

Strategic and Continuous School Improvement and Achievement Plan

Southeast Fountain Elementary

1972-2014

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Narrative Description

Southeast Fountain Elementary is a rural school which services 598 students from five small towns. Farming is a large part of the area economy. There are two major manufacturing companies which also employ area residents who live in the district. Masterguard manufactures auto parts. The Fountain Foundry is another large employer in the district. Persons below the poverty level from 2008-2012 was 11.7%. Population change from 2010-2013 was minus 2.1%. The percentage of individuals with a bachelor's degree or higher from 2008-2012 was only 11.1%. Unemployment in May 2014 for Fountain County was 7.2%. The Southeast Fountain School Corporation has had several changes in administration in recent years. New teachers have been hired to replace some veteran teachers through retirement, but several positions were not filled due to downsizing. The percentage of students on free and reduced has increased to 56%, as have the number of students with Spanish as a primary language (3%). Special education has risen to 15% of the student population. These percentages have increased yearly.

Given the above statistics education is essential, yet challenging in the community. Our school wide goal is to increase reading comprehension. This applies to all groups of students. The staff has committed time and energy in applying new strategies learned through professional development opportunities. Many staff members have collected and analyzed data and collaborated within and across grade levels. In 2010, Professional Learning Communities (PLC) were created for professional development to collaborate within the building and with the junior and senior high. The staff meets every Wednesday morning for professional development time. We are pleased with the many changes and improvements that Southeast Fountain Elementary continues to make.

Motto: Do what is Right...Treat People Right!

Mission:

Southeast Fountain Elementary's encouraging and compassionate staff will provide a safe environment that recognizes individual differences by providing research based teaching strategies; utilizing Indiana College and Career Readiness Standards and meaningful assessments.

Vision:

Our vision is that children will leave Southeast Fountain Elementary with:

- A strong enthusiasm for learning and improvement of skills levels.
- Strong habits of mind – persistence, understanding multiple perspectives, and seeking opportunities to apply knowledge.
- A respect for themselves and others.
- A competence in the basic skills – mathematical, scientific, linguistic, physical, social and artistic
- The skills necessary to become viable community members.
- A set of positive character traits including caring, citizenship, fairness, respect, responsibility and trustworthiness.

We value the partnership between school, students, parents and community and recognize the important role it plays in realizing this vision.

Beliefs:

- Hire staff that exhibit encouraging and compassionate traits.
- Seek professional development in maintaining a safe environment.
- Find and implement research based strategies in all classrooms.
- Implement research based assessments that address Indiana College and Career Readiness Standards.
- Address the core standards while using textbooks as resources.
- Utilize community resources.

**A committee of teachers was formed to create the motto, mission, vision and goals. This draft was then shared with students, staff and community for input and suggestions.

Location and Description of Curriculum:

The elementary curriculum provides well-rounded experiences for students of Southeast Fountain Elementary. Title I, special education services, a full-time counselor, and a large media center supplement the curriculum. Additional support is gained by the use of technology throughout the building and the media center. The PTO provides assistance to several projects and purchases materials that further enhance the curriculum.

The Southeast Fountain Elementary curriculum is based on the Indiana College and Career Readiness Standards with Pacing Guides created in 2014. The Pacing Guides are posted in Google Docs. A copy of the School Improvement Plan is also located in the Southeast Fountain Elementary library, Google Docs, and Administrative Office.

Titles and Descriptions of Assessment Instruments Used in Addition to ISTEP

The following instruments are used to collect data regarding Student Data.

Formal Evaluations:

Acuity – Grades 3-6

ISTEP – Grades 3-6

Reading Counts/Scholastic Reading Inventory – 3-6

Waterford – Grades K-2
Running Records – K-6
ALEKS (Math) – 3-6
InView – Grades 2,4,6
Standard Assessments – each 9 weeks – Kindergarten
IRead3 – Grade 3
(including two week summer remediation and six week after school prep)
Fountas and Pinnell Benchmark and Leveled Literacy Instruction
Think Central
MClass (K-3)
Dibels (K-3)
IReadK

Informal Evaluations:

Grade level tests and assessments
Classroom curriculum driven assignments

Conclusions About Student Achievement (Also See Charts in Appendix)

Trends:

***Math**-Boys from 2008-2012 have not met overall performance levels and boys from lower income homes seem to have more struggles in overall mastery of math. Students seem to perform better with basic recall questions (such as math facts). But the 2014 scores show the gap is closing for boys and free/reduced students in the area of Math.

*Math scores show growth across most grades and groups. Math lab time and Aleks are contributing factors.

***Language Arts** shows inconsistencies and fluctuations among all grade levels and groups.

***Free and Reduced** lunch students scored lower than those paying. The lower scores may be due to both parents working and lack of time assistance. But the gap does appear to be closing for these students in math.

ELL has shown increases in math, but inconsistencies in Language Arts.

Special Services have shown no growth in math or Language Arts.

*Thus, the school goal of increasing reading comprehension and overall reading skills across the curriculum will remain.

Student Achievement Objectives/Goals

Goal: All learners will improve their reading comprehension and overall reading skills across the curriculum.

****See page 28-29 for more information on goals and objectives.**

Percentage of Students Meeting Academic Standards Under the ISTEP+ Program

*See charts and conclusions

Proposed Interventions for School Goal and Educational Programming for Indiana College and Readiness Standards

Intervention: All students will increase the accuracy of their reading comprehension and literary response and analysis skills.

Strategies:

****Continue to study, research and implement best practices for Language Arts instruction**

****Implemented professional development that promotes literacy (vertically and horizontally between grades)**

****Students have an uninterrupted ninety-minute reading block and math block.**

- **The Café Book and The Daily Five – daily literary assessment and instruction
- **Utilizing Reading Coach to analyze textbooks to coordinate classroom focus on Indiana College and Career Readiness Standards
- **Create ninety minute blocks for consistent teaching of K-6 Reading Framework.

During professional development staff members are asked to analyze scores from grade appropriate assessments to drive instruction (Pivot 5Star). Professional development books on reading comprehension are also available in the staff resource library. Teachers are encouraged to emphasize reading comprehension across the curriculum. Book Buddies, SSR, Book It, ISTEP prep activities and parent involvement are encouraged and monitored by the administration.

Activities planned for this intervention include:

Homework resource room, midterm reports, peer tutoring, book buddies, muffins with mom, donuts with dad, ISTEP prep, parent workshops, sustained silent reading (SQUIRT), high ability classes for k-4, current events magazines, Scholastic Reading Counts, Scholastic Reading Inventory, leveled literacy circles, Waterford reading program, Acuity, Kindergarten 9 weeks assessment, Fountas and Pinnell Benchmark and Leveled Literacy Instruction Programs, kindergarten transition classes, Achieve3000, IRead3 prep, Language Arts and math pacing guides are being utilized. In fall 2014, staff members teamed with Purdue literacy educators to establish a proven guided reading literacy program including a consistent K-6 Reading Framework.

Technology: Provide frequent opportunities for students to use computers to utilize reading software, ALEKS, smart boards, Achieve3000 and online activities

Student Involvement: Increase the amount of time children are engaged in independent reading. All students will have an uninterrupted ninety-minute reading block

Across The Curriculum: Extend reading comprehension experiences throughout the curriculum, creation of pacing guides, leveled readers and K-6 Reading Framework

Family Involvement: Math Night and Literacy Night

Indiana College and Career Readiness Standards: Continue to monitor the alignment of the SEFE curriculum with the Indiana College and Career Readiness Standards and pacing guides divided into nine week and three week segments.

Transition Class for Kindergarten: Created during the 2011-2012 school year

School wide Planning

Components #1 and #2

Needs Assessment, Research Based Policies, Practices and Strategies

English and Math = core academic subjects to be addressed

Free/Reduced Lunch and Special Education = identified groups

Current Strategies and Practices -

Leaptrack, Smart Boards, GeoSafari, Hot Dots, Reading Counts, SQUIRT, Achieve3000, After School ISTEP Practice, ALEKS (3-6), Acuity, MClass, RTI, Pivot 5Star and IReadK are being utilized. The math lab is designed for math remediation and for high ability math activities. Ninety minute reading blocks were created for K-6 in the fall of 2011. These practices and strategies will help students prepare for the IRead3 exam. Pacing guides are being created in all grades across the curriculum.

Back to School Night– The school provides a back to school event to welcome students and parents back to school.

MOTTO – Do the Right Thing! Treat People Right! All staff members are involved in adhering to this message. **Have You Filled Your Bucket Today?** by Carol McCloud is a tool the staff is using to promote this message. All staff members have “buckets” for students to fill with good deeds. There are drawings every Friday morning to reward great deeds.

Title I will provide thirty-minute blocks of time during the day M-F for grades 1-6 as Tier 2 of the RtI model. During this time, Title I paraprofessionals and two certified teachers will work with small groups of students in their classrooms, reinforcing Indiana College and Career Readiness Standards and skills that are being taught in the general education classrooms. Furthermore, additional time is reserved for Tier 3 of the RtI model. The paraprofessionals and two certified teachers work one-on-one, in 15-30 minute increments, with those students who are still not showing progress after Tier 1 and Tier 2. Acuity data, Benchmarks and Dibels will determine if needs of the children are being met.

ELL students receive additional assistance in a resource room with one certified and two highly qualified paraprofessionals throughout the day. The staff also provides before school, after school, and noontime assistance when needed.

Kindergarten students have a corporation paid certified staff member and paraprofessionals to work with students. One of the kindergarten classrooms is specifically designated as a transition classroom in which those students are working on skills to prepare them for kindergarten, with a goal of surpassing and ultimately reading for first grade. Another class is designated for high ability students.

All students in Grades K-6 will receive remediation or enrichment, based upon their specific needs, during the designated RtI grade level time block.

Morning & Noon Homework Rooms – Resource rooms will be provided before school and after lunch for students not completing the practice activities to master skills. Staff will be available during these designated times to assist students if needed. Additionally, if morning and noon homework rooms are not enough, after school time will also be made available.

Math Lab - ALEKS (Grades 3-6) math program used for enrichment, remediation and instruction

Pacing guides are being created for Indiana College and Career Readiness Standards.

Professional Learning Communities formed to create common assessments with higher order questions.

Comprehensive Needs Assessment

Our School Wide Planning Team looked at data from the five focus areas. Data was gathered from the IDOE school data pages, parent, student, and staff surveys, observations and discussion among team members. A strength and weakness data chart was constructed and all

team members were in agreement.

The team found strengths in our consistent Language Arts scores. Another strength in Language Arts is writing applications and language convention in the free/reduced population. It is lower or equal to our standard group, but not nearly as low as in the special services population. Also, this group did not score nearly as low as the special services population in vocabulary, nonfiction information, literary text and writing process. Our RTI program has been implemented and growth in individual students is being seen. Our school corporation has also begun implementation of Professional Learning Communities (PLC) to find time for professional development. The board of trustees has granted one-hour per week for staff members to collaborate. Students arrive at school one hour later every Wednesday. This professional development time focuses on curriculum alignment, analyzing student data, training in professional tools and empowering teachers. Our school is working hard to promote parent involvement and working closely with our very active PTO and student council.

An example of one weakness is limited funding. With limited funding (and funding being reduced even more for next school year) not enough staff members are available to have one on one instruction with these students. However, overall lower Language Arts scores appear to be in all grades with special emphasis on males, free/reduced and special services populations. Gender grouping has helped close the gap in male testing.

Based on our data analysis, we will focus on Language Arts instruction with an emphasis on reading comprehension. Representatives from each grade level attended a curriculum alignment conference in Kansas City. Because of the information gained, the Southeast Fountain School Corporation will begin aligning curriculum in grades K-12. This will be accomplished through the Professional Learning Communities. Our school will continue to monitor math scores for future remediation strategies. Southeast Fountain Elementary will implement a new K-5 math series that creates cohesion between grade levels and is supplemented by ALEKS. A team also attended a conference on Curriculum Alignment in Las Vegas, Nevada. Information was then applied at Southeast Fountain Elementary to begin the process of aligning the curriculum. Our PLC team will continue researching ways to create additional professional development time for Language Arts instruction. Purdue literacy educators teamed with staff members for guided reading instruction. A reading coach was also utilized for Language Arts strategies.

Instructional Strategies

All teachers will assist in aligning the curriculum during PLC sessions.

All teachers will focus on content sequencing and clustering for instruction.
 All teachers will differentiate learning to meet the needs of all students.
 All teachers will pre-assess students to focus only on student needs.
 All teachers will inform students of expected knowledge to be gained.
 All teachers will assign practice activities relevant to the expected outcome.
 All teachers will present timely feedback with practice activities before assessments occur.
 (smartboards, videos, center based activities, computer based activities)
 All teachers will create assessments with a variety of higher order questions.
 All teachers will work with a ninety minute K-6 Reading Framework.

Goal:	Reading Comprehension Strategies		
Benchmark:	Spring 2012 (baseline)	Benchmarks created for Language Arts to meet Language Arts goal	
Program	Student Group	Scientifically Based Research	Current Practice or Projected Implementation
Current K- Saxon and Zoo phonics 1-6 Journeys Rtl block time Acuity MClass K-2	All students (special needs, ELL, gifted, free/reduced)	Journeys collaborates with ed laboratories, universities and research companies to meet the rigorous standards of the What Works Clearinghouse. Acuity is based on IN College and Career Standards which are correlated with ISTEP and Journeys.	Adoption of Language Arts in 2012-2013 Zoo Phonics Waterford Literacy Program (K-2)

Monitoring of Implementation	Student Assessment	District wide Initiative	Increase Learning Time	Professional Development Needed
Staff will know the strategy is being implemented by Acuity Diagnostic Reports and Acuity	Acuity - Predictive 3X per year	Acuity is District wide	Acuity Study Logs	Teacher training for data reports and analysis

Study Logs	ISTEP Spring Testing			
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Component #3 – Highly Qualified Staff

Highly qualified...all staff members of Southeast Fountain Elementary are highly qualified in core content areas.

Component #4 – Professional Development

Professional development at Southeast Fountain Elementary will:

- *improve all students’ learning**
- *improve teacher effectiveness**
- *set high standards for teachers**
- *promote continuous staff learning**
- *enhance staff intellectual and leadership capacity**

With well-defined student goals and complementing professional development, Southeast Fountain Elementary will successfully continue the mission of maintaining a safe and caring environment and providing student opportunities to develop skills for lifelong learning.

Professional Development Professional Learning Community (PLC) Project

To promote data driven and reflective practices with collaboration, the Professional Learning Community (PLC) team proposes the formation of a Professional Learning Community at Southeast Fountain School Corporation.

In Richard DuFour’s book, Whatever It Takes, three critical questions are asked:

1. What do we want kids to know?
2. How will we know when they know it?
3. What will we do when a student does not learn?

Steps are presently being taken to address these questions. Examples include Indiana College and Career Readiness Standards, Acuity, ALEKS, Homework Rooms, after and during school tutoring, and ninety minute reading blocks. All students participate in a thirty-minute RTI

schedule for reading comprehension skills. Some staff members attended a Curriculum Alignment Conference in Las Vegas to aid in curriculum mapping. The Board of Trustees has granted time each week to align curriculum.

PLC Goals

A Professional Learning Community is a school where teachers and administrators constantly share and seek new learning to increase professional effectiveness.

SMART (Specific, Measurable, Attainable, Results-oriented, Timely) goals will be determined on a regular basis to focus on a specific issue such as curriculum mapping of a specific subject. Working together on a weekly basis, the PLC will create specific goals to increase student achievement.

The Southeast Fountain School Corporation will:

Organize and Implement total staff book study

- **Failure Is Not an Option by Alan Blankstein (fall 2011)**
- **The Difference Maker by John Maxwell (fall 2012)**

Build a collaborative community

- Develop partnerships among staff and students to increase learning inside and outside the classroom

Improve Cultural Competency of teachers, administrators, staff, parents and students.

Build a collaborative community

- Develop partnerships among staff and students to increase learning inside and outside the classroom

Measure instructional improvement

- Use multiple sources of data as tools to identify, assess and apply instructional improvement
- Pivot 5 Star Data Program

Provide all students with appropriate and adequate opportunities to meet high

standards.

- Improve parent/teacher communication
- Improve learning outcomes in the core subjects
- Develop a school culture that is flexible, collaborative and supportive of efforts to improve achievement of all students.

Require content and instruction that ensure student achievement of the Indiana College and Career Readiness Standards

- Monitor mapping and alignment of curriculum with standards, school goals, and assessments.
- Observe classroom practices to assure that all students are engaged in active learning
- Observe classroom practices that are consistent with best practices

Create a culture of continuous learning for faculty relative to student learning

- Connect professional development to student learning goals
- Provide opportunities for teachers to work, plan and think together

Provide time for reflection as an important component of improving practice

- Monitor mapping and alignment of curriculum with standards, school goals, and assessments.
- Observe classroom practices to assure that all students are engaged in active learning
- Observe classroom practices that are consistent with best practices

Create a culture of continuous learning for faculty relative to student learning

- Connect professional development to student learning goals
- Provide opportunities for teachers to work, plan and think together
- Provide time for reflection as an important component of improving practice

PLC Criteria

- Project aligned with goals and School Improvement Plan

- Focus on student learning and performance
- Group collaboration with activities and regular meetings
- Track students and progress
- Consistent interventions and assessments at higher order thinking levels
- Learn and share best practices
- Cross curricular projects
- Faculty meetings
- Faculty/Parent meetings
- Improve cultural competency

Evaluation and Measurement

- Selecting indicators of success
- Collecting information
- Analyzing and using information for continuous program improvement

Indicators of Success

- Attendance
- Grades and test scores
- Parental satisfaction with progress and increased opportunities
- Teacher evaluations
- Student actions and attitudes

Continuous Collaboration

One of the critical points of a PLC is continuous collaboration. This would require regular collaborative meetings. The team would be involved with:

- Engaging in collaborative problem solving around specific issues and dilemmas
- Identifying needs
- Building knowledge by studying and discussing teaching and learning
- Exploring ways to develop a culture of ongoing professional learning
- Observing, analyzing, and providing feedback and ideas about school data and teacher

- and student work
- Grade level collaboration every three weeks

Wednesday Schedule

PLC	7:30am – 8:25am
School Begins	9:10am (SEFE), 9:00am (FC)
School Schedule	One hour delay schedule

**When school is not in session on Wednesday, the PLC will not meet.

Three Year Timeline for implementation, review and revision...

2014-2015 – Groups continue to meet (PLC) for collaboration horizontally and vertically with grades to study best practices, interventions, data analysis, remediation and rewards. Also included are consistencies in ninety minute reading blocks and adoption of the new evaluation system.

2015-2016 - Groups continue to meet (PLC) for collaboration horizontally and vertically with grades to study best practices, interventions, data analysis, remediation and rewards. Also included are consistencies in ninety minute reading blocks and adoption of the new evaluation system.

2016-2017 - Groups continue to meet (PLC) for collaboration horizontally and vertically with grades to study best practices, interventions, data analysis, remediation and rewards. Also included

are consistencies in ninety minute reading blocks and adoption of the new evaluation system.

Ruby Payne – Poverty in the Classroom

Southeast Fountain Elementary Staff participated in two Ruby Payne trainings utilizing Jo Sidel, program trainer. The staff was educated about the differences in student learning when students are from poverty. Certified and noncertified staff were taught how to communicate with these families to bridge the gap between home and school. Dr Payne's program addressed the differences in languages and experiences that children bring to the classroom. Staff centered discussions on how to address the different cultural backgrounds that each child brings to the classroom were conducted. Discussions greatly increased teacher awareness as to how these cultural differences can determine student learning. Since Language Arts scores for free/reduced have lowered, the Ruby Payne trainings have provided strategies to better meet the reading comprehension needs of the free/reduced population.

Strategies for Teaching Children of Poverty

The staff participated in a second part to the Ruby Payne program. This session gave teachers specific teaching strategies to address children of poverty in increasing reading comprehension skills. Some strategies included giving wait time to answer questions, calling students by name, accepting the feelings of the student, being one arm's length from each student daily and giving specific praise.

Failure is Not an Option and the Difference Maker Books – Each staff member met during PLC the fall semester of 2011 and 2012 to discuss these books about never giving up on a child no matter the circumstances.

Curriculum alignment of the Indiana College and Career Readiness standards is being created across subject and grade levels through pacing guides. A grade level chairman attends workshops on curriculum alignment. That staff member then shares information with other teachers and within the professional learning community. Alignment has focused on standards per nine weeks and per three weeks. Aligning the Language Arts curriculum will show present strengths and weaknesses in teaching reading comprehension skills and how strategies can be implemented throughout K-6.

Analyzing Data - Fall of 2013 has focused on analyzing student data using MClass, Achieve3000, and Pivot 5Star.

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

In order to retain high quality, highly qualified teachers to Southeast Fountain Elementary, any new positions are posted on the Indiana Department of Education website, as well as, posted in the corporation school buildings. Because many teachers are being rified due to budget cuts, the ability for corporations to have a large pool of well-qualified candidates to choose from has been a benefit to the schools. Title II incentives have been a bonus for new hires. Southeast Fountain Elementary School has had minimal vacancies in certified and non-certified teaching positions. The vacancies that have occurred have been due to retirements. Because our corporation is very rural and community-based, there are a great number of former students who return to educate students in much the same way they once were. Students are very able to have great relationships with their teachers, which builds bonds pulling them back to their home communities to work.

Component #6 – Parental Participation

Back to School Night

***Since 2006 parental participation has been 95% or higher**

- Title I initial meeting
- School counselor information
- Library
- Speech and hearing
- ELL services
- PTO meal provided
- Parent Library provided by Title 1
- Title 1 monthly newsletter
- Bi-Monthly newsletter
- Muffins For Mom, Donuts for Dad
- Fall book fair
- PTO monthly meetings
- Classroom parent volunteers
- Email, Voicemail, Harmony

Compile the survey information in the Title I initial meeting packet to determine how best to

meet parent needs in the future.

(Initial meeting packet has already been created and utilized every year.)

**Nine Week Award Presentations for attendance, improvement and academics
Parents are welcome to attend.**

Title I Improvement Awards:

Each teacher and paraprofessional will award students improvement awards for behavior, academics, attendance, citizenship, attitude, etc.

Resources Available

Aids for assisting school work at home, home study techniques and additional school resources are available in the SEFE library and Title 1 library that are available to all parents.

Research:

Failure is Not an Option by Alan M. Blankstein books for all staff in order to work toward a Professional Learning Community and a community of learners. The Difference Maker by John Maxwell, The Café Book, and The Daily 5 are also utilized for research and book study groups.

1. Fall Parent Teacher Conferences

Parents will be invited for Parent/Teacher Conferences during the month of October. Teachers will share initial Acuity results and skills each child has mastered and not mastered. Parents of students participating in LeapTrack will be given their child's LeapPad report documenting strengths and weaknesses.

2. Parent meeting prior to ISTEP (evening session) for grades 3-6 discussing the following:

- ISTEP/IREAD3
- Acuity
- ALEKS
- Reading Counts
- Lexile scores/A-Z Reading Levels
- Achieve3000
- Parents are invited to attend SWP workshops and the documentation is noted.
- Parents are invited to provide input on school plan.
- Parent Bucket Award: Parents are given a reward certificate to place in the bucket after each volunteering activity (either in school or at home). A drawing for three gas cards

- occurs at the end of each semester.
- Invitations are sent via email, school website, bi-monthly bulletin, teacher weekly newsletters, and flyers.
 - Parent Involvement Plans for Title 1

Component #7 – Preschool Transition

- Preschool students come and spend the day at Southeast Fountain Elementary.
- Give area preschools (including Head Start) our initial assessment to know our expectations.
- Information packet is given to preschool parents explaining expectations and skills students need to practice.
- Kindergarten “Round-Up” in April/May for incoming kindergarten students. Dates will be chosen for screening into appropriate classes.

Component #8 – Opportunities for Teacher Involvement

- The Professional Learning Communities team has devised a scheduled collaboration time within and across grade levels.
- The Professional Learning Communities team has devised a year long weekly professional development plan focusing on evaluation of data, best practices, and alignment of curriculum. This will be made available before the end of the school year pending board approval.
- Ruby Payne workshops are made available to assist teachers in understanding children from poverty and how poverty affects their learning.
- The documentation of collaboration can be found in our Professional Learning Community professional development schedule, as well as, the team feedback sheets and minutes.
- To ensure teachers are actively involved in changing instruction, evaluation by administration, and journaling best practices by teachers in weekly plan books will be required.
- Grade level chairs sit on an advisory board to discuss curriculum, data, and trends to ensure plans are in place for success of all students. These chairs share information with the advisory team, as well as, their grade level. This is a communication tool for our staff.

Component #9 – Activities and Programs

Activities and programs at the school level ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

Program/Activity	Identification Process	Timetable
Rtl	1-2 Journeys	Monthly
MClass	3-6 Acuity Teacher recommended	1X each 9 weeks Daily
ELL Rooms	Home Language Survey/LAS Links Free/reduced Non proficient LA and math	New registrations January
Leap Track	Tier 2 and Tier 3 students	Daily
After School ISTEP/IREAD Prep	Tier 2 and Tier 3 students	March April
Transition Kindergarten	Kindergarten Round Up scores Kindergarten 9 wk standardized assessment	

Support for Struggling Learners

- RtI (tiers determined by Acuity data)
- ALEKS
- Acuity
- Homework Rooms (AM, Lunch)
- ELL Rooms
- Lexiles/A-Z Reading Levels
- Reading Counts
- Scholastic Reading Inventory
- Wabash Valley Education Center
- After School IREAD Prep
- Transition Kindergarten
- High School National Honor Society Tutors

- ELL Summer Program
- Individual support for most critical students from 7:45-8:10am
- Certified teachers are teaching students with the most critical needs
- Achieve3000
- MClass
- Pacing guides
- Tier 3
- Midterms

High Ability

- RTI Enrichment Activities
- Differentiated Instruction Ability Classrooms for Reading and Math
- ALEKS
- Reading Counts
- Lexiles/A-Z Reading Levels
- Math Bowl
- Spell Bowl
- Achieve3000
- IXL

Component #10 - Funding

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. The following is a list of programs that will be coordinated with Title I funding:

Title II
 Title III
 Special Education
 High Ability
 Full Day Kindergarten
 Wabash Valley Education Service Center
 Wabash Valley Case Management
 EIG/Outside grants

Attendance Rate/Reduction in Absenteeism

Southeast Fountain Elementary has maintained a 95% or higher attendance rate since 1992-1993. This is an excellent attribute due to the size of the school. Recognition is given to those students who have perfect attendance. The attendance policy is effective but continually being improved and updates.

SEFE does and will continue to maintain a constant check on daily attendance. Parents are made aware that excessive absences and tardiness from school will be monitored.

Cultural Competency:

Identification:

Southeast Fountain has a diverse student population. Fifty-six percent of the students participate in the free and reduced lunch program and are considered socioeconomically disadvantaged. Three percent of the students are limited English proficient. Approximately fourteen percent of the students receive Special Education services in the areas of mildly mentally handicapped, learning disabled, and speech.

Culturally Appropriate Strategies

All incoming English limited students are assessed to find their level of English language proficiency using the LAS Links placement test and annual LAS Links assessment each spring. Two staff members speak Spanish and utilize appropriate interventions to assist academics. These staff members also interpret for the Spanish-speaking parents who do not speak English and translate materials for teachers. One staff member is a certified ESL teacher and the other is an ESL teaching assistant. These staff members work intensely with the level one and level two English proficient students. Each student identified as ESL has an individualized language plan on file.

Individual Education Plans are developed for the Special Education students. Special education consultants along with the school's special education staff assist the general education teachers with interventions and instructional strategies for

students.

The Title I program serves many students on free and reduced lunch. These students are given extended time opportunities during the school day and beyond the school day to increase their academic skills. Parents of Title I students have access to a parent library with over one hundred books and many videos on educational topics. The art, library, physical education, and music departments are incorporating cultural literature, dance, song, and art into instruction.

Professional Development

Wabash Valley Service Center will be presenting a professional development program on cultural competency during PLC.

High Ability Programming

Multiple service-delivery options are available to meet a range of needs of high ability student including self-contained classes, honors classes, ability grouping, etc.

Elementary Programming:

High ability Language Arts and Math in grades 1-6
High Ability kindergarten class

Maintaining a Safe and Disciplined Learning Environment:

The Southeast Fountain School Corporation implemented a Crisis Management Plan in 1999. It is revised each year. Revisions include crisis bags and emergency care manuals. This plan outlines emergency procedures for natural disasters and building level emergencies. This document specifies the chain of command and specific procedures to follow when a crisis occurs.

Southeast Fountain Elementary maintains a Discipline Plan that outlines expected behaviors and consequences for inappropriate behaviors. Each parent receives this plan annually and the teachers review it with their students at the beginning of each new school year. This plan is reviewed and revised as needed.

Beginning in 2002, the guidance counselor implemented a school wide “Bully Proofing Your School” program. This program continues in each grade. Character Counts is also a program utilized throughout the school.

Technology as a Learning Tool:

Southeast Fountain School Corporation adopts a Technology Plan every five years. Southeast Fountain Elementary utilizes technology by maintaining five fully equipped labs. Computers are also available in the media center and classrooms for student and staff use. District wide email capabilities are present. The media center has web based circulation and cataloging, Internet and email access, computerized reading comprehension quizzes (Scholastic Reading Counts), computerized reading assessments (Scholastic Reading Inventory), word processing, smart boards, laptops, and additional programs to enhance student learning within the academic areas. Smart boards, Elmo, DVD players, and video projectors are available throughout the school. Beginning August of 2008, the school corporation implemented Harmony to improve communication with parents. A mobile wireless lab is available.

Specific Areas Where Improvement is needed immediately:

*Create Pacing Guides dividing the Indiana College and Career Readiness Standards into nine and three week segments.

*Establish and implement an RTI Intervention Plan focusing on grade level benchmarks, fluency, word attack and context clues.

*Utilize and expand the Achieve3000, Waterford, and IXL computerized literacy programs to increase student comprehension of nonfiction literature

*Utilize Pivot 5Star to analyze student data and drive instruction

*Establish consistent K-6 Reading Framework and Reading Coach recommendations to analyze Language Arts materials and strategies.

Overall Conclusion and Summary:

The challenges that lie ahead for Southeast Fountain Elementary include new state guidelines, growing free/reduced and ELL population, less staff and less money. A challenge exists for administrators and team leaders to reassure and encourage staff members in the importance of their work in the light of all the state changes. Professional Learning Communities will be even more important in building a more positive school climate, collaborate for student achievement with fewer staff members, and investigating resources with a limited budget.

Southeast Fountain Elementary will continue to work hard to increase student achievement. Professional Learning Communities, improved teacher evaluations, schedule changes, and

investment in tools for differentiated learning will enhance quality assurance and school improvement efforts.

Southeast Fountain has shown a steady increase in our math scores. We attribute these gains to the implementation of 90 minute math blocks. During this time, regular classroom instruction occurs, as well as, the addition of the ALEKS computer based math program for grades 3-6. During this ALEKS time, time allows for certified teachers or highly qualified paraprofessionals to provide small group or one-on-one remediation or enrichment.

An area for improvement for Southeast Fountain would be our overall Reading scores. We have focused so hard on Math that we have let our Reading slip a bit. In order to remedy this situation, we have created designated 30 minute RtI blocks for ALL grades. Furthermore, we have hired an additional Title I teacher to assist our only certified teacher (also our Program Administrator) to assist in Reading. Our Program Administrator has been assisting in the Math Dept. for the previous 4 years.

Another note to be made is our Special Education Dept. The number of students with Learning Disabilities has increased as well. Several have been move-ins and not with our school for the previous 3 years. As you can see from the charts, our special education scores have been significantly low. When averaged in to our General Education population our Overall scores drop significantly. Therefore, Special Education is another area of focus for our school.

Benchmarks for Progress for Continuous Improvement

Three Year Time Line

Goal: All learners will improve their reading comprehension and overall reading skills across the curriculum.

Benchmarks and Objectives:

2014-2015

**IREAD3 - 100% of third grade students passing
Leveled Literature Instruction - Up four levels
ISTEP - 5% increase in Language Arts**

2015-2016

**IREAD3 - 100% of third grade students passing
Leveled Literature Instruction - Up four levels
ISTEP - 5% increase in Language Arts**

2016-2017

**IREAD3 - 100% of third grade students passing
Leveled Literature Instruction - Up four levels
ISTEP - 5% increase in Language Arts**

Acuity – Grades 3-6 Language Arts and Math
ISTEP – Grades 3-6
Reading Counts/Scholastic Reading Inventory – 3-6
Waterford – Grades K-1
MClass/Running Records – Grades K-6
ALEKS (Math) – Grades 4-6
Fountas and Pinnell Benchmark and Leveled Literacy Instruction
IREAD3
Achieve3000
Midterms

The above data and teacher assessments reveal that continued emphasis is needed on reading comprehension skills across the curriculum. However, further investigation is needed in improving math scores even more.

Implementation:

RtI each day

Review:

Three week data collection

Revision:

Regrouping and reteaching non mastered skills

Appendix

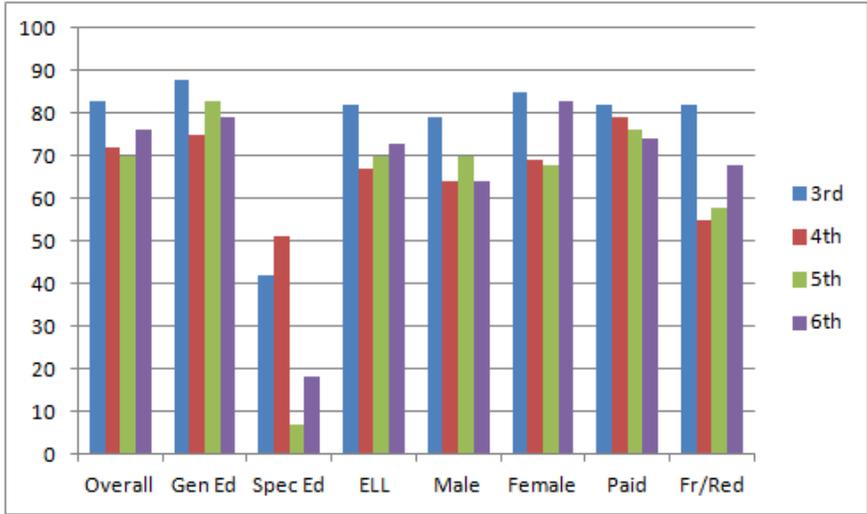
Trend DATA			
	Year (Grade)	Math	Language
	2014 (3rd)	75	74

	2014 (4th)	79	81
	2013 (3rd)	76	83
	2014 (5th)	77	78
	2013 (4th)	66	72
	2012 (3rd)	50	73
	2014 (6th)	86	72
	2013 (5th)	76	70
	2012 (4th)	72	77
	2011 (3rd)	69	78
	2014 (7th)	71	61
	2013 (6th)	88	76
	2012 (5th)	82	69
	2011 (4th)	68	77
	2010 (3rd)	68	70
	2014 (8th)	84	73
	2013 (7th)	80	78
	2012 (6th)	90	84
	2011 (5th)	86	81
	2010 (4th)	65	76

	2009 (3rd)	78	80
	Year	MA	LA
	2014 (9th)	79	NA
	2013 (8th)	79	78
	2012 (7th)	82	76
	2011 (6th)	93	81
	2010 (5th)	71	67
	2009 (4th)	62	75

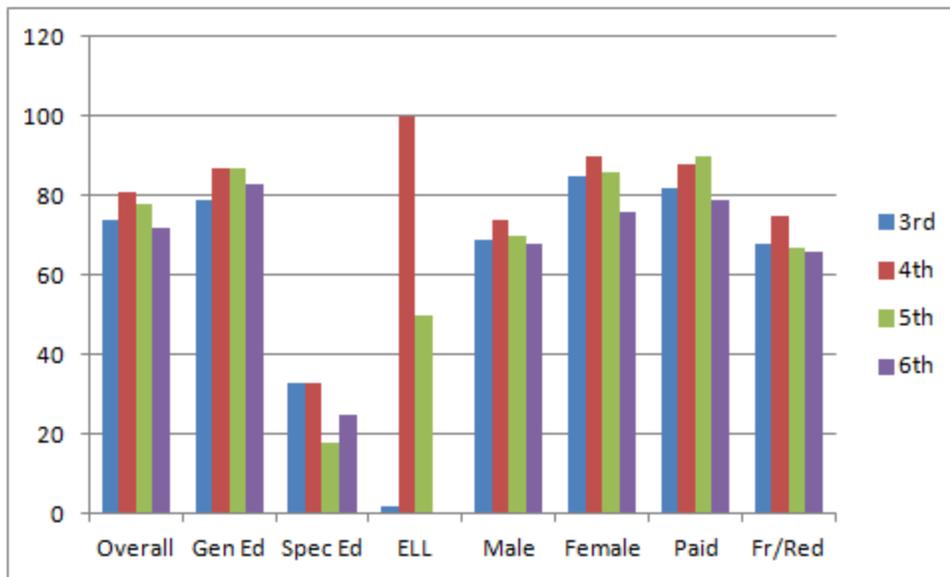
2012/13 LA ISTEP				
	3rd	4th	5th	6th
Overall	83	72	70	76
Gen Ed	88	75	83	79
Spec Ed	42	51	7	18
ELL	82	67	70	73

Male	79	64	70	64
Female	85	69	68	83
Paid	82	79	76	74
Fr/Red	82	55	58	68



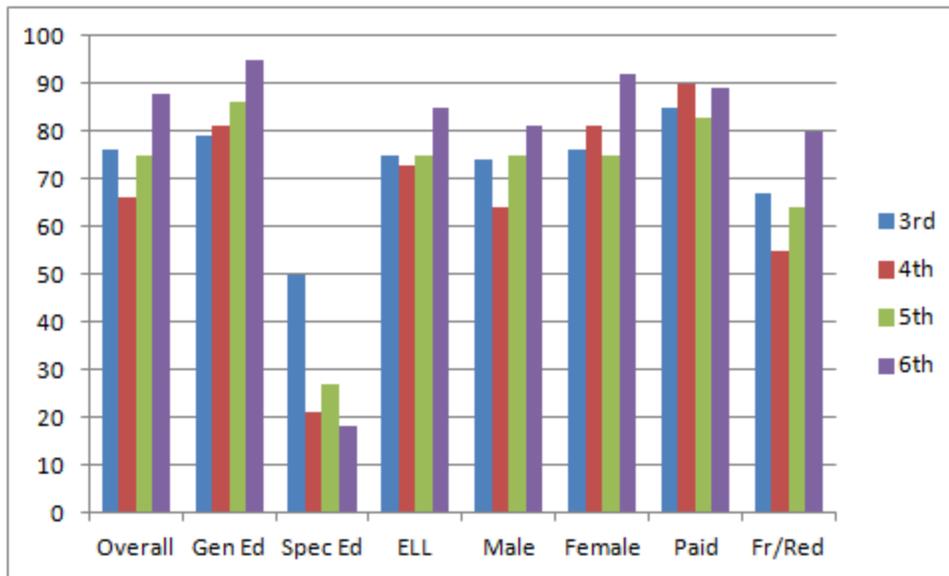
2013/14 LA ISTEP				
	3rd	4th	5th	6th
Overall	74	81	78	72
Gen Ed	79	87	87	83
Spec Ed	33	33	18	25
ELL	2	100	50	NA

Male	69	74	70	68
Female	85	90	86	76
Paid	82	88	90	79
Fr/Red	68	75	67	66



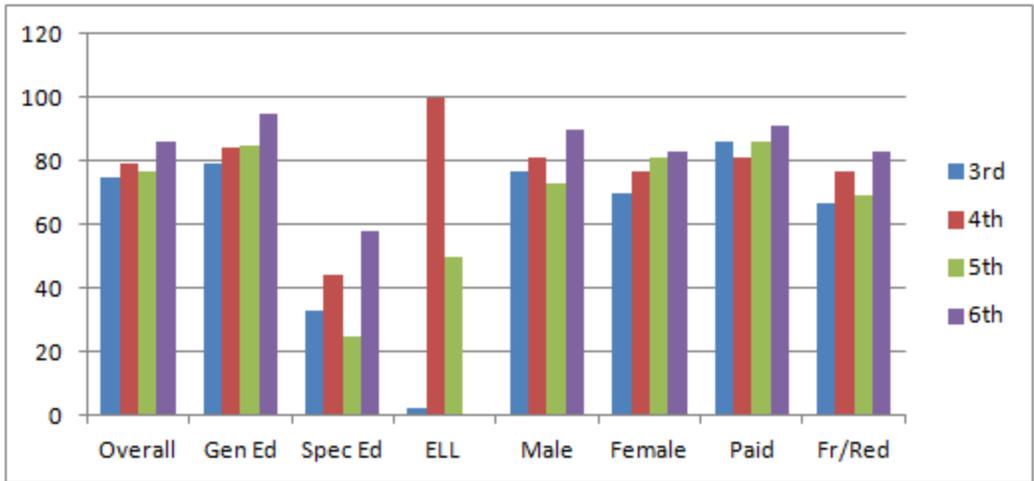
2012/13 MATH ISTEP				
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	3rd	4th	5th	6th
Overall	76	66	75	88
Gen Ed	79	81	86	95
Spec Ed	50	21	27	18
ELL	75	73	75	85
Male	74	64	75	81
Female	76	81	75	92
Paid	85	90	83	89
Fr/Red	67	55	64	80



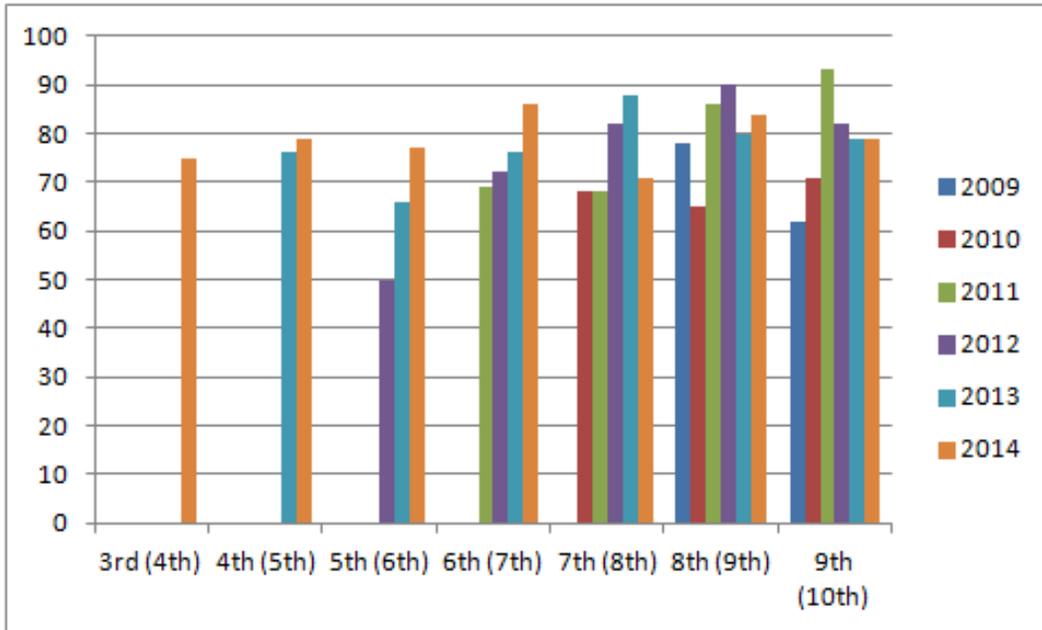
2013/14 MATH ISTEP				
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	3rd	4th	5th	6th
Overall	75	79	77	86
Gen Ed	79	84	85	95
Spec Ed	33	44	25	58
ELL	2	100	50	NA
Male	77	81	73	90
Female	70	77	81	83
Paid	86	81	86	91
Fr/Red	67	77	69	83



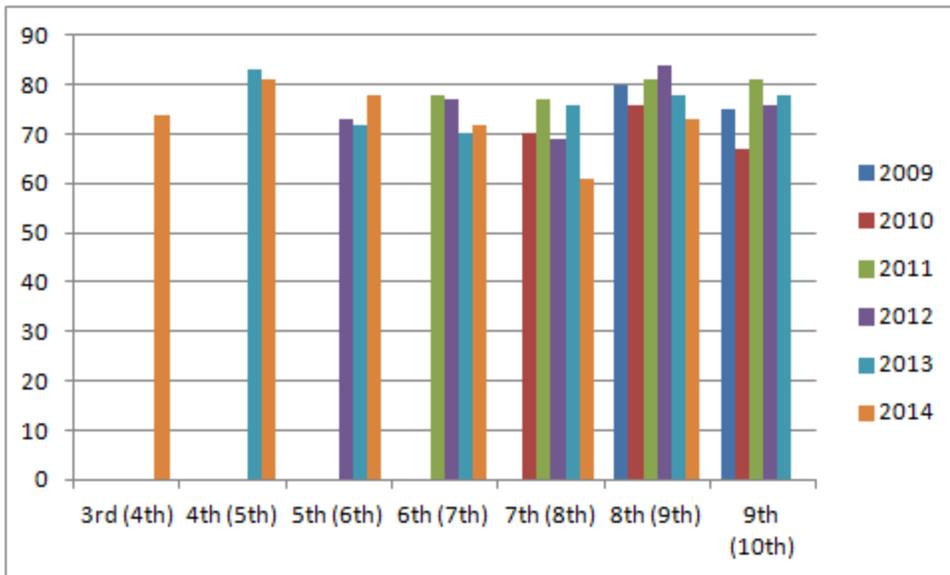
ISTEP Yearly Spread % Passing Math							
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	3rd (4th)	4th (5th)	5th (6th)	6th (7th)	7th (8th)	8th (9th)	9th (10th)
2009						78	62
2010					68	65	71
2011				69	68	86	93
2012			50	72	82	90	82
2013		76	66	76	88	80	79
2014	75	79	77	86	71	84	79



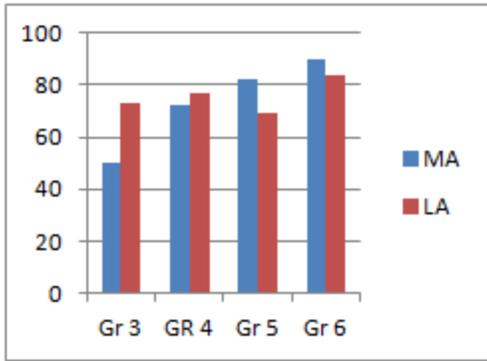
ISTEP Yearly Spread % Passing LA							
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	3rd (4th)	4th (5th)	5th (6th)	6th (7th)	7th (8th)	8th (9th)	9th (10th)
2009						80	75
2010					70	76	67
2011				78	77	81	81
2012			73	77	69	84	76
2013		83	72	70	76	78	78
2014	74	81	78	72	61	73	NA



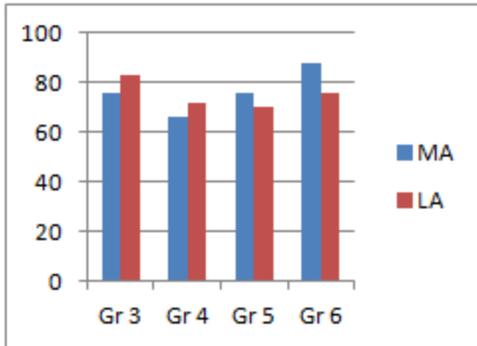
2012 ISTEP		
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Grade	MA	LA
Gr 3	50	73
GR 4	72	77
Gr 5	82	69
Gr 6	90	84



2013 ISTEP		

Grade	MA	LA
Gr 3	76	83
Gr 4	66	72
Gr 5	76	70
Gr 6	88	76



2014 ISTEP		
Grade	MA	LA
Gr 3	75	74
Gr 4	79	81
Gr 5	77	78
Gr 6	86	72

