Schoolwide Improvement & Title 1 Plan

Deputy Elementary

Madison Consolidated School Corporation

PK through 4th grade
Madison Consolidated Schools
jmccreary@madison.k12.in.us (principal)

***Submission Date:* September 7, 2017**

Corporation Mission Statement "Educating every child to reach their potential"

Tier I (All Students)

PL 221/ Title 1 Plan

Table of Contents

2017-2018

Title 1 Schoolwide Committee	3
Mission Statements- Madison Consolidated Schools & Deputy Elementary	4
School Profile	5
Title 1 Schoolwide Component #1-Comprehensive Needs Assessment (CNA)	11
Data Analysis/Data Statements	13
Title 1 Schoolwide Component #2- Implementation of Schoolwide Reform Strategies	17
Goal Action Plan #1	18
Goal Action Plan #2	21
Goal Action Plan #3	23
Title 1 Schoolwide Component #3-Highly qualified teachers in all core content areas	26
Title 1 Schoolwide Component #4-High quality and ongoing professional development for teachers, principals, and paraprofessionals	27
Title 1 Schoolwide Component #5-strategies to attract high quality staff to this school	36
Title 1 Schoolwide Component #6a/b-Strategies to increase parental involvement in school	37
Title 1 Schoolwide Component #7- Plans for assisting preschool children in transition from early childhood programs	41
Title 1 Schoolwide Component #8-Opportunities and expectations for teachers to be included in decision making related to the use of academic assessment results leading to the improvement of student achievement	42
Title 1 Schoolwide Component #9-Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the achievement are provided with effective, timely assistance	43
Title 1 Schoolwide Component #10a/b-Coordination and integration of federal, state, and local funds; resources as in-kind services and program components	43
Appendix	45

It is the policy of Madison Consolidated Schools not to discriminate on the basis of race, color, religion, sex, national origin, handicap, or age, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 1971, 22-9-1); Public Law 218 (I.C. 1971, Title 20); Titles VI and VII (Civil Rights Act 1964); the Equal Pay Act of 1973; Title IX (1972 Education Amendments): Public Law 94-142; and Public Law 93-112, Section 504.

School Improvement Team Members

Tier I (All Students)

Mrs. Kristi Fulton – Intermediate Teacher
Mrs. Kathy Stoner – Primary Teacher/Parent
Mrs. Janet McCreary – Building Principal/Interventionist

Staff Roster

Janet McCreary- Principal/Interventionist
Shelly Owens- Administrative Clerk
Karen Lowry-Preschool
Jennifer Amburgey- Kindergarten
Kathy Stoner- 1st Grade
Camille Crim- 2nd Grade
Kim Mahoney- 3rd Grade
Kristi Fulton- 4th Grade
*Lori Palmer- Special Education
*Julie Brewer, LPN – School Nurse
*Jill Banks- Speech Pathologist
*Nichole Lohrig- At-Risk Counselor
*Karen Clerkin-Learning Commons
*Nicole LeGrand- Art

**Donna White-Preschool
*Michele Stuart - Spanish
*Michele Ward - Physical Education
*Gina Pate - Instructional Support/After school care
*Jacob McVey-Resource Officer
Joe May–Custodian/Maintenance
**Bob Massie –Part-time Custodian
Teresa Johnson-Cafeteria Manager
Kim Ross- Asst. Cafeteria Manager
*Rachel Covol-Music

***Travel to different buildings**

****Part-Time**

Introduction

Tier I (All Students)

MCS

Madison Consolidated Schools

Educating All Students to Reach Their Potential

Deputy Elementary

School Improvement Plan

Indiana Public Law 221

Every Student Succeeds

Tier I (All Students)

This school improvement plan will guide and engage our school community and stakeholders in the continuous pursuit of improvement. We will use this plan to demonstrate a strategic plan of initiatives that we believe may be a helpful tool in meeting the expectations and accountability of district, state, and federal requirements.

School Community Profile

Deputy Elementary is part of the Madison Consolidated School Corporation. The corporation consists of a single high school, junior high, and four elementary schools. Deputy Elementary serves the communities of Graham and Lancaster Townships in Jefferson County, Indiana. We are located in the southeastern portion of the state and cover approximately 43 square miles of agricultural and wooded acreage.

Deputy Elementary is a vital part of Graham Township. It's the focal point of many community activities such as basketball, softball, archery, and is used by a variety of community groups. An active alumni association continues to celebrate its school heritage with a well-attended annual banquet and business meeting in May. The alumni association also provides additional equipment for the school's use and in 2015 gave $2,400 in scholarships to high school graduates who live in Graham/Lancaster Township and who attended Deputy Elementary.

School Description

Deputy Elementary has nine standard classrooms and one preschool room equipped with restroom facilities. The office area includes space for the principal's office, reception area, clinic, and supply room. The Media Center has a digital checkout system. The teachers' workroom provides for storage, equipment, and teacher workspace, it also serves as a conference room for after school meetings. There is a full size gym with hardwood floor and stage area. The school cafeteria and a kitchen are amply equipped to cook meals; it serves both students and staff on a daily basis. Breakfast, lunch and afternoon snacks are provided each day. There is a custodial area for storage of cleaning supplies and equipment. The building has sufficient restroom facilities for both students and adults. The building is handicapped accessible.

The Deputy facility was constructed in 1954 and functioned as a high school until 1968. After that time, Deputy High School consolidated with Madison School Corporation and students traveled to the corporation's only jr high and high school facilities located in Madison, Indiana. Following consolidation, the building became Deputy Elementary School. In 1986 the building was totally renovated with the addition of a primary wing, office area, and teacher work area. A new heating system was completed during this remodeling. In 1995, the building was fully air-conditioned to provide for the comfort of our students and staff. In 1996, a building project doubled the size of our media center and added to the size of one intermediate classroom. The building has been well maintained and is in excellent condition.

Area Support Services

The rural setting of Graham Township significantly impacts the total education experience of children who attend Deputy Elementary. The following social support services are available to all Graham Township constituents. These services are located in Madison, Indiana, a 22 mile distance from Deputy.

1. Jefferson County Health Department
2. WIC Nutrition Program
3. Life Springs Counseling Center
4. Jefferson County Extension Office
5. Jefferson County Chamber of Commerce

Deputy Community Demographics

Data from the 2010 census indicates that in Jefferson County, Graham Township:

1. There are 2,029 people who live in Graham Township. Of those 2,029 people, 67% are above the age of 25.
2. Of the people who are 25 years or over, 71.15% are high school graduates or higher. Only 2.83 % of the population holds a bachelor's degree or above.
3. Of all workers who are 16 years or older, 98% commute to work. The average travel time to work is 32 minutes.
4. There are 792 families in this township. Nearly 54% of our families have a median family income of $29,694 or less.
5. Thirteen percent of all persons live below the poverty level.
6. Deputy Elementary School serves approximately 90 students.
7. Forty-eight percent of the student population comes from broken homes.
8. Fifty-two percent of the student population is on Free/Reduced meals.

Staff

Deputy Elementary has a part-time Title I Interventionist that also serves as our half time principal. An at-risk counselor provides services on a part-time basis. There is one part-time instructional support personnel to assist our part-time Title 1 Interventionist with intervention programs and provide after school care. There is one part-time instructional support personnel to support the preschool program and one full time teacher. We also have a part time Special Education instructor. One administrative clerk with an Associate of Science degree, two cafeteria staff workers, and one full time and one part time custodian. Art, music, physical education, and Spanish are taught on a weekly basis by traveling teachers. Technology and innovation is taught by an instructional support staff member on a weekly basis.

Student Profile

Deputy Elementary student population consists of 97.5% White, 0.8% Asian and 1.7% Multiracial. In addition, our student free/reduced lunch rate is 52.1% with 33.9% free, 18.2% reduced, and 47.9% paid. Special programs, such as convocations and guest speakers, will provide various cultural experiences for the entire school. High ability students are being identified through administration of the NWEA and CogAt testing.

The school corporation supports students with special needs through the Special Services Department of the Madison Consolidated Schools. These services include:

1.) Psychological Testing and Evaluation
2.) Speech and Hearing Testing and Services
3.) Special Education Resource Teachers and Aides
4.) Special Education Resource Classrooms
5.) Nurses
6.) Counselors

Students who are not responsive to an intervention process or who are suspected of having a

Tier I (All Students)

disability based on academic and functional performance are referred for special education evaluation. If a student is determined to be eligible for special education, an individual education plan is developed and services are provided based on a continuum of options. Services are determined based on the least restrictive environment that appropriately meets the student's' individual educational goals. Progress is monitored regularly and services are revised as needed to ensure appropriate placement.

Federal funding provides Title 1 services for students in kindergarten through fifth grade who are six months or more below grade level. The classroom teachers' observations, along with other assessment data are used to identify these students.

The Literacy Collaborative Model provides guided reading instruction on a small group basis for all students. These groups are flexible based on data results and these groups are taught by teachers and trained instructional assistants.

Deputy Elementary School has implemented National Geographic Reach for Reading, a long-term professional program designed to provide a comprehensive, schoolwide approach to literacy instruction in grades K-5. The goal of this program is to improve the base of instruction for all students. Participation in this program helps our school achieve this goal in two ways. First, the 90 minute block supports the Indiana K-6 Reading Framework for literacy lessons that build connections. Secondly, implemented with the CAFÉ model of teaching comprehension, accuracy, fluency, and expand vocabulary, the five big components of reading instruction are addressed. The implementation of the Daily 5 allows all teachers a management system to monitor, track, and meet with students individually.

Funding

Deputy Elementary School and Madison Consolidated Schools do not consolidate funds. Indiana does not have permission from the U.S. Department of Education, nor is the financial system setup to allow for consolidation of funds. Many of our improvement projects and activities are funded through individual grants and accounts. These include, but are not limited to corporation monies, Title 1 funding, and local Education Foundation Grants. These monies support professional development for teachers, RtI programs, student incentives, and motivators, etc.

Title 1

Deputy Elementary School has a Schoolwide Title 1 status for 2017-2018. The parents of all children sign a Title 1 compact which is collected and housed electronically at the district office. Parent involvement is highly encouraged at Deputy, and guidelines and suggestions are shared with parents annually in the form of a parent handbook. In addition, the Title 1 Interventionist plans and carries out several events and parent meetings during the school year. Title 1 funds were used to provide three half days of remediation in the fall and a five week after school tutoring program in the spring.

Local Preschool

The 2017-2018 school year is the third year for a preschool located and housed at Deputy Elementary School. This program is offered through the Madison Consolidated School Corporation and supports students ages three and four. The preschool program at Deputy Elementary also services Special Education students. A private preschool is available to the general population of young children in the area. Head Start, which is located in Madison, is available to a limited number of children whose families meet financial requirements. However, this is located in the city of Madison twenty miles away.

Description and Location of Curriculum

The K-4 Reading/Language Arts, Math, Science, and Social Studies curriculum and other selections approved by the Indiana Department of Education make up content areas. The curriculum provides a

Tier I (All Students)

planned sequence of instruction and learning experiences appropriate to the various developmental levels of students. Teachers' daily instruction is guided first by the grade appropriate Indiana State Standards and then by the adopted curriculum guide for each grade level.

Curriculum

- Reading and Language Arts-National Geographic Reach for Reading
- Close Reading
- Academic Vocabulary
- Math-Everyday Math
- Math Fluency
- Mystery Science
- PLTW
- Social Studies-Scott Foresman
- Writing-Smekens
- Argumentative Writing
- Leveled Literacy Intervention

Instructional Strategies

Literacy Framework K-6 for Indiana Department of Education Components:

1. Guided Reading
2. Shared Reading
3. Read Aloud
4. Independent Reading
5. Word Study (vocabulary, phonics, spelling, etc.)
6. Interactive Writing
7. Shared Writing
8. Guided Writing
9. Independent Writing (Writer's Workshop)

Provide 90-120 minutes daily of balanced literacy instruction in all grades K-4, including:

- Daily 5 (independent reading, writing, read to someone, word work, and listen to reading)
- CAFÉ-Comprehension, Accuracy, Fluency, and Expand Vocabulary
- Process Writing (6+1 Traits)
- Close Reading
- Differentiated Instruction
- Rigorous and Intense Interventions (30 minutes daily) outside of the 90 minute core instruction
- Guided Reading
- Graphic organizers (T charts, KWL, anchor charts, etc)
- Revised Bloom's Taxonomy/Depth of Knowledge Questioning(focus on DOK 3 & 4)

Additional Programs and Services

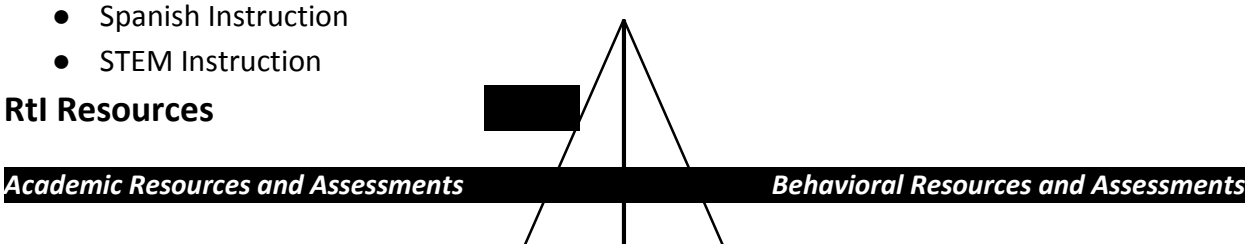
As a corporation, curriculum guides were created and provided to all grade levels for our reading series, National Geographic. Daily lessons are aligned with grade-level indicators from the Indiana Academic State Standards. All curriculum materials are available to the public and located in every classroom, school library, principal's office and corporation office. (PL221)

Tier I (All Students)

Curriculum

- Reading and Language Arts-Literacy Framework K-6
- Math with supplemental materials
- Fine Arts- Music and Art
- Physical Education
- Spanish Instruction
- STEM Instruction

RtI Resources



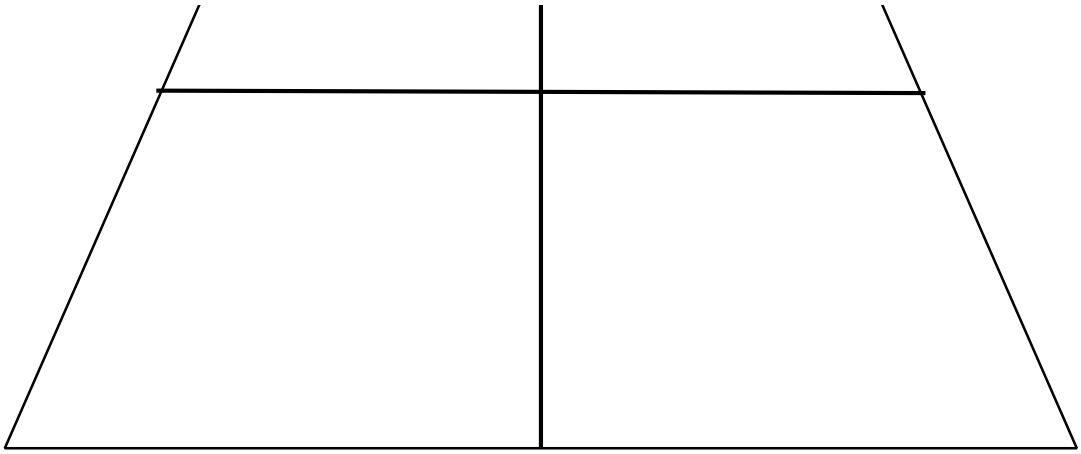
Tier III (Few students)

Special Needs Teacher
Administration-Special Services
Speech Pathologist
Occupational Therapist
Interventionist

Tier II (Some students)

Reading Interventions (provided by teacher and Instructional assistants, and Interventionist)
Conference
Ongoing progress monitoring
Voyager Passport
LLI - Leveled Literacy Intervention
SRA (K-2)

Office Referral Form
Parent/Student/Teacher



Tier I (All Students)

Tier I (All Students)

NWEA,
Classroom Behavior Plan
ISTEP+ (3-4),
Newsletters Fountas and Pinnell Benchmark,
Handbook
Textbooks, manipulatives, quality instruction. Home

Assessment Instruments

Assessments Used to Guide Instruction

Assessment is a critical element for quality instruction. Assessments being utilized at Deputy Elementary School provides solid, consistent feedback on each student and help us to meet his/her individual needs. These include:

NWEA (K-4)

An assessment providing a measurable link between assessment data, instruction, and student mastery, in alignment to the Common Core standards and then correlated to the Indiana State Standards.

Running Record (K-2)

A running record is used to systematically code, score and analyze oral reading. Running records help assess students' reading levels and current reading strategies.

Letter ID (K)

The child is asked to identify, by name, sound, or as the first letter of a word, the printed upper and lower case letters as well as the typeset versions of "a" and "g". Letter knowledge indicates that the child is familiar with some aspects of the visual details of print.

Hearing Sounds in Words (K-2)

HSIW is the measure of the child's ability to hear and record sounds in words. The value of this information lies in the teacher's knowledge of children's phonological awareness and the child's ability to coordinate the two complex operations.

Fountas & Pinnell (K-4)

Fountas & Pinnell is a reading assessment administered one on one to students. This assessment measures student's reading accuracy, fluency and comprehension. This benchmark assessment is administered three times a year.

Tier I (All Students)

DIBELS Next Oral Reading Fluency (1-4)

An assessment to determine accuracy and fluency with connected text.

Kids First (K)

Early reading readiness test that assesses print concepts, phonemic awareness, letter names and sounds.

Fry Sight Word Assessment (K-4)

Quarterly assessment with ongoing progress monitoring.

Everyday Math Assessment (K-4)

An assessment is administered at the end of every unit to determine student mastery of the skills taught.

Numerical Fluency (K-4)

Measures flashcard automaticity.

IXL (K-4)

An assessment tool aligned to Indiana Common Core standards for Math. Provides the teacher with student mastery information and opportunities to remediate.

NWEA Skills Navigator (K-4)

An intervention tool used to remediate and enrich student learning in accordance with the NWEA assessment. Individualized standard skill assessment occurs and teacher generated tests are available. Teachers use Class report to identify these subskills.

PIVOT (K-4)

Benchmark assessment administered 4 times a year that is aligned to state standards.

State Assessments (grades 3-4)

ISTEP+ (grades 3-4)

ISTEP+ is a criterion referenced test to measure student achievement in the subject areas of Language Arts, Mathematics and Science for grades 3-4. Scores are reported as No Pass, Pass or Pass+. This test is used to help identify areas of concern and growth of students.

IREAD-3

The purpose of the Indiana Reading Evaluation And Determination (IREAD-3) 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 in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010), which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

Component #1 -Comprehensive Needs Assessment (SW#1)

Deputy Elementary School Mission Statement

Shared Vision, Mission, and Beliefs

Deputy students will be independent learners who have the skills to become whatever they choose.

Belief statements

We believe:

- In providing a caring, safe, nurturing, and supportive learning environment.
- All children will be challenged to reach their full potential.
- High expectations influence the educational success of students.
- Education is a cooperative endeavor between parents, staff, and the community stakeholders.
- Technology supports the learning process.

Tier I (All Students)

- Hands-on learning enhances knowledge retention.
- Varied teaching methods foster higher student achievement.
- The classroom curriculum must incorporate the recently adopted state standards.
- Effective and consistent classroom management establishes a positive and productive learning atmosphere.
- Programs must be implemented across grade levels to ensure vertical alignment.
- Learning activities must reflect and connect to real-life experiences.
- Staff must function as a Professional Learning Community to achieve maximum delivery of instruction to increase student achievement.
- Instruction delivery correlates with current student data.
- Teachers must differentiate instruction to meet the individual needs of their students.
- Some students require additional intervention through additional time, rigorous instruction, and support through the RtI model to meet their educational needs.
- High ability students will receive enrichment instruction to enhance academic growth.

Statements from Data

Deputy Elementary has used the Title 1 Schoolwide process to update the PL221 Plan and to meet the requirements for a Schoolwide Title 1 plan. An intensive study of school data was completed. Our Title 1 Schoolwide plan is intended to address the varied learners in our school with effective strategies throughout all grade levels. The school year of 2017-2018 addressed our concerns outlined in our PL221 plan. The school improvement plan will serve to assist our school in the process of continual improvement.

Key Components of Comprehensive Needs Assessment was provided to us by The Indiana Department of Education. One key component of determining school needs was surveying our parents. In May of 2017, parents received a survey concerning their attitudes toward Deputy Elementary School's environment and academic process. Survey information was sent home to parents via school mail, and parents were encouraged to respond. Parents were asked to respond to the following statements:

- Was there sufficient communication from the school regarding the Title 1 program and the extra services being given to your child? (NWEA reports, Fall Conferences, Monthly Parent Newsletters)
- What services did your child receive? (Example Reading and/ or Math)
- In what way did those services help your child?
- Did you see changes in your child's classroom work as a result of those services?
- What other services would you like the school to provide for Title 1 if more funds became available?
- What other parent involvement would you like the school to provide if more funds became available?

Survey results shows that parents feel there was sufficient communication from the school regarding the Title 1 program. They believe their children are receiving quality instruction and services in the warm, welcoming climate of the building. The parents feel that the staff treats the students as family and have a good grasp on students' areas of concern as well as strengths. They feel their child is in a safe and productive learning environment. Parents believe the services have helped their children become better readers.

Tier I (All Students)

ISTEP+ data is a major component for ongoing Comprehensive Needs Assessment (CNA). It shows the test performance of students. Data driven instruction and assessment requires data to be used to reflect, analyze results, interpret trends, and differentiate instruction and strategies.

Technology Statement

The educational leadership of the Madison Consolidated School Corporation believes that in today's classrooms, technology must be used as a tool for learning and teaching. Each grade level will use these tools to address technology state standards. The corporation has a long range technology plan that was developed by a planning committee. Our staff currently implements an effective technology plan that meets the needs of staff and students.

Our building is wired for Wi-Fi which enables us to implement the iPad K-2 and Chromebooks 3-4, one-to-one initiative. Each classroom has a Promethean ActivPanel and the ability to mirror devices to share student work, Promethean Sound System, and access to a shared color printer in the library. Student generated work can be printed at a shared printer in the teacher workroom. Educational software has been acquired and installed on the server to support math, language arts, science, and social studies. Students and teachers have access to many applications on the iPads and Chromebooks to enhance student learning. Students and teachers have computer access for instruction, tutorials, and applications for creating reports, making presentations, and developing educational materials. A certified teacher serves as an eLeader and we have a part-time Learning Commons Instructor in our building. The District also provides support with a Digital Curriculum Integration Coach.

A phone system with multi-line capability has been installed to improve communications between home and the school with access to each teaching station. Teacher workstations are configured into a local area network for sharing information with access to a wide area network and the Internet.

Exceptional Learner

Recognizing that all students must show growth in their academic achievement, the educational leadership of the Madison Consolidated School Corporation has implemented the CogAt high ability assessment. This early identification assessment is administered district wide to all Kindergarten, First, and Fourth grade students. Results are analyzed and shared with teachers to ensure these children are given enrichment opportunities to increase growth and achievement. The district High Ability Coordinator monitors and assists teachers in this process while providing professional development.

Safe Learning Environment Statement

The school building has an attractive and functional appearance that is warm and inviting. A Crisis Intervention Policy is in place to assure preparedness for the safety and well-being of our students. All teachers have received school safety training, ALICE, by our school's resource officer. ALICE, Alert-Lockdown-Inform-Counter-Evacuate, training prepared staff to handle the threat of a dangerous intruder. Fire/Safety drills are conducted on a regular schedule. Inspections by various agencies are conducted to ensure the health and safety of all occupants.

All teachers have a classroom management plan. Serious discipline problems are extremely rare at Deputy Elementary School. A PBIS (Positive Behavior Intervention & Support) committee has been formed and is in the third year of developing and implementing the PBIS plan.

Data Analysis

After analyzing our ISTEP+ data and our attendance rate, we see areas of strengths and concerns. Deputy's test scores continue to be above state average yearly, and our attendance is above 95% annually. Our comprehensive needs assessment, Title I survey, and the disaggregation of ISTEP+ standards mastery,

Tier I (All Students)

allow teachers to make adjustments to instruction based on individual and group needs based on specific skills. Our data gives valuable information on each student and to what extent the student is attaining mastery of the Indiana Academic Standards. The three areas of concern are Comprehension of nonfiction text, Algebra and Functions, and attendance. Through all grade levels there is a lack of nonfiction success especially in grades 3-4. The NWEA assessment supports this with low performance on assessments for 2016-2017 in that area.

The second area of concern is performance on Algebra and Functions. ISTEP+, NWEA, and Everyday math assessments all show a lack of skills in this area grades K-4. Our ISTEP+ and NWEA data support that students in grades 3-4 are lacking skills in this area. Primary grades are found that Saxon Mathematics needed supplemental material to ensure that this area was covered more thoroughly. Everyday Mathematics replaced Saxon Mathematics for the 2015-2016 school year. IXL is being used to assess and remediate in this area as needed. We have a part-time math coach for the district who is available for modeling and collaboration.

The focus of our academic goals is to improve students' skills in these areas by using researched-based core curriculum, differentiated instructional materials, and supplemental materials. Teachers are using differentiated instruction and data to drive their flexible grouping determined by our district assessments and progress monitoring data for application of skills, reteaching, additional practice, and challenge/enrichment activities. We are working with a consultant district wide to ensure best practices are being used in every classroom.

Lastly, although our attendance is above 95% consistently, Deputy Elementary believes that it is important for students to be at school to receive instruction. Students with a high rate of absenteeism and tardiness miss valuable instruction and intervention time.

In looking at our data, trends show that there is a high correlation between our free/reduced lunch students and academic achievement. The 52.1% of our students receiving free/reduced lunch have shown excessive absenteeism/tardiness and struggling to pass state assessments.

Our goals are to improve ISTEP+ Standard performance on English/Language Arts-Nonfiction text and Algebra and Functions on the ISTEP+ Mathematics each to 90% passing for grades 3-4. Our attendance goal is to reach 97% for the 2017-2018 school year.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment was conducted and analyzed. We also reviewed our current assessments ISTEP+ (3-4), NWEA (K-4), adopted curriculum assessments and various teacher created assessments.

After analyzing this data, we found that our strengths include: A curriculum that is vertically aligned (we have one teacher per grade level) due to collaboration among our grade levels. All grade levels utilize the Literacy Framework that provides the outline for our language arts instruction of uninterrupted 90-120 minutes supported with the Daily 5 management system. In addition, the CAFÉ method (Comprehension, Accuracy, Fluency and Expand Vocabulary) is followed and uses the big five components of Reading instruction: Comprehension, Phonemic Awareness, Phonological Awareness, Fluency, and Vocabulary. A stable staff has been in place for the past 10 years with little movement of teachers from this building. ISTEP+ ELA scores have dropped over the past 3 years while ISTEP+Math scores have seen an increase this year. We also have a 96% plus attendance rate for the past five years.

Further analyzing our assessments and student success, we found that our ELA ISTEP+ test scores dropped significantly with the 2015-16 test. We are implementing higher order Depth of Knowledge

Tier I (All Students)

questioning in the classroom daily, specific academic vocabulary, argumentative writing, and other best practice strategies to improve student performance.

The 2016 ISTEP+ showed a drop in mathematics. However with the implementation of Everyday Math and IXL we have seen an increase in the 2017 ISTEP+ math scores. This increase is expected to continue with the full implementation of Everyday Math and IXL.

With the continued implementation of the one-to-one initiative, we are able to address areas of concern with various Apps and programs. The following programs are used to provide independent reading practice focusing on nonfiction text. These programs include Epic, Mobymax, ReadWorks, and Read Theory. The programs include assessments of the Indiana State Standards that provide needed data to drive classroom instruction, remediation, intervention and enrichment. The staff is also using IXL to progress monitor students' successful acquisition of standards in Mathematics.

Although our attendance rate for 2016-2017 was 96.3%, we have determined that this percentage could increase with the implementation of an incentive program. The program will reward those students who attend school regularly and are punctual. This will be part of our PBIS Team's responsibility.

When reviewing the parent surveys, parents noted that Deputy offers a caring, nurturing and safe environment. Parents also indicated their support of staff members. Parents prefer weekly newsletter communication along with the phone calls home as needed. Parents requested reading and math incentive programs. When looking at the importance of the various content areas, Reading, Math, and Writing were at the top of the parents' preferences for instruction. There is also a strong positive school and community relationship. Parents' comments indicated that the staff and community stakeholders were supportive of the students learning environment and cared about their academic achievements. The introduction of a onsite preschool has addressed the need of a local preschool.

In conclusion, the comprehensive needs assessment, dissemination and disaggregation of ISTEP+ data, NWEA, and RTI assessment process allows for teachers to differentiate instruction based on individual and group needs on specific skills needed for mastering Indiana State standards.

Data for Goals

This data was used to track a class of students grades 3-4 to compare performance in Language Arts/Mathematics.

A. ISTEP+ Percentage Passing

Grade	2017	2016
Grade 3 ELA	58%	64%
Grade 3 Math	68%	48%
Grade 4 ELA	62%	50%
Grade 4 math	71%	70%

B. 3rd Grade IREAD Percentage

Year	Pass	Did Not Pass

Tier I (All Students)

2014-2015	95.7%	4.3%*
2015-2016	80%	16%
2016-2017	94.4%	0.6%*

***Good Cause Exemption After Summer testing**

C. NWEA %ile 41->80

2016-2017 Data

NWEA Math	BOY	MOY	EOY
K			
Number Sense		54	75
Computation		35	88
Algebraic Thinking		59	70
Geometry		67	82
Measurement & Data Analysis		57	63

NWEA Reading	BOY	MOY	EOY
K			
Foundations		80	67
Literacy & Nonfiction		80	73
Vocabulary		60	81
Writing		67	79

NWEA Math	BOY	MOY	EOY
Grade 1			
Number Sense	63	66	83
Computation	37	62	72
Algebraic Thinking	42	39	61
Geometry	53	66	66
Measurement & Data Analysis	59	61	62

NWEA Reading	BOY	MOY	EOY
Grade 1			
Foundations	58	47	39
Literacy & Nonfiction	48	59	39
Vocabulary	68	47	50
Writing	48	58	50

NWEA Math	BOY	MOY	EOY
Grade 2			
Number Sense	84	95	88
Computation	80	88	95
Algebraic Thinking	90	72	77
Geometry	80	72	83
Measurement & Data Analysis	74	83	89

NWEA Reading	BOY	MOY	EOY
Grade 2			
Foundations	79	67	77
Literacy & Nonfiction	74	84	82
Vocabulary	84	77	77
Writing	84	66	77

NWEA Math	BOY	MOY	EOY
Grade 3			

NWEA Reading	BOY	MOY	EOY
Grade 3			

Tier I (All Students)

Number Sense	50	65	67		Literacy	20	40	56
Computation	50	50	61		Nonfiction	25	40	62
Algebraic Thinking	50	60	61		Vocabulary	20	45	56
Geometry	60	50	62					
Measurement	50	65	51					
Data Analysis & Statistics	45	65	50					
NWEA Math	BOY	MOY	EOY		NWEA Reading	BOY	MOY	EOY
Grade 4					Grade 4			
Number Sense	82	69	71		Literacy	55	61	57
Computation	60	44	66		Nonfiction	63	56	53
Algebraic Thinking	50	56	67		Vocabulary	59	56	67
Geometry	36	60	57					
Measurement	46	47	72					
Data Analysis & Statistics	51	34	52					

D. Attendance

Attendance By Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-Kindergarten					***		100.0%
Kindergarten	93.0%	95.2%	96.4%	96.3%	94.8%	95.8%	95.9%
Grade 1	94.3%	94.7%	95.6%	97.3%	96.1%	95.7%	95.8%
Grade 2	95.0%	95.0%	95.8%	95.1%	97.5%	97.2%	95.3%
Grade 3	97.0%	96.6%	95.1%	95.9%	96.0%	97.7%	96.2%

Tier I (All Students)

Grade 4	96.1%	97.3%	95.9%	94.8%	94.3%	96.5%	97.4%
Grade 5	95.2%	96.4%	97.2%	96.6%	95.3%	95.2%	95.1%
All Grades	95.3%	96.0%	96.1%	96.1%	96.0%	96.4%	96.3%
*** suppressed							

Component #2-Implementation of Schoolwide Reform Strategies (SW#2)

The staff uses data to drive classroom instruction and differentiated grouping. Staff development continues to use a Professional Learning Community to address areas of strengths and areas of concerns. During monthly data meetings, teachers discuss progress monitoring, intervention success/concerns, assessments, and strategies to reach optimal student learning.

The increase in student achievement, K-4, is attributed to the Literacy Framework which includes 90 minutes of uninterrupted National Geographic Tier 1 core instruction. Tier 2 and Tier 3 reading instruction was provided for identified struggling students. The student management system of the Daily 5 and the assessments provided through the CAFÉ method assists in successful implementation of the framework. We are using high impact strategies focused around close reading, citing textual evidence, academic vocabulary and argumentative writing. We also have 60 minutes of uninterrupted math instruction using Everyday Math. Teachers are focused on the math critical standards and the process standards. Corporation assessments include NWEA, Everyday Math, and IXL. The use of a data wall provides management of this data and supports our data driven instruction in the classroom. Our reading series, National Geographic, provides additional assessment tools. The corporation created a pacing guide for the scope and sequence of National Geographic for all grade levels. National Geographic provides a multitude of nonfictional texts which addresses our goal for increasing nonfiction comprehension. All teachers have grade level curriculum maps to guide instruction with the Indiana College and Career Readiness Standards.

Technology is integrated daily into curriculum through the use of the LMS, Google Classroom. The students have accessibility to reading programs, Everyday Math lessons, Discovery Science, PLTW and various online materials on their devices that provide additional intervention and enrichment opportunities. Teachers have Promethean boards in their classrooms, document cameras, and iPads and/or Chromebooks. Teachers also have access to eLearning teacher trainers and student trainers who provide professional development and learning opportunities as the need arises. Learning Commons Instructor has brought the implementation of Technology in Learning to all students K-4.

The staff uses all data to make decisions about classroom instruction. Staff development sessions address strengths and areas of concern. During monthly data meetings, teachers discuss data, assessments, and strategies to enhance student learning. Teachers also group students according to need based on data during the monthly meetings to assure students show adequate growth.

Ongoing progress monitoring is used for flexible grouping to ensure that interventions are effective. These students participate in scientifically based reading research Tier 2 small group intervention. This is an additional 30 minutes of instruction based on NWEA, Fountas and Pinnell, Pre-Kids, Oral reading fluency and grade level performance. Planned intervention is explicitly and systematically taught with fidelity.

Tier I (All Students)

Strategic instruction occurs in small flexible grouping. Groups are guided by core program assessments, and grade appropriate sub skills mastery. Progress monitoring occurs every two weeks for at risk students. Tier 3 is an additional intensive 30 minutes. Students in Tier 3 receive explicit, intensive, and specifically designed lessons in addition to Tier 1 and Tier 2 instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, positive learning environment, and frequent assessments to ensure the need of all students are being met. Programs implemented to meet Tier 3 include Read Naturally, Read 180, and Touch Point Math.

Goal Action Plans

Goal Action Plan #1

<table>
<tr><td colspan="2">Goal #1: Over the next year, Deputy Elementary will show sustained, measurable improvement in the ISTEP+ Standard scores in English/Language Arts of Literacy and Nonfiction text to 90% in grades 3-4.</td></tr>
<tr><td>Intervention #1:

Teachers will use the core reading program of National Geographic across all grade levels.</td><td>Research/Best Practice for Intervention:

“Best Practice for Teaching and Learning in America’s Schools”, Zemelman, Daniels, Hyde

“Teaching Comprehension in Reading Grades K-2”, Pinnell, Scharer

“The Daily 5: Fostering Literacy Independence in the Elementary Grades”, Boushey, Moser

“The CAFÉ Book: Engaging All Students in Daily Literacy Assessment & Instruction”, Boushey, Moser

“The Big Ideas in Beginning Reading”, The National Reading Panel, http://reading.uoregon.edu/big_ideas/#, http://reading.uoregon.edu/big_ideas/#

90 minutes of uninterrupted Reading Block

Research Based, Effective, Strategic Lesson Plan Model

National Geographic Reading Series</td></tr>
<tr><td colspan="2">Strategies for Implementation:</td></tr>
<tr><td colspan="2">1. During the 90 minute Tier 1 uninterrupted LA block teachers in grades K-4 will teach, review, and practice comprehension strategies on a daily basis. Differentiated instruction also occurs in Tier 1 with guided reading groups. Comprehension strategies in grades K-4 will be taught daily with best practice through the National Geographic reading series. These comprehension components incorporate best practice strategies that teach children how to implement comprehension strategies using explicit instruction. Teachers may utilize the academic standards section of the Indiana Department of Education, NWEA, websites, and Apps to access activities and assessments to support Indiana state standards. During an additional 30 minute Tier 2, LA block differentiated instruction will be accomplished through the use of small group lessons, intervention groups, and strategy activities to improve students identified subskills.</td></tr>
</table>

Tier I (All Students)

2. Teachers will use the National Geographic pacing guide through the scope-and-sequence established by the district's pacing guide for each grade level.

3. Teachers will model strategies for comprehension while using DOK 3 & 4 strategies. Students will use comprehension strategies when reading leveled nonfiction texts to increase knowledge and fluency. Best practice strategies will continue to be used. Special teachers will also incorporate comprehension building activities in their classrooms. Teachers will monitor use of academic vocabulary and implement strategies and skills for comprehension growth by using student data from National Geographic's weekly selection, unit, and fluency assessments to guide their instruction.

4. Teachers will teach mini lessons that focus on strategies for reading nonfiction text. These are not limited to scanning, skimming, accessing the text through index, using headings, pictures, captions, graphs, table of contents, prior knowledge through schema, reading text out of order, noting length and text structures, organizational patterns, close reading and learning something new.

5. Teachers will use the strategy of close reading, make text to text and text to world connections when reading nonfiction text. This strategy encourages students to ask questions, determine importance, voice own opinions and thoughts while responding to depth of knowledge questioning.

Person(s) Responsible:	**Start**	**End**	**Resources**
The building principal, K-4 faculty, special area teachers, interventionists and instructional support personnel. Teachers will review completed assignments and assessments.	August, 2017	May, 2018	Indiana State Standards, MCS curriculum guide and mini assessments, National Geographic reading series, LLI Intervention Kit, SRA Early Interventions in Reading Level K, 1 & 2 The 6+1 Traits Writing, close reads, comprehension strategy activities, IDOE Website, other teacher resources, daily academic comprehension lessons, various websites, and Apps (ReadWorks, Read Theory, EPIC).

Tier I (All Students)

Intervention #2:	Research/Best Practice for Intervention:
Teachers will use the nonfiction Fountas and Pinnell Benchmark assessments as needed with students in intervention to monitor progress.	"Best Practice for Teaching and Learning in America's Schools", Zemelman, Daniels, Hyde "Teaching Comprehension in Reading Grades K-2", Pinnell, Scharer "The CAFÉ Book: Engaging All Students in Daily Literacy Assessment & Instruction", Boushey, Moser "The Big Ideas in Beginning Reading", The National Reading Panel, http://reading.uoregon.edu/big_ideas/#, http://reading.uoregon.edu/big_ideas/# 90 minutes of uninterrupted Reading Block Research Based, Effective, Strategic Lesson Plan Model National Geographic Reading Series

Strategies for Implementation:

1. Teachers will use the nonfiction text provided in the Fountas and Pinnell Benchmark Assessment system as needed to monitor growth of students in interventions. During reading, teachers will guide comprehension through the use of close reading, DOK 3 & 4 questions, and student participation. Activities that follow the reading portion include reader response and application of weekly comprehension skills. Indiana Standards resources website can be utilized as an additional teacher resource to help struggling students meet grade level expectations. The ISTEP+ Selection Tests are available and can be utilized as a tool for assessing reading comprehension. Teachers may utilize the Indiana Standards resources section of the Indiana Department of Education website to access activities and assessments to support Indiana academic standards.

2. NWEA will be administered throughout the school year to monitor student comprehension. Assessment data will drive instruction.

Strategies for Implementation:

1. Teachers will supplement reading core National Geographic with additional nonfiction texts.

2. Teachers will model think alouds to help scaffold and build schema for young readers.

3. Teachers will model strategies aloud to students during daily read alouds and close reads.

4. Struggling students will receive small group instruction and remediation on comprehension and fluency strategies.

Tier I (All Students)

Person(s) Responsible:	Start	End	Resources
The building principal, K-4 faculty, special area teachers, interventionists, and instructional support personnel.	August, 2017	May, 2018	Indiana State Standards, MCS curriculum guide and mini assessments, Close Reading, Oral Reading Fluency, National Geographic reading series, IDOE Website, library books and quizzes, websites Apps (SRA Early Interventions in Reading Level K, 1 & 2, Fountas and Pinnell Benchmark along with other teacher resources

Goal Action Plan #2

Goal #2: Over the next year, Deputy Elementary will show sustained, measurable improvement in ISTEP+ standard scores in Mathematics to 90% in grades 3-4.

Intervention #1:	Research/Best Practice for Intervention:
Teachers will provide daily opportunities to practice Algebra and Functions in an effort to reach mastery in Indiana state standards on Algebra and Functions at each grade level.	Best Practices in Mathematics National Council of Teachers of Mathematics (NCTM) Six Principles For Teachers of Mathematics, http://www.nctm.org/, http://standards.nctm.org/ Everyday Math Enrichment and Remediation Materials University of Chicago https://everydaymath.uchicago.edu/ IXL- Web based enrichment and remediation practice "Number Talks : Helping Children Build Mental Math and Computation Strategies Grades K-5" , Parrish, Sherry 60 minute uninterrupted Math block Research Based, Effective, Strategic Lesson Plan Model

Strategies for Implementation: Teachers at each grade level will use a portion of the daily 60 minutes math block to teach, practice, and apply Algebra and Function strategies for students. An additional 20-30 Math intervention time will be allotted to reteach, maintain, and enrich these strategies as needed. Special areas teachers will incorporate math skills in their classrooms through collaboration with classroom teachers and math coach providing additional skill and practice to students.

Person(s) Responsible:	Start	End	Resources
The building principal, K-4 faculty, special area teachers, interventionist, and instructional support personnel.	August, 2017	May, 2018	Indiana State Standards, Process Standards, Everyday Math Beginning of the year assessments, Everyday Math Assessment Check Ins, IDOE Website, other teacher resources, daily academic lessons, various websites, and Apps and IXL subskill assessment, NWEA assessment, math coach

Tier I (All Students)

Intervention #2: Teachers will model and students will use manipulative materials to develop skills in mathematics. During this time teacher will use the Math Process Standards aligned to the skills being taught.	**Research/Best Practice for Intervention:** Best Practices in Mathematics National Council of Teachers of Mathematics (NCTM) Six Principles For Teachers of Mathematics, http://www.nctm.org/, http://standards.nctm.org/ Everyday Math Everyday Math Remediation & Enrichment materials 60 minute Uninterrupted Math Block Research Based, Effective, Strategic Lesson Plan Model

Strategies for Implementation:
Teachers attended professional development to prepare for the Everyday Math program and are provided with the support of a math coach. Teachers will follow the scope and sequence, pacing guide of Everyday Math, supplemental material, and receive support from the district math coach. Teachers may use the Indiana state standards resource section of the Indiana Department of Education website for additional supplemental material and activities to support the Indiana State Standards. Special area teachers will collaborate with classroom teachers and incorporate math skills into their classrooms.

Person(s) Responsible:	**Start**	**End**	**Resources**
The building principal, K-4 faculty, special area teachers, interventionist, and instructional support personnel.	August, 2017	May, 2018	Indiana State Standards, Process Standards, IDOE website, Scope and sequence of Everyday Math, ISTEP+, Everyday math manipulatives, NWEA assessment, IXL subskills, various websites and Apps), and other teacher resources and materials.

Intervention #3: Teachers will present instruction and provide practice materials similar to released ISTEP+ sampler. Assessments in grades 3-4 will implement the use of the ISTEP+ scoring rubric.	**Research/Best Practice for Intervention:** Best Practices in Mathematics National Council of Teachers of Mathematics (NCTM) Six Principles For Teachers of Mathematics, http://www.nctm.org/, http://standards.nctm.org/ Everyday Math Everyday Math Remediation & Enrichment materials 60 minute Uninterrupted Math Block Research Based, Effective, Strategic Lesson Plan Model

Tier I (All Students)

Strategies for Implementation: Teachers will model and involve students in strategies similar to ISTEP+ sampler and released questions from the Indiana Department of Education website. Teachers may utilize the Indiana state standards resource section on the Indiana Department of Education website to acquire activities and assessments to support the Indiana State Standards. Teachers will use Everyday Math as the primary source of activities and assessments. Teachers will also use IXL to assess mastery of this standard.			
Person(s) Responsible: The building principal, K-4 faculty, special area teachers, interventionist, and instructional support personnel.	**Start** August, 2017	**End** May, 2018	**Resources** Indiana State Standards, Process Standards, IDOE website, scope and sequence of Everyday Math, ISTEP+, Everyday Math manipulatives, IXL, various websites and Apps , and other teacher resources and materials.

Intervention #4: **Teachers will utilize the NWEA assessment to assign and develop individualized assessments and additional practice to develop skills in mathematics.**	**Research/Best Practice for Intervention:** Best Practices in Mathematics National Council of Teachers of Mathematics (NCTM) Six Principles For Teachers of Mathematics, http://www.nctm.org/, http://standards.nctm.org/ Everyday Math Mathematics Everyday Math Remediation & Enrichment materials 60 minute Uninterrupted Math Block Research Based, Effective, Strategic Lesson Plan Model
Strategies for Implementation: Teachers will assess students at the beginning of year to obtain scores for the NWEA assessment. This assessment is offered three times throughout the year to provide information on student achievement and mastery of the Indiana state standards. When reviewing scores on assessments, teachers will assign specific individualized skill practice to every student. Remediation will occur for the underachieving, while enrichment will be provided to those demonstrating mastery. Teachers will monitor the acquisition of standards to drive instruction in the classroom, small group instruction, interventions, professional collaboration with district math coach and enrichment.	

Goal Action Plan #3

Goal #3: Over the next year, Deputy Elementary will fully implement the PBIS, Positive Behavioral Intervention and Supports, system to improve student attendance, behavior, responsibility, and increase student achievement as measured by Class Dojo reports, office referrals, and Skyward.

Tier I (All Students)

Intervention #1: Teachers will report attendance via Skyward by 8:00 a.m. daily.	**Research/Best Practice for Intervention:** Center for Social and Emotional Education, info@schoolclimate.org, www.schoolclimate.org "Improving Student Attendance with School, Family, and Community Partnerships", Sheldon, Journal of Educational Research, v100 n5 p267-275 May-June 2007 "Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention", National Dropout Prevention Center/Network Smink, Reimer Positive Behavioral Interventions and Supports Training and Program "Best Evidence Based Practices for Behavioral Supports (What is PBIS?)" Sugai, George

Strategies for Implementation: Teachers report the students who are tardy (after 7:25 a.m. arrival) and those who are absent to the school secretary daily. Office staff will review data daily. An automatic phone call will be placed to parent/guardian inquiring about student's' absence. Parent calls will be logged onto report citing reason for absence and if it will be excused or unexcused. This information will be updated in the Skyward system.

Person(s) Responsible:	**Start**	**End**	**Resources**
The building principal, secretary, counselor, or staff member	August, 2017	May, 2018	DOE attendance report, Skyward Access, and daily log report.

Intervention #2: Teachers will track student behavior using the Class Dojo online behavior system.	**Research/Best Practice for Intervention:** Positive Behavioral Interventions and Supports Training and Program "Best Evidence Based Practices for Behavioral Supports (What is PBIS?)" Sugai, George *The Essential 55,* by Ron Clark

Strategies for Implementation: Teachers created a list of Class Dojo behaviors aligned with the PBIS Behavior Matrix to be used in each classroom. Through instruction, comprehension, and regular practice, all teachers and staff members will use this set of behavior expectations along with *The Essential 55*. Rewards and consequences will be given using the Class Dojo point system. Reports are available online for students, parents, and teachers to monitor student behavior.

Person(s) Responsible:	Start	End	Resources
Teachers and building principal	August, 2017	May, 2018	Class Dojo individual and class reports, *The Essential 55,* by Ron Clark Skyward Office Referrals

Intervention #3: Teachers will improve adult-student relationships.	**Research/Best Practice for Intervention:** Center for Social and Emotional Education, info@schoolclimate.org, www.schoolclimate.org "Improving Student Attendance with School, Family, and Community Partnerships", Sheldon, Journal of Educational Research, v100 n5 p267-275 May-June 2007 "Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention", National Dropout Prevention Center/Network Smink, Reimer Positive Behavioral Interventions and Supports Training and Program "Best Evidence Based Practices for Behavioral Supports (What is PBIS?)" Sugai, George *The Essential 55,* by Ron Clark

Strategies for Implementation:
Staff will implement the house system in which all staff members and students will be assigned to a house. The house system will facilitate team building, caring relationships, and encourage a sense of family. Staff members will eat lunch with students and lead each house in monthly team building activities and service learning projects. By building this rapport and sense of family, students will want to attend school and meet behavior expectations which will result in an increase in student achievement.

Person(s) Responsible:	Start	End	Resources
The building principal, PK-4 faculty, special area teachers, interventionist, counselor, and instructional support personnel	August, 2017	May, 2018	PBIS, cross grade level academic buddies, school wide academic/behavior incentive activities, house system

Intervention #4: Staff will provide incentives for perfect/high attendance of 97% or higher.	**Research/Best Practice for Intervention:** Center for Social and Emotional Education, info@schoolclimate.org, www.schoolclimate.org "Improving Student Attendance with School, Family, and Community Partnerships", Sheldon, Journal of Educational Research, v100 n5 p267-275 May-June 2007 "Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention", National Dropout Prevention Center/Network Smink, Reimer Positive Behavioral Interventions and Supports Training and Program "Best Evidence Based Practices for Behavioral Supports (What is PBIS?)" Sugai, George

Strategies for Implementation: Office staff will meet monthly to monitor attendance data. Students with perfect/high attendance will receive monthly rewards and incentives. Certificates for all students will be given for those who have attained at least 100% attendance. This information will be tracked through daily attendance and monthly generated reports. Providing opportunities to be recognized and rewarded for their attendance will encourage students to be punctual and at school daily. A class attendance trophy will be presented to the class with the highest attendance rate for the month as well.			
Person(s) Responsible: The building principal, secretary, counselor, and staff members	**Start** August, 2017	**End** May, 2018	**Resources** DOE attendance report, Skyward Access, and daily log report, monthly certificates, and incentive rewards part of the PBIS plan

Component #3-Highly Qualified Teachers in all core content areas (SW#3)

Madison Consolidated District Plan:

The Madison Consolidated School Corporation recruits prospective employees through: university-sponsored teacher recruitment fairs, newspaper ads, electronic job search engines, state websites, university and community engagement activities, direct office contacts, alternative teacher certification programs, and retire/rehire procedures. The Madison Consolidated School Corporation Administrative Office adheres to employment policies as set forth by staffing guidelines prescribed by the state.

The Office of Human Resources maintains a state of the art internet based application system. Prospective personnel are required to submit an online application for employment with documents verifying their qualifications and experience. Principals and designated administrators have access to the candidates in the application database in order to view available professionals for their campus. They are also able to view all documents submitted and contact references through the online system.

The administration has a clear process for employee placement. School vacancies are identified and confirmed with the school principal. Applicant credentials are checked through the Indiana Department of Education for certification and highly qualified status. Interviews are scheduled between the principal and qualified applicants at the school site. Background checks are made. Interviews are held with the selected applicant, who then meets with the superintendent. Employment becomes official when the person is approved by the School Board.

For the 2017-2018 school year teachers who are currently employed and rated highly effective or effective by the building principal or designee during the 2016-2017 school year will be eligible for compensation. This compensation is negotiated annually.

Teacher compensation will be based upon performance as detailed in the RISE Evaluation Model and other relevant factors indicated below:

Category V – Academic Need

Teachers may receive additional compensation if they meet any of the following:

- Accredited Instructor teaching an Advanced Placement of dual credit course in our school corporation.
- Teacher PLTW courses in our district.
- Teaching a middle school course for high school credit.
- Possessing and using a high ability certification.

Tier I (All Students)

- Certified and teaching in two or more content areas.
- Certified and teaching in special education.

Other activities as mutually agreed upon by the Superintendent and the MTA President.

Component #3
Deputy Elementary School
Paraprofessional Highly Qualified Status

Deputy Elementary School

School Year _____2017-2018_____:

Paraprofessional's Name:	Assignment:	Indicator of HQ status: • Associate's Degree • Transcripts showing at least two years of college or more • Passed the Praxis ParaPro Exam	Location of documentation of HQ status:
Karen Clerkin	Learning Commons Instructor	✓ Associate Degree in Business	Central Office/HR Files
Gina Pate	Corporation ISP	✓ Bachelor's Degree in Fine Art-Communications	Central Office/HR Files
Karen Lowry	Preschool Instructor	✓ Bachelor's Degree in Psychology	Central Office/HR Files

Component #4-High quality and ongoing professional development for teachers, principals, and paraprofessionals (SW#4)

Madison Consolidated School Corporation District Professional Development Plan

Our mission is to educate all students to reach their potential. This detailed plan will integrate and address all types of learners, including specialty groups such as High Ability, Special Education, and English Language Learners. Additionally, embedded into all layers is the underlying technology skill-set that must be acquired by all staff. We recognize all faculty members will be at different levels of professional development need for each sub-category. The MCS Professional Development Plan is designed to offer progressive, sustainable, data-driven professional development to our faculty in order to support and produce continuous improvement for Madison Consolidated Schools.

INSTRUCTION STRATEGIES

	Level A	Level B	Level C
Student Engagement Provide faculty strategies and tools	Build the "Tool Belt": Provide training and model examples determined by district data;	"Select your tool" based upon best-practice and district data (student engagement	Active and seamless incorporation of a variety of student engagement

Tier I (All Students)

to empower students and increase learning.	teachers actively practice this in the classroom. ● Project-or Problem-Based Learning ● SAMR Model ● Universal Design for Learning	strategy), depending on the academic standard being taught: ● State and National Assessment ● College and Career Readiness ● Indiana's Common Core	strategies in the classroom: ● Study student learning data (qualitative and quantitative), to determine on-going training focus ● Establish individual professional development training plan geared to foster teacher needs (based upon teacher reflection)
Implementation Timeline	2014-2015; 2 days each year for district tools & content area tools; eLearning Days	2016-2017; use data to review implementation timeline	2018-2020; use data to review implementation timeline
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD events based on individual needs; continued data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continued data analysis & surveys.
Writing Provide faculty strategies and tools to promote writing across the curriculum and address data points	Build the "Tool Belt": Provide training and model examples; teachers actively practice this in the classroom: ● Writing Mini-Lessons ● Writing Organization & Process ● Assessment Rubrics (e.g. Six Traits)	"Select your tool" based upon best-practice and district data (student engagement strategy), depending on the academic standard being taught: ● State and National Assessment ● College and Career Readiness ● Indiana's Common Core	Active and seamless incorporation of writing in the classroom ● Study writing data to determine on-going writing training focus ● Establish individual professional development training plan geared to foster teacher needs (based upon teacher reflection)
Implementation Timeline	2014-2016; 1 PD event each year focused on writing strategies	2016-2017; content-area PD sessions	2018-2020; re-visit with new strategies; assess current strategies
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD needs based on individual needs; continued data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys

Tier I (All Students)

RTI Provide faculty strategies and tools to implement intervention services for all students	● Understand and recognize when RTI is needed ● Draft and field test RTI implementation system ● Research and visit "excellent" implementation models with leadership team	● Actively use RTI system ● Make adjustments and streamline RTI scheduling ● Continued Intervention PD	● Actively use RTI system ● Incorporate new strategies
Implementation Timeline	2014-2016; establish leadership team	2016-2017	2018-2020; re-visit with new strategies; assess current strategies
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Leadership team recommendations; Continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys

Content Literacy Provide faculty strategies and tools to address data points, foster collaboration, and integrate across content areas	● Create common language & conversations ● Understand and recognize how various content areas use literacy ● Close Reading Strategy ● Constructed Response Strategies ● Vocabulary Instruction Strategies	● Draft integrated units of study amongst content areas ● Develop digital resources and materials to support student learning ● Developing teacher leaders to act as trainers	● Curate and refine materials, resources, and instructional strategies ● Incorporate and share additional, best practice strategies in natural collaboration
Implementation Timeline	2014-2015; ongoing with additional topics during small group PD;	2016-2017; content area meetings with mini-PD sessions	2018-2020; regular collaboration meetings; social media circles
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD events based on individual needs; continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys

College and Career	● Create common	● Research and	Study CCR data to determine

Tier I (All Students)

Readiness Provide faculty strategies & tools to provide CCR success to all students	language & conversations ● College and Career Readiness Senior Counselor and Coordinator to train faculty on career awareness and the preparation urgency ● Understand and recognize the relevance of STEAM with regard to College and Career Readiness ● Understand AVID strategies	evaluation of CCR instructional strategies and readiness programs ● Integrate STEAM into classroom instruction ● Integrate AVID strategies into classroom instruction	on-going training focus
Implementation Timeline	2013-2014; Faculty meetings with mini-PD sessions, small group, individual coaching; CCR	2014-2015	Continued updating and training as needed
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & CCR Senior Counselor identify and suggest PD events based on individual needs; continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys

ASSESSMENT/DATA ANALYSIS

	Level A	Level B	Level C
Writing and Designing Assessment	● Understand and identify qualities of an excellent student learning assessment-both qualitative and quantitative; formative and summative ● Evaluate current assessments PK-12 ● Create quality common content	● Revise quality common content area assessments based on required standards ● Understand and identify qualities of mastery-based assessments	● Develop mastery level assessments for customized individualized learning

Tier I (All Students)

	area assessments based on required standards		
Implementation Timeline	2014-2015; Sense of urgency with basics; Train-the-Trainer Model	2015-2017	2017-2020
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & instructional Coaches identify and suggest PD events based on individual needs; continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys

Using Data to Inform Instruction (student thinking process) Provide faculty strategies & tools to design instruction that reflect data needs and personalized student learning	● Understand the student thinking process considering content area and developmental stages ● Understand how school accountability is calculated ● Train on PIVOT data management system ● Dissect of performance and growth data to inform instruction: Acuity, AIMSWEB, F&P, Quarterly Assessment ● Data consultant provides applicable data-to-instruction strategies	● Use multiple sources of individual student assessment data to inform instruction ● Understand data in relation to the student thinking process ● Collaborate among teachers to allow sharing of best practice strategy to be shared to improve all instruction	● Design instruction and select strategies consistently based on district data and the student thinking process
Implementation Timeline	2014-2016; Ongoing	2016-2017; Instructional Coaches	2017-2020; Regular Review
Suggested Benchmarks	Self-assessment data, District data, and PD	Principals & Instructional Coaches identify and	Ongoing with personal-reflection/choice &

Tier I (All Students)

	surveys	suggest PD events based on individual needs; continue data analysis & surveys	assigned PD; Continue data analysis & surveys

CURRICULUM DEVELOPMENT

	Level A	*Level B*	*Level C*
Standards-based Alignment Provide faculty strategies & tools to horizontally & vertically align curriculum	• Utilize IDOE curriculum scope and sequence (as given) for Pre K-12 to guide the MCS curricular timeline • curriculum scope and sequence for Pre K-12 for content areas not outlined in IDOE curriculum materials (i.e., secondary areas)Develop	• Revise and adapt Level A scope and sequence to create a personalized MCS Master Curricular Timeline	• Training and support is determined through continuous review of MCS Master Curricular Timeline based on best-practice research and current standards
Implementation Timeline	2014-2015; ELA, Math 2015-2016; Science focus; Fine Arts Academy Coursework; Program Leader development	2016-2017; Social Studies focus; Instructional Coaches	2017-2020; Regular review
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD events based on individual needs; continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD continue data analysis & surveys

Resource Alignment Provide faculty strategies & tools to curate from multiple resources to provide an aligned curriculum to support all students	• Evaluate necessary resources to support the curriculum work at corporation/school levels	• Purposefully select and share resources to support the MCS Master Curricular Timeline	• Curate multiple resources to meet individual student needs
Implementation Timeline	2014-2016	2016-2018: Ongoing	2018-2020; Instructional

Tier I (All Students)

			Coaches
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD events based on individual needs; continue data analysis & surveys. Start System 2 System (S2S) discussions based on Data Dashboards and collected data.	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys

OPERATIONAL DEVELOPMENT

	Level A	Level B	Level C
Community Relations Provide faculty strategies & tools to establish a positive community-centered learning environment	• Understand importance of positive public relations • Utilize a variety of means and approaches, both digital & face-to-face, to communicate effectively	• Build community partnerships and networks for sharing MCS news and materials • Nurture and expand student internships, and experiences with local industries	• Expand community relations and networks to national and international levels • Showcase MCS product and learn from others
Implementation Timeline	2013-2014; Mini-PD sessions	2014-2015; Employee recognition	2015-2016; Ongoing
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD events based on individual needs; continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys
School Safety Provide faculty strategies & tools to establish and maintain a safe learning environment	• Build awareness of current policy and procedures • Establish a safety protocol for common issues and violations	• Actively use the established school safety procedures • Make adjustments and expand protocols as needed • Monitor current research and policies	• Actively use the established school safety procedures • Incorporate new strategies
Implementation Timeline	2013-2014; School Resource Officers; mini-PD sessions	2014-2015 PBIS PD sessions	2015-2016; re-visit with new strategies; assess current strategies, PBIS

Tier I (All Students)

			implementation
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Leadership team recommendations; continue data analysis & surveys	Ongoing with assigned PD; continue data analysis & surveys
School Culture Provide faculty strategies & tools to establish a positive school learning environment	● Explore ways to contribute to a positive school culture ● Create a school and district survey to evaluate current climate and culture ● Use the data to inform school ● Implement Positive Behavior Intervention Strategies (PBIS) Approach	● Internalize data from surveys and develop a comprehensive plan for improvement ● Continue to use PBIS Strategies	● Self-reflection and individual action to contribute to a positive school culture ● Monitor success with PBIS
Implementation Timeline	2013-2014	2014-2015; Instructional Coaches	2015-2016; Regular review, ongoing
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD events based on individual needs; continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; Continue data analysis & surveys

Building Reflective Faculty Provide faculty strategies & tools to design personal growth plans that align with district goals	● Use individual self-assessment tools (e.g. Atomic Learning, SFS) to determine focus areas	● Foster quality collaboration through additional training on the value of PLCs ● Implement Cognitive Coaching Strategies	● Actively implement a personal PD plan considering best practice and district goals
Implementation Timeline	2013-2014	2014-2015; Instructional Coaches as Secondary Evaluators	2015-2016; Ongoing and regularly assign PD based on teacher needs
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & Instructional Coaches identify and suggest PD events based on individual	Ongoing with personal reflection/choice & assigned PD; Continue data analysis & surveys

Tier I (All Students)

		needs; continue data analysis & surveys	
Efficiency (Six Sigma) Provide faculty strategies & tools to establish efficient operational procedures	● Provide financial knowledge about the implications of decision-making as an individual, school and District ● Train on paperless strategies ● Implement productivity and workflow applications	● Build consistent procedures for daily operations (e.g. method of electronically submitting assignments)	● Revise efficiency systems of operations for departments and instruction areas
Implementation Timeline	2014-2016; Administrative modeling	2015-2017; Handbooks & Procedures; Classroom modeling	2017-2020; District collaboration
Suggested Benchmarks	Self-assessment data, District data, and PD surveys	Principals & instructional Coaches identify and suggest PD events based on individual needs; continue data analysis & surveys	Ongoing with personal reflection/choice & assigned PD; continue data analysis & surveys

Deputy Elementary's Professional Development

As the staff at Deputy Elementary continues their quest to improve student learning and performance, we realize the need for continued professional development. The development opportunities that we participate in will be research-based and support our school improvement goals. In addition, they will align with core principles of professional development as described by the state. The following are our professional development goals:

Goal: Teachers will participate in school professional development throughout the school year. Teachers will work vertically using ISTEP+ data, ISTEP sampler questions, IDOE standards, and applied skills assessments. Information will be shared in data meetings with teachers to adjust and implement similar strategies in their classrooms.

Goal: Teachers will collaborate and work with academic coaches throughout the year to develop classroom activity materials using the Indiana Academic Standards resource section on the IDOE website. This will allow teachers to align their instruction and assessment with the Indiana Academic Standards. This will allow them to differentiate instruction to improve student achievement.

Goal: Teachers will seek out professional development opportunities throughout the year focusing on improving PBIS. PBIS implementation will play an important role in increased attendance, positive behavior, responsibility, and increase student achievement. Teachers

Tier I (All Students)

will participate in various in house professional development opportunities on scheduled eLearning Days. Teachers will also participate in a Genius hour PD option on inclement weather eLearning days.

The following aligned proposed activities will help staff to achieve our school improvement goals. Collaborative activities will take place among staff at Deputy and between staff from various schools within our corporation, as outlined in the K-6 Reading Framework. This will help teachers to improve instruction. Sharing of professional knowledge and experiences between teachers is one of the most important resources for professional development and improved teaching practices. These Professional Learning Community sessions will provide information that will support all areas of our School Improvement Plan and our Title 1 Schoolwide Plan, in addition to providing teachers with a positive support system. The district Instructional Coaches provide professional development opportunities to align with our school improvement and Title 1 goals.

Ongoing technology training and support will be provided to all teaching staff throughout the academic year. One certified staff member has been assigned the position of eLeader. Their responsibility is attending technology conferences and reporting back to the staff available apps, programs, and websites that will aid the staff in continuing the iPad K-3 and Chromebooks 3-4, one-to-one initiative successfully. The eLearning Staff Trainers and the eLearning Student Trainers provide additional assistance with technological issues. Professional development is provided in-house through academic coaches. All of this is handled through Five-Star Technologies.

The Deputy Elementary staff will seek professional development opportunities for improving Language Arts and Reading ISTEP+ standard scores in nonfiction text comprehension. To raise student performance on the ISTEP+ Mathematics standard scores, teachers will seek out professional development for teaching algebra and functions while working with district math coach. Our goal of improving attendance will require additional professional development on building community and climate at Deputy Elementary. Deputy Elementary student activities are aligned with the PBIS Positive Behavior Interventions and Support Framework established by the U.S. Department of Education. This PBIS Framework improves the capacity for schools to establish, scale-up, and sustain this framework promoting social, emotional, and academic outcomes for students with disabilities.

While we have made many plans for professional improvement, we realize this is not an all-inclusive list. There will be other professional development opportunities that will surface in which our staff will want to participate. By staying abreast of new ideas and techniques, we will be able to provide the best possible education for our students.

Component #5-Strategies to attract high quality, highly qualified staff to this school (SW#5)

Deputy Elementary prides itself on the low turnover rate of its certified staff members. This is directly linked to above average salary compared to surrounding county school corporations, excellent working conditions, climate, and high quality on-going teacher professional development.

Retaining teachers is related to the love of the students, parents, and the community. The school provides one teacher per grade level which does allow for vertical collaboration. The staff is all hard-working and uses a Professional Learning Community to build and foster relationships with fellow staff members as well as students, parents, and stakeholders. The one-to-one device initiative has afforded many new teaching and learning opportunities for the staff and students. Teachers also have accessibility

Tier I (All Students)

to eLearning training through the district with open lab times two times a month, one-on-one appointments, and use of the MCS PD Portal. Teachers also receive at least 40 minutes per day for planning. The decision making process for our school is a collaborative effort between the staff and principal.

The proximity of our school corporation to Hanover College, Ivy Tech State College, University of Louisville, Indiana University Southeast, Bloomington, and Columbus campuses offer the advantage of further educational opportunities in addition to online programs.

Madison Consolidated School Corporation strives to improve recruitment of high quality and highly qualified teachers. The Department of Education Job Bank, local advertisement, and posting of positions at Central Office assist in finding strong academically prepared candidates for our district. Building level interviews and open discussion of candidates allows the Madison Consolidated School Corporation administrators to hire the best individual for the position. Our corporation website allows candidates to view and apply for positions online.

All teachers must be certified by the State of Indiana in the content area to be considered for a position with Madison Consolidated Schools. Teachers who hold out-of- state licenses must receive their Indiana State Teacher's License or have applied for an emergency license. We contact references and conduct criminal history checks to ensure the safety of our staff and students.

All paraprofessionals must pass the Parapro Exam or have accumulated at least 60 hours of college credit hours.

Component #6-Strategies to increase parental involvement in school (SW#6)

Deputy Elementary embraces and supports parental involvement in student learning. Parents have the opportunity to participate in a variety of academic/non- academic activities.

Our school has a Parent Teacher Organization (PTO) that meets on a monthly basis. Parents are given notice of upcoming meetings via school newsletters, social media, corporation and school website, and the school messaging service. The PTO actively funds and supports Deputy Elementary through fundraising efforts and events throughout the year.

Our school provides Kindergarten Connect for incoming students, kindergarten registration at school and online, open house, parent-student-teacher conferences in the fall, fall and spring book fairs with parent/grandparent breakfast, Christmas music program, Christmas Tree Auction, Veteran's Day music program involving all relatives of students who have served in military, annual Spring Fling (fair), chaperoning of field trips, IREAD-3 parent information night, and Title 1 Literacy Nights in the fall and spring. Parents are notified and reminded of special school activities through our school messaging service social media, corporation and school facebook and website. Parents may also view their child's grades on Skyward Parent Access online. We also have online registration for all grade levels in addition to our in-house registration process.

Deputy Elementary student activities are aligned with the PBIS Positive Behavior Interventions and Support Framework established by the U.S. Department of Education. This PBIS Framework improves the capacity for schools to establish, scale-up, and sustain this framework promoting social, emotional, and academic outcomes for students with disabilities. "Pawsitive" reward programs, student incentive items, and end of the year culminating activities are used as rewards. Students are recognized for their birthdays and demonstration of excellence in attendance, academics, and special talents.

Deputy Elementary promotes the involvement of all stakeholders in providing the best educational

Tier I (All Students)

environment for our students.

Madison Consolidated Schools
Title I Family and Parent Engagement Policy

(Board Policy 2261.01 - Parent Participation in Title I Programs)

Madison Consolidated Schools agrees to implement parent and family engagement guidelines in accordance with Parent and Family Engagement, ESSA, Public Law 114-95 Section 1116 and Neola Parent Participation in Title I Program Policy, as listed below. Madison Consolidated Schools will distribute this policy to parents of all students in the School Wide Title I program as well as posting it on the Madison Consolidated district website.

Policy Guidelines

- Parents and staff members will jointly develop our district's local plan under section 1112 and in the process of school review and improvement under section 1111(d). During the spring semester, parents, Title I staff, and administrators from Title I schools will be invited to review current Title I programming and develop a plan for the upcoming new school year. The meeting will focus on Title I supports, parent involvement opportunities within each school, district curriculum, and Title I survey results. Participants will also have the opportunity to review programming, suggest changes, and edit current plans with Title I staff.
- Madison Consolidated Schools will support and assist the work of Title I schools by providing and maintaining the Blackboard Notification System for parent communication. In addition they will incorporate district-wide parent-teacher conference nights and include them on the yearly school calendar, coordinate Title I services with current programming in the process of applying for the Title I grant, and meet with Title I schools to review Title I services and their effectiveness prior to the next grant cycle.
- Madison Consolidated Schools help build the schools' and parents' capacity for strong parental involvement by providing parents with:
    - Information about Indiana College and Career Readiness Standards from the IDOE website and publications to parents.
    - Quarterly reports for all academic areas, as well as formative assessment reports (e.g., NWEA) that illustrate academic growth and mastery of grade level standards.
    - Opportunities to take part in committees that provide feedback to the school about program and services such as parent-teacher organizations, volunteer opportunities, school improvement teams, Title I, summer learning, and high ability committees.
    - Newsletters, teacher email and contact information, family access to Skyward, and invitations for formal and informal conferences with teachers.
    - Materials and support to increase student achievement through a partnership of home and school. Parents and Teachers sign Compact for Learning agreements annually. Additionally, parents can attend various workshops, such as parent technology tips, "make-it take-it nights", and/or parent training on school programming.
    - School staff committed to parent communication. Teachers provide newsletters, phone calls home, progress reports and assessment reports to update parents on student performance, emails, and timely responses to concerns or questions.
    - Information presented in a language and form that parents can easily understand when possible. Materials will be translated as necessary, and a translator will be provided at school meetings when possible.
    - An understanding that school and parents can request support in academic, emotional, and social areas to assist in improvement of student achievement.
- Madison Consolidated Schools will coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under Head Start, Elementary Reading Plan, and Title III language supports. Staff plan jointly with Head Start to sponsor kindergarten visits by Head Start children and parents. The Elementary Reading Plan (annual submission to IDOE Online) may also be a part of the parent nights in each school; this information may be shared in the form of details about Tier 1 Core Instruction, as well as Tier 2 and 3 remediation opportunities. Title III in

Tier I (All Students)

conjunction with Title I reading nights invites parents and students to read in their native language(s). Teachers along with Title I and Title III personnel work collaboratively with each other and parents to ensure an understanding of student needs in academic areas that involve reading and vocabulary. This collaboration helps create a continuum of services for students across both programs.

- Madison Consolidated Schools will conduct, as part of their Title I meeting during the spring semester, 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. Parents will have the opportunity to identify during the meeting and on the Title I surveys any barriers to greater participation by parents in parent involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings from the meeting and surveys will be used to help design strategies for more effective parental involvement.

Expectations for Parental Involvement

The Madison Consolidated Schools 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, 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 Madison Consolidated School Board. 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 Title 1 school must submit its Title I Parent and Family Engagement Policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by each school to parents of all students. The policy must be updated annually. A copy of each school's Parent and Family Engagement Policy shall be kept on file with the school's Title I program plan.

References

Section 1116 of Every Student Succeeds Act (ESSA) of 2015
Indiana Department of Education: http://www.doe.in.gov/title1i

Title 1-Parent Right-To Know Letter

Dear Parents and Guardians,

The Elementary School teachers and principals appreciate the opportunity to teach your child every day. We want to be your partners in helping you child be successful both academically and socially.

We asked that you send your child to school rested and ready to learn every day. In return we will provide the best instruction possible. We will meet state teacher qualifications and licensing criteria. We will participate in professional development that improves our understanding and practice of excellent instruction.

We ask that you communicate with us about your child. In return we will provide the following information upon your request:

- If your child's teacher has met state qualifications and licensing criteria from the grade level and subject area taught,
- If your child's teacher is teaching under emergency or temporary status in which state qualifications or licensing criteria are waived,
- The teacher's baccalaureate degree major, graduate certification, and field of discipline, and
- Whether you child is provided services by paraprofessionals, and if so, their qualifications.

We ask that you supervise and help with the completion of your child's homework. In return we provide quarterly report cards showing your child's progress toward state and academic standards. Also, we will provide an annual report on you child's performance on the Indiana Statewide Testing of Educational Progress.

Thank you for being our partners in the education of your child.
Sincerely,

TITLE I

COMPACT FOR LEARNING

Madison Consolidated School District established this Compact for Learning, to foster the improvement of Learning and support the academic success of our students. We believe this effort requires a partnership of parents, students, teachers, the principal and the community. Parent Responsibilities:

- Make sure that my child attends school regularly, is on time, is well rested and is prepared to learn.
- Supervise and help with any assigned homework.
- Reading with or to my child every day for at least 20 minutes.
- Monitor my child's screen time.
- Attend parent-teacher conferences and communicate frequently with my child's teacher.
- If possible, volunteer in my child's school.

Student Responsibilities:

- Communicate regularly with my teacher.
- Come to school on time and be ready to learn.
- Pay attention to my teachers and ask questions when I need help.
- Complete any assigned homework.
- Carry important messages from school to home and from home to school.
- Respect the school, classmates, staff, and families.

Teacher Responsibilities:

- Provide high quality instruction for my students in a supportive and effective learning environment.
- Provide a rigorous curriculum by give appropriate extra help to students when needed.
- Provide meaningful homework that extends classroom learning when needed.
- Communicate frequently with parents about their child's progress.
- Hold at least one annual parent/teacher conference during which this compact is discussed as it relates to student achievement.
- Participate in professional development that improves my teaching.
- Offer opportunities for parents to volunteer in the school.

Principal Responsibilities:

- See that Indiana Academic Standards are taught in every classroom using best practices.
- Allocate resources to promote classroom teaching that supports the academic achievement of our students.
- Communicate with parents about school-wide and individual test scores.
- Welcome parents into our school for observing, volunteering, conferencing or visiting their child's classroom.

Tier I (All Students)

Signed by

Parent(s)_____

Student_____

Teacher_____

Principal_____

Component #6a-Description how the school provides individual academic assessment results to parents (SW#6)

Deputy Elementary provides individual academic results to parents by mail, email/parent login or through the student for the following: ISTEP scores, IREAD scores, Fountas and Pinnell Benchmark Assessments, progress reports, NWEA reports, IXL reports and reports cards. Parent-student-teacher conferences also allow our staff the opportunity to discuss academic achievement with parents. Telephone conferences are available for parents unable to attend. The Skyward Parent Access allows parents online access to grades and homework.

SW-Component #6b-Strategies to involve the parents in the planning, review and improvement of the schoolwide plan (SW#6)

Deputy Elementary involves parents in planning, review, and improvement of the school wide plan, book adoption, PL221 committees, and Parent Teacher Organization. Parents participated in completing a survey regarding school atmosphere for the comprehensive needs assessment. PTO is involved in all aspects of parental involvement. Our Title 1 school wide plan will be made accessible to parents and parent feedback is always encouraged in developing and reviewing this plan.

Component #7-Plans for assisting preschool children in transition from early childhood programs (SW#7)

The Madison School Corporation offers a Kindergarten Connect experience for incoming kindergarten students and their parents. Parents are encouraged to attend with their child(ren) to alleviate any apprehension about their school experience. This opportunity is used to assist the incoming students with the transition from preschool or home daycare to an elementary classroom environment. This is also a pre-registration system to estimate the number of incoming kindergarten students for the upcoming year. Students and parents are given the opportunity to discuss expectations and procedures for our corporation and school. The families are provided with informational packets on rules, procedures, and policies as well as learning objectives and goals. Information is also given about the different registration options available to them. Students receive a t-shirt, a goodie bag, and an academic packet.

The corporation offers additional registration at each school site and online registration system to accommodate parent needs. The opportunity is offered for online registration that allows for parents to register their child at their convenience.

Students along with their parents, who are enrolled in Head Start are invited to our school in the

spring through Title 1. During the visit, the students meet the principal and kindergarten teacher. To help familiarize the child with the building and facilities, a tour is offered.

Before the start of the school year, an open house is hosted and parents are invited to attend with their child. Students are welcomed by their teacher as they see their assigned classroom. The new students are shown basic procedures and routines in the classroom and are encouraged to bring in school supplies at this time. Through these events, Deputy hopes the new kindergarten student and their family will feel welcomed and comfortable about becoming a member of the Deputy Elementary family.

These events are designed to provide effective, timely, and meaningful assistance to both at-risk and high achieving students.

Component #8-Opportunities and expectations for teachers to be included in decision making related to the use of academic assessment results leading to the improvement of student achievement (SW#8)

Effective data driven instruction requires the principal and classroom teachers to use data to focus on assessment tools and how this information will guide teaching and learning. Deputy Elementary recognizes that reliability and level of detail is taken into account as no single assessment can tell all that we need to know in regards to making informed instructional decisions. By using a variety of assessments, such as classroom work, teacher generated assessments, NWEA, PIVOT, Everyday Math, ISTEP+, ORF and Fountas and Pinnell Benchmark Assessment, data may be triangulated to best serve the student.

This information is then used to determine the individual student needs and information is shared in vertical alignment meetings, monthly data meetings, principal teacher conferences, and with interventionist and support personnel. Specific needs are addressed. Students receive scientifically based small group instruction in the classroom and an additional Tier 2 intervention time.

Differentiated classroom instruction provides opportunity for additional exposure to skills/standards needed by the student, while a separate Tier 2 intervention allows for a scientifically small group based intervention group that will assist students with acquisition of skills needed to successfully achieve his/her individual goal.

Continual progress monitoring will occur to see if the intervention is successful or if a different intervention needs to be used. Continual meetings with the teacher to review data will determine the length and duration of the student's time in that intervention. If student achievement is evaluated and deemed successful, the student will be exited from the intervention. If the student continues to struggle in different interventions, then a meeting will take place with all stakeholders (principal, teacher, special education teacher, and parents) to discuss referral to the special education program and a Tier 3 intervention will be started. If success is still not evident, then referral to the special education program will take place.

- Deputy Elementary believes staff must function as a Professional Learning Community to achieve maximum delivery of instruction to increase student achievement. Using this data from various sources, enables the teacher to make instructional changes that are aimed at improving student achievement. Some of these changes include:
    - Prioritizing instructional time
    - Targeting additional individual instruction for students who are struggling with particular topics and those who are showing growth with enrichment activities
    - Identifying individual strengths and scientifically based instructional interventions that can assist students with progress

Tier I (All Students)

- Reflecting, evaluating, and gauging the instructional effectiveness of classroom lessons
- Improving or enhancing instructional methods

Using school wide data to evaluate how to adapt the curriculum based on information on students' strengths and areas of concern.

Component #9-Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the achievement are provided with effective, timely assistance. (SW#9)

Deputy Elementary provides the following activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely assistance. This includes an annual review of programs and services that address the learning needs of students, as required by our PL221.

Currently, kindergarten through fourth grade students are identified for the Title 1 program using Pre-Kids, NWEA, ISTEP+, DIBELS, SRA assessments and teacher input.

The staff at Deputy Elementary utilizes all data to make informative educational decisions regarding classroom instruction, provides lessons, activities, and groups the students for instruction. Staff development sessions address strengths and areas of concern. During monthly data and grade level collaboration meetings, teachers discuss and review assessments and strategies to improve student learning. Deputy Elementary staff provides activities aligned with the PBIS Positive Behavior and Supports Framework established by the U.S. Department of Education. This PBIS Framework improves the capacity for schools to establish, scale-up, and sustain this framework promoting social, emotional, and academic outcomes for students with disabilities.

The Literacy Framework for the state of Indiana provided by the Indiana Department of Education, outlines the structure of our Reading/Language Arts block. 90 minutes of uninterrupted Tier 1 reading blocks are provided for grades K-4. An additional 30 minutes for Tier 2 Intervention is also provided by Title I Interventionist. Sixty minutes of instructional time for math instruction is provided for grades K-4. An additional 30 minutes in Tier 2 is highly encouraged for math intervention within the classroom. This also provides opportunity for enrichment activities or assignments for exceptional learners.

Weekly instructional focus on reading and math, NWEA testing and Everyday Math assessments along with our data wall provide all certified staff a means of additional support for struggling students. Monthly data meetings are held to focus on specific areas of need. Instructional strategies and interventions are discussed.

All students participate in our Tier 1 research-based core classroom reading curriculum, National Geographic, focusing on the essential elements of the subject. A pacing guide has also been provided by the district for the teachers.

Students reading below grade level participate in scientifically based reading research Tier 2 small group instruction that is taught explicitly and systematically with fidelity for an additional 30 minutes. This additional instruction is based on NWEA, DIBELS, SRA assessment and ISTEP+ data.

Tier 3 is an additional intensive block consisting of smaller group sizes of 1 to 3 students. This intensive level of instruction uses a combination of research and evidence-based practices, a rigorous curriculum, and a positive learning environment with frequent assessments to ensure the needs of all students.

Component #10 & #10a.-Coordination and integration of federal, state, and local

Tier I (All Students)

funds; resources as in-kind services and program components (SW#10)

Madison Consolidated School Corporation understands that funding sources can be consolidated, however the schools do not participate in the consolidation of federal, state, and local funds.

Title 1 funding is used to supplement other programs within the school. Other federal, state, and local funding is coordinated and integrated by Madison Consolidated Schools and building level administration. The General Fund provides assistance for teacher salaries and for school level materials needed to enhance instruction.

Title II-Part A Funds are used mainly for class size reduction. Individuals with Disabilities Education Act funds are used to provide educational opportunities for our special education population.

Additional grant funds received from private foundations or other resources complement the programming in the district.

Documentation of Support by Madison Teachers Association

As required by 511 IAC 6.2-3-3, I as the exclusive representation of the Madison Teachers Association, have reviewed and supports the Professional Development Section of the Schoolwide Improvement and Title 1 Plan for Deputy Elementary.

_____

Signature of Exclusive Representation

_____

Date

Appendix

Deputy Elementary
Title 1 School-wide Parental Needs Assessment Survey

Dear Parent(s),

Your child's school receives federal Title 1 funds to improve and enhance the instruction he/she receives in the classroom. In order to plan the Title 1 programs for the next school year, we are asking you to help us understand how this year's Title 1 programs affected your child and your family.

1. Was there sufficient communication from the school regarding the Title 1 program and the extra services being given to your child? (NWEA reports, Fall Conferences, Monthly Parent Newsletters)

2. What services did your child receive? (Example Reading and/ or Math)

3. In what way did those services help your child?

4. Did you see changes in your child's classroom work as a result of those services?

5. What other services would you like the school to provide for Title 1 if more funds became available?

6. What other parent involvement would you like the school to provide if more funds became available?

Would you be willing to attend a parent meeting to evaluate Title 1 programs and policies?

Yes_____ No_____ (If yes, please provide phone number_____)

Parent Signature_____

Tier I (All Students)