**Name:** Deb Ciochina  
**Date:** October 2018

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**School/Department Improvement Status** is due one week prior to your appraisal conference with your supervisor.  
(3 copies of all documents)

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**Improvement Goal:** Complete planning for Birth to School programming and implement program elements successfully at MacArthur Elementary School—impact on caregivers and children age 0-5.

**Benchmark:** Completed all activities; enrolled 50-100 children/families; reviewed K entrance assessment results

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**What intervention was implemented?**

--Completed and reviewed strategic plan
--Created partnerships for Birth to School with various community stakeholders and supports
  --Tri Kappa Service Sorority
  --Purdue Extension
  --Mental Health America
  --WIC
  --Dolly Parton Imagination Library/Rotary Club of CP
--Find potential enrollees via recruitment strategies
  --Used various strategies to enroll families: mailings, flyers, in-school promotions at Open House and other events; visits with PTO; visits with existing programs as MacArthur; work with principal; calling families; Google forms
--Enroll children in RDS from age 0-preschool
  --43 families were enrolled in 2017-2018
  --50 families are already enrolled at MacArthur Elementary for 2018-2019
--Write and use complimentary grant funds for program support
  --Grant funds were utilized from the Title I Grant as the primary funding source. No general funds were used
  --Grant funds were gained via the CP Community Foundation
  --Donations were accepted from Tri Kappa; private businesses; private individuals
--Brand the program with logos, support materials, promotional items, etc to strengthen community awareness and recruit families
  --Logo was created with CPHS graphic design lab; promotional calendars, flyers, booklets, t-shirts, stickers etc were created and distributed
--Hire highly qualified Birth to School liaison position for MacArthur
  --Christine Castro was hired.
--Create and calendarize opening events for parents/caregivers and children
  --32 program events were held at MacArthur Elementary
--Partner with MacArthur Elementary to support and enhance existing programs for children age 0-5
  --MacArthur Elementary Principal, Teachers, Staff and Parents were part of the Birth to School process in 2017-2018
--Check effectiveness of parent/caregiver programs
SCHOOL/DEPARTMENT IMPROVEMENT STATUS REPORT
School Year 2017-2018
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--Survey responses can be found at this link:
https://docs.google.com/forms/d/1H16bqNWtNRzp6dGPDS5Zu0iArhKNrFZ1o8GXXKec_Ck/edit?no_redirect#responses

--Provide caregivers with needed community services and referrals

CP Birth to School has connected me with other caregivers and resources/support services within the community.

--Provide developmental screenings for children ages 0-2 and 3-5

--This goal is still in progress and will be accomplished in 2018-2019. Research was conducted in 2017-2018
Submit form one week prior to your appraisal conference with your supervisor.

--Create and provide developmental informational materials for parents and caregivers
   --The CP Birth to School Developmental Guide was distributed to all participants.
--Increase full community awareness to prepare for scaling to other school(s) in 2018-2019
   --These preparations are underway.
--Increase web presence for Birth to School
   --Please see the extended website at this link: https://www.cps.k12.in.us/domain/1351

• Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)
Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

We do not yet have 3 year trend data. Please see graphs and link above for more details.

<table>
<thead>
<tr>
<th>The goal has been Achieved</th>
<th>The goal is Progressing</th>
<th>The goal has been Abandoned</th>
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<tbody>
<tr>
<td>_____</td>
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</tbody>
</table>

The goal is Targeted for Future   _____       The goal has been Abandoned   _____
### Improvement Goal: Development of Leadership Series and cohort leading to succession planning for the school corporation.

**Benchmark:** Leadership Series established and attended by future leaders

**What intervention was implemented?**

As part of the LEARN Academy, a 4 hour book chapter study with accompanying case/study action research projects were completed with and by future teacher leaders.

Provided opportunities for teacher leadership based on district needs and goals.

Provided potential leaders into the pipeline for succession.

- **Evaluation data – Minimum 3-year trend data.** *(Compare to League Schools if data are available)*
  Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development
  - See attached reading schedule for the chapter study.
  - See attached case study/research project assignment.
  - See example research project by potential teacher leaders.
  - 100% of respondents agree or strongly agree that the course was valuable to their work.

The goal has been **Achieved** ______  The goal is **Progressing** _____ X _____
The goal is **Targeted for Future** ______  The goal has been **Abandoned** ______
School/Department Improvement Status Report
School Year 2017-2018

Submit form one week prior to your appraisal conference with your supervisor.

Name: Deb Ciochina
Date: October 2018

School/Department Improvement Status is due one week prior to your appraisal conference with your supervisor.
(3 copies of all documents)

Improvement Goal: Increase understanding of literacy elements and the use of the ELA curriculum and resources through focused professional development and PLCs so that all elementary teachers have increased understanding and can more effectively use curriculum and resources with their students.

Benchmark: PLC meetings created and implemented; growth in ELA achievement; feedback / survey results from teachers and/or principals

What intervention was implemented?

- Describe evidence of implementation during the 2017-2018 school year.
- Created district PLC calendar for 6 grade level team meetings per grade for teacher development using literacy research and current resources
- Developed and led meaningful PLC topics and sessions based on teacher needs for ELA/Literacy PD
- Scheduled and organized professionally led PD sessions aligned to district resources (WTW, JGB, Reading A-Z, Buzz)
- Provided opportunities via LEARN Academy for extended learning for teachers
- Provided web-based training for anywhere/anytime learning for teachers based on literacy goals (Smekens webPD, etc)
- Assessed effectiveness of district wide PLCs, building level PLCs, and professionally developed PD for teachers

Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)
Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

ELA Growth

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<th>CPCSC</th>
<th>Els</th>
<th>J Ross</th>
<th>Lake</th>
<th>Mac</th>
<th>Solon</th>
<th>T Ball</th>
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<td>50.0</td>
<td>69.6</td>
<td>55.2</td>
<td>63.6</td>
</tr>
</tbody>
</table>
Results from District PLC Survey/ See survey results at this link:

From the meetings, I grew personally in my ability to: Check all that apply.

119 responses

- Interact and collaborate in my school P....
- Analyze and diagnose student information: ________
- Differentiate instruction for students: ________
- Make connections to other content areas: ________
- Other: ________

The goal has been **Achieved** x
The goal is **Progressing** x
The goal is **Targeted for Future**
The goal has been **Abandoned**
## SCHOOL/DEPARTMENT IMPROVEMENT STATUS REPORT

**School Year 2017-2018**

Submit form one week prior to your appraisal conference with your supervisor

<table>
<thead>
<tr>
<th>Name:</th>
<th>Deb Ciochina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>October 2018</td>
</tr>
</tbody>
</table>

**School/Department Improvement Status** is due one week prior to your appraisal conference with your supervisor.

(3 copies of all documents)

### Improvement Goal:

**Develop Student Support Services for elementary and middle school Home School Facilitators and PBIS paraprofessionals in order to support academic achievement for all students.**

**Benchmark:** Development of Student Support Services

### What intervention was implemented?

Review all current documents to check for appropriate compliance with Indiana code and CPCSC Board alignment

Documents that were updated include:

- Suicide risk guidance
- Informed consent
- Confidentiality agreement
- Release of information
- DCS Referral Form

Audit licensing and current job responsibilities for all student support personnel at elementary and middle schools to (re)align services for gen ed and IEP students

- Completed with help of HR Director

Set continuing contact with HSFs and PBIS paraprofessionals to establish protocols, programming, and procedures as they transition from special education to curriculum and instruction

- Monthly meetings were established with Home School Facilitators
- Met regularly to establish role, define responsibilities, work on needed forms and communication, determine best practices, troubleshoot and problem solve together, create more awareness of the HSFs

Define job responsibilities for HSFs and PBIS paraprofessionals based on national models/best practice

- See this link for Elementary HSF description: [https://docs.google.com/document/d/1_xdb5oACdwAl_TqHN9notzkb_1fXEAL6otixylocPni/edit](https://docs.google.com/document/d/1_xdb5oACdwAl_TqHN9notzkb_1fXEAL6otixylocPni/edit)
- See this link for the Secondary HSF description: [https://docs.google.com/document/d/1AjpdgNFjUzt4EqvDf0gHTiWEqyYervxI6UZmIRBxsD8/edit](https://docs.google.com/document/d/1AjpdgNFjUzt4EqvDf0gHTiWEqyYervxI6UZmIRBxsD8/edit)
- See this link for PBIS vs Counselor chart (draft): [https://docs.google.com/spreadsheets/d/1OWqYq6Y1konDicEHWjdl0LuAMYxuXSQU7DvjsjGMM-fY/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1OWqYq6Y1konDicEHWjdl0LuAMYxuXSQU7DvjsjGMM-fY/edit?usp=sharing)

Develop focus areas and best practices for student support models

- This goal is in progress as the programming progresses.

Research and provide needed professional development for HSFs and PBIS staff
School Year 2017- 2018

Submit form one week prior to your appraisal conference with your supervisor

- Professional development for HSFs included:
  - Suicide awareness and training, June 2018
  - Whole Child Conference, June 2018
  - Brain-Based Neuro Training / Student Trauma, Dr. Lori Desaultes, Feb. 2018

Evaluate programming
- The evaluation instrument will be part of the Lilly Comprehensive Counseling documents

- Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)
Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

  - We do not yet have 3 year data.

The goal has been Achieved _____  The goal is Progressing _____
The goal is Targeted for Future _____  The goal has been Abandoned _____
CPCSC Goal: ACHIEVEMENT
ALL students will demonstrate increasing academic achievement levels with the rate of learning and learner outcomes determined by the aptitude of each student.

During the 2017-2018 school year, describe evidence of goal attainment

1. EPSF tracking as it relates to Birth to School programming, not yet accomplished
2. ELA curriculum—growth for elementary ELA at the 60th percentile overall
3. Student Support Services—not yet accomplished
4. Grading protocols—not addressed this year
5. Writing scores
6. WIDA Assessment

<table>
<thead>
<tr>
<th></th>
<th>elementary</th>
<th>secondary</th>
<th>all ELL students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6</td>
<td>average</td>
<td>3.8</td>
<td>3.5</td>
</tr>
<tr>
<td>4.1</td>
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</tr>
<tr>
<td>0.54</td>
<td>proficiency</td>
<td>0.47</td>
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</tr>
<tr>
<td>2017</td>
<td>per student</td>
<td>2018</td>
<td>-- district</td>
</tr>
</tbody>
</table>

7. ELL Achievement on ISTEP
   - 88% of ELL students improved their ELA score on the 2017-2018 ISTEP
**SCHOOL CORPORATION GOAL STATUS REPORT**  
School Year 2017 – 2018  
Submit form one week prior to your appraisal conference with your supervisor

<table>
<thead>
<tr>
<th>CPCSC Goal: ARTICULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL students will experience the highest quality school corporation programs, processes, and services that are articulated horizontally, vertically, and systemically.</td>
</tr>
</tbody>
</table>

**During the 2017-2018 school year, describe evidence of goal attainment**

1. **Align PD to resources and curriculum for literacy**
   - PLC focus on word work, close reading, writing
   - Jr. Great Books, intensives in each elementary
   - Words Their Way—summer PD intensives
   - Reading A-Z, RAZ Kids—summer PD intensives
   - CRISS Training—during school year, MS and HS
   - mClass Training for primary teachers

2. **Support and develop elementary, middle school, and high school PLCs**
   - Conducted 36 grade level district PLC session on these 3 topics
   - Monitored MS and HS PLC work
   - PLC Surveys at all levels

3. **Continued work with building leaders to provide needed PD support for their teachers**
   - PD Calendar
   - PD Surveys
   - PLC Surveys

4. **Continued to expand understanding and knowledge for administrators, classroom teachers and instructional support staff of ELL needs and related strategies**
   - 2 district-wide screencasts
   - LEARN Academy

5. **Develop and support programming and personnel for effective student services programming**
   - Brain/Neuro development
   - Suicide Awareness and Prevention
   - Whole Child Social/Emotional/Mental Health

6. **Create sound protocols and practices for student services**
   - Introductory only
   - Wrote Lilly Comprehensive Counseling Grant to enhance these services, Tier 1 PD for all personnel, strategic planning, transition programming for students,

7. **Create pathways for teacher leadership to enhance learning for all students**
   - LEARN Academy
   - Leadership Series, LEARN Academy
   - Summer Leadership in New Teacher Orientation
CPCSC Goal: PARTNERSHIP
ALL students will be nurtured by our community through shared expertise, collaborations, communications, and resources that maximize each student’s holistic development intellectually, creatively, emotionally, socially, and physically.

During the 2017-2018 school year, describe evidence of goal attainment

- Development of school and community partnerships for Birth to School effectiveness
- Partnerships with professional development trainers/consultants to enhance teacher learning and effectiveness—Jr. Great Books; QPR Training; Words Their Way; Reading A-Z; Smekens WebPD partnership; AP Central; CRISS Training
- Partnerships with teacher leaders to train other teachers, provide support and expertise within teams, PLCs, and schools
  - Nineteen LEARN Academy facilitators
  - Strong participation in Leadership Series—25 participants
- Partnerships with admins and teacher leaders to support a succession pipeline for leadership
  - Leadership Series in LEARN Academy