: Effective Staffing

Indicator	Statement or Question	Response	Evidence	Rating
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.	Effective- The school leadership engages in school-wide observations and provides feedback using aligned on protocols. Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations. Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement. Multiple data sources are used to evaluate teachers including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice.	•Walkthrough observations	Effective

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.	Improvement Necessary- School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan. During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor. Professional development is high quality, though primarily considered an "event" and not part of an on-going system of structures in the school. All new teachers are provided with a mentor. Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan.	•Professional development plan •PD topics links to data from teacher observations	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.	Effective- Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. Staff provided for learning interventions is effective teachers with specific content knowledge in the assigned intervention. Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior. Staff identified as "not aligned" and/or unskilled are put on improvement plans and appropriate support is provided; there is extensive documentation on consistently underperforming staff and an urgency to dismiss them.	•Master schedule	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	Effective- Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals. Professional development includes individual, collaborative and shared reflective opportunities.	•Professional development plans	Effective

Turnaround Principle 6: Enabling the Effective Use of Data

Indicator	Statement or Question	Response	Evidence	Rating
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Improvement Necessary- Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended. Families know about special events at the school and their participation is tracked. Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by school leadership.	<ul style="list-style-type: none"> •Discipline and referral data •Attendance data 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Effective- Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data. Teachers have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by the data. Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan.	<ul style="list-style-type: none"> •Samples of data presented to staff •Data analysis documentation •Data analysis summaries/reports 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.3	A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Effective- Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data. As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs. Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	<ul style="list-style-type: none"> •Data analysis summaries and reports •Data analysis documentation •Master schedule 	Effective

Turnaround Principle 7: Effective Use of Time

Indicator	Statement or Question	Response	Evidence	Rating
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	Effective- The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students. Students are enrolled in level appropriate classes on the first day of school with few changes required. Instructional time is protected with few interruptions. Transition times are used effectively to maximize learning.	•Master schedule	Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	Effective- At least 85% of student who are two or more years behind in ELA or Math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity. The master schedule has sufficient flexibility to allow accelerations, interventions and/or return to core content areas. The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.	•Scheduled intervention time •Master schedule	Effective

Indicator	Statement or Question	Response	Evidence	Rating
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	Improvement Necessary- Teachers have time scheduled for grade/content level meetings. The master schedule includes opportunities to learn from others outside the teacher's community. The principal creates a basic calendar of teacher collaboration time.	•Minutes of teacher meetings •Master schedule	Improvement Necessary

Turnaround Principle 8: Effective Family and Community Engagement

Indicator	Statement or Question	Response	Evidence	Rating
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	Improvement Necessary- Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards. Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited. Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	<ul style="list-style-type: none"> •List of family and community engagement activities •Job description of family/community engagement staff 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	Effective- Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising. School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	<ul style="list-style-type: none"> •Job description of family and community engagement staff •List of family and community education programs •List of outreach programs for families with struggling students •List of family and community engagement activities and attendance 	Effective

Evidence

Label	Assurance	Response	Comment	Attachment
9.1	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 1: Effective Leadership.	Yes		Facility Inspection Reports Accountability Report SIP 2015-2016 Teacher Observation Form Teacher Walkthrough Form Teacher Year End Evaluation ISTEP+ Results with Change% Professional Development Schedule Student Handbook Attendance/Discipline Data Reports ISTEP Trend Data Learning Log Minutes with Teachers Walkthrough Data Master Schedule Formative Assessment NWEA Data

Label	Assurance	Response	Comment	Attachment
9.2	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 2: Climate and Culture.	Yes		Behavior Plan PBIS Discipline Referral

Label	Assurance	Response	Comment	Attachment
9.3	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 3: Effective Instruction.	Yes		Collaboration Minutes Collaboration Minutes Collaboration Summary Form Template Teacher Certifications

Label	Assurance	Response	Comment	Attachment
9.4	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 4: Curriculum, Interventions, Assessment.	No	All corresponding evidence is attached in the Turnaround Principle 1, 2 & 3.	

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Label	Assurance	Response	Comment	Attachment
9.5	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 5: Effective Staffing.	No	All corresponding evidence is attached in Turnaround Principle 1, 2, & 3.	

Label	Assurance	Response	Comment	Attachment
9.6	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 6: Effective Use of Data.	No	All corresponding evidence is attached in Turnaround Principle 1, 2, & 3.	

Label	Assurance	Response	Comment	Attachment
9.7	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 7: Effective Use of Time.	Yes		Interventionist Schedule

Label	Assurance	Response	Comment	Attachment
9.8	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 8: Family & Community Engagement.	Yes		List of Family & Community Engagement for Struggling Students List of Family Activities

Next Steps

As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.

The following are our key priorities to consider as our next steps in our School Improvement Plan:

Monitoring the increase of rigor in the E/LA & Math curriculum

Differentiation of Instruction

Increasing Student Engagement

These are our top three priorities to improve our school.

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.