Indiana School Improvement Plan

Rose Hamilton Elementary School

Centerville-Abington Community Schools

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Rose Hamilton Elementary is one of two elementary schools in the Centerville-Abington School District in Centerville, Indiana. It serves 450 students in a PreK-2 building that feeds into Centerville Elementary School that consists of grades 3-6. Centerville-Abington has one Junior High and one High School with a total population of approximately 1750 students.

In 2008, the two elementary schools were reconfigured from two K-6 buildings to one PreK-2 building and one 3-6 building. Rose Hamilton houses 18 regular education classrooms. There are six sections of each grade level, plus a morning and afternoon Pre-School. We have a certified teacher for students with special needs and a shared Speech-Hearing teacher who have a combined caseload of 62 students, which is approximately 14% of the total student population. These students are involved in full-inclusion classrooms. Rose Hamilton also has a creative arts program with a physical education teacher, art teacher, and music teacher.

Centerville-Abington Community Schools serve the town of Centerville, the village of Abington, and the suburban housing additions in Center and Abington townships. Centerville is located adjacent to Richmond, Indiana, a city of about 33,000 people. The major economic base of the student population comes from farming and a sizable community of antique dealerships. Many parents earn their living as blue-collar workers or professionals in businesses outside of the Centerville-Abington community. The largest employer in the town of Centerville is the school system itself.

Centerville-Abington is located in Wayne County, which has several institutions of higher education, including Indiana University East, Purdue at IU East, Earlham College and Ivy Tech. There are five public school corporations in Wayne County. In 2012, Centerville Abington Community Schools was the only school corporation in Wayne County, to receive straight A's for all four of our buildings as rated by the Indiana Department of Education grading system.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of the Centerville-Abington system is "Educated for Success." The mission is "Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens." The mission of Rose Hamilton is "Parents, School and Community are working together to educate ALL children." The vision is the same for all four schools in the district, but each school has its own mission, based upon the level of students it serves.

In grades K-2 NWEA standardized test results indicate that in the areas of reading comprehension and vocabulary, students are achieving at or above the targeted RIT score. However, our corporation goal is that 80% of our students, in grades K-2, will meet or exceed the expected RIT score averages listed by NWEA by the end of grade 2. Our data indicates that we are meeting this goal in K and 1st grade. Second grade is a little below the expected level. The data leads us to believe that our focus for improvement should be in the areas of vocabulary development and literary informational text comprehension.

Beginning in 2011-2012, student text levels were assessed using mClass Reading 3D Text Reading and Comprehension (TRC). Each student in grades K-2 has text level assessments in the fall, winter, and spring. The data shows the average student text level for each grade was lower than the expected 80% level for the post test for the years 2013-2015, but there was substantial growth between pre and post tests.

The STAR reading test is given to the first and second grade students. The data from the STAR test shows that our students at Rose Hamilton are exceeding the expected reading level. The expected level in first grade at the end of the year is 1.8 and our students in 2013-2015 were at at or above the expected level in the spring. The expected level in second grade at the end of the year is 2.8 and our students in 2013-2015 were above the expected level in the spring. However, there is some indication that students have summer regression each year when they score slightly lower than expected on the pretest of STAR.

Beginning in 2012-2013 kindergarten students were given the STAR Early Literacy Test (SEL). The reading test is given in the beginning, middle and end of the year. The data from the SEL test shows that our students at Rose Hamilton are exceeding the expected skill level. The expected level at the end of the year is 600 and our students were at 618 or above in the spring each year 2013-2015.

In order to increase students' vocabulary level, each grade level at Rose Hamilton Elementary School uses content words chosen using strategies for increasing student vocabulary from Building Academic Vocabulary: Teacher's Manual, by Marzano and Pickering. Our data indicates that the average student score for grades K-2, with the exception of Second Grade in 2015, are at the expected or above average growtn between pre and post testing each year.

Rose Hamilton Elementary charts the average monthly attendance for the entire school year. The data shows that the average attendance for the school years from 2013 to 2015 ranged from at expected to slightly below the state average.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

This is the eighth year for Rose Hamilton to be Pre-K to 2 building. This configuration allows for greater collaboration within the grade level especially to help us strengthen our literacy initiative. We feel our data is more consistent because of the common assessments used building wide and the professional development that goes with them.

One of our strengths has been in the structure of the NCA format of NCA Chairs and committees driving the direction of our school. The NCA committees are actual working groups that have very specific assignments which contribute to the overall success of our school. This design gives everyone a voice in what we are trying to accomplish as a school.

Rose Hamilton began implementing the Indiana Academic Standards last year. Teachers in all grade levels are using and posting learning targets in their classrooms for daily lesson instruction.

Rose Hamilton is continuing to make changes using state driven guidelines and best practices for student improvement. Our teachers use mClass assessments for literacy and math and are using Burst Reading for our RTI instructional program, which uses the data gained from our mClass assessments. Rose Hamilton's technology infrastructure has been updated to meet the needs of mClass wireless generation.

Our kindergarten uses the Early Intervention for School Success (EISS), a nationally validated program to screen our kindergarten students and provide support throughout the year. The screening instruments identify basic academic skills in five modalities. These modalities are gross and fine motor coordination, auditory, language, and visual development skills. After being screened, students found to be weak in two or more areas are taught by our EISS trained para-professionals under the guidance of our teachers.

Technology for students begins in Pre-School and continues through Second Grade. All students have computer class at least once a week and they log-in and use passwords to access the network. Keyboarding is taught in Second Grade. Each classroom has at least three computers for student use. Smart Boards are in place in all classrooms to support curriculum for Language Arts and Math.

Rose Hamilton has one and one half FTE Reading Recovery teachers. This is a program supported by Title I funds. In 2012, Rose Hamilton became a training site for Reading Recovery Continuing Contact, with the installation of a one way mirror connecting a Reading Recovery room with another small classroom that is used for teaching students. This staff development initiative is for teachers in east central Indiana and western Ohio. Reading Recovery teachers from several surrounding counties come to Rose Hamilton for training periodically throughout the year.

One of our priorities this year is to increase parental involvement in our school. Our NCA - Parent Involvement Team now includes parent representatives from each grade level at their meetings to get their feedback and suggestions to make our school more parent friendly. The Rose Hamilton PTO is working hard to help us accomplish this; and participation is up. Meetings were changed from the evenings to the afternoons before school is dismissed. The Rose Hamilton PTO has been instrumental in upgrading the playground equipment, assisting our Literacy Night Coordinator in planning activities, getting materials and recruiting parents to help and purchasing sets of stages for convocations.

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Another program that is making a difference in our school is the nationally affiliated Communities in Schools (CIS) program. We have a CIS coordinator that works on-site at Rose Hamilton four days a week to help students and families in our school. Current CIS programs are: the BackSack Program by Gleaners Food Bank of Indiana which provides sacks of kid friendly food for needy students over the weekend, Bulldog Buddies, a mentoring program for our students, which is bringing in adults from our community to work with students that are in need of a positive role model and organizing a holiday food drive for needy families.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Pride runs deep at Rose Hamilton Elementary School. The dedicated staff and parents have worked together for years to promote a family friendly atmosphere in our building with caring adults who nurture students and partner with parents to help all of our students not only to meet academic goals, but also to feel safe and secure at school.

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Rose Hamilton Elementary has several committees that meet one time per month during the school year to address the areas of school climate, parent involvement, professional development, technology, data and curriculum. The purpose of these committees is to gather information and data necessary for school improvement planning. Each committee includes a teacher from each grade level, as well a mix of special education and special area teachers. Parents and community members are included on two committees. A schedule is of committee dates and times are given to each member at the beginning of the school year. Minutes are kept by our NCA chairs. Meetings are scheduled to accomodate as many parents as possible. They are scheduled at different times so more parents can attend during the year.

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

Each committee is made up of grade level, special area and special education teachers. Parents and community members are included in two of our committees. Dates of meetings are handed out at the beginning of each school year. Students and parents were selected from a wide variety of backgrounds for our climate audit. Parents meet monthly with our PTO and minutes of the meetings are emailed to all parents. Community members come in each month to present a program on character education. All information gathered from committee meetings are brought to the change committee each month for discussion.

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

The plan is presented to building level Change Committee, then the School Board, then presented to the Corporation School Improvement Team (which includes staff, administration, parents and community members) and then it is placed on the school web site so it can be accessed by all stakeholders. Data is updated yearly.

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Self Assessment

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Centerville-Abington Community School Corporation vision statement "Educated for Success" strongly guides our school leadershiop and staff to have high expectations for all students in both character skills and academic achievement. The vision is displayed throughout the school, is on the school website, on official documents, on the school marquis, school and teacher newsletters and in classrooms. Parents receive individual student data three times per year (Fall, Winter and Spring) for NWEA, mClass TRC, STAR and STAR Early Literacy. They also receive information through report cards, Power School and parent teacher conferences. Classroom data is posted outside of each classroom. School-wide data for attendance and STAR and STAR Early Literacy are posted on bulletion boards in main hallways.

Our school's Professional Development Team, Data Team, Parent Involvement Team and Technology Team meet monthly to record, discuss and analyze data to improve student achievement, guide future instruction and plan professional development.

Character Educations skills are recognized through programs such as Student of the Month, Wall of Fame, More than Words convocations and Spotted Being Good. We continually work towards improving parent involvement in student achievement and school activities through the use of our Community In Schools programs and Bulldog Buddies mentors, newer more convenient PTO times, parent newsletters, classroom and school websites and school pamphlets.

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Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Agendas and minutes of meetings	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Centerville-Abington Community School System's governing body consisting of school board members, superintendent, building level administrators, and teachers provides a quality education for the corporation students. The governing body ensures that we are current on all policies and procedures and are consistent with state guidelines. Our governing body also protects, supports, and respects the autonomy of school leadership to manage day to day operations of the school. The School Change committee meets monthly and the School Improvement committee meets once each semester to review and discuss any building level policy and procedure changes. Any changes are presented to the school board for approval.

Our school corporation, along with the Centerville Education Association worked to develop an evaluation system that ensures students are provided with a quality instructional staff, educational curriculum, and updated technology using two components. The first component of the

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evaluation system is Part A- Standards for Success evaluations performed by the building principal through the use of a rubric. The second component is Part B, which uses student data taken from NWEA, mClass,Vocabulary, and the school's grade based on the accountability model.

Teachers can access up-to-date student scores on the following assessments: mClass, NWEA, STAR, STAR Early Literacy, vocabulary, and text levels through the data warehouse PIVOT. Access to this information allows Rose Hamilton's leadership, teachers, and staff to access data and continually provide the best possible educational experience for all students.

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Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Descriptions of instructional techniques •Curriculum guides	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of formal adult advocate structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Sample report cards for each grade level and for all courses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Results of evaluation of professional learning program.	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Rose Hamilton Elementary school's academic curriculum is aligned with the Indiana State Standards. Our school sets high learning expectations and uses a wide variety of resources and instruction to meet the needs of every student. It is evident that these practices are meeting the needs of our students as we have received an 'A' for exemplary progress from the Indiana State Department of Education.

After careful evaluation of the data our staff is able to choose which instructional strategies and available resources are to be used to enhance student performance. Some of the most used resources used for differentiating student instruction are EISS (Early Intervention for School Success), Reading Recovery, and RTI (Response to Instruction). EISS is a developmental program designed to identify and remediate kindergarten students with deficits in language, fine motor, gross motor, visual, and auditory discrimination. Each kindergarten classroom is equipped with a trained teaching assistant (working in collaboration with the teacher) that works with small groups or in a one-to-one setting. Reading Recovery is a remedial program designed to provide first grade students with one-to-one differentiated instruction. RTI is a school-wide program that targets specific skills in a small group setting for K-2 students. This program provides additional enrichment or remedial instruction to students. Another program offered to all students is our Learning Lab. The Learning Lab is staffed with a full-time assistant and provides extra instruction and support in targeted skills for individuals and/or small groups of students.

In order to maintain the high level of student achievement, our school uses several types of assessments to monitor student's progress. Teachers use the data warehouse- PIVOT as well as other assessment data to view past and current levels of student performance. This information is then used to help guide professional development and student instruction.

Our school's Professional Development team is continually working in collaboration with administration to provide staff with professional learning opportunities that will allow teachers to continue to differentiate their instructional practices to meet student's needs and improve student achievement.

Rose Hamilton Elementary puts great effort in communicating with families. Teachers use a wide variety of resources such as: newsletters, classroom and school webpages, parent/teacher conferences, report cards, Powerschool, and assessment information to inform them of their child's educational progress. Literacy nights, On Track Reading program, PTO (Parent/Teacher Organization), and Back to School Night provide parents with additional information on how to become involved in our school community.

Our school collaborates with Communities in Schools personnel to provide information on available community services such as counseling, Bulldog Buddies (mentoring program), and food programs (Gleaners Nutrition Program).

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Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Policies relative to technology use	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Rose Hamilton employs highly qualified teachers and staff that have access to a wide variety of resources and support services that are used to increase student academic success. Our school strives to provide as many resources and support services for our students as possible.

Some of our school's resources and support services include Special Education services, EISS, Reading Recovery, M-Team, and RtI. We are also able to offer community agencies, family services, counseling and parent support, through Communities in Schools. All of these services are designed to meet the social, emotional and academic needs of our students.

Each year, our Technology Committee evaluates the technology needs or our school and writes a plan. As funds become available, technology needs listed in the plan are purchased. These purchases allow our staff and students to access to a wide range of up-to- date technology. Several classrooms have a speaker amplification system and all classrooms have a Smart Board, document camera and student desk top computers for work stations. Our Library is equipped with Alpha Smart keyboards and laptops to teach basic computer and keyboarding skills. Our school also has a Computer Lab that all teachers and students have access to several times a week. These lab times are used to provide whole class instruction on our Digital Citizenship curriculum, computer skills,and programs such as Google Classroom and Google Drive, Microsoft Office products and AR.

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Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •NWEA, STAR Early Literacy, mClass & Burst Reading, Vocabulary-weekly language assessment	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •RTI - mClass, Reading Recovery, EISS (Early Intervention for School Success), NWEA	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth •C 1 Records, assessment sheet, PD Agendas	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •CIS, School Web Site, Corporation Newsletter, Office newsletters, Parent - Teacher Conferences	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

All teachers at Rose Hamilton Elementary use common assessments that are aligned with Indiana State Academic Standards. Each school year we generate and follow an assessment calendar. The following assessments are given in the Fall, Winter, and Spring: STAR, STAR Early Literacy, NWEA, and mClass. The vocabulary assessment is given in the Fall and Spring as a pre and post test. This assessment data is compiled and used by teachers to monitor student performance and drive planning and instruction. Teachers have access to PIVOT, a data warehouse, where all of our results are posted.

Teachers have monthly grade level meetings to discuss and analyze student performance. Information is then used to place students into

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individualized groups such as RTI, Reading Recovery, and EISS for enrichment or remediation.

Our self-assessment survey shows that our professional staff is regularly trained to analyze and implement data assessments, but our survey showed that paraprofessionals have limited training on data assessments and they will need to be included in future professional development pertaining to the evaluation, interpretation, and use of data.

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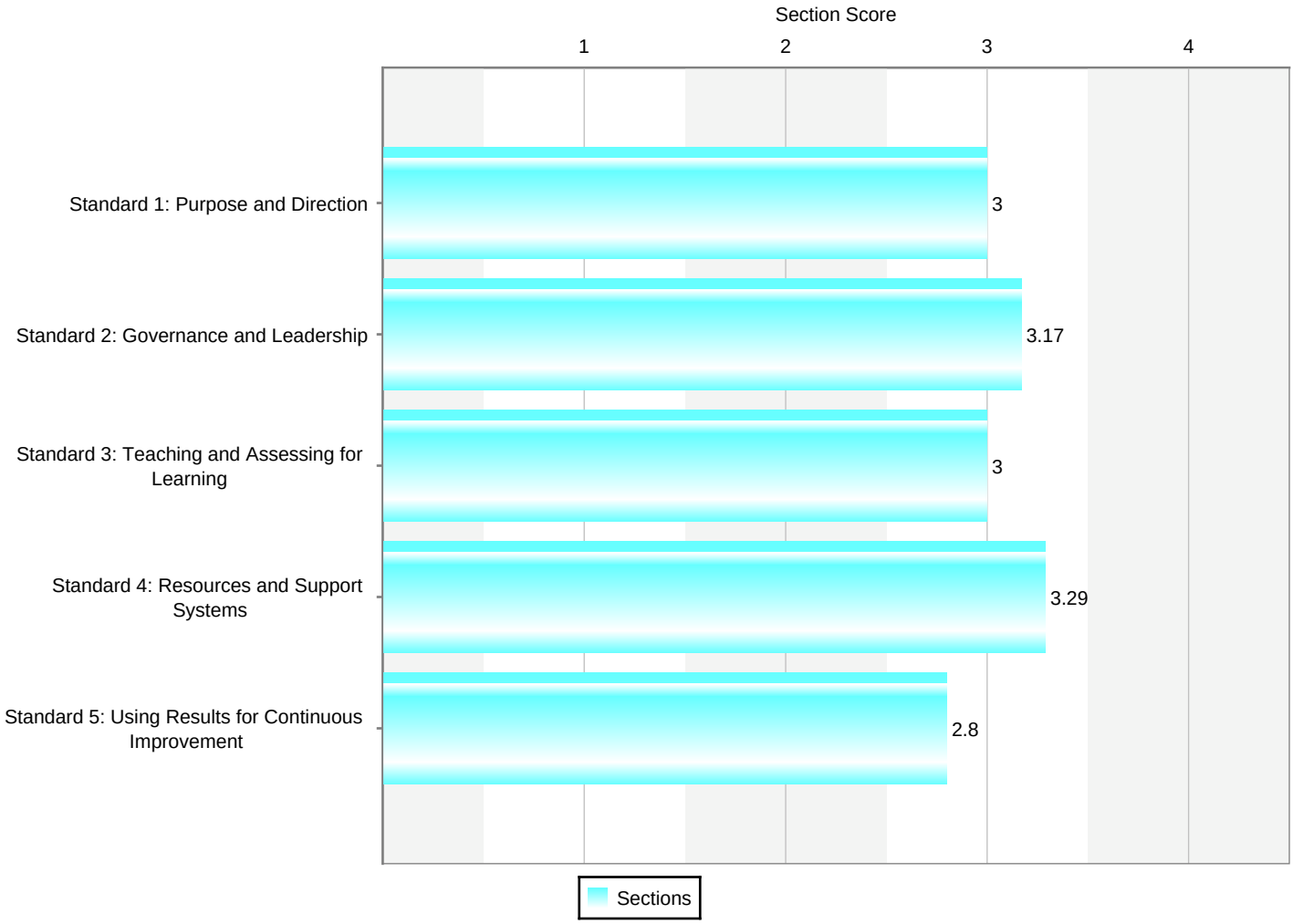
Report Summary

Scores By Section



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Student Performance Diagnostic

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		RHE Student Performance Data 16

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Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, “must accomplish,” instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

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Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Star Early Literacy, NWEA and Vocabulary data showed that students scored at expected or above from Fall to Spring testing.
In the disaggregated data Special Education at the Second Grade level made significant gains.

Describe the area(s) that show a positive trend in performance.

In all areas our data shows that students are making good gains each school year.

Which area(s) indicate the overall highest performance?

Special Education text level in Second Grade and Vocabulary in all grade levels made significant progress.

Which subgroup(s) show a trend toward increasing performance?

Special Education students in Second Grade showed a significant growth is text level. SES students showed growth in text level from Kindergarten through Second Grade.

Between which subgroups is the achievement gap closing?

SES students and Special Education students show the achievement gap closing.

Which of the above reported findings are consistent with findings from other data sources?

Overall text level proficiency is increasing not only from pre to post testing, but also from grade level to grade level.

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Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Text Level data shows that we are improving from grade level to grade level and from pre to post, but still scoring below the 80% proficiency level in our text levels.

Describe the area(s) that show a negative trend in performance.

Our data shows that there are no significant negative trends.

Which area(s) indicate the overall lowest performance?

Overall lowest performance was SES and Special Education students in Kindergarten and First Grade.

Which subgroup(s) show a trend toward decreasing performance?

Our data shows that we do not have a subgroup with decreasing performance.

Between which subgroups is the achievement gap becoming greater?

Our data shows that the achievement gap is decreasing, not becoming greater in all subgroups.

Which of the above reported findings are consistent with findings from other data sources?

All findings are consistent with our other data sources.

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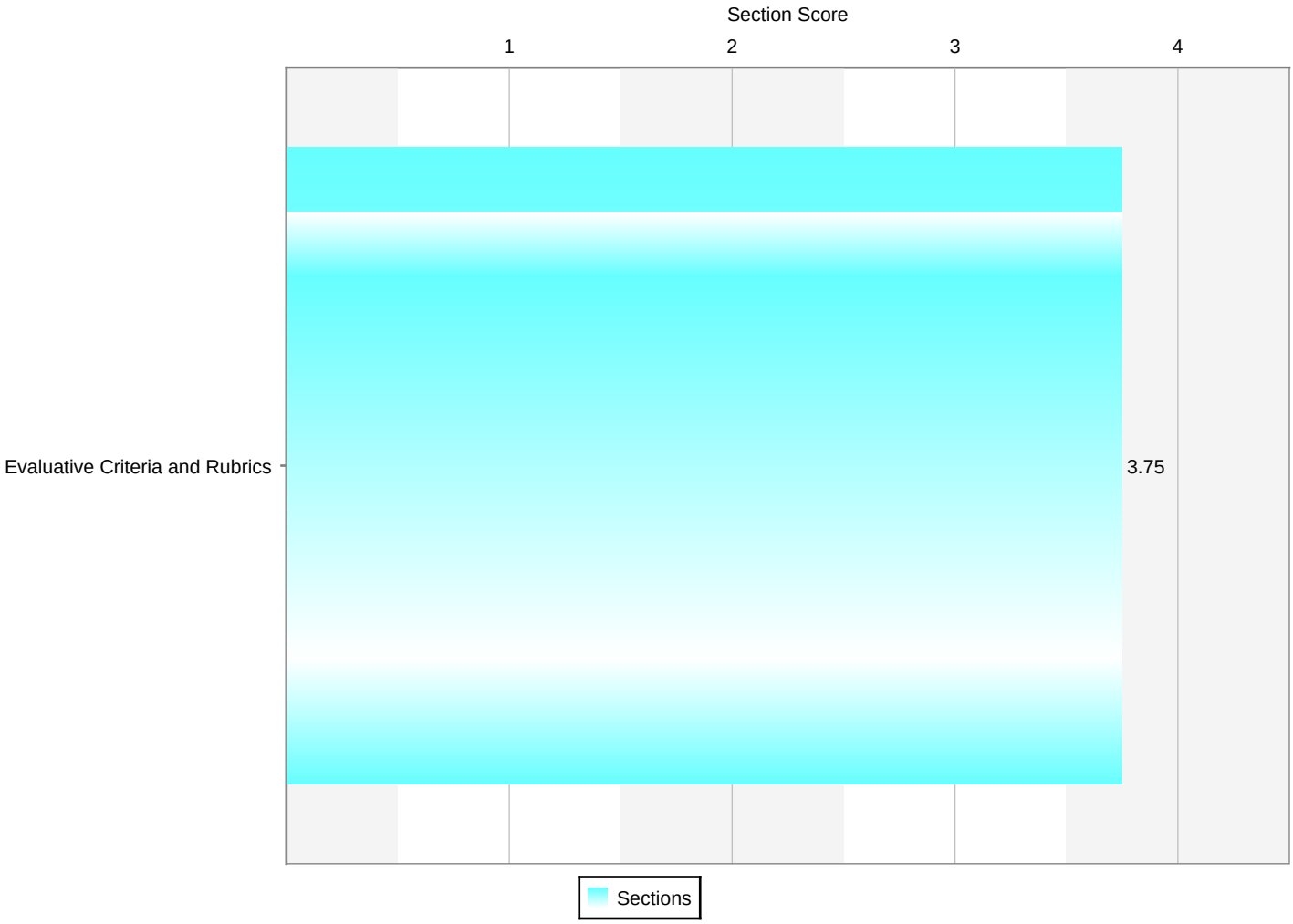
Report Summary

Scores By Section



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Stakeholder Feedback Diagnostic

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Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		RHE Climate Audit 2014-15

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Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

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Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Data from our Climate Audit indicated that Rose Hamilton Elementary parents scored our school the highest level of satisfaction or approval in Academics. Results showed that parents felt our school set high expectations and offers a sense of community and family atmosphere. Parents also felt welcome in the school even for a "pop-in" visit. They also enjoyed the "Donuts for Dad" and "Muffins for Mom" events. Both teachers and students mentioned that support programs were offered for those that needed it.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Previous information indicated that the transition from preschool to kindergarten and from second to third grade was not a smooth process. Current data shows that changes made to the transition process at the preschool/kindergarten level have greatly improved. The transition process from second to third grade has shown improvement, but still needs to make changes that will ensure a smoother transition.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Information also indicated that parents need more information about school procedures and materials as well as information regarding transportation. It was suggested that the school provide a list of information that parents need to know and have Mr. Campbell available to answer transportation questions at parent orientation.

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Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

One area that indicated the lowest level of satisfaction or approval was the transition from second grade to third grade.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Many concerns were voiced about transportation and it was felt that if Mr. Campbell was available at parent orientation meetings to answer questions then concerns would be alleviated.

What are the implications for these stakeholder perceptions?

Rose Hamilton second grade students transition to Centerville Elementary for third grade. Currently second grade students visit Centerville Elementary in the Spring. An orientation meeting with parents before school starts, providing a list of things they need to know and access to Mr. Campbell for transportation questions would be beneficial.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Information gained surveys, comments, and attendance have consistently shown that transitions and transportation information are areas of concern.

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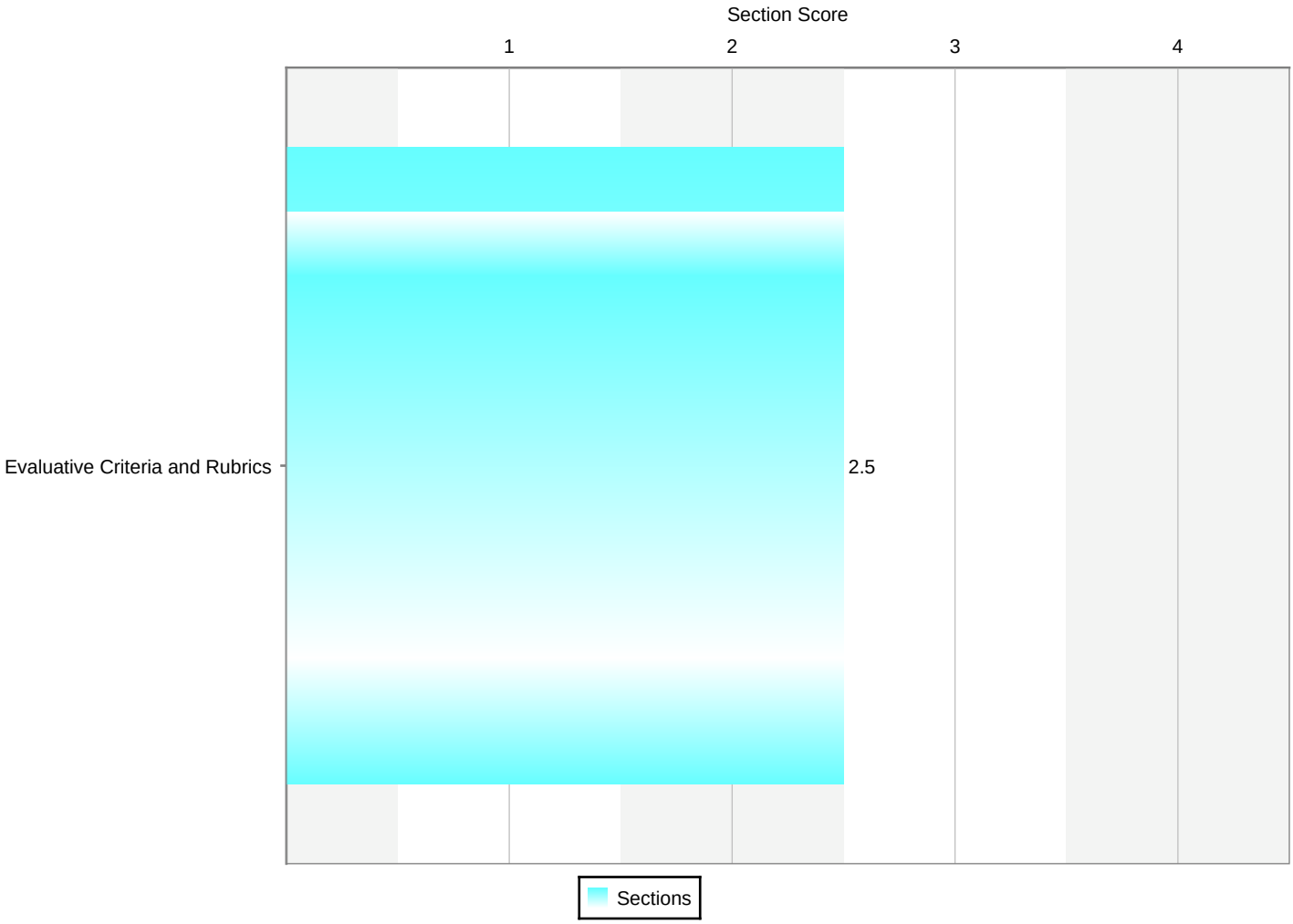
Report Summary

Scores By Section



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2015-2016 INSIP

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Overview

Plan Name

2015-2016 INSIP

Plan Description

Combined Goals Plan

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their reading comprehension.	Objectives: 2 Strategies: 3 Activities: 3	Academic	$0
2	Rose Hamilton Elementary will increase parent involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

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Goal 1: All students will improve their reading comprehension.

Measurable Objective 1:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency at expected text level in Reading by 05/27/2016 as measured by using mClass TRC.

Strategy 1:

Informational Text Comprension - When assessing student Reading Comprehension, teachers will only use Informational Text Benchmark books

Research Cited: mClass TRC

Evidence of success: Students will be assessed 3 times per year (Fall, Winter and Spring) to check comprehension proficiency

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor student reading and comprehension as needed according to overall composite score (red, yellow, green and blue) using materials provided by mClass TRC	Direct Instruction, Academic Support Program	11/18/2015	05/27/2016	$0	No Funding Required	Teachers

Strategy 2:

CLOSE Reading - When teaching reading comprehension using informational text, teachers will use strategies from the CLOSE Reading model.

Research Cited: Professional development provided by Smekens and John Wolf from the Indiana Department of Education.

Evidence of success: Teachers will see increased comprehension proficiency on informational text.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be trained in the CLOSE Reading model to learn additional strategies to teach informational text comprehension skills.	Professional Learning	02/10/2016	05/27/2016	$0	No Funding Required	Professional development committee, principal, NCA chairs, and teachers.

Measurable Objective 2:

80% of Kindergarten, First and Second grade students will demonstrate a proficiency in their vocabulary comprehension from pre to post test in Reading by 05/27/2016 as measured by end of year vocabulary tests.

Strategy 1:

Marzano 6 step vocabulary process - All new staff will be trained on using Marzano's 6 step process.

Research Cited: Professional Development using Marzano's Building Academic Vocabulary: Teacher's Manual (Professional Development)

Evidence of success: Pre and Post testing on grade level appropriate vocabulary

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained using Marzano's 6 Step process to teach students content area vocabulary	Direct Instruction, Professional Learning	11/18/2015	05/27/2016	$0	No Funding Required	Principal, Mentors, Professional Development Team and NCA Chairs

Goal 2: Rose Hamilton Elementary will increase parent involvement

Measurable Objective 1:

collaborate to increase parent involvement in school activities such as Back to School night, Literacy Night, Parent/Teacher conferences, Parent/Teacher Organization, and school committees by 05/26/2017 as measured by sign in sheets, minutes from PTO and school committee meetings, and attendance of Parent/Teacher conference meetings.

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Strategy 1:

Calendar of Parent Involvement Events - The school will provide a yearly calendar of important events and opportunities for parent involvement.

Research Cited: Best Practices for Parent Involvement in Schools, State Board of Education's Parent and Family Involvement Policy, the National PTA's National Standards for Family-School Partnerships

Evidence of success: Sign in sheets, meeting minutes, and attendance records from Parent/Teacher conferences and Back to School nights

Activity - Participation opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will post the calendar of events on school websites, hard copies will also be given at registration.	Parent Involvement	07/24/2016	05/26/2017	$0	No Funding Required	Administration and teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Participation opportunities	Teachers and administration will post the calendar of events on school websites, hard copies will also be given at registration.	Parent Involvement	07/24/2016	05/26/2017	$0	Administration and teachers
Vocabulary Instruction	All teachers will be trained using Marzano's 6 Step process to teach students content area vocabulary	Direct Instruction, Professional Learning	11/18/2015	05/27/2016	$0	Principal, Mentors, Professional Development Team and NCA Chairs
Progress Monitoring	Teachers will progress monitor student reading and comprehension as needed according to overall composite score (red, yellow, green and blue) using materials provided by mClass TRC	Direct Instruction, Academic Support Program	11/18/2015	05/27/2016	$0	Teachers
Professional Development	Teachers will be trained in the CLOSE Reading model to learn additional strategies to teach informational text comprehension skills.	Professional Learning	02/10/2016	05/27/2016	$0	Professional development committee, principal, NCA chairs, and teachers.
				Total	$0	

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Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

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