



## **Executive Summary**

**Rose Hamilton Elementary School**

**Centerville-Abington Community Schools**

Mr. Lee Stienbarger  
1281 Round Barn Road South  
Centerville, IN 47330

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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.

## **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. About 25% of the school population are transfer students from the surrounding area.

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. During this upcoming school year (18-19) we will be looking at math to see if we need to develop corporation goals for this subject area.

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 that for the 2017-2018 school year, by the end of second grade 91% of our second graders had met their text level goal.

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 2017-2018 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 2017-2018 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 2017-2018.

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 2018 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 11th year for Rose Hamilton to be a Pre-K to 2nd Grade 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 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 two 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 - Family 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 and other items that help support our school.

## **Executive Summary**

Rose Hamilton Elementary School

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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 five 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.

This year we have added a Family Resource Specialist. This person will work with individual students, small groups, classrooms and parents to help our students deal with social and family issues. She is here everyday in the mornings, this support has already made a difference within our school community.

## **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.



# **Stakeholder Feedback Diagnostic**

Rose Hamilton Elementary School

Centerville-Abington Community Schools

Mr. Lee Stienbarger  
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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.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

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**Evaluative Criteria and Rubrics**

Overall Rating: 2.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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?**

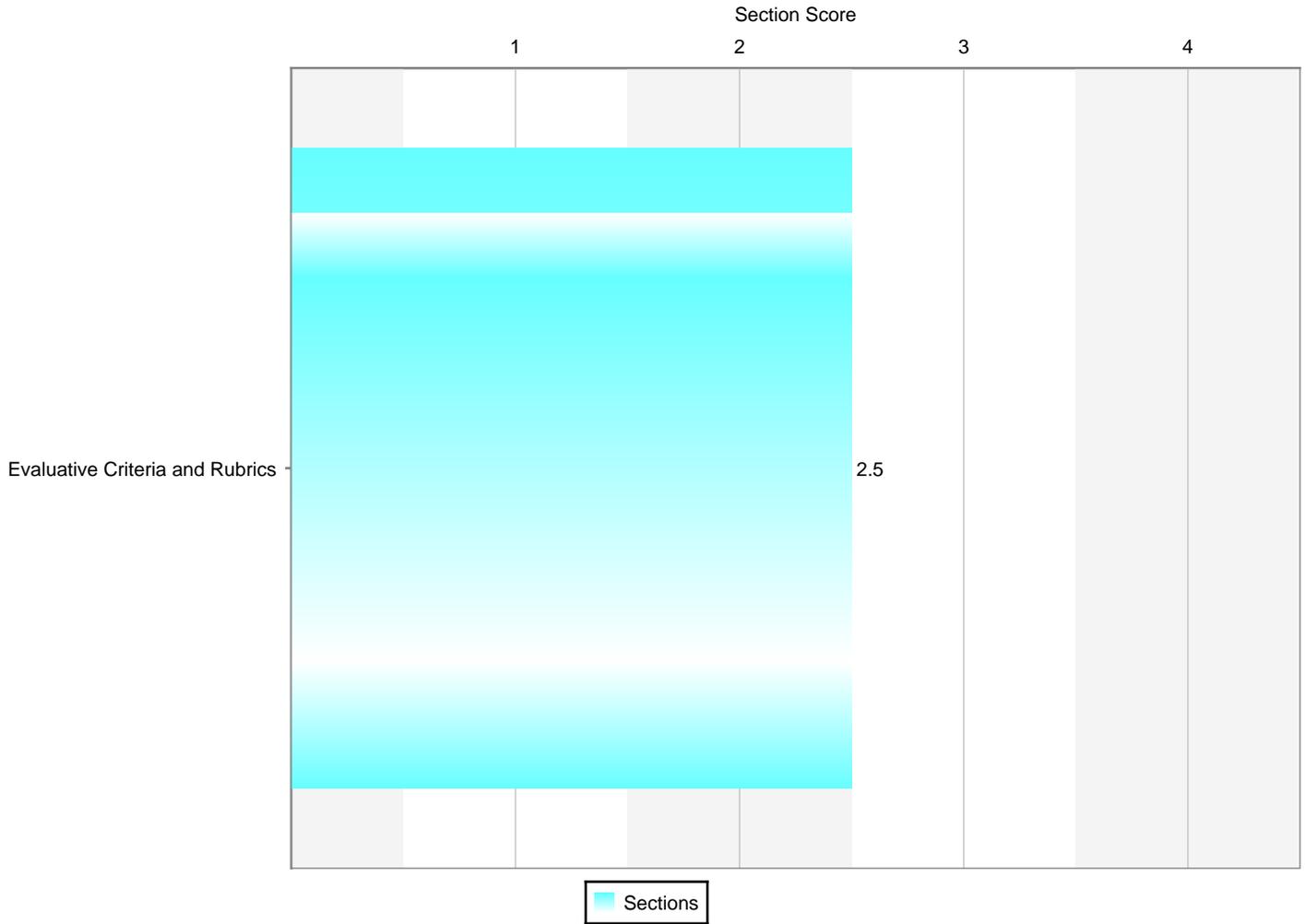
Rose Hamilton second grade students transition to Centerville Elementary for third grade. Currently second grade students visit Centerville Elementary in the Spring. An orientation meeting with parents before school starts, providing a list of things they need to know and access to Mr. Campbell for transportation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





# **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.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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?**

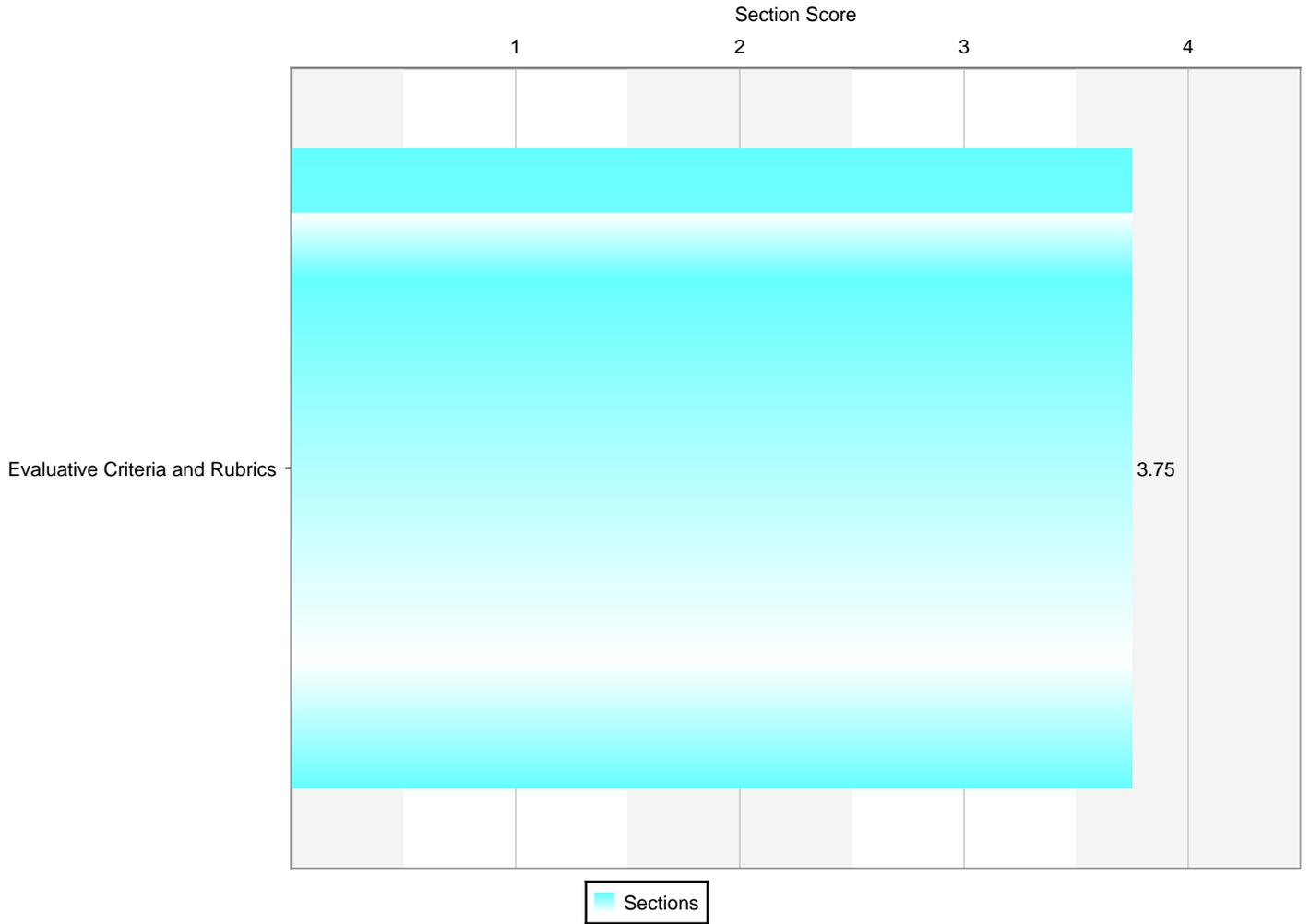
Our data shows that the achievement gap is decreasing, not becoming greater in all subgroups.

**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





# **Improvement Plan Stakeholder Involvement**

**Rose Hamilton Elementary School  
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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.

## **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.

# **2018-2019 Goal Plan**

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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 05/23/2019 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: Informational Text research by Smekins.  
 Evidence of success: Students will be assessed 3 times per year (Fall, Winter and Spring) to check comprehension proficiency

**Activities:**

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	Academic Support Program, Direct Instruction	08/08/2018	05/23/2019	\$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.

**Activities:**

**All students will improve their reading comprehension.**

Rose Hamilton Elementary School

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	08/08/2018	05/23/2019	\$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 05/23/2019 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

**Activities:**

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	Professional Learning, Direct Instruction	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Mentors, Professional Development Team and NCA Chairs

## 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 05/23/2019 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 PTAs 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

### Activities:

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. Records will be kept for different events to gauge our attendance percentages at each event.	Parent Involvement	08/23/2018	05/23/2019	\$0	No Funding Required	Administration and teachers

## Goal 1: Rose Hamilton will Study Data for Corporation Math Instruction and Testing During the 2018-2019 School Year

**Measurable Objective 1:**

80% of All Students will increase student growth in the area of mathematics in Mathematics by 05/23/2019 as measured by Data from state testing, NWEA and mClass.

**Strategy 1:**

Corporation Math Instruction - During the 2018-2019 school year grade level teams will develop PLC's to study math instruction and how to improve it. Corporation wide vertical teams will be established to study math instruction and how to improve it.  
 Research Cited: Data from math testing in the school corporation.  
 Evidence of success: Improved math scores on state and NWEA testing.

**Activities:**

Activity - Corporation Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration in the teaching of math.	Direct Instruction	09/20/2018	05/23/2019	\$0	No Funding Required	All teachers of math and administrators

**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-2<sup>nd</sup> Grades)

Local Assessments:

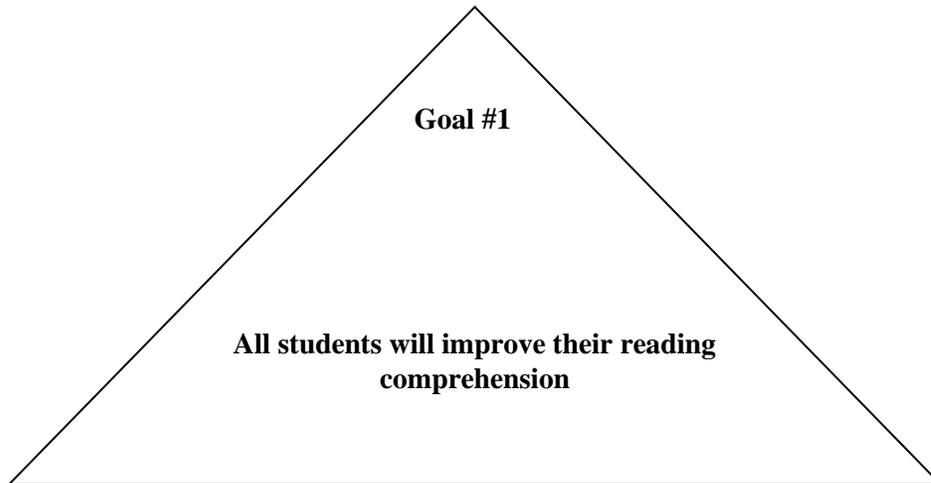
STAR Reading Assessment (1<sup>st</sup> – 2<sup>nd</sup> Grades) STAR Early Literacy for Kindergarten  
Attendance Rate

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, 1<sup>st</sup> grade and 2<sup>nd</sup> grade. The data leads us to believe that our focus for improvement should be in the areas of vocabulary development and informational text comprehension. 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 2016, 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. Math is another area that we will be reviewing this school year.

We also reviewed our local STAR reading assessment. This assessment for comprehension places high emphasis on vocabulary knowledge. The scores indicated that more than 80% of the students, grades 1 & 2, are reading at or above grade level in the spring. Our 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. The 2017-2018 attendance data is not available at this time on the IDOE website.

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)**

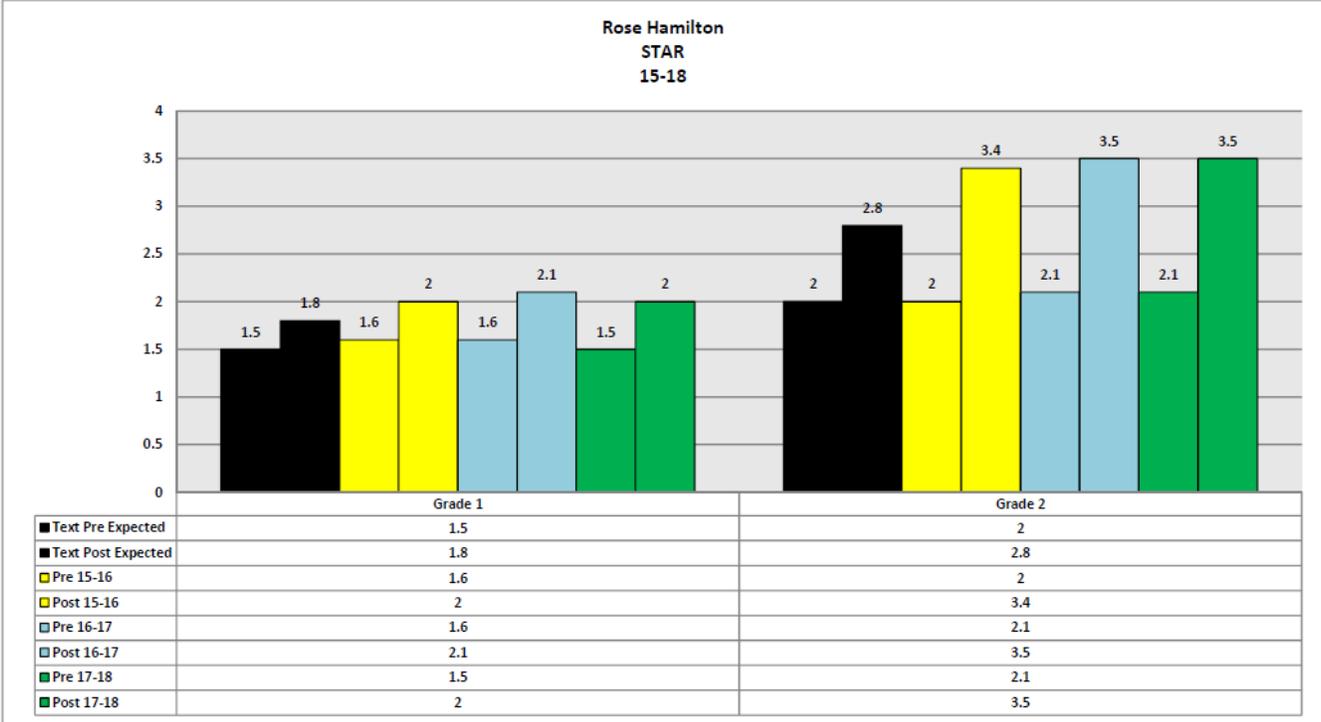
**STAR Reading Assessment** - Computer-based tests given throughout the year to measure reading comprehension and to determine the student's reading level in First and Second Grade. STAR Early Literacy Assessment is used in Kindergarten and First Grade in the fall.

**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.

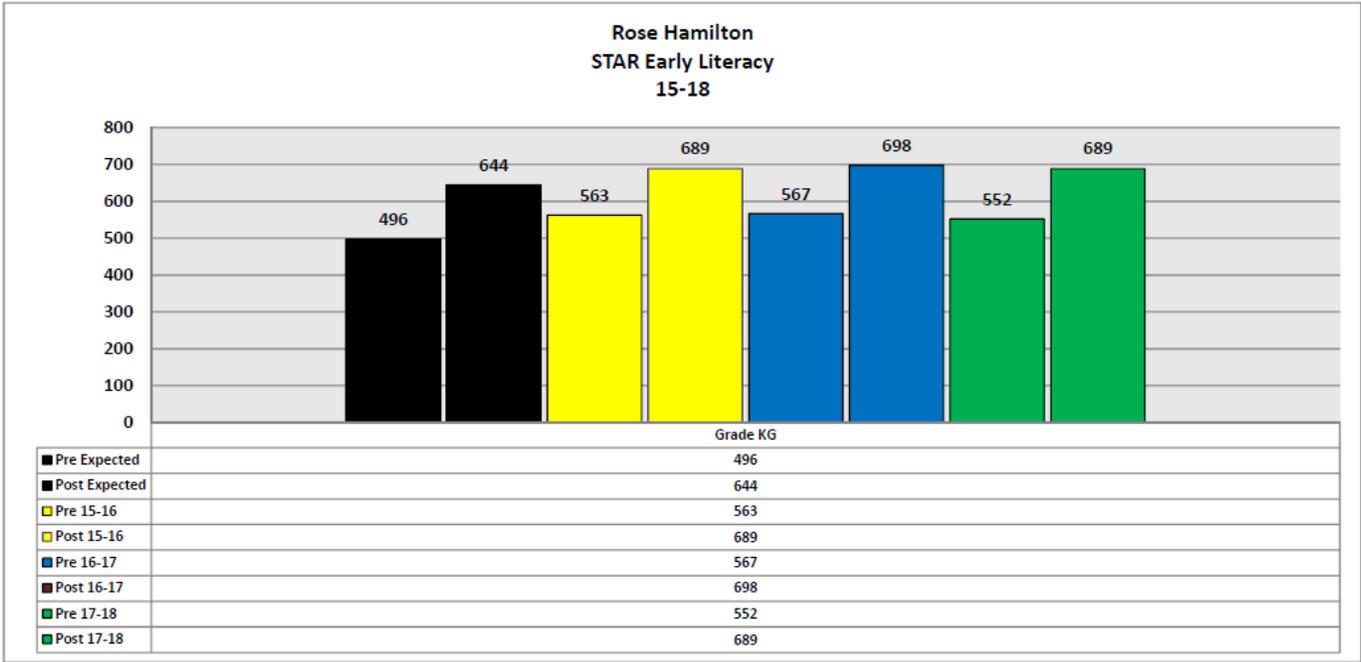
**Text Level** – Amplify - mClass Reading 3D (TRC)

**Presentation of Data: Existing School Data Using STAR**



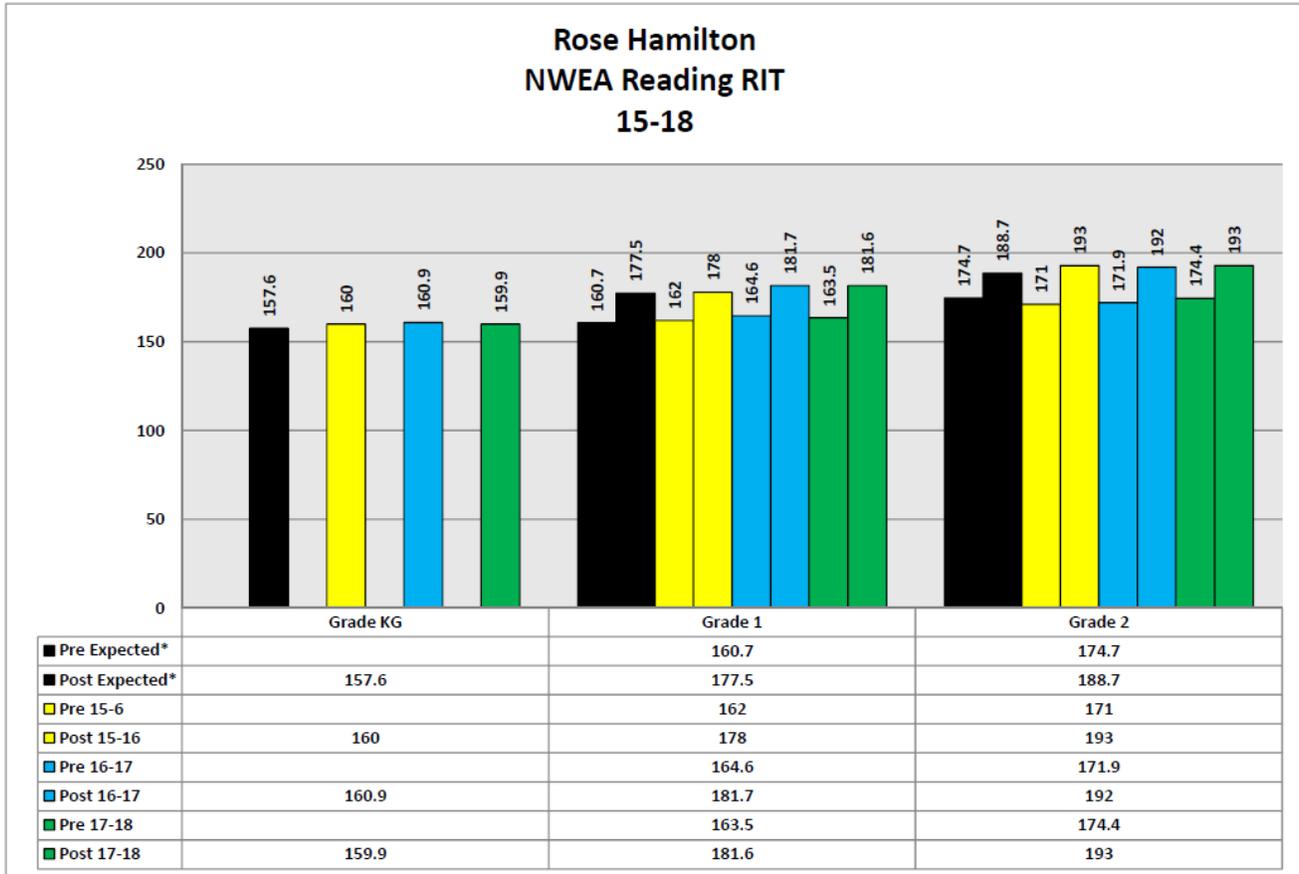
The STAR reading test is given to the first and second grade students. The data from the STAR test shows that our students at Rose Hamilton are meeting or exceeding the expected reading level. The expected level in first grade at the end of the year is 1.8 and our students in 2015-2018 were at 2.0 or higher in the spring. The expected level in second grade at the end of the year is 2.8 and our students in 2015-2018 were at 3.4 or higher.

**Presentation of Data: Existing School Data Using STAR Early Literacy**



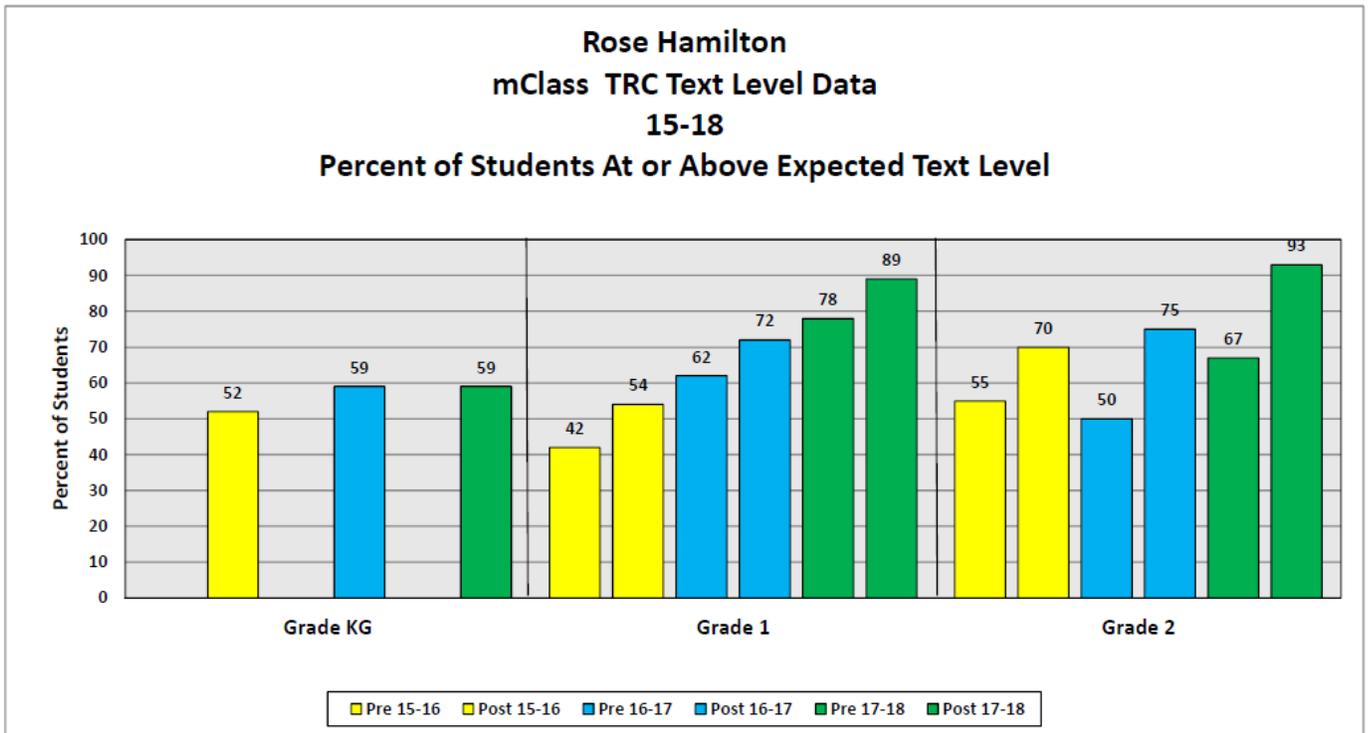
Beginning in the fall of 2012 Kindergarten students were given the STAR Early Literacy Test (SEL). The reading test is given at the beginning, middle and end of the year. The data from the SEL test shows that our students at Rose Hamilton are exceeding the expected skill level. The expected level at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

Presentation of Data: Existing School Data Using NWEA Reading RIT



Testing using NWEA Reading Assessment reveals that Kindergarten (which takes the test in the winter and spring) was above the expected RIT level for 2015-2018. First grade was above the expected level for both pre and post test scores in 2015-2018. Second grade was at or below the expected level for pre-test scores in years 2015-2018. 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 2015-2018, they were above the expected level for post test. The post test scores were above the expected level each year.

Presentation of Data: Existing School Data Using mClass TRC Text Level



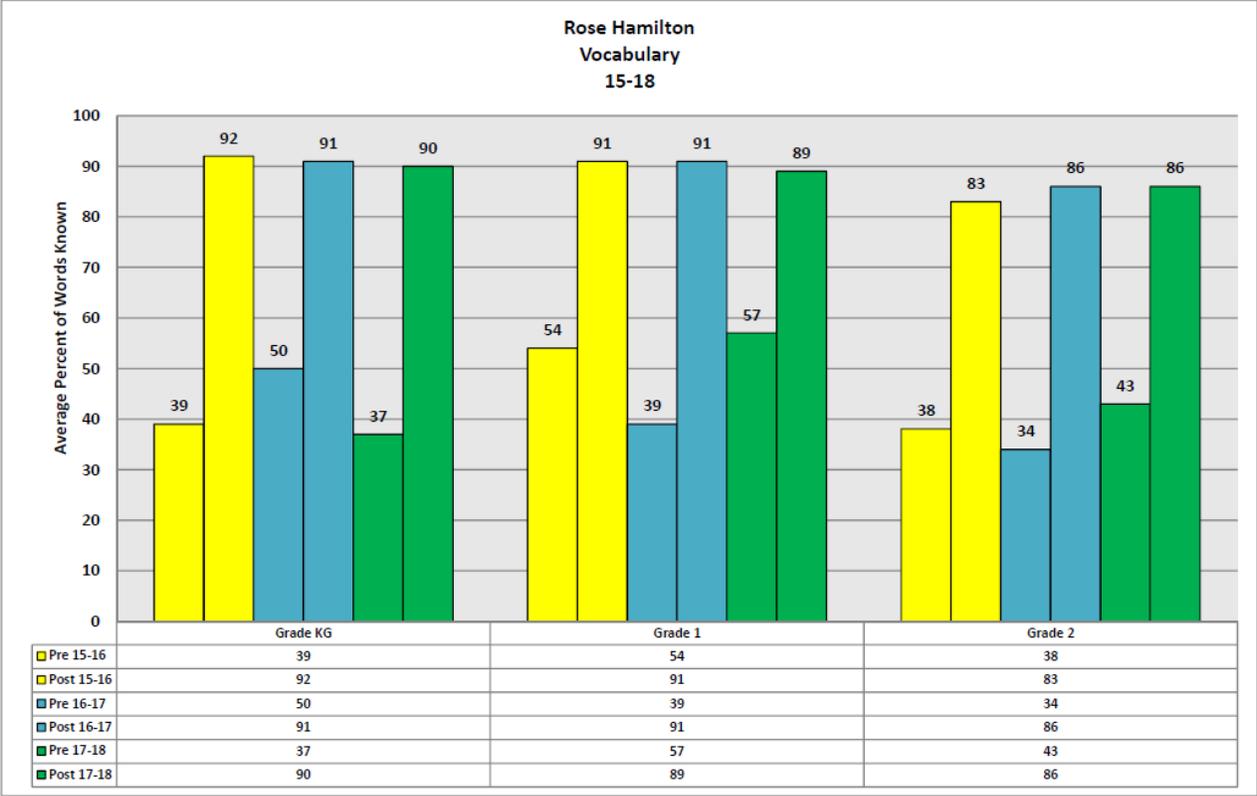
**Key:**

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

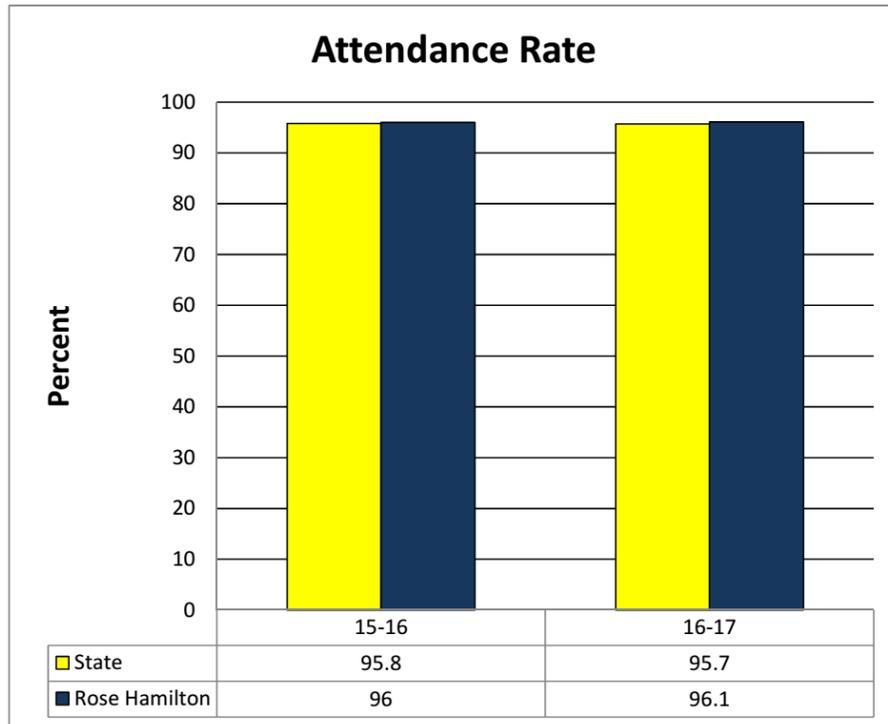
The students' text level is determined by using Amplify mClass Reading TRC. Each student in grades K – 2 has text level assessments in the Fall, Winter and Spring. The exception is Kindergarten, who only record the results in Winter and Spring. There is not an expected text level for students entering Kindergarten. The data from this graph shows the average student text level for each grade was lower than the expected level for the years 2015-2018. 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 during that time period.

The data does show that in the school year 2016-2017, students in first and second grade were above the expected Level.

**Presentation of Data: Existing School Data Using Vocabulary**

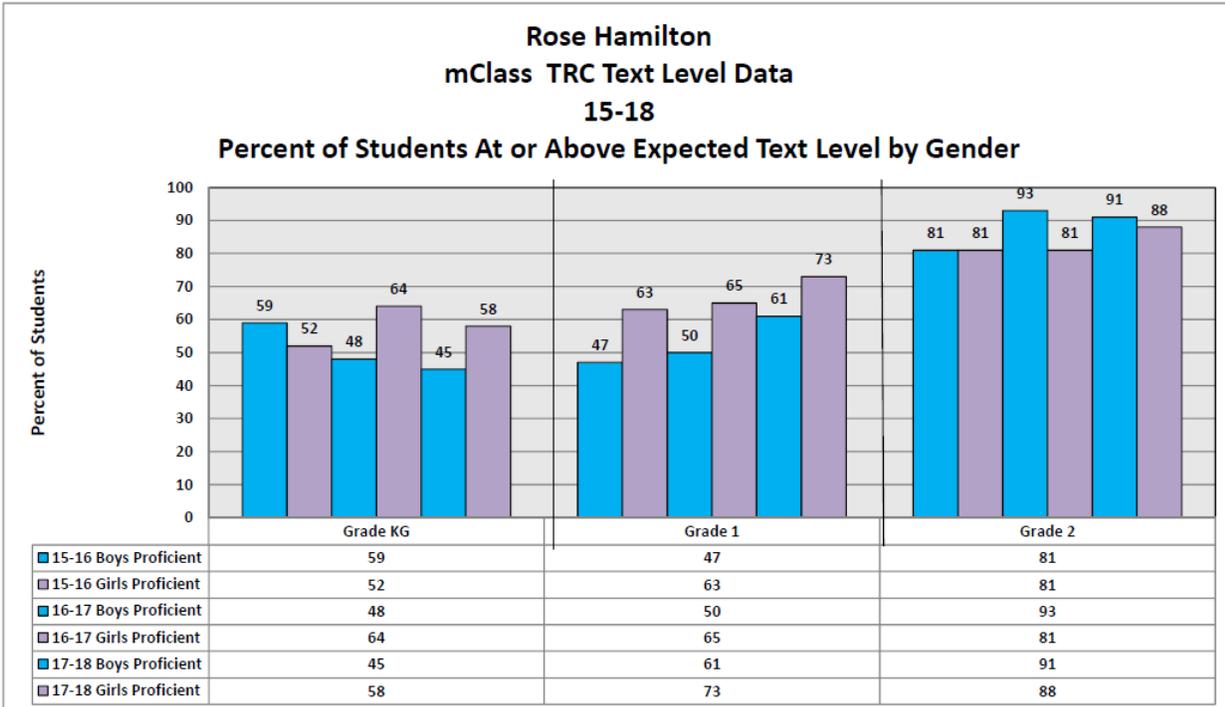
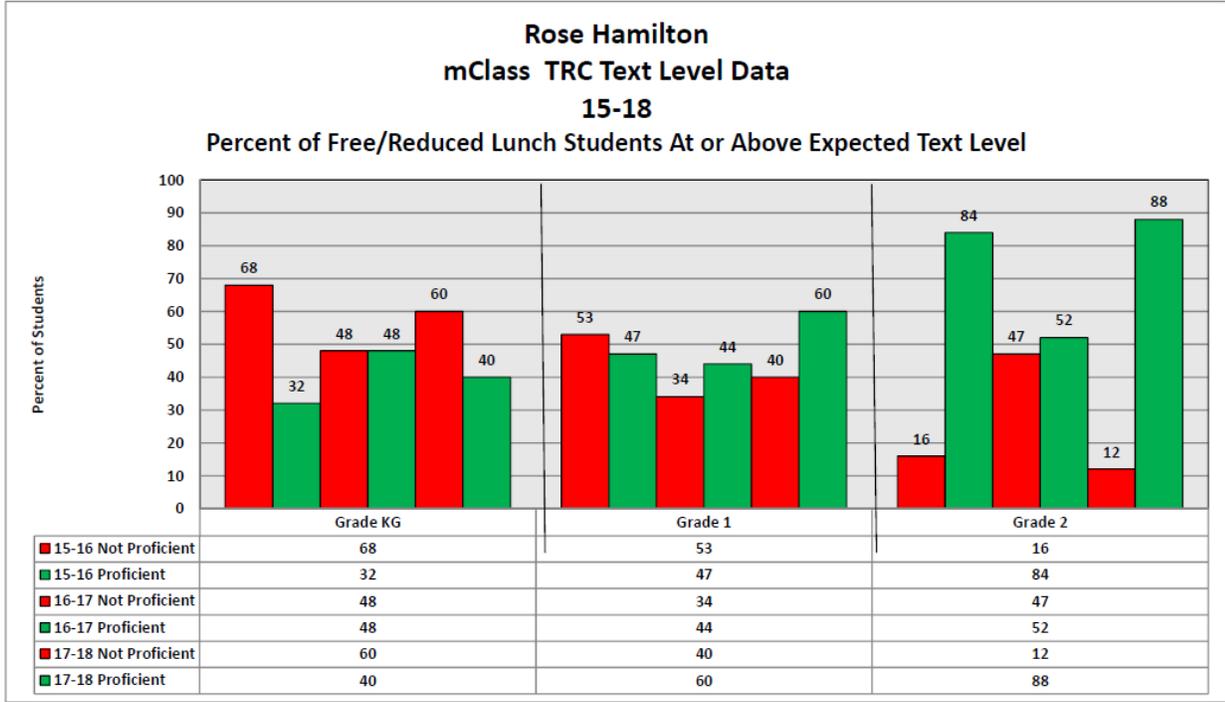


Each grade level at Rose Hamilton Elementary School chooses and teaches content area vocabulary words. Strategies for increasing student vocabulary are from Building Academic Vocabulary: Teacher’s Manual, by Marzano and Pickering. Our data indicates that the average student score for grades K – 2 is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



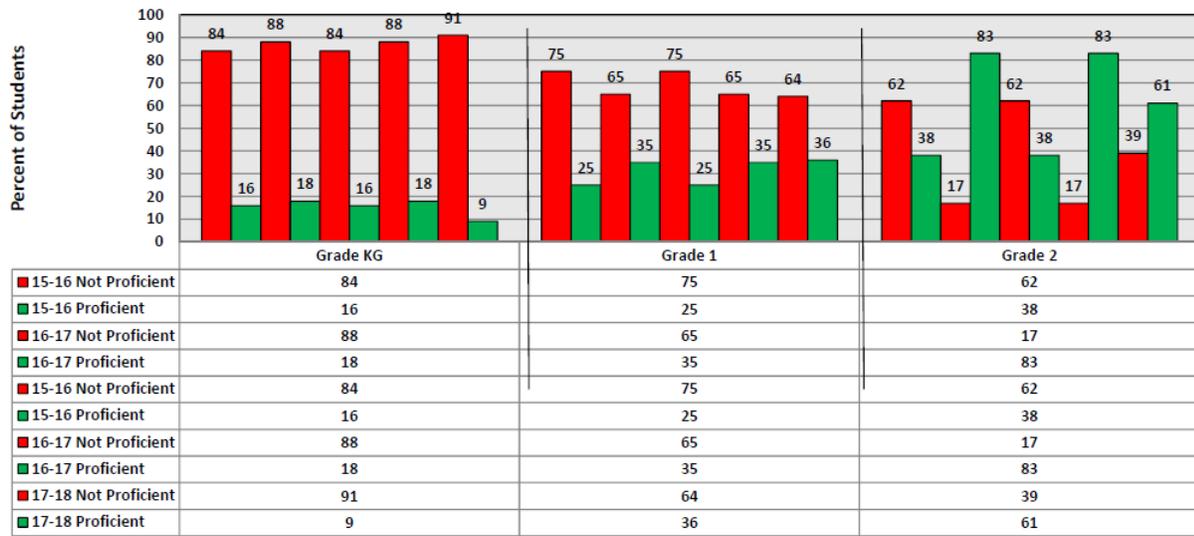
Rose Hamilton Elementary charts the average monthly attendance for the entire school year. The data shows that the average attendance for the school years from 2015 to 2017 was slightly above the state average.

**Disaggregated Data using SES, Gender and Special Education**



**Rose Hamilton  
mClass TRC Text Level Data  
15-18**

**Percent of SPED Students At or Above Expected Text Level**



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 First Grade to Second Grade. In Gender, it show that by the end of Second Grade in the years 2015-2018 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.