

**Dayton Elementary School (8017)
2022-2023 School Improvement Plan**

Revised September 2022



Tippecanoe School Corporation (7865)

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; Mindy Stader, 1st Grade Teacher; Heather Frauhiger, 2nd Grade Teacher; Liz Miller, 3rd Grade Teacher; Hannah Vaughn, 4th Grade Teacher; Brittany Laggett, 5th Grade Teacher; Sarah Harmon, ½ High Ability Teacher; Catherine Thomas, Special Education Teacher; Tina Evans, Title I Teacher; Carmen Bordner, Instructional Coach; Jordan Jones, Student Services Coordinator and Alexis Vesey, Student Support Specialist.

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 395 students. Of those 378 students, 45% qualify for free and reduced lunch. Ethnically, Dayton is 75% White students, 14.4 % Hispanic, 0.5% Asian, 4.38% Multiracial or other, and 5.67% African American. Dayton also has quite a large Special Needs population with 17.52 % 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 school, but also leaders in our society. This also goes for our staff. We are lifelong learners and leaders in our school community.

The Building Leaders Framework:

At Dayton Elementary, we believe in reaching the whole child. This is why we are a school that focuses on building leaders. We believe and reinforce the following paradigms at Dayton Elementary.

1. Everyone can be a leader.
2. Change starts with me.
3. Educators empower students to lead their own learning.
4. 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:

Many teachers are trained in the 7 Habits of Highly Effective People. Teachers live and model the 7 Habits, as well as, teach and 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 the ILEARN English Language Arts and Math.
2. 85% 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. 70% of students will show 1 year growth on the NWEA MAP assessment.
4. Our school will maintain 96% or higher attendance rate (excluding COVID illness and quarantines).

Inclusive Recess

At Dayton Elementary School, our school supports 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 Into Reading, and classroom assessments to see which 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 work 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 and/or Into Reading assessment 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 is comprised of Dayton Elementary staff members. 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.

STUDENT PERFORMANCE DIAGNOSTIC

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 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.

2021-2022 School Letter Grade B (Hold Harmless Grade)

ISTEP+ (Prior to the 2018-2019 school year)/ILEARN (Starting in 2018-2019) Data. There are no ILEARN or IREAD-3 scores for 2019-2020 because of COVID-19 closure.

INDICATOR	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	State
Student Enrollment	390	377	422	399	404	393	368	370	N/A
IREAD Passing Percentage	95	98	93.8	88	89.4	COVID	80.0	79.7	81.6
3-5 ISTEP+/ILEARN Math	63.7	65	60	60	57.8	COVID	49.0	47.3	46.7
3-5 ISTEP+/ILEARN Math (White)	64.7	65.9	61.3	61.6	56.3	COVID	50.3	55.3	47.1
3-5 ISTEP+ Math/ILEARN (Hispanic)	51.6	58	53.8	35	54.6	COVID	49.3	18.5	24.8
3-5 ISTEP+ Math/ILEARN (Free)	60	53	53.5	49.6	42.9	COVID	36.6	33.0	24.6
3-5 ISTEP+ Math/ILEARN (Paid)	67.3	73	64.0	69.6	57.1	COVID	60.0	61.2	51.9
3-5 ISTEP+ Math/ILEARN (Special Ed)	72.4	16	N/A	8.3	20.6	COVID	26.6	12.5	15.7
3-5 ISTEP+ Math/ILEARN (Gen Ed)	70	72	67.6	67.6	61.6	COVID	55.0	59.6	44.3
3-5 ISTEP+ Math/ILEARN (ELL)	53.6	52.4	N/A	N/A	35.6	COVID	37.5	Suppressed	17.1
INDICATOR	14-15	15-16	16-17	17-18	18-19	COVID	20-21	21-2	State
3-5 ISTEP+/ILEARN LA	69.8	76.1	75	71	51.6	COVID	39.0	38.0	40.9

3-5 ISTEP+ LA/ILEARN (White)	71	76.3	75.3	68.3	50.3	COVID	43.6	44.1	48.0
3-5 ISTEP+ LA/ILEARN (Hispanic)	61	65.2	59.1	64	52.6	COVID	32.6	18.5	28.1
3-5 ISTEP+ LA/ILEARN (Free)	62.5	68.3	67.9	62.7	30.1	COVID	22.0	25.3	27.0
3-5 ISTEP+ LA/ILEARN (Paid)	77	83	78.2	77.3	69.6	COVID	60.0	49.5	53.2
3-5 ISTEP+ LA/ILEARN (Special Ed)	79.3	32	N/A	27.5	10.6	COVID	9.6	6.3	13.4
3-5 ISTEP+ LA/ILEARN (Gen Ed)	78.8	83	82.5	80.3	58.3	COVID	46.3	48.6	43.8
3-5 ISTEP+ LA/ILEARN (ELL)	57	60	N/A	N/A	33.6	COVID	25.0	suppressed	13.9
Grade 3 ISTEP+/ILEARN Math	50	50.79	59	52	56	COVID	57	55	51.9
Grade 3 ISTEP+/ILEARN LA	78.3	80.9	77	67	48	COVID	43	49	40.7
Grade 4 ISTEP+/ILEARN Math	72.4	60	56	67	58	COVID	46	56	47.5
Grade 4 ISTEP+/ILEARN LA	75.4	71	78	74	46	COVID	37	33	41.1
Grade 4 ISTEP+/ILEARN Science	75	75	64	58	48	COVID	44	50	38.4
Grade 5 ISTEP+/ILEARN Math	68.1	80	63	64	52	COVID	44	31	40.8
Grade 5 ISTEP+/ILEARN LA	58.3	75	65	76	58	COVID	37	32	41.0
Attendance Rate	97.3	97.1	97.0	97.1	97.0	96.6	94.6	95.0	N/A
Number of Students Suspended	17	10	17	19	15	10	6	5	N/A
Number of Out of School Suspensions	19	12	15	20	22	15	8	4	N/A
Number of In School Suspensions	9	5	3	7	3	1	0	3	N/A

NWEA Data Comparison

Red and Green Scores are when Comparing DES RIT Scores to the Norm RIT scores. Orange is equal.

MATH

Grade	DES Fall RIT 2021	TSC Fall RIT 2021	Norm Fall RIT 2021	DES Winter RIT 2022	TSC Winter RIT 2022	Norm Winter RIT 2022	DES Spring RIT 2022	TSC Spring RIT 2022	Norm Spring RIT 2022
K	145.4	143.8	138.8	150.8	152.9	147.7	158.5	159.3	154.8
1st	164.4	163.5	159.3	173.1	172.4	167.8	180.3	178.3	174.5
2nd	172.7	174.4	174.5	186.2	183.5	182	191	188	187.8
3rd	187.5	188.9	187.9	195.9	196.2	194.4	200.2	199.6	199.6
4th	199.1	201.7	199.1	206.2	207.6	204.5	208.5	211.2	209.1
5th	207.9	211.3	208.8	211.1	216.3	213.3	210.8	218.8	217.4

LANGUAGE ARTS

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

Grade	DES Fall RIT 2021	TSC Fall RIT 2021	Norm Fall RIT 2021	DES Winter RIT 2022	TSC Winter RIT 2022	Norm Winter RIT 2022	DES Spring RIT 2022	TSC Spring RIT 2022	Norm Spring RIT 2022
K	139.4	139.2	136	147.6	147.5	143.9	154	154.2	150.9
1st	162.3	159.2	155.2	169.9	166.7	163.6	175.6	171.8	169.7
2nd	176.5	174.9	171.7	187	183.3	179.3	189.9	187.6	184.3
3rd	188.6	188.5	186.1	197.7	194.7	192.4	198.1	198.3	196.3
4th	197.5	200.1	196.2	202.7	205.6	201.3	204.7	207.4	204.2
5th	203.1	207.6	204.1	205.2	211.2	208.2	203.7	212.6	210.5

Areas of Notable Achievement

1. Which areas demonstrate positive growth and are above expected levels of performance? (Cohort groups, TSC, and State)
 - ❖ Kindergarten DES Math RIT scores were above Norm RIT score all year.
 - ❖ 1st Grade DES Math RIT scores were above the Norm RIT score all year.
 - ❖ 1st Grade DES Math RIT scores were above the TSC Norm RIT score in the winter and spring.
 - ❖ 2nd Grade DES Math RIT scores were at or above the Norm RIT scores in the winter and spring.
 - ❖ 3rd Grade DES Math RIT scores were above the Norm RIT scores in the winter and spring.
 - ❖ 4th Grade DES Math RIT scores were above the Norm RIT scores in the winter.
 - ❖ Kindergarten-4th Grade LA Norm RIT scores were above the Norm RIT scores all year.
 - ❖ 1st and 2nd Grade were above the TSC Norm RIT scores all year.

2. Which area indicates the highest performance?
 - ❖ 1st and 2nd Grade DES LA RIT scores were above the TSC average all year long.
 - ❖ 3rd and 4th Grade Language Arts ILEARN scores were above the state average.

3. Which subgroups show a trend toward increasing performance?
 - ❖ Our white subgroup in math and language arts had an increase.

4. Which of the above reported findings on ILEARN are consistent with NWEA?
 - ❖ Our 5th Grade NWEA RIT scores were below the norm RIT scores and were below the state average for ILEARN for Language Arts and Math.

Areas in Need of Improvement

1. Which areas are below expected levels of performance? (Cohort groups, TSC, and State)
 - ❖ Grade 5 DES ELA is below the state ILEARN pass rate.
 - ❖ Grade 5 DES Math is below the state ILEARN pass rate.
 - ❖ Grade 4 DES ELA is below the state ILEARN pass rate.

2. Which area indicates the lowest performance?
 - ❖ Grade 5 ELA ILEARN
 - ❖ Grade 5 Math ILEARN
 - ❖ Grade 5 ELA NWEA
 - ❖ Grade 4 ELA ILEARN

4. Which of the above reported findings are consistent with NWEA and ILEARN?
 - ❖ Grade 5 ELA ILEARN and Math scores were consistent with ELA and Math NWEA scores.

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 (2021-2022) showed we had 38.0% 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 and/or each grade level will show improvement in the NWEA ELA mean grade level RIT score from Fall 2022-Spring 2023.

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, or Comprehension Toolkit lessons. Pull out will begin mid-September and continue to the end of the school year. Tina Evans is responsible.

Strategy 2: Teachers in grades K-5 will utilize TRC and Fountas and Pinnell leveling systems and/or Into Reading leveling to drive instruction and monitor student literacy growth. Leveling will take place in August 2022-April 2023, with benchmarks a minimum of three times per year. All teachers in grades K-5 are responsible.

Strategy 3: Teachers in grades K-5 have the opportunity to utilize the Lucy Calkins' Writing Units of Study to increase students' understanding of writing components. Writing instruction will begin in September of the 2022-2023 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 2022-2023 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 by email to review student data, modify groups, and make instructional adjustments. Groups will begin in September and will continue to the end of the 2022-2023 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, and IReady.

According to the most recent data (2021-2022 ILEARN scores) we had 47.3% 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 2022-Spring 2023.

Strategy 1: 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. Support will begin in September 2022 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, Khan Academy, and/or IReady. Supplementation will begin in September 2022 and continue to the end of the school year. All teachers in grades K-5 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 2022 and continue to the end of the school year. All teachers in grades K-5 are responsible.

Strategy 5: Teachers will analyze NWEA and i-READY data to help tailor instruction to student needs. All teachers in grades K-5 are responsible.

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 have the opportunity to 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 and/or Into Reading leveling in reading three times a year (beginning and end of year). Grades 3-5 will use Fountas and Pinnell and/or Into Reading Benchmark for the 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 HMH 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, Into Reading text leveling, and NWEA and ILEARN 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, Foundations, IXL, Khan Academy and Ready Math. 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. First and second year teachers in

TSC are mentored in the SEEDS program by Kathy Nimmer where they receive additional professional development and mentoring.

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 practices, 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 2022-2023 school year will be on NWEA data, behavior management, mindfulness, math facts, grade level collaboration, Building Leaders, and ILEARN/IREAD-3 prep.

The Principal and Title I Lead Teacher and or instructional coach 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 SEEDS program 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.fsc.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, TSC 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.