

**Dayton Elementary School (8017)
2019-2020 School Improvement Plan**

Revised October, 2019



Tippecanoe School Corporation

Lafayette, IN



TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

Literacy Instruction

Mathematics Instruction

Title I Compliance Documents

EXECUTIVE SUMMARY

School Improvement Plan Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I and The Student Achievement Plan (SAP) for focus and priority schools. The following people were involved in the development of this School Improvement Plan: Ryan Simmons, Principal; Brandy Cain, Special Education Teacher; Carol Howard, Kindergarten Teacher; Pam Shideler, 1st Grade Teacher; Heather Frauhiger, 2nd Grade Teacher; Liz Miller, 3rd Grade Teacher; Hannah Vaughn, 4th Grade Teacher, Sarah Harmon, ½ High Ability Teacher; Carol Grady, Title I Teacher.

Description of the School and Community

The Tippecanoe School Corporation is a comprehensive K-12 public school corporation located in north central Indiana, about one hour north of Indianapolis. Established in 1962, TSC encompasses 437 square miles in Tippecanoe County. Portions of Lafayette, West Lafayette and the main campus of Purdue University are within the district boundaries. TSC operates two high schools, six middle schools and 11 elementary schools serving approximately 14,000 students. The district draws students from suburban areas of Greater Lafayette, as well as outlying rural areas. To address continued growth, TSC has created a long-range building program, which will add additional schools and classrooms in the future.

Dayton Elementary is a small, community school housed just east of Interstate 65. The facility includes a large grounds area that houses baseball and softball fields, two parking lots, a set of playgrounds and the building itself. Dayton Elementary School has an enrollment of 394 students. Of those 394 students, 41.37% qualify for free and reduced lunch. Ethnically, Dayton is comprised of 78.42.1% White students, 14.7 % Hispanic, 0.2% Asian, 2.79% Multiracial or other, and 3.8% Afician American. Dayton also has quite a large Special Needs population with 17.26 % of the student body requiring special education services.

Vision Statement

The Vision Statement was developed by the staff at Dayton Elementary.

Creating a Community of Learners and Leaders.

We believe this vision statement encompasses everything that is important to us at Dayton Elementary. We enjoy and appreciate the partnerships we have in the community. We also strive to build a community in our classrooms and our school. It is important that we not only create learners in our society, but also leaders. This also goes for our staff. We are lifelong learners and leaders in our school community.

The Leader in Me Framework:

At Dayton Elementary, we believe in reaching the whole child. This is why we are a Leader in Me school. We believe and reinforce the following paradigms at Dayton Elementary.

1. Everyone can be a leader.
2. Everyone has genius.
3. Change starts with me.
4. Educators empower students to lead their own learning.
5. Develop the whole person.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All teachers are trained in the 7 Habits of Highly Effective People. All teachers live and model the 7 Habits, as well as, teach the Leader in Me curriculum to reinforce the habits.

In this environment where adults live the 7 habits, all students will be highly motivated to learn. They are willing to take risks and set high goals for themselves. All students will be engaged in their learning. Students will show respect and take responsibility for their education. They will learn important team building skills by working in small and large groups. They will demonstrate mastery through a variety of authentic assessments and experiences. All students accept challenges, show motivation, and put forth their personal best.

As a result of these efforts; our school's student achievement data goals are as follows:

1. 70% of students will pass ILEARN English Language Arts and Math.
2. 100% of students will be at or above grade level reading according to TRC and Fountas & Pinnell Benchmark tests at the end of the school year.
3. 100% of students will show 1 year growth on the NWEA MAP assessment.
4. Our school will maintain 97% or higher attendance rate.

Playworks

At Dayton Elementary School, our school has partnered with Playworks to support inclusive play and social and emotional learning at recess. Our students learn conflict resolution and inclusion on the playground which in turn, carries over to the classroom.

Notable Achievements and Areas of Improvement

Math continues to be an area of focus at Dayton Elementary School. We will continue to improve math instruction by analyzing NWEA and ILEARN scores to see if there is a trend or a specific area of need in the subject of math. In addition, we can group students according to the Learning Continuum on NWEA. This will be used to identify math intervention groups that may happen inside or outside of the classroom. We will also be working with our interventionist and Title I department to provide interventions to meet the needs of our students.

English/Language Arts is also an area of focus at Dayton Elementary School. We will continue to analyze english/language arts data by analyzing, NWEA, ILEARN, TRC, Fountas & Pinnell and classroom assessments to see what specific areas need to be targeted. Students will be grouped together with students of a similar ability level to increase cooperative learning. We will also be working with our interventionist and Title I department to provide interventions to meet the needs of our students.

Additional Information

Description and Location of Curriculum

Dayton Elementary School's curriculum is based on the Indiana Academic Standards located <http://www.doe.in.gov/standards>. Curriculum maps based on these standards are located in the Principal's Office for inspection by members of the public.

Title and Description of Assessment Instruments to be Used in Addition to ILEARN

Benchmark assessments will be administered 3 times per year by certified teaching staff. Reading benchmark assessment, TRC, will be administered for students in grades K-2. Teachers will administer the Fountas and Pinnell Benchmark Assessment System for students in grades 3-5 at the beginning, middle and end of the school year. NWEA will be administered in grades K-5. Additionally, IREAD will be administered in the Spring for students in grade 3.

IMPROVEMENT PLAN STAKEHOLDER INVOLVEMENT

1. 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?

Dayton Elementary reached out to stakeholders through the school newsletter to seek input on the improvement plan. Input was solicited from students, teachers, parents, and community representatives through a stakeholder survey. The survey was completed electronically, which allowed stakeholders to complete the survey and submit their input at a time that was convenient to their schedules.

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

The Dayton Elementary School Improvement Team was comprised mostly of Dayton Elementary staff members and a few parent/guardian(s). As data was analyzed, ideas were generated, and decisions made, this information was shared with stakeholders who indicated a desire to remain involved in the process. These stakeholders were then able to provide their input which factored into the final school improvement plan.

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

The school improvement plan is uploaded to the Dayton Elementary website. Notice is provided annually, and the plan is accessible via the school website.

ISTEP+ (Prior to the 2018-2019 school year)/ILEARN (Starting in 2018-2019) Data

INDICATOR	12-13	13-14	14-15	15-16	16-17	17-18	18-19	State
Student Enrollment	377	388	390	377	422	399	404	
IREAD Passing Percentage	96.8	86.7	95	98	93.8	88	89.4	87.3
3-5 ISTEP+/ILEARN Math	82.5	83.5	63.7	65	60	60	57.8	47.8
3-5 ISTEP+/ILEARN Math (White)	85.6	84.6	64.7	65.9	61.3	61.6	56.3	60.3
3-5 ISTEP+ Math/ILEARN (Hispanic)	74.4	80	51.6	58	53.8	35	54.6	39.3
3-5 ISTEP+ Math/ILEARN (Free)	75.6	85.6	60	53	53.5	49.6	42.9	N/A
3-5 ISTEP+ Math/ILEARN (Paid)	87.7	81.1	67.3	73	64.0	69.6	57.1	N/A
3-5 ISTEP+ Math/ILEARN (Special Ed)	42.3	46.2	72.4	16	N/A	8.3	20.6	24.6
3-5 ISTEP+ Math/ILEARN (Gen Ed)	89.3	89.3	70	72	67.6	67.6	61.6	58.3
3-5 ISTEP+ Math/ILEARN (ELL)	79.3	79.3	53.6	52.4	N/A	N/A	35.6	28.3
INDICATOR	12-13	13-14	14-15	15-16	16-17	17-18	18-19	State
3-5 ISTEP+/ILEARN LA	75.9	85	69.8	76.1	75	71	51.6	47.9
3-5 ISTEP+ LA/ILEARN (White)	84.8	86.8	71	76.3	75.3	68.3	50.3	52.6
3-5 ISTEP+ LA/ILEARN (Hispanic)	84.2	81.8	61	65.2	59.1	64	52.6	33
3-5 ISTEP+ LA/ILEARN (Free)	76.5	80.9	62.5	68.3	67.9	62.7	30.1	N/A
3-5 ISTEP+ LA/ILEARN (Paid)	90	88.5	77	83	78.2	77.3	69.6	N/A
3-5 ISTEP+ LA/ILEARN (Special Ed)	41	40	79.3	32	N/A	27.5	10.6	17.6

3-5 ISTEP+ LA/ILEARN (Gen Ed)	90	91	78.8	83	82.5	80.3	58.3	51.6
3-5 ISTEP+ LA/ILEARN (ELL)	86.3	78.6	57	60	N/A	N/A	33.6	19
Grade 3 ISTEP+/ILEARN Math	80.6	88.3	50	50.79	59	52	56	56
Grade 3 ISTEP+/ILEARN LA	87.1	88.3	78.3	80.9	77	67	48	48
Grade 4 ISTEP+/ILEARN Math	80.7	79.4	72.4	60	56	67	58	58
Grade 4 ISTEP+/ILEARN LA	85.7	85.3	75.4	71	78	74	46	46
Grade 4 ISTEP+/ILEARN Science	72.4	66.7	75	75	64	58	48	48
Grade 5 ISTEP+/ILEARN Math	84.9	83.3	68.1	80	63	64	52	52
Grade 5 ISTEP+/ILEARN LA	80.6	81.5	58.3	75	65	76	58	58
Attendance Rate	97.4	97.6	97.3	97.1	97.0	97.1	97.0	N/A
Number of Students Suspended	4	4	17	10	17	19	15	N/A
Number of Out of School Suspensions	6	6	19	12	15	20	22	N/A
Number of In School Suspensions	2	2	9	5	3	7	3	N/A

NWEA Data Comparison

Red and Green Scores are when Comparing DES Fall Scores to the Norm Fall RIT scores.

MATH

Grade	DES Fall RIT 2017	Norm Fall RIT 2017	TSC Fall Norm RIT 2017	DES Winter RIT 2017	DES Spring RIT 2018	DES Fall RIT 2018	Norm Fall RIT 2018	TSC Fall Norm RIT 2018	DES Fall RIT 2019	TSC Fall RIT 2019	Norm Fall RIT 2019
K	135.9	138.5	137.4	148.8	159.5	140.6	139.3	139.7	140.1	139.6	140.0
1st	159.9	160.8	162.4	178.5	185.9	162.0	161.6	163.6	162.0	164.2	162.4
2nd	182.2	175.6	183.3	194.9	197.0	177.4	176.2	177.0	174.1	177.2	176.9
3rd	189.1	189.4	188.6	198.9	205.2	191.6	189.9	190.8	188.4	191.0	190.4
4th	206.6	201.1	201.7	211.8	218.1	201.8	201.5	202.7	204.3	203.2	201.9
5th	213.7	210.7	213.7	218.7	224.0	214.2	211.1	213.3	211.5	213.4	211.4

LANGUAGE ARTS

Red and Green Scores are when Comparing DES Fall Scores to the Norm Fall RIT scores.

Grade	DES Fall RIT 2017	Norm RIT Fall 2017	TSC Norm RIT Fall 2017	DES Winter RIT 2017	DES Spring RIT 2018	DES Fall RIT 2018	Norm RIT 2018	TSC Norm RIT 2018	DES Fall RIT 2019	TSC Fall RIT 2019	Norm Fall RIT 2019
K	139.4	139.6	139.9	149.6	157.1	140.4	140.3	141.4	141.6	141.3	141.0
1st	159.7	159.1	162.9	177.7	184.3	161.9	159.9	163.2	163.3	163.4	160.7
2nd	180	173.3	182.3	192.7	192.4	179.1	174.0	176.8	172.2	176.2	174.7
3rd	189.9	187.1	188.8	198.8	200.8	190.1	187.7	190.0	187.7	190.0	188.3
4th	201.8	197.3	199.4	207.3	208.8	198.5	197.7	200.0	202.0	200.1	198.2
5th	207	205.0	208.5	213.1	214.7	209.8	205.4	207.7	206.6	207.3	205.7

Areas of Notable Achievement

1. Which areas demonstrate positive growth and are above expected levels of performance? (Cohort groups, TSC, and State)
 - ❖ Kindergarten Fall RIT scores for Math and ELA are above the district and norm RIT averages
 - ❖ 4th Grade Fall RIT scores for Math and ELA are above the district and norm RIT averages.
 - ❖ 5th Grade Fall RIT scores for Math are above the norm averages.
 - ❖ 1st Grade Fall RIT scores for ELA are above the norm averages.
 - ❖ 5th Grade Fall RIT scores for ELA are above the norm averages.
 - ❖ 5th Grade ILEARN ELA scores were above the state average and the district average
 - ❖ 5th Grade ILEARN Social Studies scores were above the state average and district average
 - ❖ Grade 4 ILEARN Math scores were above the state average.

2. Which area indicates the highest performance?
 - ❖ Fourth Grade NWEA Math was 1.1 points above the TSC Fall RIT average.
 - ❖ Fourth Grade NWEA English was 1.9 points above the TSC Fall RIT average.
 - ❖ 5th Grade ILEARN Language Arts Scores were at 58%, which was 11% higher than the state average of 47%
 - ❖ Fifth Grade Social Studies ILEARN scores were at 58%, which was 12% higher than the state average of 46%.

3. Which subgroups show a trend toward increasing performance?
 - ❖ Our Hispanic student population scored at 52.6 for ELA for Grades 3-5 for ILEARN and 54.6 for ILEARN Math. The state averages for this subgroup was 39.3 for Math and 33 for ELA.

4. Which of the above reported findings on ILEARN are consistent with NWEA?
 - ❖ Our 5th grade NWEA Fall 2019 RIT scores were above the norm score. As 4th graders, these students also scored above the state average in Math on the ILEARN assessment.

Areas in Need of Improvement

1. Which areas are below expected levels of performance? (Cohort groups, TSC, and State)
 - ❖ Grade 3 ILEARN Math scores were below the state average.
 - ❖ Grade 1 Fall RIT math scores were below the district average and norm average.
 - ❖ Grade 2 Fall RIT math scores were below the district average and the norm average.
 - ❖ Grade 3 Fall RIT math scores were below the district average and the norm average.
 - ❖ Grade 2 Fall RIT ELA scores were below the district average and the norm average.
 - ❖ Grade 3 Fall RIT ELA scores were below the district average and the norm average.
 - ❖ Grade 5 Fall RIT ELA scores were below the district average.
 - ❖ Grade 1 Fall RIT ELA scores were below the district average.

2. Which area indicates the lowest performance?

- ❖ Grade 3 ILEARN Math
- ❖ Grade 4 ELA ILEARN
- ❖ Grade 2 Math and ELA Fall RIT scores are below district and norm averages.
- ❖ Grade 3 Math and ELA Fall RIT scores are below district and norm averages.
- ❖ Grade 1 is below the district average for the Fall RIT score in Math and ELA.

4. Which of the above reported findings are consistent with NWEA?

- ❖ Our 4th grade math scores were below the TSC average and the state average for ILEARN in 2018-2019. As 3rd graders, their scores were also below the TSC average on the Spring NWEA RIT score for Math.
- ❖ As 4th graders, our students scores below the district average in both ELA and Math on ILEARN. As fifth graders in the 2019-2020 school year, these students also scored below the district Fall NWEA RIT average in Math and ELA.

LITERACY INSTRUCTION

Description of Program

Dayton Elementary implements a 90 minute reading block K-5. Each literacy block contains a mini-lesson, word work for K-2, vocabulary instruction, and time to read books at instructional and independent levels.

According to the most recent data (2019-2020) showed we had 51.6% of our students passing the English Language Arts ILEARN. Our goal is that we will have 70% of students score a proficient score on the ILEARN English/Language Arts ILEARN Test.

Goal 1: 70% of Dayton Elementary School students will demonstrate proficiency by passing the English/Language Arts portion of the ILEARN by May 22, 2020.

Strategy 1: Students identified as needing support according to TRC and/or NWEA will receive Tier 2 support as space allows in the form of LLI, Optimize, or Comprehension Toolkit lessons. Pull out will begin mid-September and continue to the end of the school year. Carol Grady is responsible.

Strategy 2: Teachers in grades K-5 will utilize TRC and Fountas and Pinnell leveling systems to drive instruction and monitor student literacy growth. Leveling will take place in August 2019-April 2020, with benchmarks a minimum of three times per year. All teachers in grades K-5 are responsible.

Strategy 3: Teachers in grades K-5 will utilize the Lucy Calkins' Writing Units of Study to increase students' understanding of writing components. Writing instruction will begin in September of the 2019-2020 school year and will continue until the end of the year. All teachers in grades K-5 are responsible.

Strategy 4: Teachers in grades K-5 will present weekly direct vocabulary instruction and/or word work. Instruction will begin in August of the 2019-2020 school year and will continue until the end of the year. All teachers in grades K-5 are responsible.

Strategy 5: Interventionists will provide blitz group small group instruction 4 days/week in grades K-3. Teachers and interventionists will meet weekly to review student data, modify groups, and make instructional adjustments. Groups will begin in September and will continue to the end of the 2019-2020 school year. All teachers in grades K-3 are responsible.

MATHEMATICS INSTRUCTION

Description of Program: Dayton Elementary implements a minimum 60 minute Math instructional block. Teachers utilize the Ready Math textbook, supplemental materials, and technology based resources such as IXL, IReady, and/or Smart Notebook.

According to the most recent data (2019-2020) we had 57.8% of our students passing the Math portion of ILEARN.

Goal 1: 70% of Dayton Elementary School students will demonstrate proficiency by passing the Math portion of the ILEARN and/or each grade level will show improvement in the NWEA Math mean grade level RIT score from Fall 2019 to Fall 2020.

Strategy 1: (Activity / Begin date / End Date/ Resources/ Source of Funding / Staff Responsible)

Students in grades 3-5 will receive direct instruction from Highly Qualified teachers, as well as, receive push in support from a Title I aide, classroom interventionist or an inclusion teacher. Grades 3-5 for targeted due to ILEARN. Support will begin in September 2019 and continue to the end of the school year. Mr. Simmons and 3-5 classroom teachers are responsible.

Strategy 2: Teachers have received training on how to accurately read NWEA reports to monitor and measure growth.

Strategy 3: K-5 teachers will supplement Ready Math instruction with technology-based resources such as IXL, Smart Notebook, and/or IReady. Supplementation will begin in September 2019 and continue to the end of the school year. K-5 teachers are responsible.

Strategy 4: K-5 teachers will place an emphasis on Fact Fluency. Students who achieve proficiency will be recognized on the school announcements. Implementation will begin in September 2019 and continue to the end of the school year.

Strategy 5: Teachers will analyze NWEA and IREADY data to help tailor instruction to student needs.

TITLE 1 SCHOOLWIDE PLAN REQUIREMENTS

The school assures the following requirements have been met (Sections 111(b)(1), 1114 (b)(1)(A) and the 1309 (s) of the Elementary and Secondary Education Act (ESEA).

Assurance 1: A Comprehensive Needs Assessment of the whole school has been completed.

Comment: Teachers in grades K-2 will use the TRC reading assessments 3 times a year (September, January, and April). Teachers will complete the assessments by the corporation deadlines. Teachers in grades 3-5 will use Fountas and Pinnell Benchmark assessments in reading three times a year (beginning and end of year). Grades 3-5 will use Fountas and Pinnell Benchmark for middle of the year for students below benchmark only. In addition, they will use NWEA Assessments in Language Arts and Math 3 times a year (September, November, and February). Teachers will be responsible for making sure all of their students complete the assessments. Data meetings will be held to discuss the results of the assessment to create small groups for remediation and acceleration, and review best practices.

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

Comment: Dayton Elementary provides an enriched and accelerated curriculum for students. Teachers and parents complete recommendation sheets to determine who will be assessed for possible qualification. This process occurs each spring for grades 1-5. All students in Grades Kindergarten and 1st grade receive IDEA lessons from the IDEA teacher. Qualifying 2nd-5th grade students will be placed in a self-contained 2/3 or 4/5 high ability class. High ability classroom teachers will daily offer those students a rigorous and accelerated curriculum. General education teachers will encourage high performing students to enroll in Super Saturday through Purdue University. Additionally, general education teachers will use differentiated, small group instruction based on student text levels and/or assessment data in reading and math to continue to challenge students on a daily basis.

Dayton Elementary teachers will utilize the scope and sequence for the HMG Into Reading reading series to guide on-level direct instruction during the core 90 minute reading block K-5. During the 90 minute reading block, the classroom teacher and highly qualified instructional assistants will work with students for 30 minutes in small groups or one-on-one to provide explicit instruction with leveled texts or self-selected good fit books.

Assurance 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.

Comment: Grade level teachers, Title I staff, and the building administrator will meet to discuss student data collected through the TRC, Fountas and Pinnell text leveling, and NWEA and ISTEP to determine students in need of secondary interventions. Students identified as at-risk or not making adequate progress will receive targeted interventions 3-5 times per week outside of the 90 minute reading block by a highly qualified instructional assistant or certified teacher. Specific interventions include, but are not limited to Leveled Literacy Intervention, Comprehension Toolkit, Reading Eggs, Ready Math, and Optimize. Progress will be monitored to determine if interventions should change.

Assurance 4: There are highly qualified teachers in all core content area classes.

Comment: To ensure that all of our students are taught by highly qualified teachers and paraprofessionals, we will 1) hire only highly qualified teachers and paraprofessionals 2) help those who are not highly qualified to develop and implement a personalized plan for becoming highly qualified, 3) make sure that our low-achieving students are taught by highly qualified teachers and paraprofessionals.

The Tippecanoe School Corporation maintains an expectation that all teachers are highly qualified in elementary classrooms and Title I positions. Corporation expectations include: 1) All teachers holding a valid Indiana Teaching License. 2) Identification of how each teacher qualifies as highly qualified whether by Pearson Core, PRAXIS, NTE, HOUSSE, or CAS. 3) All current instructional assistants in the school are highly qualified. The corporation maintains the expectation that any future instructional assistants hired will be highly qualified at the time of their hiring. 4) Information is available at the corporation and school level for teachers and instructional assistant candidates to become highly qualified before hiring can occur. 5) List is maintained at the building level and with the corporation personnel office of all teachers and instructional assistants and their highly qualified status and method for qualification. 6) If a teacher is found to not be HQ in a particular area, a plan is developed for this teacher to become highly qualified, or the teacher is moved to a position in which they are highly qualified. Support is offered at the building and corporation level about how to take and pass the Pearson Core exam. In special education teaching situations, in-services are provided by the local special education cooperative to ensure PGP points are gathered to meet the required need as well. Also, we will make parents aware of the school's progress in employing all highly qualified teachers and professionals by mailing an informational letter to all parents during the first quarter of each school year.

Assurance 5: *There is high quality and on-going professional development for teachers, principals, and paraprofessionals.*

Comment: Dayton Elementary School has a daily Instructional Improvement Block prior to the start of the school day from 8:15-8:45. During this time teachers participate in collaboration, problem solving meetings, and direct instruction on various aspects of curriculum instruction including vocabulary development, small group literacy best practice, mathematical practices, and behavioral interventions and practices. Training will be provided by the Principal or designated staff member with specialized knowledge and training. Some topics during the 2019-2020 school year will be on NWEA data, mindfulness, grade level collaboration, attendance, Leader in Me, Playworks, and ILEARN/IREAD-3 prep.

The Principal and Title I Lead Teacher will meet periodically with Title I aides to provide direct instruction in best practices in reading and math, review running record data, and provide support.

Assurance 6: *There are strategies to attract high-quality, highly qualified teachers to this school.*

Comment: Central Office Administration will continue to advertise the New Teacher Academy to prospective new teachers on an ongoing basis to attract highly qualified teachers. Building principals and central office staff will attend Teacher Recruitment Fairs at colleges throughout the state. To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually, 2) assign only highly qualified teachers to low achieving students and 3) encourage our highly qualified teachers to stay at our school by continuing to have a close partnership with Purdue University. Dayton Elementary will continue to participate in teacher education programs by Purdue's Block program. Dayton Elementary will also continue to host Student Teachers. By creating partnerships with our local university and with the community, we will continue to attract highly qualified teachers. Dayton Elementary will also encourage our highly qualified teachers to remain by providing a supportive and caring environment and by providing high quality professional development opportunities.

Assurance 7: *There are strategies to increase parental involvement, such as literacy services.*

Comment: The strategy chair will provide resources and ideas that will assist teachers in providing opportunities to keep parents actively involved in their child's education. The Title I Lead Teacher will provide information to parents regarding math and reading support via newsletter. The importance of parent involvement will be stressed during professional development.

On the Title I website <https://www.tsc.k12.in.us/departments/student-services/title-i-services> parents will be able to click on an icon that will link them to the Indiana Parent Information and Resource Center (PIRC) at www.fscip.org. Parents will be informed of this website during the Annual Title One meeting in September. There will also be a link on our school website and information in the monthly school newsletter.

Assurance 8: The school will provide individual academic assessment results to parents. If so, describe how this will be done.

Comment: Report cards will continue to be sent home quarterly by all classroom teachers. Information regarding the TRC, NWEA, and ILEARN assessments will be included, along with the students' grades for each quarter and comments that document students' strengths and/or weaknesses. Assessment results will be written in a language that the child's family understands.

Assurance 9: There are strategies to involve parents in the planning, review, and improvement of the school-wide plan.

Comment: Parents will be invited in the fall to attend a Title I parent information meeting to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs and all other required IDOE components. Documentation including an agenda and a parent sign-in sheet will be kept in preparation for a DOE monitoring visit. Parents were consulted, via email and personal contact, for input on the schoolwide plan.

Parents, Title I staff, and administrators are invited to participate in the annual review/revision of the School-Parent Involvement Policy at the corporation and school level. This policy will be written with meaningful parent input and include all the IDOE requirements. This policy will be reviewed each spring and distributed at the beginning of each school year to all parents.

Assurance 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.

In conjunction with our annual "Kindergarten Round Up" and the meeting that our cooperation-wide preschool transition committee will be holding with area preschools, Dayton Elementary will hold a workshop for incoming kindergarten students and their parents each spring. Parents and students will attend an evening workshop in which they will learn about the kindergarten curriculum. Prospective students will be able to participate in a variety of learning opportunities during the event and receive a book and other readiness supplies to use over the summer.

Assurance 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.

Comment: Teachers utilize time during the Instructional Improvement Block to analyze assessment results and collaborate on strategies to maximize the improvement of student achievement. Teachers also are the driving force in the school's Response to Intervention collaborative meetings where all data is reviewed by the RTI team to develop customized plans for student achievement. Team members include Teacher, Principal, Parent or Guardian, School Psychologist, and additional staff as deemed relevant to the individual student's needs.

Assurance 12: There are activities and programs at the school level to ensure that students having difficulty

mastering proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.

Comment: Grade level teachers, Title I staff, and the building administrator will meet to discuss student data collected through the TRC, Fountas and Pinnell text leveling, and NWEA to determine students in need of secondary interventions. Students identified as at-risk or not making adequate progress will receive targeted interventions 3-5 times per week outside of the 90 minute reading block by a highly qualified instructional assistant or certified teacher. Progress will be monitored to determine if interventions should change.

Assurance 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.

Comment: Dayton Elementary participates in the coordination of funding sources such as Title III, Gifted and Talented grant, General Fund and GLASS to assure customized and seamless instructional services for our students.