

Helen Griffith Elementary School School Improvement Plan Prepared in Compliance with Indiana Law 221

This school improvement plan is submitted on behalf of the Helen Griffith Elementary School. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. Our main objective is to provide for continuous improvement in student achievement. This plan is a statement to the community as to how those of us at Helen Griffith Elementary expect to fulfill that commitment in the coming years.

I. Introduction

A. Narrative Description of the Community, School and Educational Program

Washington, which is in Daviess County, is a small city in southwestern Indiana. The population of Washington is approximately 11,500. Evansville, the closest large city, is about 50 miles away. 2010 census data shows that Washington and Daviess County has some economic and educational challenges when compared to state averages. The median household income in Daviess County is \$37,224 annually which is lower than the state average of \$45,424. Less than 9.8% of Daviess County residents have a four-year college degree or better compared to the state average of 21.9%. The poverty rate of our county, according to the state department of welfare, is 13.8% compared to 9.5% for the state of Indiana. This percentage ranks Daviess County, as one of the poorest county in Indiana.

Washington Community Schools is the public school system that serves the city of Washington and surrounding area. There are four elementary schools in the school district. Each elementary school houses kindergarten through grade 6.

Griffith Elementary is located on the hilltop overlooking Business Highway 50 in Washington, Indiana. All classes are self-contained with the exception of music, art, and physical education. In addition to the general education student population are students identified as learning disabled, mildly mentally disabled, and emotionally disabled.

The staff at Griffith Elementary is composed of 24 general classroom teachers, three full-time special education teachers, two Title I teachers, half-time time physical education teacher, a half-time music teacher, and a half-time art teacher. A speech and hearing therapist is shared with three other buildings. Instructional support staff includes five special education paraprofessionals, one Prime Time paraprofessional, one school corporation paraprofessional, one media specialist shared with four other buildings and one part-time library clerk. Administrative and office staff includes the principal and one full-time secretary, a part-time nurse and a half-time school social worker. Other support staff includes a maintenance engineer, two custodial workers, and five cafeteria workers.

B. Curriculum - Description and Location

The Griffith Elementary School curriculum is closely tied to the curriculum for the School Corporation. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at Griffith Elementary, under the direction of the building principal, provide the instruction for the curriculum. A copy of the curriculum and standards are available in the school office.

C. Assessment – Used in Addition to ISTEP+

Assessment is central to instruction and learning. Assessment tools encourage teachers to clearly state the lesson being taught and the desired outcome of the lesson. Our assessment tools at Griffith Elementary provide measurable activities to ensure evidence of student performance and alignment to the content and Indiana Standards. The primary tools of assessment are:

- Kindergarten progress is measured using the Boehm Test and DIBELS Next. Progress monitoring is ongoing.
- In grade one progress is measured by the DIBELS NEXT assessment. Progress monitoring is ongoing.
- Grade 2 progress is also measured by the DIBELS NEXT assessment. Progress monitoring is ongoing.
- mClass Reading and Math assessments were added during the 2009-2010 school year in grades K-2.
- The Kingore Observation Inventory was added in grades K-2 as a High Ability selection tool. It was implemented beginning in the 2008-2009 school year.
- The CogAT achievement test was added in grade 2 as an additional selection tool for High Ability. This assessment was added in the 2008-2009 school year.
- Students in grades three through six are assessed annually using the ISTEP+ test.
- SSP or Student Success Process is another assessment tool. Focus standards are remediated in this initiative. SSP began in the fall of 2004 in grades one through six. Currently, SSP is being used in grades 3-6. It utilizes leading data instead of lagging data. SSP data is showing student improvement and is a useful assessment tool for our school.
- Locally constructed Quarterly tests will be replaced during the 2011-2012 school year by Acuity CMA tests to assess student mastery of standards in Language Arts and Math . These results determine remediation and enrichment groups.
- Writing skills are assessed quarterly in grades 1-6 as locally constructed writing prompts are administered and scored by using the Simple 6 Rubrics.
- In addition to SSP, we are now utilizing student data dashboard folders along with a school wide and corporation data dashboard bulletin board to track attendance, mastery and non-mastery of language arts and mathematics standards, quarterly writing scores, and student reading levels.
- Star Reading and Star Math programs were added for the 2008-09 school year. With this data, teachers determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests. The Library Media Specialist

also uses the ZPD (Zone of Proximal Development) data from the STAR Reading program to assist students in the selection of library books appropriate for their reading levels. The Star Math data is used to determine the proper level of instruction in mathematics for each student. This data has become extremely valuable in teacher planning of instruction.

II. Statement of Mission, Vision, and Beliefs

A. Helen Griffith Elementary Mission Statement

Our mission is to develop literate, responsible students who are able to demonstrate mastery of the Indiana Academic Standards and are prepared for post-secondary as well as lifelong success.

B. Helen Griffith Elementary Vision

Helen Griffith Elementary will achieve exemplary progress in state assessment results by 2012 and accomplish our learning goals by 2015. We envision a strong school community will result from our efforts.

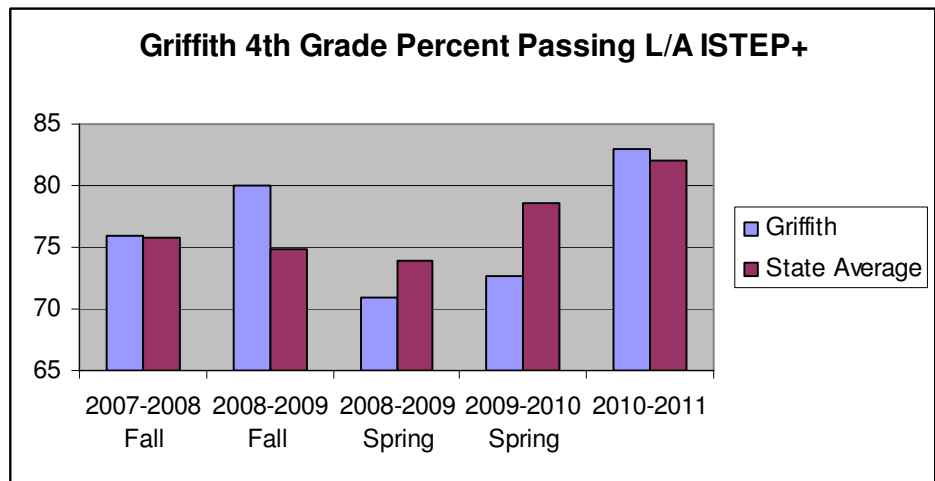
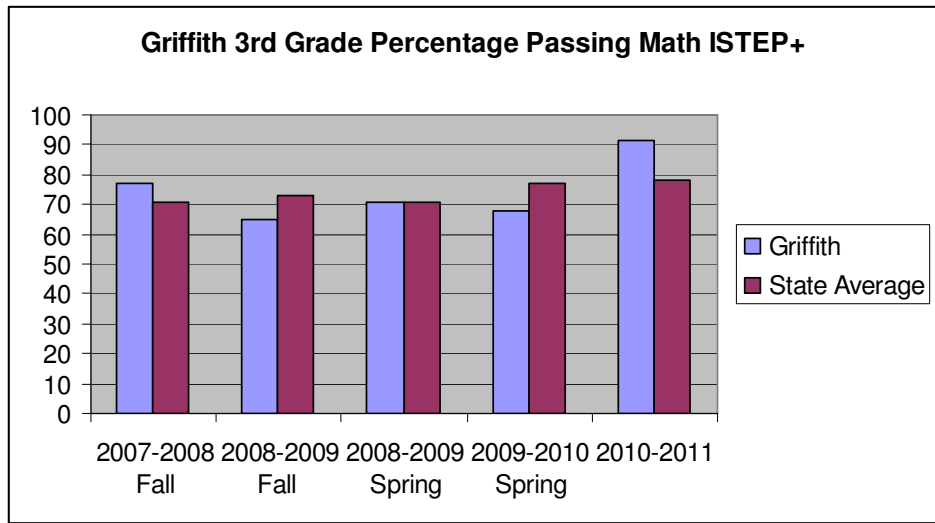
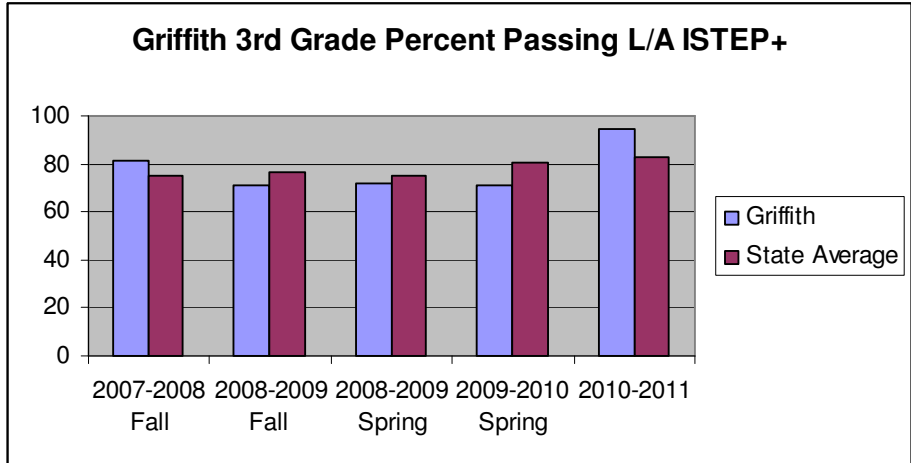
C. Shared Beliefs

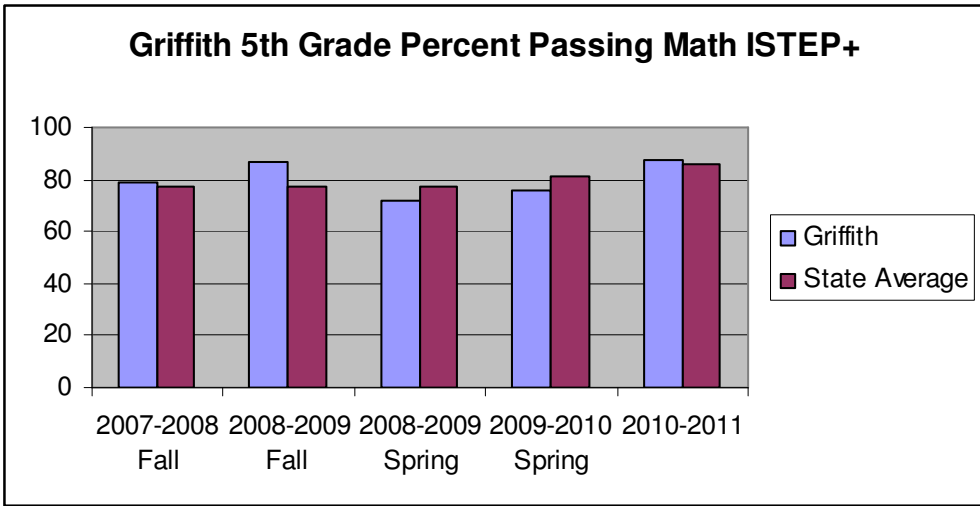
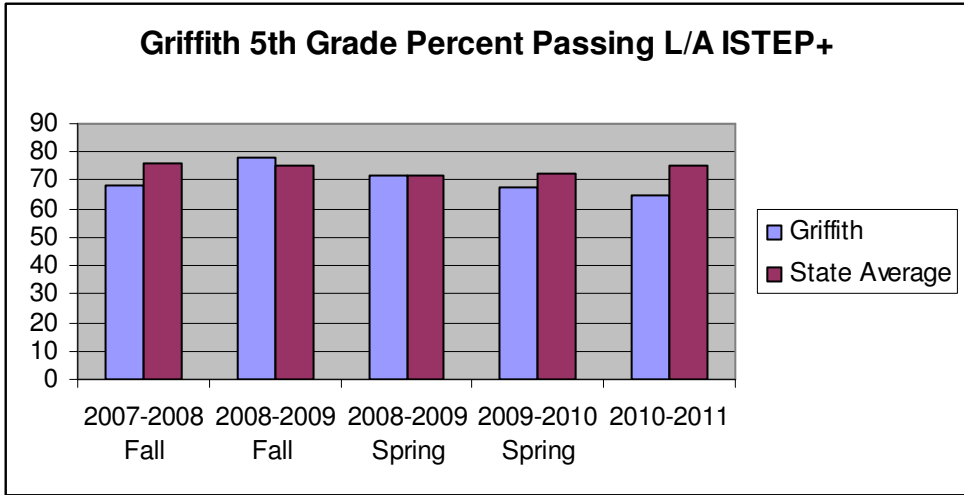
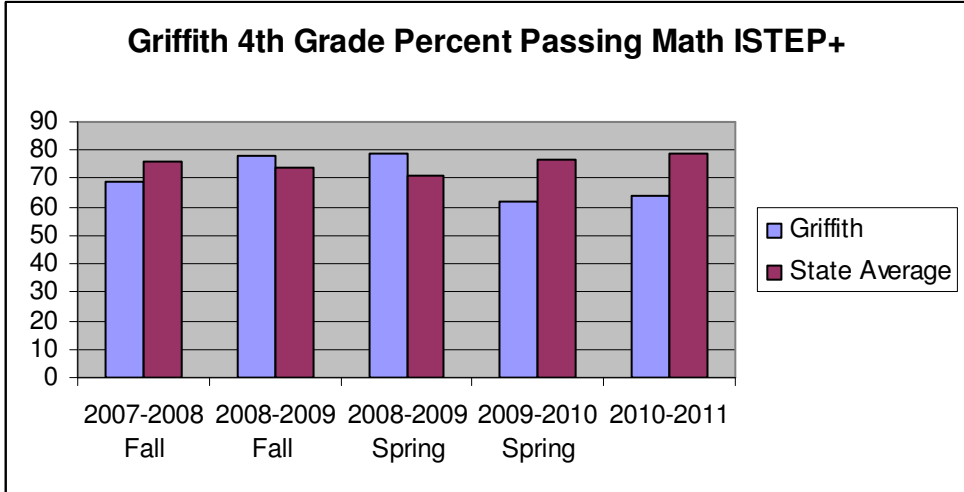
Leadership Core Values: Student-Centered; Safe, Orderly, and Secure Learning Environment; High Expectations; Collaboration; Professionalism; Accountability; Data-Driven Decision Making

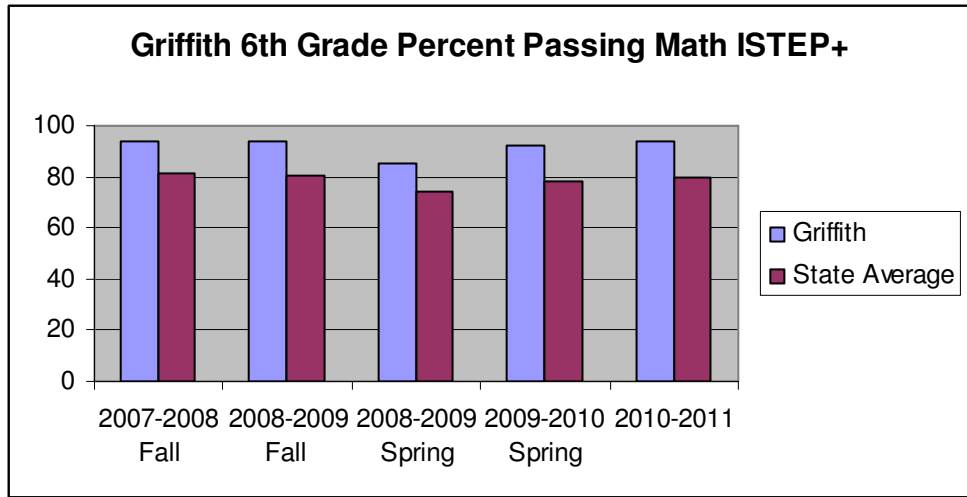
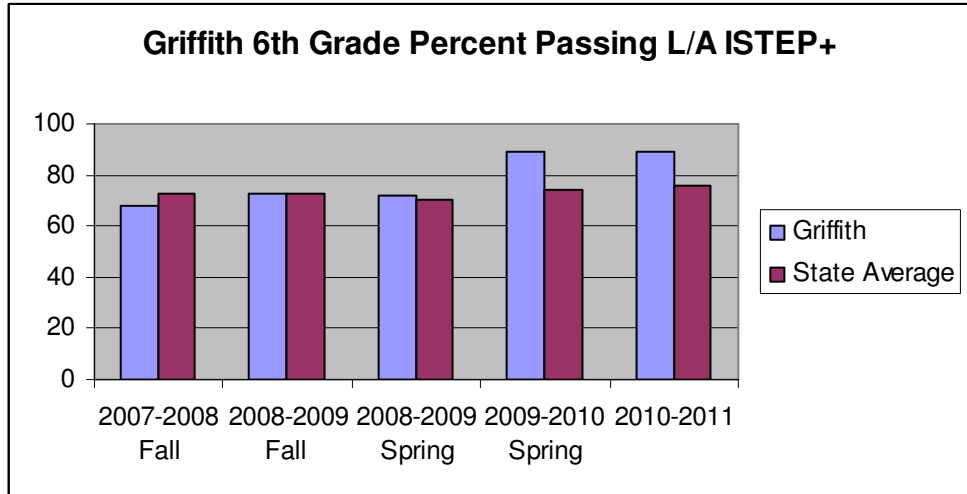
Guiding Philosophy: Ensuring the continuous improvement of processes and performance results through evidence-based strategies and empowered employees and students in order to exceed stakeholder expectations.

III. Summary of Data, Derived from an Assessment of the Current Status of Educational Programming

Griffith's ISTEP+ (average percent passing) as compared to the state averages are shown below.







B. Annual Yearly Progress Summary Report 2008

In comparing school data, it is also important to look at Griffith's AYP, *Annual Yearly Progress* status report. This report reveals our AYP data for 2010-2011 comparing to our subgroups.

**Helen Griffith Elementary School 1133
Title I School**

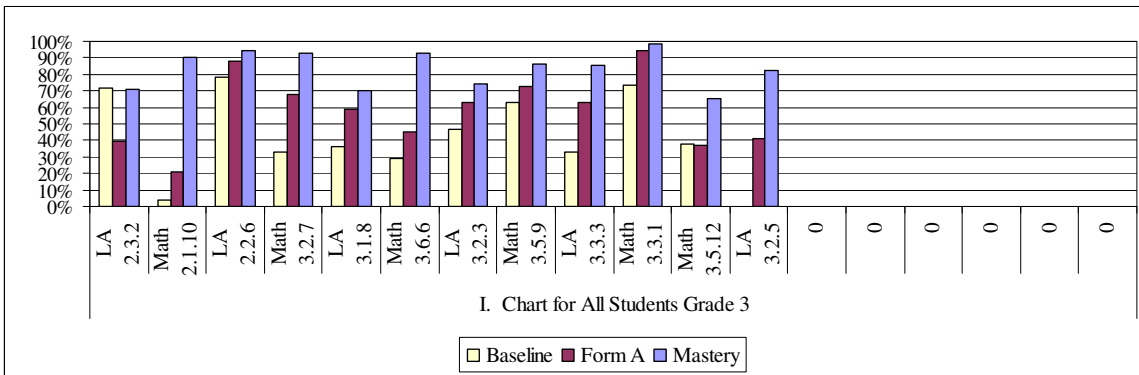
	PUPILS	ENGLISH	TARGET	MATH	TARGET	Other Indicator		Safe Harbor			95% LANG	Part MATH
						'07	'08	ENG	MATH	OTHER		
Overall	215	78.6	65.5	84.2	64.2							
White	181	80.1	64.9	80.1	63.7							
Free Lunch	151	73.5	64.1	75.5	62.9							
Special Ed.	49	65.3	57.8	77.6	56.5							

AYP History: 2002 =Y, 2003 = Y, 2004 = N, 2005 = N, 2006 =Y, 2008 =N, 2011=Y

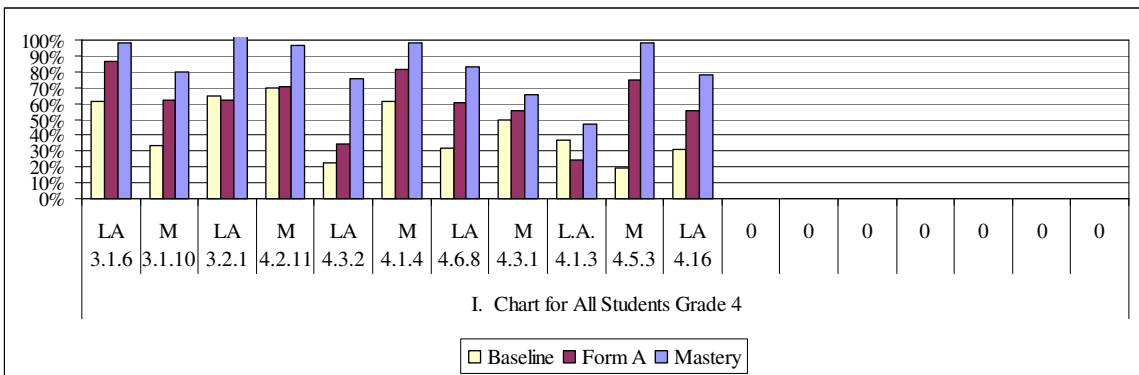
C. Other Data Related to other Performance Indicators

The Student Success Process (SSP) has been used in grades three through six as a way to monitor student progress on the Indiana Academic Standards, pace curriculum at each grade level, and provide a strategic method of instruction for remediation and enrichment. Classroom teachers have seen improvement in student mastery of standards and have noticed that essential curriculum is taught more thoroughly.

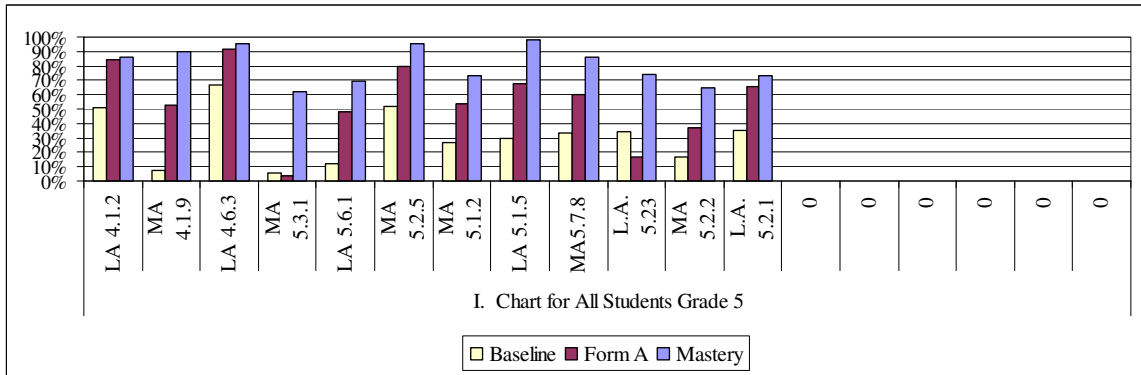
Percent of 3rd Grade Students Passing SSP A/B Tests



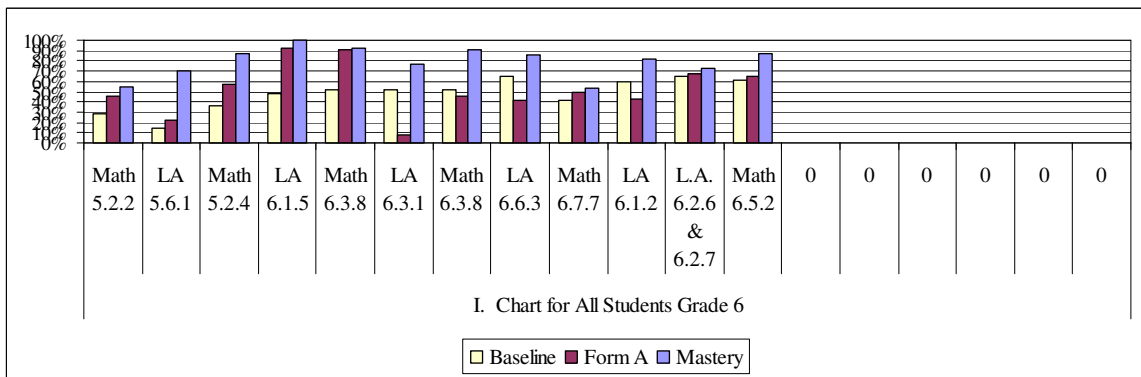
Percent of 4th Grade Students Passing SSP A/B Tests



Percent of 5th Grade Students Passing SSP A/B Tests



Percent of 6th Grade Students Passing SSP A/B Tests



In addition to the formal assessments, teachers use assessments based on examples of student work. The teaching staff regards the students' work as at least equal in importance to test data. The teaching staff is closely involved with student performance.

D. Other Information about Educational Programming and the Learning Environment

1. Socio-Economic Factors

Two measures can be tracked that may show the change in the Griffith community.

- The percent of students that passed ISTEP
- The percentage of students on free lunch and reduced lunch

The percent of students passing ISTEP provides information as to the success of students in relation to mastery of essential standards. The free lunch percentage can indicate the poverty level in the school. There has been a significant increase in the

percentage of students who qualify for free/reduced lunches since 1996. The increase of poverty in the classroom has challenged our staff in several ways. Our staff is:

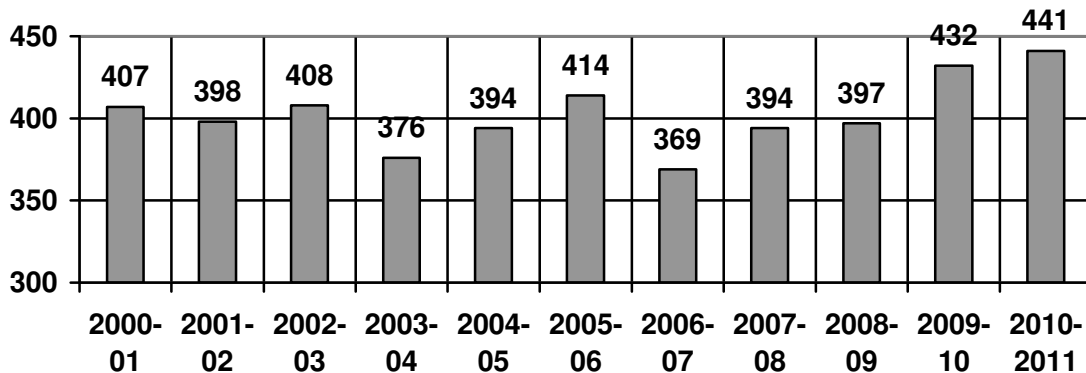
- Providing information and resources to families in with basic needs.
- Changing the way we communicate to families.
- Providing a stimulating and non-threatening environment for students and parents.

YEAR	ATTENDANCE RATE	AVE. PERCENT PASSING ISTEP	FREE LUNCH COUNT	REDUCED LUNCH COUNT	FREE LUNCH PERCENT
1996-97	96.2%	61.1%	118	24	36%
1997-98	96.1%	68.5%	125	23	36%
1998-99	95.8%	66.1%	154	24	40%
1999-00	95.3%	67.9%	131	39	35%
2000-01	95.2%	61.8%	148	55	36%
2001-02	95.6%	60.3%	154	41	39%
2002-03	95.1%	62.5%	166	38	41%
2003-04	95.9%	63.4%	159	42	42%
2004-05	95.2%	62.9%	181	43	46%
2005-06	96.2%	65.5%	208	44	50%
2006-07	96.0%	74.5%	192	40	50.2%
2007-08	95.5%	76.1%	231	42	58%
2008-09 Fall		66.5%			
2008-09 Spring	95.4%	50.4%	230	42	57.9%
2009-2010	95.8%	59.38%	283	35	65.5%
2010-2011	95.7%	67.81%			

2. Enrollment Factors

There are some fluctuations in enrollment; a ten-year enrollment average shows an average of 402 students. The city of Washington has a relatively low percentage of minority residents. Griffith Elementary enrollment reflects the population of its community with rather small numbers of minority children. The ethnicity of the student population is 80% Caucasian, 10% Hispanic students, 8% multiracial students, 1% African American students, and 2% Asian students.

ENROLLMENT DATA



2. Mobility Factors

Student population mobility is another measure that may point to a change of the community that Griffith Elementary serves. There are several reasons that contribute to our mobile student population.

- There are three mobile home communities in the Griffith attendance area.
- Three low-income housing apartment complexes are in the Griffith attendance area.
- The availability of low cost rental property near the school.
- Several new homes being built south of the Highway 50 bypass.

IV. Conclusions about Educational Programming Derived from an Assessment of the Current Status of Educational Programming

A. Curriculum – Indiana Academic Standards

K-6 curriculum is evolving as part of a corporation-wide curriculum alignment process. The curriculum is continuously being examined and adapted to provide alignment with the Indiana Standards and now the National Core Curriculum. As part of this alignment, SSP quarterly assessments will be given using the Acuity CMA assessments in grades three through six in the areas of language arts and mathematics. Quarterly assessments, mini-lessons, enrichment and tutorial time, and “A” and “B” quizzes measure progress toward the mastery of standards for each student and paces instruction to ensure that a standard based curriculum is being taught.

B. Instruction that Supports the Achievement of Indiana Standards

The Indiana Standards serves as a guide to what all students need to learn. The Griffith Elementary faculty is expected to lead all students to mastery of their grade level’s standards. The staff is aware that these standards will be the foundation for future testing. Instructional methods and means that support the achievement of all students

include but are not limited to: SSP, DIBELS NEXT Next implementation in grades K, 1, and 2, Compass Learning software in all grades, and after school tutoring. To inform parents about what standards their child is expected to master, a copy of the Indiana Standards is sent home.

Data Driven Decision Making-Beginning with the 2011-2012 school year, Acuity CMA assessments will be used to select language arts and math standards that will require remediation and enrichment. This data will be continually reviewed through Data Tracker. The data from quarterly writing assessments is used in this way as well. Teachers collaborate each week to evaluate their student data. Improvements and adjustments relating to student instruction are made based on this student data. We have established long-term corporation and school goals in meeting academic standards.

Balanced Literacy - The Griffith faculty recognizes the reality of individual differences and the fact that children do not learn in the same way. All staff is trained in Beginning Blocks, Four Block, and Big Blocks. The Blocks system represents different approaches to teaching children to read. By using the Blocks system, varied instruction to support all learning styles is provided. The Blocks system lends itself to be as multileveled as possible, thereby, providing additional support for the struggling child and challenges for the child who needs to be challenged.

STAR Reading and STAR Math- These programs were also added the 2008-09 school year. With this data, teachers determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests. The Library Media Specialist also uses the ZPD (Zone of Proximal Development) data from the STAR Reading program to assist students in the selection of library books appropriate for their reading levels.

mClass math-Grade 2 teachers will begin implementing the mClass math assessment beginning with the 2009-2010 school year. Based on the same principles as the DIBELS Next program, students will be benchmarked, remediated, and progress monitored throughout the school year, based on their individual needs. This assessment will provide the teachers with additional data with which to drive their instruction.

High Ability-Our school corporation is currently in the process of refining the services that are provided to our high ability students. Students in grades two take the CogAT test. K-2 teachers are implementing the Kingore Observation Inventory. The data from these assessments will be used to identify High Ability students. Teachers are using differentiation in their instruction to better meet these students' needs. Enrichment techniques will be emphasized in teacher training throughout the year.

RTI- All teachers attended Response to Intervention training in the school year 2007-2008. This training included time management utilizing scientific based instruction. In 2008-2009, Response to Intervention was implemented and is continued to be used to identify students needing services. During the 2010-2011 school year, 11% (40) of our

students were in the RTI process. Eighteen students were referred for Special Education testing, two students did not qualify, nine were placed with an IEP, and five are pending testing.

Inclusion - Griffith is considered an inclusive school. The principal, faculty and staff have been attending workshops for several years preparing for this endeavor. In all classrooms, Title I and Special Education teachers use inclusive practices. Team teaching and co-teaching, and departmentalization, within grade levels, are used to deliver subject area matter. Collaboration prep times are coordinated.

Other offerings which greatly enhance the curriculum are: currently All Day Kindergarten classes, Fine Arts classes, Physical Education classes, an ENL program, a School Social Worker, and after school tutoring and academic clubs.

After school tutoring will continue being provided by Title and the corporation. Simple Six writing strategies will continue as the faculty assesses quarterly writing prompts. Writing opportunities are scheduled daily for Griffith students.

C. Conclusions About Student Achievement Based on Information from ISTEP+ and Other Assessment Strategies

Several conclusions can be drawn from ISTEP and the other assessments mentioned previously. Griffith Elementary is committed to the concept of continuous assessment as a way to monitor student achievement. Monitoring student progress and Indiana Academic Standards mastery have provided us with a picture of what is actually happening at Griffith Elementary. The major conclusions are as follows:

- The alignment of curriculum has brought academic standards into greater focus.
- Gaps remain in mastery of standards for some student population subgroups, however those gaps are lessening.
- School Improvement instructional strategies are beginning to impact student achievement.

D. Parental Participation in the School

Parent involvement occurs through the Parent Teacher Organization and through other opportunities for which parents choose to volunteer. Griffith Elementary has an active Parent-Teacher Organization. The PTO meets monthly to discuss and plan projects. Input is gathered from both faculty and parents. A primary goal of this organization is to raise funds for the school and provide support to the school with special events and parties. The PTO has been involved in the following activities:

- Field Day
- Yearbook
- Box Tops for Education
- Pennies for Patient

- Teacher Appreciation Day
- Funding Field Trip

Other ways parents are involved at Griffith Elementary include:

- Serving as chaperones on field trips
- Eating with their child at school
- Attending school music programs
- Attending Open House
- Participating in Parent-Teacher Conferences
- Helping in the classroom
- Textbook Adoption Committees
- School Improvement Team

The annual Parent / Teacher conference at ninety percent participation indicates that parents are interested in their child's education.

Parental Involvement strategies include:

- Title I Parent Night
- Title I Open House
- Title I Parent Meetings
- Parent Literacy Program
- Parent Connection Newsletter
- Parent volunteer opportunities
- Title I Parents as Partners Conference for teachers and parents

E. Technology as a Learning Tool

There has been a great deal of emphasis placed on technology in the last few years. A district wide technology plan is in place. There is one district technology coordinator and two technicians who are available to go out and work with teachers in buildings. Within the building, Griffith Elementary has a computer lab, five computers in each classroom, Internet access in each classroom, several digital cameras, and a variety of software. Each classroom is equipped with a television monitor, DVD and telephone. Student management software was installed in the spring of 2005 and updated during the summer of 2010. It has enabled the classroom teacher to keep grades, attendance, lesson plans, and communicate with parents. Five classrooms have interactive smartboards which enhances instruction. More of this type of technology will be added as funds become available.

There is one district technology coordinator and two technicians who are available to work with teachers on equipment. There are five computers in every classroom and ten computers available in the library. A mobile cart containing 25 Netbooks is available to all grades. All computers have internet access. Several digital cameras and video cameras are also available to be checked out.

An LCD projector and laptop are available for classrooms that do not have mounted projectors in their classrooms. In 2008, a laptop grant provided teachers the opportunity to get a laptop to utilize in their classroom.

Spring 2008, Palm Pilots were purchased through a State grant to assist Kindergarten through Second grade teachers in tracking DIBELS Next data. These Palm Pilots were also necessary in the implementation of M-Class Reading and Math beginning with the 2009-2010 school year.

SMARTBoards were installed in the fifth through sixth grade classrooms before the beginning of the 2010-2011 school year as a result of the securing of two separate grants. As the year progressed, SMARTBoards were purchased for several other classrooms. These teachers worked with the other teachers in the building to allow them time to use their classrooms so they could also use the SMART Board with their students.

A district wide technology team was formed in 2008 having representation from administration, teachers of all buildings and levels, and technology staff. It was formed to address technology curriculum, security, and equity. The team members from Griffith serve as mentors to the remaining staff and assist with any technology related issues.

F. Safe and Disciplined Learning Environment

Griffith Elementary maintains a School Crisis Plan, which is in alignment with the District's Crisis Plan. Elements of this plan are stressed for the school including the following:

- The locking of all outside entrances (except the front entry) at 8:30 each morning restricts access to the school.
- All visitors to the school must sign in.
- Anyone picking up a child during the school day must sign him/her out.
- Anyone returning a student to school after picking him/her up must sign him/her in.

There are two programs currently instituted at Griffith Elementary that help support a safe and disciplined learning environment for students. The Second Steps is a program directed and taught by the school's social worker aims at conflict resolution and respect for others. Students in grades three through six can join the Just Say No Club which meets monthly after school. This club teaches students to make good choices when confronted with drugs and alcohol.

G. Professional Development

1. Directly addresses academic achievement
2. Meets NCLB's professional development requirements.

The professional development component of Griffith Elementary Professional Development Plan directly addresses the academic achievement problems that caused it to be identified as a school in improvement. The professional training will focus on:

- The teaching and learning process (such as increasing content knowledge, the use of scientifically based instructional strategies, especially in the core academic subject of language arts, and the alignment of classroom activities with academic content standards and assessments.)
- The professional development would encompass training teachers to analyze classroom and school-level data and use it to inform their instruction.
- The professional development (detailed in the school improvement plan) provides a manner that affords increased opportunity for teachers to participate, and incorporates teacher mentoring activities.

3. Provides increased opportunity for participating in professional development.

The revised Griffith Elementary School Improvement Plan provides professional development opportunities that are “High-quality” as defined in section 9101(34) of the ESEA. The entire faculty at Griffith is involved in the planned activities. The workshops and activities planned are sustained and classroom-focused. They contribute to an increase both in teachers’ knowledge of the academic subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students. All professional development activities are provided over time and do not take the form of one-day or short-term workshops.

V. Student Achievement Objectives, Derived from an Assessment of the Current Status of Educational Programming

In planning for improvement, careful consideration must be paid to performance objectives that affect student achievement. The two areas that were viewed for this study were our attendance rate and our ISTEP+ performance. Comparison to the state averages gave the planning committee insight as to how well our school performs.

The professional development plan has as its focus the use of measurable goals. The ISTEP+ test is the primary assessment tool. Other tools used will be the locally developed quarterly tests, student report cards and collaboration notes kept by the classroom teachers.

Specific Areas Where Improvement is Needed Immediately

- ***Students at Griffith Elementary do not score at a level consistent with mastery of Indiana Academic Standards as measured on the ISTEP+ test.***

This concern points to a curricular problem. In viewing both language arts and math scores, it is obvious that both areas need strengthening. The essential skills that are to be mastered by all students on the ISTEP+ compared to how our students

scored gives us a clearer picture of curricular gaps. Further analysis of this data reveals weaknesses in the areas of language arts and mathematics. Efforts to institute curricular changes will be a priority for all classroom teachers. Professional development will need to address these curricular areas. Students and parents will need to take a more active role in reinforcing what is taught at school.

B. Student Concerns

- *ISTEP+ test data report that students with IEP's are not meeting state standards.*
- *Demographic data indicates that Griffith Elementary serves many children from low-income families.*

Teachers need training on how to differentiate the curriculum for all students. Whole group instruction is not going to meet the needs of our changing student population. Much must be done to make the classroom an inclusive setting for all learners.

There is some discrepancy in student achievement when comparing SES data. However, the high mobility of students coupled with poverty does affect school curriculum and attendance. Breaking the cycle of poverty through education needs to be a priority. Educators need a greater understanding of this group of students. Ultimately, the goal is to reach these students and improve our school performance.

C. Attendance Concerns

- *The attendance rate at Griffith Elementary needs to increase.*

Making adjustments to the curriculum is only one way that we can improve our test scores. Better attendance will increase the amount of time students are receiving instruction, thus affecting test scores. A concentrated effort to increase the attendance rate is also a priority.

Attendance Rate

The attendance rate at Griffith shows no significant increase. Addressing the lagging attendance rate must be a priority in planning for improvement. Parents must understand the importance of good school attendance.

YEAR	GRIFFITH ATTENDANCE RATE
2005-06	96.2%
2006-07	96.0%
2007-08	95.5
2008-09	95.4
2009-10	95.8
2010-11	97.7

VII. Benchmarks for Progress

In addressing continuous improvement for Griffith Elementary School, several benchmarks will be used to assess progress.

- Attendance Rate
- ISTEP+ Scores (Grades three through six)
- Boehm Test (Kindergarten)
- Kindergarten screening assessment
- SES Data
- Class size
- The number of students and percentage of students in the subgroups of special education and free/reduced lunch.
- Quarterly Assessments
- SSP data
- Student Reading Level

IX. Proposed Interventions (Strategies) Based upon School Improvement Goals

Interventions to guide school improvement and to reach goals can best be depicted in the following matrix.

**Intervention Matrix
AREAS OF CONCERN**

INTERVENTIONS	WRITING	READING	BRIDGING THE LEARNING GAP FOR SPECIAL POPULATIONS
STRUCTURAL/ORGANIZATIONAL			
• FLEXIBLE GROUPING	✓	✓	✓
• SMALL GROUPS	✓	✓	✓
• PULL-OUT	✓	✓	✓
• IN ROOM RESOURCES	✓	✓	✓
<u>CLASSROOM INSTRUCTION</u>			
• SSP-TUTORIAL/ENRICHMENT	✓	✓	✓
• DIBELS Next	✓	✓	✓
• DIFFERENTIATED INSTRUCTION	✓	✓	✓
• SIMPLE SIX	✓		

• STUDY ISLAND/ EDUCATION CITY		✓	✓
• FULL DAY KINDERGARTEN		✓	✓
• DATA DASHBOARD		✓	
• RUBY PAYNE POVERTY IN THE CLASSROOM			✓
• BALANCED LITERACY	✓	✓	✓
• STAR READING/STAR MATH		✓	✓
• READING STRATEGIES		✓	✓
• VOCABULARY	✓	✓	✓
<u>PROFESSIONAL DEVELOPMENT</u>			
• SSP TRAINING	✓	✓	✓
• DIFFERENTIATED INSTRUCTION TRAINING	✓	✓	✓
• POVERTY TRAINING	✓	✓	✓
• K-2 DIBELS Next TRAINING	✓	✓	✓
• READING STRATEGIES			
• VOCABULARY			
<u>PARENT INVOLVEMENT</u>			
• PARENT TEACHER ORGANIZATION	✓	✓	✓
• P.I.E. TRAINING	✓	✓	✓
• PARENT CONFERENCES	✓	✓	✓

Additional activities before and after school, during summer, and during any extension of the school year

- Remediation and small group tutoring opportunities will be offered for students in grades 1-6.
- After school tutoring available for Title I students.

X. Professional Development

Professional Development is essential for school improvement. An effective professional development program will be research embedded, address student learning and performance, align to core principles of professional development and be on going. Professional Development will also include methods to address cultural competency for all stakeholders at Griffith Elementary School.

Cultural Competency is addressed through several initiatives at Griffith Elementary School. Through the guidance of the school Social Worker students are engaged in a character education program that deals with proper behaviors and choices involving the many potential situations that will occur in life. Students gain knowledge and confidence in handling these situations through a variety of activities.

Inclusionary practices in the classroom are used throughout the building for the benefit of all students. The ESL tutor helps with the transitions involved with learning a new language as well as the customs and practices of a new country.

The matrix below outlines the professional development program proposed for Griffith’s school improvement plan. The matrix also outlines the emphasis of each proposed professional development activity.

PROPOSED PROFESSIONAL DEVELOPMENT PROGRAM MATRIX

Area Needing Improvement and Professional Development Proposed	Emphasizes improvement of student learning and performance	Supports research-based, sustainable school improvement efforts	Aligns with the core principles of professional development	Includes methods to improve the cultural competency of teachers, administrators, parents, and student
<u>Differentiated Instruction</u>				
<ul style="list-style-type: none"> • Teacher training on technology 	●	●	●	●
<ul style="list-style-type: none"> • Teacher training on differentiated instructional strategies 	●	●	●	●
<u>Reading Comprehension Strategies</u>				
<ul style="list-style-type: none"> • Teacher Training 	●	●	●	●
<ul style="list-style-type: none"> • Consultant mentoring 	●	●	●	●
<ul style="list-style-type: none"> • Collaboration 	●	●	●	●
<u>Vocabulary</u>				
<ul style="list-style-type: none"> • Teacher Training 	●	●	●	●
<u>DIBELS training K-2</u>				
	●	●	●	●
<u>90 Minute Reading Block</u>				
	●	●	●	●

In addition to the planned professional development activities, teachers will have collaboration and planning time throughout the school year. Consultants from SINE will collaborate frequently with staff and provide continuous momentum for the research-imbedded professional development.

XI. Statutes and Rules to be Waived

Because of budget restraints, collaboration time and after school faculty meetings are the only sources for professional development time.

This school improvement plan's implementation is responsibility of the administration, faculty, students and parents of Griffith Elementary School. Parents share in this responsibility. Parents will continue to have input in their students educational program and have avenues to express their concerns. Students, who are the targets of this improvement plan, will strive to meet their educational goals. Teachers are responsible for curriculum delivery and staying up to date on best practice strategies and implementing them for maximum student success. The principal will monitor instruction and student progress. He is also the facilitator in ensuring that the goals in this document are carried out.

The local school corporation is responsible for providing the school with the necessary funds to administer this plan. The LEA is also responsible for providing the structure and environment necessary for the school to function efficiently. The school corporation will also assist in directing additional resources to the school.

The Indiana State Education Department will be responsible for instituting rules and regulations that foster school improvement. The state also directs funding to the LEA that is necessary for the school to operate.

XII. Three Year Time Line for Implementation

Goal 1:

By the year 2014, students at Griffith Elementary will become proficient writers. This will be demonstrated by an increase in writing proficiency for students in grades 3 through 6. The percentage of students receiving a 4 on the ISTEP assessment will increase by 5% per year.

Three Year Time Line

2011-2012	5% increase over 2010-2011
2012-2013	5% increase over 2011-2012
2013-2014	5% increase over 2012-2013

Goal 2:

By the year 2014, students at Griffith Elementary will become proficient readers. This will be demonstrated by a 5% increase in number of students scoring pass and pass plus the ISTEP test in language arts.

Three Year Time Line

2011-2012	5% increase over 2010-2011
2012-2013	5% increase over 2011-2012
2013-2014	5% increase over 2012-2013

Goal 3:

By 2014, learning gap for special populations (subgroups: students of poverty and students with special education needs) will be lessened. Each subgroup will demonstrate a 5% overall increase in their Language Arts score as demonstrated on ISTEP.

Three Year Time Line

2011-2012	5% increase over 2010-2011
2012-2013	5% increase over 2011-2012
2013-2014	5% increase over 2012-2013