



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.

Executive Summary

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.

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. Rose Hamilton is a Title I school. The Title I program consists of EISS (Early Intervention for School Success) in Kindergarten, one full time Reading Recovery teacher, one half-time Reading Recovery teacher that also works as a half -time Reading Interventionist and Title I aides that help with our Title I students. We have a certified Special Education teacher for students with special needs and a shared Speech-Hearing teacher who have a combined caseload of 80 students, which is approximately 17% 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. We share a Media Specialist with Centerville Elementary.

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 Polytechnic Richmond, Earlham College, Bethany Theological Seminary 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.

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, First and Second Grade. 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 80% expected level for the years 2015-2017, but there was significant 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 2015-2017 were 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 2015-2017 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 644 or above in the spring each year 2015-2017.

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 shows at expected or above average growth between pre and post testing each year of the test.

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 2015 to 2017 were slightly above the state average.

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 10th 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 has implemented the Indiana Academic Standards. 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 the Second Grade is using Burst Reading part of their RTI 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. Smartboards were installed in each classroom to support curriculum for Language Arts and Math.

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.

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. 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.

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, organizing a holiday food drive for needy families.

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 meet academic goals, but also to feel safe and secure at school. We are also pleased with our new addition, which added 5 new classrooms and a new restroom area. This addition opened in the fall of 2016.

Improvement Plan Stakeholder Involvement

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.

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 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 accommodate 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.

Self Assessment

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.

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.	<ul style="list-style-type: none"> •Survey results •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 •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.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Communications such as School Web Site, newsletters and Student Handbook. 	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.	<ul style="list-style-type: none"> •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 leadership 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. The vision is stated on the daily announcements. Students are actively engaged in saying the vision as it is part of the daily morning routine.

Character skills are emphasized through building-wide programs such as Spotted Being Good, Student of the Month and Wall of Fame. These programs recognize students for using the character skills. Spotting Being Good tickets are given out by all school faculty and staff, including Special area teachers, custodians, cafeteria helpers, etc. Student of the Month recognizes one student from each classroom that is chosen by the teacher for displaying character skills. These students are featured on the Wall of Fame with a photograph and write-up. Character Skill posters are displayed in the hallway, in each classroom, and featured in a school pamphlet. Each week a different character skill is featured in the classroom and on the morning announcements for students to learn and use.

We are working toward increasing parent involvement in student achievement and school activities. Our School Climate and Discipline Committee has updated our school pamphlet that highlights our school mission, our school community, and student and academic programming. Our Communities in Schools coordinator has initiated a student mentoring program called Bulldog Buddies, which will pair an adult volunteer with students identified for academic or behavioral support, as well as being a positive role model. PTO meeting times have been changed from evening to afternoon to accommodate working parent schedules. Meeting attendance has increased since this change was implemented. A reading program, Road to Success, was started in 2011 to encourage parent involvement with daily reading with their child. Parent volunteers record reading minutes and prepare individual tickets earned by students. Parent newsletters from each classroom teacher are sent home weekly and a school newsletter is sent home monthly. Parents can access student academic progress through Power School which is located on the corporation website. Our Parent Involvement Team Committee, which meets monthly, and our School Improvement Committee, which meets bi-annually, includes parent members to provide input on discussions and decisions.

Our school Data Team, Technology Team, and Professional Development Team meet regularly to record and analyze data to improve student instruction and achievement and to guide our school's professional development. Data is collected from NWEA, mClass, vocabulary, reading text levels, STAR, and STAR Early Literacy in the fall, winter, and spring. Data is analyzed by teachers during grade level meetings and Data Team Committee meetings. Data is used to guide teacher instruction for both individual and for whole group. Data is used to guide professional development for teachers and staff. Through data analysis, the Professional Development Team implements topics based on teacher and student needs and are submitted for administrative and board approval.

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.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff 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.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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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.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Learning Connection through IDOE 	Level 4

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.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •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.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

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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.	<ul style="list-style-type: none"> •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 •Job specific criteria •Representative supervision and evaluation reports 	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 works to provide a quality education for its students. The governing body stays current on policies and procedures to ensure they are consistent with state guidelines. Policies are updated as they change by the Indiana Department of Education, the Federal Government, NEOLA, and the school board. The School Change Committee and the School Improvement Committee review building level policy and procedural changes. Parents are informed when there is a change in policy or procedure and input is encouraged. All policy changes must be approved by the School Board.

Governing bodies at all levels, including School Board members, building level administrators, and teachers, are involved in training and workshops to stay current on the trends and laws. Monthly principal meetings and membership in professional organizations provide building level administration with legal advice and important information on policy and procedure changes.

The Centerville-Abington Community School Corporation, in conjunction with the Indiana State Teachers Association, and local union representatives developed a new evaluation system using Administrator Assistance to ensure students are provided with a challenging educational curriculum. Part B of the administrative evaluation uses NWEA, mClass, Vocabulary, and the school's grade based on the accountability model.

Teachers may access up-to-date student scores on the following assessments: mClass, NWEA, STAR, STAR Early Literacy, Vocabulary, and text levels through the Data Spreadsheet (staff created) and on-line Web reports. Rose Hamilton's leadership, teachers, and staff feel a great responsibility for providing the best possible educational experience for students.

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: 3.25

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.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Descriptions of instructional techniques 	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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 4

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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.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects 	Level 3

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.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

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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 on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 4

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.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff 	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 and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •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 3

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.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Master schedule with time for 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.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs 	Level 3

Indiana School Improvement Plan

Rose Hamilton Elementary School

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.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•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.

Our school has implemented several initiatives in an effort to increase the quality of instruction in each classroom and ultimately raise student achievement higher than is currently recorded. Our school academic curriculum is aligned with the state Common Core standards and student assessment data is used to differentiate instruction with small groups and one-to-one instruction to ensure student learning and continuous student improvement. Our school has received an 'A' for exemplary progress for student achievement under PL 221 for each year of assessment since 2009 from the Indiana State Department of Education.

In order to monitor student achievement and learning, multiple formative and summative assessments are given systematically and evaluated. Through the collaborative efforts from the Data, Technology, and Professional Development Teams and the School Change Committee, the data collected from the multiple assessments is used to create a Student Data Spreadsheet. Teachers use the spreadsheet to view current as well as past data. Student achievement data serves as a resource to provide individualized and small group services. The student data also guides the topic areas for professional development.

Many instructional strategies have been developed to meet student learning needs, i.e. Rtl, Burst Reading, Learning Lab, EISS, and Reading Recovery. Rtl (Response to Instruction) targets specific skill deficits, as well skill strengths, to provide additional instruction to students. Students receive small group instruction and then are assessed with progress monitoring on a regular basis. Each grade level has a specific assigned time each day for Rtl where teachers provide instruction. Burst Reading is an early literacy intervention used along with Rtl to group students according to targeted skills. Our school has a Learning Lab with a full time assistant to provide additional support for students from all grade levels. EISS (Early Intervention for School Success) is a nationally validated program for Kindergarten students. EISS focuses on developmental skills that are provided by a trained teaching assistant in a small group or one-to-one setting within the classroom. Reading Recovery is a remediation program that provides first grade students with one-to-one instruction.

Our school survey indicates that teachers are prepared to use state assessments and have strong knowledge of subject areas. It also indicates that teachers use a variety of assessment techniques and communicate collaboratively on effective teaching strategies.

Our school is continually working on improving and expanding home/school communication regarding student achievement. Teachers send home weekly newsletters, share grade level minimum expectancies, hold parent/teacher conferences, send home quarterly report cards and assessment information. The school offers parent communication through monthly calendars, school personnel email, school website, Power School, Communities in Schools personnel, the Parent Teacher Organization, Literacy Nights, Toyota Road to Success Reading Program and Back to School Nights.

Within our school day, we offer opportunities for parent volunteers, high school cadet teachers, and university student practicum and student

teaching. We are working on a Bulldog Buddy program for community members to mentor students based on individual need.

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: 3.0

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.	<ul style="list-style-type: none"> •School budgets for the last three years •Assessments of staffing needs •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.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •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.	<ul style="list-style-type: none"> •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

Indiana School Improvement Plan

Rose Hamilton Elementary School

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.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure 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 improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use 	Level 3

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.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •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

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.	<ul style="list-style-type: none"> •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.

Our school employs highly qualified staff (teachers and teaching assistants) in compliance with state and federal requirements to meet school and system goals and objectives. Student population and funding affect the number of staff, resources, and support services that are available.

System resources and support programs i.e. Special Education services, EISS, Reading Recovery, M-Team and Rtl, are provided to meet the educational needs of students. Interventions and student identification processes are designed and implemented to meet the physical, social, and emotional needs of the students. Community agencies, family services, counseling and parent support are offered as needed.

Our school continuously strives to provide up to date technology to assist teachers and students in support of high student achievement. Our students have access to a wide variety of technology. Classroom computers are used for work stations, AR testing, writing projects, and individual student practice. Alpha Smart keyboards are utilized for teaching keyboarding, network logins, and research projects. Smart Boards have been added to several classrooms providing students with hands-on learning opportunities and additional resources for teachers. Document Cameras have been installed in all classrooms to aide in teacher instruction. A school Computer Lab provides classroom instruction on computer technology and individual student support.

School personnel have developed a professional culture of high expectations of student learning through fiscal responsibility, utilizing materials and instructional time, and by having a safe, secure and healthy environment.

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.	<ul style="list-style-type: none"> •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 	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.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •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 	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.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indiana School Improvement Plan

Rose Hamilton Elementary School

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.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	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.	<ul style="list-style-type: none"> •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 •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	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 are using and administering common assessments that are aligned to the Common Core State Standards at each grade level. A corporation and building level assessment calendar is followed by teachers and staff. Formative and summative assessments are used to make adjustments to instruction and curriculum and to determine student success. The assessment data is analyzed and used to recommend and implement programs for student improvement.

All professional personnel are trained to utilize, implement and analyze data collected from the multiple assessments. Current assessments are mClass, NWEA, STAR, STAR Early Literacy and are given in the fall, winter, and spring. Locally designed vocabulary assessments, based on Robert Marzano's research, are given in the fall and spring as a pre and a post test. All assessment data are compiled on the school data spreadsheet. Teachers then have access to all current and past data to monitor student improvement. Current and up-to-date

information is essential in order to make effective decisions regarding curriculum, interventions, and programs.

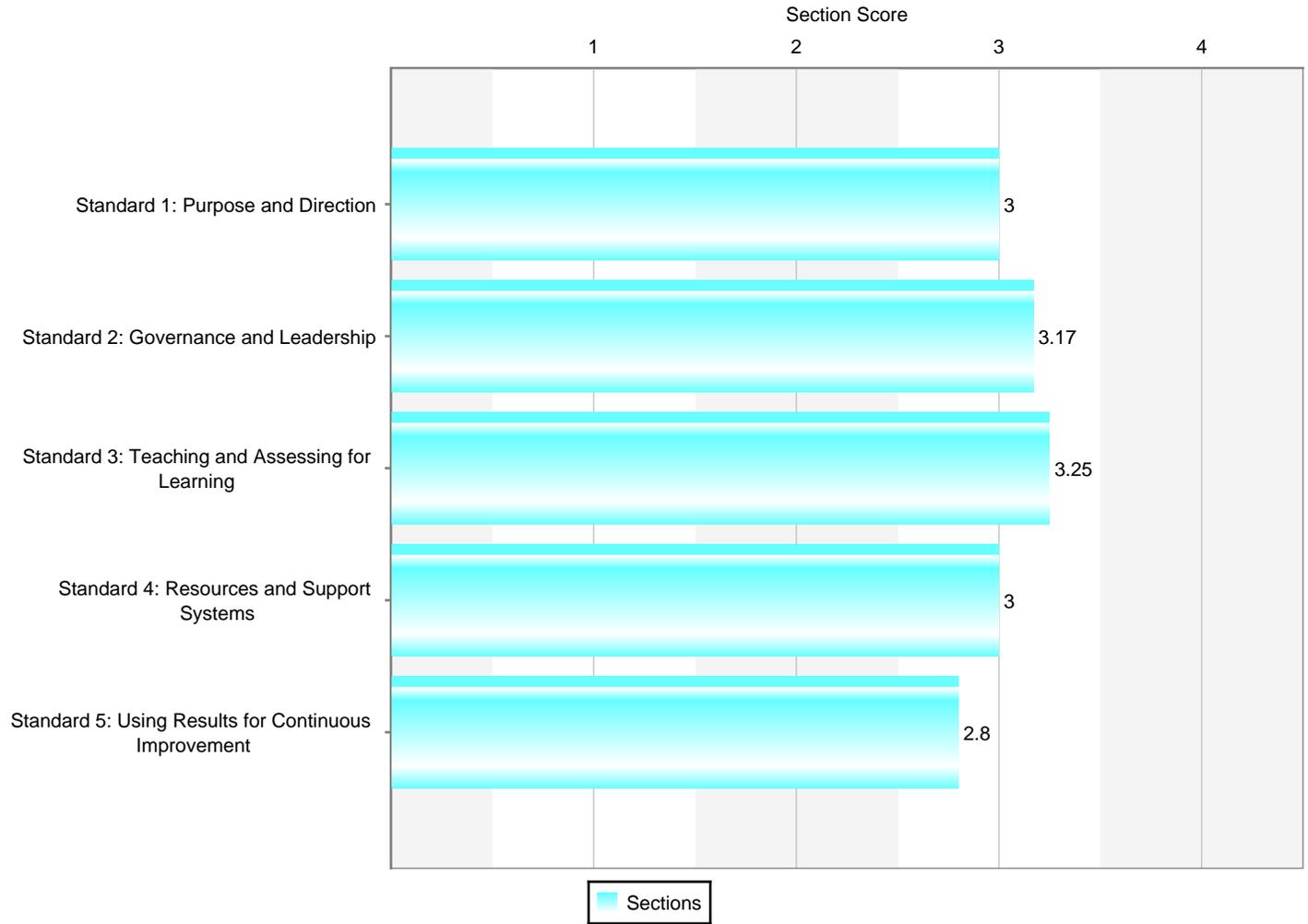
Teachers have monthly grade level meetings to discuss student data and achievement. Students can be placed into groups for instructional enrichment or remediation. These groups may include EISS, Rtl, Reading Recovery, and Learning Lab.

Over the last four years, all grade levels have improved NWEA reading RIT scores from fall to spring, as well as the reading text levels.

All paraprofessionals utilizing educational support programs, (EISS, Rtl, etc.) are trained in the evaluation, interpretation and use of data. Further training of support staff is offered as needed. Paraprofessionals will be included in upcoming training using mClass and training updates for EISS.

Report Summary

Scores By Section



Student Performance Diagnostic

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.

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 16-17

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

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 in SES (Social Economic Status) it shows that we are closing the gap in text level from Kindergarten to Second Grade. Our data also shows that Gender does not make much difference by the end of Second Grade. The data also shows a steady growth and closing of the gap from Kindergarten to Second Grade in Special Education.

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 Second Grade showed a significant growth in 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 is 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.

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 we are still scoring below the 80% proficiency level that is our school corporation expectation.

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

Our data shows that there are not significant negative trends.

Which area(s) indicate the overall lowest performance?

Our 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?

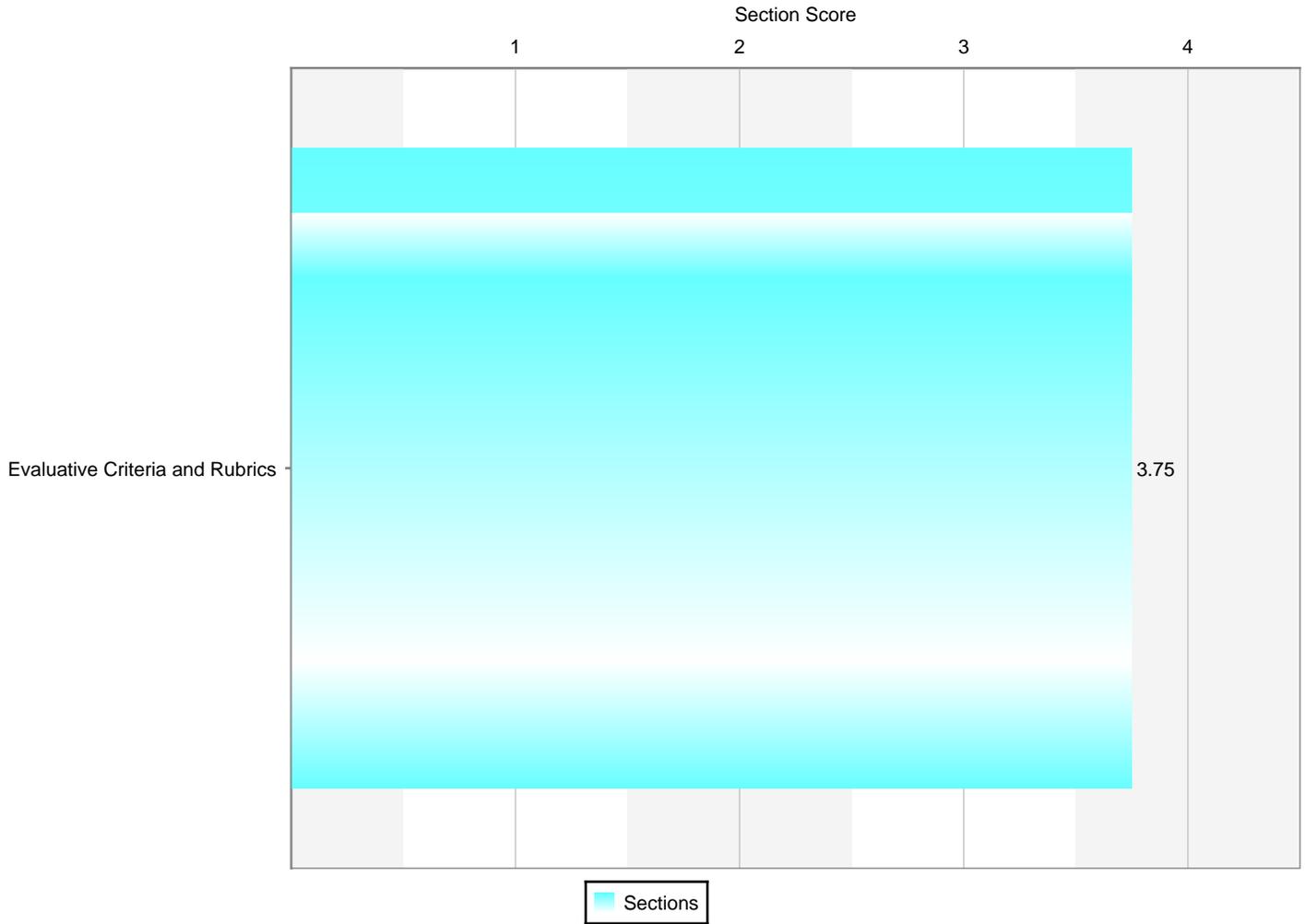
Our data shows that the achievement gap is decreasing, not becoming greater in all subgroups.

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

All findings are consistent with our other data sources.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

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.

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

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

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.

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?

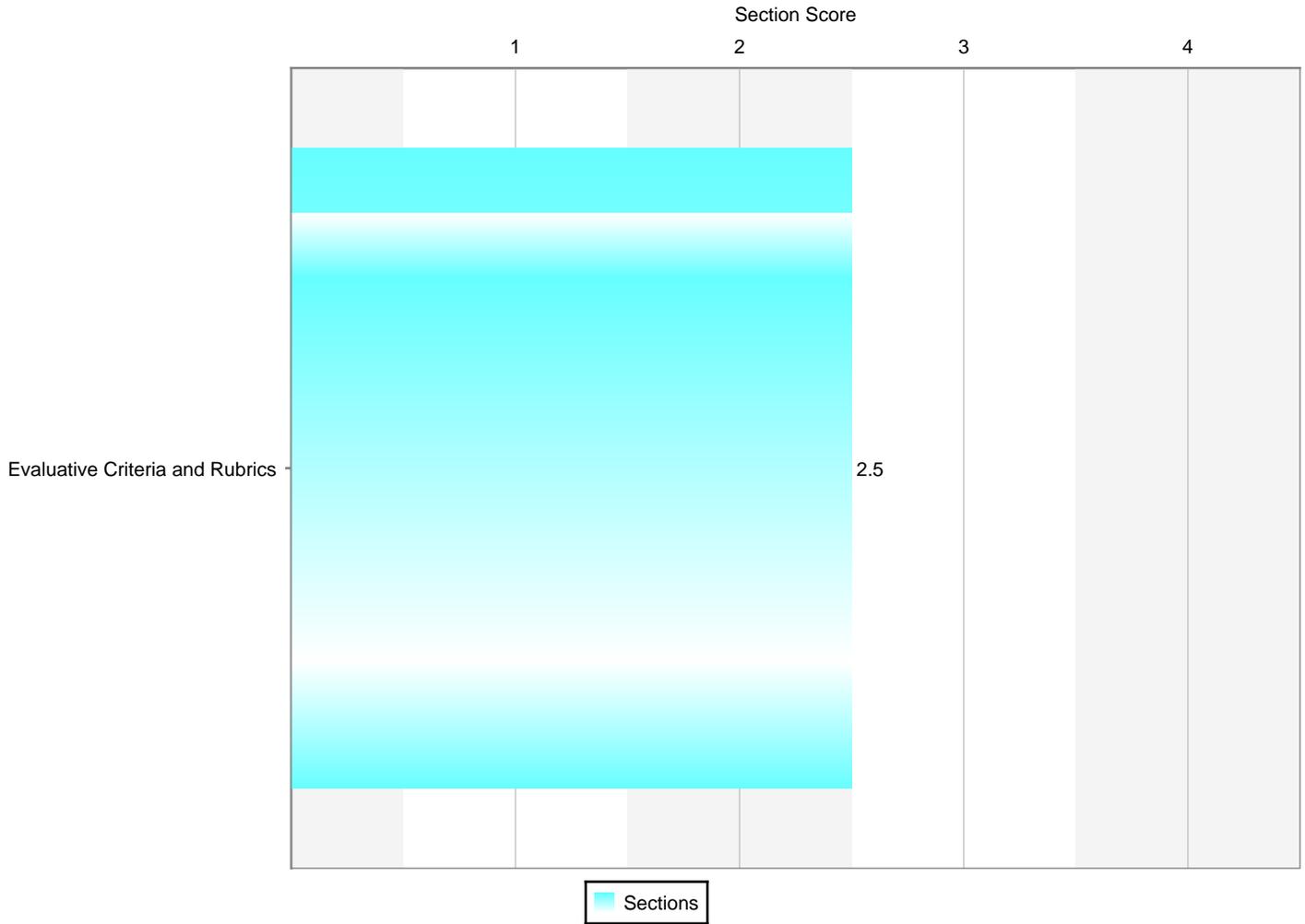
Rose Hamilton second grade students transition to Centerville Elementary for third grade. Currently second grade students visit Centerville Elementary in the Spring. An orientation meeting with parents before school starts, providing a list of things they need to know and access to Mr. Campbell for transportation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

Report Summary

Scores By Section



Reading Comprehension-All Students will Improve

Overview

Plan Name

Reading Comprehension-All Students will Improve

Plan Description

80% of Students will improve reading comprehension

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

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 Comprehension - 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
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

Indiana School Improvement Plan

Rose Hamilton Elementary School

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

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
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
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.
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
Total					\$0	

Rose Hamilton Elementary will increase Parent Involvement

Overview

Plan Name

Rose Hamilton Elementary will increase Parent Involvement

Plan Description

Collaboration with Parents to increase involvement

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	Rose Hamilton Elementary will increase parent involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: 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.

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

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
Total					\$0	

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.

Existing School Data: Student Data

Data collection Instruments

We selected the following instruments to collect data regarding Student Achievement:

Text Level –mClass Reading 3D (TRC)

NWEA (K-2nd Grades)

Local Assessments:

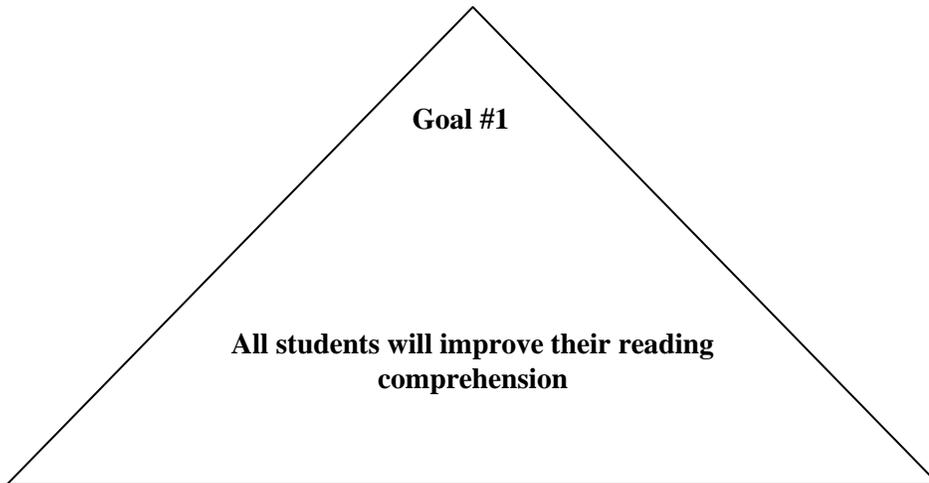
STAR Reading Assessment (1st – 2nd Grades) STAR Early Literacy for Kindergarten
Attendance Rate

Triangulation of Data

Goal #1

Data Point 1

- **Text Levels Amplify**
mClass Reading 3D (TRC)



Data Point 2

- **NWEA (K-2)**

Data Point 3

- **STAR Reading Test** from Accelerated Reader

Analysis of Data

Standardized Tests (STAR and NWEA)

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 given for NWEA by the end of grade 2. Our data indicates that we are meeting this goal in Kindergarten, 1st grade and 2nd grade. The data leads us to believe that our focus for improvement should be in the areas of vocabulary development and informational text comprehension. New high stakes testing will be stressing the understanding of informational text and we will emphasize that more in our professional development for our Goal 1.

Analysis of Data: In 2013, upon the review of the test data, concern was registered in the areas of vocabulary and reading comprehension with emphasis on informational text. Students are consistently scoring lower in these language areas than math, leading us to choose reading comprehension as our targeted goal. Analysis involved comparing students' scores with the scores of students achieving a median or above RIT score with the expected achievement score on the NWEA test.

We also reviewed our local STAR reading assessment. This assessment for comprehension places high emphasis on vocabulary knowledge. The scores indicated that less than 80% of the students, grades 1 & 2, are reading at or above grade level in the spring. Our 2013-2017 comprehension goal is based on increasing the number of students scoring at expected or above RIT scores and text levels.

In regards to attendance, our data shows that we have been slightly above the state average for last 2 years and do not see that attendance is adversely affecting standardized test scores. This indicates that test scores should be valid indicators because most students attend school regularly .

When the text level data was disaggregated by SES and Special Education, our findings showed that Kindergarten and First Grade scored below the expected level. Second Grade showed that interventions used are successfully helping our students close the gap and become more proficient in reading. The gender graph shows that there is not a significant difference in text level proficiency.

Name and Description of Assessments (Graphs following)

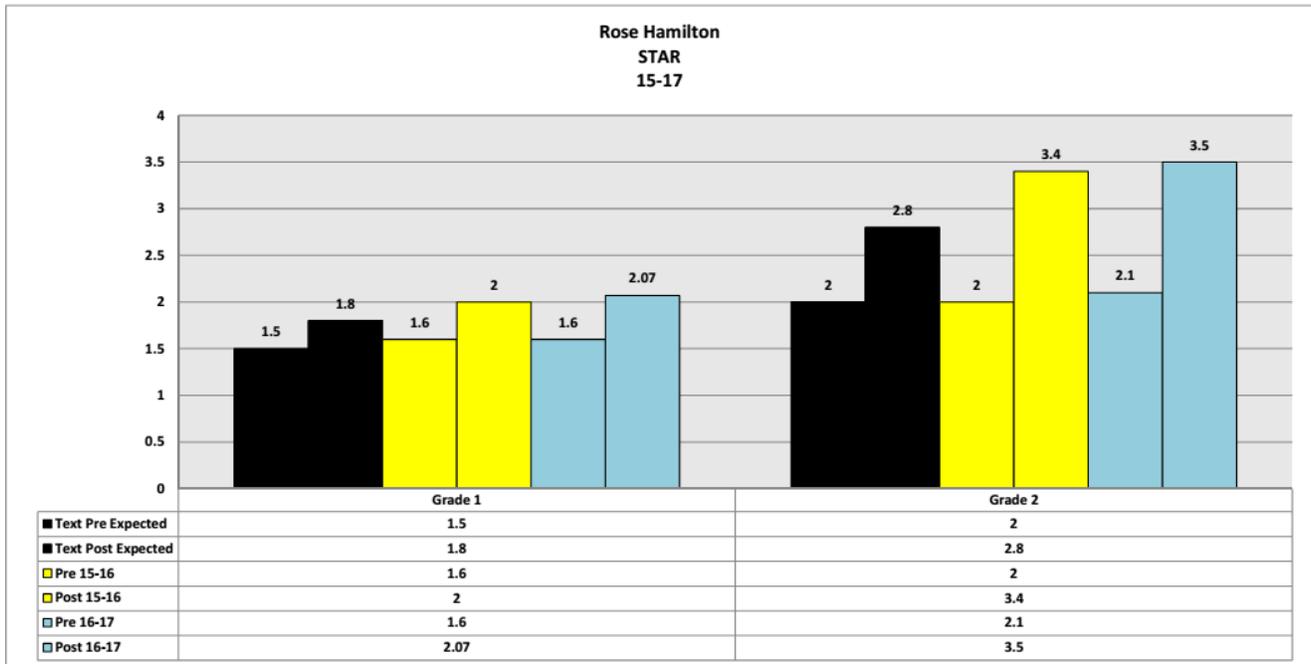
STAR Reading Assessment - Computer-based tests given throughout the year to measure reading comprehension and to determine the student's reading level in First and Second Grade. STAR Early Literacy Assessment is used in Kindergarten and First Grade in the fall.

STAR Early Literacy – Assesses students' early literacy skills in preparation for reading.

NWEA - Standardized diagnostic tool given at the beginning, middle and end of the year. This information is used to differentiate instruction to meet students' academic needs, corporation goals, and state goals as well as measure growth and achievement.

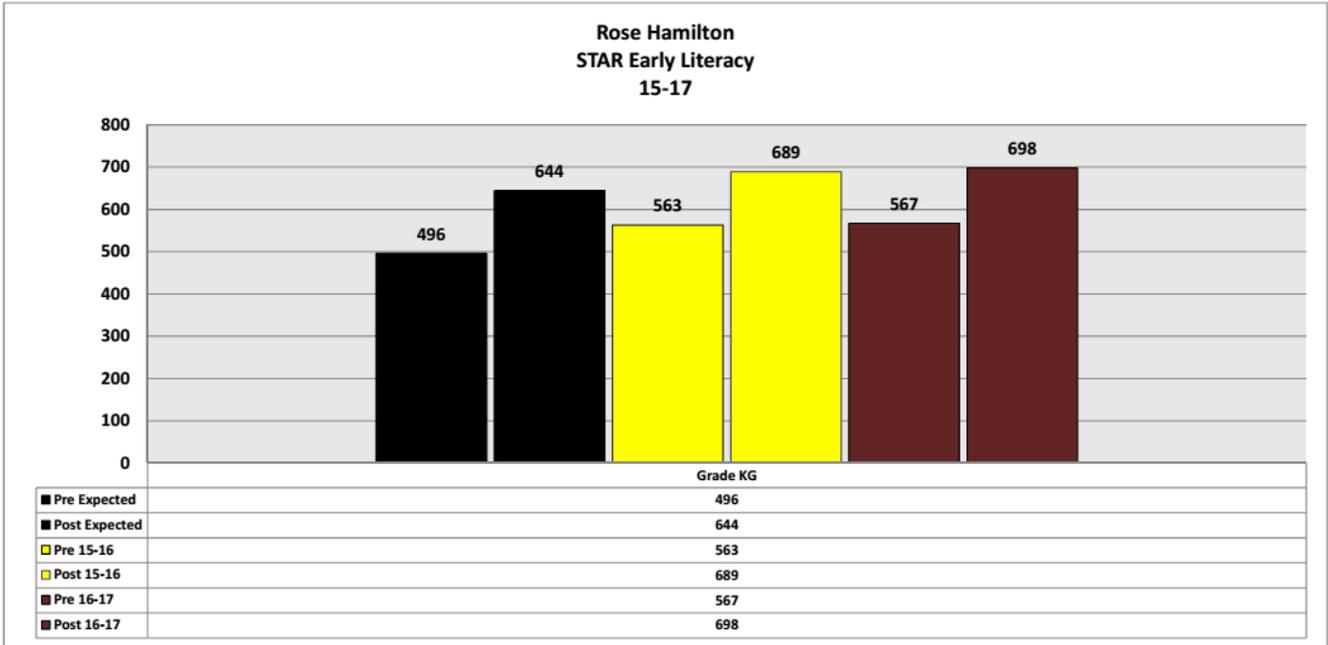
Text Level – Amplify - mClass Reading 3D (TRC)

Presentation of Data: Existing School Data Using STAR



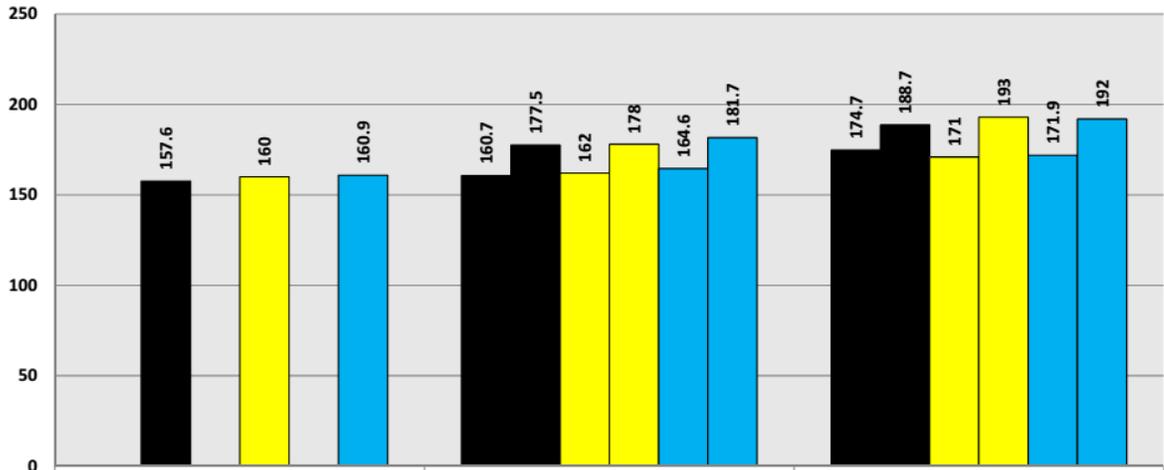
The STAR reading test is given to the first and second grade students. The data from the STAR test shows that our students at Rose Hamilton are meeting or exceeding the expected reading level. The expected level in first grade at the end of the year is 1.8 and our students in 2015-2017 were at 2.0 or higher in the spring. The expected level in second grade at the end of the year is 2.8 and our students in 2015-2017 were at 3.4 or higher.

Presentation of Data: Existing School Data Using STAR Early Literacy



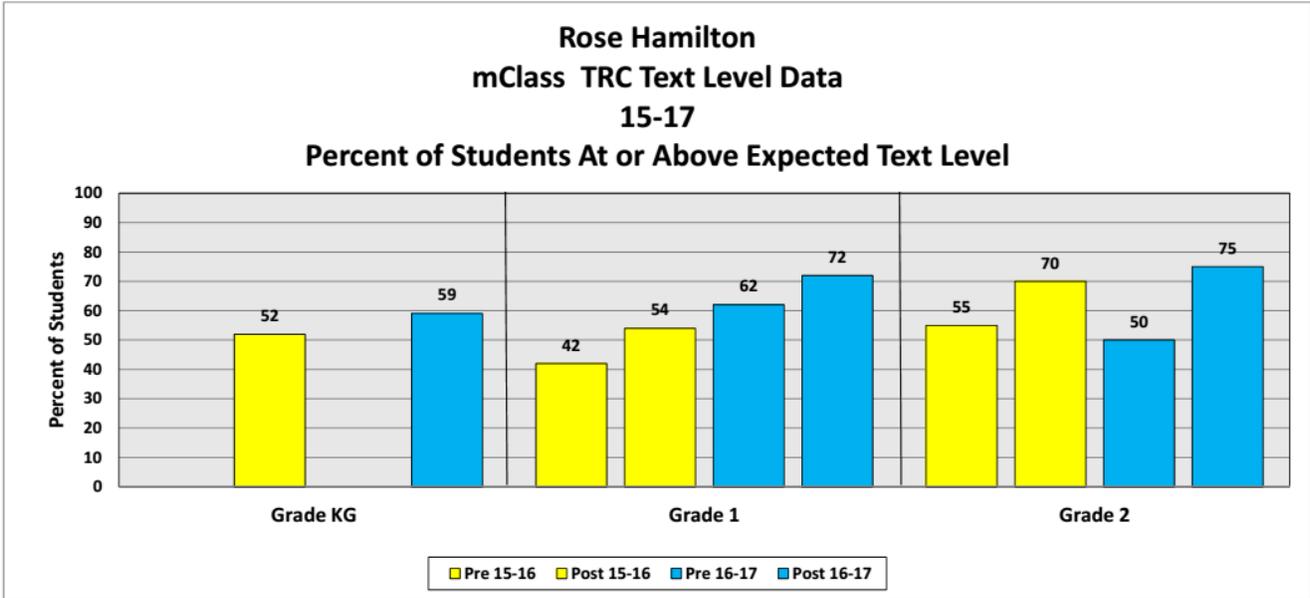
Beginning in the fall of 2012 Kindergarten students were given the STAR Early Literacy Test (SEL). The reading test is given at the beginning, middle and end of the year. The data from the SEL test shows that our students at Rose Hamilton are exceeding the expected skill level. The expected level at the end of the year is 644 and our students were at 689 or above in the spring each year.

**Rose Hamilton
NWEA Reading RIT
15-17**



	Grade KG	Grade 1	Grade 2
Pre Expected*		160.7	174.7
Post Expected*	157.6	177.5	188.7
Pre 15-6		162	171
Post 15-16	160	178	193
Pre 16-17		164.6	171.9
Post 16-17	160.9	181.7	192

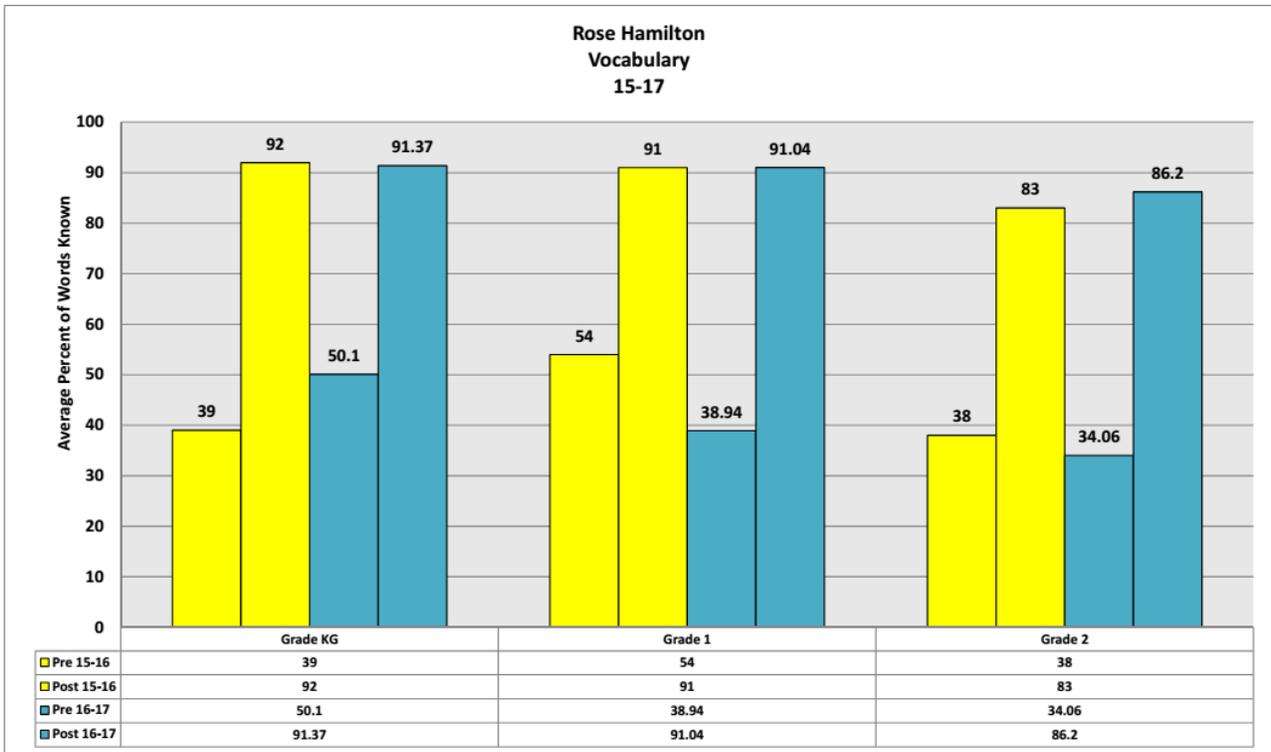
Testing using NWEA Reading Assessment reveals that Kindergarten (which takes the test in the winter and spring) was above the expected RIT level for 2015-2017. First grade was above the expected level for both pre and post test scores in 2015-2017. Second grade was below the expected level for pre-test scores in years 2015-2017. This is attributed to the fact that this is the first time that the students have to read the questions. In Kindergarten and first grade, the questions are read to them. However, in 2015-2017, they were above the expected level for post test. The post test scores were above the expected level each year.



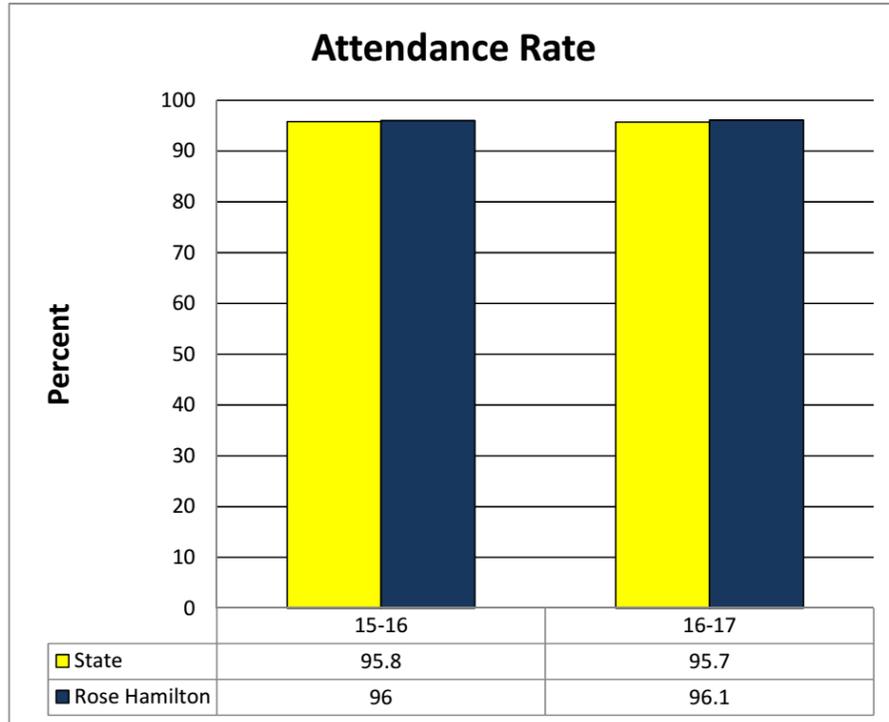
Key:

	Grade KG	Grade 1	Grade 2
Expected Text Level for Pre Test	N/A	C	J
Expected Text Level for Post Test	C	I	M

The students' text level is determined by using Amplify mClass Reading TRC. Each student in grades K – 2 has text level assessments in the Fall, Winter and Spring. The exception is Kindergarten, who only record the results in Winter and Spring. There is not an expected text level for students entering Kindergarten. The data from this graph shows the average student text level for each grade was lower than the expected level for the years 2015-2017. Even though the data from the graph shows that the percentage of students meeting the expected text levels on pre and post test are lower than the 80% expected, students are showing growth between pre and post testing.

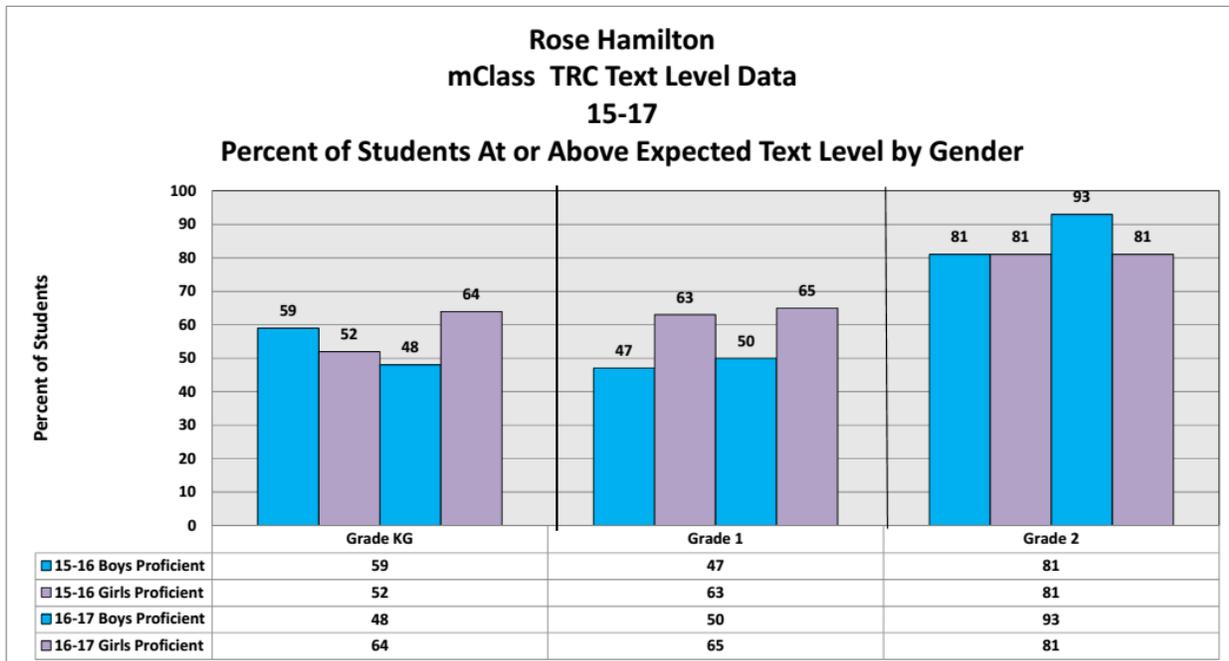
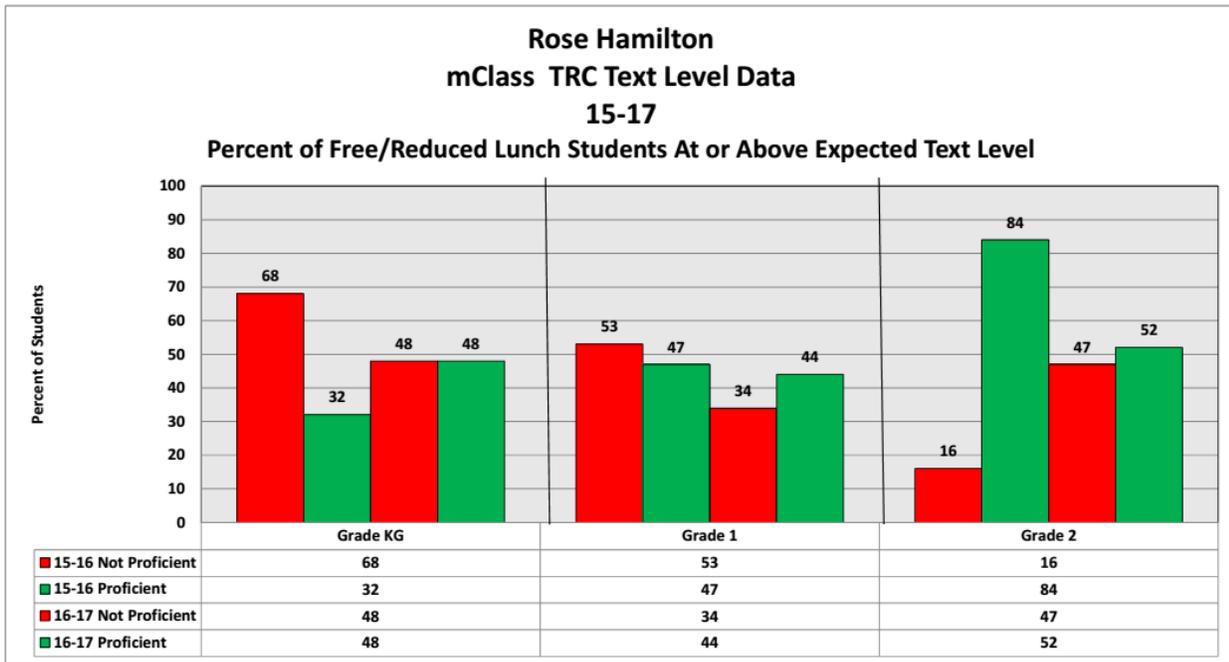


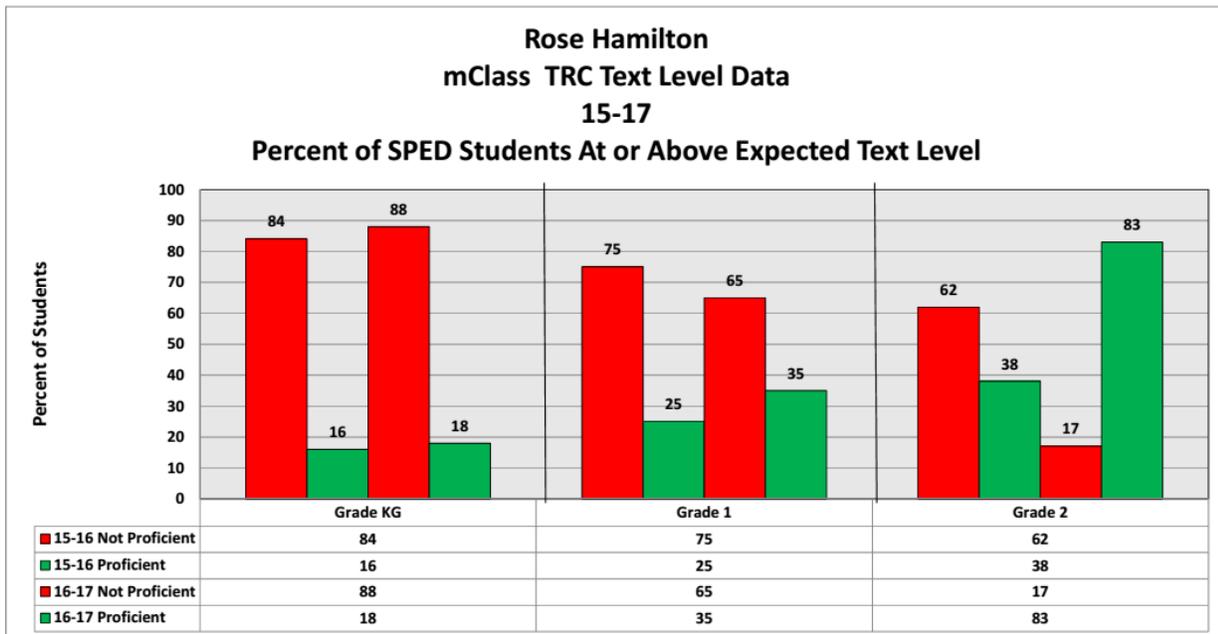
Each grade level at Rose Hamilton Elementary School chooses and teaches content area vocabulary words. Strategies for increasing student vocabulary are from Building Academic Vocabulary: Teacher's Manual, by Marzano and Pickering. Our data indicates that the average student score for grades K – 2 is at expected or above average growth.



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 2015 to 2017 was slightly above the state average.

Disaggregated Data using SES, Gender and Special Education





Analysis of disaggregated data: The three graphs above show the breakdown of mClass TRC (Text Reading Levels) according to SES (Social Economic Status), Gender and Special Education students. In the first graph showing SES, it shows that we are closing the gap between expected text level from Kindergarten to Second Grade. In Gender, it show that by the end of Second Grade in the years 2015-2017 we are reaching our goal of 80% proficiency for all students. Our data shows that Gender does not make much difference by Second Grade, as far as students reading at expected text level. Data shows that students in Kindergarten and First Grade scored well below the expected text level in Special Education. Students in the Second Grade made a significant gain in text level proficiency. The data shows a steady growth and closing of the gap from Kindergarten to Second Grade. We attribute this growth to the many interventions that are in place to improve their literacy skills while here at Rose Hamilton.