



JEFFERSON CRAIG ELEMENTARY SCHOOL

Schoolwide Title 1 and School Improvement Plan



2020-2021
JEFFERSON CRAIG
Principal Tony Spoores

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, with a population of 10,613 it is the fifth least populated county in Indiana. The Switzerland County School Corporation consists 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's student population has been over 50% when considering the free and reduced lunch program. This mark continues this year. Due to our poverty level, both elementary schools and the middle school now qualify for the Community Eligibility Program (CEP), which provides free breakfast and lunch for ALL students K-8. This program is good for the next four years.

Jefferson Craig Elementary School (JCES) is located in Vevay, Indiana, which is the county seat of Switzerland County. The current 2020 enrollment at JCES is 394 students (K-6). The ethnicities of these students in 2019-20 include 94.3% White, 2.3% Multiracial, 2.6% Hispanic, and 0.8% Black/African American. In addition, during the 2019-20 school year JCES Educational Disadvantaged rate was 52.6%, ELL students 0.0% and our Special Education population was 22.8%.

Jefferson Craig Elementary School is a Title 1 school for grades kindergarten through six. We have approximately 55 staff members, including teachers, instructional assistants, custodians, cafeteria personnel, a nurse and office personnel. Special services for our students include speech and language, emotional disability, intense intervention program, and learning disability. JCES and the elementary school in our county share a mental health social worker which provides comprehensive mental health screening, assessment, intervention, and treatment throughout the school day. JCES also collaborates with the local Community Mental Health Department to supply a guidance counselor for students and families that qualify for their services.

76% of our students are transported by bus to school each day. There are 30 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:	Becky Curlin
Lower Gen. Ed.:	Lesa McGarvey
Upper Gen. Ed:	Kim Temple
Gen. Ed. High Ability:	Megan Griffin
Spec. Ed.:	Suzanne Dashzeveg
Parent:	Amanda Kitts

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) Students at Jefferson Craig Elementary School will become proficient readers.

- 70% of all students (grades K-6) will increase student growth in comprehension and vocabulary in Reading using data from one or more of the following measures: STAR Early Literacy, ClearSight, Study Island, and curriculum aligned assessments.
- 90% of all third grade students will demonstrate proficiency (or qualify/receive the Good Cause Exemption) on the IREAD-3 assessment.

2) Students at Jefferson Craig Elementary School will become proficient in math.

- 70% of all students (grades K-6) will increase student growth in Problem Solving and Number Sense in Math using data from one or more of the following measures: ClearSight, Study Island, and/or curriculum aligned assessments.

3) Jefferson Craig Elementary School will meet the state average or improve their attendance rate above 95%.

Strategies for Achieving Academic Goals

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

- **70% of all students (grades K-6) will increase student growth in comprehension and vocabulary in Reading using data from one or more of the following measures: STAR Early Literacy, ClearSight, Study Island, and curriculum aligned 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 MTSS, Accelerated Reader, STAR Early Literacy, Study Island, reading assessments, and partner reading. Teachers will receive PD, training, and use the strategies appropriate for their grade level.

Activity-Literacy Groups/Circles Title 1 and/or MTSS:

Students are ability grouped, by Title 1 and grade level teachers. The data collected when grouping students comes from a variety of sources including some or all of the following: STAR Early Lit., ClearSight, Study Island, and/or classroom assessments. 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.

- **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 support/instruction in phonemic awareness, phonics, and reading strategies will receive additional time for instruction daily.

Activity-Intense Instructional Reading-3:

The Title 1 and Special Education departments will provide the additional support and 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 developed 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 – ***Into Reading***, by Houghton Mifflin Harcourt centers on these components.

JCES uses Scientifically Based Reading Programs:

We will continue to use and expand on scientific based reading programs such as, ***Into Reading***, by Houghton Mifflin Harcourt, 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***. In addition, we will continue to implement the computer based remedial and high ability reading programs like ***STAR Early Literacy*** from Renaissance, ***ClearSight***, and ***Study Island***.

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

- 70% of all students (grades K-6) will increase student growth in Problem Solving and Number Sense in Math using data from one or more of the following measures: ClearSight, Study Island, and/or curriculum aligned assessments.

Strategies:

Problem Solving - All teachers will utilize the adopted math series with fidelity. The following programs will be used to supplement our math curriculum: ***Study Island, ClearSight, Khan Academy, classroom assessments, and MTSS grouping.***

Activity – Multi-Tier System of Support: - MTSS

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

- 70% of all students (grades K-6) will increase student growth in Problem Solving and Number Sense in Math using data from one or more of the following measures: ClearSight, Study Island, and/or curriculum aligned assessments.

Strategies:

Developing Number Sense-Teachers will provide instruction and practice on Number Sense through: ***Study Island, ClearSight, Khan Academy, classroom assessments, and MTSS grouping.***

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 ***ILEARN/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 *My Math* published by McGraw-Hill. In addition, we will focus on core concepts and principles of math using computer assisted instruction such as *Study Island*, *ClearSight*, *Khan Academy*, *classroom assessments*, and *MTSS grouping*. Interactive Smart Boards and an Elmo are in every classroom to enhance visual learning. All of our first through sixth grade students have one to one computer devices (Chromebooks) to assist them in their learning. Kindergarten students are one to one with mini iPads.

Strategies for Achieving School Attendance Goal

Goal #3): Jefferson Craig Elementary School will meet the state average or improve their attendance rate above 95%.

Strategies:

Student motivation - Continue using a form of PBIS school wide behavior plan, Class Dojo, and our school/staff are engaging in a positive program from Endless Possibilities called Asset Builders.

Activity – Rewards

Students earn points for classwork, appropriate behaviors (in class, in the halls, on buses, during lunch, during specials, and on the playground). These points are accumulated and earn students rewards such as, but not limited to: positive calls home, extra recess, computer time, rewards from the office, classroom rewards, etc.

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 have attended professional development training from outside workshops. At Jefferson Craig Elementary School, we also conduct bi-monthly staff meetings that provide professional development opportunities such as ILEARN 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 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. Due to the COVID-19 pandemic, we still try to abide by these guidelines but have limited outside resources to enter our buildings. We hope to get back to more community and parent involvement as soon as possible.

Additional Assessments may include:

The success of our students will be measured by:

Math

- Teacher Observations
- Pre/Post Tests
- Indiana Learning Evaluation Assessment Readiness Network (ILEARN) for grades three, four, five and six
- ClearSight Math Assessment (Grades 3 – 6)
- Study Island Math Assessments (K-6)
- McGraw-Hill Indiana My Math (Core Mathematic Curriculum) (Grades K-6)

Reading

- Teacher Observations
- Pre/Post Tests
- Indiana Learning Evaluation Assessment Readiness Network (ILEARN) for grades three, four, five and six.
- Indiana Reading Evaluation and Determination (IREAD) for grade three.
- STAR Early Reading Literacy K-2
- Study Island Reading Assessments (K-6)
- ClearSight Reading Assessments (K-6)

- Houghton Mifflin Harcourt Reading series 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: Annual Performance Report (available through IDOE):

Jefferson Craig Elementary School 2019 Annual Performance Report

INDICATOR	School Results				State Results
	15 - 16	16 - 17	17 - 18	18 - 19	
A-F Accountability Grade	B	C	C	C	
Student Enrollment	372	387	422	404	1,141,247
Number of Certified Teachers	26	26	26	26	59,981
Percentage of Students Passing IREAD	91.1	93.0	86.0	95.7	86.6
* Grade 3 Percent Passing ILEARN Math Standard	54.5	47.4	42.1	41.9	58.7
* Grade 3 Percent Passing ILEARN Language Arts Standard	61.8	67.2	66.7	30.2	46.3
* Grade 4 Percent Passing ILEARN Math Standard	76.3	64.0	56.7	50.9	54.0
* Grade 4 Percent Passing ILEARN Language Arts Standard	71.0	69.3	71.7	54.7	45.8
* Grade 4 Percent Passing ILEARN Science Standard	73.6	76.0	60.0	50.9	46.3
* Grade 5 Percent Passing ILEARN Math Standard	50.0	73.1	59.6	41.4	47.8
* Grade 5 Percent Passing ILEARN Language Arts Standard	36.8	70.7	49.1	48.3	47.5
* Grade 5 Percent Passing ILEARN Social Studies Standard	52.6	63.4	40.4	50.0	46.0
* Grade 6 Percent Passing ILEARN Math Standard	55.7	33.3	65.2	42.9	46.4
* Grade 6 Percent Passing ILEARN Language Arts Standard	59.6	37.5	55.6	28.6	47.8
* Grade 6 Percent Passing ILEARN Science Standard	55.7	30.7	60.9	26.8	48.6
Pupil Enrollment to Certified Employee Ratio	10.8	12.1	13.6	13.5	13.6
Attendance Rate	95.9	95.8	93.3	95.9	95.1
Number of Students with More Than 10 Unexcused Days Absent	10	11	7	3	76,150
Number of Students absent greater than 10% of School Year	21	20	58	24	80,423
Number of Students Suspended	13	23	16	6	100,597
Number of Students Expelled				1	2,682
Number of Out of School Suspensions	9	4	6	3	67,434
Number of In School Suspensions	13	22	12	3	52,066

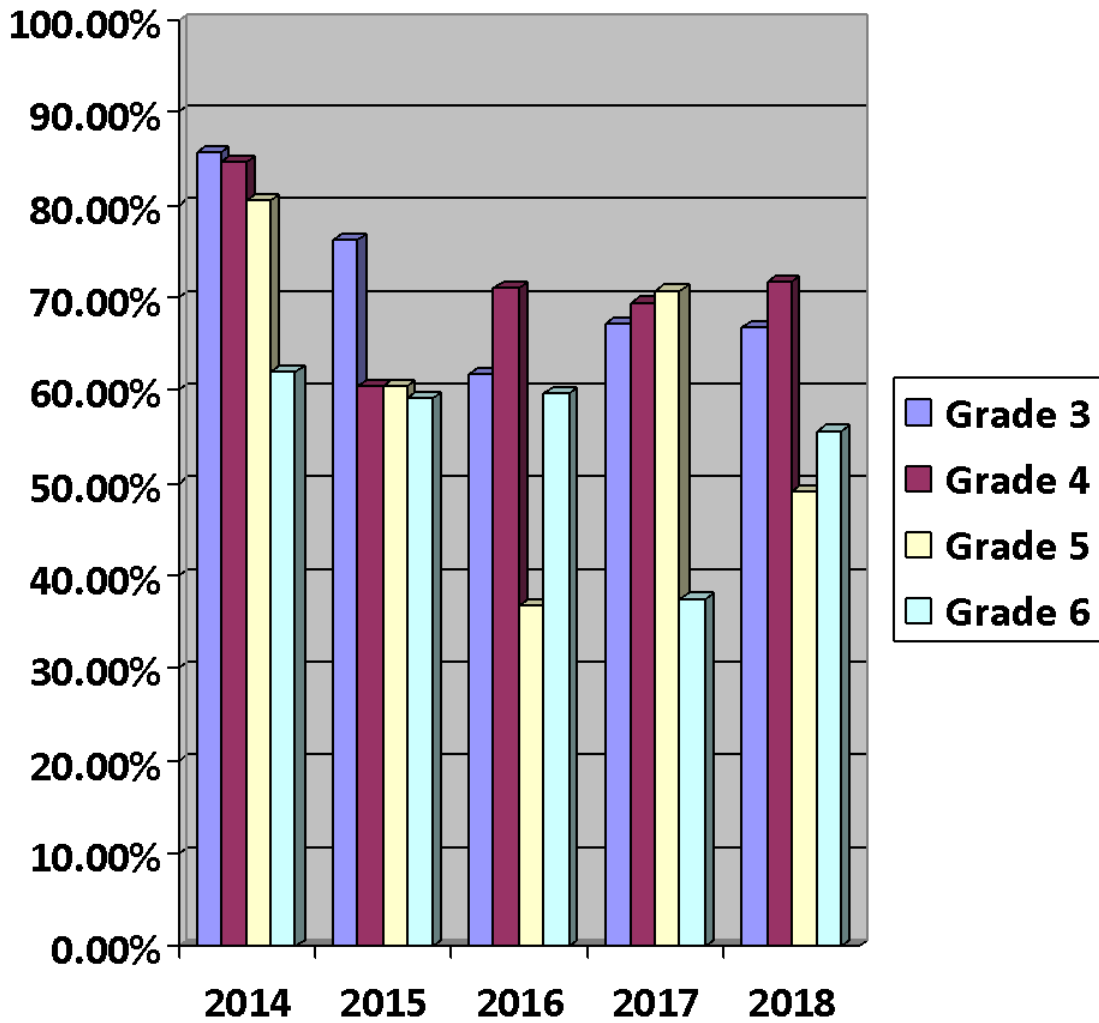
* In 2014-15, Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, the results are not comparable to previous data.

Jefferson Craig Elementary School

ISTEP+ Pass Percentages

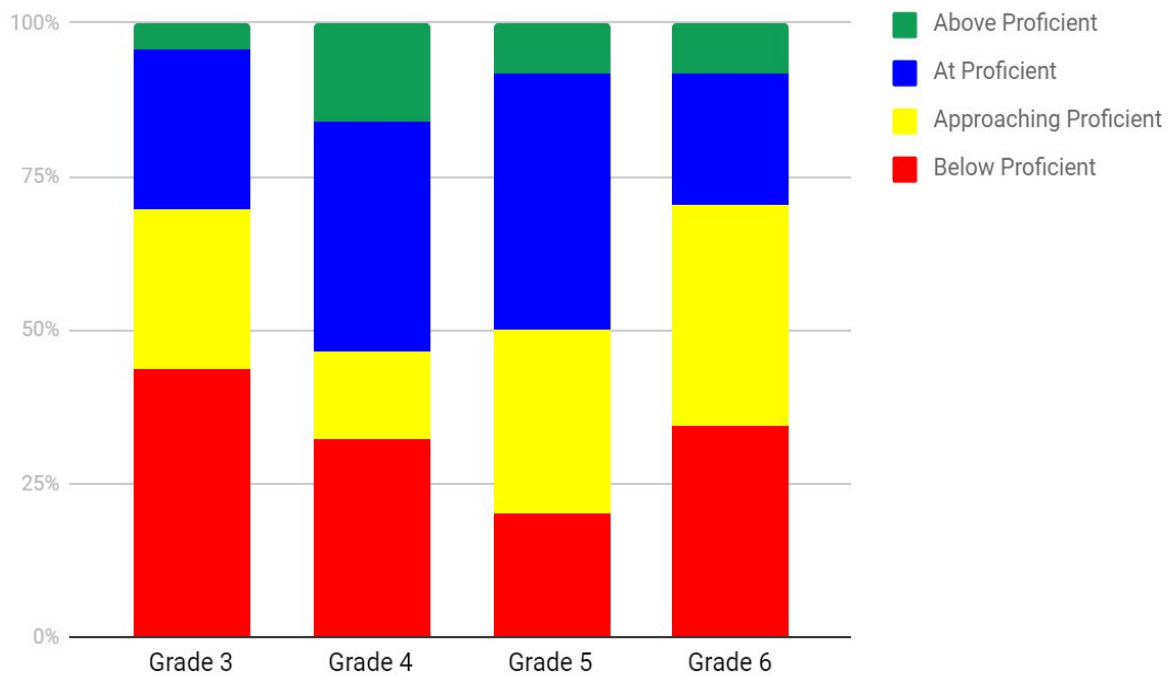
English/Language Arts

2014 - 2018



Jefferson Craig Elementary School ILEARN Performance Percentages English/Language Arts 2019

2019 ILEARN E/LA Performance Level



Grade 3 - Below Proficient 43.5%
Grade 3 - Approaching Proficient 26.1%
Grade 3 - At Proficient 26.1%
Grade 3 - Above Proficient 4.3%

Grade 4 - Below Proficient 32.1%
Grade 4 - Approaching Proficient 14.3%
Grade 4 - At Proficient 37.5%
Grade 4 - Above Proficient 16.1%

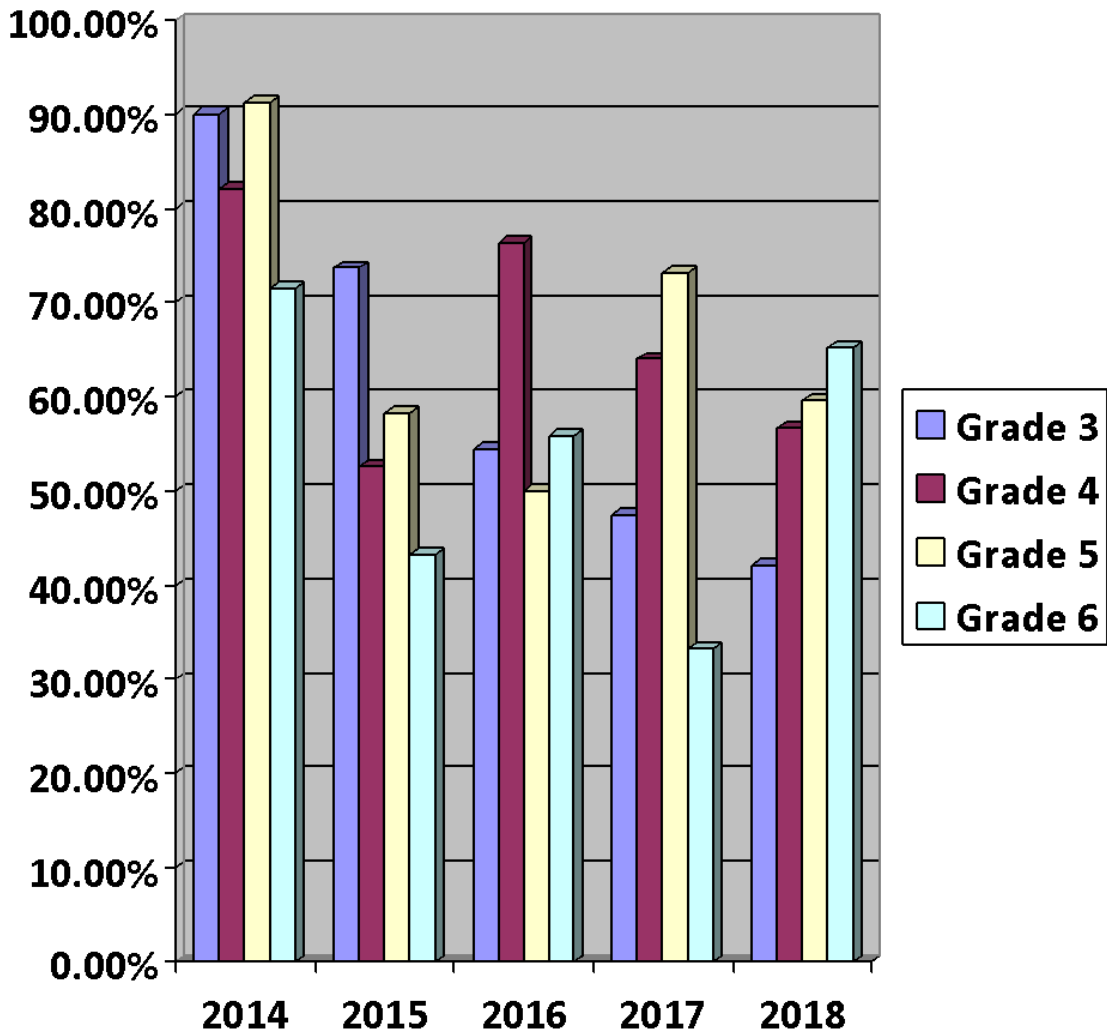
Grade 5 - Below Proficient 20.0%
Grade 5 - Approaching Proficient 30.0%
Grade 5 - At Proficient 41.7%
Grade 5 - Above Proficient 8.3%

Grade 6 - Below Proficient 34.4%
Grade 6 - Approaching Proficient 36.1%
Grade 6 - At Proficient 21.3%
Grade 6 - Above Proficient 8.2%

**Jefferson Craig Elementary School
ILEARN Performance Percentages
English/Language Arts
2020**

The State of Indiana suspended the ILEARN assessments due to COVID -19

Jefferson Craig Elementary School ISTEP+ Performance Percentage Mathematics 2014 - 2018



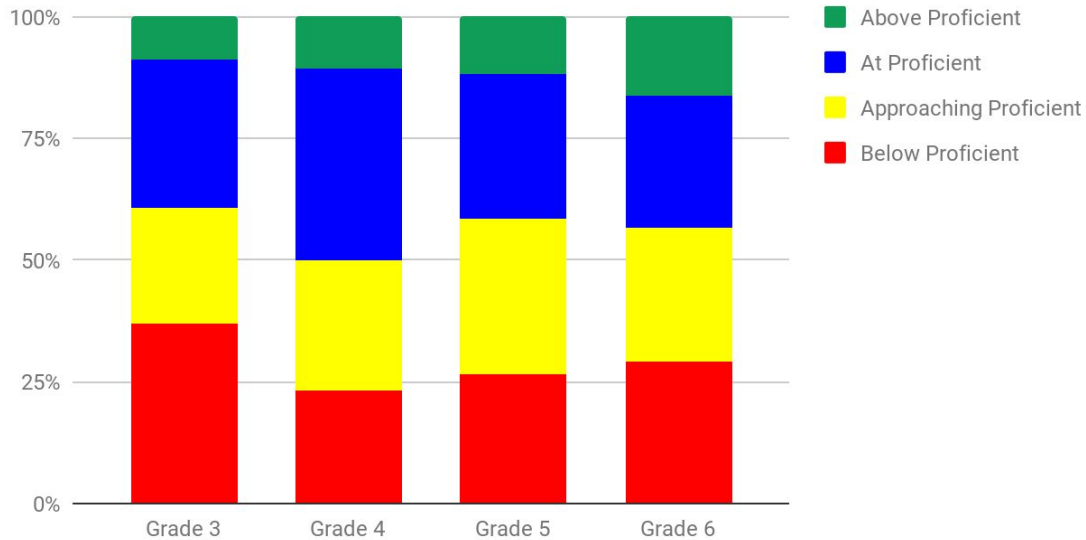
Jefferson Craig Elementary School

ILEARN Passing Percentage

Mathematics

2019

2019 ILEARN Math Performance Level



Grade 3 - Below Proficient 37.0%
Grade 3 - Approaching Proficient 23.9%
Grade 3 - At Proficient 30.4%
Grade 3 - Above Proficient 8.7%

Grade 4 - Below Proficient 23.2%
Grade 4 - Approaching Proficient 26.8%
Grade 4 - At Proficient 29.3%
Grade 4 - Above Proficient 10.7%

Grade 5 - Below Proficient 26.7%
Grade 5 - Approaching Proficient 31.7%
Grade 5 - At Proficient 30.0%
Grade 5 - Above Proficient 11.6%

Grade 6 - Below Proficient 27.9%
Grade 6 - Approaching Proficient 27.9%
Grade 6 - At Proficient 27.9%
Grade 6 - Above Proficient 16.4%

**Jefferson Craig Elementary School
ILEARN Passing Percentage
Mathematics
2020**

The State of Indiana suspended the ILEARN assessments due to COVID -19

B.) Data Guide: Family and Community Involvement

Due to the COVID-19 pandemic, we still try to abide by these guidelines but have limited outside resources to enter our buildings. We hope to get back to more community and parent involvement as soon as possible.

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.
- “Goodies 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 – Held in February, 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, which promotes daily reading.
- 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, Accelerated Reader Program with prizes and awards, Study Buddies, Red Ribbon Week Programs, Report Cards, Mid – Term progress reports, School Newsletters, ILEARN 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 meetings held after school, Soil and Water Conservation Program, Star Lab, Drama Club, Robotics Club, Recycling 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, 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. Also, building incentives will be provided for students doing their best on the ILEARN 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 1 - 6 ● Maintains historical museum for student enjoyment
Switzerland County Public Library	<ul style="list-style-type: none"> ● Trade Book Service ● Summer Reading Program
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 ● Captain Cash for 3rd grade
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 Builders/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, MTSS services, Literacy Groups, Choices & 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 basis for identifying and selecting students for MTSS and Title 1 services. JCES complies with Article 7 requirements for determining who qualifies for special education services. In addition, data is gathered and analyzed for grouping, after-school programs, and Choices & CMHC services.

List enrichment opportunities available to students: Teacher observations and data are 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

	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-Kindergarten	3	21	41	24	1
Kindergarten	53	57	48	53	66
Grade 1	60	59	56	52	50
Grade 2	55	57	58	47	50
Grade 3	58	57	54	48	48
Grade 4	42	53	61	55	47
Grade 5	44	43	58	61	60
Grade 6	57	40	46	64	64
Total Enrollment	372	387	422	404	386

Our average yearly attendance rate has remained consistent.

Year	Average Attendance Percentage
2015-16	95.9%
2016-17	95.8%
2017-18	93.3%
2018-19	95.9%
2019-20	Not available on the IDOE website

Currently, 58.0% of our students are receiving free or reduced lunch. Over the last 5 years our free/reduce numbers have been close to the 50 percentile or over. 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
2016	52.4%
2017	49.3%
2018	51.7%
2019	57.2%
2020	52.6%
5-Year Average	52.6%

School Grade

Accountability History					
Final PL 221 Status	2015-16	2016-17	2017-18	2018-2019	2019-2020
	B	C	C	C	C

* Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessments 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.

ISTEP+ Data:

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

Year	Percentage Passing
Spring 2014	67.9%
Spring 2015	48.2%
Spring 2016	48.6%
Spring 2017	47.1%
Spring 2018	45.2%

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

Year	Percentage Passing
Spring 2014	77.1%
Spring 2015	63.7%
Spring 2016	57.9%
Spring 2017	62.2%
Spring 2018	61.2%

**All Grades
Percentage Passing Mathematics**

Year	Percentage Passing
Spring 2014	82.8%
Spring 2015	56.5%
Spring 2016	58.5%
Spring 2017	54.5%
Spring 2018	55.5%

**All Grades
Percentage Passing Science**

Year	Percentage Passing
Spring 2014	67.8%
Spring 2015	57.3%
Spring 2016	63.3%
Spring 2017	56.2%
Spring 2018	60.4%

**All Grades
Percentage Passing Social Studies**

Year	Percentage Passing
Spring 2014	52.6%
Spring 2015	45.8%
Spring 2016	52.6%
Spring 2017	63.4%
Spring 2018	40.4%

Third Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2014	75.0%
Spring 2015	68.4%
Spring 2016	47.3%
Spring 2017	43.1%
Spring 2018	35.1%

Third Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2014	85.7%
Spring 2015	76.3%
Spring 2016	61.8%
Spring 2017	67.2%
Spring 2018	66.7%

Third Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2014	90.0%
Spring 2015	73.7%
Spring 2016	54.5%
Spring 2017	47.5%
Spring 2018	42.1%

Fourth Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2014	74.4%
Spring 2015	44.7%
Spring 2016	65.8%
Spring 2017	53.1%
Spring 2018	48.3%

Fourth Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2014	84.6%
Spring 2015	60.5%
Spring 2016	71.1%
Spring 2017	69.4%
Spring 2018	71.7%

Fourth Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2014	82.1%
Spring 2015	52.6%
Spring 2016	76.3%
Spring 2017	64.0%
Spring 2018	56.7%

Fourth Grade
Percentage Passing Science

Year	Percentage Passing
Spring 2014	78.6%
Spring 2015	68.4%
Spring 2016	73.7%
Spring 2017	76.0%
Spring 2018	58.3%

Fifth Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2014	77.4%
Spring 2015	45.8%
Spring 2016	28.9%
Spring 2017	63.4%
Spring 2018	45.6%

Fifth Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2014	80.6%
Spring 2015	60.4%
Spring 2016	36.8%
Spring 2017	70.7%
Spring 2018	49.1%

Fifth Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2014	91.2%
Spring 2015	58.3%
Spring 2016	50.0%
Spring 2017	73.2%
Spring 2018	59.6%

Fifth Grade
Percentage Passing Social Studies

Year	Percentage Passing
Spring 2014	52.6%
Spring 2015	Did Not Test
Spring 2016	52.6%
Spring 2017	63.4%
Spring 2018	40.4%

Sixth Grade
Percentage Passing both English/Language Arts and Math

Year	Percentage Passing
Spring 2014	50.0%
Spring 2015	36.4%
Spring 2016	51.9%
Spring 2017	28.2%
Spring 2018	53.3%

Sixth Grade
Percentage Passing English/Language Arts

Year	Percentage Passing
Spring 2014	61.9%
Spring 2015	59.1%
Spring 2016	59.6%
Spring 2017	37.5%
Spring 2018	55.6%

Sixth Grade
Percentage Passing Mathematics

Year	Percentage Passing
Spring 2014	71.4%
Spring 2015	43.2%
Spring 2016	55.8%
Spring 2017	33.3%
Spring 2018	65.2%

Sixth Grade
Percentage Passing Science

Year	Percentage Passing
Spring 2014	57.8%
Spring 2015	47.7%
Spring 2016	55.8%
Spring 2017	30.8%
Spring 2018	60.9%

Jefferson Craig Elementary School Trend Data:

ALL STUDENTS	ISTEP+ ELA Scores								
	2019	2018	2017	2016	2015	2014	2013	2012	
Grade Level	2019	2018	2017	2016	2015	2014	2013	2012	JCES
Grade 3	30.4%	66.7%	67.20%	61.80%	76.30%	85.70%	86.10%	90.90%	
Grade 4	30.4%	71.7%	69.40%	71.10%	60.50%	84.60%	73.30%	85%	
Grade 5	50.0%	49.1%	70.70%	36.80%	60.40%	80.60%	85%	90%	
Grade 6	29.5%	55.6%	37.50%	59.60%	59.10%	61.90%	76.10%	83%	
Letter Grade	C	C	C	B	A*	A	D	C	

ALL STUDENTS	ISTEP+ MATH Scores								
	2019	2018	2017	2016	2015	2014	2013	2012	
Grade Level	2019	2018	2017	2016	2015	2014	2013	2012	JCES
Grade 3	39.1%	42.1%	47.50%	65.10%	73.7%	90.00%	86.10%	57.60%	
Grade 4	39.1%	56.7%	64.00%	76.30%	52.60%	82.10%	80%	77.50%	
Grade 5	41.6%	59.6%	73.20%	50.00%	58.30%	91.20%	82.50%	95%	
Grade 6	44.3%	65.2%	33.30%	55.80%	43.20%	71.40%	72.20%	80.70%	
Letter Grade	C	C	C	B	A*	A	D	C	

2019 ILEARN Data:

**All Grades
Performance Percentage for English/Language Arts**

Spring 2019	Passing Performance Percentage
Below Proficiency	31.8%
Approaching Proficiency	26.9%
Not Proficient	58.7%
At Proficiency	31.8%
Above Proficiency	9.4%
Proficient	41.2%

**All Grades
Performance Percentage for Mathematics**

Spring 2019	Passing Performance Percentage
Below Proficiency	28.3%
Approaching Proficiency	27.8%
Not Proficient	56.1%
At Proficiency	31.8%
Above Proficiency	12.1%
Proficient	43.9%

**All Grades
Performance Percentage for Science**

Spring 2019	Passing Performance Percentage
Below Proficiency	35.0%
Approaching Proficiency	25.7%
Not Proficient	60.7%
At Proficiency	23.9%
Above Proficiency	15.4%
Proficient	39.3%

2019 ILEARN Data:

**Third Grade
Performance Percentage for English/Language Arts**

Spring 2019	Passing Performance Percentage
Below Proficiency	43.5%
Approaching Proficiency	26.1%
Not Proficient	69.6%
At Proficiency	26.1%
Above Proficiency	4.3%
Proficient	30.4%

**Third Grade
Performance Percentage for Mathematics**

Spring 2019	Passing Performance Percentage
Below Proficiency	37.0%
Approaching Proficiency	23.9%
Not Proficient	60.9%
At Proficiency	30.4%
Above Proficiency	8.7%
Proficient	39.1%

2019 ILEARN Data:**Fourth Grade
Performance Percentage for English/Language Arts**

Spring 2019	Passing Performance Percentage
Below Proficiency	43.5%
Approaching Proficiency	26.1%
Not Proficient	69.6%
At Proficiency	26.1%
Above Proficiency	4.3%
Proficient	30.4%

**Fourth Grade
Performance Percentage for Mathematics**

Spring 2019	Passing Performance Percentage
Below Proficiency	37.0%
Approaching Proficiency	23.9%
Not Proficient	60.9%
At Proficiency	30.4%
Above Proficiency	8.7%
Proficient	39.1%

**Fourth Grade
Performance Percentage for Science**

Spring 2019	Passing Performance Percentage
Below Proficiency	32.1%
Approaching Proficiency	17.9%
Not Proficient	50.0%
At Proficiency	23.2%
Above Proficiency	26.8%
Proficient	50.0%

2019 ILEARN Data:**Fifth Grade
Performance Percentage for English/Language Arts**

Spring 2019	Passing Performance Percentage
Below Proficiency	20.0%
Approaching Proficiency	30.0%
Not Proficient	50.0%
At Proficiency	41.7%
Above Proficiency	8.3%
Proficient	50.0%

**Fifth Grade
Performance Percentage for Mathematics**

Spring 2019	Passing Performance Percentage
Below Proficiency	26.7%
Approaching Proficiency	31.7%
Not Proficient	58.4%
At Proficiency	30.0%
Above Proficiency	11.6%
Proficient	41.6%

**Fifth Grade
Performance Percentage for Social Studies**

Spring 2019	Passing Performance Percentage
Below Proficiency	35.0%
Approaching Proficiency	13.3%
Not Proficient	48.3%
At Proficiency	31.7%
Above Proficiency	20.0%
Proficient	51.7%

2019 ILEARN Data:

**Sixth Grade
Performance Percentage for English/Language Arts**

Spring 2019	Passing Performance Percentage
Below Proficiency	34.4%
Approaching Proficiency	36.1%
Not Proficient	70.5%
At Proficiency	21.3%
Above Proficiency	8.2%
Proficient	29.5%

**Sixth Grade
Performance Percentage for Mathematics**

Spring 2019	Passing Performance Percentage
Below Proficiency	27.9%
Approaching Proficiency	27.9%
Not Proficient	55.8%
At Proficiency	27.9%
Above Proficiency	16.4%
Proficient	44.3%

**Sixth Grade
Performance Percentage for Science**

Spring 2019	Passing Performance Percentage
Below Proficiency	37.7%
Approaching Proficiency	32.8%
Not Proficient	70.5%
At Proficiency	24.6%
Above Proficiency	4.9%
Proficient	29.5%

2020 ILEARN Data:

All ILEARN assessments were suspended due to COVID-19

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 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 March/April and this screening helps students and parents to have an easy transition into kindergarten. This screening process has also helped 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.
- Head Start has moved their preschool programs into our elementary schools. This will improve collaboration between the two agencies.
- SCSC is in the process of hiring a licensed mental health counselor at the elementary school level. This person is a licensed mental health professional capable of providing assistance in crisis situations, classroom behavioral challenges, IEP guidance, and behavior management skill building.

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 only a few parents who volunteer to help with student learning.
- JCES student attendance rate dropped below 95% last year.
- Paraprofessionals are very few in number which makes it challenging to support students in a small group setting.
- Rated #1 in the state of Indiana for food scarcity.

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 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 students in the school to the state's academic content standards and the state's academic achievement standards, as illustrated in the comprehensive needs assessment.

1) Students at Jefferson Craig Elementary School will become proficient readers.

- 70% of all students (grades K-6) will increase student growth in comprehension and vocabulary in Reading using data from one or more of the following measures: STAR Early Literacy, ClearSight, Study Island, and curriculum aligned assessments.
- 90% of all third grade students will demonstrate proficiency (or qualify/receive the Good Cause Exemption) on the IREAD-3 assessment.

2) Students at Jefferson Craig Elementary School will become proficient in math.

- 70% of all students (grades K-6) will increase student growth in Problem Solving and Number Sense in Math using data from one or more of the following measures: ClearSight, Study Island, and/or curriculum aligned assessments.

3) Jefferson Craig Elementary School will meet the state average or improve their attendance rate above 95%.

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, data assessments and analysis, 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 Early Literacy, ClearSight (formally AIRWays), Study Island, Brain Pop and our core reading and math programs. Our ClearSight assessments will be conducted a minimum of three times a year and supported with benchmark testing. In order to identify at risk students, the Multi-Tier System of Support (MTSS) and Title 1 team will meet regularly to determine who and what type of intervention is needed.

Our school wide plan includes the implementation of the Multi-Tier System of Support 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:

- Multi-Tier System of Support (MTSS)
- The state mandated reading plan that incorporates 90 minutes of uninterrupted reading instruction
- After school remediation/enrichment
- Computer Assisted Instruction
 - STAR Early Literacy
 - ClearSight (formally AIRWays Assessment)
 - Spelling City
 - Brain Pop
 - Study Island
 - Accelerated Reading
- Progress Monitoring
- Focus on Parent/Community Involvement

Goal #1 Reading

- A Multi-Tier System of Support will be implemented to identify at risk or low achieving students.
- Kindergarten through sixth grade will have 90 minute reading instruction daily.
- All grade levels (K – 6) will use ***Into Reading***, by *Houghton Mifflin Harcourt Publishing Company* as a core literacy program. The ***Into Reading*** series incorporates all of Indiana’s state standards for Language Arts.
- STAR Early Literacy will continue this year.
- ClearSight Reading Assessment will continue this year.
- Brain Pop will continue this year.
- Spelling City will continue this year.
- Study Island will continue this year.
- The after school remediation/enrichment program will continue to be implemented.
- Parent involvement will continue with signed reading assignments.
- Accelerated Reader will be used to support reading comprehension skills.

Goal #2 Math

- A Multi-Tier System of Support 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.
- Brain Pop will continue this year.
- ClearSight Math Assessment will continue this year.
- Study Island will continue this year.
- Khan Academy 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:

Multi-Tier System of Support – MTSS 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 consists 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 MTSS 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 five days a week, throughout the school year in our Excel After the Bell program. 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 Early Literacy, ClearSight Assessment, Khan Academy, Study Island, Spelling City, and BrainPop.

Progress Monitoring – This is used to determine students’ academic performance. Students will be monitored in our MTSS 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 helps drive 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.
- MTSS 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 additional instruction time during the day.
- Paraprofessionals 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:

- A Multi-Tier System of Support process will be used.
- Classroom support from Title 1, Special Education, Speech/Language Pathologist, Severe/Profound 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:

- A Multi-Tier System of Support 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 three times a year to determine if the students are on target to meet their educational goals. The assessments the school will be using are ClearSight Assessments, STAR Early Literacy, Study Island, Spelling City, and BrainPop.
- 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 get more parents involved in assisting their child's homework, the teachers are requiring a parent to sign their daily agenda books.

- 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 ClearSight and STAR Early Literacy tests.

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 2020-2021:

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
Amanda Cappel	Instructional Assistant (Art)	Pass the Praxis ParaPro Exam	Office - JCES
Tammy Bevis	Instructional Assistant (Library)	Associate's Degree	Office - JCES
Sharon Deck	Instructional Assistant	Pass the Praxis ParaPro Exam	Office - JCES
Jennifer Hon	Instructional Assistant	Associate's Degree - Early Education Degree	Office - JCES
Connie Ingels	Instructional Assistant (Computer)	Pass the Praxis ParaPro Exam	Office - JCES
Matt Drake	Instructional Assistant (Physical Education)	Pass the Praxis ParaPro Exam	Office - JCES
Tiffany Young	Instructional Assistant	Pass the Praxis ParaPro Exam	Office - JCES
Stacey Dalymple	Instructional Assistant	Pass the Praxis ParaPro Exam	Office - JCES
Janie Konkle	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Cathy Manbeck	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Peggy Scudder	SSU	Associate's Degree - Early Education Degree	Office - JCES
Lindy Bear	SSU	Pass the Praxis ParaPro Exam	Office - JCES
Becca Adams	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: <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)	Location of Verification Form and supporting documentation:
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
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
Makenzie Deamron (Gainor)	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
Jennifer Sadler	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
Lesa McGarvey	1st 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
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
Lindsay Vigil (Morgan)	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
Taylor Howard	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"/> Praxis II	Central Office & JCES Office
Katie Johnson	2 nd Grade	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Emergency Teacher License	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
Megan Griffin	3 rd 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 Praxis II	Central Office & JCES Office

Tara Justice	3 rd 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 Praxis II ✓ 100 points on the HOUSSE rubric 	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
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
Christie Stucker	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
Michelle Detmer	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
Allen Chase	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
Brooke Todd	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 (Intense Intervention)	<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
Marie Russell	LD Teacher	<ul style="list-style-type: none"> ✓ Bachelor's degree ✓ Teachers of Tomorrow Program ✓ Emergency Teacher License 	Central Office & JCES Office
Becky Curlin	Title I 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 ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office
Matt Levell	Virtual 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 ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office
Rita Ross	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 ✓ Passed NTE ✓ 100 points on the HOUSSE rubric 	Central Office & JCES Office

Brittany Everage	Music 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
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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 ILEARN data or other assessment data, new programs or directives provided by the state or federal government.

This year our professional development agenda will include:

- Curriculum
- ClearSight K-2 and Authoring Training
- Study Island software/data Training
- Understanding the data and utilizing it for data driven instruction
- Late Arrival Days

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 are encouraged to share information or ideas with colleagues.
- Occasionally, Special Services Unit (SSU) provides 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) provides professional development opportunities dealing with disabilities (e.g., autism) and CPI.

Administration

- Principal, superintendent, and/or technology coordinator are responsible to plan and arrange the professional development programs.
- The administration staff are 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 paraprofessionals, at Jefferson Craig Elementary School, are certified or licensed and meet the highly qualified criteria.

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 are. Only highly qualified licensed teachers will be considered for employment and candidates are interviewed by the principal and the superintendent. Based on a successful interview, reference checks and verification of highly qualified status the principal and superintendent will hire the appropriate individual.

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

Due to the COVID-19 pandemic, we still try to abide by these guidelines but have limited outside resources to enter our buildings. We hope to get back to more community and parent involvement as soon as possible.

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.

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

1.) A virtual open house was held the evening before the first day of school, so that students and parents can meet their child's teacher and discuss the upcoming school year. During the open house, Title 1 information was provided 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 virtual 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 takes place in the library.

3.) Throughout the year the Title 1 program holds Virtual Family Fun Nights for students and parents. During these times, parents receive quarterly updates concerning the Title 1 program while students are enjoying multi-facets of learning.

4.) The Annual Title Parent Meeting will provide updates concerning the Title 1 program virtually this year.

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 books that are used to inform the parents of their child's 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 (ILEARN) results are sent to parents or guardians.

State's responsibilities

- Indiana Department of Education provides student's ILEARN results.

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 virtual and conducted in the fall this 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 annual 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 presented 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?

Due to the COVID-19 pandemic, we still try to abide by these guidelines but have limited outside resources to enter our buildings. We hope to get back to more community and parent involvement as soon as possible.

- 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 educate 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 holds Kindergarten Enrollment 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 academics 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 collected 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 Kindergarten 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/book program.

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 tests in the core subject areas as well as weekly spelling tests. Also, JCES uses an informal assessment, in grades K – 6, known as ClearSight, STAR Early Literacy, Study Island, Brain Pop, and Spelling City. The ClearSight K - 6 assessments will be administered three 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 MTSS services.

The Indiana Learning Evaluation Assessment Readiness Network (ILEARN) will be administered in the spring to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science, and Social Studies. In particular, ILEARN reports student achievement levels according to the Indiana Academic Standards. ILEARN 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 administered in the spring, to every third grade student in the state of Indiana. Those students who did not pass the state mandatory IREAD-3 assessment may be retained in the third grade. 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 provide them with the necessary intervention such as Multi-Tier System of Support (MTSS).

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

Within the first month of the school year all students will be assessed with the ClearSight K-6 assessments and STAR Early Literacy Assessments (Dyslexia Universal Screener) to determine each student's proficiency level. Grades kindergarten through second will use the STAR Early Literacy Assessments, Arkansas Rapid Naming Screener and Words Their Way: Primary Spelling Inventory as their universal dyslexia screener.

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 MTSS plan. Students falling in the "some risk" or slightly below grade level category will need additional support and interventions from Tier II in the MTSS plan. Students falling in the "high risk" or well-below grade level category are considered needing Tier III interventions in the MTSS plan. These interventions can be intensive and individualized. Special Education services are provided to students who need additional intervention outside MTSS.

At JCES the ClearSight assessments will be given at the beginning of the year for identification and screening purposes. The ClearSight assessments will be given throughout the school year to monitor student growth. The ILEARN 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 ClearSight, Study Island, BrainPop, STAR Early Literacy, ILEARN and IREAD-3 assessments to diagnose student's growth. Students who are performing below grade level will receive MTSS and 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 businesses 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 information concerning 911 and other medical emergency information.

Switzerland County Sheriff Department/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, Severe/Profound 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 underprivileged students.

Head Start – Provides educational service for economically disadvantaged preschool students.

Switzerland County Public Library – Provides a summer reading program.

Switzerland County Endowment Committee – Pays a portion of the school book 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 (businesses) 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.