



Indiana School Improvement Plan

East Crawford Elementary

Crawford County Community School Corp

Ms. Camie Wiseman, Principal
518 Speed Rd
Milltown, IN 47145-2610

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction.....	9
Improvement Planning Process.....	10
Self Assessment	
Introduction.....	12
Standard 1: Purpose and Direction.....	13
Standard 2: Governance and Leadership.....	15
Standard 3: Teaching and Assessing for Learning	17
Standard 4: Resources and Support Systems.....	22
Standard 5: Using Results for Continuous Improvement.....	25
Report Summary.....	27

Student Performance Diagnostic

Introduction 29

Student Performance Data 30

Evaluative Criteria and Rubrics 31

Areas of Notable Achievement 32

Areas in Need of Improvement 34

Report Summary 35

Stakeholder Feedback Diagnostic

Introduction 37

Stakeholder Feedback Data 38

Evaluative Criteria and Rubrics 39

Areas of Notable Achievement 40

Areas in Need of Improvement 41

Report Summary 42

East Crawford Elementary

Overview 44

Goals Summary 45

 Goal 1: All East Crawford students will improve in Mathematics proficiency. 46

 Goal 2: All East Crawford students will improve in English Language Arts proficiency. 47

 Goal 3: Overall student performance and growth will improve on standardized assessments through implementation of character education and growth mindset programs. 48

Activity Summary by Funding Source 49

Title I Schoolwide Plan Requirements

Introduction 52

Title I Schoolwide Plan Requirements 53

Conclusion 56

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?

East Crawford Elementary is located in rural Crawford County in southern Indiana. The school represents a newly formed Elementary resulting from a consolidation of Milltown Elementary in Milltown, Indiana and Marengo Elementary in Marengo, Indiana. Additional changes include the relocation of all district 6th grades to the newly formed Middle School at the site of Marengo Elementary. Students living in the Marengo area are now bused to East Crawford, which are approximately 7 miles apart.

The school is supported by Boys and Girls Club of Harrison-Crawford Counties which facilitates an after school tutoring program through a grant from Indiana Kids. The Boys and Girls Club also operates a before and after school child care program within the building.

Crawford County is the 9th poorest county in the state, due to very little industry. A large portion of the county is classified forest and thus generates very little tax revenue. 62% of East Crawford students qualify for free and reduced lunches. 18% of students have an IEP for Special Education needs, while the number of students labeled High Ability is 12.9%. The number of families living below the poverty line is 19.6% compared to the Indiana average of 15.4%. Also, nearly 19% of the adults have less than a high school education.

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.

Crawford County Community School Corporation and its local community work together to create a safe learning environment which encourages achievement at all levels through a rigorous curriculum that prepares and empowers students to be successful as positive members of society in an ever-changing world.

The vision of East Crawford Elementary is "Growing Toward Greatness".

East Crawford Elementary believes:

All students deserve a quality education taught by teachers who have high expectations of themselves and their students.

Learning occurs when schools provide opportunities for students to learn in ways that meet their diverse needs.

Learning occurs best in a safe, nurturing environment based upon mutual respect, discipline, responsibility, and cooperation among all members of the school community.

The curriculum which aligns with Indiana College and Career Readiness Standards and can be found for review online. Our teachers follow the scope and sequence of locally developed pacing guides for English Language Arts and Mathematics. Common unit assessments are given according to pacing guides and used to measure student progress. By following the pacing guides, we ensure that all teachers are covering the standards in a timely, organized fashion.

East Crawford strives to reach all students with the Burst Reading program which is implemented for Grade K-1 students struggling with early literacy skills, as appropriate. Accelerated Reader has been implemented in grades 1-6 to motivate students to read with a point reward system in place. Teachers rely on programs such as Readworks.org, Scholastic Storyworks, Super Science, and Scholastic Scope, and Language Arts strategies from Smekens Education to meet the needs of all students.

The school strives to maintain high expectations for both academics and behavior for all students. The school's strong RTI program is evidence of many types of interventions for both academics and student behavior. The school uses the Behavior Color Clip Chart to reinforce positive behaviors and as a classroom management tool.

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.

Milltown Elementary, a four time Four Star Award Winner, most recently was awarded Four Star for the 2012-2013 School Year. Other areas of notable achievement include ISTEP Math, Language Arts, and Mclass Dibels.

Milltown's preliminary 2014-2015 ISTEP Math scores are well above the state average, Milltown will strive to continue improvement in Mathematics problem solving by implementing professional development in the Mathematics Process Standards.

The school has had great success with the Language Arts portion of ISTEP as well. The types of writing products are changing on the state assessment, and therefore MES will explore learning opportunities that include on demand writing and multiple types of writing structure.

Another notable achievement for Milltown Elementary's primary group is the student performance within Mclass Dibels AD. Milltown continues to perform well above state averages and even consistently outperforms other elementary schools in the county.

Marengo Elementary's areas of notable achievement includes ISTEP growth in both math and language arts.

Additional Information

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

East Crawford Elementary is working to create a new school identity and unique new school traditions.

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.

A few key parents were targeted and personally invited to attend the Stakeholder Involvement Session. An invitation was extended to all parents and guardians in the weekly newsletter for two weeks. The Stakeholder meeting was scheduled on a Wednesday evening so that there would be fewer sporting event conflicts. The 5:00 meeting time was established in order to accommodate those parents that travel outside of the county for employment.

A group of parents were interviewed to gauge parent perspective on our strengths and weaknesses. Parents were selected based on several factors including age of their children, special education and general education placements of children, parents of children who have never attended another school and parents whose children have only attended Milltown, parents that attended as students and parents that did not attend Milltown as students, and occupations to include professional, working class, and unemployed.

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

See the representations in the previous question. Parents were asked to answer questions based on the perceptions of Milltown's strengths and weaknesses.

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 final improvement plan will be communicated to stakeholders who participated in the process by paper copies sent home. All stakeholders will be informed of the school improvement plan progress by entries in the weekly school newsletter.

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) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

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

Indiana School Improvement Plan

East Crawford Elementary

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•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.

Standard 1 Narrative: At East Crawford, our mission of "Growing toward Greatness," is clearly communicated by being visible throughout the school. It is included in our weekly newsletter, classrooms, letterhead, and report cards. The teachers and staff at ECES are committed to a curriculum that challenges each student at his or her ability level. We strive to meet each student's ability level through a program called Accelerated Reader. Attending various Professional Development workshops helps us add rigor to our curriculum to improve Language Arts and Math skills. Grade-level meetings and professional development are documented in binders. Data results discussed at monthly meetings held by Administration drives our instruction. Engagement and remediation are documented in weekly lesson plans. RTI and High Ability meetings are held monthly to discuss student goals and make adjustments accordingly. Dibels and Acuity tests monitor our students' progress, and Burst Groups help struggling students with early literacy skills. Although we have a plan in place, we need to be more diligent in reviewing the school improvement plan with all stakeholders regularly. Our Benchmark tests are being revised to meet the state standards in a continuous process. More defined time lines for achieving improvement goals need to be set, and there is a need to readdress the measurement of student growth for Literary text scores.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Proof of legal counsel •Governing body policies on roles and responsibilities, conflict of interest 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a 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 •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 2

Indiana School Improvement Plan

East Crawford Elementary

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"> •Survey results •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 •Survey responses •Involvement of stakeholders in a school improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports 	Level 4

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.

Overall, our school board's policies and practices support our school's purpose and direction. This is evident through our board policies, student handbooks, and staff handbooks. Board members comply with with all policies and procedures. This is evident through board minutes. School leaders consistently support professional growth to achieve the school's purpose.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Course schedules 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

Indiana School Improvement Plan

East Crawford Elementary

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 are consistent and deliberate in planning and using 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 each student. Teachers consistently 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 •Agenda items addressing these strategies •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 •Surveys results •Interdisciplinary projects 	Level 4

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 beyond classroom observation 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 •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process 	Level 4

Indiana School Improvement Plan

East Crawford Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some 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 school personnel.	<ul style="list-style-type: none"> •Survey results 	Level 2

Indiana School Improvement Plan

East Crawford Elementary

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"> •Survey results •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 •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results 	Level 2

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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •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 4

Indiana School Improvement Plan

East Crawford Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Survey results	Level 2

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">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning	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.

At East Crawford Elementary, we use a variety of techniques to collect, monitor, and analyze data. Numerous teaching strategies allow students to meet their academic goals (short and long term). County-wide grade level curriculum meetings allow collaboration among teachers and supports vertical and horizontal alignment of curriculum. Common grade level planning time is built in the weekly schedule, four days per week. A lengthy evaluation tool is utilized to make sure policies, procedures, and processes (curriculum) are implemented without fail across all grade levels and courses. Overall, the teachers and staff create high expectations and make sure students succeed socially and academically as previous test scores have shown.

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: 2.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 2

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 •Survey results •School schedule •School calendar 	Level 3

Indiana School Improvement Plan

East Crawford Elementary

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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •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 •Safety committee responsibilities, meeting schedules, and minutes 	Level 2

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 •Data on media and information resources available to students and staff 	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 most stakeholders. School personnel have 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 •Survey results •Policies relative to technology use 	Level 2

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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to 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 •Survey results 	Level 2

Indiana School Improvement Plan

East Crawford Elementary

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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Description of referral process	Level 2

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.

East Crawford's strengths are indicated in instructional time and resources to support vision of school. Our school works to meet the needs of all students. Improvements need to be made in technology infrastructure to support operating needs. We do not have clearly created expectations for safety and cleanliness and a means to track those expectations. The social and emotional needs and issues of all students should be addressed with support services.

The district is currently working to pursue a grant to aid with mental health services, which is a large need in our school community.

East Crawford Elementary is in the development stages of a character education curriculum unique to the school's needs. The staff will use stakeholder input from all groups to identify the common character attributes and common language to be used across all grade levels.

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: 2.6

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"> •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	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"> •Survey results •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"> •Professional learning schedule specific to the use of data •Survey results 	Level 2

Indiana School Improvement Plan

East Crawford Elementary

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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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•Examples of use of results to evaluate continuous improvement action plans•Evidence of student growth	Level 2

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•Survey results	Level 3

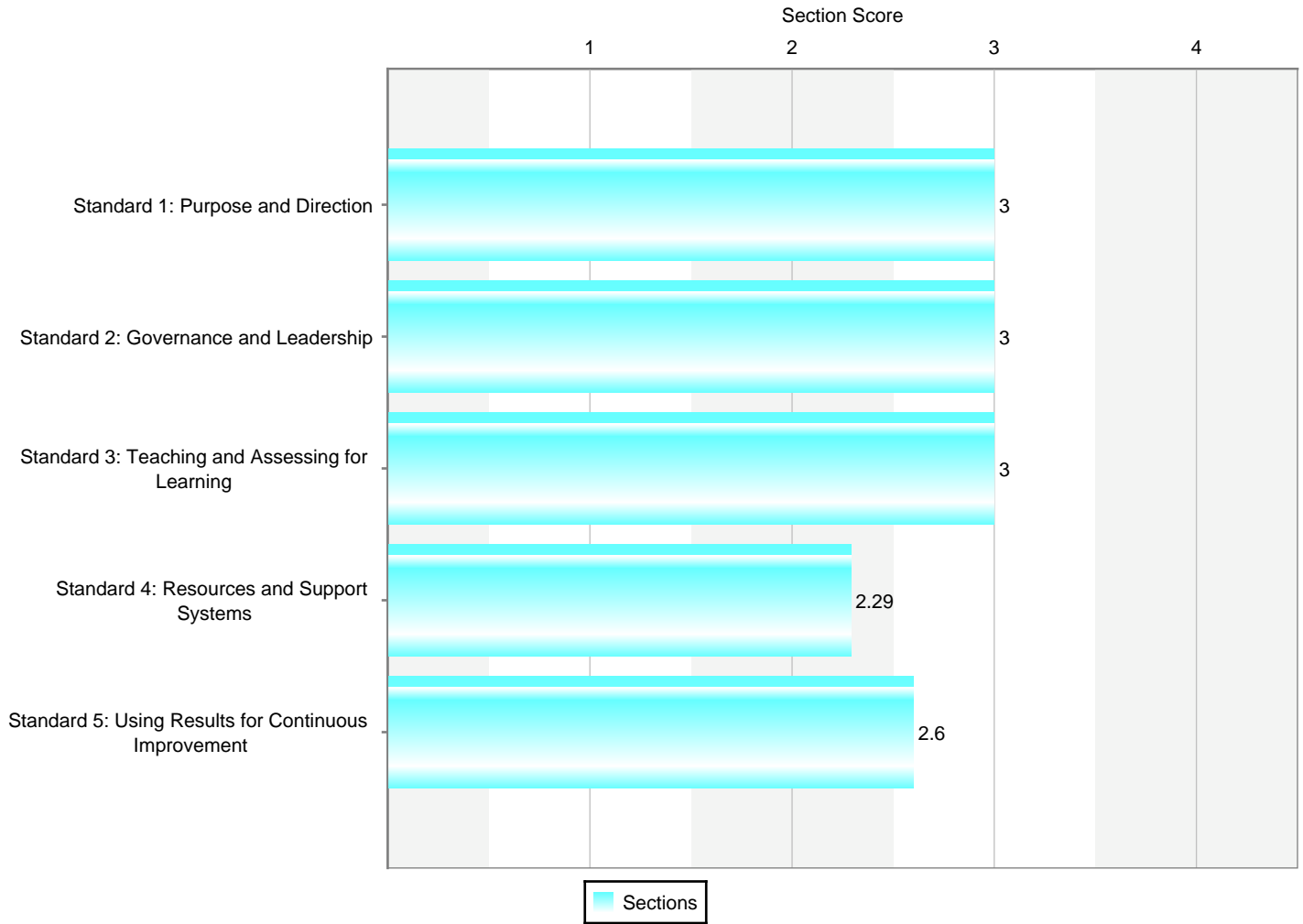
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

East Crawford Elementary meets monthly as a staff for review of reports generated by ISTEP, iReady, and MClass assessment systems. This data is then analyzed and used to implement curriculum improvements. Once the standards are identified as priority skills, teachers and support staff build an effective instruction to meet the needs of student learning.

East Crawford Elementary uses standardized testing which has been evaluated for reliability. However, the state, as well as the corporation, has changed assessment systems frequently in the past several years. These changes have taken us from CTBS to NWEA to MClass to Acuity and the ISTEP creators have been changing the rigor. Therefore, the trend is difficult to follow as the results have been presented in different forms that are not comparable. Our teachers and staff have been to many training seminars to improve our ability to interpret the data from standardized testing.

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		East Crawford Elementary Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Milltown

ELA K-2

In DIBELS we are decreasing the number of students below level by 50% each year when looking at beginning of year and end of year testing. Reading accuracy in 2nd grade is the overall highest performance area. Report card grades are consistent with the below level composite scores in DIBELS.

ELA 3-6

While Milltown Elementary consistently performs well above state averages on ELA portions of the ISTEP+ test, writing conventions is generally the highest scoring area.

MATH 3-6

Number sense and computation at Milltown Elementary are generally above the expected levels of performance. Historically, computation has always been a strength. Geometry and computation are areas of overall highest performance for Milltown. Our corporation consistently outperforms the state average in math.

Marengo

ELA

Growth on ISTEP+ 2015 is above average Math and Language Arts for the top 75% of students. Also, growth on ISTEP+ 2015 for the bottom 25% in Math was above average.

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

Milltown Elementary primary students have consistently performed above district averages.

Which area(s) indicate the overall highest performance?

Milltown Elementary performed well above state and district averages on ISTEP+ 2016 in both ELA and Math. Milltown Elementary was the top performing school in the southeast region of Indiana.

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

Subgroup trend data is not available at this time.

Between which subgroups is the achievement gap closing?

Subgroup trend data is not available for ISTEP+ data.

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

Milltown Elementary ISTEP+ and DIBELS Next data reveal consistent high performance.

Areas in Need of Improvement

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

Special Education subgroup is below state average for Marengo Elementary on ISTEP+ 2016.

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

Marengo Elementary performance on DIBELS Next shows a general negative trend over the past five years.

Which area(s) indicate the overall lowest performance?

Marengo Elementary students performed lowest on ISTEP+ 2016 in percent passing both ELA and Math.

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

Subgroup trend data is not available.

Between which subgroups is the achievement gap becoming greater?

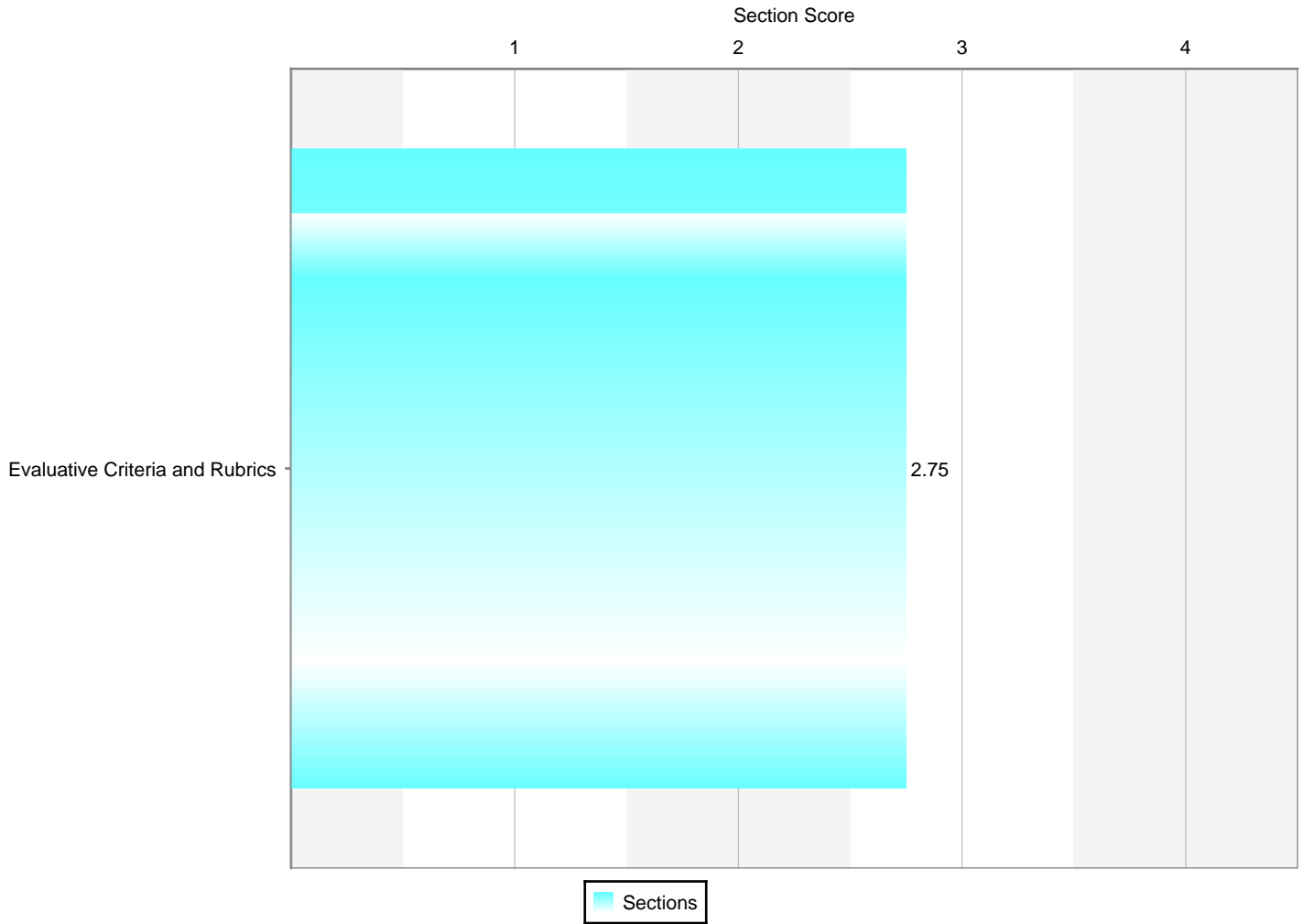
Subgroup trend data is not yet available.

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

Marengo Elementary data from DIBELS Next results are consistent with ISTEP+ results.

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		Milltown Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

For Early Elementary the overall highest level of satisfaction or approval is in the areas of indicators 1.1 and 4.4. While the Elementary survey data yielded results showing 4.5 and 5.4 as the areas of highest approval or satisfaction. Survey data from Parents agreed with that of survey data from Elementary students for indicator 5.4. Parents also ranked indicator 4.3 as one of the levels of satisfaction. Staff members ranked indicators 4.1 and 5.1 as the highest areas of overall satisfaction.

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

For Early Elementary the overall highest level of satisfaction or approval was indicator 1.1 and 4.4.
For Elementary the overall highest level of satisfaction or approval was indicators 4.5 and 5.4.
The area of overall highest satisfaction or approval for Parents was indicators 4.3.
Staff surveys indicated 4.1 as the area of highest satisfaction or approval.

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

Other findings that would show consistency with stakeholder feedback for indicator 4.1 include board meeting minutes from the summer of 2014, where Milltown parents urged school board members to split a large primary classroom. Again, in the summer of 2015, staff members asked administration to hire an additional staff member to aide in a large primary classroom. For Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. This can be documented by the corporation's use of supplemental materials such as Scholastic Scope, Scholastic Storyworks, and Scholastic Science World to incorporate more rigorous material for all students. Indicator 4.5 can be supported by the school's technology "help" ticket system for maintaining the use of all technology in our corporation.

Areas in Need of Improvement

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

For both Elementary and Early Elementary students, the survey data showed the indicator 3.8 was the one of the lowest areas of satisfaction or approval.

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

Indicator 3.8 shows a trend toward decreasing stakeholder satisfaction for both 2014 and 2015. Students responses in the Early Elementary survey showed a low satisfaction rating for the indicator 4.5. Student surveys for Elementary showed a low approval rating for the indicator 5.1.

What are the implications for these stakeholder perceptions?

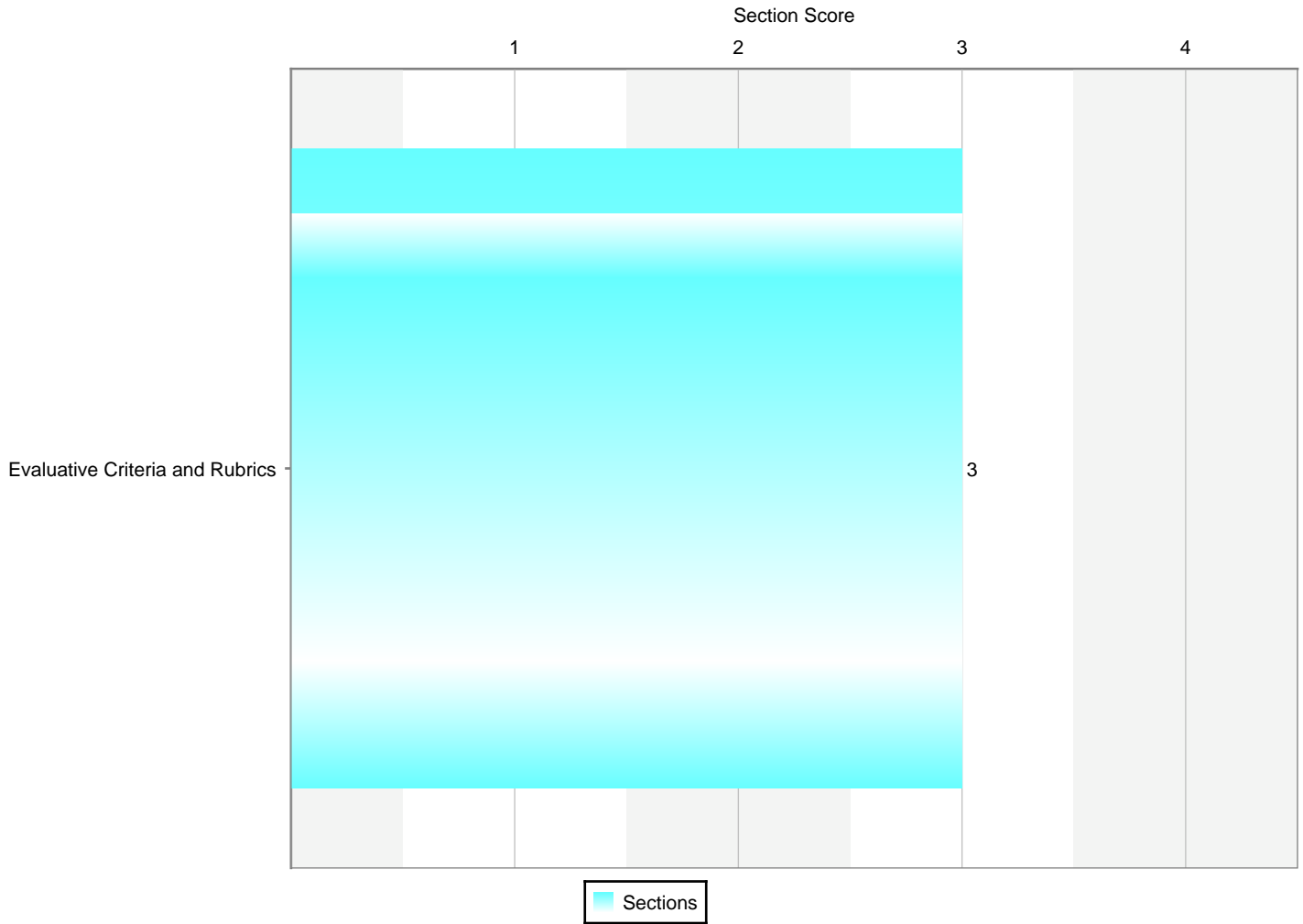
The implications for 3.8 are that the school must be diligent with communications regarding student performance and also upcoming events. During the 2015-2016 school year the school has been diligent about sending out weekly newsletters to keep parents informed. The technology team is implementing a link from the website to assist parents in requesting Harmony (our student data portal management system) logins and passwords.

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

In the area of indicator 3.8 other data is consistent with reports from parents regarding school communication. Before 2015, the school newsletter was not consistently sent home each week and may not have contained the most important information regarding school news. This weakness was also mentioned in parent interviews. The lack of communication may also stem from sporadic and inconsistent news for the Parent Teacher Organization. In order to mainstream communication the school has began using an app to remind parents of upcoming field trips and disseminate announcements and reminders. It was also discovered that many parents do not know their logins and passwords for the school's student data information portal. In an effort to assist parents with this information, the school is developing a link to request the information from the school's website.

Report Summary

Scores By Section



East Crawford Elementary

Overview

Plan Name

East Crawford Elementary

Plan Description

School Improvement Plan 2016-2017 School Year

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 East Crawford students will improve in Mathematics proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$150
2	All East Crawford students will improve in English Language Arts proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	Overall student performance and growth will improve on standardized assessments through implementation of character education and growth mindset programs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000

Goal 1: All East Crawford students will improve in Mathematics proficiency.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will achieve college and career readiness proficiency in Mathematics by 05/22/2017 as measured by ISTEP+ mathematics scores.

Strategy 1:

Indiana Process Standards for Math - Teachers from Milltown will attend professional development related to the Indiana's Mathematical Process Standards. Teachers will return to Milltown to present these Mathematical Process Strategies to other teachers in bi-weekly staff meetings. In addition, teachers will collect resources for implementation of daily mathematics problem solving in grades K-6.

Research Cited: The professional development employed to enhance Milltown Elementary's Mathematical Process Standards has been sponsored by the State's Department of Education and the school's Education Service Center, SIEC.

Evidence of success: Mathematics Unit Assessments

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematical Process Standards Professional Development at SIEC	Professional Learning	12/01/2015	12/03/2015	\$150	Title I Schoolwide	Amy Etienne, Title I Coordinator Camie Wiseman, Building Principal Paul Crecelius, 5th and 6th Grade Math Teacher Jane Harris, Kindergarten Teacher Jason Sturgeon, 4th Grade Teacher

Activity - Applying Process Standards to Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Indiana School Improvement Plan

East Crawford Elementary

IDOE Math Specialist, Bill Reed, presented on use of purposeful questions in math instruction, how the process standards are used for meaningful instruction, practical applications of process standards in student learning, how process standards are incorporated in ISTEP+ (grades 3-8, 10).	Professional Learning	01/04/2016	01/04/2016	\$0	No Funding Required	Camie Wiseman, Building Principal Jess Branham, 4th Grade Teacher
Activity - Program Fidelity Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program fidelity checks to be conducted through the use of walk-throughs and lesson plan checks to ensure all teachers are implementing mathematical process standards in math instruction.	Policy and Process	02/01/2016	05/22/2017	\$0	No Funding Required	Camie Wiseman, Building Principal, All Milltown Elementary Teachers

Goal 2: All East Crawford students will improve in English Language Arts proficiency.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth on ISTEP+ in English Language Arts by 05/22/2017 as measured by IDOE's Growth Model.

Strategy 1:

Indiana Language Arts Outcomes - Teachers will develop and implement English Language Arts Performance Tasks as a portion of ELA units of study. Teachers will then use student performance data to make decisions on instruction and remediation.

Research Cited: Indiana College and Career Ready Standards

Evidence of success: Unit tests, ELA performance tasks samples, and ISTEP+ ELA scores.

Activity - Research ELA Performance Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research English Language Arts Performance Tasks using online resources such as Louisiana Believes, IDOE Resource Bank, and other sources as located.	Professional Learning	05/30/2016	01/02/2017	\$0	No Funding Required	Camie Wiseman, Building Principal and all Milltown Elementary Teachers
Activity - Compile ELA Performance Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Indiana School Improvement Plan

East Crawford Elementary

Teachers will compile four English Language Arts Performance tasks for each quarter and at each grade level, K-6. Teachers will store ELA Performance Tasks in an online shared document for easy accessibility.	Professional Learning	01/02/2017	05/22/2017	\$0	No Funding Required	Camie Wiseman, Building Principal, and all Milltown Elementary Teachers
Activity - Implement ELA Performance Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
East Crawford Elementary staff will decide the parameters and procedures for implementing ELA Performance Tasks, as well as how evidence of Performance Tasks will be collected.	Policy and Process	05/22/2017	01/02/2018	\$0	No Funding Required	Camie Wiseman, Building Principal, and all Milltown Elementary Teachers

Goal 3: Overall student performance and growth will improve on standardized assessments through implementation of character education and growth mindset programs.

Measurable Objective 1:

demonstrate a proficiency on standardized assessments by 06/30/2017 as measured by performance on ISTEP 2017.

Strategy 1:

Character Education - All stakeholders will give input to identify quality character traits and mindsets that support increased student achievement and support lifelong learning.

Research Cited: Carol Dweck Growth Mindset Research

Covey's The Leader in Me Program

Evidence of success: Student proficiency and growth will improve as shown by standardized assessments

Activity - Develop a Unique Program for Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will create curriculum around the identified character attributes.	Behavioral Support Program	01/04/2017	12/15/2017	\$2000	Other	East Crawford Teachers and Instructional Support Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Mathematical Process Standards Professional Development at SIEC	Professional Learning	12/01/2015	12/03/2015	\$150	Amy Etienne, Title I Coordinator Camie Wiseman, Building Principal Paul Crecelius, 5th and 6th Grade Math Teacher Jane Harris, Kindergarten Teacher Jason Sturgeon, 4th Grade Teacher
Total					\$150	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop a Unique Program for Character Education	Staff will create curriculum around the identified character attributes.	Behavioral Support Program	01/04/2017	12/15/2017	\$2000	East Crawford Teachers and Instructional Support Staff
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Indiana School Improvement Plan

East Crawford Elementary

Compile ELA Performance Tasks	Teachers will compile four English Language Arts Performance tasks for each quarter and at each grade level, K-6. Teachers will store ELA Performance Tasks in an online shared document for easy accessibility.	Professional Learning	01/02/2017	05/22/2017	\$0	Camie Wiseman, Building Principal, and all Milltown Elementary Teachers
Program Fidelity Check	Program fidelity checks to be conducted through the use of walk-throughs and lesson plan checks to ensure all teachers are implementing mathematical process standards in math instruction.	Policy and Process	02/01/2016	05/22/2017	\$0	Camie Wiseman, Building Principal, All Milltown Elementary Teachers
Applying Process Standards to Math Instruction	IDOE Math Specialist, Bill Reed, presented on use of purposeful questions in math instruction, how the process standards are used for meaningful instruction, practical applications of process standards in student learning, how process standards are incorporated in ISTEP+ (grades 3-8, 10).	Professional Learning	01/04/2016	01/04/2016	\$0	Camie Wiseman, Building Principal Jess Branham, 4th Grade Teacher
Implement ELA Performance Tasks	East Crawford Elementary staff will decide the parameters and procedures for implementing ELA Performance Tasks, as well as how evidence of Performance Tasks will be collected.	Policy and Process	05/22/2017	01/02/2018	\$0	Camie Wiseman, Building Principal, and all Milltown Elementary Teachers
Research ELA Performance Tasks	Teachers will research English Language Arts Performance Tasks using online resources such as Louisiana Believes, IDOE Resource Bank, and other sources as located.	Professional Learning	05/30/2016	01/02/2017	\$0	Camie Wiseman, Building Principal and all Milltown Elementary Teachers
Total					\$0	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	Executive summary Stakeholder feedback Student performance data Self assessment	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Goals and Plans	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Reading Wonders Ready Math Burst Intervention RTI	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		Highly Qualified Teacher List Dec 2016

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	See goals and Plans	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	History of high expectation and performance. Small community atmosphere and genuine relationships among staff. With strong teacher leaders to share the school decision making process!!	

Indiana School Improvement Plan

East Crawford Elementary

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Title I Sponsored Activities Parent-Teacher Conferences PTO Daily Assignment Books Volunteer Opportunities	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Parent Teacher Conferences Harmony Family Access Weekly Folders Report Cards & Mid-Term Reports	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parents were invited to meetings regarding school improvements.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Yes	In house preschool students have the opportunity to experience the school and routines daily. Head Start students are invited to visit the school in the spring. Fifth grade students will have the opportunity to visit the Middle School in the spring.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Teachers participate in regular data meetings.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	RTI After School Tutoring Remediation Block daily Boys and Girls Club Tutoring Title I Remediation	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	No	We do not integrate federal, state and local funds.	

Indiana School Improvement Plan

East Crawford Elementary

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	We do not consolidate programs.	

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.