



# Indiana School Improvement Plan

South Crawford Elementary

Crawford County Community School Corp

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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?**

### The Community

Crawford County Community School Corporation serves the educational needs of all students in Crawford County. Located in the states south-central region 40 minutes west of Louisville, KY, Crawford County leads the nation in commuter miles traveled to the workplace. Our school district consists of one high school, one middle school and three small community elementary schools.

### The School

South Crawford Elementary is a traditional elementary school enrolling 180 pre-kindergarten-fifth grade students. The current campus is comprised of one building. Prior to 1976 this campus housed two buildings, a high school and a grade school but that year consolidation left only an elementary school for those buildings. In 1997 another renovation saw the old elementary building demolished and the gym/old high school building renovated into the current building of 16 classrooms, a library, multi-ed classroom, gym, cafeteria, and administrative office complex. There are two sections of kindergarten and third grade, one section of first, second, fourth and fifth grades. Special Education is provided for students with emotional, speech and hearing, learning disabilities and mild and moderate mental handicaps. We are also a Title I school and offer remediation programs in the primary and intermediate grade levels. There are eight full time general education teachers and three full time special education and three Title I instructional assistants, one of which is a licensed teacher. We have part time instructional assistants in physical education, library, music, technology and art. We have five special education assistants, as well as a full time remediation person.

## 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.**

### School's Purpose

South Crawford Elementary is committed to providing a child-centered, nurturing and secure environment that provides the foundation where children can achieve their full potential through partnerships with home, school and community. We will accomplish this by promoting enthusiastic and cooperative learning where each child will become a responsible, respectful, and contributing citizen.

### Belief Statements

- Education is the key to improving the quality of life.
- Student learning is the chief priority of the school.
- We will provide a safe and secure learning environment.
- All students have an equal opportunity to achieve and excel.
- Student learning comes in different ways and should be provided with a variety of instruction and experiential learning approaches.
- Students learn best when they are actively engaged in the learning process.
- We will foster a shared responsibility between the school staff, students, parents and community in the learning process.
- High expectations will result in high achievement.

## 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.**

Notable Achievements:

School's Letter Grade: Consistent A grade level of state Grade System from 2008-09 to 2014-15.

Blue Ribbon School/ Four Star: 2009

County-wide Academic Bowls: South Crawford Elementary has performed well in Reading (Battle of the Books), Social Studies (Geo-Bowl), and Spelling (Spell Bowl) competitions.

Sports: South Crawford girls are the county basketball and cross county champions. Our school has the largest percentage of students participating in sports in our county. We feel these accomplishments are important to our school because they show competitiveness, participation, and dedication to our school.

Areas of Improvement:

As stated in our school goals:

Improvement in student mastery of Math standards as measured by ISTEP+.

Improvement in student mastery of English/Language Arts standards as measured by ISTEP+.

## **Additional Information**

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

Community Involvement: South Crawford Elementary School hosts a variety of functions throughout the year, including Christmas program, Veteran's program, Grandparent's Day, Book Fairs and Spring Musical. Title I functions are consistently very well attended by community members. Our dedicated PTO provides many extracurricular opportunities for our students (Santa Shop, Fall Festival, Trunk or Treat, etc.) and sponsor fundraisers that help provide students with needed equipment (books, playground equipment, classroom materials, etc.).

# 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.**

Meetings involving staff members (committee chairs and committee members), administration, parents and community members are scheduled as needed to involve all stakeholders in our school's improvement plan. Teachers recommend parents to participate in the school improvement process. Parents are invited to informal meetings to discuss the development of the school improvement plan.

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

State representative, prosecuting attorney, parents, and community members helped review plan, made suggestion and were consulted with to provide information to use while we perfected our plan.

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

We will use the following means (plus any gleaned from other community schools) to communicate the improvements being made to our school.

- Post on website
- Review annually with stakeholder input

# 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: 2.33

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Purpose statements - past and present</li> </ul>	Level 2

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"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> </ul>	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.**

Standard 1: Purpose and Direction: South Crawford Elementary is guided by the mission statement "Growing Toward Greatness". We communicate this through our letterhead, school newsletter, report cards, morning announcements and classroom discussions. Student success is a priority as we guide our instruction through the analysis of data from DIBELS, iReady and ISTEP+ data. We have monthly RTI meetings to discuss student achievement and the steps needed to improve their performance targets. We have daily remediation with Title I staff who also work with struggling students through BURST groups.

Although we have a plan in place, we need to include our stakeholders in reviewing and revising our school's purpose for student success on a regular basis. We, as a staff, also need to hold each other accountable to high expectations for professional practice. In order to have an improvement plan that will be actively supported, it needs to include action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.

## 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"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Technology Plan RISE (Professional Growth Requirements) Evaluations</li> </ul>	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"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Attendance/Discipline Hearings Special Education Policy Monitoring Safety Guidelines/Drills (Transportation, Weather, and Conflict)</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

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

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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"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Communication plan</li> <li>•Stakeholder Involvement in School Community Programs and Events (Veteran's Day, Fall Festival, Field Trips, Graduation Trips, Christmas Program, Field Day, and Trunk or Treat)</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	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.**

South Crawford Elementary School has had great success in the past 10-15 years due to quality leadership. Our School Board maintains consistent guidelines geared toward student success while allowing each individual school the autonomy to make decisions based on the unique characteristics of their school and students. Our school leaders have greatly improved in the area of collaboration through the sharing of successful ideas and procedures in regular grade-level meetings. We have also maintained a very talented and professional staff, open to collaboration and communication. The culture in our school system has always been student first, and our leaders have done an excellent job at making sure that our staff not only grows the students academically, but also socially and emotionally. This will serve us well going forward as we focus on getting students college and career ready.

### 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: 3.08

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"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Course schedules</li> <li>•Descriptions of instructional techniques</li> </ul>	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"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	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"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> </ul>	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"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Surveys results</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Computer Lab and iPad cart sign-up sheets</li> </ul>	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"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> </ul>	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"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	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"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> </ul>	Level 2

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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"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Newsletters, PTO minutes and agendas, Various activities available for parent to come visit the school</li> </ul>	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"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Master schedules</li> </ul>	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"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	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"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Professional Development</li> </ul>	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"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> <li>•Documentation of remediation, RTI meetings and protocol</li> </ul>	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.**

For Standard 3: Teaching and Assessing for Learning, South Crawford Elementary shows strength in utilizing a variety of strategies to support and monitor instructional practices. We use a variety of techniques to collect, monitor, and analyze student performance. All teachers submit lesson plans that align with the state standards as well as our corporation-wide curriculum maps. These maps are created in county-wide grade level curriculum meetings to allow collaboration among teachers to achieve vertical and horizontal alignment.

Another strength we utilize is meaningful communication with families. South Crawford Elementary is located in a small community where all the stakeholders are committed to providing a nurturing and secure environment that provides the foundation where children can achieve their full potential through partnerships with home, school, and community. We accomplish this through a wide-variety of techniques.

First, is the use of Harmony, our school management software, that gives families immediate data including attendance, grades, and discipline. Teachers are required to input grades and attendance on a regular basis.

Second, is our school newsletter is sent home monthly to inform stakeholders of upcoming events, share important accomplishments, and give helpful study tips to our students.

Third, are special events held at South Crawford Elementary where stakeholders can visit the school. In the Fall, we have an Open House where parents and students can visit classrooms and meet with teachers and staff members. We also have a Fall Festival, Chili Supper, Trunk or Treat, Grandparents Day Luncheon, and Veterans Day Program. In the winter, we do a Christmas Program; and in the spring we do Bingo for Books and Book Fair. Parent-teacher conferences are held at the end of the first 9 week grading period, giving teachers and parents an opportunity to sit down and discuss each students' academic achievement thus far and set goals for the remainder of the year.

A few other ways we communicate with stakeholders is through our school messenger system where phone calls are sent to each household informing or reminding them of upcoming events. Our school website includes calendars, lunch menus, helpful links to various websites, and

our student handbook which outlines our corporation policies and procedures.

One of our major weaknesses at South Crawford Elementary is mentoring, coaching, and induction programs for new staff members. We do not have a systematic program in place that is formal or consistent with making transitions smooth for new staff.

Collaborative learning occurs, however, on a formal level is weak due to lack of time and availability among grade levels. Primary teachers usually meet in the mornings and Intermediate teachers meet in the afternoons, there is very little collaboration between primary and intermediate.

### 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: 2.57

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"> <li>•Survey results</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	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"> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

# Indiana School Improvement Plan

South Crawford Elementary

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"><li>•Survey results</li><li>•Data on media and information resources available to students and staff</li></ul>	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"><li>•Survey results</li><li>•Policies relative to technology use</li><li>•South Crawford Elementary experiences frequent internet outages.</li></ul>	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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•Student assessment system for identifying student needs</li><li>•Survey results</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel 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"><li>•Survey results</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	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.

### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	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"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	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.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

# Indiana School Improvement Plan

South 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"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Evidence of student growth</li></ul>	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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li></ul>	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.**

South Crawford Elementary currently has a wide range of tools available that provide teachers and instructional staff with information on student's progress and current levels of ability. The tools offer insight into student progress across all subject areas including mathematics, language arts, and social studies. Many of the tools offer teachers direct feedback linked to each individual Indiana academic standard ensuring that teachers can quickly spot gaps that may exist or areas that may need reinforcement in past or planned future instruction.

Teachers and instructional utilize much of the provided data to help drive student instruction. This is especially evident in our RTI process where each month the entire instructional staff meets to discuss each student and discuss their progress against RTI goals. Title I staff are continually progress monitoring struggling students and providing data to teachers to help identify academic skills that need addressed.

Teachers are provided with a range of professional development opportunities throughout the school year to assist them in interpreting data and using it to create future instructional activities.

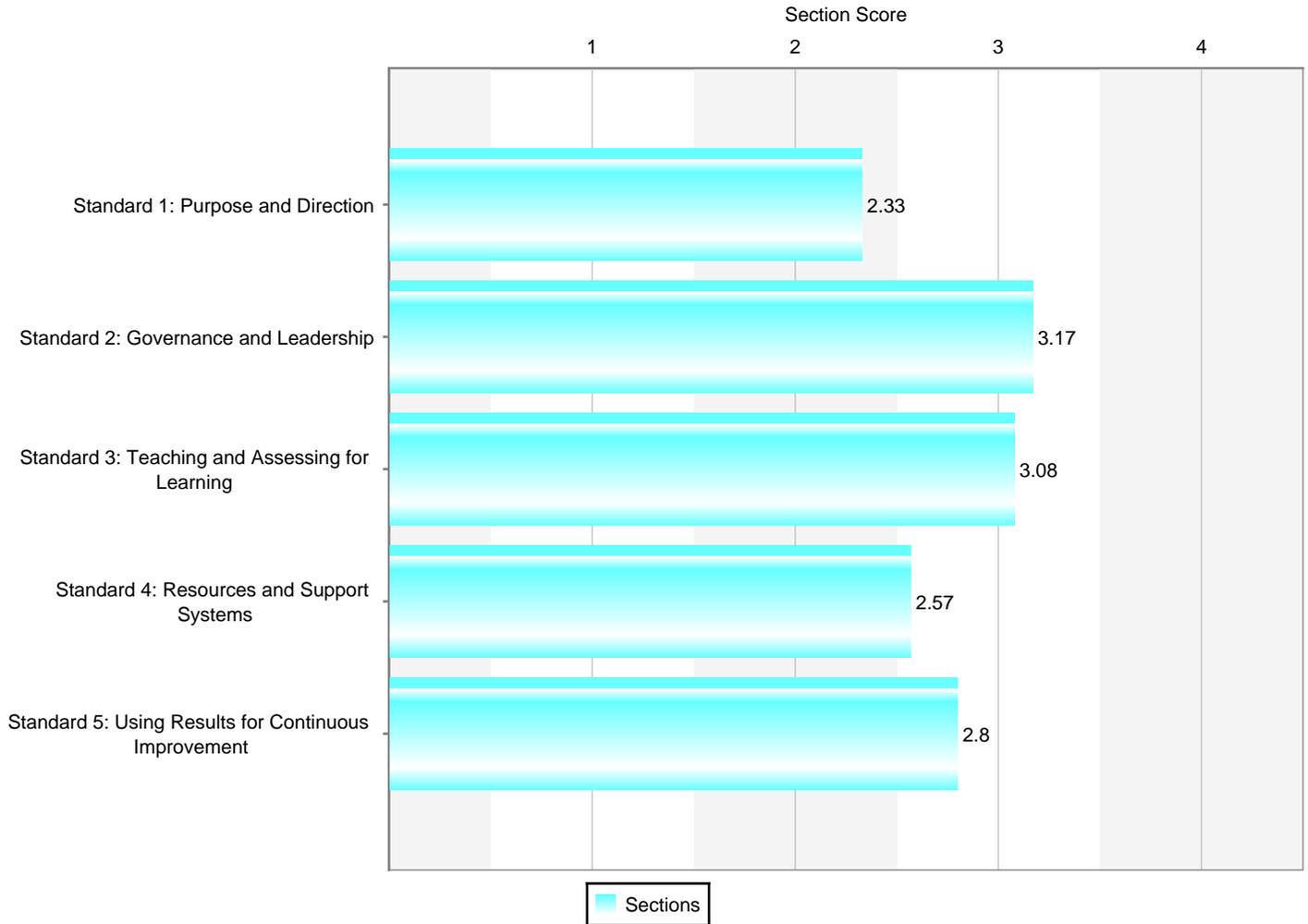
Due to the small size of South Crawford Elementary, many teachers do not have the opportunity to collaborate with grade-level peers. Further opportunities for Leavenworth teachers to meet with other grade-level teachers from other district schools would be beneficial to the data interpretation and instructional process. Technology tools that enable remote collaboration could be better utilized and teachers could be offered additional training with regard to using this technology for effective collaboration.

School leadership, including district representatives closely monitor many of the school's data gathering processes, including participation in state and district mandated tests. Results from said assessments are communicated to teachers in a timely manner and district personnel come to the school to help review the results and clarify the insights that the data provides. Student progress is quickly and clearly communicated to parents by way of progress reports and quarterly report cards. Families also have access to all state-level data via the Indiana DOE website.



## 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?	No	To do	Data Graphs South Crawford Data 2016

## 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?

English Language Arts ISTEP+ scores are above state averages for grades 4, 5, & 6 for the 2016 ISTEP+.

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

South Crawford Elementary attendance rate has been consistently in the upper 90th percentile.

ISTEP+ English Language Arts scores show a positive trend in all grade levels. ISTEP+ Math scores show a positive trend in fifth grade.

### Which area(s) indicate the overall highest performance?

South Crawford Elementary performed highest in grade 4 English Language Arts on ISTEP+ 2016.

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

To do

### Between which subgroups is the achievement gap closing?

Free/reduced students are narrowing the gap between their performance and the performance of the paid students.

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

Acuity data is consistent with ISTEP+ Math both showing an increase.

## Areas in Need of Improvement

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

In ISTEP+ Math performance was below expected levels in all grades.

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

Special Education students show inconsistent performance.

ISTEP+ Math performance shows a negative trend in performance.

### Which area(s) indicate the overall lowest performance?

Special education students show the overall lowest performance.

ISTEP+ Math shows low performance.

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

Free/reduced students show a decreasing performance since 2012-2013.

### Between which subgroups is the achievement gap becoming greater?

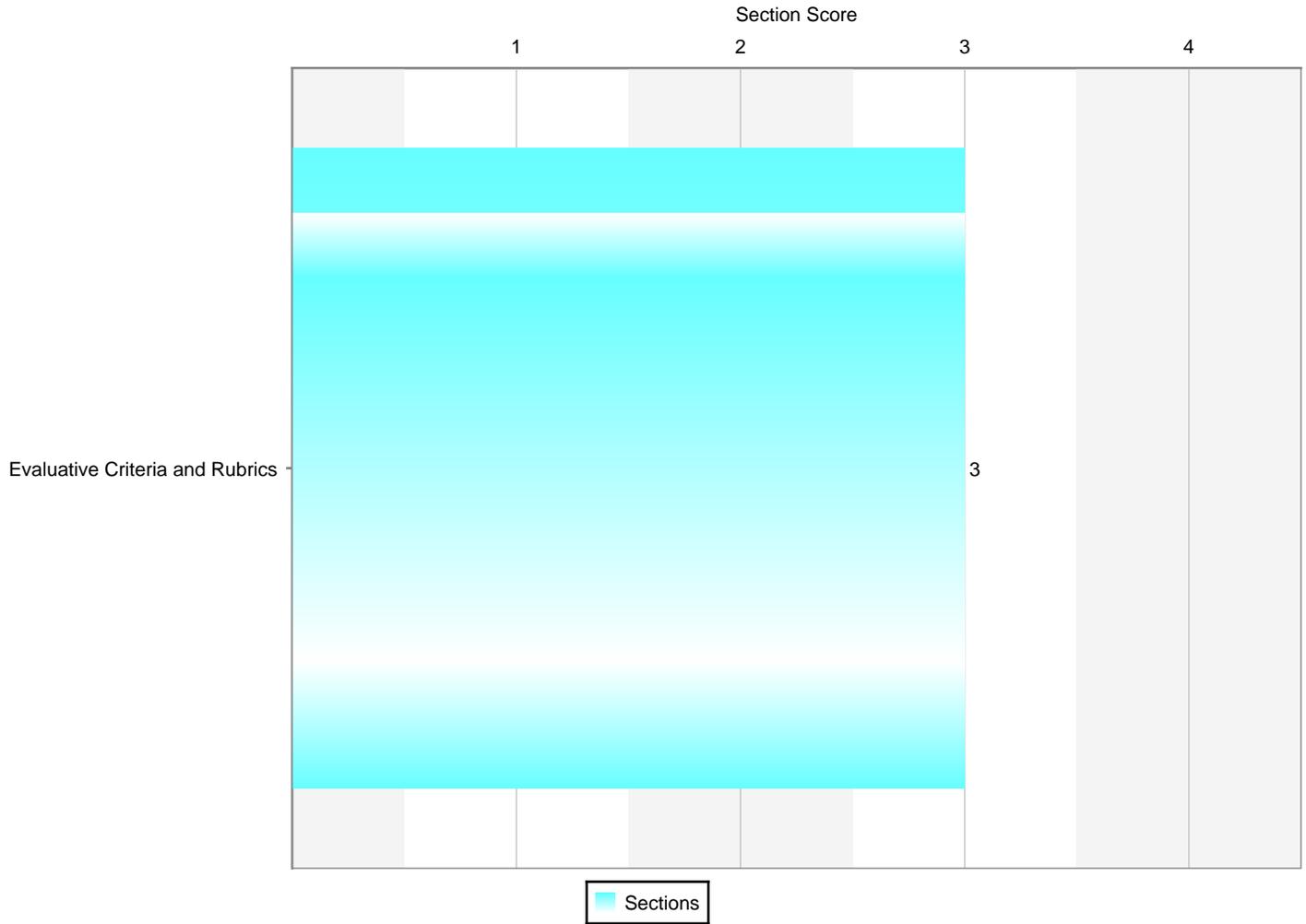
Free/reduced students showed a greater achievement gap in 2013-2014.

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

Acuity data is consistent with ISTEP+ Language Arts both showing a negative trend.

## 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		Survey Graphs

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

2015 Staff Surveys indicated that 1.3 (school improvement plans) and 4.3 (safe, clean and healthy environment for students and staff), and 5.1 (assessments) were highest.

2015 Student (3-6) Surveys indicated that 1.1 (School's purpose), 3.2 (curriculum and instruction assessment) and 4.3 (safe, clean, healthy environment), and 4.4 (media and informational resources were highest.

2015 Student (K-2) Surveys indicated that 1.1 (School's purpose), 2.4 (leadership and staff consistent with school purpose, and 4.4 (media and information resources)

2015 Parent Surveys indicated that 1.3 (school improvement plans), 4.3 (safe, clean, and healthy environment), and 4.6 (support services) were highest.

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

Staff, Parents, and students' surveys show an increasing satisfaction with school safety. We feel this is due to increased safety precautions and improvements at our school and in all our county schools in the last three years. One principal (out of 5) is in charge of overseeing safety issues and improvements in the county elementary schools.

Students, Parents, and School personnel are increasingly satisfied with the range of media and informational sources to support the school's educational programs. We feel this is due to additional acquired grants that have been used to purchase iPad carts and iPads for each school, improved internet access, and more computer access at each elementary school.

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

Parents and staff consistently feel that school leadership provide clear direction for improving conditions that support student learning. Parents, students, and staff all agree students and school personnel use a range of media and information resources to support the school's educational programs.

## Areas in Need of Improvement

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

Lowest indicators on the Parent Survey include: 2.4 (schools purpose and direction, 3.10 (grading and reporting across grade levels and courses).

Lowest indicators on the Early Elementary surveys include: 3.8 (engaging families in child's learning progress)

Lowest indicators on the Elementary surveys include: 3.8 (engaging families in child's learning progress), and 5.1 (assessments)

Lowest indicators on the Staff surveys include: 2.3 (leadership managing day to day operations), 3.7 (mentoring, coaching, and induction programs) and 4.6 ( support services)

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

(2.2) Most stakeholder surveys showed decreasing satisfaction with the governing body operating responsibly and functioning effectively. We believe this is due to having 3 different principals in the last 3 years. This year we do not have a full time principal.

(4.1) Most Stakeholders are not satisfied with having sufficient qualified professional and support staff to fulfill their roles and responsibilities necessary to support the school's purpose, direction and educational programs. We believe the lack of a school counselor and full-time principal is detrimental to the above standard noted.

### What are the implications for these stakeholder perceptions?

The implications for the unsatisfactory perceptions, include parent and student misunderstanding of information included in the standards. Staff's dissatisfaction with mentoring coaches programs can be fulfilled with a mentoring coach assignment and/or binder with information for new hires, and having a consistent leadership figure to provide guidance would improve conditions at our school.

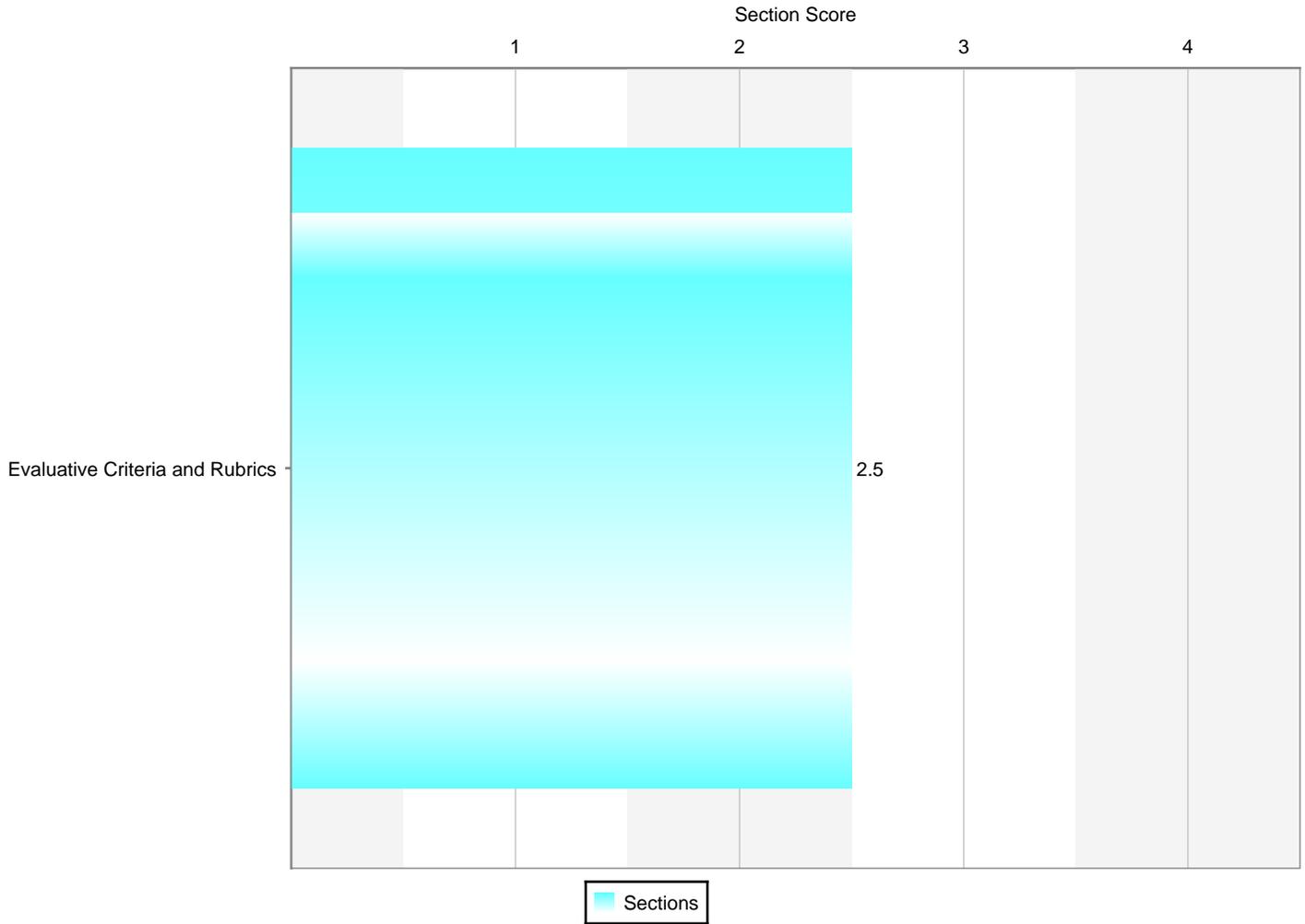
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Both Parents and staff were satisfied with our school improvement plan, and believe we have a safe, clean, and healthy facilities while unsatisfied with 2.2 (the governing body operating responsibly and functioning effectively).

Both groups of students are satisfied with our media and informational resources and our school's purpose is clearly defined. In addition, both groups of students felt families were not involved enough with their learning progress.

## Report Summary

### Scores By Section



# South Crawford Goals and Plans Dec 2016

## **Overview**

### **Plan Name**

South Crawford Goals and Plans Dec 2016

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at South Crawford Elementary School will show growth in English Language Arts.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1800
2	Development and alignment of comprehensive district curriculum plan.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000
3	All students at South Crawford Elementary School will show growth in Mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$25000

## Goal 1: All students at South Crawford Elementary School will show growth in English Language Arts.

### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Free/Reduced Lunch students will increase student growth by improving individual scores in English Language Arts by 06/30/2017 as measured by standardized assessments.

### Strategy 1:

Indiana Non-Fiction and Vocabulary ELA Standards - Teaching staff will attend regular meetings to align standards and create pacing guides

Evidence of success: Completed standard alignment and pacing guides

Activity - Standard Alignment and Pacing guide meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will meet at regular intervals throughout the year to produce a set of pacing guides and align the standards	Professional Learning	08/24/2015	06/30/2016	\$1800	Title I Part A	K-6 certified teachers and resource teacher

## Goal 2: Development and alignment of comprehensive district curriculum plan.

### Measurable Objective 1:

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

### Strategy 1:

Professional Learning Community - Teachers and Instructional Assistants will collaborate to improve understanding and implement the district curriculum.

Research Cited: Dufour, R., Dufour, R., Eaker, & Many, T. W. (2006). Learning by doing: A handbook for professional communities at work: 2nd Edition.

Bloomington, IN: Solution Tree Press.

Evidence of success: Documentation of collaborative meetings

Activity - Analysis of current data to determine areas of strength and improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Instructional Assistants will analyze data to determine areas of needed focus	Professional Learning	01/01/2016	06/30/2017	\$1000	Title I Part A	Teachers, Administrators and Instructional Assistants

## Indiana School Improvement Plan

South Crawford Elementary

Activity - Horizontal alignment of standards of focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Instructional Assistants will study and align standards of focus from K-6.	Professional Learning	01/01/2016	06/30/2017	\$1000	Title I Part A	Administrators, Teachers and Instructional Assistants

### Goal 3: All students at South Crawford Elementary School will show growth in Mathematics.

#### Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth and Fifth grade Free/Reduced Lunch students will increase student growth by improving individual scores in Mathematics by 06/30/2017 as measured by standardized assessments.

#### Strategy 1:

Indiana Mathematical Process Standards - Teachers will collaborate to align implementation of Indiana Mathematical Process Standards K-6 and participate in professional development in order to increase student achievement.

Research Cited: Indiana College and Career Readiness Standards

Evidence of success: Documentation of collaboration and professional development and an implementation plan.

Activity - Teacher Training on Indiana Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional staff will attend professional development sessions on implementation of Mathematical Process Standards.	Professional Learning	12/01/2015	06/30/2017	\$5000	Title I Part A	Teachers, Administrators, Instructional Assistants

Activity - Acquiring Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum resources will be researched and adopted in order to support student achievement.	Academic Support Program	01/01/2016	06/30/2016	\$20000	Other	Curriculum Resource Committee

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Acquiring Resources	Curriculum resources will be researched and adopted in order to support student achievement.	Academic Support Program	01/01/2016	06/30/2016	\$20000	Curriculum Resource Committee
<b>Total</b>					\$20000	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of current data to determine areas of strength and improvement	Teachers and Instructional Assistants will analyze data to determine areas of needed focus	Professional Learning	01/01/2016	06/30/2017	\$1000	Teachers, Administrators and Instructional Assistants
Standard Alignment and Pacing guide meetings	Teaching staff will meet at regular intervals throughout the year to produce a set of pacing guides and align the standards	Professional Learning	08/24/2015	06/30/2016	\$1800	K-6 certified teachers and resource teacher
Horizontal alignment of standards of focus	Teachers and Instructional Assistants will study and align standards of focus from K-6.	Professional Learning	01/01/2016	06/30/2017	\$1000	Administrators, Teachers and Instructional Assistants
Teacher Training on Indiana Mathematical Practices	Teachers and instructional staff will attend professional development sessions on implementation of Mathematical Process Standards.	Professional Learning	12/01/2015	06/30/2017	\$5000	Teachers, Administrators, Instructional Assistants
<b>Total</b>					\$8800	

# **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	Surveys, 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 & 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, Rtl, & see narrative for standard 3.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		Staff List

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	Master contract, benefit package, facilities, small school/community atmosphere.	

# Indiana School Improvement Plan

South Crawford Elementary

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	PTO, Title I parent involvement events, parent 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, mailing of state assessment results, Harmony.	

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 attend meetings & parent surveys.	

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	Pre-school children are housed within our own building and are exposed to the daily routines and activities within. 5th graders will visit the middle school and receive information and exposure for a successful transition.	

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	Regularly scheduled staff meetings that involve assessment data and instructional strategies.	

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	Rtl, Burst, remediation, after-school tutoring opportunities through the Boys & Girls Club.	

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 coordinate and integrate with other federal, state, and local 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.