



Indiana School Improvement Plan

West Crawford Elementary

Crawford County Community School Corp

Mrs. Lisa Smith, Principal
5600 W Patoka School Rd
Eckerty, IN 47116-9408

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

West Crawford Elementary is one of three accredited elementary schools in Crawford County Community School Corp. Located near Eckerty, IN, we are a rural school surrounded by approximately eighty acres of corporation owned land. The school was originally built in 1959 and was enlarged and remodeled in 1998. In 2016 the school district reorganized and combined English Elementary and Patoka Elementary Schools to create West Crawford Elementary School.

West Crawford Elementary School serves 248 students in grades pre-k through 5th grade. Our school has the highest free and reduced lunch rate of any of the other schools in our district, at 72.9%. Along with the poverty levels, drug abuse in this community is prevalent. The drug use and poverty greatly affect our students. Without a school counselor on staff, it is challenging to meet all of the needs of students in our school.

West Crawford Elementary Staff includes the following: one principal, two special education teachers, twelve classroom teachers, two part-time special education assistants, one part-time Title 1 Director/Data Specialist, one part-time nurse, one part-time physical education assistant, one part-time music teacher (paid through a grant), one part-time art teacher (paid through a grant), nine part time Title I assistants, one part-time instructional assistant, two full time custodians, one part-time speech teacher, one part-time office aide, one full-time secretary, one part-time library aide, and two full-time cooks. The Boys and Girls Club of Harrison and Crawford County provides before and after school child care which includes a homework help and many student activities.

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.

At West Crawford we adapt instruction to enable student learning and growth in a positive, safe and friendly atmosphere where students can achieve personal and academic success.

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.

Despite having highest poverty rate of the district schools, West Crawford continues to be one of the highest achieving schools in the district. We believe this is due to the "no excuses" attitude and laser-focused goals. We believe it is because of our goal to focus on problem-solving that our students succeeded while many schools in the state did not. West Crawford Elementary School has maintained a "A" Rating since the implementation of the A-F grading system for school.

West Crawford Elementary School receives an Art's Grant that pays for our students art and music classes. In addition, the Art's Grant pays for our students to attend plays, musicals and art galleries at no cost to the student. We believe this exposure is extremely beneficial, both academically and socially, for our high poverty students. We are very proud to offer these experiences to our students.

Additional Information

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

At West Crawford Elementary, we strive to celebrate student achievement. Each quarter, teachers select a student who exemplifies good citizenship. The administrator takes these students out for lunch as a reward. We have a semester Celebration Assembly where we celebrate student learning and achievement. We give the following awards for each grade level: Math Award, Science Award, Creative Writing Award, Social Studies Award, Spelling Award, Reading Award, Citizenship Award, Student of the 9 Weeks Award for each quarter, All "A" Honor Roll, "A" and "B" Honor Roll and perfect attendance. These students receive recognition, certificates and a monetary reward.

In 2015, we purchased the Accelerated Reader program, which has been implemented in grades 1-5 to motivate students with a reward system in place. Students are rewarded quarterly for meeting their goals. Students are also acknowledged at our semester Celebration of Learning Assembly.

West Crawford Elementary has implemented a Positive Behavioral Interventions and Support (PBIS) system, the Clip Chart, that has greatly reduced behavior issues. Staff, building-wide, clip students up for positive behaviors and down for negative behaviors. Students are acknowledged daily on morning announcements for clipping to the office and weekly in the Parent Newsletter. In addition, students who clip to the office eight times get to retire their clip in front of the office. The administrator provides prizes for students who have retired clips and they are recognized at the Celebration of Learning Assembly.

In an attempt to prepare students to be successful citizens, we offer students in grades 4-5 with community service project opportunity before the holidays. Students visit a local nursing home and provide treats and caroling for the residents. We believe this type of opportunity helps prepare students to be life-long successful members of our community.

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 variety of parents were selected in order to get a wide-range of information. We selected four parents to be included in this team. Community members were also included in the district team.

The team met after a PTO meetings to discuss ideas for improvements. Then, the administrator had a phone interview with each parent to gain more insight on the schools strengths, weaknesses, improvement steps and to assess our communication of curriculum.

A couple of these members came to our corporation school improvement planning meeting. We shared the AdvancED standards with them and they gave us great insight.

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

We selected two working parents that are closely tied to the school (one is a aide and the other is the PTO president), a parent of a relatively new student (who we felt would have some experience from another school corporation they could share with the group) and a parent that has a lot of opinions that we felt would add some insights.

Their responsibilities were to suggest ideas for improvement, help identify our strengths and weaknesses and access the schools current communication plan. They also agreed to branch out to other parents and community members and brought back some information that was greatly beneficial.

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

Stakeholders were asked to communicate any additional information as the progress was being made with the improvement plan. Several members of the team were called periodically by the administrator to discuss progress and make clarifications.

When the improvement plan was completed, it was shared with the stakeholders.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

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

We are strong in all areas of this standard. We have a great deal of support through our RTI, Title I programs, and the Boys and Girls Club, which is a before and after-school program. We will continue to utilize our available programs and seek guidance from other sources.

1.3 is a strength as our principal provides valuable feedback through observations. With this feedback, she tells us ours strengths and gives us suggestions in areas of improvement.

We don't really have a need in this area; however, we can continue to uphold our current commitment to high expectations for all students regardless of race, socio-economic status, etc.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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 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 •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Meeting sign-in sheets and e-mails 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Parent and community involvement in the Fall Festival, PTO, Christmas program, Arts Fair, athletic events, Title I events 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The 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">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Representative supervision and evaluation reports•Rise evaluations	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.

2.6 is our area of greatest strength. We believe that our principal provides us with feedback after observations. This feedback is valuable in giving us ideas and areas to improve student success. Professional development might be suggested in an area of concern and funds are provided to attend PD opportunities.

To continuously implement this area, we hope to maintain a principal who is willing to communicate effectively with teachers and staff and provide the feedback necessary for staff improvement and student success.

We do not have any areas of weakness in this standard. We will continue to work as a team and support our principal as we strive to provide a quality education for our students.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course schedules •Master schedule, pacing guides, ACUITY, ISTEP+, mCLASS, unit tests, AR Goal, IXL 	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 •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •AP vertical meetings, grade level meetings, Rigorous Curriculum, Support Staff, Summer PD, mCLASS and BURST group meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •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 •RISE Rubric, technology listed in lesson plans, computer lab calendar use/sign-up sheet 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •observation/walk-through notes 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. 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"> •Common language, protocols and reporting tools •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"> •Survey results •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.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<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 •Harmony, Automated phone messages, home visits, parent/teacher 100% participation 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •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 3

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

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 •Data used to identify unique learning needs of students 	Level 3

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

Our areas of strength in standard 3 are 3.8 and 3.9 In 3.8, we believe we provide our parents with many opportunities to view the progress of their child's learning. At the beginning of the year, we hold "Meet the Teacher Night" where teachers inform parents of expectations and policies in their classroom and school. Report cards go home each nine week period with a progress report going home at each 4.5 week interval between the report cards. Parents can also log on and view their students' progress through Harmony. We also hold parent/teacher conferences once a year, but make ourselves available for conferences on an as-needed basis. If needed, we make home visits, phone calls and write notes in the students' assignment books. We also inform parents of missed homework assignments.

We are strong in 3.9 because we are a small school and the staff is familiar with all the students. All staff works collaboratively for all students' success regardless of grade level, socio-economic status, etc.

Our weakness is in 3.6. Teachers utilize assessments in the classroom, but lack a consistent use of benchmark assessments due to the changing standards. We are currently developing these in grade-level meetings.

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: 2.43

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 •Contracts 	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 •AR, Reading A-Z, StoryWorks, Scope, e-mails 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •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 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of 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"> •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •First Tee, Bullying Presentation 	Level 2

Indiana School Improvement Plan

West 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">•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.

The strength at West Crawford Elementary is 4.2 as instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. Instructional time and resources are a focus in our building. We have minimal interruptions throughout the school day. We have multiple resources provided such as iReady Math Instruction, StoryWorks, Scope, Accelerated Reader, Science, and Wonders. Our administrator and staff are also great about researching websites and other resources for us to use.

An area of concern at West Crawford Elementary is 4.6. The school provides support services to meet the physical, social, and emotional needs of the student population being served. We currently do not have a guidance counselor to meet the social needs of our students and the staff is not trained to properly handle the emotional needs of the students. Outside services provided by the community are not always receptive and/or a viable option for our families and therefore not utilized.

To sustain our strengths, we need to keep a full qualified staff with manageable class sizes. We also need to maintain our funding for our multiple support resources.

To address our area of need, funding will need to be set aside for a school counselor.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •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"> •Documentation of attendance and training related to data use •Survey results 	Level 2

Indiana School Improvement Plan

West 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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Newsletters, e-mails 	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.

Our school has multiple assessments for collecting data, which is then used to evaluate student learning. Teaching methods continuously change based on the results of our data.

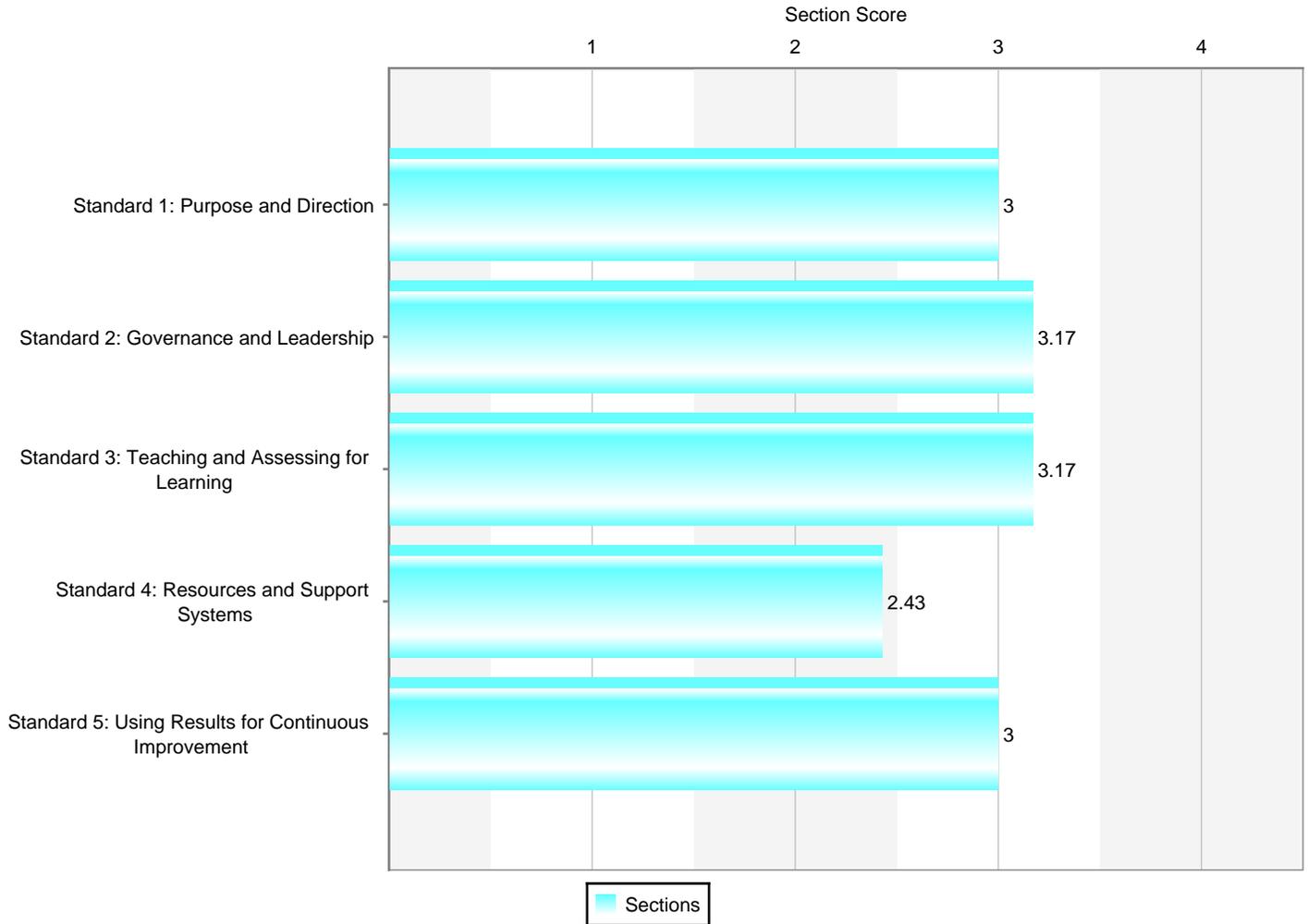
Our area of weakness is in training all support staff in the evaluation, interpretation, and use of data. Currently, only the teachers and Title I staff are trained in data evaluation, interpretation, and use of data. This information is not shared with other support staff such as cooks, secretaries, janitors, etc. We also do not have a written policy for readiness and success at the next level except for report cards. We have an unwritten policy where each teacher meets with the previous and next grade level teacher to discuss incoming students and/or outgoing

students' strengths and weaknesses.

We plan on writing a policy to describe the procedures for analyzing student data and determining readiness for the next level.

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		West Crawford Data 2016-17

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Patoka and English Elementary School students have performed well on recent ISTEP+ Assessments in both ELA and Math.

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

Patoka Elementary students historically show a positive trend in performance on End of Year DIBELS Next assessments in grades K-3.

Which area(s) indicate the overall highest performance?

Our overall highest performance is in math.

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

Our Free and Reduced population is showing a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

Our Free and Reduced population's achievement gap is closing.

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

Math and English Language Arts scores in 2016 ISTEP+ scores are consistent with iReady Math Assessment results.

Areas in Need of Improvement

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

None

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

None

Which area(s) indicate the overall lowest performance?

Patoka Elementary students who receive special education services performed the lowest on 2016 ISTEP+.

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

After much research, we could not desegregate which subgroup showed a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

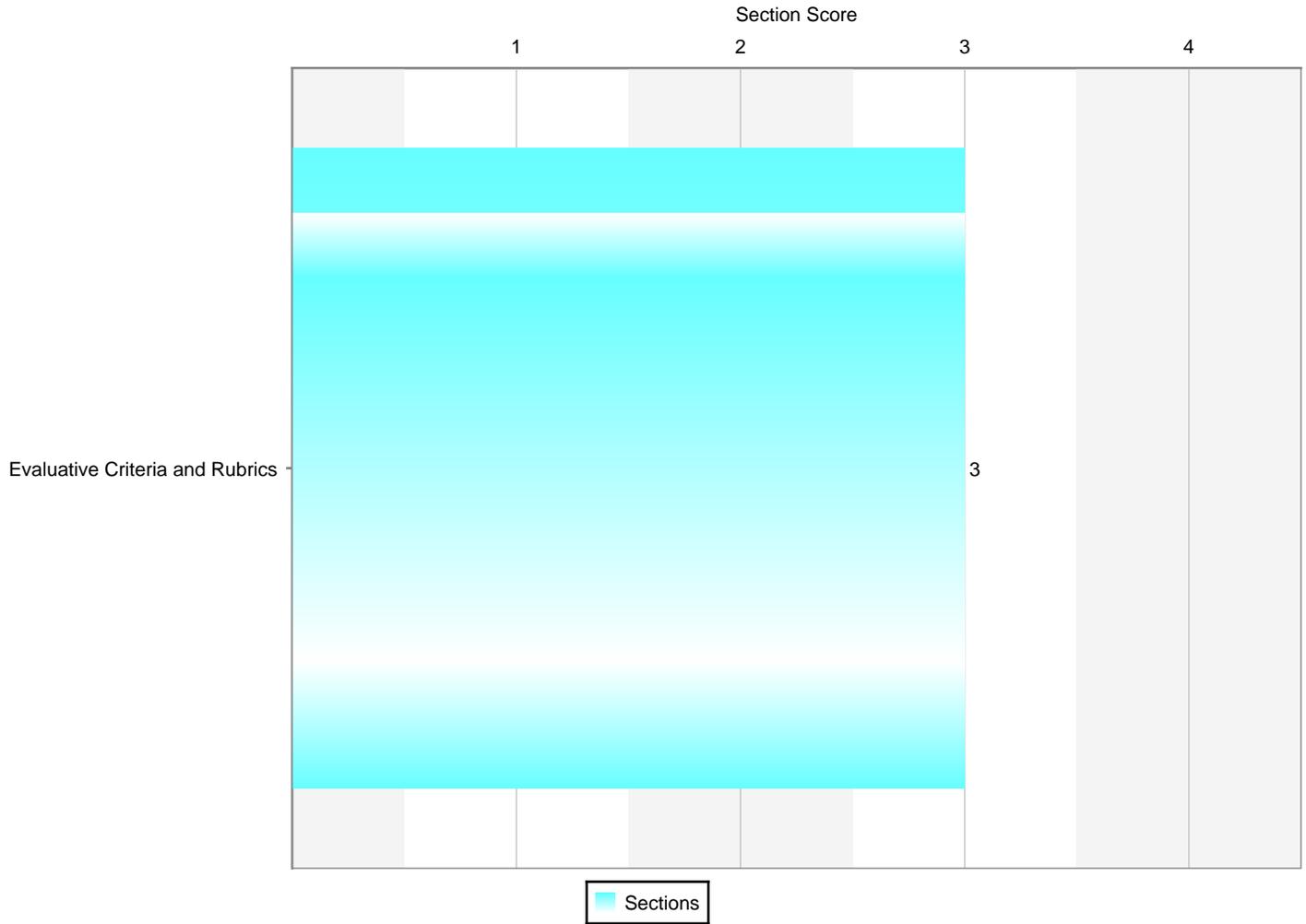
After much research, we could not desegregate which subgroup has the achievement gap becoming greater.

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

Our areas of needed improvement are consistent in DIBELS Next, iReady Math and Reading, and ISTEP+ 2016 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	Number of respondents for the survey is listed below. Parent 2014 (63), 2015 (64) Staff 2014 (18), 2015 (15) Students K-2; 2014 (36), 2015 (47) Students 3-6; 2014 (73), 2015 (84)	

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	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?

Parents:

The greatest strengths for Patoka were in 5.4 with a score of 4.3; however, indicators 1.1, 1.3, 2.4, 2.5, 4.2, 5.5, 3.6, and 3.9 were very close to 5.4 and 4.3. Parents clearly feel that the school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level and the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Students:

The greatest strengths for Patoka were in 4.5, 5.1, 5.4, 5.5 and 3.10. Students scored 4.4 and 5.4 higher than the rest of the indicators. Students clearly believe students and school personnel use a range of media and information resources to support the school's educational programs. They also believe that the school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Staff:

The greatest strengths for Patoka were 1.3 (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.), 2.4 (Leadership and staff foster a culture consistent with the school's purpose and direction.), 2.6 (Leadership and staff supervision and evaluation processes result in improved professional practice and student.) and 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.)

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

The greatest growth are indicators 3.12, 4.1, 4.2 and 4.3. These indicators show an approval of the support systems in place to help students succeed.

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

The students, staff and parents felt that 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) was by far the strongest indicator for our school.

Areas in Need of Improvement

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

Parents:

The lowest domain is 2.2. The parents feel that the governing body, school board, operates responsibly and functions effectively.

Students:

Students responses indicated that indicator 4.6 has the overall lowest level of satisfaction or approval.

Staff:

The staff responses indicated that indicator 4.6 is by far the lowest indicator.

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

Parents:

None of the indicators showed a trend toward decreasing stakeholder satisfaction or approval.

Students:

Indicator 3.9 showed a trend toward decreasing stakeholder satisfaction or approval; however, this is a very small decrease.

Staff:

Overall, there were many areas that showed a decreasing stakeholder satisfaction or approval; however this is a very small decrease.

What are the implications for these stakeholder perceptions?

Parents:

If the parents do not feel that the governing body operates responsibly or functions effectively, then they may leave the corporation.

Students:

Students do not believe that 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. We believe that the lack of a school counselor is why students believe this.

Staff:

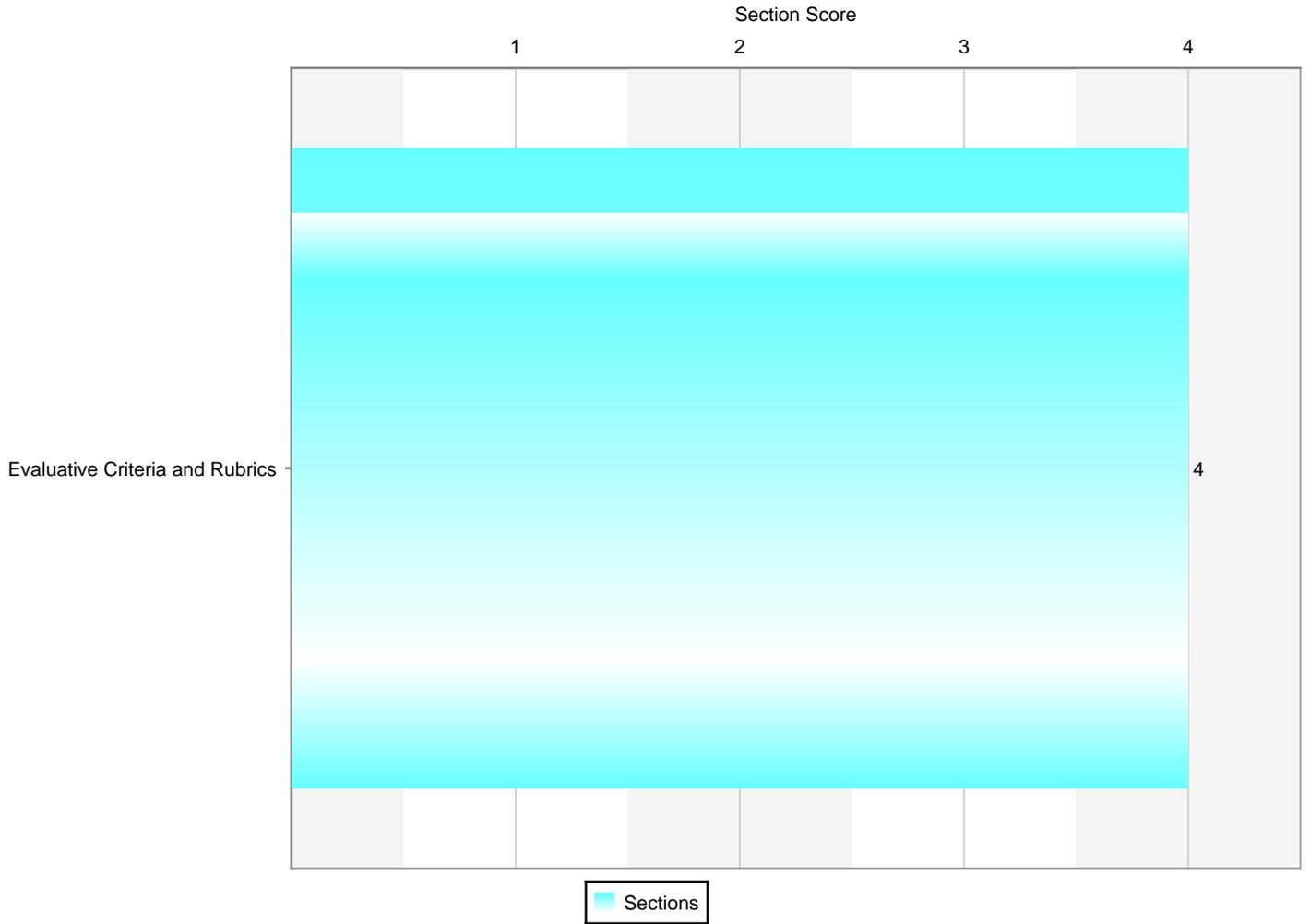
Even though overall scores for the staff survey was high, it was slightly lower than the previous year. After discussing this with staff, many of this is due to the fact that working conditions have been made more strenuous with having a shared administrator.

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

The staff and students both indicate that indicator 4.6 is lowest overall score. This is most likely due to the extreme low poverty families that our school service.

Report Summary

Scores By Section



West Crawford Elementary School

Overview

Plan Name

West Crawford Elementary School

Plan Description

Elementary School

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	West Crawford teachers will develop, align, and implement a comprehensive district curriculum to improve student achievement.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$3000
2	All West Crawford students will improve their growth in mathematics	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$500
3	All West Crawford students will improve in English/Language Arts	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$500

Goal 1: West Crawford teachers will develop, align, and implement a comprehensive district curriculum to improve student achievement.

Measurable Objective 1:

collaborate to develop, align, and implement a comprehensive district curriculum by 06/30/2017 as measured by documentation of a curriculum developed with the Rigorous Curriculum Design.

Strategy 1:

Rigorous Curriculum Design (RCD) - Staff will incorporate rigorous curriculum design processes during grade level meetings.

Research Cited: Larry Ainsworth's "Rigorous Curriculum Design"

Evidence of success: Administrator will use classroom observations and common formative assessment data to measure success of implementation.

Activity - Develop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will develop a written process for curriculum development.	Policy and Process	07/01/2014	06/30/2017	\$1000	Title I Part A	Administrators and teachers
Activity - Align	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will develop pacing guides, unit plans, and common formative assessments across grade levels and departments with vertical alignment	Professional Learning	07/01/2014	05/30/2017	\$1000	Title I Part A	Administrators and teachers
Activity - Implement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers will review developed curriculum and hold data review meetings to monitor student progress and initiate needed changes	Professional Learning	07/01/2014	06/30/2017	\$1000	General Fund	Administrators and teachers will review developed curriculum and hold data review meetings to monitor student progress and initiate needed changes

Goal 2: All West Crawford students will improve their growth in mathematics

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will achieve college and career readiness by improving individual scores in Mathematics in Mathematics by 06/30/2017 as measured by standardized assessments..

Strategy 1:

Indiana Mathematical Process Standards - Teachers will receive professional development in order to improve and implement Indiana Mathematical Process Standards K-6.

Research Cited: Indiana College and Career Readiness Standards

Evidence of success: Improving Mathematical Process Standards

Activity - Teacher Training on Indiana Mathematical Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend train-the-trainer sessions on implementation of Indiana Mathematical Processes.	Professional Learning	10/01/2015	06/30/2016	\$500	Title I Part A	Administrator

Activity - Monitoring Implementation of Indiana Mathematical Process Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor implementation of Indiana Mathematical Process Standards through use of authentic performance tasks data.	Professional Learning	11/16/2015	06/30/2016	\$0	No Funding Required	Administrator

Strategy 2:

Ready Math - West Crawford has implemented Ready/iReady Math in the 2016-17 school year. Teachers have received intensive training on new teaching practices included in the Ready Math program.

Research Cited: Curriculum Associates - Ready Math Program

Evidence of success: Students will show growth on iReady Math Diagnostic assessments.

Activity - Ready/iReady Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ready Math support will be provided throughout the year to support implementation of the new program.	Professional Learning	07/01/2016	06/30/2017	\$0	No Funding Required	Administrator and Teachers

Goal 3: All West Crawford students will improve in English/Language Arts

Measurable Objective 1:

Indiana School Improvement Plan

West Crawford Elementary

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness improving individual scores in English Language Arts in English Language Arts by 06/30/2017 as measured by standardized assessments.

Strategy 1:

Indiana English Language Arts Learning Outcomes - Teachers will receive professional development and implement Indiana English Language Arts Learning Outcomes K-6.

Research Cited: Indiana College and Career Readiness Standards

Evidence of success: Improvement of individual English/Language Arts scores

Activity - Teacher Training in English Language Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend train-the-trainer sessions on implementation of English Language Arts Standards.	Professional Learning	10/01/2015	06/30/2017	\$500	Title I Part A	Administrator
Activity - Performance Task	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create authentic tasks that students must preserve through in order to reach higher level thinking.	Direct Instruction	01/01/2016	06/30/2016	\$0	No Funding Required	Administrator and teacher
Activity - Monitoring implementation of Indiana English Language Arts Learning Outcomes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator will monitor implementation of Indiana ELA Learning outcomes through use of authentic performance task data.	Professional Learning	01/01/2016	06/30/2017	\$0	No Funding Required	Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training in English Language Arts	Teachers and administrators will attend train-the-trainer sessions on implementation of English Language Arts Standards.	Professional Learning	10/01/2015	06/30/2017	\$500	Administrator
Teacher Training on Indiana Mathematical Standards	Teachers and administrators will attend train-the-trainer sessions on implementation of Indiana Mathematical Processes.	Professional Learning	10/01/2015	06/30/2016	\$500	Administrator
Develop	Administrators and teachers will develop a written process for curriculum development.	Policy and Process	07/01/2014	06/30/2017	\$1000	Administrators and teachers
Align	Administrators and teachers will develop pacing guides, unit plans, and common formative assessments across grade levels and departments with vertical alignment	Professional Learning	07/01/2014	05/30/2017	\$1000	Administrators and teachers
Total					\$3000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement	Administrators and teachers will review developed curriculum and hold data review meetings to monitor student progress and initiate needed changes	Professional Learning	07/01/2014	06/30/2017	\$1000	Administrators and teachers will review developed curriculum and hold data review meetings to monitor student progress and initiate needed changes
Total					\$1000	

Indiana School Improvement Plan

West Crawford Elementary

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring implementation of Indiana English Language Arts Learning Outcomes	Administrator will monitor implementation of Indiana ELA Learning outcomes through use of authentic performance task data.	Professional Learning	01/01/2016	06/30/2017	\$0	Administrator
Performance Task	Teachers will create authentic tasks that students must preserve through in order to reach higher level thinking.	Direct Instruction	01/01/2016	06/30/2016	\$0	Administrator and teacher
Ready/iReady Math Training	Ready Math support will be provided throughout the year to support implementation of the new program.	Professional Learning	07/01/2016	06/30/2017	\$0	Administrator and Teachers
Monitoring Implementation of Indiana Mathematical Process Standards	Administrators will monitor implementation of Indiana Mathematical Process Standards through use of authentic performance tasks data.	Professional Learning	11/16/2015	06/30/2016	\$0	Administrator
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 Self Assessment Stake-Holder Feedback Student Performance Data	

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	See 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	Goals and PLans	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	See attachment	West Crawford Highly Qualified Teachers

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

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Master Contract Benefits Package Small Community History of High Expectations/Performance	

Indiana School Improvement Plan

West Crawford Elementary

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Parent Nights, Title 1 Sponsored Events, Math Night, Volunteer Opportunities, PTO...	

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	Results are mailed home	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	School Improvement Team includes parents and students.	

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	We have a transition plan from preschool to kindergarten.	

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 have participated in creating all of the goals.	

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, Daily Remediation Block, After School Tutoring, Title 1 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 funds.	

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.