



JEFFERSON CRAIG ELEMENTARY SCHOOL

Schoolwide Title 1 and School Improvement Plan



2017-2018
JEFFERSON CRAIG
Principal Tony Spoore

Introduction

Switzerland County is a rural community located in the southeast corner of the state along the Ohio River. Switzerland County is 223.4 square miles, which makes it the seventh smallest county in Indiana, and with a population of 10,613 it is the fifth least populated county in Indiana. The Switzerland County School Corporation consist of two elementary schools, (Jefferson Craig Elementary School and Switzerland County Elementary School) one middle school (Switzerland County Middle School) and one high school (Switzerland County High School.) For several years now, Switzerland County student population has been over 50% when considering the free and reduced lunch program. This mark continues this year.

Jefferson Craig Elementary School (JCES) is located in Vevay, Indiana, which is the county seat of Switzerland County. The enrollment in 2017 at JCES was 387 students of which 94.6% were white, 1.8% were multiracial, 2.8% were Hispanic, 0.5% were black and 0.3 were Asian. In 2017, JCES free/reduced lunch rate was 49.6% and our Special Education population was 24.8%.

At the start of the 2016 – 2017 school year, Jefferson Craig Elementary School completed construction on the new classroom addition. Which resulted in the special needs pre-school program moving back to Jefferson Craig Elementary School. There is a Title 1 program for kindergarten through grade six. We have approximately 60 staff members, including teachers, instructional assistants, custodians, cafeteria personnel, a nurse and office personnel. Special services provided for our students include speech and language, special needs pre-school, emotional disability, severe and profound program, and learning disability. We are starting a general ed. pre-school for the 2017-2018 school year. JCES also collaborates with the local Community Mental Health Department to supply a guidance counselor for students and families that qualify for their services. All classrooms at JCES are self-contained.

76% of our students are transported by bus to school each day. There are 32 bus routes in our county. Due to our bus routes being one of the largest in the state most students have over an hour bus ride each way.

Schoolwide Title 1 Plan and SIP members:

Principal:	Tony Spoores
Title I Coordinator:	Fred Ross
Title I Teacher:	Ashley Kitts
Gen. Ed.:	Lesla McGarvey
Gen. Ed. High Ability:	Megan Griffin
Spec. Ed.:	Cindy Grigsby
Parent:	Jessica Crepin
Parent:	Brandi Bear
Gen. Ed. & School Board	Kim Temple
Different District:	

Vision and Mission Statement

Jefferson Craig Elementary School Vision Statement:

Developing young children into responsible active learners is the goal for our staff. We want our students to: Own their Education, Earn their Education and, Live their Education.

Jefferson Craig Elementary School Mission Statement:

Through combined efforts of staff, community, and family, students at Jefferson-Craig will strive to achieve academic and social success. To help achieve this goal, students will learn to take ownership for their education; earn and prepare for the journey of becoming a lifelong learner; and, live out what they want to achieve.

Jefferson Craig Elementary Motto:

Education:

- *Own It!*
- *Earn It!*
- *Live It!*

Academic & Behavioral Goals

The goals for Jefferson Craig Elementary School are to improve student performance in reading, math, attendance, and behavior. With parental and community involvement, we can achieve the following goals at JCES:

- 1) *All students at Jefferson Craig Elementary School will become proficient readers.*
 - 70% of all students (grades 2-6) will increase student growth in comprehension and vocabulary in Reading as measured by STAR Reading.
 - 70% of all students (grades k-2) will increase student growth in comprehension and vocabulary in Reading as measured by STAR Early Literacy Assessments.
 - 90% of all third grade students will demonstrate mastery (or improve and receive the Good Cause Exemption) on the IREAD-3 Assessment.
- 2) *All students at Jefferson Craig Elementary School will become proficient in math.*
- 3) *Jefferson Craig Elementary School will improve positive behavior by decreasing office referrals by 10%.*
- 4) *Jefferson Craig Elementary School will improve their attendance rate by 2%.*

Strategies for Achieving Academic Goals

Goal #1: All students at Jefferson Craig Elementary School will become proficient readers.

- 70% of all students (grades 2-6) will increase student growth in comprehension and vocabulary in Reading as measured by STAR Reading.

Strategies:

Literacy Program - The teachers will utilize the core reading materials with 100% fidelity. All teachers will give the weekly assessment test that accompanies the adopted reading series. Additional reading strategies will include the following: Title 1 services, literacy groups, literacy circles, skill-based RTI, Accelerated Reader, Waterford, STAR Early Literacy, reading assessments, and partner reading. Teachers receive PD training and use the strategies appropriate for their grade level.

Activity-Literacy Groups/Circles:

Students are ability grouped according to levels given by STAR data and Title teacher. Each group meets for thirty minutes daily with a literacy instructor. Activities students may work with include, but are not limited to the following: reading books, learning vocabulary, writing sentences, illustrating, sentence cut-ups, and taking home a leveled book to read.

- 70% of all students (grades k-2) will increase student growth in comprehension and vocabulary in Reading as measured by STAR Early Literacy Assessments.

Strategies:

Literacy Program - The teachers will utilize the core reading materials with 100% fidelity. All teachers will give the weekly assessment test that accompanies the adopted reading series. Additional reading strategies will include the following: Title 1 services, literacy groups, literacy circles, skill-based RTI, Accelerated Reader, Waterford, Star Early Literacy, reading assessments, and partner reading. Teachers receive PD training and use the strategies appropriate for their grade level.

Activity-Literacy Groups:

Students are ability grouped according to levels given by STAR Early Literacy data and Title teacher. Each group meets for thirty minutes daily with a literacy instructor/teacher. Activities students may work with include, but are not limited to the following: reading books, learning vocabulary, writing sentences, illustrating, sentence cut-ups, and taking home a leveled book to read.

- 90% of all third grade students will demonstrate mastery (or improve and receive the Good Cause Exemption) on the IREAD-3 Assessment.

Strategies:

Intense Instruction - Students needing instruction in phonemic awareness, phonics, and reading strategies receive an additional 30 minutes of language arts instruction per day.

Activity-Intense Instructional Reading-3:

The Title 1 and Special Education departments will provide the 30 minutes of additional instruction.

Jefferson Craig Elementary School in accordance with the state of Indiana's plan to ensure student literacy by the end of third grade has created a Reading Plan to create a minimum of 90 minutes of uninterrupted reading instruction focusing on the five elements necessary for reading achievement.

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Our reading program – **Reading Wonders**, by Macmillan/McGraw Hill centers on these components.

JCES uses Scientifically Based Reading Programs:

We will continue to use and expand on scientific based reading programs such as **Reading Wonders**, published by McGraw-Hill, our core reading program, ***Daily analogies, Daily Reading, Daily Oral Language, Journal Writing, Literacy Circles, Literacy Groups, Six Traits writing, Smart Chart, Trade Books, Zoo Phonics, Writer's Workshop*** and ***Accelerated Reading Program***. We are also implementing new computer based remedial and high ability reading program called ***Waterford***. Plus, we are continuing to use the ***STAR Reading, STAR 360*** and ***STAR Early Literacy*** Program from Renaissance.

Goal #2): *All students at Jefferson Craig Elementary School will become proficient in mathematics.*

- 70% of All Students will increase student growth in problem solving and number sense in Mathematics as measured by STAR Math.

Strategies:

Problem Solving - All teachers will utilize the adopted math series with fidelity. The following programs will be used to supplement are math curriculum: IXL, Khan Academy, RTI, STAR Math, and STAR 360.

Activity – RtI:

Math RtI will consist of bi-weekly 30 uninterrupted minutes of intensive skill instruction.

- 70% of All Students will demonstrate a proficiency of understanding number sense as shown on the generated report in Mathematics as measured by STAR Math.

Strategies:

Developing Number Sense-Teachers will provide instruction and practice on number sense through Calendar math, IXL, STAR Math, STAR 360, Khan Academy, and Minute Math.

Activity - Building Number Sense:

Students will learn number sense through calendar math and online practice. Teachers will use calendar math and online strategies to help with ISTEP/Career Readiness in their respective grades K - 6.

JCES uses Scientifically Based Math Programs:

We will continue to use and expand on a scientific based core math program known as **McGraw-Hill** published by Pearson. Plus, we will also focus on core concepts and principles of math using computer assisted instruction such as ***IXL, STAR Math*** (Renaissance), ***Khan Academy*** and ***STAR 360***. Interactive Smart Boards and an Elmo have been installed in every classroom to enhance visual learning. All of our second through sixth grade students have one to one computer devices (Chromebooks) to assist them in their learning this year. Pre-K-1 have one to one mini iPads.

Strategies for Achieving School/Behavioral Goals

Goal #3): Jefferson Craig Elementary School will improve positive behavior by decreasing office referrals by 10%.

Strategies:

Implement PBIS school wide behavior plan.

Activity – Rewards

Teacher rewards, student rewards, school wide celebrations/activities, classroom rewards and school wide point system.

Goal #4): Jefferson Craig Elementary School will improve their attendance rate by 2%.

Strategies: Student motivation

Activity – Rewards

Students can earn points for not being tardy or absent. Students will be rewarded through the PBIS reward system.

Overview of a Title 1 Schoolwide Plan

Professional Development

Jefferson Craig Elementary School realizes that professional development is essential to successful school reform. Such professional development must be relevant in content and strategies. The staff at Jefferson Craig Elementary School is encouraged to seek opportunities to attain ongoing development. Professional development is intended to ensure that all students have equal opportunities to achieve high standards of learning and development. This year the majority of our professional development time will be devoted to improving student growth. In addition, some JCES staff has attended professional development training from outside workshops. At Jefferson Craig Elementary School, we also have bi-monthly staff meetings that provides professional development opportunities such as ISTEP+, data, and grade level analysis.

Parent Involvement

We understand that parents have many talents and experiences that could assist student learning and achievement. At Jefferson Craig Elementary School, we want and will encourage our parents to become more involved by volunteering to help achieve student success. Some of the school activities that parents volunteer for at Jefferson Craig Elementary School are serving as guest readers, Title 1 Family Fun nights, school carnival, field day, field trips, classroom helpers, and PTA. Educational materials are provided to parents during our annual Parent Nights. Parents and staff are encouraged to join and attend our school PTA meetings. A variety of online communication sources have been established to communicate with parents.

Additional Assessments may include:

The success of our students will be measured by:

Math

- Teacher Observations
- Pre/Post Tests
- Indiana Statewide Testing for Educational Progress – Plus (ISTEP+) for grades three, four, five and six
- STAR Math K – 6
- McGraw-Hill Indiana My Math (Core Mathematic Curriculum)

Reading

- Teacher Observations
- Pre/Post Tests
- Indiana Statewide Testing for Educational Progress – Plus (ISTEP+) for grades three, four, five and six.
- Indiana Reading Evaluation and Determination (IREAD) for grade three.
- STAR Early Reading Literacy K-2 and STAR Reading 2 – 6
- Macmillan/McGraw-Hill Reading Wonders Assessment K – 6 (Core Reading Curriculum)

These assessments will be monitored throughout the year and reviewed annually in May by the administration, staff and parents. This information will help guide instructional strategies that will positively affect student achievement.

Ten Components of a Schoolwide Plan

Component #1: A Comprehensive Needs Assessment

A) Data Guide: School Context and Organization

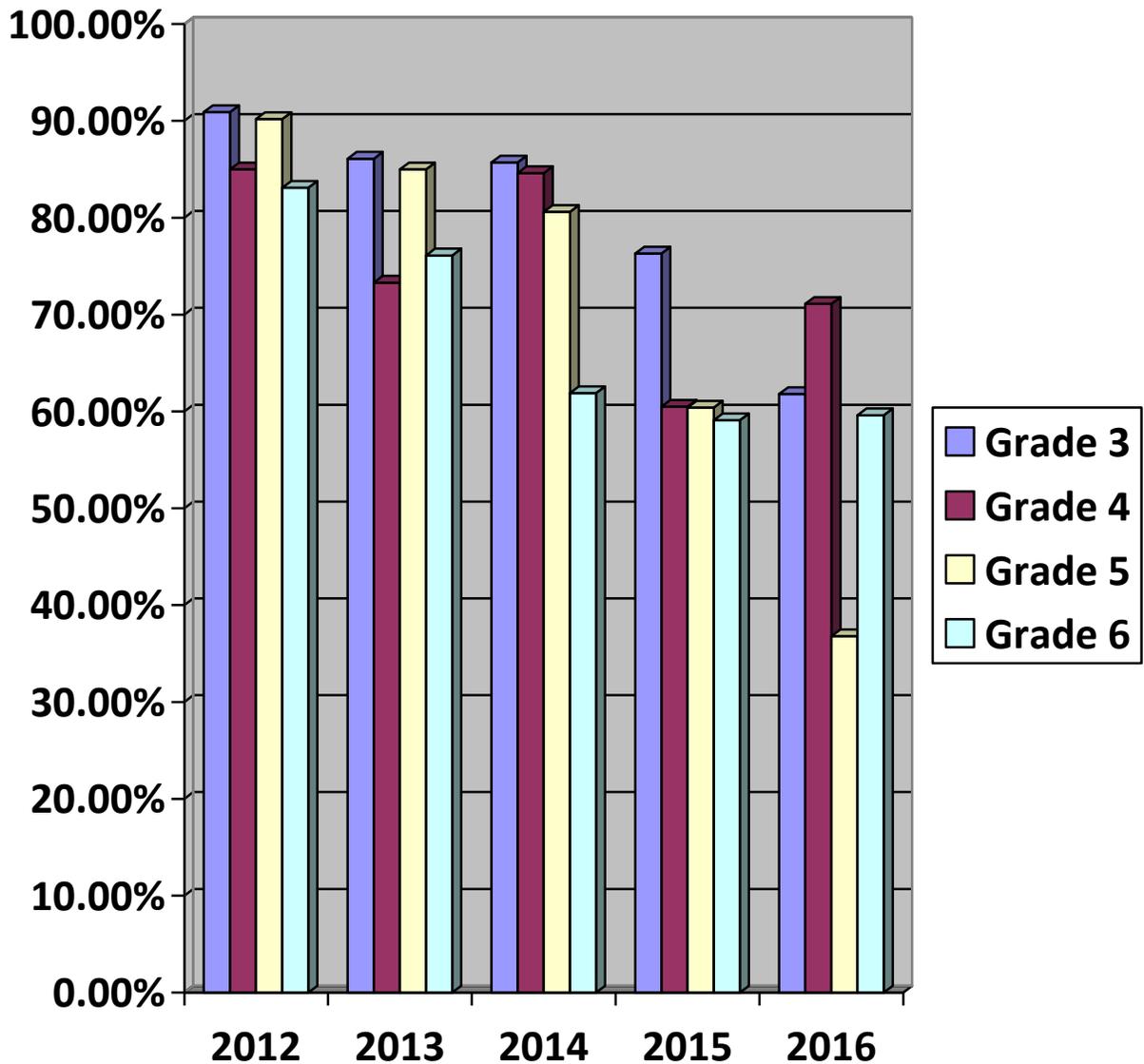
Recent data from your school's Annual Performance Report (available through IDOE):

Jefferson Craig Elementary School
2016 Annual Performance Report

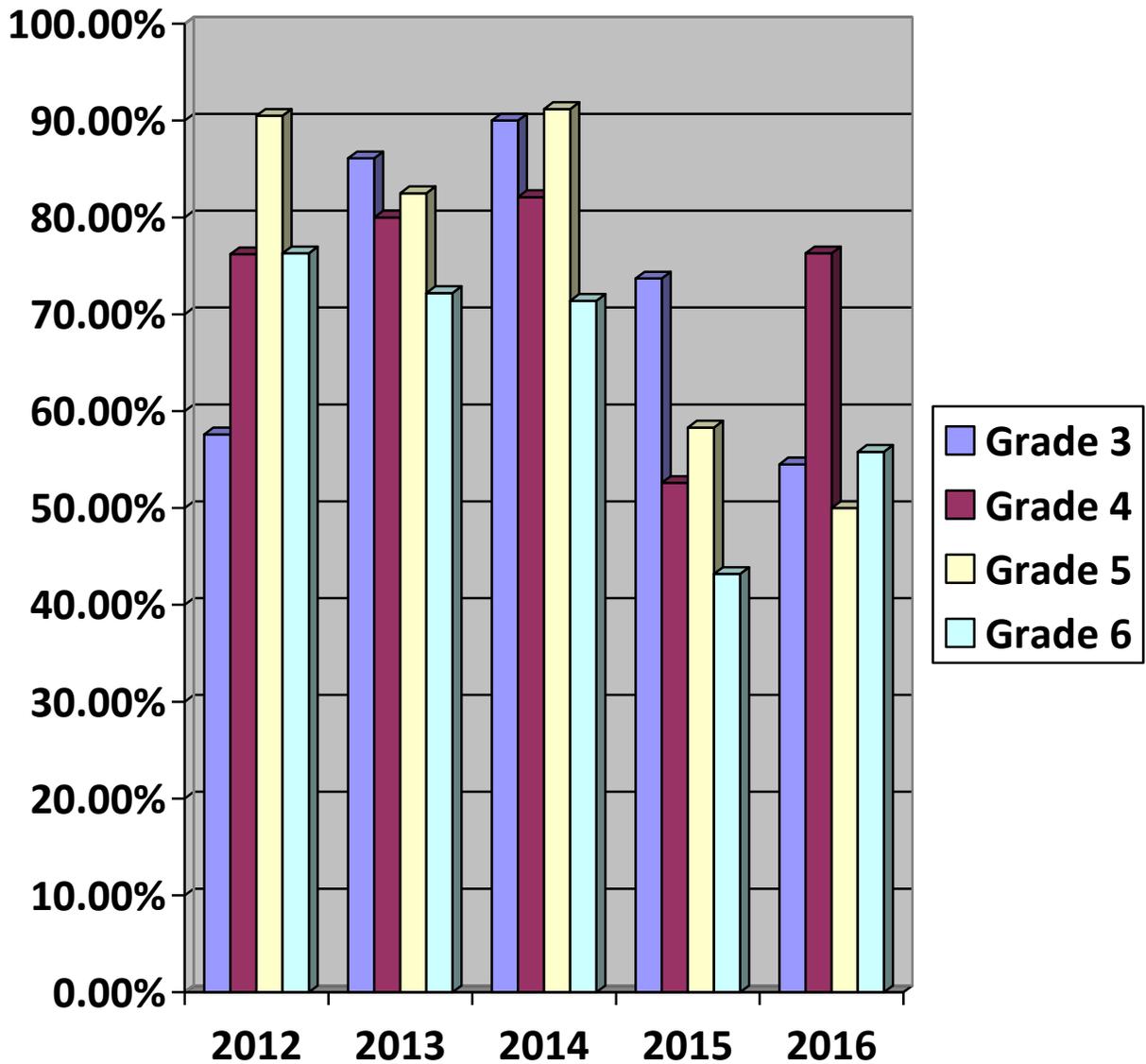
INDICATOR	School Results				State Results
	13 - 14	*14 - 15	15 - 16	16 - 17	
A-F Accountability Grade	A	A	B		
Student Enrollment	308	347	372	387	1,133,380
Number of Certified Teachers	19	21	26		59,669
Percentage of Students Passing IREAD	94.6	89.5	91.1		89.3
* Grade 3 Percent Passing ISTEP+ Math Standard	90.0	73.7	54.5		60.0
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	85.7	76.3	61.8		68.9
* Grade 4 Percent Passing ISTEP+ Math Standard	82.1	52.6	76.3		62.3
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	84.6	60.5	71.0		68.1
* Grade 4 Percent Passing ISTEP+ Science Standard	78.6	68.4	73.6		64.7
* Grade 5 Percent Passing ISTEP+ Math Standard	91.2	58.3	50.0		65.5
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	80.6	60.4	36.8		63.3
* Grade 5 Percent Passing ISTEP+ Social Studies Standard	52.6	0	52.6		63.7
* Grade 6 Percent Passing ISTEP+ Math Standard	71.4	43.2	55.7		59.7
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	61.9	59.1	59.6		66.3
* Grade 6 Percent Passing ISTEP+ Science Standard	57.8	47.7	55.7		65.0
Pupil Enrollment to Certified Employee Ratio	11.4	10.8	10.8		13.7
Attendance Rate	95.5	92.8	95.9		95.8
Number of Students with More Than 10 Unexcused Days Absent	4	14	10		76,150
Number of Students absent greater than 10% of School Year	13	78	21		80,423
Number of Students Suspended	24	25	13		88,260
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	0	0	0		5,871
Number of Out of School Suspensions	22	14	9		104,576
Number of In School Suspensions	25	37	13		87,224

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

Jefferson Craig Elementary School ISTEP+ Pass Percentages English/Language Arts 2012 - 2016



Jefferson Craig Elementary School ISTEP+ Passing Percentage Mathematics 2012-2016



B.) Data Guide: Family and Community Involvement

Jefferson Craig Elementary School encourages parental involvement and participation and is always striving to attain new goals. The school prides itself on the support it receives from the staff, parents and the PTA. Furthermore, we would like to include other activities and programs that will continue to bring parents and their children together at school. Such opportunities already reflected on our school calendar include:

- An open house held annually to familiarize parents with teachers, staff and the facility.
- “Grapes with Grandparents” for Grandparents Day in which the grandparents tour the building with their grandchildren and visit the classrooms.
- The school has a field day, which enables parents, grandparents, students and staff to visit and interact with one another in a more casual and fun setting.
- A Veterans Day program, which is presented by staff, students, parents and grandparents, designed to bring families together for a day of remembrance.
- A Thanksgiving Day program in which everyone participated by giving thanks and donating items to help the less fortunate.
- A Christmas program which brings families together for a night of holiday music and fun.
- “Donuts with Dad” for Father’s Day – program which gets fathers more involved with their children.
- “Muffins with Mom” for Mother’s Day – program to get more mothers involved with their children’s education.
- Star Readers
- PBIS (Positive Behavioral Interventions and Support)- Rewards students for positive choices and attendance
- Purdue Extension Programs.
- Parent Conferences – Family Involvement Program.
- Spring Concert.

Many other programs are conducted at Jefferson Craig Elementary that involve parental participation. Among these are: Family literacy night sponsored by Title 1, Storyfest, Science Fair, High Ability Programs, Book Fair – Family Nights, Field Trips, Hoosier Theater, Kids – On – The – Block, Dr. Seuss – Read Across America, Community Resource Speakers, Nursing Home visitations and program presentations, Accelerated Reader Program with prizes and awards, Study Buddies, Red Ribbon Week Program, Report Cards, Mid – Term progress reports, School Newsletters, ISTEP+ scores and other testing program scores sent directly to the parent, Community Volunteers, 4 – H Programs held at school, Eggleston Writing Awards, Flag test Awards, Student teachers (from our high school work study program) assist students in the classroom, Girls and Boy Scout meeting held after school, Soil and Water Conservation Program, Star Lab, Drama Club, American Cancer Society 100th Day Celebration, Switzerland County Historical Society contests, Community Mental Health Worker on site to provide counseling during and after school, Teacher and Aide Appreciation dinner, Pen Pals including soldier’s correspondence plus collecting donations for the soldiers in the

Middle East, Digital Citizenship Day, Earth Day Activities, Fundraising for special events, Additional Farm Bureau activities, Memorials, YMCA projects, National Education Week activities, library after school programs, Celebrating Success for the school board, honors day program, Excel After the Bell After-School program and eLearning Days. Building incentives for doing your best on the ISTEP+ test.

Name all community partnerships and the type of support provided to the school.

Community Partners with JCES	Support they provide to the school
PTA	Provide funding for the following activities: <ul style="list-style-type: none"> • School Supplies • Field Day • Field Trips
Switzerland County Endowment Committee	Provide partial funding for the following items: <ul style="list-style-type: none"> • Capital Improvement • Computers/Laptops • Book Rental Fee • Classroom Equipment
Local Business	<ul style="list-style-type: none"> • Open their doors for students during their walking field trip. • Support in Project based learning • Donations for school incentive programs
Sheriff/Police Department	<ul style="list-style-type: none"> • Safety Talks • Provide support on severe discipline issues
Fire Department	<ul style="list-style-type: none"> • Safety Talks during Fire Prevention Week • Bus Safety
YMCA	<ul style="list-style-type: none"> • Provide Swimming Lessons for all second graders. • Run the elementary basketball program. • Excel After the Bell
Switzerland County Historical Society	<ul style="list-style-type: none"> • Provides Storyfest for Grades one thru six • Maintains historical museum for student enjoyment
Switzerland County Public Library	<ul style="list-style-type: none"> • Trade Book Service • Summer Reading Program • Weekly literacy activities for pre-school students
Purdue Extension Office	<ul style="list-style-type: none"> • Community Homemakers literacy activities for Kindergarten • Professor Popcorn for 1st grade • Team Building (bullying program) • Leadership Program
Community Mental Health	<ul style="list-style-type: none"> • Think Smart, Stay Safe • Tutoring • Counseling
Safe Passages	<ul style="list-style-type: none"> • Endless Possibilities • Asset Champions
High School FFA	<ul style="list-style-type: none"> • Provides Mother's Day projects for the students

List intervention opportunities available to students: Special Education, Title 1, RtI services, Literacy Groups, CMHC onsite counselor, and an after-school program called Excel after the Bell.

How are students identified and selected for these services? Student academic performance is the bases for identifying and selecting students for RtI and Title 1 services. JCES complies with Article 7 requirements for determine who qualifies for special education services. In addition, data is gathered and analyzed for grouping, after-school program, and CMHC services.

List enrichment opportunities available to students: Teacher observations and data is gathered for possible student placement in the High Ability program. We also follow state guidelines for testing these students and offer Enrichment opportunities after school and in special clubs such as Robotics.

How are students identified and selected for these services? High Ability students are screened, nominated, and given a placement test to determine if they qualify for the High Ability program. This is outlined in the corporation High Ability state grant.

Demographic Data

Jefferson Craig Elementary School has experienced steady enrollment over the last five years.

Jefferson – Craig Elementary School Enrollment

	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-Kindergarten				3	21
Kindergarten	58	53	58	53	57
Grade 1	44	49	58	60	59
Grade 2	34	41	54	55	57
Grade 3	49	33	39	58	57
Grade 4	44	49	39	42	53
Grade 5	44	38	52	44	43
Grade 6	117	45	47	57	40
Total Enrollment	390	308	347	372	387

Our average yearly attendance rate has remained consistent.

Year	Average Attendance Percentage
2012-13	95.4%
2013-14	95.5%
2014-15	92.8%
2015-16	95.9%
2016-17	Not Available on IDOE website

Attendance Percentage by Grade Level

Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Kindergarten	95.2%	94.7%	91.6%	95.0%	N/A on IDOE website
Grade 1	94.5%	95.9%	93.0%	95.7%	N/A on IDOE website
Grade 2	95.7%	95.6%	93.4%	96.3%	N/A on IDOE website
Grade 3	95.3%	95.8%	93.3%	95.9%	N/A on IDOE website
Grade 4	94.8%	95.6%	92.3%	96.5%	N/A on IDOE website
Grade 5	95.9%	95.0%	94.0%	95.5%	N/A on IDOE website
Grade 6	95.4%	96.1%	91.9%	95.9%	N/A on IDOE website
Total	95.4%	95.5%	92.8%	95.6%	N/A on IDOE website

Currently, 50.2% of our students are receiving free or reduced lunch. Over the last 5 years our free/reduce numbers have been over the 50 percentile. These numbers definitely show that we are a poverty stricken county.

Jefferson Craig Elementary School Free or Reduced Lunch Percentage

Year	Free or Reduced Lunch Percentage
2013	55.1%
2014	53.5%
2015	52.7%
2016	52.4%
2017	49.3%
5-Year Average	52.6%

School Grade

Accountability History					
Final PL 221 Status	2012-13	2013-14	2014-15	2015-16	2016-17
	D	A	A*	B	???

* Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-14 grade or the 2014-15 grade.

ISTEP+ Data:

**All Grades
Percentage Passing both English/Language Arts and Math**

Year	Percentage Passing
Spring 2013	68.0%
Spring 2014	67.9%
Spring 2015	48.2%
Spring 2016	48.6%
Spring 2017	

**All Grades
Percentage Passing English/Language Arts**

Year	Percentage Passing
Spring 2013	79.4%
Spring 2014	77.1%
Spring 2015	63.7%
Spring 2016	57.9%
Spring 2017	

**All Grades
Percentage Passing Mathematics**

Year	Percentage Passing
Spring 2013	78.1%
Spring 2014	82.8%
Spring 2015	56.5%
Spring 2016	58.5%
Spring 2017	

**All Grades
Percentage Passing Science**

Year	Percentage Passing
Spring 2013	66.1%
Spring 2014	67.8%
Spring 2015	57.3%
Spring 2016	63.3%
Spring 2017	

**All Grades
Percentage Passing Social Studies**

Year	Percentage Passing
Spring 2013	67.5%
Spring 2014	52.6%
Spring 2015	45.8%
Spring 2016	52.6%
Spring 2017	

Third Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2013	80.6%
Spring 2014	75.0%
Spring 2015	68.4%
Spring 2016	47.3%
Spring 2017	

Third Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2013	86.1%
Spring 2014	85.7%
Spring 2015	76.3%
Spring 2016	61.8%
Spring 2017	

Third Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2013	86.1%
Spring 2014	90.0%
Spring 2015	73.7%
Spring 2016	54.5%
Spring 2017	

Fourth Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2013	63.3%
Spring 2014	74.4%
Spring 2015	44.7%
Spring 2016	65.8%
Spring 2017	

Fourth Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2013	73.3%
Spring 2014	84.6%
Spring 2015	60.5%
Spring 2016	71.1%
Spring 2017	

Fourth Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2013	80.0%
Spring 2014	82.1%
Spring 2015	52.6%
Spring 2016	76.3%
Spring 2017	

Fourth Grade
Percentage Passing Science

Year	Percentage Passing
Spring 2013	70.0%
Spring 2014	78.6%
Spring 2015	68.4%
Spring 2016	73.7%
Spring 2017	

Fifth Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2013	77.5%
Spring 2014	77.4%
Spring 2015	45.8%
Spring 2016	28.9%
Spring 2017	

Fifth Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2013	85.0%
Spring 2014	80.6%
Spring 2015	60.4%
Spring 2016	36.8%
Spring 2017	

Fifth Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2013	82.5%
Spring 2014	91.2%
Spring 2015	58.3%
Spring 2016	50.0%
Spring 2017	

Fifth Grade
Percentage Passing Social Studies

Year	Percentage Passing
Spring 2013	67.5%
Spring 2014	52.6%
Spring 2015	Did Not Test
Spring 2016	52.6%
Spring 2017	

Sixth Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2013	60.2%
Spring 2014	50.0%
Spring 2015	36.4%
Spring 2016	51.9%
Spring 2017	

Sixth Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2013	76.1%
Spring 2014	61.9%
Spring 2015	59.1%
Spring 2016	59.6%
Spring 2017	

Sixth Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2013	72.2%
Spring 2014	71.4%
Spring 2015	43.2%
Spring 2016	55.8%
Spring 2017	

Sixth Grade
Percentage Passing Science

Year	Percentage Passing
Spring 2013	64.8%
Spring 2014	57.8%
Spring 2015	47.7%
Spring 2016	55.8%
Spring 2017	

Listed below are our strengths and weaknesses of our current programs, at Jefferson Craig Elementary School, for improving the education of low-achieving students.

Strengths:

- We have a very experienced staff at JCES that is dedicated to student learning and success.
- Our Title 1 staff works in the classrooms with low achieving students and pulls out students for additional supplemental instruction and skill development.
- Our class sizes are manageable.
- Teachers have common planning time.
- We incorporate 90 minutes of uninterrupted reading instruction focusing on the five elements necessary for reading achievement.
- Our classroom, special education and Title 1 teachers work collaboratively to accommodate and implement appropriate strategies for working with our low achieving and special needs population.
- A Pre-Kindergarten Screening is held for all students who are eligible to enroll in Kindergarten the following year. This is held in April and this screening helps students and parents to have an easy transition into kindergarten. This screening process has also help identify some academic deficiencies for some incoming students and activities are given to parents to help strengthen their skills before returning in the fall.
- We have an after school remediation/enrichment program that students can participate in that provides assistance in areas needed for student growth.
- Switzerland County Endowment provides monetary grants for the diverse population of students.
- Creation of a new pre-school program provides academic support for students transitioning to kindergarten academic standards.

Weaknesses:

- Our high poverty rate in this county is an area of weakness.
- Parental involvement is a weakness. While parent/teacher conferences, Kindergarten graduation, field trips and field day are well attended by parents, we have very few parents who volunteer to help with student learning.
- JCES student attendance rate has been below 95% the past few years.
- We need to collaborate with our Headstart program better.
- Teacher paraprofessional are very few in number which makes it hard to help students in small groups.

As a result of the comprehensive needs assessment, what are the specific priority need areas for the school wide program?

- 1.) Reading Fluency and Comprehension
- 2.) Math
- 3.) Improve behavior
- 4.) Improve attendance

List the goals of the school wide program. These goals should be directly related to the priority need areas identified as the means to educate all student in the school to the state's academic content standards and the state's academic achievement standards, as illustrated in the comprehensive needs assessment.

Goal 1). All students at Jefferson Craig Elementary School will become proficient readers.

Goal 2). All students at Jefferson Craig Elementary School will become proficient in math.

Goal 3). Jefferson Craig Elementary School will improve positive behavior by decreasing office referrals by 10%.

Goal 4). Jefferson Craig Elementary School will improve their attendance rate by 2%.

Explain how reaching the above goals will meet the needs of all the students at your school.

This plan is designed to provide opportunities for all teachers and students to achieve academic success. It also supports research of best practices in the areas of reading and math. Through professional development opportunities, collaboration, student monitoring and data assessment, teachers will be able to identify student needs for them to become successful in the classroom.

Various classroom assessments will be used to identify students in need of additional instruction and intervention such as STAR Reading, STAR Math, STAR 360, IXL and our core reading and math programs. Our STAR Reading and Math assessment will be conducted a minimum of four times a year. In order to identify at risk students, the Response to Intervention and Title 1 team will met regularly to determine who and what type of intervention is needed.

Our school wide plan includes the implementation of the Response to Intervention program to identify at risk or struggling students. At JCES student data and progress monitoring will take place on a weekly basis to allow for one on one instruction or flexible grouping.

Our plan to improve parent involvement will provide the school with additional support in improving our curriculum.

Component #2: Implementation of schoolwide reform strategies

Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.

Schoolwide Reform Strategies that will be implemented include:

- Response to Intervention
- A new state mandated reading plan that incorporates 90 minutes of uninterrupted reading instruction
- After school remediation/enrichment
- Computer Assisted Instruction
 - STAR Reading
 - STAR Math
 - STAR 360
 - STAR Early Literacy
 - IXL
 - Waterford Early Literacy
- Progress Monitoring
- Focus on Parent/Community Involvement

Goal #1 Reading

- Response to Intervention will be implemented to identify at risk or low achieving students.
- Kindergarten through sixth grade will have an uninterrupted ninety minute reading instruction.
- All grade levels (K – 6) will use **Reading Wonders**, by Macmillan/McGraw Hill as a core literacy program. The **Reading Wonders** series incorporates all of Indiana’s state standards for Language Arts.
- Star Reading program will be used continually throughout the year.
- STAR Early Literacy will continue this year.
- STAR Reading will continue this year.
- Waterford Early Literacy (K – 2) will be implemented this year.
- The after school remediation/enrichment program will continue to be implemented.
- Parent involvement will continue with signed reading assignments.
- Accelerate Reader will be used to support reading comprehension skills.

Goal #2 Math

- Response to Intervention will be implemented to identify at risk or low achieving students.
- First through sixth grade students will use **McGraw-Hill Indiana My Math** published by Pearson as their core math program. The **McGraw-Hill Indiana My Math** series incorporates all of Indiana’s state standards for Mathematics.
- STAR Math will continue this year.
- The after school remediation/enrichment program will continue to be implemented.

- Incorporate more parent involvement in mathematics through PBL projects and clubs.

Use effective methods and instructional strategies that are based on scientifically based research:

Response to Instruction – RtI is the practice of identifying the needs of struggling students and providing them focused instruction they need through varying levels of assistance. This program consists of three tiers.

- **Tier I** – is the foundation and consist of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- **Tier II** – consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction. Progress is monitored weekly.
- **Tier III** – consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing an individual student’s rate of progress. Tier III level support may or may not be eligible for specially designed instruction and related services.

With RtI services students will prevent long term academic failure by providing students with timely intervention. Students do not have to fail first before they receive services.

90 minute reading block – The Reading Framework Plan is a state mandated reading plan that all elementary schools will implement to ensure student literacy by the end of third grade. The written reading plan includes a minimum of 90 minutes of uninterrupted reading instruction focusing on the five components necessary for reading achievement.

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Reading literacy will be achieved through data driven instruction. Interventions will be implemented for those students not meeting the preset goals when data is collected.

Literacy Groups – Students in grades K-2 experience daily reading groups to help identify and correct essential reading strategies for student success. The Title 1 teacher studies student data and changes these flexible groups throughout the year.

Tutoring – Jefferson Craig Elementary and the YMCA will provide after school remediation and enrichment for students performing below and above average in reading and math. The remediation and enrichment will be researched based and offered at least four days a week, throughout the school year. This will happen before/after the first round of state assessments. There will also be limited bus service.

Computer Assisted Instruction – Computers and computer software are effective tools to assist students in learning. At Jefferson Craig Elementary School students will benefit

from such computer software as STAR Reading and Math, STAR Early Literacy, STAR 360, Khan Academy, and IXL.

Progress Monitoring – This is used to determine students’ academic performance. Students will be monitored in our RtI program under the direct supervision of our Title 1 department.

Parent/Community Involvement - We understand that parents have many talents and experiences that could assist student learning and achievement. At Jefferson Craig Elementary School, we encourage our parents to become more involved by volunteering to help achieve student success.

Strengthen the core academic program:

- Our assessment data help drives our decision in making improvements to our curriculum and the way we teach the curriculum.
- Our curriculum is aligned with state standards.
- Our teaching strategies are founded or based on best practices research.
- Our professional development training sessions are based on our student needs. So that we may provide the quality instruction that the students need to be successful.
- All our teachers have common planning time within their grade level.

Increases the amount of learning time:

- We are extending our after school remediation and enrichment program by offering students who are struggling and excelling to attend the weekly after-school program funded through the 21st Century grant.
- RtI services provide low achieving students additional instruction time during the day that they would not have received in a traditional setting.
- Title 1 services provide low achieving students with addition instruction time during the day.
- Para professionals are used to assist low achieving students in the classroom under the supervision of our Title 1 teacher.
- 90 minutes of reading instruction is provided daily to all students.

Includes strategies for serving underserved populations:

- Response to Instruction process will be used.
- Classroom support from Title 1, Special Education, Speech/Language Pathologist, MoMh teacher and paraprofessionals will help serve the underserved population.
- Since we are a School-wide Title 1 school services will be provided to all students. Data meetings will be conducted through the Title 1 department to determine who needs additional services.
- We are extending our after school remediation and enrichment program by offering students who are struggling and excelling to attend the weekly after-school program funded through the 21st Century grant. Limited bus service is provided for those students who attend.
- During the school year older students read to kindergarten and first graders.

- To get more parents involved in assisting their child's homework, the primary elementary teachers are requiring a parent to sign their daily reading homework.

Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards:

- Response to Instruction process will be used.
- Progress monitoring will be conducted.
- Since we are a School-wide Title 1 school services will be provided to all students. Data meetings will be conducted through the Title 1 department to determine who needs additional services.
- Special Education services are provided to those students who qualify.
- A Speech Language/Hearing Pathologist provides services to those students who qualify.
- All students will take reading and math assessment a minimum of four times a year to determine if the students are on target to meet their educational goals. The assessments the school will be using are STAR Reading, STAR Math, STAR 360, STAR Early Literacy, Open Book, and IXL.
- Teacher observations will also be used to determine how the student is performing and if additional support is needed.
- Tier 3 student goals are set and monitored by the Title I Teacher.
- Our core curriculum is aligned with state standards.
- Weekly common planning time gives grade level teachers a chance to collaborate and discuss how to effectively teach the curriculum.
- We are extending our after school remediation and enrichment program by offering students who are struggling and excelling to attend the weekly after-school program funded through the 21st Century grant.
- To encourage parent involvement.
- Our professional development training sessions are based on our student needs. So that we may provide the quality instruction that the students need to be successful.

Address how the school will determine if those needs of the children have been met:

Evidence that low achieving students or students at risk are being successful in meeting their educational goals will show improvement on their report cards and perform at grade level on Renaissance Place testing.

Are consistent with and are designed to implement state and local improvement plans, if any:

The strategies addressed in this schoolwide plan are aligned with our school improvement plan, which also meet state standards. We will continue to address school improvement goals and teaching strategies to improve our ability to provide the best educational opportunities for our students.

Component #3: Highly qualified teachers in all core content area classes

Jefferson – Craig Elementary School Paraprofessional Highly Qualified Status for School Year 2017-2018:

Paraprofessional's Name:	Assignment:	Indicator of HQ status:	
		<input type="checkbox"/> Associate's Degree <input type="checkbox"/> Transcripts showing at least two years of college or more <input type="checkbox"/> Passed the Praxis ParaPro Exam	Location of documentation of HQ status:
Jenny Abbott	Instructional Assistant	Associate's Degree	Office - JCES
Brandi Bear	Instructional Assistant (Art)	Associate's Degree	Office-JCES
Tammy Bevis	Instructional Assistant (Library)	Associate's Degree	Office - JCES
Courtney Browning	Instructional Assistant (pre-k)	Pass the Praxis ParaPro Exam	Office - JCES
Sharon Deck	Instructional Assistant	Pass the Praxis ParaPro Exam	Office - JCES
Jennifer Hon	Instructional Assistant (pre-k Teacher)	Associate's Degree	Office - JCES
Connie Ingels	Instructional Assistant (Computer)	Pass the Praxis ParaPro Exam	Office - JCES
Andrea Ogden	Instructional Assistant	Transcripts showing at least two years of college or more	Office - JCES
Tiffany Young	Instructional Assistant	Pass the Praxis ParaPro Exam	Office - JCES
Cori Dawson	SSU	Transcripts showing at least two years of college or more	Office - JCES
Sara Douglas	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Kelly Hansche	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Jamie Johnston	SSU	Transcripts showing at least two years of college or more	Office - JCES
Janie Konkle	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Kassedy Murray	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Cathy Manbeck	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Sue O'Banion	SSU	Pass the Praxis ParaPro Exam	Office - JCES

Jefferson - Craig Elementary School

Highly Qualified Teachers for School Year 2017-18:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form:	Location of Verification Form and supporting documentation:
		<input type="checkbox"/> Bachelor's Degree earned? <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus, one of the following: <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	
Tony Spoores	Principal	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Praxis II <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Becky Curlin	Kindergarten	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Jennifer Chase	Kindergarten	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Praxis II	Central Office & JCES Office
Jacquita Lanman	1 st Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Linda Johnson	1 st Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Lindsay Vigil	1 st Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Praxis II	Central Office & JCES Office
Deb Archer	2 nd Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Passed NTE <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Sandy Jones	2 nd Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Passed NTE <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Angie Todd	2 nd Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Passed NTE <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Tara Justice	3 rd Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Praxis II <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office
Lesla McGarvey	3 rd Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings <input checked="" type="checkbox"/> Praxis II <input checked="" type="checkbox"/> 100 points on the HOUSSE rubric	Central Office & JCES Office

Jennifer Sadler	3 rd Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office
Kathy Daugherty	4 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Master's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Passed NTE ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office
Dawn Ransdell	4 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office
Kim Temple	4 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Master's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office
Megan Griffin	5 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Passed Praxis II 	Central Office & JCES Office
Allen Chase	5 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Pearson Core Assessment Exams for Elementary Education 	Central Office & JCES Office
Brian Grigsby	5 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office
Rob Maust	6 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office
Lacey Peelman	6 th Grade	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Pearson Core Assessment Exams for Elementary Education 	Central Office & JCES Office
Suzanne Dashzeveg	MoMH	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Master's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office
Kaulene Green	ED Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office
Cindy Grigsby	LD Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office
Ashley Kitts	Title I Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office
Matthew Levell	Instructional Resource Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office
Missy Morris	Physical Education	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Master's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office
Kelsey Meenach	Speech/Language Pathologist	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Master's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office

Traleen O'Collins	Music Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ (Applying from Ohio) Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ (Transitioning from Ohio) Praxis II 	Central Office & JCES Office
Laura Jones	SSU Special Needs Preschool Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Master's degree ✓ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings ✓ Praxis II 	Central Office & JCES Office

Component #4: High-quality and ongoing professional development for teachers, principals and paraprofessionals

Jefferson Craig Elementary School will develop meaningful professional development opportunities for its staff. Our bi-monthly staff meetings address professional development such as interpreting ISTEP+ data or other assessment data, new programs or directives provided by state or federal government.

This year our professional development agenda will include:

- Waterford Training
- WiDA Training
- Understanding the data and utilizing it for data driven instruction
- E-learning Days
- STAR Renaissance
- Endless Possibilities
- PBIS
- Textbook Training

Certified Staff

- Our certified staff will be encouraged to attend seminars or webinars should they come up during the school year.
- Certified staff that attend conferences or workshops is encouraged to share the information or ideas with colleagues.
- Occasionally, Special Services Unit (SSU) provide professional development opportunities dealing with disabilities (e.g., autism) and CPI.

Paraprofessional

- Paraprofessionals are included in most of our certified staff professional development programs.
- Occasionally, Special Services Unit (SSU) provide professional development opportunities dealing with disabilities (e.g., autism) and CPI.

Administration

- Principal, superintendent, and/or technology coordinator is responsible to plan and arrange the professional development programs.
- The administration staff is encouraged to attend conferences or workshops throughout the year.

Component #5: Strategies to attract high-quality, highly qualified teachers to this school

All teachers and paraprofessional, at Jefferson Craig Elementary School, are certified or licensed and meet the highly qualified criteria. Our teachers have an average teaching experience of 24 years. An experience staff stressing evidence based teaching strategies has contributed to our success.

Our professional development opportunities enable our staff to stay current on teaching strategies and new practices which enables them to give high-quality education to all our students.

When a position becomes available the job is posted internally at school, regional newspapers, the school's website, the Indiana Department of Education website and regional and state colleges and universities. These applications are screened to determine who the best candidates to be interviewed. Only highly qualified license teachers will be considered for employment and candidates are interviewed by the principal. Based on a successful interview, reference checks and verification of highly qualified status the principal will hire the appropriate individual.

Component #6: Strategies to increase parental involvement, such as literacy services

Jefferson Craig Elementary School has an open door policy that welcomes parents or guardians anytime throughout the day. Parents are encouraged to attend all school functions and volunteer their skills and talent to help our students succeed in school.

Currently, six official parent meetings take place throughout the school year.

- 1.) An open house is held the evening before the first day of school, so that students and the parents can meet their child's teacher and discuss the upcoming school year. Along with, receiving Title 1 information for the upcoming school year. Parents are encouraged to offer suggestions and make comments as to what they would like to see the title 1 program succeed throughout the year.
- 2.) A parent – teacher conference is held in the fall to discuss the child's academic progress after the first grading period. (After this fall conference teachers will contact parents for additional conferences as warranted throughout the year.) Also, during this parent – teacher conference our Title 1 Parent Night meeting take place in the library.
- 3.) Throughout the year the Title 1 program holds Family Fun Nights for students and parents. During these times, student enjoy multi-facets of learning.
- 4.) Annual Title Parent Meeting receive updates concerning the Title 1 program.

Component #6a: Description of how the school provides individual academic assessment results to parents

Certified Staff responsibilities

- Most teachers provide each student with a take home folder where daily work and conduct is sent home for parent's review. Reading homework must be signed and returned the next day. Parents are encouraged to correspond with their child's teacher in their take home folder.
- The intermediate elementary students have agenda book that are used to inform the parents of their child progress for that day. Agenda books must be signed by the parent or guardian and returned to school the next day. Parents are encouraged to correspond with their child's teacher in their agenda book.
- Teachers will conference with parents either by phone or in-person to address student's needs or issues.

School's responsibilities

- Progress report cards are sent home to students showing how their child is progressing academically half way through the grading period.
- Report cards are sent to each parent or guardian showing how their child is progressing academically at the end of each grading period.
- Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) results are sent to parents or guardians.

State's responsibilities

- Indiana Department of Education has created a secure website, with user ID and password, that parent can access to see their child's ISTEP+ score.

Component #6b: Strategies to involve the parents in the planning, review and improvement of the schoolwide plan.

To develop and implement a schoolwide plan JCES will create a planning team consisting of school personnel and parents. This team will be responsible for the development of this plan and conducting meetings necessary to implement this plan. The Annual Parent Meeting will be conducted in the fall of each school year to explain the schoolwide plan and how it will be implemented for the upcoming school year. All meetings will be open to the public and the community will be encouraged to attend.

With an emphasis on more parental involvement at JCES we are hoping that our parent volunteers will be able to communicate ideas to help improve our schoolwide program. Also, JCES staff, students and parents will participate in an annually survey of our schoolwide program to evaluate the effectiveness of the program. The results of the survey will be studied by the schoolwide planning team to effectively improve the program. The survey information and any revisions to improve the plan will be present to the community during the Annual Review Meeting held at the end of the school year.

Are the strategies to increase parental involvement included in the plan?

- Surveys, Family Fun nights, Title 1 events, and PTA meetings are some of the ways parents are included and participate in the development of our school.
- Encourage parents or guardians to volunteer during the school day or at after-school programs.
- Encourage parents or guardians to join and be an active member of the PTA.
- Monthly newsletters will be sent home with students to educate them on what is happening at JCES and what they can do at home to help educated their child. Plus, urge parents to volunteer.
- JCES utilizes Skyward to provide grades and lesson plans to parents.
- Invite parents to participate on the schoolwide planning team.

Does the plan state how they evaluate the effectiveness of parental involvement activities?

With the establishment of a schoolwide planning team, consisting of parents and staff, the team can evaluate the effectiveness of their plan based on how well the students performed. Students meeting their educational goals will be showing improvement on their report cards and performing at grade level.

Component #7: Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

JCES hold a Kindergarten Orientation in the spring of each year for children who will be entering Kindergarten next year. During the orientation process the child's speech, language, hearing, vision and academic are screened to determine the readiness of the child entering Kindergarten. If necessary further recommendations are made to the parents based on their child's screening process. Health information is collect during the orientation period to ensure that the child has all the state mandated immunizations. During this orientation process the child is given the opportunity to meet the Kindergartener teachers and visit the classrooms. Also, during the orientation process parents or guardians can complete the registration requirements; receive information concerning busing and our lunch program.

Our school corporation has a special needs pre-school program to help children that are developmental delayed and to prepare them for academic success. We have a Headstart program in Switzerland County; however, we need to do a better job of collaborating with them. This issue is something our schoolwide planning team can address.

JCES will provide a pre-school program to students with various academic needs. This program provides a seamless transition to kindergarten.

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

Teachers at JCES use a variety of assessments to measure student growth. Teachers use chapters and unit test in the core subject areas as well as weekly spelling test. JCES also uses an informal assessment, in grades K – 6, known as STAR Early Literacy, STAR Reading and STAR Math. These tests will be administered in the fall, winter and spring, a minimum of eight times a year, to determine the progress of the student’s education growth. The staff will be trained on how to interpret the data to ensure students are on track to reach their educational goals and to see if the class is on pace to complete the necessary core standards by the end of the year. The results of these informal assessments will be interpreted by classroom teachers and the Title 1 staff to determine what Tier students should be placed while receiving RtI services.

The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) will be administer in the spring to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science, and Social Studies. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards. ISTEP+ data will be analyzed by the administration, staff and the schoolwide planning team to make the necessary revisions to next year curriculum and schoolwide plan.

Each year JCES will update their mandated reading plan. The purpose of the Indiana Reading Framework is to ensure all students are proficient readers by the end of grade 3 and they continue to progress at or above grade level each year throughout their school careers. The Indiana Reading Evaluation and Determination (IREAD-3) assessment will be given, in the spring, to every third grade student in the state of Indiana. Those students who not pass the state mandatory IREAD-3 assessment face retention. IREAD-3 data will be analyzed by the administration, staff and the schoolwide planning team to make the necessary revisions to next year curriculum, schoolwide plan and reading plan.

Does the plan document how teachers are involved in reviewing and analyzing student assessment data?

Yes, administrators, staff including Title 1 personnel and parents from the schoolwide planning team will be trained to understand the data and use the results to strengthen instruction in the classroom.

Does the plan document what decisions are made based upon the review of student data?

Yes, not only will the data be used to strengthen instruction in the classroom but will help identify the needs of struggling students and providing them with the necessary intervention such as Response to Intervention (RtI).

Component #9: Activities and programs at the school level to ensure that students having difficulty mastering proficient and advance levels of the academic are provided with effective, timely additional assistance.

Within the first month of the school year, all students will be assessed with the STAR Math, STAR Reading Assessment/STAR Early Literacy Assessment to determine each student's proficiency level. Grades kindergarten through second will use the STAR Early Literacy Assessment and STAR Math for screening purposes at the beginning of the year. As students become more proficient readers they will begin using the STAR Reading Assessment. Third grade through sixth will use the STAR Reading and Math assessment to determine proficiency levels.

These assessments will identify students who are "at risk" of failing, on track to meet grade level proficiency or performing above grade level. Students "at risk" will need appropriate interventions and support levels. Students qualifying at "low risk" will require grade level support and instruction in the classroom. These students need Tier I instruction in the RtI plan. Students falling in the "some risk" or slightly below grade level category will need additional support and interventions from Tier II in the RtI plan. Students falling in the "high risk" or well-below grade level category are considered needing Tier III interventions in the RtI plan. These interventions can be intensive and individualized. Special Education services are provided to students who need additional intervention outside RtI.

At JCES the STAR assessments will be given at the beginning of the year for identification and screening purposes. The STAR assessments will be again throughout the school year to monitor student growth. The ISTEP+ and IREAD-3 assessments are given in the spring to provide student growth information. As students' performance indicates progress or deficiencies, the need for interventions must be modified.

Vertical team meetings are conducted at the end of the school year to place students with the appropriate teacher that best fits their educational needs so they can be successful at the next grade level.

Does the plan list/describe particular strategies that are being used to address the needs of low achieving students and those at risk of not meeting the State standards?

Yes, JCES will use STAR Math, STAR Reading, STAR Early Literacy, ISTEP+ and IREAD-3 assessments to diagnosis student's growth. Students who are performing below grade level will receive Title 1 services, RtI and possibly special education services.

Component #10: Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components.

Jefferson Craig Elementary School receives educational support from many federal and state agencies as well as the private sector. JCES appreciates and welcomes the many educational opportunities that agencies and business provide to our students. JCES will continue to seek educational opportunities within the community.

Component #10a: A list of programs that will be consolidated under the schoolwide plan (if applicable).

Wilson Center – Media specialist and provide educational resources.

Jefferson Craig Fire Department – Fire Safety Week... provides fire safety and prevention material to all students.

Switzerland County EMS – Provides 911 information and other medical emergency information.

Switzerland County Sheriff Department and the Vevay Police Department – Provides drug free material. (Red Ribbon Week)

Community Mental Health – Provides counseling services on-site.

Madison Special Service Unit – Provides ED, OT, MoMH and speech language services.

Purdue Extension Service – Provides a variety of different programs throughout the year.

Eye Care Group – Provides vision screening.

Dr. Robert Findley – Provides dental services for under privileged students.

Headstart – Provides educational service for economically disadvantage pre-school students.

Switzerland County Public Library – Provides a summer reading program.

Switzerland County Endowment Committee – Pays a portion of the schoolbook rental fees for every student in the county.

Safe Passages – School wide program helping students learn positive behaviors.

Does the plan state what programs are aligned or consolidated to ensure services are focused to meet the needs of all learners?

Yes, state and federal agencies and the private sector (business) are listed, which provided educational opportunities, at their own expense. The list also specifies what educational opportunities these agencies and/or businesses provide.

See above Component #10a.