

Tri-Central Community School Corporation
School Improvement Plan



Tri-Central Elementary School
2115 W. 500 N.
Sharpsville, IN 46068
(765) 963-5885

Corporation # 7935
School # 8154

Grades PK-5
Enrollment 348

September, 2021

School Committee/Leadership Team

Carissa Coe	Teacher
Sheral Jones	Teacher
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Matthew Miller	Principal

**Tri-Central Elementary
School Improvement Plan
Prepared in Compliance with 511 IAC 6.2-3-5 (a)**

This school improvement plan is submitted on behalf of Tri-Central Elementary School. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee/leadership team appointed in compliance with 511 IAC 6.2-3-5 (a). The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education and the requirements posted on the Indiana Department of Education website. The plan covers a three-year period starting in the 2021 school year. It is the goal of Tri-Central Elementary School to provide continuous improvement in student achievement. This plan is a statement to the community as to how Tri-Central Elementary faculty, staff and parents will fulfill that commitment in the coming years.

I. Introduction

A. Tri-Central Elementary School and Community Description

Tri-Central Elementary School is located in Liberty Township on the north side of Tipton County. The corporation consists of three townships, Prairie, Liberty and Wildcat. The corporation encompasses 109 square miles. It is one of two school corporations in the county. The major towns in the school district are Sharpsville and Windfall. The major highways that run through the township are St. Road 19 and U.S. 31.

Tri-Central Elementary is the only elementary in the Tri-Central Community School Corporation. It serves students Pre-Kindergarten through grade five. The students then go to Tri-Central Middle School for grades 6-8 and Tri-Central High School for grades 9-12. These schools are within the same building structure. The enrollment for Tri-Central Elementary Pre-K—5 this school year is 348 (August 27, 2021, count). The following data is effective October of the 19-20 school year: Corporation wide 87.1% of the students are Caucasian, 6.8 % Hispanic, 1.0 % Asian, 4.7% multi-racial, and Native American, .1%. 44.3% are considered economically disadvantaged. 1.8% are English Learners and 16.3% are students with disabilities. The present enrollment is comprised of 55% male and 45% percent females. The average student/teacher ratio is 17.9 - 1.

Our school corporation is comprised of families who work locally and in the neighboring towns and cities of Tipton, Kokomo, Lafayette, Peru, Logansport, Anderson, Noblesville, and Indianapolis. While the community is considered rural, only a small percent of families have farming as their only income. Tri-Central Elementary services students from housing developments, apartments, small towns, two trailer courts and rural housing. Tri-Central has had a decline in enrollment, however, this school year numbers are higher than expected. It is expected that Tri-Central will show a decline in enrollment in the coming years. Administration hopes to continue receiving transfer tuition students to help fill this void. Due to Covid-19 we saw a decline

in school enrollment to start the 20-21 school year. For the start of the 21-22 school year we have our enrollment back to where it was prior to Covid. We saw an increase in transfer tuition students at the kindergarten level this year.

The elementary and middle/high schools are on the same daily schedule beginning at 8:00 A. M. and ending at 3:00 P.M., making the elementary day like the middle/high school day, consisting of seven hours.

Special education services in the elementary are provided through inclusion support. Speech Therapy is provided for identified students three years of age through high school age. An ELL/Migrant education program is offered for those students who qualify. High Ability students are clustered at each grade level. Remediation is provided at each grade level for those students who score below standard on the ILEARN test. Tri-Central Community Schools and the Kokomo Area Special Education Cooperative provide services beyond those on site. Tri-Central Elementary also qualifies for Title I federal funds to assist students with reading and/or math skills.

There is an elementary school counselor that assists classroom teachers to provide support to students who might be considered "at risk". The administrator and guidance counselor are members of a countywide group called "Systems of Care" that meets bi-monthly, which monitors students at risk, who are brought to their attention from schools, law enforcement agencies or social services. The County Sheriff's Department offers the D.A.R.E., drug awareness program to the fifth grade students in the elementary. Outside counseling services are also available for students on site called Four County and Bowen Center.

Our elementary has the support of parents through P.T.O (Parent/Teacher Organization) with volunteers and monetary support. The corporation has a School Resource Officer who is on the campus of the Elementary, Middle and High School each day during school hours. This assists the school in the effort to provide security. Parents are encouraged to volunteer in the classroom. The School Resource Officer is also responsible for transportation.

Most of our students at Tri-Central Elementary are cooperative and well behaved. Most students realize the importance of a good education and are encouraged to work to their ability to achieve their educational potential. Faculty members cooperatively strive to offer the students a supportive atmosphere. The staff continues to grow professionally by attending workshops, seminars and participating in professional development training in all curricular areas. Tri-Central Elementary is a C.L.A.S.S. school.

The mission of Tri-Central Elementary is student-centered. The importance of developing new programs and improving existing ones to enable each student to develop academic competence is a top priority. The ultimate charge is to prepare students to be responsible individuals who are productive members of society.

The administration and staff work to keep the curriculum current. Parents are encouraged to visit the Department of Education website to keep up to date with current Indiana Academic Standards.

As part of the ongoing improvement process, students are evaluated with the SIGS test along with CogAT test in grades Kindergarten, second, and fifth. STAR Reading and Math, NWEA, ESGI, and Early Literacy tests are given to monitor progress. WIDA evaluation tool is used for those students identified as ELL. In addition to those standardized tests each grade level is using teacher made evaluation tools along with adopted textbook unit tests. All students will also receive Remediation, Enrichment, and Extended Learning Time (REEL Time) each day. Tri-Central Elementary screens all students in grades K-2 for dyslexia.

At the start of the 21-22 school year we have implemented a new RTI program and have placed a full-time teacher in this position.

B. Curriculum—Description and Location

The Tri-Central Elementary School Curriculum is aligned with the Indiana Academic Standards through textbook selection. The majority of curriculum with each subject is driven by the adopted textbook and State curriculum standards. Teachers at Tri-Central Elementary provide enrichment of the curriculum.

Curriculum

Tri-Central Elementary School has the following positive Initiatives in place dealing with Curriculum:

- The staff is utilizing the Indiana Academic Standards
- Committees comprised of faculty and parents make the textbook selection
- Each grade level has monthly curriculum and data meetings
- A variety of instructional strategies are used to deliver the curriculum
- C.L.A.S.S. PD is implemented to learn new instructional strategies and best practices
- Project Lead the Way has been implemented into the school curriculum for the start of the school year.
- Monthly STEM Fridays are implemented

Reading:

- The scheduled 90 minute uninterrupted reading block follows the recommended state guidelines
- The Title I program is offered for students needing additional support in grades K-2
- The pre-school offers support for at risk students at a young age
- Summer kindergarten readiness program is offered to incoming kindergarten students.
- The adopted reading textbook is aligned with State Standards and is used as the core for the reading block
- Kindergarten screening alerts parents and staff to possible emerging reader problems and the student's level of literacy
- A variety of reading literature is offered giving opportunities for developing an appreciation for many kinds of literature

- The “Accelerated Reading Program” supports students’ interest in reading while challenging all students
- Phonics instruction is used from grades K-3
- RIF (Reading is Fundamental) book give away to students
- Newspaper and magazine supplements are utilized in the classroom and library
- Students have on-line access to county library
- Junior Great Books program is being implemented for HA students
- Students have access to IXL
- RTI instruction is taking place daily in language arts for 20 minutes.

Writing:

- Students have many and varied opportunities to develop a positive attitude toward writing for personal satisfaction and enjoyment.
- Students communicate through writing for different purposes and audiences. Using a variety of forms such as sentences, paragraphs, stories, riddles, books and poems helps develop writing skills
- Students are instructed to utilize a variety of writing activities at every elementary level.

English:

- Students use a variety of resources such as computers, writing programs, literature and libraries to enhance skills in English
- Utilizing computer labs/1:1 iPad are used to write, revise, edit, and publish student work
- A variety of learning and teaching strategies are used to present and support English/Language Arts instruction
- Students have access to IXL

Mathematics:

- Students are presented fundamental mathematical concepts in a sequential manner through the use of the Houghton-Mifflin/ Go-Math and other supplemental resources
- Students use the “Accelerated Math” program as a supplement to the core text for acceleration and remediation
- The use of technology supports mathematical instruction such as iPads, Elmo, computer labs, websites, 1:1 laptop, etc.
- Supplemental materials and teaching strategies are used to support students’ knowledge of Indiana Academic Standards
- Students have access to IXL
- RTI instruction is taking place daily in math for 20 minutes.

Social Studies:

- Students attain the knowledge and skills, which are identified in the Indiana Standards/Curriculum Guides
- Students learn about social studies in an interesting, exciting, and enjoyable manner through the integration of a wide variety of learning materials and experiences such as field trips, cooperative learning activities and hands-on lessons
- Students demonstrate overall citizenship by showing respect toward themselves and others through appropriate behavior choices that are reinforced with school-wide programs and procedures
- Students may access materials for social studies lessons with Internet and other school provided online databases
- Newspaper and magazine supplements are utilized in the classroom and library

Science:

- Students' learning is stimulated, through science enrichment and STEM activities
- Newspaper and magazine supplements are utilized in the classroom and library
- Students learn through meaningful hands-on experiences
- Students' science skills are significantly enhanced through field trip opportunities
- A new adopted science curriculum has been implemented for the start of the 2018-19 school year.

STEM:

- STEM Certification was received from the IDOE in May of 2019
- TCE has a partnership with Fiat Chrysler Automotive in Tipton, Indiana
- TCE received the Workforce Development Excellence Award from FCA
- A grant was received for creation of a STEM lab that benefits all elementary students
- STEM lab is utilized each day by teachers and students
- Project Lead the Way has been implemented for the start of the 2020-21 school year
- PBL has also been implemented into classrooms

Technology:

- Technology is utilized in the regular classroom for all subject areas
- One computer lab is available for all students and 1:1 iPad for grades K-5
- Teachers were given Ipads at the start of the 19-20 school year
- An instructional technology/STEM class is offered for student special's rotation
- Children are currently using the automated "Accelerated Reading and Math" programs
- Wireless internet access through PK-12 building
- There is a computer based student management system being used called Skyward
- Schoology is utilized for grades 3-5. Schoology is being introduced for grades k-2 this school year.
- Students in grades PK-2 utilize Seesaw.
- E Learning days are incorporated throughout the school year.

- There is instruction in the elementary lab/STEM setting for all students to improve their computer skills
- Each classroom is equipped with a TV, Elmo, Apple TV, and DVD/sound system to aide in imparting knowledge with the use of technology.
- Learn 360 video streaming accessible for all classrooms
- Technology professional development available weekly by tech coach

Art:

- Students are given the opportunity to express themselves artistically through a variety of mediums such as painting, drawing, and sculpting
- Students are provided with historical and cultural awareness through various types of art media
- Students develop an appreciation and awareness of various artists and artistic techniques through analytical discussions and visual presentations
- Students are given opportunity to display their artwork in hallways and classrooms to peers, teachers, administrators and parents
- Students incorporate their artistic abilities through an integration of curriculum such as literature, social studies, science, math, music, etc.
- Students are instructed in art curriculum that is aligned to State Standards
- Students are given the opportunity to enter various types of contests

Music:

- Students are given the opportunity to learn the elements of music through the regular curriculum and learn how it is connected
- Students in grades 4-5 are offered an after school choir program
- Students are provided with historical and cultural awareness of music through various activities
- Students incorporate their musical abilities through an integration of the curriculum such as literature, social studies, science, math and art

Physical Education:

- Students participate in regular physical activity, which are appropriate to their grade level
- Students are given opportunities to participate in activities and games in a non-threatening environment
- Students receive instruction to gain a better understanding as to why physical activity is good for your health.
- Students are encouraged to participate to the best of their abilities rather than competitively
- Students gain sequential gross motor development and manipulative skills through a non-competitive perceptual-motor skills program

- Students are encouraged to recognize and respect individual differences through games and activities, which provide opportunities for cooperation and sportsmanship
- Students with special needs are provided the same experiences as their peers
- Students are instructed in physical education curriculum that is aligned to State Standards

C. Titles and descriptions of assessment instruments to be used in addition to ILEARN/I-Read 3

Assessment Instruments

- NWEA
- CogAT
- SIGS
- ESGI
- Star Reading/Star Math
- Star Early Lit
- Dyslexia Screeners
- Running Records/Benchmarks

II. Statement of Mission, Vision and Beliefs

Tri-Central Community Schools: Challenge, Inspire, Educate

A. Tri-Central Elementary School Mission Statement:

The mission of Tri-Central Elementary community provides a positive, safe, student-centered learning environment in which continual exploration and expansion of individual skills, concepts, behaviors, and knowledge are directed for present and future learning and growth.

B. Tri-Central Elementary Belief Statements

The faculty and staff of Tri-Central Elementary School have the following beliefs:

- That all children can learn and experience success in school
- That learning is enhanced when the responsibility is shared among parents, patrons, students, teachers, and administrators
- That all children need to learn to make responsible decisions, which will lead to successful living
- That all teachers need to be vigilant, flexible and willing to learn of new ways to teach children, which promotes the student reaching their fullest potential
- That all students have the right to a positive and safe learning environment

- Student mission statement is Succeed, Achieve, and Believe.
- That all children can learn and experience success in school
- Tri-Central believes that learning also encompasses core lifeline principles and social-emotional well-being

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

A. Graphs of Data from the Annual Report

Information (such as charts/graphs) that represents the performance by grade for the students from Tri-Central Elementary School on the IREAD/ILEARN can be found at inview.doe.in.gov

In looking at the ILEARN and IREAD data, Tri-Central Elementary will continue to strive to improve overall performance on standardized testing. The most recent data from Spring 2018 is as follows:

3 rd grade	LA 40 %	Math 57 %		
4 th grade	LA 50 %	Math 50 %	Science 61 %	
5 th grade	LA 42 %	Math 34 %	Social Studies 54 %	

For the third grade students the state has initiated the IREAD-3 state test to determine their ability to read at grade level. 2020 passing rate was approximately 69%. After the summer re-test we improved to 74%. Several students were given a good cause exemption due to special education. There is always a need for improvement, but our focus will continue to be in the areas of language arts and math.

Overall ILEARN scores in the state of Indiana were much lower than scores from previous years. Students in grades 3, 4, and 5 will be given remediation during the school day if they did not pass the assessment. In addition, 4th and 5th grade students that are on the “bubble” will also be encouraged to attend after school remediation beginning second semester.

NOTE: The 2019-20 school year was not completed due to COVID-19. As a result, schools did not receive ILEARN data. Inview does not show updated score reports from the Spring of 20-21.

B. Data related to other Performance Indicators

We will collect data from NWEA and STAR in language arts and math to gauge areas of strengths and weaknesses. This information will be used to drive instruction and planning. Staff will collaborate about the data to continually improve and differentiate instruction. Monthly grade level meetings are also held for Multi-Tiered Systems of Support. RTI will also be implemented at each grade level.

C. Other Information about Educational Programming and the Learning Environment

Tri-Central Elementary is a Title 1 school that has a pre-K program along with providing Title services to students in grades K-2. ELL students are served by a push in program. High ability students are clustered in general education classrooms. Students that do not pass ILEARN/IREAD are given supplemental services during the school day. Special education services are also provided to those qualifying students during the school day via inclusion. A school-wide remediation, enrichment, and extended learning time is provided during the school day. Additional teacher support has also been added by having para professionals assist classroom teachers throughout the day. For the start of the 21-22 school year we offered a Jump Start program for all students.

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

1. Curriculum---Indiana Academic Standards

Student achievement of Indiana's Academic Standards in all content and grade levels is supported by our school curriculum through the following:

- All content areas are aligned with the Indiana Academic Standards.
- The focus of assessment aligned to the standards will continue
- Math and English/Language Arts will be a school-wide focus to promote improvement
- Research based instructional strategies will continue to be used for implementation in the classroom.

2. Instruction that Supports the Achievement of Indiana Academic Standards

Student achievement of Indiana's academic standards in all content and grade levels is supported by our teachers' use of instructional strategies and differentiated instruction through the following:

- Guided reading groups
- Benchmark student reading levels
- Benchmark math levels
- Group problem solving
- Collaborative learning groups
- Small group instruction

- Teacher modeling
- Interactive read a louds
- Fluency checks
- 21st century skills
- STEM curriculum
- PLTW curriculum
- Technology integration
- Junior Great Books
- CLASS instructional strategies and professional development
- RTI
- Professional development in literacy

3. Assessments of Student Achievement—ILEARN and Other Assessment Strategies

The school is committed to the concept of tracking student progress as essential to the focus of improving student achievement. The commitment of Tri-Central Elementary is to use assessment data in the improvement of student learning. A heavy emphasis will be placed on the use of tests for diagnostic purposes. The identification of student strengths and areas of need is viewed as paramount to providing appropriate instruction for students. The use of NWEA and STAR reading and math assessments provide data that teachers can use to help evaluate student needs in those two areas of study. ESGI is used in grades K/1 to assess early literacy skills. Our intention is to utilize RTI to enhance and to address the learning gap.

Parental Participation in the School

Tri-Central Elementary School welcomes parent involvement and participation. The home/school connection is very important to promote student success. There are a variety of opportunities for parental involvement beginning with their child in the pre-K setting provided at our school. The school calendar reflects numerous opportunities including:

- Students, parents, and other community members participating in local school decision-making through student council, PTO, textbook adoption committees, and various planning committees.
- Parents have the ability to check and monitor student progress and grades via Skyward student management system.
- The school communicates effectively to promote its programs by posting current information on their website for parents and the community.
- Cooperative efforts between the school and business community raise money to be given to each classroom to facilitate student success. Many organizations help to further the education of students.
- Parents are encouraged to participate in the educational process by volunteering in school-wide events or individual classrooms, participating to PTO, attending school field trips, and special activities including, but not limited to Grandparent's Day, Holiday activities, convocations or other special programs, and end of the year activities.

- All members of the school and community work together to support the mission of our school. There is a general feeling of family unity. The school has a book fair, Title One literacy night, Preschool Family Fun Days, and Meet the Teacher Night, to name a few to help create a unified atmosphere and family interaction with the school.
- The school web site is used to help parents and community members stay current with events and activities at the school. Twitter is also a social media platform where teachers and staff post school and student related information. Staff utilize various apps to communicate with parents.
- The student management system allows for more parent involvement including online access to student data. In addition, Accelerated Reading and Math progress can be tracked by parents.
- Parent emails are sent via Skyward and various forms of technological communication are utilized.
- Parent volunteers help Library staff to run the annual “Book Fairs”.

Technology as a Learning Tool

There is a district technology plan in place, which has been the basis of providing direction for the district technology coordinator. The technology committee meets throughout the year to assess the hardware and software needs in the corporation. Technology is being utilized for parent communication as well as providing a tool to help with assessment of student performance. In addition to the use of one computer lab, students in grades K-5 are provided with a 1:1 IPAD. There are DVD/VCR units, Apple TV’s, and Elmos in each classroom, which are hooked to the teacher’s computer to be used for instructional purposes. Each classroom also has a TV. Morning announcements are currently being broadcast over the school TV channel and are available via school YouTube channel. Technology improvements and enhancements will continue to be a goal of the corporation. Staff were given Ipads at the start of the 19-20 school year. There are three BenQ’s in the elementary that are used to enhance instruction.

Safe and Disciplined Learning Environment

The school operates under a plan that has been developed at the district level and adopted by the School Board. Elements of this program as stressed for the school include the following:

- Signs are posted on the outside doors instructing visitors to check in at the main office
- “Buzz-in” systems are in place for visitors to identify themselves before entering the building
- All visitors are required to come to the office and have a state issued ID scanned in our visitor management system before having access to the classroom or building.
- All visitors are required to enter at one main entrance.
- The school day is from 8-3:00. The building is open for those students that arrive early at 7:40. Students should not be on school premises or grounds without authorization

- Automated phone system sends messages parents concerning delays and closing of school as well as other pertinent information
- Evaluate continuously the school grounds to identify problem areas and situations needing attention
- School has received a school safety/insurance audit with recommendations to continue making our school a safe place for all stakeholders
- Ensure that doors, gates, and entrances to unused rooms or areas are locked
- Ensure that all classrooms, as well as other interior and exterior doors, may be easily locked from the inside
- All entrances are secured during the school day

- Electronic surveillance is being used to maintain constant observation of halls and school entrances
- Provide for spot checks to assure complete securing of school property prior to end of school day
- Report promptly any plan deficiencies, which might facilitate vandalism or other disturbances
- Institute and test regularly a communication-alarm and emergency procedure system
- “Emergency crisis” kits are located in each classroom
- Check regularly the working order of public address and bell systems along with operation of emergency equipment kit items
- Maintain cooperative working relationships with all local law enforcement agencies
- Maintain good relations with the media
- Initiate procedures for dealing with unmanageable students and outside intruders, which preclude, if possible, initial physical contact by the school staff with such students and intruders
- Establish as routine practice the maintenance of a log listing date, time location individuals involved, and nature of all incidents and disturbances
- Surveillance cameras are used to scan main entrances at the elementary and recorded to offer further security
- All doors and drive entrances have been numbered to assist in the event outside fire department or police teams need to assist in emergency situations
- Bully prevention program is in place
- All volunteers are required to have background checks
- Parents may be required to provide date of birth of student as a password when communicating with the school.
- On-line/phone Bully reporting system (Corporation policies on website)
- Effective this school year we are no longer allowing parents in the building during the AM/PM.

Professional Development

The professional development program will be based around our school wide student goals. The plan also includes:

- The focus for professional development will be on topics directly relates to teacher needs and improved instruction
- Monthly staff meetings focusing on the opportunity for sharing best practices among teachers
- The teachers have the opportunity to take advantage of professional development workshops, seminars or school visitations each year dependent on funding. C.L.A.S.S. will be utilized for the majority of PD.
- The staff and administration believe that targeted professional development activities will be the key to tracking student achievement and focusing instruction more specifically on the needs of students. The extent to which professional development can be provided will, of course, depend on the funding provided by the state
- Research materials are available for faculty to use for best practices including specific materials for new teachers.

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

Attendance Rate

Tri-Central Elementary School plans to continue what has been a successful focus on student attendance. The following policy statement will guide this focus:

In order for Tri-Central Community Schools to ensure a proper education for its students, it is imperative that the students be in attendance on a regular basis. It is, therefore, important that administrators, faculty, parents, and students be knowledgeable of the attendance requirements and procedures and strive together to make them effective. Students may only be absent 8 days per semester. The student information system will automatically make phone calls to students and parents when they have an unexcused absence. The attendance rate was 96% for the 17-18 school year. Overall attendance has been a positive for the school over the last several years.

NOTE: Due to COVID19 we were unable to accurately track attendance for the 2020-21 school year. In addition, new attendance requirements have been given to all Indiana Schools for tracking COVID related absences. For the 21-22 school year we are still facing Covid related absences and many of our absences are taking place due to quarantining issues.

Academic Success

Looking to the future, it is the intent of the Tri-Central Elementary School to increase the number of students meeting state standards on the ILEARN tests. The staff is aware that this

will take a great deal of planning and effort by everyone. State standards in the areas assessed by ILEARN have been revised and are now significantly more rigorous. It will be necessary to reach new levels of effectiveness in order for the percentages of students passing to reflect growth. Tri-Central Elementary is determined to meet this challenge. Tri-Central Elementary has initiated REEL Time (Remediation, Enrichment, and Extended Learning Time) to help provide remediation and enrichment in the areas of language arts and math. Our school will also provide after school remediation. We have also offered a Jump Start program at the beginning of the school year. We also implemented an RTI program this year and we hope this will assist in academic performance levels.

VI. Specific Areas Where Improvement is Needed Immediately

Improvement is needed in the area of English/Language Arts and Math. The best measure available in this area at this time is actual achievement scores on ILEARN compared to predicted scores along with Star Reading and Math data. TCE has identified specific areas of strengths and weaknesses as indicated in ILEARN data. NWEA will also be utilized to assist in specific areas of need.

VII. Benchmarks for Progress

Tri-Central Elementary School will continue to focus on student growth and progress.

VIII. Proposed Interventions Based on School Improvement

- TCE staff is utilizing assessments to measure student progress using Star Reading, Star Math, and NWEA along with baseline and benchmark tests from our school adopted series.
- The focus will be on diagnostic assessment with more frequent, targeted testing. A variety of testing tools will be encouraged to allow the students ample opportunity to have a higher comfort level when taking standardized tests.
- More attention on opportunities for students to practice 21st century and technology skills.
- An attempt will be made to maintain class size at all grade levels allowing an opportunity for more individualization of instruction.
- Continue to support professional development with an encouragement for teachers to pursue avenues for improving instruction and assessment.
- Focus on lesson plans to insure alignment to Indiana Academic Standards and differentiated instruction.
- 40-minute daily intervention/RTI time for all grade levels (REEL Time)
- C.L.A.S.S. professional development for school-wide improvement.
- Professional development in literacy instruction

IX. Professional Development Plan

School Name: Tri-Central Elementary School
Address: 2115 West 500 North, Sharpsville, IN
Tipton County / Tri-Central Community Schools 7935 / School # 8154

Principal: Mr. Matthew Miller

Principal's Email address: mmiller@tccs.k12.in.us

Grade levels included in school: Pre-K ---5

Narratives:

1. Vision – *Tri-Central Community Schools has an established professional development program for all teachers that promotes the success of all students, can be measured with pertinent data and is aligned with Indiana State Standards at all grade levels and in all subject areas.*

2. Goal:

- *To create an ongoing professional development plan that results in improved student performance.*
- *To have assessment tools aligned to Indiana State Standards.*
- *To communicate to parents and patrons the importance of involvement with school to promote student performance.*
- *To utilize data for prioritized improvement of student learning and effective teaching practices.*
- *To have a more intensified focus on the elements of reading/math and promoting more student success in that area. In addition, specific information pertaining to literacy will be addressed.*

3. Involvement of staff: *Professional development sessions will be planned to provide teachers:*

- *guidelines to establish measurable student goals*
- *opportunity to meet with other teachers to establish best practices*
- *technological support that will promote communication to the community*
- *support to help develop assessment tools aligned to standards*
- *the data needed to evaluate needed improvement*
- *information to continually improve the 90-minute reading block/instructional strategies.*
- *RTI Teacher will meet with grade level teachers to identify best practices to meet each student's educational needs.*

4. Use of Technology:

- *Technology will be used to document and store information*
- *Technology will also be used to retrieve data to support the achievements of students.*
- *Internet and e-mail will be used to support communication and research.*
- *Utilize training that supports goals when appropriate.*
- *Technology will be utilized to devise additional evaluation for students and in turn enhance instruction.*
- *Technology is used for teacher evaluation*
- *Teachers received Ipads at the start of the 19-20 school year.*
- *Students will have Ipads beginning in the 20-21 school year for 1:1.*

Action Plan:

Professional Development Goal: Data will be gathered and evaluated that will promote improvement in student learning and instruction.

Research:

- Workshops
- Daily reflections through teacher planning and instruction
- Indiana Academic Standards
- Data from various resources within the school

Activities:

- Staff collaboration on best practices for implementing successful reading and math instruction
- Attendance at workshops/PD addressing State Standards and providing information on different methods of instruction and assessment using data for improvement
- Additional opportunities to work on curriculum/standards alignment and data driven decisions will be made available throughout the year.

Intended Audience:

- Administration
- School Board members
- Teaching staff
- Para Professional

XII. Three Year Plan for Implementation, Review and Revision

- Goal 1: Grades 3-5: Language Arts and Math will be the targeted areas of instruction.
- Goal 2: K-2 will improve RIT score on NWEA for beginning, middle and end.
- Goal 3: High ability programming and identification will continue to be implemented.
- Goal 4: Social and Emotional Learning support will be given to all students.
- Goal 5: RTI will be utilized to bridge the gap of learning.

Tri-Central will continue to review and monitor these goals on a yearly basis.

- IREAD/ILEARN/NWEA and other test data
- Identify weak essential skill areas
- Provide professional development
- Provide opportunities for staff feedback to professional development sessions
- Provide information to parents concerning student expectation and performance on grade level standards

Cultural Competency

- Teachers will incorporate lifeline lessons that are taught to all students on a weekly basis. Our school believes in the motto of “treating “ALL” people right and doing the right thing.”
- School Counselor utilizes Second Steps program to promote understanding and respect across cultures.
- WIDA CAN DO descriptors are used to increase educational opportunities and performance. Professional development is provided to increase cultural competency in the school setting.
- Regularly grouping students with different classmates encouraging discussion.
- Students are encouraged to share cultural differences and traditions throughout the school year.
- Students participate in real-world culturally diverse problem-solving projects.