

Date: September 15, 2017

PL221/Strategic and Continuous  
Title I Schoolwide Program  
School Improvement and Achievement Plan  
2015-2018

School Name	Alexander Hamilton Elementary School
School Address	2900 Lake St. Lake Station, IN 46405
School Telephone Number	219-962-1824
School Fax Number	219-962-4559
School Number	3973
School Corporation Number	4680

Tara Gordon  
Principal

Dr.  
Thomas Cripliver  
Superintendent

Larry Biggs  
School Board President

# Table of Contents

School Improvement Team Members (PL 221)	
Schoolwide Program Leadership Team Members	3
Part 1 - Introduction	3
Component 1 – Comprehensive Needs Assessment	10
Component 2 – Implementation of Reform Strategies	21
Component 3 – Instruction by Highly Qualified Teachers	28
Component 4 – Professional Development	30
Component 5 – Highly Qualified Teachers to High Needs Schools	35
Component 6 – Parental Involvement	35
Component 7 – Preschool & Other Pertinent Transitions	39
Component 8 – Teacher Decision Making Using Academic Assessment Results	40
Component 9 – Effective, Timely Assistance	41
Component 10 – Coordination and Integration of Funds	42
Part 2 – Appendix A – Summary of Goals, Strategies and Professional Development	44
Appendix B- Parent Involvement Documents	62
Appendix C – School Improvement Checklists	75
Appendix D - Assessment Data, Schedules and Template	79

### Title I Schoolwide Planning Team

Name	Position	Signature
Tara Gordon	Principal	<i>Tara Gordon</i>
Janine Sheppard	Title I Program Director	<i>Janine Sheppard</i>
Susanna Young	Title I Facilitator	<i>Susanna Young</i>
Nancy Fuentes	ESL Facilitator	<i>Nancy Fuentes</i>
Brenda Burkett	4 <sup>th</sup> grade teacher Technology resources	<i>Brenda Burkett</i>
Julie Mills	5 <sup>th</sup> grade teacher	<i>Julie Mills</i>
Susie Glass	2nd grade teacher	<i>Susie Glass</i>
Maria Martinez	1 <sup>st</sup> grade teacher	<i>Maria Martinez</i>
Elizabeth Mireles	P. T. C. President	<i>Elizabeth Mireles</i>

#### Part 1 - Introduction

1. Describe your school's educational program plan. Include information regarding grade level composition and the school's mission, vision and core beliefs. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school's student population (demographics). (PL221) (SWP-CNA) (Current Reality)

#### ALEXANDER HAMILTON'S MISSION STATEMENT

The mission of Alexander Hamilton Elementary School, in cooperation with students, parents, and community, is to provide quality learning opportunities empowering all students to reach their potential. We, the staff, are dedicated to providing a safe,

nurturing, learning environment, which fosters the development of students able to make informed decisions in an ever-changing world.

## **ALEXANDER HAMILTON SCHOOL PROFILE**

Alexander Hamilton Elementary School is located at 2900 Lake Street in Lake Station, Indiana. The city of Lake Station is in a metropolitan area located in the northwest corner of Indiana. It is roughly 30 miles southwest of Chicago, Illinois and is bordered by Gary, Portage, and Hobart, Indiana.

Lake Station is primarily a residential community with business and commercial enterprise nearby. The city is located between two major highways, U. S. Route 6 and U. S. Route 20. The Indiana Toll Road and Indiana Interstate 80/94 intersect Lake Station with entrance/exit ramp accessibility at Ripley Street/U. S. 51. Lake Station is very accessible to all of its neighboring communities.

Alexander Hamilton is one of two public elementary schools located in various parts of Lake Station. The elementary schools house kindergarten through fifth grade students. Also located in Lake Station is a junior/ senior high school.

The ground/main or upper level of Alexander Hamilton consists of; seventeen classrooms, a computer lab, a resource room, a reading coach office, a Title 1 facilitator office, a library, a multi purpose room with stage and round tables for breakfast and lunch service, a full range kitchen, and rooms for the school counselor and speech and hearing teacher, an office complex including a nurse's office, a secretarial office, a principal's office and a conference room. The lower level contains an area to conduct P.E. classes.

The school staff is comprised of the following:

- 12 general education K-5<sup>th</sup> grade classroom teachers
- 1 full-time certified teacher, Title 1 Facilitator
- 1 part-time, K-5<sup>th</sup> grade E.S.L. teacher
- 1 full-time, 3<sup>rd</sup>- 5<sup>th</sup> grade E.D. teacher
- 1 full-time, K-5<sup>th</sup> grade special education teacher
- 2 full time Title I paraprofessionals
- 2 full-time special education paraprofessionals
- 1 full-time library clerk
- 1 full-time and 4 part-time cafeteria staff
- 3 full-time custodians (1 daytime and 2 evening)
- 1 administrative assistant
- 1 building principal
- 1 full-time health aide

Certified staff who are shared between the two elementary schools are; a P. E. teacher, a music teacher, a speech therapist, and a guidance counselor. There is an elementary school health aide who is scheduled in each building 5 days from 9:00 a.m. to 2:00 P.M.

Alexander Hamilton enrolls a very culturally diversified student population which consists of 44% White, 45% Hispanic, 2% Multi-Racial, and 9% Black. Within our student population, 85% qualify for free and reduced breakfast and lunch. Fewer than 50% of the students reside in single parent homes. The student enrollment fluctuates between 230 and 260 students throughout the course of a school year evidencing an above average rate of mobility.

There is one program housed at Hamilton that is unique to the school. The program is the 3<sup>rd</sup>-5<sup>th</sup> grade E.H. classroom. It serves the needs of all 3<sup>rd</sup>-5<sup>th</sup> grade identified E.H. students from a three (3) district Special Education Cooperative. Students spend a good portion of their day in this multi-grade level classroom transitioning to general education classrooms, as the student's needs permit

*2. Include summary information regarding the school's Language Arts, Mathematics, Science and Social Studies program offerings. Describe how the school's curriculum and instructional strategies support and are aligned to the Indiana Academic Standards. (PL221)/(SI-Component #1) (Current Reality)*

The Lake Station Community School Corporation has adopted a number of policies and procedures to help ensure curriculum alignment with the Indiana Academic Standards. First, a textbook adoption committee which consists of representatives from every school, including Alexander Hamilton is lead by a district administrator. The committee reviews textbooks for adoption making sure that only curriculum that addresses the state standards is considered for district textbook adoption. Once a textbook is adopted for use, it is adopted district-wide and teachers are expected to use adopted materials. Second, teachers are provided copies of all the Indiana Academic Standards/Common Core and are expected to note the standards covered within their lessons plans. Third, district teachers have developed curriculum maps to address teaching and learning in the area of Reading/Language Arts and Math. Teachers also use standard based instructional calendars to drive their instruction. Fourth, study trips, educational videos and technology "trips" are used to enrich classroom instruction. These experiences must be connected to the grade level curriculum and correlate with the Indiana Academic Standards/Common Core. Teachers who wish to use these resources are required to complete a form identifying the academic connection to the standards before submitting it for review and subsequent approval by the building principal. Fifth, a daily 30 minute success time period is based on instructional calendars. Sixth, all curriculums used for intervention by the school interventionist and teachers are researched by administrators, and the Title I facilitators, and then implemented district-wide. These programs are used to support the everyday curriculum and must also be aligned with the Indiana Academic Standards/Common Core.

### **Reading**

Alexander Hamilton, along with the other elementary school in the district, has followed the constraints of the Reading First grant for the last thirteen years. During the implementation of said grant, the reading materials adopted, as well as, all support

materials, were supported by brain research studies. The guidelines of the Reading First grant were very stringent and followed with fidelity. These guidelines address the Indiana Academic Standards/Common core for Reading / Language Arts completely. Students in Kindergarten to grade 5 participate in an uninterrupted 90 minute Reading Block which is used to teach the core curriculum and supported with the use of variety of reading resources using whole and small group instruction. A 30 minute Tier II intervention initiative for 1<sup>st</sup>- 5<sup>th</sup> grade students is provided to address the specific skill needs of identified students based primarily on the DIBELS Next assessment and needs demonstrated by 8-Step assessments. There is also an additional 30 minute Tier III intervention for select students provided by an interventionist. In addition grades 1<sup>st</sup> - 5<sup>th</sup> have a daily 30 minute success time based on their 8 Step assessments which could be in reading or math based on the outcome of the students assessment given every 3 weeks. Scott Foresman Reading Street is the adopted text used in grades 1 through 5. This includes a core text book supported by a wealth of resources.

### **Writing**

First to 5<sup>th</sup> grade teachers use the 6 + 1 Traits of Writing model to assess and to teach student writing. Mini-lessons are used to introduce and teach the identified traits and grade level appropriate rubrics are used to assess student writing. These writings along with the E/LA instructional Calendars help form instruction. The district has also provided annual Smekens 6 + 1 Professional development including support materials to all grade-level classroom teachers.

### **Math**

Macmillan McGraw- Hill math is used as the primary tool to teach mathematics. Additionally, Singapore Math, Finish Line Mathematics, Compass Learning, and 8 Step Instructional calendars and assessments (grades 1-5) are used to drive instruction and identify additional instructional activities.

### **Social Studies/Science**

Sundance and New Bridge Leveled Readers (1st-3) are used to help teach Science and Social Studies. A thirty minute block of time and the McMillan McGraw Hill basal text is used to teach Social Studies for students in grades 3 - 5. Supplemental materials including (National Geographic, little readers, atlases, maps, globes, etc.) are used to support and enrich the curriculum. Grades 1 - 5 use the Houghton Mifflin Harcourt basal text to teach Science. Another resource is Compass Learning Channel 1, an online source that offers on line training videos for PD

### **Additional Programs and Services**

*Discuss additional program offerings, services and resources available at the school.  
Identify the location of a copy of the curriculum available for public inspection. (PL221)*

Hamilton Elementary provides a number of program offerings, services and resources in addition to the schools' core curriculum.

## **8 Step Process**

The 8 Step Process is a comprehensive educational program that has been adopted as a district initiative for Lake Station Community Schools. The goal of the program is to increase student performance at all levels. The basic steps include: (1) collecting student performance data (2) creating timelines for teaching the identified essential knowledge and skills, (3) developing and teaching instructional focus lessons, (4) testing students to measure their progress on the essential knowledge and skills, (5) reteaching those students who have yet become proficient, (6) enriching students who have achieved proficiency, (7) providing reinforcement activities to ensure students retain the identified knowledge and skills, and (8) monitoring student progress and providing professional development so teachers can constantly refine the process. This is done through the 8 Step E/LA & Math instructional calendars & assessments.

## **Title I Program Services/Interventionist**

The Title I program at Hamilton Elementary School provides supplemental reading and math instruction to all students in grades K-5 requiring assistance in meeting Indiana State Academic Standards/Common Core. Students are selected for the program based on performance results from ISTEP+ benchmark assessments as well as teacher recommendation. Any student needing additional help will receive Tier II and/or Tier III remediation.

## **High Ability Learners**

Based upon CSI scores of 110 or above as determined by the InView test and Pass Plus performance on Istep, students are selected for the Gifted/Talented Program. Teachers provide additional resources for those children earmarked as a high ability learner, and those students are cluster grouped during Success Time. We also provide ALEKS, a high ability Math program which uses technology and levels to the students' academic abilities in various Mathematical skills. ALEKS meets every morning in the large computer lab and is directed by our Title 1 Facilitator. Students can also access ALEKS from home. Compass Learning is leveled and provides an additional resource for high ability learners.

## **Special Education**

Students with special needs are serviced through the Northwest Indiana Special Education Cooperative (NISEC). Students are provided services from a certified teacher and a paraprofessional according to their IEP (Individual Educational Plan) either in their classroom or a pull out as needed. The school provides instructional support for K-5 special needs students.

## **Counselor**

A counselor is at Hamilton 2 ½ days a week to provide programs to classrooms and work with children's emotional needs. Additionally, an outside counseling service, Choices, works in the building to assist families and students with any mental health needs.

## **ESL**

Federal law requires that students having difficulty with English because their first language is not English be offered ESL services. In compliance with the law, Lake

Station Schools have taken the following steps to insure ESL services to all qualifying students:

1. All Home Language Surveys are checked to identify students whose primary or home language is other than English.
2. WIDA is administered to students based on the results of the Home Language Survey (HLS).
3. The ESL teacher writes an ILP (Individual Learning Plan) and notifies parents of school's intent to place the student in an ESL program.
4. The ESL teacher confers with the student's teacher and together they decide on a scheduled time for services. Students are provided services inside and outside of the classroom as needed by a full time ESL teacher.

The ESL teacher maintains ongoing communication with all the non English speaking parents.

### **Reading Plan.**

Hamilton has established a Reading Plan according to the State's guidelines. Teachers use Scott Foresman as their core reading program. There is a 90 min uninterrupted block of instruction incorporating whole group, small group and centers for grades K-5. There is a daily 30 minute tier 2 and tier 3 intervention time using scientifically based intervention programs and activities for those students who show the need on their assessments. Assessments being used are Dibels Next, Phonics Screener for Intervention(PSI), 8 Step Assessments and Scott Foresman Selection Tests and Compass Learning.

A copy of the school's curriculum/Reading Plan is located in the principal's office and is available for public inspection.

### **Safe and Disciplined Learning Environment**

*Describe what your school is doing to ensure a safe learning environment. Include a description of how you annually review and revise your Student Discipline Code and Safe Schools Plan. (PL221) (Current Reality & Proposed Plan)*

Lake Station Community Schools have adopted Indiana's Model Evidence-Based Plan for Improving Behavior and Discipline within Schools. It is housed in each building and is available for public inspection.

Alexander Hamilton is part of the safe school initiative in Indiana. During the day, all day, all doors to the building are locked and all fence gates allowing access to the playgrounds and thus the premises are locked. Any delivery vehicles that need access to delivery doors are required to contact the office. The janitor or the principal unlocks the gate to provide access. Students are taught as part of the school's procedures that they are never to open the doors to anyone – whether that individual is known to them or not. Office personnel are the only individuals who are to allow visitors entry into the school. Once a visitor is allowed entry into foyer they must present an ID and be scanned through a national database. They are then provided a nametag that they must have on their person while in the building. Staff members are trained to question and alert the office of any individual who is seen without a name tag or who has entered the building through any other means than those identified above.



Hamilton has a “Code Red” lock-down procedure, as well as, an evacuation plan in place. Additionally, the school has a crisis intervention team, which assumes responsibility for taking emergency boxes should an evacuation be necessary. These boxes contain all of the necessary information and supplies to deal with an emergency and/or injuries that may occur during the evacuation process. These procedures are written plans that are taught to the staff and are practiced with students and staff during the school year.

Monthly fire drills, quarterly tornado drills and code Red Lockdowns, as well as yearly Earthquake Drills are conducted at the school. Maps are posted in every room of the building that show the routes and meeting locations for fire and tornado drills. The Lake Station Volunteer Fire Department conducts at least one of the scheduled fire drills during the school year. This is done to determine how well the school’s plan works. The students and staff are evaluated to determine if the school’s original plan has to be abandoned and an alternative plan developed and implemented. The Fire Department also asks teachers for class lists and have been known to hold back a student during a drill to determine if the classroom teacher is aware the student is missing. A procedure immediately following an evacuation includes student roll call and notification of fire department personnel that a student is missing, and a poster provided by Homeland Security that is visibly displayed by teachers to indicate that all is well with the class.

Hamilton uses a nautical theme along with the C.L.A.S.S. (Connected Learning Assures Students Success) philosophy of school environment that makes connections with academic learning to help address the issue of student behavior. The school’s use of C.L.A.S.S. guidelines, Lifelong Guidelines and Lifeskills reflect the expected behaviors for students and staff. Every week the principal announces which Guidelines or Lifeskills will be practiced and acknowledged. Staff follows up with activities, discussions, books, songs and projects to better understand the definition and application of the identified Guideline or Lifeskill. At the end of the week each classroom teacher sends a list of three students who have exemplified the definition of the Guideline or Lifeskill in their everyday activities at Hamilton. Every Friday the principal announces the names of all of the students and those students are invited to the office to receive a “principal pencil”. The principal also reminds students regularly that one of the main goals at Alexander Hamilton is “to treat others as you want to be treated”.

Lake Station adheres to a zero tolerance policy for matters involving physical aggression, bullying, and sexual harassment. These behaviors are investigated and dealt with immediately as they can erode a climate of safe environment making students’ daily educational experience worrisome and interruptive to the academic process. Hamilton has developed a Red Referral plan for serious discipline issues that generally warrant suspensions. If a staff member feels that a situation is too serious to warrant regular behavior interventions then said staff member sends a red referral slip to the office. The slip is then immediately brought to the attention of the building principal or the Title 1 Facilitator (in the Principal’s absence). The principal then takes appropriate disciplinary action.

The school’s Student Discipline Code and Safe Schools Plan is reviewed, revised and updated annually each Spring as is the districts Discipline Plan.

## Component 1 – Comprehensive Needs Assessment

1. Identify the titles and descriptions of assessment instruments to be used in addition to Indiana Statewide Testing for Educational Progress Plus (ISTEP+) in order to generate data for your review of student achievement. (Must include a minimum of three benchmark assessments.) (PL221) / (SI - Component #1) / (SWP - Component #1)  
**(Current Reality)**

Grade Level	Assessments
Kindergarten	<ul style="list-style-type: none"> <li>DIBELS Composite, Cumulative Reading and Math assessments, WIDA, Adopted Mathematic Pre and Post Tests, Adopted Reading/LA Pre and Post Tests</li> </ul>
First Grade	<ul style="list-style-type: none"> <li>DIBELS DORF, WIDA, PASI, 8 Step Assessments, Adopted Math Pre and Post Tests, SRI / AR for Math and Reading, Adopted Reading/LA Pre and Post Tests, CoGat</li> </ul>
Second Grade	<ul style="list-style-type: none"> <li>DIBELS Composite, WIDA, 8 Step Assessments, Adopted Math and Reading LA Pre and Post Tests, SRI/AR for Math and Reading, Inview</li> </ul>
Third Grade	<ul style="list-style-type: none"> <li>ISTEP+ (Language Arts and Math), WIDA, 8 Step Assessments Math and Reading/LA, IRead, SRI/AR for Math and Reading</li> </ul>
Fourth Grade	<ul style="list-style-type: none"> <li>ISTEP+ (Language Arts, Science and Math), WIDA, 8 Step Assessments (Reading/LA and Math), SRI/AR for Math and Reading , SUCCESS Tests Math and Reading/LA</li> </ul>
Fifth Grade	<ul style="list-style-type: none"> <li>ISTEP+ (Language Arts, Math, and Social Studies), WIDA, 8 Step Assessments (Reading/LA and Math), SRI/AR for Math and Reading, Adopted Math and Reading/LA Pre and Post Tests, SRI/AR, InView</li> </ul>

2. Include a description of *district wide assessments*.**(Current Reality)**

### **ISTEP+**

ISTEP+ assessments measure the academic performance of students in English/Language Arts, Mathematics, and Science. In addition to individual student data, disaggregated ISTEP+ student results are used as primary performance indicators for continuous school improvement.

### **8 Step Process Assessments**

Skill based assessments administered at the end of the 3 week instructional cycle in alignment with the E/LA & Math instructional calendars. Assessments are based on Indiana Academic/core standards in both Language Arts and Math.

### **WIDA**

The Language Assessment scale is a state-mandated language assessment given to any child who has noted anything other than English as their home language, including American Sign Language. This assessment measures a student's proficiency with the English language in the areas of reading, writing and oral expression practice and instruction

### **PSI**

The Phonics Screener for Intervention is an informal assessment used in grades kindergarten through fifth that enables a teacher to identify missing phonics skills that may impair a student's ability to read effectively.

### **CSI (Inview)**

The Primary Test of Cognitive Skills measures a child's ability to perform specific cognitive tasks. It was created to help meet the need to assess patterns of cognitive skills and do initial screening for giftedness, learning disabilities, and developmental delay. It has four scales of measurement: spatial, memory, concepts, and verbal. School districts use the ability information so that appropriate programs can be developed to reach child. (Grades 2& 5)

### **PASI**

The Phonological Awareness Screener of Intervention is an informal assessment that enables the teacher to identify missing phonological awareness skills in kindergarten through first grade students that may impair a student's ability to master phonemic awareness a critical skill for reading and spelling.

### **CoGat**

CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal.

## **COMPASS LEARNING**

Compass Learning is an activity based assessment that levels to students' abilities and then creates a learning/assessment path.

## **IREAD-3**

*Indiana Reading Evaluation and Determination* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed to assure all students can read proficiently before moving to fourth grade.

*3. Include a description of formative (benchmark assessments) and summative assessments specific to the school. (Current Reality)*

Alexander Hamilton Elementary School doesn't provide any additional assessments beyond those previously identified as district wide.

## **ISTEP+ Trend Data**

*1. Analyze student achievement data based on the percentage of students meeting academic standards under the ISTEP + Program. (PL221) (Current Reality)*

### 2017 RESULTS

A comparison of the 2016 Spring ISTEP+ data and the 2017 Spring ISTEP+ data revealed the following.

1. The overall percentage of 3<sup>rd</sup> grade students passing the English/Language Arts section of the spring of 2017 ISTEP+ assessment was 59%. This was a decrease of 10% from spring of 2016.
2. The overall percentage of 3<sup>rd</sup> grade students passing the Math section of the spring of 2017 ISTEP+ assessment was 46%. This was a decrease of 7%.
3. The overall percentage of 4<sup>th</sup> grade students passing the English/Language Arts section of the spring of 2017 ISTEP+ assessment was 62%. This was an increase of 4% from spring of 2016.
4. The overall percentage of 4<sup>th</sup> grade students passing the Math section of the spring of 2017 ISTEP+ assessment was 35%. This was a 13% decrease from the spring of 2016. The Hispanic subgroup passed with a rate of 32%.

5. The overall percentage of 5<sup>th</sup> grade students passing the English/Language Arts section of the 2017 ISTEP+ assessment was 74%. This was an increase of 21%.
6. The overall percentage of 5<sup>th</sup> grade students passing the Math section of the spring of 2017 ISTEP+ assessment was 77%. This is a 2% increase from the spring of 2016. The Hispanic subgroup achieved a 73% score.
7. The overall percentage of 5<sup>th</sup> grade students passing the Social Studies section of the spring 2017 ISTEP+ assessment was 74%. This represents a 7% increase from the Spring 2016 test.
8. The overall percentage of 6<sup>th</sup> grade students passing the Language Arts section of the spring of 2017 ISTEP+ assessment was 46%. This was an increase of 2%.
9. The overall percentage of 6<sup>th</sup> grade students passing the Math section of the spring of 2017 ISTEP+ assessment was 42%. That was a decrease of 27% from 2016.
10. 6<sup>th</sup> grade realized a decrease of 3% in the Science section of the spring 2017 ISTEP+.
11. Students that have passed or Pass + both sections of the ISTEP+:
  - 6<sup>th</sup> grade 35%. This is a decrease of 9% from the Spring of 2016.
  - 5<sup>th</sup> grade 69%. This is an increase of 18% from the Spring of 2016.
  - 4<sup>th</sup> grade 33%. This is a decrease of 10% from the Spring of 2016.
  - 3<sup>rd</sup> grade 46%. This is a decrease of 3% from Spring 2016.

Further analysis of the Spring 2017 ISTEP+ data revealed that some students in grades 3, 4, 5, and 6 scored below their 2016 scores and some scored above. It is difficult to compare 2016 ISTEP data with 2017 ISTEP data. The reality is that our current 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will have a three year window that will not allow for ISTEP comparisons. We will need to depend on our district data to show student improvement.

These testing inconsistencies while also enduring continuing staff cuts and changes due to budgetary restraints, we will need to focus on implementing more strenuous identification / remediation for our move-in students and our general education population. The data also maintains that Mathematics should continue to be our primary focus. The data goes on to suggest that we maintain an emphasis and extension of Reading First instructional strategies from K through 5<sup>th</sup> grade. In addition, continued 8-Step implementation, continued research, early identification of struggling students, implementation of brain researched remediation, and ongoing professional development for staff members in English Language Arts and Mathematics must continue as integral pieces of our school's improvement process.

2. Use the chart below to identify the current AYP status of all groups and disaggregated subgroups in both English/Language Arts and Mathematics (derived from an assessment of the current status of educational programming). **(SI Component #5) (Current**

**Reality)**

<b>ISTEP+ (AYP status)</b>	<b>Spring 2012</b>	<b>Spring 2013</b>	<b>Spring 2014</b>	<b>Spring 2015</b>	<b>Spring 2016</b>	<b>Spring 2017</b>
<b>+PRIMARY INDICATORS</b>						
Grade 3 Percent Passing ISTEP+ (LA)	88%	75%	79%	68%	69%	59%
<input type="checkbox"/> Percent Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
<input type="checkbox"/> Percent Hispanic Students	86%	78%	83%	61%	65%	67%
Percent White Students	87%	67%	76%	85%	77%	50%
<input type="checkbox"/> Percent Free/Reduced Lunch	81%	72%	90%	66%	69%	52%
<input type="checkbox"/> Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3 Percent Passing ISTEP+ (Math)	76%	75%	61%	66%	53%	46%
<input type="checkbox"/> Percent Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
<input type="checkbox"/> Percent Hispanic Students	71%	72%	83%	61%	43%	50%
<input type="checkbox"/> Percent White Students	80%	72%	76%	80%	69%	44%
<input type="checkbox"/> Percent Free/Reduced Lunch	73%	72%	73%	63%	50%	41%
<input type="checkbox"/> Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3 Percent Passing Both Tests	72%	67%	61%	61%	49%	46%
Grade 4 Percent Passing ISTEP+ (LA)	81%	73%	67%	65%	58%	62%
<input type="checkbox"/> Percent Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
<input type="checkbox"/> Percent Hispanic Students	80%	56%	83%	71%	55%	63%
<input type="checkbox"/> Percent White Students	83%	87%	80%	68%	67%	67%
<input type="checkbox"/> Percent Free/Reduced Lunch	72%	71%	95%	58%	54%	61%
<input type="checkbox"/> Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Percent Passing ISTEP+ (Math)	64%	70%	65%	49%	48%	35%
<input type="checkbox"/> Percent Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
<input type="checkbox"/> Percent Hispanic Students	73%	50%	83%	59%	50%	32%
<input type="checkbox"/> Percent White Students	61%	87%	80%	45%	57%	47%
<input type="checkbox"/> Percent Free/Reduced Lunch	55%	65%	51%	42%	46%	30%
<input type="checkbox"/> Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Percent Passing Both Tests	60%	65%	58%	47%	43%	33%
Grade 4 Percent Passing Science	67%	68%	63%	49%	54%	43%
Grade 5 Percent Passing ISTEP+ (LA)	64%	60%	67%	52%	53%	74%
<input type="checkbox"/> Percent Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
<input type="checkbox"/> Percent Hispanic Students	71%	67%	33%	60%	69%	67%
<input type="checkbox"/> Percent White Students	47%	52%	80%	50%	44%	83%
<input type="checkbox"/> Percent Free/Reduced	59%	47%	80%	44%	50%	71%

Lunch						
□ Percent Special Education	N/A	N/A	N/A	15%	N/A	N/A
Grade 5 Percent Passing ISTEP+ (Math)	75%	69%	90%	77%	75%	77%
□ Percent Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
□ Percent Hispanic Students	79%	80%	63%	90%	81%	73%
□ Percent White Students	71%	71%	84%	70%	69%	89%
□ Percent Free/Reduced Lunch	74%	63%	100%	76%	68%	71%
□ Percent Special Education	N/A	N/A	N/A	54%	N/A	N/A
Grade 5 Percent Passing Both Tests	56%	50%	67%	50%	51%	69%
Grade 5 Percent Passing Social Studies	49%	60%	69%	0%	67%	74%
Grade 6 Percent Passing ISTEP+(LA)	71%	76%	64%	56%	44%	46%
- Percent Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
- Percent Hispanic Students	76%	86%	67%	60%	50%	64%
- Percent White Students	70%	60%	73%	58%	40%	20%
- Percent Free/Reduced Lunch	71%	74%	76%	48%	37%	42%
- Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 Percent Passing ISTEP + (Math)	84%	88%	79%	63%	69%	42%
- Percent Multi Racial	N/A	N/A	N/A	N/A	N/A	N/A
- Percent Hispanic Students	94%	91%	67%	60%	80%	57%
- Percent White Students	80%	87%	73%	68%	60%	30%
- Percent Free/Reduced Lunch	83%	87%	94%	60%	63%	32%
- Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6 Percent Passing Both Tests	71%	70%	59%	47%	44%	35%
Grade 6 Percent Passing Science	58%	68%	49%	69%	49%	46%
<b>School Attendance Rate</b>	96%	96%	96.5%	96.5%	<b>96%</b>	<b>96.2%</b>

SECONDARY INDICATORS	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Enrollment	254	234	253	247	258	218
% Students Free/Reduced Lunch	81%	85%	81%	85%	79%	79%
% Students Special Education	13%	21%	13%	18%	16%	17%
% Students Receiving Remediation	66%	70%	72%	74%	76%	78%
% Students ESL	18%	18%	19%	20%	20%	20%
Student Mobility Rate	27%	36%	38%	26%	33%	26%
Student Stability Rate	73%	64%	62%	74%	67%	74%
Student/Teacher Ratio	254/13	234/13	253/13	247/13	258/12	218/12
Certified Staff Attendance Rate	94%	93%	93%	93%	93%	94%

Number of Suspensions (Out of School)	55	43	50	20	43	38
Number of Suspensions (In School)	0	0	0	0	0	0
Number of Expulsions	0	0	4	2	1	0
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	0	0	4	2	0	0

\*\*Alexander Hamilton Elementary School has piloted clear back packs for our students after a rash of suspension / expulsions for airsoft handguns. The data on suspension expulsions clearly shows that the back packs are working and we have definitely created a much safer environment within our school.

*3. Identify specific and measurable objectives for meeting AYP overall and by disaggregated subgroups.(PL221)/(SI - Component #5)/(SWP- Component #1)*

The chart below provides information regarding the school’s plan for all students (overall and subgroups) to attain Adequate Yearly Progress (AYP). The chart reflects the same objectives for different student population groups since all students are responsible for attaining the same AYP goals. This system provides for the incremental growth as required in NCLB and identified by the state.

<b>Year</b>	<b>English/Language Arts</b>	<b>Mathematics</b>
2013-2014	86.4%	85.9%
2014-2015	93.3%	93.1%
2015-2016	96.3%	96.1%
2016-2017	99.3%	99.1%
2017-2018	100%	100%

Indiana now has a NCLB Waiver and approval for the new Growth Model Accountability Plan and no longer use AYP goals. AMO scores from the state target table will be used in this report.

**Additional Data**

*Include graphs or charts from the annual performance report.  
Include data related to performance indicators other than ISTEP+. (PL221) / (SWP – Component #1)*

See Appendix D for additional data reflecting information from the following assessments (DIBELS, TRC, WIDA and 8-Step assessments).



## **CNA Summary Information**

1. Describe how a comprehensive needs assessment was conducted and how it addresses the areas of Student Achievement, Curriculum and Instruction, Professional Development, Parental Involvement and School Context and Organization. Summarize (using data) the results of the school's needs assessment. Identify the strengths and weaknesses of the current program in the indicated five focus areas.

*\*\* Pay particular attention to the needs of educationally disadvantaged children.*

### **(Current Reality)**

The information below reflects some of the data collected during the school's comprehensive needs assessment.

### **Student Achievement**

#### ***Strengths:***

- Based on the Spring 2017 ISTEP+ Disaggregation Summary Report 62% of fourth grade students met or exceeded state standard in Language Arts.
- Based on the Spring 2017 ISTEP+ Disaggregation Summary Report 77% of 5<sup>th</sup> grade students met or exceeded state standard in Math.

#### ***Weaknesses:***

- Based on the Spring 2017 ISTEP+ Disaggregation Summary Report 42% of sixth grade students met or exceeded state standard in Math.
- Based on the Spring 2017 ISTEP+ Disaggregation Summary Report 46% of third grade students met or exceeded state standard in Math.

### **Curriculum & Instruction**

#### ***Strengths:***

- Based on the Hamilton's Spring 2017 School Staff Survey, 100% surveyed feel that all or most of the instructional staff have a good understanding of the state standards in the areas they teach.
- Based on the Hamilton's Spring 2017 School Staff Survey, 100% surveyed feel that the school's curriculum is aligned with state standards.

#### ***Weaknesses:***

- Based on the Hamilton's Spring 2017 School Survey, 87% surveyed feel that teachers make adjustments to meet individual student needs.
- Based on the Hamilton's Spring 2017 School Staff Survey, 93% surveyed feel that staff uses data when planning instructional activities all or most of the time.

### **Professional Development**

#### ***Strengths:***

- Based on the Spring 2017 Hamilton Professional Development Staff Survey 100% have received sufficient professional development in the area of reading instruction.
- Based on the Spring 2017 Hamilton Professional Development Staff Survey 100% have received sufficient professional development in the area of math instruction.

***Weaknesses:***

- Based on the Spring 2017 Hamilton Professional Development Staff Survey 50% feel they have received adequate PD in Social Studies.
- Based on the Spring 2017 Hamilton Professional Development Survey 43% feel they have received adequate PD in Science.

**Parental Involvement**

***Strengths:***

- Based on sign-off sheets provided to parents in the student agenda/handbook, Hamilton Elementary Parents agreed or strongly agreed that there is frequent, two-way communications between school and staff and families on classroom work/ projects their child is doing.
- Based on the Spring 2017 Hamilton School Survey 100% surveyed feel parents are made to feel welcome when they visit school all or most of the time.

***Weaknesses:***

- Based on the Spring 2017 Hamilton Survey 81% of students receive help on their school work at home.

**School Context & Organization**

***Strengths:***

- Based on the Spring 2017 Hamilton School Staff Survey 93% surveyed feel safe in the school environment all or most of the time.

***Weaknesses:***

- Based on the Spring 2017 Hamilton Student Survey 78% of those surveyed answered most students respect people who are different from them.
- Based on the Spring 2017 Hamilton School Staff Survey 84% surveyed believe that administrators consider various viewpoints when making decisions.

**2. As a result of the comprehensive needs assessment, what are the specific priority need areas for the schoolwide program? Please list in priority order 1, 2, 3, etc.**

The following needs/priorities have been identified as a result of the school's Spring 2017 Comprehensive Needs Assessments.

1. There is a need to increase the number of students in grades 3 through 6 achieving passing math scores on the 2018 ISTEP+ assessments.
2. Writing scores for 3rd through 5th grades need to be improved on the 2018 ISTEP+ assessments.
3. The number of 3<sup>rd</sup> through 5<sup>th</sup> grade students passing E/LA on the ISTEP+ assessments need to be improved in 2018.

**Schoolwide Program Goals/Strategies**

1. Write **SMART goals** for each program improvement area identified as priority needs through the comprehensive needs assessment. Identify and describe the scientific research based strategies (cite research) the school will implement to achieve these schoolwide goals. **(Proposed Plan)**

**Goal # 1: (Math)**

- By Spring 2018, 96% of third through fifth grade students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP +. (Reduce the number of students failures by 10% to achieve safe harbor)
- By Spring 2019, 99% of third through fifth grade students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP +. (Reduce the number of student failures by 10% to achieve safe harbor)
- By Spring 2020, 100% of third through fifth grade students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+ (Reduce the number of student failures by 10% to achieve safe harbor)

**Strategies:**

- Activities from Compass Learning will be used in 1<sup>st</sup> – 5<sup>th</sup> grades
- Teachers will develop differentiated instruction as needed in grades K-5
- V-math will be used as a remediation tool with LRE and ESL students
- Activities will be provided during Math Success time for grades 1- 5
- School wide Math Fact program (Fun Fact Friday)
- Spiral review grades 2-5
- ISTEP Coach during Countdown
- 8 Step Instructional Calendars and assessments

**Goal # 2: (Writing)**

- By Spring 2018, 85% of third through fifth grade students will meet or exceed Indiana Academic Standards in E/LA (Writing) as measured by ISTEP +.
- By Spring 2019, 88% of third through fifth grade students will meet or exceed Indiana Academic Standards in E/LA (Writing) as measured by ISTEP +.
- By Spring 2020, 91% of third through fifth grade students will meet or exceed Indiana Academic Standards in E/LA (Writing) as measured by ISTEP +.

**Strategies:**

- 6 + 1 Traits of Writing will be used daily in grades 1-5
- Professional development from Smekens Group (6+1 Traits of Writing and Test Writing for grades 1-5)
- Use of a grade appropriate rubric which used by all teachers
- Use of Compass Learning will provide additional practice in Writing
- Activities will be provided during Success Time
- Use of old ISTEP prompts
- Use of writing instruction supplied with Scott Foresman Reading Street

### **Goal # 3: (Reading)**

- By Spring 2018, 96% of third through fifth grade students will meet or exceed Indiana Academic Standards in E/LA (Reading) as measured by ISTEP +.(Reduce the number of failures by 10%)
- By Spring 2019, 99% of third through fifth grade students will meet or exceed Indiana Academic Standards in E/LA (Reading) as measured by ISTEP +.
- By Spring 2020, 100 % of third through sixth grade students will meet or exceed Indiana Academic Standards in E/LA (Reading) as measured by ISTEP +.

### **Strategies:**

- Reading First strategies will be used daily in grades K-5
- Accelerated Reader will be used in grades 1-5
- Tier 2 and 3 interventions will be in place for grades K-5
- Teachers will show differentiation in their instruction
- Teachers will participate in book studies
- Activities will be provided during Success time
- 8 step instructional calendars and assessments gr. 1- 5
- Scott Foresman Reading Street core program and additional resources
- Compass Learning

*2. Describe the schoolwide planning team's process for communicating with the school community and how they will be involved in the implementation, further development and continuous evaluation of the schoolwide plan. (Current Reality/Proposed Plan)*

### **Current Reality**

The Schoolwide Planning (SWP) Leadership team uses the following identified tools to communicate with the school community:

- SWP Binder - current information is copied for all school staff members and placed in each staff person's binder
- Updates are provided at all monthly staff meetings
- Parents receive updates through PTC meetings, bi-weekly newsletters, Title I Meetings, the Annual Title I Parent Meeting and One Call
-

- Memos
- Skyward
- School and district website

### **Proposed Plan**

The school will continue to implement the identified strategies which are part of its current reality.

## **Component 2 – Implementation of Reform Strategies**

### ***1. Identify any existing schoolwide program initiatives. (Current Reality)***

*Identify and describe implementation of the **proposed schoolwide reform strategies** that will provide opportunities for all children to meet the State’s proficient and advanced level of student academic achievement. This will include an explanation of how the schoolwide reform strategies will address the following:*

- *Use effective methods and **instructional strategies based on scientifically based research**;*
- *Strengthen the **core academic program** of the school;*
- *Provide **extended school year, before and after school, summer programs** and/or other opportunities by increasing the amount and quality of learning time;*
- *Meet the educational needs of **low-achieving students** and explain how the school will determine if the needs of these students were met.*

### **(Proposed Plan)**

#### **Current Reality**

The Hamilton Elementary School core curriculum is based on staff understanding and interpretation of the Indiana Academic Standards/Common Core. It reflects the content, skills, assessments and resources necessary for planning and teaching students to learn. Additionally, the curriculum addresses the learning needs of all students through the emphasis on the use of research based instructional practice.

## **8 STEP PROCESS**

The 8 Step Process is made up of Effective Schools research quality management principles and an eight- step continuous improvement model that employs data driven decision making and collaboration between teachers to improve academic achievement.

It works because it is a process not a program. The 8 Steps are (1) Data Disaggregation (2) Instructional Calendar - covers state and core standards in both reading and math, (3) Instructional Focus- Focus is set using instructional calendars (4) Assessments- given every 3 weeks in alignment with instructional calendars, (5 & 6) Tutorials and Enrichment- both are addressed during a daily 30 minute success time, (7) Maintenance- is carried out through instructional calendars and (8) Monitoring- process is constantly monitored for quality through the principal's walk throughs and learning log meetings.

### **E/LA and Math Instructional Calendars**

E/LA and Math instructional calendars have been developed by the district for grades 1- 5. These calendars align to the state standards and are written in 3 week periods. Students are assessed according to the calendars every three weeks and remediation or enrichment is developed accordingly and delivered during Success time.

### **Reading First**

Reading First is a federal initiative authorized by the No Child Left Behind legislative act. The U.S. Department of Education provided Reading First Grants to states, which, in turn, awarded subgrants to eligible school districts which submitted approved proposals. The proposals indicated how the school would apply scientifically based reading research strategies to improve reading instruction leading to student achievement. The common goal is for all students to be reading at or above grade level by the end of third grade. The Reading First initiative provides guidance on several key elements, identified as four "pillars" of an effective reading program. The four pillars are as follows:

***Valid and Reliable Assessments***-These assessments are ongoing and include both formal and informal measures of students' reading skills that guide the teacher in planning and evaluating instruction.

***Instructional Programs and Aligned Materials***- The programs and materials used provide instruction in the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided is explicit and systematic. There is ample time for students to learn, practice, and apply skills taught which will strengthen reading abilities.

***Aligned Professional Development***- Strong professional development helps teachers understand and use instructional practices that reliably foster high student achievement.

***Dynamic Instructional Leadership***- Instructional leaders (Title 1 Facilitators and principals) provide coaching and support and are responsible for establishing and communicating clear goals and expectations for student learning.

Reading instruction occurs during an uninterrupted 90 minute reading time which includes whole group, small group, and individual instruction. A 30 minute Tier II intervention time is scheduled daily for benchmark, strategic, and intensive students, as identified by progress monitoring assessments. Students identified as intensive are also provided additional Tier III instruction.

### **Response to Intervention**

This systematic process is designed to ensure that all students learn by providing a framework to address the different learning needs of students. It consists of Tier I which is the school's core curriculum (classroom instruction), Tier II which provides targeted

interventions for students, and Tier III which is designed to provide intense interventions. Hamilton Elementary has identified the following interventions to address the different learning needs of students beyond the core curriculum.

### **Tier II Instruction (Grades K-5)**

Tier II instruction consists of formal and planned intervention, for an additional 30 minutes beyond the 90-minute reading block. Instruction during this time is based on DIBELS NEXT data; it is explicit and systematic, and taught daily with fidelity. In grades K-3, Tier II intervention, which follows the Reading First model, utilizes, Title I paraprofessionals, and classroom aides in order to instruct all students in ability-based, homogenous groups. In grades 4-5, Hamilton's Title I interventionist assists teachers in conducting their Tier II instruction.

### **Tier III Instruction (Grades K-5)**

Tier III instruction is provided through the Title I paraprofessionals for grades K through 3 and the Title I interventionist for grades 4-5. Tier III instruction provides for an additional amount of instruction above and beyond Tier I and Tier II. Generally, 2-3 students participate in Tier III instructional groupings which are based on diagnostic testing and is a precursor to qualifying for Special Education.

### **6 + 1 Traits of Writing Model**

This research-based instructional model is used to teach and assess writing. Students are introduced to the six traits of writing (ideas, organization, voice, word choice, sentence fluency, and conventions) and develop the writing skills needed for appropriate grade level genre.

### **E/LA and Math Instructional Calendars**

These Instructional Calendars align with the state and core standards and have been created for grades 1- 5. They are set up in 3 week intervals with assessments given at the end of each interval to set up remedial and enrichment lessons, which are taught to small groups.

Additionally, the following research based strategies have also been implemented to increase the amount and quality of learning time and specifically address the learning needs of low achieving students:

### **Summer School**

Remediation was provided in the summer of 2015, 2016, and 2017 for the students not passing Iread. We are proposing summer school for the summer of 2018.

### **Title I Program**

The Title I Program at Hamilton Elementary School provides supplemental reading and math instruction to selected students in grades K-5 requiring assistance in meeting Indiana State Academic Standards. Students are selected for the program based on performance results from ISTEP+, Benchmark assessments and teacher recommendations. Any child in need can receive these services.

### Accelerated Reader

Students grades 1 through 5 read books at their lexile levels (independent reading levels) and take quizzes in the library. The program provides motivation for students to read independently and improve comprehension

A variety of formative assessments including classroom performance, benchmark assessments in reading and math and writing rubrics are used to determine if student needs are being addressed and met. Students performance on these assessments will be used to monitor student achievement, inform and adjust instruction to address identified student needs and to determine appropriate and/or extended learning opportunities.

### Compass Learning

Assessment solutions provide simple to use highly effective measurement tools to ensure that educators know how each student is achieving at all times.

### Proposed Plan

All of the above identified initiatives are reviewed at the end of the school year and evaluated for continued implementation the following school year. The district budget is also many times a determining factor.

*2. Explain how the schoolwide reform strategies are consistent with and designed to implement the State and local improvement plans (i.e., PL 221, School Charter Plan, etc.)*

The Hamilton Elementary School has developed one comprehensive school plan to address state and/or federal accountability requirements in the following identified initiatives: PL221 and Title I Schoolwide Plan. This single plan reflects the alignment and consistency of the specific requirements of the above identified school improvement program initiatives. Additionally research based instructional strategies in the area of curriculum and instructional, professional development, parental involvement, etc., goals are addressed and met.

*3. Identify the scientifically-based research strategies that will be used to strengthen the core academic subjects and the specific academic issues that **caused the school to be identified for school improvement**. (Include the following information: name and brief description of strategy, reason the strategy was selected. Discuss how the strategy will be evaluated for success and include appropriate research citations.)*

**(SI – Component #1)**

Not Applicable



4. Describe adopted policies and procedures concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in school will meet the State's proficient level of achievement on the State academic assessment by school year 2013-2014. (SI – Component #2)

Not Applicable

5. Specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the technical assistance provided by the LEA and SEA. (SI - Component # 7)

Not Applicable

### **Technology as a Learning Tool**

*Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually. (PL221) (Current Reality & Proposed Plan)*

#### **Current Reality**

Hamilton currently has two technology labs consisting of 30 networked computer student workstations in the primary lab, a mini lab consisting of 20 networked computer student workstations, 18 interactive Smart Boards, a scanner, three laser printers, Internet capabilities, a web cam and two projectors. Hamilton also has wireless capabilities. Students in grades 1-2 have Leap Frog Tag Readers available to use in the classroom and parents can sign out for home use. Hamilton has added the online Compass Learning to support student learning. Students are also tested using the Accelerated Reading library program four times a year.

Students under the supervision of their classroom teacher visit the computer lab at least twice weekly. During these two – 45 minute sessions students utilize the available programs to improve skills in areas deemed necessary to their academic progress. Skill practice is based on student need and is differentiated to address said need. Students also use the lab as a resource for classroom projects, individual and group research practice, and to learn about current local, state, and world events. Primary students utilize Compass stations as part of their whole group reading block center rotation to reinforce skills that have been taught and need to be reinforced. Intermediate students utilize the Compass stations under the direction of their classroom teacher. The classroom teacher determines which students need interventions in reading and math and then develops differentiated intervention activities available within the Compass programs to address the students' needs. The amount of time spent on the Compass stations is dependent on each student's academic progress toward his/her identified skill needs. The use of the Compass stations provides teachers, our Title1 Facilitator and the building Principal with printed data to support student needs and academic growth.

In 2017, grades 3-4-5-6 took the ISTEP online.

Technology that is available to classroom teachers includes, a classroom teacher workstation for grades, attendance, progress reports, report cards, and Netbooks with DIBELS, DVD players, overheads, cassette players with headsets, CD players, ELMOS and grades 1 through 3 have Netbooks. Teachers also have access to a digital camera and digital movie camera. These digital images can be used for creating student projects and/or pictures for the annual school yearbook. Teachers also have a variety of educational videos, cassettes and discs available for use to enhancement to their lessons and/or use in educational learning centers to meet students' academic needs. All classrooms have interactive Smart Boards, with projectors and software, all classrooms have student computers with Internet capabilities. Hamilton also has ten iPads for student use. Three teachers and the principal also have iPads. These are used for staff evaluations, classroom learning activities, interventions and enrichment.

The computer program Skyward has been implemented in the Lake Station Community Schools. It is a student management and data collection program used by teachers, secretaries, administrators and other staff members.

Alexander Hamilton has identified a classroom teacher to serve as the building technology resource person. This individual handles the day to day technological needs of school's students and staff. The school develops a yearly technology plan with assistance from the technology resource person and input from the staff and building principal. Additionally, all certified teachers on staff are expected to have at least one technology goal for their classroom every year. The district also has a full-time technology director and a network administrator. Any hardware, software, or other technology must be presented to the technology director for approval before it can be purchased and implemented for student and staff use.

## **Cultural Competency**

*Describe the culturally appropriate strategies the school uses to increase the educational opportunities provided for all students/subgroups. (PL221) (Current Reality & Proposed Plan)*

### **Current Reality**

In monitoring the school's strategic and continuous school improvement and achievement plan Hamilton's staff will consider methods for improving the cultural competency of all teachers, administrators, staff, parents, and students.

The Hamilton staff began by identifying the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population. The racial, ethnic, and cultural groups included in Hamilton's school population are: White, Hispanic, Asian, African-American, and American Indian. Hamilton's Language minority groups consist of: L.E.P. (limited English proficient) and F.E.P. (fluent English proficient). Exceptional Learning Groups included in Hamilton's student population are: L.D. (learning disabled), MiMh (mildly mentally handicapped), E.D. (emotionally disabled), O.H.I. (other health impaired), V.I. (visually impaired), H.I. (hearing impaired), and G.T. (gifted and talented). The socioeconomic groups within Hamilton's student population are: those students who are non-eligible for financial

assistance, those students who are eligible for partial financial assistance, and those students who are eligible for total financial assistance for meals and textbooks.

The school has implemented and will continue to incorporate the following culturally appropriate strategies for increasing each group of students' educational opportunities and their educational performance:

1. A fully licensed E.S.L. (English as a Second Language) teacher
2. Small group / individual tutoring for E.S.L. students
3. State approved textbooks including sets for English Language Learners
4. Reading First initiatives/interventions/strategies for Reading Comprehension
5. Grade-level Math assessments administered three (3) times yearly
6. Compass Learning
7. Fully licensed part time Special Needs Facilitator
8. Full-time Special Needs Paraprofessional
9. DIBELS Next assessment tool for language arts skills
10. WIDA– language proficiency assessment for E.S.L.
11. Woodcock Johnson – language proficiency assessment
12. ISTEP remediation materials
13. 2 - Title 1 Reading Paraprofessionals
14. Tucker signing strategies for Reading
15. Wilson Reading program for Special Needs students.
16. Voyager reading curriculum for remediation
17. Accelerated Reader computerized reading program
18. 8 Step Math and E/LA Assessments given according to the instructional calendars(every 3 weeks)
19. Success time activities in math and E/LA

Unless specified all strategies apply to all subgroups of students. Classroom teacher instruction is delivered with the assistance of Special Needs Facilitators, Special Needs Paraprofessionals, E.S.L. Facilitators, and Title I Paraprofessionals. Depending on the needs of the students within the classroom, any one or all of the above named individuals might be involved in helping to deliver instruction in the classroom.

### **Proposed Plan**

Hamilton Elementary staff members recommend additional professional development that is necessary for increasing cultural competency in the school's educational environment. The areas recommended for additional professional development include:

1. Early release time every Wednesday for PD and teacher collaboration.
2. Release time for teachers, staff, and administrators to attend NWIESC workshops that are related to creating culturally competent educators and school environments
3. In-service workshops provided by the Indiana Department of Education Language Minority Migrant Program
4. Resources for teachers, staff and administrators to attend the annual EL State Conference
5. Resources for teachers, staff, and administrators to attend Special Needs Conferences and Workshops
6. Continued Ruby Payne in-services to address the family dynamics of low socio-economic students (mandatory attendance for all school personnel with an invitation extended to all community leaders, parents, and school board members).

7. Release time provided for staff, teachers, and administrators to attend the annual Gifted and Talented Conference.

Hamilton Elementary School will continue to implement strategies that will increase the cultural competency of all stakeholders. The staff will also continue to assess those programs that are already in place to determine whether or not they meet the needs of our staff, students, and school community. The data clearly shows that Hamilton is very culturally diverse. To address these needs and to provide an equitable educational experience for all students, Hamilton will need to become very adept at implementing sound culturally competent strategies within the school's adopted curriculum.

### **Component 3 – Highly Qualified Teachers (Core Content Areas)**

1. Describe the school's plan to ensure that highly qualified professional staff is employed at the school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan. **(Current Reality & Proposed Plan)**

#### **Current Reality**

Lake Station Community Schools use the following plan to assist in the hiring and maintenance of highly qualified staff at the school level. The school district proposes to:

1. Hire only instructional personnel who meet the definition of Highly Qualified (HQ).
2. Provide identified staff with appropriate assistance (professional development, stipends, etc.) to help them meet the HQ status.
3. Maintain documentation at the administration office and in the principal's office regarding the HQ status for all instructional staff.

**New teachers** – All newly hired teachers must be properly licensed and meet the NCLB definition of highly qualified.

- Hold a valid teaching license appropriate for elementary grades; **AND**
- Pass the required PRAXIS II (#10011) licensing exam entitled Elementary Education: Curriculum, Instruction and Assessment.

**Veteran Teachers** – (one plus years experience) must provide evidence to demonstrate they meet the NCLB definition of highly qualified.

Hold a valid Indiana Teaching license, **AND**

Complete one of the following:

- Pass the PRAXIS II (#10011) licensing exam entitled Elementary Education: Curriculum, Instruction and Assessment; **OR**
- Pass the National Teacher Exam (NTE) Specialty Test called "Education in the Elementary School" (code #20010); **OR**
- Earn 100 points on the High Objective Uniform State Standards and Evaluation (HOUSSE) Rubric.

All Schoolwide Program paraprofessionals hired to provide instructional support to students must meet the NCLB definition of highly qualified regardless of program assignment or funding.

#### **Highly Qualified Options for Paraprofessionals**

- Complete two years at an institution of Higher Education, **OR**

- Possess an Associate’s Degree or higher, **OR**
- Successfully complete the Para Pro

**Proposed Reality**

Lake Station Community schools will continue to follow its current reality when hiring teachers and paraprofessionals.

*2. Identify all teachers employed at the school, their teaching position and/or the courses they teach. Provide documentation that they meet the definition of “highly qualified” as outlined in the Title I law. (Current Reality)*

Every teacher and identified paraprofessional is required to submit paperwork (documentation) to the principal to reflect the HQ option they have selected. Individual teacher and paraprofessional credentials information is attached to the submitted paperwork.

**Highly Qualified Teacher Documentation**

<b>Teacher Name</b>	<b>Position</b>	<b>Highly Qualified Status</b>
Susanna Gulbrandsen	Title 1 Facilitator	NTE Exam
Nancy Fuentes	ESL Teacher	NTE Exam
Maria Martinez	Grade 1	NTE Exam
Holly Krabbenhoeft	Grade 1	NTE Exam
Rebecca Dagenais	Grade 2	Praxis II
Sue Glass	Grade 2	NTE Exam
Ambrosia Backe	Grade 3	Praxis II
Lisa Alvarado	Grade 3	Praxis II
Brenda Burkett	Grade 4	Praxis II
Belinda Black	Grade 4	Praxis II
Julie Mills	Grade 5	Praxis II
Fabiola Jimenez	Grade 5	Praxis II
Tanya Havrilla	Kindergarten	Praxis II

Norma Vasquez	Co-Op Teacher grades 3-5	NTE Exam
Vanessa Willis	LRE Facilitator grades K-5	Praxis II
Emily Matulewicz	Kindergarten	Praxis II

3. Identify all paraprofessionals employed at your school who provide instructional services. Provide evidence for each identified paraprofessional to demonstrate that s/he meets one of the three criteria required under Title I law:

- a. Must have completed two years at an institution of Higher Education, or
- b. Must possess an associate's degree or higher, or
- c. Must have successfully completed the Para Pro Assessment

Include funding source information for each staff person. Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). Identify how the duties are allowable under the Title I law.

- a. Provide instructional support services under the direct supervision of a teacher
- b. Conduct parental involvement activities
- c. Serve as a translator
  - d. Provide support in a library or media center
  - e. Provide computer lab assistance

**(Current Reality)**

**Highly Qualified Paraprofessional Documentation**

Bethany Schima	Co - Op	Para Pro	Instructional Support
Tanya Vanni	Co - Op	Para Pro	Instructional Support
Teressa Alcorn	Title I	Para Pro	Instructional Support

**Component 4 – Professional Development**

1. Describe professional development initiatives currently in place at the school. (PL221)/ (SWP/CNA) (Current Reality)

**Writing**

During the 2014-2017 school years, all teachers, parents and principals received training in the 6 +1 Trait of Writing Model. Teachers are displaying the 6 + 1 Traits of Writing posters in their classroom in an attempt to support the use of a common language by staff and students. This Professional Development will continue annually as a Parent training also.

## **Reading**

Currently, the school is in its 13th year of implementing Reading First. Teachers continuously are improving and honing their reading instruction through reading, observing, and routine instructional practices. To advance the Reading First initiative the staff currently participates in book study discussions to clarify new understandings.

New research strategies are learned and implemented within the classroom. Data meetings are held every 3 weeks with each grade level. During this time, the Title I facilitator, classroom teachers, and principal discuss data results. As a group, collaboration is made on how to address student needs. All staff members are actively involved in meeting individual student needs.

Teacher representatives and the principal comprise a leadership team to develop a Schoolwide Title 1 Improvement Plan. Progress is shared with teachers at monthly staff meetings and with parents at PTC meetings where any feedback or input is encouraged. Professional development has been provided for the new reading series, Scott Foresman Reading Street both here at school and ongoing PD online.

## **Paraprofessional Professional Development**

Classroom and Title I paraprofessionals must attend a one hour presentation by the superintendent each fall to review policies and procedures in the district.

New reading materials and reading strategies are explained and modeled for them by the Title I facilitator and Title I program director. It is also necessary for them to observe and discuss strategies with the classroom teacher.

Title I paraprofessionals meet with the Title I director for a one day in-service in the fall and spring. At this time, the director conducts training in areas of need that will improve reading interventions. Title I paras also have collaboration meetings with the Title I facilitator and principal to discuss new strategies for interventions, as well as student progress. In addition, paraprofessionals communicate weekly with classroom teachers on collaboration sheets

## **8 Step Process**

Teachers meet yearly to review and revise all 8 Step Math and Language Arts Instructional Calendars and Assessments in grades 1 through 5.

## **Learning Log Meetings**

Teachers in grades 1 through 5 have grade level Learning Log Meetings every 3 weeks. This meeting includes the Principal, Title I facilitator and grade level teachers. Data from the current 8 Step assessments are discussed and intervention and enrichment groups are formed for the next week Success time, which will be in session until the next learning log meeting 3 weeks later.

## **Skyward**

Teachers, administrators, secretaries, and other school staff have and will continue to have training on the new student management and data collection program, Skyward.

## **Compass Learning**

Compass Learning is used by teachers grades K-5. All teachers were trained on this program in the fall of 2016 .

*2. Describe how the school will utilize professional development to support schoolwide program goals and augment professional growth for highly qualified teachers in all core content area classes. Explain how the school will implement high quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff. (PL 221)*  
**(Proposed Plan)**

The following professional development activities have been proposed to provide support the school's identified school improvement goals

### **8 Step Process**

The 8 Step Process is a comprehensive educational program that has been adopted as a district initiative for Lake Station Community Schools. The goal of the program is to increase student performance at all levels in all content areas. The basic steps include: (1) collecting student performance data, (2) creating time lines for teaching the identified essential knowledge and skills, (3) developing and teaching instructional focus lessons, (4) testing students to measure their progress on the essential knowledge and skills, (5) reteaching those students who have not yet become proficient, (6) enriching students who have achieved proficiency, (7) providing reinforcement activities to ensure students retain the identified knowledge and skills, and (8) monitoring student progress and providing professional development so teachers can constantly refine the process. This is an ongoing process.

### **Writing**

In addressing our schoolwide goals, emphasis on the writing process through the use of the *6 + 1 Traits of Writing* has enabled our staff to improve writing instruction. Students have shown evidence of this improvement by their writing scores on ISTEP+. However, according to our Comprehensive Needs Assessment, additional strategies continue to be needed to meet or exceed our schoolwide goals.

The staff has determined that additional professional development in the *6 + 1 Traits of Writing* will further improve writing instruction and enable us to meet the needs of our student writers. In addition, the *6 + 1 Traits of Writing* model aligns with the Indiana State Standards and Indiana State Scoring Rubrics. All teachers, principal and parents will be trained. Teachers will provide communications with the parents to inform them of the writing process and parents will be invited to come. As a result, students will have a better understanding of exemplary writing across all the content areas. This is an ongoing process.



## **Reading**

In the future, we will continue to provide guidance to staff in several key elements identified as the four pillars of an effective reading program.

One Title I Facilitator per building, funded by Title I, will continue to perform the duties described as part of the school's current reality. Additionally, this individual will assume the following roles and responsibilities related to professional development:

- Continue sustained services ( data analysis, modeling, intervention strategies, administering assessments, etc.) provided for grades K-5.
- Provide on-going in-house support of 6+1 Traits of Writing Model
- Collaborate with grade level teachers to identify quarterly assessments for language arts curriculum maps and monitor the effective implementation of each grade level map.
- Participate in Response to Intervention meetings for the purpose of identifying appropriate Tier 2 and Tier 3 interventions for at-risk students.
- Work with Principal to collaborate with grade level teachers at 8 Step Learning Log Meetings
- Data collection coordinator
- Work with daily Success time group

PD for the Scott Foresman Reading Street can be accessed online at any time needed.

## **ELA/Math Instructional Calendars**

Teachers in grades one through 5 will become more proficient in the use of the ELA/Math Instructional Calendars through use and assistance from the Title I facilitator. This is ongoing.

## **Paraprofessionals**

In the future, we will continue the professional development we have in place for paraprofessionals. Also, as the teachers implement the *6 + 1 Traits of Writing* model, they will share their knowledge with the paras to support the use of a common language among our staff and students.

## **Skyward**

Ongoing training on Skyward, a student management and data collection program, for various members of the school staff will help in organizing data on students and communicating with parents .

## **Compass Learning**

There will be ongoing training for Compass Learning.

3.

The professional development activities identified above and outlined in the three year timeline found in Appendix A are based upon identified needs resulting from the school's comprehensive needs assessment. Consequently, all proposed interventions and related professional development activities will be sustained over a period of time to ensure effective implementation and evaluation of those efforts. The school's schoolwide plan including Appendix A will be reviewed, revised and updated annually with adjustments made to the implementation of identified initiatives and the implementation timeline.

*4. Discuss the procedures in place to provide mentoring (at the district and school levels) for new teachers and to provide ongoing support for all teachers. (SI – Component #10) / (SWP – Component #4) (Current Reality/Proposed Plan*

**Current Reality**

To ensure success for new teachers, each new teacher is paired with a veteran teacher who serves as a mentor. At Lake Station Community Schools, the mentor and new teacher are encouraged to meet as often as needed to discuss and to strategize effective classroom instruction. The mentor teacher has the opportunity to observe the new teacher in a classroom setting several times throughout the year. The new teacher also has the opportunity to observe the mentor teacher several times throughout the year.

To provide on-going support for all teachers, monthly grade level meetings are scheduled to discuss the strengths and concerns of the implementation of the professional development goals.

**Proposed Plan**

The current plan will continue to be used. If budget allows a stipend will be put in place for the mentoring teacher.

*5. Describe how funds used for professional development will be used to remove the school from school improvement status. Discuss the proposed PD (include the name of the consultant, presenter or organization, topics, frequency, location, involvement of instructional staff and process for follow-up). (SI – Component # 4) (Proposed Plan)*

Not Applicable

## **Component 5 – Attract Highly Qualified Teachers**

*Describe the school's plan to recruit and retain high-quality, highly qualified teachers.*  
**(Current Reality & Proposed Plan)**

### **Current Reality**

Lake Station, Indiana is close to several outstanding colleges and universities. Due to the close proximity of these schools, students are frequently assigned to Hamilton Elementary School and other schools in the district. College and university students seek part-time employment as paraprofessionals, substitutes, or other available positions. Lake Station School Corporation also participates in other on-site experiences for future teachers. Providing these partnerships and opportunities makes it convenient and easy to attract high quality, highly qualified teachers, principals and paraprofessionals to be part of the Hamilton Elementary staff. These initiatives to attract highly qualified teachers are part of our current reality and will continue throughout our proposed plan:

### **Proposed Plan**

- Available teaching positions in the district are posted on the website.
- A job fair is sponsored by local colleges and district level administrators.
- Exemplary status and innovative educational programs create an environment where students seeking teaching positions wish to apply.
- A partnership between Hamilton Elementary and Indiana University or Calumet College provides student education majors with field experience and possible job placement following graduation.

As veteran teachers retire, highly qualified, high quality teachers are hired from a pool of applicants. The following practices ensuring the retention of teachers is in place, and will continue throughout our proposed plan in an effort to retain our veteran teachers.

- Teachers maintain highly qualified status in collaboration with building administrators setting goals through professional growth plans. These plans are reviewed annually by teachers and administrators.
- Collegiality, professional development opportunities, professional learning communities and the mentoring process contribute to a school climate necessary to retain staff.
- Professional development and shared leadership opportunities are provided to retain professional educators. (Professional learning communities and a school improvement team are in place.)

## **Component 6 – Parental Involvement**

*1. Describe parent participation efforts currently in place in the school. (PL221) / (SWP/CNA) (Current Reality)*

The school believes parents are an important partner in the education of children. They are encouraged to become “Room Parents”, which are used by the classroom teachers in a volunteer capacity. Parents are also strongly encouraged to be active members of the PTC (Parent Teacher Committee) to help support students and teachers in many different capacities, such as fundraising, family nights, and other school activities.

Listed below are many other opportunities for parents to become involved at Hamilton Elementary School.

- During the annual Meet the Teacher Night, the principal discusses attendance program, agenda procedures, life skills and lifelong guidelines, PTC membership, the school discipline policy and the district's one call phone system.
- Each year, Hamilton Elementary School provides students and parents with a yearly copy of the student handbook. Parents are encouraged to review the document with their child and both student and parent sign the rules and regulations page, which is kept on file for that school year. The agenda book is utilized throughout the year to send and receive communications to and from parents and teachers.
- Parent teacher conferences are held throughout the year as needed.
- The PTC provides many activities. These include book fairs, pumpkin contest, turkey trot, fundraising, milk and cookies with Santa, Santa's Secret Shop, mitten tree (provides hat and mittens for needy students), roller skating party, Book Fairs and monthly themed events (parents and students are welcome to participate).
- Report cards, progress reports, DIBELS Next data, ISTEP, and assessment results are sent home throughout the year. Parents are encouraged to review these reports and contact the teacher and/or principal with any concerns.
- Hamilton students are provided a monthly newsletter; parents are encouraged to read the newsletter with their child.
- Children perform for the parents at the two annual scheduled music programs.
- Parents are included in the RTI sessions (Response to Intervention).
- Parents serve as chaperones on class study trips.
- Quarterly student achievement celebrations are attended by parents.
- Parents can check out a Tag Reader to be used at home with their child
- Parents can Log onto the IDOE Learning Connection Site for various information
- Parents have access to corporation's Skyward computer program.
- Parents check and sign their child's agenda daily.

*2. Describe the partnerships between parents and the school that support learning and promote effective parent involvement. Include information/documentation of the following Title I Program activities: Annual Parent Meeting, Parent Involvement Compact, Parent Involvement Policy, Complaint Resolution Procedure, and Parents' Right to Know. (PL221) / (SI - Component #8) / (SWP - Component #6) (Current Reality)*

Parents are made aware of the necessary shared responsibility between the home and the school to improve student achievement in the classroom. This is done in part with use of the Parent-School compact which is a document that outlines the responsibilities of the parent, the school and the student. This document along with other parent partnership information is shared at the annual Title I meeting which is held in the fall of each school year.

To accommodate parent schedules, the school offers a luncheon meeting at the school and an evening meeting at the public library. During these one hour meetings, an explanation of how Title I students are selected, a description of Title I programs, and student/program assessments is shared. Parents also receive information regarding required Title I documents including the parent involvement policy, parent school compact, complaint resolution procedure and the Parent's Right to Know letters are distributed via US mail and receipts are maintained to document dissemination. Copies of these documents and the annual Title I Parent Meeting agenda have been included in Appendix B of this SWP Plan.

Additional parent partnership activities include:

- A parent library, which is available for parents to check out books. The books cover a wide range of topics from parent stress to behavior and academic issues with children. Some titles are available in Spanish.
- The Title I Program Book Give-away, provides books to students at least once yearly to encourage reading with the family during the school year and over the summer.
- The Reading Connection, a monthly parent newsletter with tips for reading successes is sent home.

*3. Describe how parents will be involved in the design, implementation and annual evaluation of the schoolwide plan and how communication will be two-way between parents and the school. (Proposed Plan)*

A parent will be asked to serve as a member of the Schoolwide Program Leadership Team. All parents will be asked to participate in the annual school survey to provide input regarding their ideas, needs and/or concerns as they relate to the school's schoolwide program improvement efforts. Additionally, parents will be encouraged through use of the biweekly newsletter, PTC meetings, and student agenda books to share their thinking by contacting the teacher or principal with comments and concerns. The bi weekly school newsletter will also serve as a vehicle to inform parents of important issues related to the SWP process. At the beginning of each school year parents will be invited to the annual Title I Parent Meeting. An overview of the Title I program will be presented at that time and parents given opportunities to pose questions.

*4. Describe how parents will be an integral part of the activities you have designed to reach your schoolwide goals. What assistance will be provided to help parents understand topics pertinent (i.e., family literacy, ISTEP+, AYP, etc.) to the school's schoolwide program? (Proposed Plan)*

Hamilton's schoolwide goals involve improving ISTEP scores in the areas of Math, and in E/LA (Writing and Reading). Parents will continue to receive correspondence from the school with information about the students' scores on ISTEP, Dibels Next, and all school assessments to keep them abreast of their student's progress. Teachers will hold conferences as needed. Parents are always welcome to observe classrooms and correspond with teachers through conferences, telephone and notes.

Pertinent topics to be shared with parents will include information about school curriculum at the Fall Open House, Title I Parent meetings, PTC meetings and monthly newsletter.

Teachers will inform parents about the 6 + 1 Traits of Writing model including the rubric(s) which will be used to assess student writing. Additionally, parents will be informed of the new text book adoptions, the continued use of Reading First (reading instructional method) and the DIBELS Next assessments via the classroom teacher and through Title I Parent Meetings.

*5. Describe how the school provides individual student academic assessment results in a language parents can understand, including the interpretation of these results, to the parents of a child who participates in the academic assessments (ISTEP+) required by Section 1111 (b) (3). (Current Reality & Proposed Plan )*

**Current Reality**

All parents are sent a letter containing their child's ISTEP+ results and information regarding "how to" read those results. Parents can log onto the IDOE Learning Connection Site for their child's ISTEP results. The Principal conducts test talks with students concerning their ISTEP data and Learning contracts are sent home for the parents to read and sign. There are also letters and test results sent home for DIBELS Next(3 times a year), and WIDA assessments. Parents are always encouraged to contact the teacher with any questions or concerns. All school documents (report cards, progress reports, etc.) and memos are translated for non-English speaking parents.

**Proposed Plan**

These informative letters, test results and identified procedures will continue along with the development of any new informative materials as needed.

*6. Describe school community partnerships and strategies for increasing community involvement. Provide information on any collaboration with Regional Education Laboratories, Education Service Centers, Parent Involvement Resource Centers, etc. (SI – Component #8) (Current Reality & Proposed Plan)*

Not Applicable

7. Describe the process and procedures for providing written notice to parents of each student enrolled in the school regarding the school's level of school improvement. Include timelines, format, translation information as necessary, etc. **(SI - Component #6) (Current Reality & Proposed Plan)**

Not Applicable

### **Component 7 – Preschool & Other Pertinent Transitions**

*Describe the school's plan to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, etc. to the elementary school program.*

*Describe the school's plan to assist students in other pertinent transitions throughout their school career, as appropriate for the school district, such as Elementary School to Middle School, Middle School to High School, etc. **(Current Reality & Proposed Plan)***

Edison Jr./Sr. High School is part of a district that has a few programs in place that assist preschool children in the transition from early childhood programs to our elementary school program. A description of these programs follows:

#### Head Start

The Title I Program Director holds a parent meeting at the Head Start program in early spring. Topics covered are:

- Documentation needed for kindergarten registration
- Spring kindergarten orientation meeting
- Kindergarten assessments and expectations

In April, kindergarten registration takes place at Hamilton Elementary School. Parents are able to register their child, receive a packet of information, activities, and school supplies.

In August, entering kindergarten students and their parents attend a Jump Start program to acclimate students to the school and their teacher. Kindergarten students and parents attend to make the transition to school easy and without apprehension. Students and parents meet various staff members (principal, nurse, Title I director, food service staff, and bus drivers) where they learn procedures and can ask questions.

In August before school starts, parents attend a Back to School Night where students meet their teacher and find their classroom before the first day of school.

#### Transition of 5th Grade Students to 6th Grade Students

A visit from the H.S. Guidance counselors occurs sometime in the spring. They talk to each class a little bit about what to expect/not expect in 6th grade. They talk about credits and electives, and then students submit their choices for their 6th grade electives. Shortly after the visit from Guidance, our 5th graders are bused to Edison, during the school day for an orientation. Usually the Principal, Assist. Principal, Athletic Dir., and the Safety Officer address the student body. Then students are taken on a guided tour of the building and several classrooms.

Many students are already familiar with Edison because of various events throughout their school career that occurs at the high school.

- North American games
- Music programs

Transition of 8th Grade Students to 9th Grade Students

No transition is needed. 6-12th grades are all housed in the same building.

## **Component 8 – Teacher Decision Making Using Academic Assessment Results**

*Describe the measures that will be implemented to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.*  
**(Current Reality & Proposed Plan)**

### **Current Reality:**

The following practices have been put in place to include teachers in the decision making process involving the use of students assessments.

- Staff meetings
- Grade level Learning Log meetings
- Individual support provided by the Title I facilitator
- Title 1 grade level collaborations
- Individual teacher and grade level data wall
- District meetings

Additionally, the Title I facilitator develops spreadsheets using Dibels benchmark and progress monitoring scores and Math and ELA 8 Step Assessment scores every 3 weeks to assist the teachers in the analysis of the data, identify skill deficiencies and plan for appropriate interventions and enrichments. Also include on the spread sheets are Accelerated Reader, ISTEP and CSI scores. Teachers also meet with the Title I facilitator on an individual needs basis.

### **Proposed Plan:**

Current practices will be continued. Any new initiatives that will help teachers in improving the use of students' assessments will be implemented.



## **Component 9 – Effective, Timely Additional Assistance**

*Describe the activities (before school, after school and any extension of the school year) that will be in place that will ensure that students who experience difficulty mastering the proficient and advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students' difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of schoolwide programming.*  
**(PL221) / (SI – Component # 9) / (SWP – Component # 9) (Current Reality & Proposed Plan)**

### **English/Language Arts (Reading/Writing)**

By Spring 2018, 96% of third through sixth grade students will meet or exceed Indiana Academic Standards in English/Language Arts as measured by ISTEP +.

This goal includes the following subgroups:

**Black**–The percentage of students meeting state standard in English/Language Arts will increase to 96% or reflect 26% fewer student failures.

**Hispanic** – The percentage of students meeting state standard in English/Language Arts will increase to 96% or reflect 26% fewer student failures.

**White** – The percentage of students meeting state standard in English/Language Arts will increase to 97% or reflect 26% fewer student failures.

**Free/Reduced** – The percentage of students meeting state standard in English/Language Arts will increase to 92% or reflect 26% fewer student failures.

**Special Education**- The percentage of students meeting state standard in English/Language Arts will increase to 74% or reflect 26% fewer student failures.

Research based practice interventions currently in place include:

- Title I Program Services
- Special Education
- ESL
- Tier II Interventions
- Tier III Interventions
- Success Time groups

### **Mathematics**

By Spring 2018, 96% of third-sixth grade students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+.

This goal includes the following subgroups:

**Black**– The percentage of students meeting state standard in mathematics will increase to 96% or reflect 26% fewer student failures.

**Hispanic** – The percentage of students meeting state standard in mathematics will increase to 78% or reflect 26% fewer student failures.

**White** – The percentage of students meeting state standard in mathematics will increase to 89% or reflect 26% fewer student failures.

**Free/Reduced** – The percentage of students meeting state standard in mathematics will increase to 76% or reflect 26% fewer student failures.

**Special Education**

The percentage of students meeting state standard in mathematics will increase to 61% or reflect 26% fewer student failures.

- Special Education
- ESL
- Title I Remediation
- Success Time group

**Component 10 – Coordination and Integration of Funds**

*1. Describe the coordination and integration of Federal, State and local services and programs. List programs to be coordinated and/or funds to be integrated. (Current Reality & Proposed Plan)*

**Current Reality/Proposed Plan:**

The school is aware of the option to consolidate program funds, but has chosen not to at this time. Hamilton Elementary will coordinate the following program efforts.

- Title 1
- Technology
- ESL
- Special Ed.
- Safe School Initiative
- McKinney Vento

*2. Explain how the school has adequate funds to effectively carry out the activities described in this plan and specifically how the school shall devote sufficient resources for professional development in implementation of the 10 required components.*

**(Proposed Plan)**

The district administration in conjunction with the school leadership team have determined that the school's proposed Title 1 Program budget (a minimum of 85% of the previous year's budget) for the upcoming 2017-2018 school year will be sufficient to address the identified student achievement and professional development needs, as well as, activities related to implementing the required SWP components.

*3. Provide an assurance that the school will spend not less than 10% of the funds made available to the school by Title I for each fiscal year that the school is in school improvement status, for the purpose of providing teachers and the principal high quality professional development. Discuss the major areas of focus for these funds. (SI-Component #3) (Proposed Plan)*

N/A

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**Part 2 - APPENDIX A**

**Summary of Goals, Strategies and  
Professional Development**

## SWP Three Year Implementation (2015-18)

### Content Area Focus: Math

Curriculum and Instruction	Implementation Year 1 (2015-2016)	Implementation Year 2 (2016-2017)	Implementation Year 3 (2017-2018)
<p><b>Goal # 1:</b> By Spring 2018, 100% of 3<sup>rd</sup> – 6<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.</p> <p><b>Benchmark (2015-2016)</b> By Spring 2015, 96% of 3<sup>rd</sup> -5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.</p> <p><b>Benchmark (2016-2017)</b> By Spring 2016, 99% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.</p> <p><b>Benchmark (2017-2018)</b> By Spring 2017, 10% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in Mathematics as measured by ISTEP+.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>-Activities from Compass Math and Reading will be used for grades K-5</li> <li>-Teachers will develop differentiated instruction as needed in grades K-5 in alignment with the math curriculum.</li> <li>-Vmath will be used as a remediation tool with LRE and ESL students</li> <li>-Math activities will be provided during Success Time</li> <li>-Compass Learning</li> <li>-Schoolwide Math Fact Program</li> <li>-Math instructional calendars and assessments</li> <li>-Spiral Review gr. 2-5</li> </ul> <p><b>Professional Development:</b> Staff will work with Bob Trammel on math curriculum and ISTEP. -Revisit &amp; revise instructional calendars &amp; assessments</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding the special education &amp; ESL population and math assessments.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>-Activities from Compass Math and Reading will be used for grades K-5</li> <li>-Teachers will develop differentiated instruction as needed in grades K-5 in alignment with the newly adopted math curriculum</li> <li>-Vmath will be used as a remediation tool with LRE and ESL students</li> <li>-Math activities will be provided during success Time</li> <li>-Use of Math instructional calendars</li> <li>-Spiral Review gr 2-5</li> <li>-Compass Learning</li> <li>-School wide Math Fact program</li> </ul> <p><b>Professional Development:</b> Continued professional development with Bob Trammel if budget allows. -Revisit and revise instructional calendars</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding the special education &amp; ESL population and math assessments.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>-Activities from Compass Math and Reading will be used for grades K-5</li> <li>-Teachers will develop differentiated instruction as needed in grades K-5 in alignment with the newly adopted math curriculum</li> <li>-Vmath will be used as a remediation tool with LRE and ESL students</li> <li>-Math activities will be provided during Success Time</li> <li>-Use of Math instructional calendars</li> <li>-Success time activities</li> <li>-Spiral Review gr.2-5</li> <li>-School wide Math Fact program</li> </ul> <p><b>Professional Development:</b> Analyze data to determine what professional development will be needed in an effort to continue to improve math scores -Revisit and revise instructional calendars.</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding</p>

	<p><b>Parent Involvement:</b> -Teachers will connect classroom skills with the home through the use of home connections letters and activities provided within the math curriculum -School website -Skyward</p> <p><b>Technology:</b></p> <p>Supplemental technologies within the math curriculum Compass Learning</p> <p><b>Attendance:</b> Math requires practice, students must attend school regularly to participate in math instruction Attendance is mandatory for students that meet criteria for additional math tutoring</p>	<p><b>Parent Involvement:</b> -Teachers will connect classroom skills with the home through the use of home connections letters and activities provided within the math curriculum -School website -Skyward</p> <p><b>Technology:</b></p> <p>Supplemental technologies within the math curriculum Compass Learning</p> <p><b>Attendance:</b> Math requires practice, students must attend school regularly to participate in math instruction Attendance is mandatory for students that meet criteria for additional math tutoring</p>	<p>the special education &amp; ESL population and math assessments.</p> <p><b>Parent Involvement:</b> -Teachers will continue to connect classroom skills with the home through the use of home connections letters and activities provided within the math curriculum -School website -Skyward</p> <p><b>Technology:</b></p> <p>Supplemental technologies within the math curriculum Compass Learning</p> <p><b>Attendance:</b> Math requires practice, students must attend school regularly to participate in math instruction Attendance is mandatory for students that meet criteria for additional math tutoring</p>
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**SWP Three Year Implementation Profile  
(2015-2018)**

**Content Area Focus: Writing**

Curriculum and Instruction	Implementation Year 1 (2015-2016)	Implementation Year 2 (2016-2017)	Implementation Year 3 (2017-2018)
<p><b>Goal # 2:</b> By Spring 2018, 96% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p> <p><b>Benchmark (2015-2016)</b> By Spring 2015, 88% of 3<sup>rd</sup> -5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p> <p><b>Benchmark (2016-2017)</b> By Spring 2016, 90% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p> <p><b>Benchmark (2017-2018)</b> By Spring 2017, 94% of 3<sup>rd</sup> -5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p>	<p><b>Strategies:</b> -6 + 1 Traits of Writing will be used daily in grades K-5 --All 1-6 teachers will learn about the 6+1 Traits of Writing and the analytical rubrics for trait writing. - Use of a grade appropriate rubric which used by all teachers -E/LA Instructional Map -Scott Foresman Reading Steet</p> <p><b>Professional Development:</b> Professional development from Smekens Group (6+1 Traits of Writing and Test Writing for grades k-5) -Revisit &amp; revise instructional calendars</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding the special education population and writing skills</p>	<p><b>Strategies:</b> -6 + 1 Traits of Writing will be used daily in grades K-5 -All K-5 teachers will learn about the 6+1 Traits of Writing and the analytical rubrics for trait writing - Use of a grade appropriate rubric which used by all teachers -E/LA instructional calendars -Scott Foresman Reading Street</p> <p><b>Professional Development:</b> Professional development from Smekens Group (6+1 Traits of Writing and Test Writing for grades K-5)if budget allows - Revisit &amp; revise instructional calendars</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding the special education &amp; ESL population and writing skills.</p> <p><b>Parent Involvement:</b></p>	<p><b>Strategies:</b>-6+1 Traits of Writing will be fully implemented in every K-5 classroom. -Grade appropriate rubrics will be used to monitor student progress and evaluate program effectiveness. -E/LA instructional calendars -Success time activities -Scott Foresman Reading Street</p> <p><b>Professional Development:</b> - - All K-5 teachers will continue to grow in their 6+1 Traits of Writing knowledge. Incoming teachers will be in-serviced by existing staff. -Revisit &amp; revise instructional calendars -Smekens Group inservice will be provided for teachers and parents.If budget allows</p> <p><b>Cultural Competency:</b> Study groups will research the</p>

	<p><b>Parent Involvement:</b> Teachers will provide parents with common language of 6+1 Traits of Writing. Parents will be included in PD</p> <p><b>Technology:</b> Teachers will use spreadsheets to report benchmark assessment results. Students will use technology to publish their writing.</p> <p><b>Attendance:</b> Writing requires practice, and students must attend school to participate in writing instruction.</p>	<p>Teachers will provide parents with common language and assessment pieces of 6+1 Traits of Writing. Parents will be included in PD</p> <p><b>Technology:</b> Teachers will use spreadsheets to report benchmark assessment results. Students will use technology to publish their writing.</p> <p><b>Attendance:</b> Writing requires practice, and students must attend school to participate in writing instruction</p>	<p>most current information regarding the special education &amp; ESL population and writing skills.</p> <p><b>Parent Involvement:</b> Teachers will provide parents with common language and assessment pieces of 6+1 Traits of Writing. Parents invited to the Smekens workshop</p> <p><b>Technology:</b> Teachers will use spreadsheets to report benchmark assessment results. Students will use technology to publish their writing.</p> <p><b>Attendance:</b> Writing requires practice, and students must attend school to participate in writing instruction</p>
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## SWP Three Year Implementation Profile

**(2015-2018)**

### Content Area Focus: Reading

Curriculum and Instruction	Implementation Year 1 (2015-2016)	Implementation Year 2 (2016-2017)	Implementation Year 3 (2017-2018)
<p><b>Goal # 3:</b> By Spring 2018, 100% of 3<sup>rd</sup> – 5<sup>h</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p> <p><b>Benchmark (2015-2016)</b> By Spring 2015, 96% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p> <p><b>Benchmark (2016-2017)</b> By Spring 2016, 99% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p>	<p><b>Strategies:</b> -Reading First strategies will be used daily in grades K-5 -Accelerated Reader will be used in grades 1-6 -Tier 2 and 3 interventions will be in place for grades K-5 -Teachers will show differentiation in their instruction -E/LA instructional calendars&amp; assessments -Compass Learning -Scott Foresman Reading Street core program and resources -Success time activities</p>	<p><b>Strategies:</b> -Reading First strategies will be used daily in grades K-5. - -Accelerated Reader will be used in grades 1-5 -Tier 2 and 3 interventions will be in place for grades K-5 -Teachers will show differentiation in their instruction -E/LA instructional calendars&amp; assessments -Compass Learning -Scott Foresman Reading Street core program and resources -Success time activities</p>	<p><b>Strategies:</b> -Reading First strategies will be used daily in grades K-5 -Accelerated Reader will be used in grades 1-5 -Tier 2 and 3 interventions will be in place for grades K-5 -Teachers will show differentiation in their instruction -E/LA instructional calendars &amp; assessments -Compass Learning -Scott Foresman Reading Street core program &amp; resources</p>

<p><b>Benchmark (2017-2018)</b> By Spring 2017, 100% of 3<sup>rd</sup> – 5<sup>th</sup> grade students will meet or exceed Indiana Academic Standards in E/LA as measured by ISTEP+.</p>	<p><b>Professional Development:</b> -Monthly grade level meetings -Book study -Learning Log meetings -Scott Foresman Reading Street -ELA instructional calendars -Compass Learning</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding the special education &amp; ESL population and reading assessments.</p> <p><b>Parent Involvement:</b> Teachers will connect classroom skills with the home through the use of home connections letters and activities provided within the reading curriculum DIBELS assessment data explanation Standardized assessment data explanation Skyward Agendas Conferences as needed</p> <p><b>Technology:</b> Compass Learning Various online technologies Scott Foresman Reading Street Accelerated Reader</p>	<p><b>Professional Development:</b> -Monthly grade level meetings -Book study -E/LA Instructional Calendars -Learning log meetings -Any Reading Concerns</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding the special education &amp; ESL population and reading assessments.</p> <p><b>Parent Involvement:</b> Teachers will connect classroom skills with the home through the use of home connections letters and activities provided within the reading curriculum DIBELS Next assessment data explanation Standardized assessment data explanation Skyward Agendas Conferences as needed</p> <p><b>Technology:</b> Various online technologies Accelerated Reader Compass Learning Scott Foresman Reading Street</p>	<p><b>Professional Development:</b> -Monthly grade level meetings -Book study -E/LA Instructional Calendars -Learning Log Meetings -Any Reading concerns</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding the special education &amp; ESL population and reading assessments.</p> <p><b>Parent Involvement:</b> Teachers will connect classroom skills with the home through the use of home connections letters and activities provided within the reading curriculum DIBELS Next assessment data explanation Standardized assessment data explanation Skyward Agendas Conferences as needed</p> <p><b>Technology:</b> Various online technologies Accelerated Reader Compass Learning Scott Foresman Reading Street</p>
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	<b>Attendance:</b> Reading requires practice, and students must attend school to participate in reading instruction.	<b>Attendance:</b> Reading requires practice, and students must attend school to participate in reading instruction.	<b>Attendance:</b> Reading requires practice, and students must attend school to participate in reading instruction.
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## Summary of Goals and Strategies (2017-2018)

**Student Achievement Goal #1: (Math)** By Spring 2018, 100% of third through fifth grade students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP +. (Reduce the number of student failures by 10% to achieve safe harbor)

**Benchmark:** By Spring 2018, 96% of third through fifth grade students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP +. (Reduce the number of student failures by 10% to achieve safe harbor)

**Baseline:** In spring 2017 the overall percentage of third grade students passing the Mathematics section of the ISTEP+ assessment was 46%, the overall percentage of fourth grade students passing the Mathematics section of the ISTEP+ assessment was 35%, the overall percentage of fifth grade students passing the Mathematics section of the ISTEP+ assessment was 77% and the overall percentage of sixth grade students passing the Mathematics section of the ISTEP+ assessment was 42%.

**Professional Development Goal # 1A:** During the 2017-2018 school year, 100% (14/14) K-5 teachers will have received training in the use of effective math instructional strategies .

**Benchmark:** By May 2018, 100% (14/14), K-5 teachers will have attended training in effective math strategies.

**Baseline:** Based on the data that Math scores need to be improved

**Professional Development Goal #1B:** During the 2017-2018 school year 100% (14/14) grades K-5 will continue to use revised 8 Step Process Instructional calendars & assessments.

**Benchmark:** By May 2018, grades K-5 will continue to use the revised 8 Step instructional calendars and assessments.

**Baseline:** Based on the data that in May 2017 100% (14/14) Hamilton School teachers were using the 8 Step instructional calendars and assessments.

Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities(Intended Audience)	Timeline	Person Responsible
Introduce and implement research-based math instructional strategies	<ul style="list-style-type: none"> <li>• Attend mathematics in-service training</li> <li>• Implement strategies to improve student achievement</li> <li>• Develop differentiated instruction as needed in grades 1-6 in alignment with the math curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Bob Trammel</li> <li>• Teachers will continue to adjust curriculum based on student data</li> <li>• Teachers will meet on PD Wednesdays</li> </ul>	<ul style="list-style-type: none"> <li>• To be scheduled</li> <li>• Support, as needed</li> <li>• ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Administration/ Bob Trammel</li> <li>• Teachers</li> <li>• Teacher , Principal, Title 1 Facilitator</li> </ul>
Math instructional calendars and assessments	<ul style="list-style-type: none"> <li>• Grade level groups will revise math instructional calendars &amp; assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Log Meetings District Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers. Title1 Facilitator Principals</li> </ul>

### Summary of Goals and Strategies (2017-2018)

**Student Achievement Goal #2: - (Writing)** By Spring 2018, 91% of third through fifth grade students will meet or exceed Indiana Academic Standards in English/Language Arts as measured by ISTEP +. (Reduce the number of student failures by 10% to achieve safe harbor.)

**Benchmark:** By Spring 2018, 86% of third through fifth grade students will meet or exceed Indiana Academic Standards in E/LA (Writing) as measured by ISTEP +.

**Baseline:** In spring 2017 Hamilton ISTEP+ scores 54% Hamilton School students in grades 3 through 6 passed the E/LA section.

**Professional Development Goal # 2:** During the 2017-2018 school year, 100% (14/14) grades K-5 teachers will use the results from scored writing prompts to inform instruction through use of a grade appropriate rubric.

**Benchmark:** By May 2018, 100% (14/14) grades K-5 teachers will have attended the 6+1 Traits of Writing in-service workshop held during the 2017-2018 school year.

**Baseline:** Based on a 2017 Hamilton School Staff Survey 84% use scored writing prompts to inform instruction.



### Summary of Goals and Strategies (2017-2018)

**Student Achievement Goal #3: (Reading)** By Spring 2018, 100% of third through fifth grade students will meet or exceed Indiana Academic Standards in English/Language Arts as measured by ISTEP +. (Reduce the student failure rate by 10% to achieve safe harbor.)

**Benchmark:** By Spring 2018, 83% of third through fifth grade students will meet or exceed Indiana Academic Standards in E/LA (Reading) as measured by ISTEP +. (Reduce the student failure rate by 10% to achieve safe harbor.)

**Baseline:** The overall percentage of third grade students passing the English/Language Arts section of the ISTEP+ assessment in Spring 2017 was 59%. The overall percentage of fourth grade students passing the English/Language Arts section of the ISTEP+ assessment was 62%. The overall percentage of fifth grade students passing the English/Language Arts section of the ISTEP+ assessment was 74%. And the number of sixth grade students passing E/LA ISTEP+ was 46%.

**Professional Development Goal # 3A:** During the year 2017-2018 school year 100% (14/14) 1-6 teachers will use the E/LA 8 Step Instructional Calendars to support instruction.

**Benchmark:** By May 2018, 100% (14/14) K-5 teachers will continue using the revised 8 Step Instructional Calendars & assessments to guide their reading instruction.

**Baseline:** Based on spring 2017 data 100% (14/14) Hamilton School Staff used the 8 Step Instructional Calendar to help guide their reading instruction.

**Professional Development Goal # 3B:** During the year 2017-2018 school year 100% (14/14) K-5 teachers will be trained on Scott Foresman *Reading Street*.

**Benchmark:** By May 2018, 100% (14/14) K-5 teachers will have been trained on Scott Foresman *Reading Street*.

**Baseline:** Based on Spring 2017 data 0% (0/14) have received training on Scott Foresman *Reading Street*.



Strategies	Actions/Activities (To Accomplish Strategies)	Professional Development Activities (Intended Audience)	Timeline	Person(s) Responsible
<p>Use scientifically-based reading strategies to inform instruction</p> <p>8 Step Instructional Calendars &amp; assessments</p> <p>Reading First Strategies</p> <p>Scott Foresman <i>Reading Street</i></p>	<ul style="list-style-type: none"> <li>• DIBELS Next assessments administered at beginning, middle and end of year</li> <li>• Tier 2 and Tier 3 intervention groups based on data-driven instruction</li> <li>• 8 Step Instructional Calendars &amp; assessments will be used to drive instruction</li> <li>• Reading First skills will be taught &amp; reviewed</li> <li>• Use <i>Reading Street</i> as core program</li> </ul>	<ul style="list-style-type: none"> <li>• Provide DIBELS Next assessment training for all teachers in need</li> <li>• Teachers/grade level teams will meet with the reading coach&amp;Title I Staff monthly, or as needed to analyze student data and discuss scientifically-based reading strategies</li> <li>• Calendars will be discussed every 3 weeks at Learning Log meetings</li> <li>• Calendars &amp; assessments revised yearly</li> <li>• Grades K-5 will focus on improving their Reading First Strategies</li> <li>• Grades K-5 will be trained on <i>Reading Street</i></li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2017</li> <li>• ongoing</li> <li>• Monthly</li> <li>• every 3 weeks</li> <li>• Spring 2018/ ongoing</li> <li>• 2017-2018 as needed</li> <li>• Fall 2017</li> </ul>	<p>Facilitator K-5 teachers</p> <p>K-5 teachers Facilitator Principal Title I Director Paras</p> <p>K-5 Teachers Facilitator Principal K-5 teachers Facilitator Principal</p> <p>FacilitatorK-5 teachers</p> <p>Scott Foresman Rep.</p>

**EVALUATION**  
(Implementation Assessment 2017-2018)

**Student Achievement Goal # 1: (Math)** By Spring 2018, 96% of third through fifth grade students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP +. (Reduce the number of student failures by 10% to achieve safe harbor

***Student Outcomes:***

- Students math scores will increase to meet our student goals based on the results from benchmark Compass Math assessments.
- Students math scores will increase to meet our student goals based on the results from benchmark 8 -Step assessments (grades 3-5)
- Student math scores will increase to meet our student goals based on the results from benchmark 8 Step assessments (grades1-5).
- Students will participate in 45 minute math instruction provided daily.

**Professional Development Goal #1:** During the 2017-2018 school year, 100% (14/14) K-5 teachers will have received training in the use of effective math instructional strategies..

**Teacher Outcomes:**

- Teachers will use textbook related resources materials.
- Teachers will analyze math assessments and use results to inform instruction.
- Teachers will use effective math strategies.

**Professional Development Goal #2:** : During the 2017-2018 school year 100% (14/14)grades K-5 will be using the 8 Step Process Instructional Calendars and assessments.

**Teacher Outcomes:**

- Grade level teams will meet every 3 weeks in Learning Log Meetings
- Staff meetings will be used to introduce K-5 teachers to the newly developed instructional calendars & assessments.

**EVALUATION**

(Implementation Assessment 2016-2017)

**Student Achievement Goal #2: (Writing)** By Spring 2018, 92% of third through fifth grade students will meet or exceed Indiana Academic Standards in English/Language Arts as measured by ISTEP +.

***Student Outcomes:***

- Student's writing scores will increase to meet our student's goal based on the results of the 6 + 1 traits of writing scores on writing samples collected at the beginning, middle, and end of the year.
- Student's English /Language Arts scores will increase to meet our student goal based on ISTEP+ in grades 3, 4, 5 specifically in the areas of writing application.
- Students will write every day in every classroom.

**Professional Development Goal #2:** (new knowledge, skills and attitudes toward learning)

During the 2017-2018 school year, 100% (14/14) K-5 teachers will use the results from scored writing prompts to inform instruction.

***Teacher Outcomes:***

- Teachers will participate in study groups to study 6 + 1 Traits of Writing by Ruth Culham.
- Teachers will attend 1 professional development opportunity focusing on 6 + 1 Traits of Writing
- Teachers will participate in collaborative scoring opportunities with their grade level on writing samples.
- Teachers will analyze writing samples to drive instruction in each trait.

## **EVALUATION**

(Implementation Assessment 2017-2018)

**Student Achievement Goal # 3: (Reading)** By Spring 2018, 100% of third through sixth grade students will meet or exceed Indiana Academic Standards in English/Language Arts as measured by ISTEP +.

***Student Outcomes:***

- Student E/LA scores will increase to meet our student goal based on ISTEP+ (grades 3-5).
- Student reading scores will increase to meet our student goal based on DIBELS Next assessment results (grades 1-2).
- Students reading scores will increase to meet our student goal based on Accelerated Reader assessment results (grades 1-5).
- Students reading scores will increase to meet our student goal based on Compass Learning assessment results (grades 1-5).
- Student reading scores will show growth on the 8 Step Assessments.

**Professional Development Goal #3A:** During the 2017-2018 school year 100% (14/14) K-5 teachers will use the E/LA 8 Step Instructional Calendars to support instruction. (*new knowledge, skills, and attitudes toward learning*)

***Teacher Outcomes:***

- Teachers will use 8 Step Instructional calendars & assessments to guide instruction and Success Time groups
- Teachers will use basal text and leveled texts to support instruction.
- Teachers will analyze assessment results to inform instruction.

**Professional Development Goal #3B:** During the year 2017-2018 school year 100% (14/14) K-5 teachers will have been trained on the use of Scott Foresman *Reading Street*.

***Teacher Outcomes:***

- Teachers will analyze DIBELs Next assessment results to inform instruction
- Teachers will analyze 8 Step assessment results to inform instruction
- Teachers will be able to identify students for Tier I and Tier II instructional support
- Teachers will implement Reading First strategies in the classroom.
- Teachers will use Reading Street Assessments & resources to inform instruction.

**Part 2 - Appendix B**  
**Title I Parent Involvement Documents**

- **Annual Title I Parent Meeting Agenda**
- **Parent Involvement Compact**
- **Parent Involvement Policy (district/school)**
- **Complaint Resolution Procedure**

**Lake Station Community Schools Title I**

**3304 PARKSIDE AVENUE / LAKE STATION, IN 46405 / TELEPHONE  
(219) 962-8531 ext. 4604**

**2064**

**FAX (219) 962-**

**Janine Sheppard Title I Director**

**PARENTS' RIGHT – TO – KNOW**

**Fall 2017**

**Dear Parents and Guardians:**

**In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) PARENTS' RIGHT TO KNOW, this is a notification from Lake Station Community Schools to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This information regarding the professional qualifications of your student's classroom teachers shall include the following:**

- **If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;**
- **If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;**
- **The teachers baccalaureate degree major, graduate certification, and field of discipline; and**
- **Whether the student is provided services by paraprofessionals, and if so, their qualifications**

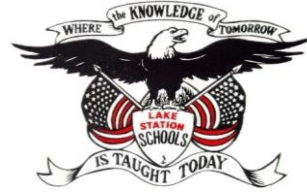
**If you have questions or concerns, please feel free to contact your building principal.**

**Sincerely,**

**Mrs. Janine Sheppard**

**NOTA: Si no puede leer el texto anterior, llame su escuela y pregunte por ESL paraprofessional.**

# LAKE STATION COMMUNITY SCHOOLS



Annual Parent Meeting  
Sept. 2017

[OBJ]

. Welcome / Introductions / Sign-In Sheets

2. Lunch: JJ's Pizza

3. Look over Compact and Bailey/District Parental Involvement Plans

4. TITLE I BINGO!!!

Targeted Assisted  
Parental Involvement  
ISTEP+

Compact  
ESL services  
NCLB/ESSA

Read aloud  
Schoolwide Plan  
SRI/AR

Title I money  
Annual Parent Meeting  
Instructional Calendars  
DIBELS  
Schoolwide Programs

Highly qualified staff

Title I paras

NWEA

Parent Involvement Policy

Reading Facilitators

Parent programs

Needs assessments

Parent libraries

Reading benchmarks

IRead3

8-Step Process

Success Time

Read180

Bingo prizes are educational materials to help promote parental involvement with your children.

5. Questions?

Janine Sheppard Edison Jr./Sr. High School 962-8531 ext. 4604, Title I Program Coordinator



**ALEXANDER HAMILTON ELEMENTARY SCHOOL**  
**Parent/Teacher/Student Compact**

Lake Station is dedicated to preparing all of our students to become good citizens. To this end the involvement and responsibility for assuring that our children are successful becomes the responsibility of the parent/guardian, teacher, and student.

**Staff Pledge**

- ✓ Use data from DIBELS, ISTEP, 3-D, Math and Terra Nova to be sure all students are receiving the instruction needed to meet the Indiana Academic Standards.
- ✓ Communicate with parents frequently in the student's agenda book. Grades 1-5
- ✓ Schedule fall conferences as needed to explain student progress.
- ✓ Explain procedures, expectations, and grading to students and parents.
- ✓ We will invite parents to our school to volunteer, participate, and observe.
- ✓ We will participate in professional development opportunities that improve our teaching skills and support family involvement.

Teacher Signature \_\_\_\_\_

**Parent/Guardian Pledge**

- ✓ I will participate in decisions concerning my child's education, serve on parent committees, attend conferences and volunteer when needed.
- ✓ I will be sure my child misses school only when absolutely necessary and will provide a written excuse when my child returns.
- ✓ Monitor my child's progress and contact the teacher right away if I notice any problems.
- ✓ Read and sign my child's agenda book daily.
- ✓ Check homework nightly and give help when needed. Make sure homework time is a quiet time.
- ✓ Read to and with my child daily.
- ✓ Monitor and limit my child's TV viewing.

Parent Signature \_\_\_\_\_

**Student Pledge**

- ✓ I will follow the Lifelong Guidelines.
- ✓ Take my agenda book home daily and discuss it with my family.
- ✓ Write down my assignments and turn them in when they are due.
- ✓ I will follow the rules and procedures of my school and teacher. No bullying.
- ✓ Read on my own and with my family daily and be sure my homework is completed.

Student Signature \_\_\_\_\_

Please review the School/Parent Compact with your child. This Compact may be discussed with you during a parent-teacher conference as it relates to your child's progress.

**Distrito Escolar de Lake Station**  
**Pacto entre Alumnos/Padres/Maestros**

Las escuelas de Lake Station se dedican a la preparación de buenos ciudadanos. Con este fin la participación y responsabilidad de asegurar que nuestros jóvenes tengan éxito recae sobre los padres, alumnos, y maestros.

***Los maestros nos comprometemos a:***

- ✓ Usar datos de las pruebas de DIBELS e ISTEP para asegurar que los alumnos están recibiendo la instrucción necesaria para alcanzar los Estándares del Currículo Común.
- ✓ Comunicarnos con los padres frecuentemente en la agenda estudiantil ( para los alumnos en grados kínder a seis).
- ✓ Reunirnos con los padres para explicar el progreso académico.
- ✓ Explicarles las expectativas, procedimientos y la escala de grados tanto a padres como a alumnos.
- ✓ Invitaremos a los padres a participar en la clase, observar, y ofrecerles oportunidades para ser voluntarios en el salón.
- ✓ Participaremos en talleres profesionales para hacernos mejores maestros y para aprender a involucrar a los padres en la educación de sus hijos.

Firma de maestro/a \_\_\_\_\_

***Los padres/guardianes nos comprometemos a:***

- ✓ Participar en las decisiones que conciernen la educación de nuestros alumnos, a servir en los comités de padres de alumnos, y haremos de voluntarios cuando sea necesario.
- ✓ Procuraremos que nuestro alumno coma bien y que venga a la escuela descansados.
- ✓ Procuraremos que no falte nuestro alumno a la escuela y que cuando tenga que faltar traerá excusa escrita.
- ✓ Seguiremos el progreso académico de nuestro alumno y nos comunicaremos con la escuela si hubiera problemas.
- ✓ Les procuraremos transporte a nuestro alumno si tuviera que asistir a tutorías antes o después de la escuela.
- ✓ Leeremos y firmaremos la agenda de nuestro alumno (grados K-6).
- ✓ Repasaremos la tarea y aseguraremos que tenga un lugar tranquilo para hacer la tarea.
- ✓ Leeremos a diario con nuestro alumno.
- ✓ Vigilaremos y limitaremos el tiempo de televisión/video juegos.

Firma del padre/guardián \_\_\_\_\_

**Compromiso del alumno:**

- ✓ Seguiré las normas para el éxito.
- ✓ Llevaré mi agenda a casa y se la enseñaré a mis padres/guardianes.
- ✓ Anotaré todas mis tareas en la agenda y las entregaré puntualmente.
- ✓ Seguiré las reglas y los procedimientos de la escuela y de mi maestro/a. Seré respetuoso con todos.

- ✓ Leeré diariamente a solas y con mi familia y procuraré hacer todas mis tareas.

Firma del alumno: \_\_\_\_\_

**Favor de repasar el Pacto entre Alumnos/Padres/Maestros con su estudiante. Nos referiremos a este pacto durante juntas de padres y alumnos para asegurar su cumplimiento.**

## **Parent Involvement Policy**

Lake Station Community Schools Board of School Trustees intends to follow the parental policy guidelines in accordance with ESSA as listed below. Lake Station Community Schools will distribute this policy to parents of students participating in the Title I program.

### **Policy Guidelines**

- Involve parents in jointly developing our district's local plan under section 1112 and in the process of school review and improvement under section 1116
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:
  - Providing a Title I Program Director for the district to
    - Annually survey parents to assess their needs to improve their children's achievement and provide the appropriate parent meetings and workshops to meet these needs
    - Attend Open House events and parent/teacher conferences, along with other Title I staff members, to welcome families into the schools, answer questions about Title I programs, and pass out books or brochures for students and parents
    - Participate, along with other Title I staff members, in the kindergarten orientation programs to welcome new kindergarten students and their families to our schools and provide them with a take home packet of materials to encourage family involvement
    - Conduct a Title I Annual Meeting to explain Title I Programs to the parents, explain assessments used to select Title I students, and inform parents of their right to be involved in Title I programs
- Build the schools' and parents' capacity for strong parental involvement by providing parents with:
  - A description and explanation of the curriculum to be used
    - By the classroom teachers at open house nights and parent/ teacher conferences
  - Forms of academic assessment used to measure student progress
    - Parents are given written results of these assessments:
      - DIBELS: Fall, Winter, and Spring
      - ISTEP: Annually for grades 3-5
      - Terra Nova: Annually for grade 1
    - Parents are given copies of report cards quarterly
  - Proficiency levels that students are expected to meet
    - Parents are directed to [www.doe.in.gov](http://www.doe.in.gov) to access information about the Indiana State Standards and ISTEP
    - Parents are given DIBELS Benchmark scores so they can see where there child needs to be
  - Opportunities for decision-making related to the education of their children
    - Response to Intervention conferences
    - Annual Title I Parent Meeting
    - Parent/Teacher Conferences
    - Parent Surveys
    - Parent Workshops
  - Materials and training on how parents can improve their child's achievement
    - Kindergarten Packets—Distributed in the spring before the child starts school in the fall
      - Crayons, scissors, pencils, glue, books, and activities that provide interaction between children and parents
    - Parent Libraries
      - Available in each elementary building
      - Includes books in a wide range of topics including helping children with academics and helping parents cope with stress

- Parent Workshops
  - Educating school staff on how to build ties between home and school
    - Book studies
    - Para training
    - In-services on pertinent community issues
      - Ruby Payne—Understanding Poverty
      - Language barriers
  - Coordinating and integrating parent involvement with Head Start and public preschools
    - Title I Program Director
      - Provide parents with activities to do with their children
      - Discuss expectations for kindergarten children
  - Ensuring, to the extent possible, that information sent home is in a language and form parents can understand
    - Many forms and letters are sent home in English and Spanish
    - An ESL paraprofessional is available at each elementary school to assist parents in
      - Communicating with teachers and other school staff
      - Helping fill out forms
  - Other reasonable support for parental involvement activities as parents may request
    - Parent surveys are done yearly to evaluate the needs of our parents
- Coordinate and integrate parental involvement strategies under Title I, Part A with parent involvement under other programs, such as Head Start, Reading First
  - Title staff and Reading First Coaches work together to provide family literacy meetings
  - Title staff present information and activities to Head Start parents
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds by
  - Discussing the policies with parents at the Annual Title I Meeting
  - Identifying barriers to greater participation and acting on them
    - Providing babysitting
    - Fostering a welcoming environment in our schools
    - Having ESL staff available to help parents with language
  - Encouraging parental participation at school board meetings
    - Location of meetings is rotated so each building hosts at least once a year
    - Parents are given an opportunity to speak at the meetings

#### Expectations for Parent Involvement

The Lake Station Community Schools Board of School Trustees intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement.

Any comments indicating parents' dissatisfaction with the district Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Lake Station Community Schools Board of School Trustees. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

School Policy

Each school must submit its Title I school parent involvement policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by the school to parents of participating students. The policy must be updated annually.

A copy of each school's parent involvement policy shall be kept on file with the school's Title I program plan in the Title I Office.

# **ALEXANDER HAMILTON ELEMENTARY SCHOOL**

## **Parent Involvement Policy**

Alexander Hamilton Elementary School intends to follow the parental policy guidelines in accordance with ESSA as listed below. Alexander Hamilton Elementary School will distribute this policy to parents of students participating in the Title I Program and the policy will be updated periodically.

### **POLICY GUIDELINES**

- ✓ An Open House will be held at the beginning of each school year. The principal, reading coach, and teachers will be available to give parents a description and explanation of the curriculum to be used. Assessments such as DIBELS and ISTEP will also be discussed. Specific attendance, homework, and expected behavior policies will be explained. The Title I staff will be available to answer questions about Title I, describe Title programs, and welcome families to the Open House.
- ✓ Each student in grades K-5 will be provided an agenda book. This book may include daily homework assignments, behavior and academic issues, and important due dates. The agenda book must be read and signed by the parents each night. Parents also have the opportunity to write in the books. This procedure will encourage good communication between school and home.
- ✓ An annual Title I meeting will be held in the fall. To accommodate parent schedules, we will offer a luncheon meeting at the school or an evening meeting at our public library. The meeting will last no longer than one hour. During these meetings we will review the parent involvement policy and the school compact and evaluate feedback from parent involvement activities. We will also explain how Title I students are selected, describe Title I programs, and explain assessments. As a parent at Alexander Hamilton Elementary School, you have a right to be involved in the education of your child. If you invest your time and energy into your child's school, then your child will benefit.
- ✓ A bi-weekly newsletter will be sent home from the principal to keep parents informed of school events.
- ✓ Reading Connection, a monthly parent newsletter with tips for reading success will be sent home.
- ✓ P.T.C., Parent Teacher Committee, will hold meetings the first Wednesday of every month. Parents and teachers are encouraged to belong to P.T.C. to learn from each other in order to best help the students. At these meetings, there is an ongoing review of the parent involvement policy and improvements are added to the policy. This organization provides a majority of the extra-curricular events offered to students. They also provide a variety of classroom materials and equipment.
- ✓ A parent library will be available for parents to check out books. The books cover a wide range of topics from parent stress to behavior and academic issues with children. Some titles are available in Spanish.
- ✓ A student library will be available for students to exchange books on a weekly basis. This affords students the opportunity to have new reading materials on hand at home so that they can practice reading consistently.

- ✓ **Fall Parent/Teacher Conferences will be scheduled as needed. A child's strengths, weaknesses, the curriculum, assessments, and the School/Parent Compact can be discussed at this time.**
- ✓ **Alexander Hamilton Elementary School will make information available, to the extent possible, in a language and format the parents can understand. This may include providing translators for communicating with parents and sending letters home in the parent's native language. An ESL facilitator and paraprofessional are on staff.**
- ✓ **Alexander Hamilton Elementary School shares responsibility with parents for high student performance by developing a School-Parent Compact. This compact outlines how parents, staff, and students will share the responsibility for promoting high student achievement. This will be distributed to parents in the fall and discussed, reviewed, and revised at the annual Title I meeting.**
- ✓ **The Indiana Parent Information and Resource Center works to keep parents informed of their rights and responsibilities pertaining to their children's education. You may contact them at:**
  - 921 E. 86<sup>th</sup> Street, Suite 108**
  - Indianapolis, IN 46240**
  - 317-205-2595 or 866-391-1039 (toll free)**
  - info@fscp.org**

**Si no puede leer el texto anterior llame a Alexander Hamilton Elementary School y pregunte por ESL paraprofessional.**



## PARENTS' RIGHT – TO – KNOW

Fall 2012

Dear Parents and Guardians:

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) PARENTS' RIGHT TO KNOW, this is a notification from Lake Station Community Schools to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teachers baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications

If at any time your student has been taught for 4 consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information.

If you have questions or concerns, please feel free to contact your building principal.

Sincerely,

Dr. Cripliver  
Superintendent

NOTA: Si no puede leer el texto anterior, llame su escuela y pregunte por ESL paraprofessional.

## LAKE STATION TITLE I COMPLAINT PROCEDURE

*An individual or organization wishing to file a complaint against the Title I program concerning a violation of an applicable law or regulation shall use the following procedure.*

A complaint for the purpose of this procedure is defined as a written and signed statement that includes:

- The nature of the allegation, the place, date, and time of the alleged violation and person(s) involved; and
- information that supports the allegation.

### Receiving Complaints

**A written and signed complaint concerning an alleged violation** of an applicable Title I the principal of the school where the alleged violation occurred shall receive law or regulation.

If the complaint is not resolved at the building level, the decision of the principal may be appealed to the superintendent.

If the complaint is not resolved at the superintendent's level, The decision may be appealed to the Division of Compensatory Education, Indiana Department of Education.

### Time Limits

**The building principal shall conduct an investigation and render a decision within ten (10) school days after receiving a written and signed complaint.**

The superintendent or designee shall conduct an investigation and render a written decision within twenty (20) school days after receiving the complaint.

A complainant who is dissatisfied with the district's final decision may file an appeal with the Indiana Division of Compensatory Education within thirty (30) days after receipt of a written decision. A copy of the division's SEA Complaint Procedures must be provided to complainants wishing to appeal local decisions.

CONTINUED

CONTINUED

Presentation of Evidence

At each level of investigation and appeal, the complainant and The local school district shall be afforded the opportunity to present and review evidence as well as question involved parties. Each contingency may act on their own behalf or be represented.

Dissemination of Complaint Procedures

**Complaint procedures shall be disseminated and posted in each**

Title I school. Copies shall be available to parents of participating Title I students.



**Part 2 - Appendix C**  
**School Improvement Checklists**

- **Schoolwide Program Checklist**
- **PL 221 Correlates Checklist**
- **NCLB School Improvement Checklist**
- **Title I Distinguished Schools**



## Title I Schoolwide Plan Checklist

**Directions:** Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

**Schoolwide Plan:** [Section 1114 (b) (2)] Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	10-21
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li><input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that:</li> <li><input type="checkbox"/> Strengthens the core academic program</li> <li><input type="checkbox"/> Increases the amount of learning time</li> <li><input type="checkbox"/> Includes strategies for serving underserved populations</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Address how the school will determine if those needs of the children have been met</li> <li><input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any</li> </ul>	22-28
3. Highly qualified teachers in all core content area classes	28-30
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	30-33
5. Strategies to attract high-quality, highly qualified teachers to this school	35
6. Strategies to increase parental involvement, such as literacy services	35-38
6 a. Description how the school will provide individual academic assessment results to parents	38
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	39
7. 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	39-40
8..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	40
9.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	41-42
10..Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	42
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	42

## School Improvement (PL221) Plan Checklist

<b>Correlate</b>	<b>Statement of School Mission, Vision and Beliefs</b>	<b>Page</b>
<b>1</b>	State your school's mission, vision and core beliefs. Reference the district's mission, and vision statements. Include a three year timeline implementation, review and revision of your school improvement plan.	<b>3-4</b>
<b>Correlate</b>	<b>Description of School and Community</b>	<b>Page</b>
<b>2</b>	Describe your school's educational plan. Identify grade level, scope of program offerings, and core curriculum. Include the location of a copy of the curriculum available for public inspection. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school's student population.	<b>4- 9</b>
<b>Correlate</b>	<b>Assessment Instruments</b>	<b>Page</b>
<b>3</b>	List and describe all of the assessments that will be used to generate data for your review of student achievement.	<b>10 – 12</b>
<b>Correlate</b>	<b>Data Analysis</b>	<b>Page</b>
<b>4</b>	Analyze your data and identify your school's strengths and areas in need of improvement. Attendance must be discussed.	<b>12-16 85 – 89</b>
<b>Correlate</b>	<b>Goals and Strategies</b>	<b>Page</b>
<b>5</b>	Identify your goals and strategies that will support them to improve student achievement. You must include goals for language arts and mathematics. High school must include a graduation rate.	<b>19 - 25 48-65</b>
<b>Correlate</b>	<b>Technology as a Learning Tool</b>	<b>Page</b>
<b>6</b>	Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually.	<b>25-26 48-65</b>
<b>Correlate</b>	<b>Parental and Community Involvement</b>	<b>Page</b>
<b>7</b>	Describe the partnership between parents and the school that support learning. Include a description of how you review and revise your parent and community plan annually.	<b>38- 41 66-82</b>
<b>Correlate</b>	<b>Safe and Disciplined Learning Environment</b>	<b>Page</b>
<b>8</b>	Describe what your school is doing to ensure a safe learning environment. Include a description of how you review and revise your Student Discipline Code and your Safe Schools Plan annually.	<b>8- 9</b>
<b>Correlate</b>	<b>Cultural Competency</b>	<b>Page</b>
<b>9</b>	Describe how culturally appropriate strategies fore increasing opportunities and educational performance for each subgroup have been incorporated into this plan.	<b>28- 29</b>
<b>Correlate</b>	<b>Professional Development Plan</b>	<b>Page</b>
<b>10</b>	Identify appropriate professional development goals based on scientific research based instructional practices and strategies. These goals must be related to your identified student achievement goals.	<b>18 33 – 36 48 - 65</b>



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

### MEMORANDUM

To: Dr. Dan DeHaven  
From: Mary Gardner, Improvement and Turnaround Specialist  
Division of Innovation and Improvement  
Date: October 21, 2011  
Re: Title I Distinguished Schools

Our Improvement and Turnaround Specialists greatly enjoyed speaking on the phone with Mrs. Tara Gordon at Alexander Hamilton Elementary and learning about the exceptional leadership, dedicated staff, hard working students, and excellent programming at this school. However, we regret to inform you that Alexander Hamilton Elementary has not been selected to move forward and receive Indiana's Title I Distinguished School Award for 2011. Your school is still to be highly commended for being one of the top eight high growth Title I schools in the state, and we encourage you to keep up the fantastic work with Indiana's children.

cc: Barbara Cox, Title I Program Administrator  
Mrs. Tara Gordon, Principal



## **Part 2- Appendix D Assessment Data**

- **8-Step Assessments**
- **Las Links**
- **Dibels**
- **All Annual assessments for 6<sup>th</sup> grade classroom**

2015-2016		4.9 - 0	5.4-0	5.9-0					
Mrs. Alvarado		5.9 - 5	6.4-5.5	6.9-6					
Student Names		6 +	6.5	7.0					
		AR Grade Level Score							
Last	First	F	W	Jan.	March	May	Date & Grade Entered RF	Inview 2011	Invi 20
Arellano DelReal	Salvador	8.3	8.6	10.9	8.4	7.8	09/k	110	11
Campbell	Kendall	6	5.8	7	8.2	7.8	13/4		98
Cetner	Nickolas	7.4	6.9	9.6	10.5	10.7	09/k	89	10
Cruz	Julien	3.7	5.1	4.9	4.8		15/6		
Gutierrez	Martin	5.5	5.3	6.5	5.2	5.9	11/2	92	10
Hurn	Deon	5.1	5.7	6.5	4.9		09/k	105	10
Jonaitis	Ryan	6	5.6	6.2	7.5	6.1	09/k	107	10
Knight	Rachel	11.6	10.9	10.4	11.2	8.7	09/k	91	99
Leavy-Rogers	Alexis	4.1	4.4	4.1	5	3.8			
Marroquin	Alyvia	10.5	12.6	12.7	12.9	12.9	09/k	108	14
Moore	Ashley	5.5	5.8	W/D			14/5		99
Naranjo	Ulises	9.5	9.6	8	7.9	8.2	09/k	107	11
Navarro	Alejandro	4.7	5.1	5.1	5.1	4.5	08/k	86	87
Nunez	Carlos	6.6	6.3	7	7	6.9	10/1	82	10
Padilla	Fatima	5.7	6	5.5	7.4	6.1	09/k	90	87
Pennington	Taylor	4.9	WD	WD			WD 6th - 9/15	WD	WD
Ramirez	Angelo	5.3	5.3	4.5	5.4	5.4	14/4		89
Sanchez	David	5.2	5.4	5.1	5.7	5.8	09/k	88	10
Shinkle	Michael	6.4	7.2	6.6	4.8	6.2	11/3		94
Burgess	Jeffrey			6.9	7.1	7.3			
Compton-Wright	Kendall				5.9	8			
LRE									
ESL									
Retained									

2015-2016		4.9 - 0	5.4-0	5.9-0					
Miss Modglin		5.9 - 5	6.4-5.5	6.9-6.0					
Student Names		6+	6.5+	7 +					
		AR Grade Level Score							
Last	First	F	W	Jan.	March	May	Date & Grade Entered RF	Inview 2011	Inview 2010
Carroll	Alexandra	5.1	4.8	6.2	5.5	5.2			
Cruz	Daniel	4.3	4.3	4.6		3.9	14/4		88
Culp	Caleb	5.9	4.1	4.8	5.9	4.8	08/k	81	89
Davis	Ethan	2.9	2.1	1.9	2.7	2.7	09/k	69	72
Delgado	Benecio	5	5.9	5.3	5.5	5.2	10/k	82	86
Gilbert	Jaelynn	4.2	4.8	4.5	4.8	5.1			
Guzman	Damien	5.3	5.2	4.8	4.8	4.2	11/2	70	89
Hunter	Joshua	4.9	6.2	5.2	5.1	5.1	09/k	75	
Hurn	Dennis	6.3	4.8	3.9	4.3	5.4	09/k	95	94
Janis	Ayden	4.9	5.5	6	5.1	6			
Miller	Brandon	5.6	4	4	5.7	5.9	15/6		
Mireles	Hayley	10 (12+)	12.9+	12.9+	12.9	12.9	09/k	110	125
Paris	Ian	5.1	4.6	4	4.8	3.4	09/k	92	83
Quijano	Alejandro	6.3	5.7	6.4	7.1	7.2	15/6		
Ramirez	Priscilla	3.5	3.6	4.9	4.4	3.1	13/3		84
Rios	Jade	5.4	5.8	5.9	7.5	6.5	14/5		98
Smith	Jacqueline	5.7	7.7	6.6	9.5	5.9	09/k	116	109

<b>Language Arts</b>	1A RL 2.3	1A RL 2.2	1A RV 3.3	1B RN4	1B W 6.1.D	1B W 6.1.E	1C NL 2.1	RV 2.1
<i>6th - Kawicki</i>								
Brock Allcox	3	3	4	3	3	3	2	3
Mikayla Baber	3	3	4	3	4	4	4	3
Matthew Boyer	2	3	4	4	3	3	3	4
Ashleigh Bucher	3	3	3	4	3	3	2	1
Raul Cardador	2	2	4	3	4	3	3	2
Alyssa Cole	2	2	4	2	2	3	1	2
Charles Corona	3	2	3	3	4	3		
Jesus Corona	3	3	3	4	3	3		
Alexandrya Cox	4	2	4	3	3	3	4	4
Ana Cruz	4	3	4	3	3	3	4	4
Tive Delgado	2	1	3	3	3	3	2	0
Izaak Evans	3	1	4	4	2	4	3	1
Diomara Fleming	3	3	3	2	4	3		
Melanie Gomez	4	4	4	3	3	3	3	3
Katie Howe	3	4	4	3	2	3	3	3
Jasmine Kennedy	4	4	4	4	3	3	4	3
Ernesto Medina	3	3	4	3	4	3	4	3
Hector Mireles	3	4	4	3	4	3	3	3
Wendell Morris	2	1	3	2	3	3	1	2
Adan Padilla	2	3	4	3	3	3	4	2
Brandon Phelps	2	0	1	2	2	3	1	1
Trinity Rios	3	4	4	2	3	3	3	2
Enrique Rivera	3	4	3	2	3	3	4	2
Phillip Serrano	2	2	3	2	0	1		
Jenna Whitledge	4	3	4	3	3	3	4	4
Maurion Williamson	2	1	2	3	3	3	0	3
Total Number Tested	26	26	26	26	26	26	22	22
Benchmark Average	19	23	62	19	23	8	36	18
Strategic Average	46	38	31	54	58	88	32	36
Intensive Average	35	38	8	27	19	4	32	45

<b>Math</b>	1A 6NS.1	1A 6NS.6	1A 6C.1	1B 6.NS4	1B 6.C.2	1C 6.NS.3	1C 6. NS.5	1C 6. S.7
<i>6th - Kawicki</i>								
Brock Allcox	4	4	2	3	4	4	3	3
Mikayla Baber	3	4	4	3	3	4	1	3
Matthew Boyer	3	4	4	3	4	4	4	3
Ashleigh Bucher	2	2	2	3	2	3	0	3
Raul Cardador	4	3	4	4	4	4	4	0
Alyssa Cole	2	3	2	3	3	3	1	0
Charles Corona	3	4	2	3	4			
Jesus Corona	3	2	3	4	3			
Alexandrya Cox	4	4	4	4	4	4	4	3
Ana Cruz	4	4	4	4	3	4	4	3
Tive Delgado	3	3	2	3	3	3	3	0
Izaak Evans	3	4	2	4	2	2	2	0
Diomara Fleming	3	4	4	4	2			
Melanie Gomez	4	3	4	3	3	3	3	2
Katie Howe	3	3	3	4	3	4	2	2
Jasmine Kennedy	4	0	2	4	2	4	0	2
Ernesto Medina	4	4	4	4	3	4	4	4
Hector Mireles	4	3	4	4	2	3	2	3
Wendell Morris	2	2	2	3	3	4	0	1
Adan Padilla	3	4	2	3	3	3	3	4
Brandon Phelps	2	2	2	3	0	3	0	0
Trinity Rios	4	3	3	4	2	4	0	0
Enrique Rivera	4	4	3	3	4	3	3	0
Phillip Serrano	2	1	3	4	1			
Jenna Whitledge	4	3	3	3	2	4	1	0
Maurion Williamson	3	4	2	2	0	3	0	0
Total Number Tested	26	26	26	26	26	22	22	22
Benchmark Average	46	46	34	46	23	55	23	9
Strategic Average	42	33	25	50	38	41	23	32
Intensive Average	13	21	38	4	38	5	45	60

Assessment Dates  
Semester 1  
2016-2017

2016-2017 Due Date	Test	Grades
Aug. 16– Sept. 2	BM BOY Dibels	K-2
Aug. 16- Sept. 2	BM Quarter 1 SRI/Star Reading	1-6
Sept. 2	8-Step 1A Test	1-6
Aug. 26	Fun Fact Friday	1-6
Sept. 16	Fun Fact Friday	1-6
Sept. 23	8-Step 1B Test	1-6
Oct. 3- Oct. 7	PM Dibels	K-2
Oct. 7	Fun Fact Friday	1-6
Oct. 14	8-Step 1C Test	1-6
Oct. 17 - Oct. 28	BM Quarter 2: SRI/Star Reading	1-6
Oct. 28	Fun Fact Friday	1-6
Nov. 7 - Nov. 11	PM Dibels	K-2
Nov. 11	Fun Fact Friday	1-6
Nov. 4	8-Step 2A Test	1-6
Nov. 23	8-Step 2B Test	1-6
Nov. 28 - Dec. 2	PM Dibels	K-2

Dec. 1 - Dec. 21	InView	2 & 5
Dec. 1 - Dec. 21	CogAT	K-1
Dec. 2	Fun Fact Friday	1-6
Dec. 16	Fun Fact Friday	1-6
Dec. 22	8-Step 2C Test	

Assessment Dates  
Semester 2  
2016-2017

<b>Due Date</b>	<b>Test</b>	<b>Grades</b>
Jan. 9-Jan. 20	BM Quarter 3: SRI/Star Reading	1-6
Jan. 9-Jan. 20	BM MOY Dibels	K-2
Jan. 20	Fun Fact Friday	1-6
Jan. 27	8-Step 3A Test	1-6
Jan. 9 - Feb. 24	WIDA Testing	ELL
Feb. 3	Fun Fact Friday	1-6
Feb. 16	8-Step 3B Test	1-6
Feb. 21- Feb. 27	PM Dibels	K-2
Feb. 24	Fun Fact Friday	1-6
Feb. 27- Mar. 10	ISTEP+ Part I: Applied Skills	3-6
Mar. 10	8-Step 3C Test	1-6
Mar. 13- Mar. 17	IREAD-3 (Spring)	3
Mar. 17	Fun Fact Friday	1-6
Apr. 7	8-Step 4A Test	1-6
Apr. 3 - Apr. 7	PM Dibels	K-2
Apr. 13	Fun Fact Friday	1-6
Apr. 28	8-Step 4B Test	1-6
Apr. 17 - May 5	ISTEP+ Part II: Multiple Choice	3-6
May 8-May 19	BM Quarter 4: SRI/Star Reading	1-6



April 24 - May 5	BM: EOY Dibels	K-2
May 12	Fun Fact Friday	1-6
May 19	8-Step 4C Test - Grades	1-6
May 26	Fun Fact Friday	1-6