

Continuous School Improvement Plan 2015-2016-2017



Stinesville Elementary School



**Richland-Bean Blossom Community School
Corporation**

Living, Learning, and Leading **TOGETHER**

Glen Hopkins, Principal
Dr. Mike Wilcox, Superintendent
Dana Kerr, Board President

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CONTINUOUS SCHOOL IMPROVEMENT TEAM

Team Member	Position	Signature
Dacia Sachtjen	Kindergarten Teacher	
Brooke Blackard	1st Grade Teacher (co-chair)	
Cynthia Ware	2nd Grade Teacher	
Lisa Bruns	Music Teacher	
Kelli Krevda	Inclusion Teacher (co-chair)	
Glen Hopkins	Principal	

STINESVILLE ELEMENTARY SCHOOL AND COMMUNITY DESCRIPTION

Three primary factors define the uniqueness of Stinesville Elementary; history, local support and location. Stinesville Elementary emerged from the old Stinesville School that existed in the town from the late 1800's. Due to a terrible fire, the old school burned, and a new structure was built in 1936. The older section of the building currently in use is part of that rebuilt school. During the 1960's the county schools were incorporated, thus Stinesville School was converted into an elementary. As a result of the long-term history of the school and its position as the focal point of the township, Stinesville Elementary is very important to the community. The school remains as one of the primary buildings defining the town. There is a stationary segment of the population that has always had a generation of family members attending the school. These community ties are close, and a certain "ownership" is presumed. However, in recent years, due to redistricting and township population growth the primary student population has a very different character. Many families that have no prior connection to Stinesville, have children attending the school. These families, too, take pride in the elementary. Since this community is an area defined primarily by blue-collar employees, there is a portion of the school population that can be very transient due to the job lay-offs and/or factory shutdowns. Although once a bustling town due to the quarry industry, Stinesville has declined to only 225 actual residents. For many years the only business in town was the county store that doubled as a post office. Within the past couple of years, Big Creek LLC has rejuvenated the stone quarry business. The Stinesville Renaissance group, community members interest in restoring Stinesville's historic buildings, has expanded and added community support and success. The buildings are now listed on the National Register of Historic Places by the United States Department of Interior. This Stinesville group also received a matching community Planning Grant from the Indiana Department of Commerce to use for the architectural engineering and stabilization study of Stinesville Renaissance, along with the new entrepreneurs, has a vision of creating a rural cultural center, utilizing Stinesville's unique history and scenic countryside.

Adding to the strong sense of pride between community and school is the support of various community organizations. The local Lions' Club and Fire department have consistently supported the school. Stinesville Elementary is used for scout, club and community meetings. For the past seventeen years, the local Nazarene Church has sponsored a staff Appreciation Dinner for all school employees at Stinesville Elementary. The school is fortunate to have a very active PTO. That organization has sponsored fund-raisers, Skate Nights, "Make and Take" Carnivals, Field Day and other special events.

There are a variety of opportunities for the parents to be involved in their child's education. Parent/Teacher Conferences are held in the fall and spring each year. During the 2014-2015 school year, we had 96% parent participation. Open House is held during the first two weeks of school with over 82% of the parents attending this year. In addition to PTO-sponsored functions, parents are also involved with Book Fairs, Santa Shops, and classroom helpers.

One last aspect of the unique flavor of the area is its location. The location of the town is convenient and accessible to entertainment, resources and a wide variety of opportunities. Bloomington, Indiana is approximately ten miles to the east and offers museums, Indiana University, and various business and industries. McCormick's Creek State Park is about seven miles to the west of Stinesville. The park has a strong naturalist program and provides many sites for excellent field trips. Surrounding the school is a natural Hoosier woodland, karst topography, and a stream that is part of the White River watershed. These natural resources are an added treasure for school access and study.

Stinesville Elementary's current enrollment is 186 students. Enrollment figures for those grades are as follows: Kindergarten:20, Grade 1:40, Grade 2:25, Grade 3:35, Grade 4:32, and Grade 5:34. There is one split class whose numbers are reflected in the counts above. There is a split class of fourth and fifth graders. The Kindergarten is full-day. Children attending Stinesville Elementary are primarily from middle class homes, with a significant percentage from lower income families. The student population includes 89% Caucasian, 5.5% African-American and 5.5% multi-racial. Informal data indicates that approximately 70% of the parents have completed high school with another 10-15% having college backgrounds.

Stinesville Elementary has a traditional, self-contained classroom organization with nine full-time teachers (classroom and REI), one part-time art teacher and one part-time music teacher. In addition, the speech and language pathologist divides time between Stinesville and two other buildings in the corporation. The physical education teacher shares her time between Stinesville and Edgewood Primary School. The school has a full-time health aide. The school has a computer lab that is available for entire classes and students may use the lab for word processing, computer tasks, or research. On a weekly basis, students may utilize the school library. Our school has full-time reading assistant who focuses on providing reading intervention.

Choir is offered at Stinesville Elementary for 4th and 5th grade students. Every Spring 5th graders attend a three-day camp, Bradford Woods, that teaches outdoor learning and naturalists skills.

Several school-wide programs offer continuity and challenge for Stinesville students. The school utilizes the Accelerated Reader Program that supports leisure reading and offers incentives for meeting goals. Each month, the school focuses on two different lifelines, which is the focus of our character education through C.L.A.S.S. professional development.

STINESVILLE ELEMENTARY SCHOOL CURRICULUM

The curriculum used at Stinesville Elementary School reflects the transition from Common Core Standards to Indiana College & Career Readiness Standards. District grade level teams worked to create yearlong curriculum maps to address this change in standards. The following is a list of current textbook selections. This list is kept in the principal's office.

<u>Subject/Grades</u>	<u>Publisher & Text</u>
Kindergarten/Reading/Lang. Arts	Scott Foresman Reading Street
Kindergarten/Mathematics	Macmillan McGraw-Hill Math
Science	Scott Foresman Science
Social Studies	McMillan McGraw-Hill
First Grade/Reading/Lan. Arts	Scott Foresman Reading Street
First Grade/Mathematics	Macmillan McGraw-Hill Math
First Grade/Science	Scott Foresman
First Grade/Social Studies	Scott Foresman People and Places
Second Grade/Reading/Lan.A	Scott Foresman Reading Street
Second Grade/Mathematics	Macmillan McGraw-Hill Math
Second Grade/Science	Scott Foresman Science
Second Grade/Social Studies	Macmillan McGraw-Hill
Third Grade/Reading/Lan.A	Scott Foresman Reading Street

Third Grade/Mathematics	Macmillan McGraw-Hill Math
Third Grade/Science	Scott Foresman Science
Third Grade/Social Studies	MacMillan McGraw-Hill
Fourth Grade/Reading/Lan. A.	Scott Foresman Reading Street
Fourth Grade/Mathematics	Macmillan McGraw-Hill Math
Fourth Grade/Science	Scott Foresman
Fourth Grade/Social Studies	Macmillan McGraw-Hill Timelinks Indiana in the Nation and the World
Fifth Grade/Reading/Lan. A.	Scott Foresman Reading Street
Fifth Grade/Mathematics	Macmillan McGraw-Hill Math
Fifth Grade/Science	Scott Foresman
Fifth Grade/Social Studies	Macmillan McGraw-Hill Timelinks The Early Years
Music	Scott Foresman Making Music
Art	State of the Art Portfolios

Stinesville Elementary School Assessment Instruments

Professional Learning Communities have given us an opportunity to create common formative assessments at each grade level in both math and language arts. Stinesville Elementary teachers have met with teachers from other buildings (Edgewood Primary School and/or Edgewood Intermediate School) periodically during the summer and school year to create these assessments. By developing district-wide assessments, teachers are able to monitor students learning in a universal manner. Our assessments are given weekly

then analyzed by individual teachers at their grade level. As a school, we are working towards establishing the practice working across grade levels in K-2 and 3-5 teams to look at students performance data. It is our vision that we begin to look at student needs, regardless of grade levels. These assessments can be found in our year-long curriculum map. The assessments may be adjusted each year based on student learning needs. Up to this point, Stinesville Elementary teachers have worked in a “traditional” setting where they look at their individual classroom data to inform instruction.

End-of-year summative assessments have been created by each grade level in math and language arts based on the essential standards of the disciplines in each grade level. This assists us in determining student proficiency at the end of the year in each subject area and in planning school improvement goals and professional development for the following school year.

Beginning in the fall of 2010, Stinesville Elementary School assessed students in language arts and mathematics using Acuity Diagnostic Assessment. In the fall of 2012, Stinesville Elementary School transitioned to the Acuity Predictive Assessment to assess students language arts and math. Acuity Predictive Assessments provide teachers with immediate feedback to inform instruction, provides instructional resources to assist in practice, and provide interventions linked to state and national content standards. Acuity Assessments allow educators to measure growth within and across years, view a wide variety of reports on students learning, identify student strengths and areas for growth, predict students’ success on ISTEP+, and prepare students for the content on ISTEP+.

During the 2015-2016 school year, we will replace Acuity with another formative assessment, PIVOT Inspect, following the guidelines set by the Department of Education.

At the beginning of the 2014-15 school year, Stinesville Elementary School began administering the AIMSweb assessments to determine whether students are acquiring the skills necessary to master essential standards at grades K-2. Grades 3-5 have been using AIMSweb to progress monitor student progress prior to this. Previously, in Grades K-2, we had been using DIBELS Next and mCLASS math to screen and monitor student growth. We transitioned to AIMSweb in grades K-2 in order to better align our data with intermediate grades. AIMSweb assessments are administered three times each year and students falling below benchmark are progress monitored regularly to plan for needed instruction and interventions.

Grade	AIMSweb Tests Administered
Kindergarten	Reading: Letter Naming, Letter Sounds, Phoneme Segmentation & Nonsense Word Fluency Math: Oral Counting, Number Identification, Missing Number, & Quantity Discrimination

First	Reading: Letter Naming, Letter Sounds, Phoneme Segmentation, Nonsense Word Fluency, & Oral Reading Fluency Math: Oral Counting, Number Identification, Missing Number, Quantity Discrimination, & Computation
Second	Reading: Oral Reading Fluency Math: Computation & Concepts and Application
Third	Reading: Oral Reading Fluency Math: Computation & Concepts and Application
Fourth	Reading: Oral Reading Fluency Math: Computation & Concepts and Application
Fifth	Reading: Oral Reading Fluency Math: Computation & Concepts and Application

II. STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS

Vision

Richland Bean Blossom Community School Corporation
Stinesville Elementary School

*Living, learning and leading together to achieve 90, 90, 90.**

*The 90's refer to % of students who:
Graduate

Read at or above grade level

Pass state tests

Mission

Richland Bean Blossom Community School Corporation

Our mission is to work in cooperation with the community and families to provide students with an education that promotes responsible citizenship and encourages problem solving and creativity.

Mission

Stinesville Elementary School

The parents, faculty, staff and students of Stinesville Elementary strive to create an educational environment that fosters love of learning, productivity, responsibility and scholastic achievement.

Belief Statements

Stinesville Elementary School

We believe...

...all students are entitled to equal opportunities for learning.

...all students and parents need to be actively involved in the learning process.

- ...all students need to learn social skills that promote cooperation.*
- ...all students need to value life-long learning.*
- ...all students need to learn positive guidelines that develop self-control and self-discipline.*
- ...all students need a working knowledge of the writing process and math computation.*

Collective Commitments

Stinesville Elementary School

- **Time:** We will be on time for all meetings which contain a start and end time.
- **Listening:** We will be active listeners of individuals, avoiding interruptions and side-bar conversations.
- **Confidentiality:** We will hold all conversations and decisions in confidence between relevant individuals/groups.
- **Decision Making:** Decisions will be reached by consensus when appropriate.
- **Participation:** We will be actively engaged and contribute to all activities and/or conversations.
- **Expectations:** We expect all members to be present, stay positive, and be open to new ideas while following the life skills we teach in our classrooms.

III. COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT

A. Conclusions about the current educational programming

- a. *Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards*

Stinesville Elementary School works in collaboration with Edgewood Primary School and Edgewood Intermediate School to develop a rich and rigorous curriculum which reflects the Indiana College and Career Readiness Standards. Essential standards have been identified at each grade level for English/Language Arts and math following the ISTEP+ assessment guidance provided by the Indiana Department of Education. Information

about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards.

Art

The art curriculum at School offers students in grades K-5 a wide variety of experiences which approach art with a wide spectrum of understanding. The curriculum is aligned with Indiana College and Career Readiness Standards for the Visual Arts. Students are given opportunities to be active participants in the learning process through weekly discussions, projects, and discovery. All classes meet 50 minutes once a week.

Health

Health is provided to all students at Stinesville Elementary School through the science and physical education curricula. Students are provided with health-related field trips such as swimming. HIV and AIDS information is provided through the school nurse at a point during the school year. Sex education information is provided to all 5th graders with parent consent. We follow the Wellness Plan which teaches students about healthy food choices.

Physical Education

Students in Kindergarten - 5th grade attend physical education class twice a week for 30 minutes during the course of the school year. Class curriculum follows state standards guidelines appropriate for each grade level. Various developmental activities for locomotor, non-locomotor, gross and fine motor skills, balance, bilateral integration and spatial awareness are consistently taught throughout the year. Lifetime physical fitness is taught throughout all grade levels but emphasis begins to be placed in 3rd, 4th and 5th grade as these students participate in the President's Fitness Test. The P.E. curriculum also provides students the opportunity to experience a variety of "sports" or games. Students learn basic skills related to the game and play within a structured team setting. The program also provides students a strong awareness of character education and a positive attitude approach towards competition. Throughout class activities, students are expected to demonstrate responsible personal and social behavior.

Language Arts

Instructional strategies are rooted in research-based methods and multiple intelligences. Stinesville Elementary School has completed its 14th year of integrating the CLASS model into its curriculum, climate and community. Based upon each grade level's curriculum, novel studies are integrated into daily lessons in the intermediate grades. Each grade level infuses the Scott Foresman Reading Street textbook series as an instructional resource. All students are actively engaged with daily self-selected reading. Language arts is the foundation and is incorporated across all content areas.

Math

As in language arts, instructional strategies in math are rooted in research-based methods and multiple intelligences. Each grade level has an established process for math fact mastery and automaticity. Teachers constantly seek out resources to match the needs of their students to aid in the attainment of essential standards.

Music

Music instruction includes a wide variety of student interaction. Students are provided many hands-on experiences with instruments, group and individual singing and performance opportunity. Students in grades kindergarten to five have an annual music program for their parents and friends. All students are actively engaged in these programs. The class meets twice a week for 30 minutes.

Science

The curriculum incorporates and aligns with current state standards. The curriculum further expands the instruction through classroom discussion and lends itself to inquiry-based instruction. Stinesville Elementary School has a large group instruction room dedicated for science instruction and hands-on engagement.

Social Studies

The social studies curriculum includes College and Career Readiness Standards focusing on geography, community, state and country history, as well as economics from a historical perspective . At the various grade levels, students are actively engaged in learning about the history of their community and/or country. Fourth grade focuses weekly on current events within their programs. Students are exposed during the school year to career opportunities, study trips and guest speakers within the school setting.

b. Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

Each grade level has created scope and sequence documents of essential and supporting standards. These documents guide the weekly planning at each grade level in each curricular area. Upon teaching the standards, students are assessed with common formative assessments, which are designed to identify mastery/partial/non-mastery of Indiana College and Career Readiness Standards. Based on these assessments, teachers are able to provide interventions for students.

Stinesville Elementary School has a well embedded RTI (Response to Instruction) process in place. The staff is trained in understanding the Tier Model. The Title One staff works to meet Tier 2 students' academic needs. They also work with teachers to support the Tier 2 students and monitor their progress. Moreover, our school psychologist consistently works with the staff to support Tier 3 students who need additional interventions. The emphasis on Tier 2 and Tier 3 students is considerable and gains are being made. Teachers effectively use formative and summative assessments to monitor student achievement and and make adjustments to the curriculum.

c. Parental participation in the school

SES offers a variety of parental involvement opportunities:

- PTO meets monthly and is involved in many school activities
- School Activities
 - Participation in: Back-to-School Night, Kindergarten Registration, Open House for Pre-Kindergarten, Pre-School Class Visits, school committees, School Newsletter, Skate Night, Field Day, Fundraisers, Quarry Festival Parade, Music Programs, Book Fair, Box Tops for Education, IU

Baseball Game, Bike Rodeo for Second Grade (Indiana University Health and Monroe County Parks and Recreation)

- Partners in Education-PIE (Member of National Network for Partnership Schools)
 - Partnership with families on parenting skills, school-home/home-school communication, volunteering opportunities, learning at home, school decision making and collaborating with the community
 - Family Literacy Activities
 - Make & Take Activities, Parent Meetings, Real Men Read for Kindergarten with partnership with United Way (PIE), Read Across America, Book Swap.
 - Classroom Activities
 - Classroom volunteers, field trip chaperones, agenda/homework involvement, classroom newsletters, web pages, parent/teacher conferences, Twitter Accounts
 - Parent Communication
 - Parent to Parent Newsletter, information booths at registration, monthly parent newsletter, web pages, phone calls, parent/teacher conferences, e-mail communications through Harmony (corporation data management system), Twitter account, Facebook, Blackboard Connect (mass phone communication), Monday Minute emails, event flyers.
- d. *Technology as a learning tool*
- At Stinesville Elementary School, teacher web pages are used as a vehicle of parent communication, curriculum integration, and technology. Every classroom has Internet access, projectors, “added” and scheduled access to the computer lab. Students use the Internet for research as well as educational games and scavenger hunts. Students utilize Word, PowerPoint, and Excel to publish information they have learned or experienced. Teachers have worked during the 2014-2015 school year to transition to Google as a platform for student creation of work. Students have begun to collaborate using Google Docs, Google Sheets and Google Slides to publish information they have learned or experienced. Each teacher has an iPad which is used to enhance lessons through the use of Splashtop, Reflection and other educational apps. Two teachers had SmartBoards in their classroom to enhance student learning. Teachers have also used internet lesson plans, and web links to enrich their instruction and increase student engagement (Acuity). Technology workshops have taken place

throughout the school year and are being offered during the summer. Teachers frequently participate in relevant Webinars and communities within Learning Connections.

- Goals for school improvement:
 - Facilitate technology-enhanced experiences that address content standards and student technology standards.
 - Use technology to support learner-centered strategies that address the diverse needs of students.
 - Apply technology to develop students' higher order thinking skills and creativity.
 - Manage student learning activities in a technology-enhanced environment.

- Training goals for teaching, learning and curriculum:
 - Teachers will facilitate technology-enhanced experiences that address content standards and student technology standards.
 - Teachers will use technology to support learner-centered strategies that address the diverse needs of students.
 - Create a learner-centered environment in which students must use collaboration strategies.
 - Create a learner-centered environment where students regularly use technology.
 - Teach students to identify technology resources that will help them meet their individual learning needs and modalities.
 - Teachers will apply technology to develop students' higher order skills and creativity.
 - Teachers will manage student learning activities in a technology enhanced environment.
 - Teach technology enhanced lessons that incorporate student learning environments that promote the effective use of technology in a student-centered classroom.
 - Regularly consider technology-based learning experiences that provide equitable access to resources when designing lessons.
 - Teach lessons that require students to solve problems and plan solutions.
 - Teachers will utilize Google as a platform for communication and collaboration.

- Acquisition Recommendations:

- SmartBoards
- Document cameras

Stinesville Elementary School has been provided with one Computer Support Person (CSP). This person acts as an in-house liaison providing support in conjunction with Five-Star Technologies. All teachers are offered professional development trainings with a Five-Star technology integration specialist on a regular basis.

e. *F. Safe and disciplined learning environment*

The Safe Schools Policy states that the Response Team is to provide a community program, utilizing expertise from school administration, school guidance personnel, school nurses, student's assistance program, teachers, fire department, police department, mental/physical health personnel, and Monroe County Emergency Management personnel to deal with student school crises. This model recognizes the need for support to all members of the school family; (staff, students, parents, and administrators) in times of crises and supports prevention efforts. Physical aggression, hostile behavior, harassment, violent behavior, possessions of weapons or illegal substances will not be tolerated. Anyone who demonstrates the previously mentioned behaviors will be held accountable for his/her actions according to District Policy and the Indiana Student Code.

Richland-Bean Blossom School Corporation has a district-wide emergency plan that is maintained at each school within the system. The plan is updated and reviewed by each staff member at the beginning of the school year. Each classroom is equipped with a flip-chart for quick and readily accessible information in regards to specific emergencies and guidelines to follow. The school office is equipped with the Crisis Handbook and guidelines to follow. Emergency drills are conducted as set by the state guidelines. The school corporation has a safety specialist and committees that meet with local police, fire, and emergency personnel to inform and update, if necessary, each year. Mr. Hopkins, Principal at SES, is the trained School Safety Specialist at SES. The School Safety Plan includes the following information: The Crisis Response Team model emphasizes an approach dealing with crisis through prevention, intervention, and follow-up. Personnel are trained in specialized crisis intervention techniques. A Safe School Committee is formed yearly and a building Crisis Coordinator (principal) and an alternate will be appointed and trained. In the event of a crisis situation within the school, the Safe School Committee will access appropriate action. The Superintendent will serve as the liaison between the school district and community agencies and will contact the agencies as needed. A non-violent crisis intervention team

is trained, certified and available daily at Stinesville Elementary School. This team is trained to assist when a student's behavior threatens his/her own safety, the safety of others, or disrupts the learning environment of the classroom. Stinesville Elementary School has taken measures to prepare for emergency situations. Every classroom and work area has fire and tornado evacuation maps and a crisis/safety flip chart posted. For the safety of the students, staff supervises parking lots, hallways, playgrounds, and cafeteria when students arrive, during breakfast and lunch periods, and at dismissal. Each staff workroom and the nurse's office are equipped with an emergency kit.

Each month, lifelines are discussed school-wide. Mr. Hopkins engages students in monthly book reads and activities to accentuate the lifelines. CLASS (Connecting Learners Assures Successful Students) was introduced at Stinesville Elementary School during the 2002/2003 school year. The CLASS program includes character education, professional development, and instructional approaches that create an environment that is conducive to learning and respect. Our school personnel continue to be trained in the use of lifelong guidelines, lifelines, life goals, and brain research compatible learning. Students respond and work collaboratively with personnel to resolve issues. Parents are encouraged to be a part of the equation and incorporate CLASS terminology at home as well as school.

“Bullying” means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other targeted student and create for the targeted student an objectively hostile school environment that: 1. Places the targeted student in reasonable fear of harm to the targeted student's person or property; 2. Has a substantially detrimental effect on the targeted student's physical or mental health; 3. Has the effect of substantially interfering with the targeted student's academic performance; or 4. Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school. Bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning. Bullying includes unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The imbalance of power involves the use of physical strength, or popularity to access embarrassing information to control or harm others. Bullying can occur anywhere (in school or outside of school) and at any time – both during and after school hours. Bullying can include physical bullying, verbal bullying, social/relational bullying,

and electronic/written communication. Edgewood Intermediate School has been involved with C.L.A.S.S. (Connected Learning Assures Successful Students) for the past eleven years. This state approved program allows staff members to be trained with School Climate, School Community and School Curriculum. C.L.A.S.S. is a brain-researched approach with best practices that allow students to learn how to respect everyone. There are six components within SCHOOL CLIMATE that the staff are involved in ongoing training and have incorporated it into a school-wide initiative. They are: Absence of Threat: Emotion Drives Attention Agendas Welcome Procedures Lifelong Guidelines Lifelines Environment: café, restrooms, school entry, halls and classrooms C.L.A.S.S. is a brain-researched approach with best practices that allow students to learn how to connect to the real world. There are five components within SCHOOL COMMUNITY that the staff are involved in ongoing training and have incorporated it into a school-wide initiative. They are: Building a culture of respect and responsibility Behavior procedures = Discipline plan (student/teacher created) Inclusion and planning groups (community circles and class meetings) Learning clubs, learning partners and skills group Groups for specific purposes = (lunch bunch, circle of friends) C.L.A.S.S. is a brain-researched approach with best practices that allow students to learn how to use brain compatible teaching strategies. There are eight components within the SCHOOL CURRICULUM that the staff are involved in ongoing training and have incorporated it into a school-wide initiative. They are: Experiences Meaningful connection to the curriculum State standards/common core at each grade level Application of what they learn to real life situations Adequate time to practice, understand, and reflect the lesson Choice with multiple intelligences in mind Assessment that is clear and defined Productive citizens encouraged by our curriculum In addition to Stinesville Elementary School's staff participating in ongoing C.L.A.S.S. trainings, a Behavior Support Committee is in place that meets once semester to discuss proactive ways to address behavioral concerns. A segment of these meetings address anti-bullying practices. Through this committee, C.L.A.S.S., and trainings at the state level that the School Safety Specialist, Glen Hopkins, has attended, the committee has developed and implemented practices at Stinesville Elementary School that are proactive against bullying. The activities include, but are not limited to: Classroom Community Circles "Circle of Friends" lunch groups Monthly C.L.A.S.S. Lifeline recognition of students, book reads focusing on specific lifelines and includes discussion prompts Role play activities for teachers to implement in their classrooms, School Safety Trainings specific to bullying, through the DOE Visual aids throughout the building to help students recognize the signs of bullying Activities are presented at monthly staff meetings throughout the year to teachers to use in their classrooms to be proactive against bullying from the School Safety Specialist. Anti-Bullying task force at the district level provides a uniform message to parents of how RBBCSC is proactive against bullying.

f. *Professional development*

Stinesville Elementary School engages in continuous professional development throughout the year, formally and informally. While individual teachers seek out professional development specific to their craft, the staff, as a whole, engages in professional development in a variety of ways. Staff members meet each Wednesday morning during a delayed start to participate in a variety of learning opportunities tied to safety, curriculum development, Professional Learning Community work, and RtI, just to name a few. Below is a comprehensive list of professional development opportunities the staff takes advantage of.

[2014-2015 PD Schedule](#) [2015-2016 PD Schedule](#)

Professional Development Plan: Professional development at SES includes:

- C.L.A.S.S. (Connected Learning Assures Student Success)
- Data Analysis
- AIMSweb Assessments
- RtI (Response to Instruction)
- Technology – STEM Training
- Professional Learning Communities
- Peer Observations
- Peer Tutoring
- Indiana College and Career Readiness Standards
- Curriculum Mapping
- Teaching and assessing 21st Century Skills (Marzano)

Comments:

Many aspects of each of the professional development programs have been implemented within the classroom setting. Each year teachers continue to learn better strategies in order to prepare our students for 21st century skills. Stinesville Elementary School's professional development goal for the 2015-2016 school year is to implement C.L.A.S.S. strategies school-wide while engaging in student centered discussions in our various Professional Learning Communities.

- Our professional development plan will include support in how to implement research based best practice.
- As we continue to transition to Indiana College and Career Readiness Standards we will provide professional development to move our instruction towards a model that incorporates problem-based learning.
- We will provide time for our staff to meet in Professional Learning Communities.
- Using the Solution Tree model, we will provide support in implementing the practice of Professional Learning Communities.

IV. GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT
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A. Benchmarks for Progress

- **SES Student Survey**

Students were administered an online survey at the conclusion of the 2014-2015 school year using Google Forms. The following is what was derived from the results:

Question	Statement	Yes	Sometimes	No
1.	I like my school.	63.8%	30%	6.2%
2.	I feel safe at school.	75.6%	21.3%	3.1%
3.	I respect adults in my school.	90%	8.1%	1.9%

4.	I understand and use the lifelines.	88.8%	9.4%	1.9%
5.	I follow rules and procedures that teachers expect from me.	85%	13.6%	1.3%
6.	My teacher lets me know how I am doing and what I need to work on.	80%	20%	0%
7.	My teacher talks to my parents or sends them notes to let them know about my learning.	66.9%	26.3%	6.8%

Analysis of SES Student Survey Data:

Students at Stinesville Elementary School report that more than half like attending school at SES, and many sometimes do. Most students believe that they are safe. Our strongest areas are that our students have a high level of respect for adults, follow adult directions, and follow lifelines that are embedded in their daily instruction. The adults in our building let students know what they need to work on to continue to grow as scholars. Two areas of concern focus on questions #1 and #7 - students feeling that they enjoy school and being aware of communication between school and home.

Comments

- Some younger students interpreted being safe as sometimes getting hurt on the playground.
- Parent/teacher conferences were reestablished twice a year during the delayed start/professional development days of the 2010-2011 school year. During the 2015-2016 school year, Parent/teacher conferences will be formally removed from the delayed start/professional development calendar. This will be done so teachers may maximize their Wednesday mornings for professional development purposes. Conferences will be scheduled during the 2015-2016 school year in the evenings following the school day. We will continue to revise conference schedules in order to meet the needs of students and parents.
- Stinesville Elementary continues to provide parents with information concerning our curriculum, state standards, teaching techniques and assessments. This is currently being done through newsletters, emails, and web pages.

- Stinesville Elementary requires teachers to have positive communication home to each family each semester.

- **Demographic Data- Attendance:** The data below has been extracted from the IDEAnet Demographic Report. The table represents all grade levels, K-5, at Stinesville Elementary School.

Year	Attendance Rate	%
2012-2013	State Average (Public and Nonpublic)	95.8%
	Stinesville Elementary School	96.3%
2013-2014	State Average (Public and Nonpublic)	95.8%
	Stinesville Elementary School	96.2%
2014-2015	State Average (Public and Nonpublic)	95.8%
	Stinesville Elementary School	95.7%

Analysis of Demographic Data- Attendance: Stinesville Elementary School’s attendance rate has stayed consistently around the 96%ile. Stinesville Elementary did see a decrease between the 2013-2014 and 2014-2015 school. This is attributed to the school paying closer attention to students coming to school late or leaving early due to appointments.

- **Student Performance Data- ISTEP:** The data below has been extracted from the IDEAnet Demographic Report. The table represents grade levels 3-5 at Stinesville Elementary School.

A Data Walkthrough of the Richland-Bean Blossom Community School Corporation

Attendance Center:	Stinesville Elementary School - ISTEP+				
Student Achievement Results					
Indicator		Year: 2012-2013	Year: 2013-2014	Year: 2014-2015	Facts About Our Data
Based on Our District Assessment Data: ISTEP+ (Grades 3-5)					
White	Reading	88%	87%	76%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.
	Math	85%	83%	72%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.
Black	Reading	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
	Math	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
Hispanic	Reading	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
	Math	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.

Asian	Reading	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
	Math	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
Multiracial	Reading	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
	Math	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
SES (Free/Reduced)	Reading	84%	88%	71%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.
	Math	87%	79%	55%	While we anticipated a drop in this score with the new format and increased rigor, this is an area of concern. We must focus in on our F/R population to provide intervention/further support by examining our teaching strategies.
Special Education	Reading	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
	Math	N/A	N/A	N/A	SES does not have enough students in this areas to yield results.
Grade 3 Cohort	Reading	88%	88%	73%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.

	Math	85%	76%	73%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.
Grade 4 Cohort	Reading	86%	84%	84%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.
	Math	89%	78%	65%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.
Grade 5 Cohort	Reading	76%	86%	74%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully anticipate to see a rise in these scores as the years progress.
	Math	82%	93%	74%	While these scores have dropped, our SES scores continue to be above the state average across the board. The drop in scores is attributed to the change in ISTEP+ rigor. We fully

					anticipate to see a rise in these scores as the years progress.
Student Engagement Data					
Average Daily Attendance	96.3%	96.2%	95.7%		SES saw a slight decrease in attendance during the 2014-2015 school year. It is believed that this decrease is a result of the new administrator paying closer attention to attendance policies and the practice of recording and reporting absences.
Percentage of Students in Extracurricular Activities	N/A	N/A	12%		SES currently offers Student Council as an extracurricular activity, beginning in 2014-2015. Beginning with the 2015-2016 school year, students in grades 4 and 5 will have the opportunity to participate in Math and/or Spell Bowl.
Percentage of Students Enrolled in Most Rigorous Courses Offered	N/A	N/A	N/A		Teachers are responsible for differentiating in their classrooms to increase rigor as needed.
Percentage of Students Graduating	N/A	N/A	N/A		Students do not graduate from SES.
Student Discipline					
Number of Out-of-School Suspensions	0	2	10		Prior to the 2014-2015 school year, it was determined that some students who were sent home before the conclusion of the school day were not reported at suspension under previous administration.
Number of Expulsions	0	0	0		No students have been expelled over the last three years at SES.
Survey Data					

Student Satisfaction or Perception Assessment	N/A	N/A	94%	This was the first year that we administered a student satisfaction survey.
AdvancED Parent Survey Results (Agreement %): <ul style="list-style-type: none"> ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning ● Resources and Support Systems ● Using Data for Continuous Improvement 			2015-2016: 74.51% 73.45% 78.83% 77.98% 83.01%	
AdvancED Staff Survey Results (Agreement %): <ul style="list-style-type: none"> ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning ● Resources and Support Systems ● Using Data for Continuous Improvement 			2015-2016: 73.33% 80.56% 57.22% 61.62% 73.81%	
AdvancED Early Elementary (K-2) Student Survey Results (Agreement %):			2015-2016: 81.76%	
AdvancED Elementary (3-5) Survey Results (Agreement %): <ul style="list-style-type: none"> ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning 			2015-2016: 88.27% 77.92% 79.69%	

<ul style="list-style-type: none"> Resources and Support Systems Using Data for Continuous Improvement 			86.56%	
			76.25%	
Student Demographic Data				
Total Number of Students Enrolled	193	193	186	SES experienced a slight decline in enrollment over the past years.
Percent Free and Reduced	35.2%	34.7%	38.7%	SES continues to see a steady increase in Free/Reduced students.
Percent Mobility	0%	0%	0%	SES does not have enough students in this area to yield results.
Percent Special Education	15%	19.2%	17.2%	SES is seeing special education numbers stay consistent.
Percent English as a Second Language	0%	0%	0%	SES currently does not service any ESL students.
Percent White	94.8%	93.8%	90.9%	SES has an overwhelming majority of the student population made up of white individuals.
Percent Black	0%	0.5%	0%	SES currently does not have any black students.
Percent Hispanic	2.6%	3.6%	4.3%	SES has had one or two hispanic students over the past three years.
Percent Asian	0.5%	0%	0%	SES currently does not have any asian students.
Percent American Indian	0%	0%	0%	SES currently does not have any American Indian students.
Percent Native Hawaiian or Other Pacific Islander	0%	0%	0%	SES currently does not have any Native Hawaiian or other Pacific Islander students.
Percent Multiracial	2.1%	2.1%	4.3%	SES has had two or three multi-racial students over the past three years.

Analysis of SES ISTEP Results:

The state of Indiana developed a new ISTEP+ assessment utilizing CTB McGraw Hill during the 2014-2015 school year. This assessment was more rigorous under new Indiana State Standards. While the scores at Stinesville Elementary School have dropped from what we are historically accustomed to, we are aware that this is a trend across the state. Information from this assessment will be used as a baseline for further goal setting and measurement of growth.

Comments

- Continue to focus on disaggregated groups: special education, gender and free & reduced lunch.
- Emphasize the importance of daily attendance.
- Emphasize best practices.
- A corporation-wide curriculum mapping program is ongoing in order to ensure our curriculum aligns with the Indiana College and Career Readiness Standards.

- **Student Performance Data- IREAD 3:** The data below has been extracted from the IDEAnet Demographic Report. The table represents 3rd grade at Stinesville Elementary School.

A Data Walkthrough of the Richland-Bean Blossom Community School Corporation				
Attendance Center:	Stinesville Elementary School - IREAD 3			
Student Achievement Results				
Indicator	Year: 2012-2013	Year: 2013-2014	Year: 2014-2015	Facts About Our Data
Based on Our District Assessment Data: IREAD 3				

All Students	97.1%	88.6%	97.3%	Initial results each year shows 90% or great of our 3rd grade students pass the IREAD 3 assessment without good cause exemptions.
Including Good Cause Exemption	97.1%	100%	100%	After meeting with families of students with IEPs, it has been determined that it is in the best interest of students to continue with their age-peers.
White	97.1%	87.5%	97.1%	Final results each year shows that our students are consistently meeting benchmark.
Black	N/A	N/A	N/A	SES did not assess any students who are black.
Hispanic	N/A	100%	100%	100% of our hispanic population is passing IREAD 3.
Asian	N/A	N/A	N/A	SES did not assess any students who are asian.
Multiracial	N/A	100%	N/A	SES did not assess any students who are multiracial.
SES (Free/Reduced)	N/A	85.7%	90.9%	Our free/reduced population is consistently performing well the IREAD 3 assessment.
Special Education	N/A	100%	100%	After meeting with families of students with IEPs, it has been determined that students need to advance with their age-peers to the next grade level.
Percent English as a Second Language	N/A	N/A	N/A	N/A

Analysis of SES IREAD 3 Results:

Stinesville Elementary 3rd grade students consistently perform well on IREAD 3 with students passing at an average rate of 99% over the past three years. Special Education students at SES have performed very well on the IREAD 3 resulting in the “Good Cause Exemption” being utilized in one or two cases each year at Stinesville Elementary. Students categorized as free/reduced have struggled with the IREAD 3 assessment as compared to their “paid” peers. After interventions and retesting later in the spring/summer, this population has passed IREAD 3.

B. Data related to performance indicators other than those included in the annual performance report

- **Student Performance Data- AIMSweb:** The data below has been extracted from AIMSweb. The table represents grade levels K-5 at Stinesville Elementary School.

AIMSweb provides probes for each student at the beginning, middle and end of the school year that determine student performance at or above the level considered necessary for success. While we do not formally use AIMSweb as a comprehension assessment, we use a fluency assessment that is an indicator of comprehension. It additionally serves to identify students who need tier 2 and tier 3 interventions. As a corporation we have previously used AIMSweb in grades 3-5, however, the primary grades were using another assessment system (DIBELS). In order to better align our instruction, interventions, and corporation-wide data K-5, we made the transition to AIMSweb.

A Data Walkthrough of the Richland-Bean Blossom Community School Corporation				
Attendance Center:	Stinesville Elementary School - AIMSweb			
Student Achievement Results				
Indicator	Year: 2012-2013	Year: 2013-2014	Year: 2014-2015	Facts About Our Data
Based on Our District Assessment Data: AIMSweb (grades K-5)				

Grade K Cohort	Reading	N/A	N/A	70.5	SES administered DIBELS prior to 2014-2015 in grades K-2. This data provides a baseline to measure growth in grades K-2 using AIMSweb.
	Math	N/A	N/A	71	
Girls	Reading	N/A	N/A	75	
	Math	N/A	N/A	100	
Boys	Reading	N/A	N/A	66.6	
	Math	N/A	N/A	44	
Special Education	Reading	N/A	N/A	50	
	Math	N/A	N/A	67	
General Education	Reading	N/A	N/A	82	
	Math	N/A	N/A	73	
SES (Free/Reduced Lunch)	Reading	N/A	N/A	80	
	Math	N/A	N/A	60	
Paid Lunch	Reading	N/A	N/A	82	
	Math	N/A	N/A	75	
Grade 1 Cohort	Reading	N/A	N/A	58	
	Math	N/A	N/A	82	
Girls	Reading	N/A	N/A	60	
	Math	N/A	N/A	75	
Boys	Reading	N/A	N/A	56	
	Math	N/A	N/A	89	
Special Education	Reading	N/A	N/A	38	
	Math	N/A	N/A	75	
General Education	Reading	N/A	N/A	63	
	Math	N/A	N/A	83	
SES (Free/Reduced Lunch)	Reading	N/A	N/A	38	

	Math	N/A	N/A	75	
Paid Lunch	Reading	N/A	N/A	77	
	Math	N/A	N/A	86	
2nd Grade Cohort	Reading	N/A	N/A	74	
	Math	N/A	N/A	41	
Girls	Reading	N/A	N/A	100	
	Math	N/A	N/A	45	
Boys	Reading	N/A	N/A	56	
	Math	N/A	N/A	38	
Special Education	Reading	N/A	N/A	50	
	Math	N/A	N/A	25	
General Education	Reading	N/A	N/A	84	
	Math	N/A	N/A	47	
SES (Free/Reduced Lunch)	Reading	N/A	N/A	69	
	Math	N/A	N/A	46	
Paid Lunch	Reading	N/A	N/A	79	
	Math	N/A	N/A	35	
3rd Grade Cohort	Reading	70	67	76	
	Math	62	42	76	
Girls	Reading	78	67	65	
	Math	56	55	88	
Boys	Reading	63	67	85	
	Math	69	20	65	
Special Education	Reading	33	14	60	
	Math	16	14	60	
General Education	Reading	79	79	63	
	Math	71	48	78	
SES (Free/Reduced Lunch)	Reading	70	56	78	
	Math	60	25	56	

Paid Lunch	Reading	67	75	78	
	Math	63	55	85	
4th Grade Cohort	Reading	68	72	69	
	Math	86	64	63	
Girls	Reading	78	85	63	
	Math	89	60	63	
Boys	Reading	63	56	77	
	Math	84	69	62	
Special Education	Reading	33	33	50	
	Math	50	33	38	
General Education	Reading	72	76	75	
	Math	82	67	71	
SES (Free/Reduced Lunch)	Reading	56	70	50	
	Math	78	60	50	
Paid Lunch	Reading	74	73	81	
	Math	89	65	81	
5th Grade Cohort	Reading	50	60	64	
	Math	44	67	76	
Girls	Reading	59	63	78	
	Math	53	63	78	
Boys	Reading	40	64	60	
	Math	33	68	73	
Special Education	Reading	0	0	0	
	Math	25	0	50	
General Education	Reading	57	76	87	
	Math	46	80	77	
SES (Free-Reduced Lunch)	Reading	27	64	73	
	Math	36	55	36	
Paid Lunch	Reading	43	68	82	

	Math	48	74	95	
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Analysis of Data related to Communication Goal (reading comprehension):

Kindergarten

The AIMSweb benchmark used for kindergarten reading is nonsense word fluency. The expected kindergarten benchmark score for nonsense word fluency is 33 per minute. The class average, girls average, and general ed average all exceed the benchmark. Our lowest performing group is our free and reduced group with an average of 18.6 wpm. 70.5% of kindergarten students reached the end of year benchmark.

Comments

- Students demonstrated success through strong scores in the winter period. Data shows a decline in the Spring assessment, this is attributed to the classroom teacher taking a leave of absence and a substitute teacher finishing the school year.

First Grade

The AIMSweb benchmark used for first grade reading is R-CBM (Reading Curriculum Based Measures). The expected first grade benchmark is 53 words read correctly in a one minute probe by the end of the year. The average score in all subgroups exceeds the benchmark of 53 wpm, except special education and the free and reduced subgroup. The free and reduced subgroup was close to the benchmark at 51.6 wpm. The average score for special education is 38.6 wpm. 58% of first grade students reached the benchmark at the end of the year. Our growth in reading slowed considerably throughout the year, despite the strategic interventions remaining the same. We see a trend with our special education performing lower than any other subgroup. This is a trend we would like to target and watch more carefully next year. To make sure we are providing students in special education with additional support they need to meet their needs.

Second Grade

The AIMSweb benchmark used for second grade reading is R-CBM (Reading Curriculum Based Measures). The expected second grade benchmark is 92 words read correctly in a one minute probe. The average score for all subgroups exceeds the benchmark. 74% of all second grade students reached the end of year benchmark.

Third Grade

The AIMSweb benchmark used for third grade reading is R-CBM (Reading Curriculum Based Measures). The expected third grade benchmark is 119 words read correctly in a one minute probe. The average score for all subgroups exceeds the benchmark. 76% of all third grade students reached the end of year benchmark.

Fourth Grade

The AIMSweb benchmark used for fourth grade reading is R-CBM (Reading Curriculum Based Measures). The expected fourth grade benchmark is 133 words read correctly in a one minute probe. The average score for all subgroups exceeds the benchmark of 133 wpm except special education. The average score for special education is 121.9 wpm. Although this is below the benchmark our data shows that our students in special education had an average growth of 6.6 wpm from winter benchmark to spring benchmark (4 month timeline). 69% of all fourth grade students reached the end of year benchmark.

Fifth Grade

The AIMSweb benchmark used for fifth grade reading is R-CBM (Reading Curriculum Based Measures). The expected fifth grade benchmark is 153 words read correctly in a one minute probe. The average score for all subgroups exceeds the benchmark of 153 wpm except special education. The average score for special education is 114 wpm. While this average is significantly below the benchmark, on average the students in special education showed an average growth of 16 wpm from the winter benchmark to spring benchmark (4 month timeline). 64% of all fifth grade students reached the end of year benchmark.

Comments

- Although the students in the special education subgroup had an average significantly lower than the end of year benchmark, those students demonstrated a growth of 16 wpm.

- In addition, there were only two students in fifth grade that were in the special education subgroup. When one of those students was unable to reach the benchmark, this impacted the averages tremendously.

Overall Comments

- Continue to track scores with greater statistical integrity.
- Continue to focus on disaggregated groups: special education, gender and free & reduced lunch.
- Emphasize the importance of daily attendance.
- Emphasize best practices.
- A corporation-wide curriculum mapping program is ongoing in order to ensure our curriculum aligns with the Indiana College and Career Readiness Standards.

Analysis of Data related to Problem Solving Goal (math computation):

Kindergarten

The AIMSweb benchmark used for kindergarten is a composite score encompassing Oral Counting Measure, Number Identification, Quantity Discrimination and Missing Number. Stinesville Elementary chose to use a composite score in order to predict math computation skills in later grade levels. Due to this, we do not have average scores for Kindergarten to discuss. However 71% of kindergarten students met the end of year benchmark. Prior to the 2014-2015 school year, Stinesville used DIBELS to test math computation.

First Grade

The AIMSweb benchmark used for first grade math is the M-COMP (Math Computation). The expected first grade benchmark score for the M-COMP is a score of 37 within 8 minutes. The average score for all subgroups exceeds the benchmark of 37. 82% of all first graders reached the end of year benchmark.

Second Grade

The AIMSweb benchmark used for second grade is the M-COMP (Math Computation). The expected second grade benchmark score for the M-COMP is a score of 38 within 8 minutes. 41% of all second graders reached the end of year benchmark. Stinesville Elementary is using this data to target specific interventions for all sub-groups.

Third Grade

The AIMSweb benchmark used for third grade is the M-COMP (Math Computation). The expected third grade benchmark score for the M-COMP is a score of 53 within 8 minutes. The average score for all subgroups except Special Education and Free and Reduced exceeds the benchmark score of 53. The Special Education subgroup had an average of 49.8 and the Free and Reduced subgroup had an average of 52.1. These close scores indicate that our interventions for these subgroups are promoting growth. 76% of all third graders reached the end of year benchmark.

Fourth Grade

The AIMSweb benchmark used for fourth grade is the M-COMP (Math Computation). The expected fourth grade benchmark score for the M-COMP is a score of 55 within 8 minutes. The average score for all subgroups except Special Education and Free and Reduced exceeds the end of year benchmark of 55. The Special Education subgroup had an average of 40.3 and the Free and Reduced subgroup had an average of 49.6. 63% of all fourth graders reached the end of year benchmark.

Fifth Grade

The AIMSweb benchmark used for fifth grade is the M-COMP (Math Computation). The expected fifth grade benchmark score for the M-COMP is a score of 30 within 8 minutes. The average score for all subgroups except Free and Reduced exceeds the end of year benchmark of 30. The Free and Reduced subgroup had an average of 28.4 indicating that interventions are promoting growth. 76% of all fifth graders reached the end of year benchmark.

Comments

- Continue to focus on disaggregated groups: special education, gender and free & reduced lunch.
- Emphasize the importance of daily attendance.
- Emphasize best practices.

- A corporation-wide curriculum mapping program is ongoing in order to ensure our curriculum aligns with the Indiana College and Career Readiness Standards.

- **RtI Student Management:** Response to Instruction (RtI) is a framework which is used to furnish high quality instruction as well as interventions that are scientifically validated to match student need.

AIMSweb is administered to students three times each year. The data is used to form a three-tiered model and to diagnose individual deficits. Tier 1 shows the students who succeed with core instruction. Teachers use the data to differentiate core instruction to meet the needs of their students. Tier 2 represents students who need an intervention to succeed. These students get supplemental instruction. Tier 3 shows students who require an additional intensive intervention. Reading interventions are used to support specific areas of weakness for Tier 2 and Tier 3 students. Tier 2 and Tier 3 students are progress monitored regularly to determine if progress is being made.

The RtI framework involves Professional Learning Communities (PLC) comprised of teachers and administrators which provides frequent analysis of data. The data analysis includes evaluating progress, problem solving, and making intervention recommendations for the instruction of individual students. Student interventions are recorded and tracked.

The RtI framework also meets the needs of our high ability students. The CogAT and the ITBS are administered during the school year to determine eligibility for extended services.

Analysis of The SES RtI Student Management Form: The SES staff fully implemented the RtI process during the 2009-2010 school year and continues to do so. Our recent scores demonstrate that the RtI framework is successful in meeting the needs of the individual students. During the 2014-2015 school year, Stinesville Elementary School experienced a change in personnel in providing formal RtI services.

Comments

- Through our PLC's we will continue to refine the RtI process.

- Continue to provide time for our high ability students to meet weekly for problem solving strategies and critical thinking skills.
- Continue to focus on the progress of the students moving between grade levels and those who are repeating.

IV. GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT

District Goal: Teachers will work in collaboration with the corporation to develop grade level essential standards in math and reading.

SES Target Goal #1: Reading Comprehension (Literature): All students will demonstrate an improved ability in reading comprehension.

- During the 2014-2015 school year, 70% of third grade students were proficient in reading comprehension as measured by ISTEP+. 73% of third grade students will be proficient in reading comprehension as measured by the Spring 2016 ISTEP+ assessment.
- During the 2014-2015 school year, 84% of fourth grade students were proficient in reading comprehension as measured by ISTEP+. 87% of fourth grade students will be proficient in reading comprehension as measured by the Spring 2016 ISTEP+ assessment.
- During the 2014-2015 school year, 73% of fifth grade students were proficient in reading comprehension as measured by ISTEP+. 76% of fifth grade students will be proficient in reading comprehension as measured by the Spring 2016 ISTEP+ assessment.

SES Target Goal #2: Math Computation: All students will demonstrate improve grade appropriate mathematical computation skills.

- During the 2014-2015 school year, 70% of third grade students were proficient in computation as measured by ISTEP+. 73% of third grade students will be proficient in computation as measured by the Spring 2016 ISTEP+ assessment.
- During the 2014-2015 school year, 65% of fourth grade students were proficient in computation as measured by ISTEP+. 68% of fourth grade students will be proficient in computation as measured by the Spring 2016 ISTEP+ assessment.
- During the 2014-2015 school year, 67% of fifth grade students were proficient in computation as measured by ISTEP+. 70% of fifth grade students will be proficient in computation as measured by the Spring 2016 ISTEP+ assessment.

SES Target Goal #3: Professional Learning Communities: SES faculty and staff will continue to develop the formal PLC process focusing on using data to drive instruction.

A. Proposed Interventions and Strategies (SMART, SMARTer, SMARTest Goals)

District Goals:	1. Students will demonstrate growth in literacy (90% proficiency).
	2. Students will demonstrate growth in mathematical skills (90% proficiency).
	3. All RBB faculty and staff will engage in a collaborative culture for improved student learning.
Building Goals:	1. Students will demonstrate growth in reading literature on the ISTEP+ assessment (+3%).
	2. Students will demonstrate growth in math computation on the ISTEP+ assessment (+3%).
	3. SES faculty and staff will continue to develop the formal PLC process focusing on using data to drive instruction.

SMART, -er, -est Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>Current Reality: Students in grades 3-5 averaged 76% in the reading literature portion of the 2015 ISTEP+.</p> <p>Goal: Students will demonstrate growth in</p>	<p>1. Continued development of best practice instructional strategies across all grade levels</p> <p>2. Continue “fresh reads” weekly as part of</p>	<p>1. All staff</p> <p>2. All staff</p>	<p>1. Ongoing beginning summer/fall 2015</p> <p>2. Ongoing beginning summer/fall 2015</p>	<p>1. Improved reading literature scores using the ISTEP+ rubric (teacher and peer-evaluated)</p> <p>2. Improved R-CBM in AIMSweb</p>

reading literature on the ISTEP+ assessment (+3%).	the formative assessment process 3. Continue to integrate online resources like ReadWorks, Newsela, and AR.	3. All Staff	3. Ongoing beginning summer/fall 2015	3. Increased CFA scores in grade levels
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SMART, -er, -est Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>Current Reality: Students in grades 3-5 averaged 67% on the computation portion of the 2015 ISTEP+.</p> <p>Goal: Students will demonstrate growth in math computation on the ISTEP+ assessment (+3%).</p>	<p>1. Professional development for best practice instructional strategies focusing on process standards</p> <p>2. Individualized math fact mastery (K-counting , 1: addition, 2: subtraction, 3 multiplication and division), with continued practice in 4th and 5th grades (i.e. Mad Minute, Rocket Math)</p>	<p>1. All staff</p> <p>2. All staff</p>	<p>1. Ongoing beginning summer/fall 2015</p> <p>2. Implemented in each classroom by fall 2015</p>	<p>1. Increased CFA scores in grade levels</p> <p>2. Improved instruction observed in teacher appraisals</p> <p>3. Increased M-COMP scores in AIMSweb</p> <p>4. Individual goal setting by students</p>

SMART, -er, -est Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
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<p>Current Reality: SES faculty and staff have not formally engaged and implemented the PLC process prior to the 2014-2015 school year as compared to its elementary counterparts in the corporation.</p> <p>Goal: . SES faculty and staff will continue to develop the formal PLC process focusing on using data to drive instruction.</p>	<p>1. Utilize Wednesday Professional Development to formally explore and implement PLCs at SES using “Learning by Doing” as a guiding narrative.</p> <p>2. Establish Wednesday afternoon K/2 and 3/5 PLC time twice a month.</p> <p>3. Data from formative assessments used to drive instruction.</p>	<p>1. All Staff</p> <p>2. Glen Hopkins</p> <p>3. All Staff</p>	<p>1. Ongoing, May 2016</p> <p>2. January 2016</p> <p>3. Ongoing, May 2016</p>	<p>1. Professional Development notes (running record).</p> <p>2. PLC notes (running record)</p> <p>3. Increase in student scores on EOY assessments</p> <p>4. Student grouping based on needs identified in the data.</p>
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B. Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions)

- a. Emphasizes improvement of student learning and performance
 - i. [2014-2015 PD Schedule](#)
 - ii. [2015-2016 PD Schedule](#)

- b. Aligns with the core principles of professional development
 - i. [2014-2015 PD Schedule](#)
 - ii. [2015-2016 PD Schedule](#)

- c. Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students
 - i. [2014-2015 PD Schedule](#)
 - ii. [2015-2016 PD Schedule](#)

V. CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN
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- A. Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually).
 - a) Stinesville Elementary School serves a homogenous population as tied to ethnic, language minority and cultural learning.
 - b) Stinesville Elementary identifies students for exceptional learning (SPED) through the use of student data, teacher observation and interventions. The faculty of Stinesville Elementary School utilizes the process of staffings to meet to discuss student needs behaviorally and academically. During staffings, the committee looks at grades, behavioral observations, interventions and formative assessments to determine the need for testing or additional interventions. If it is determined, after looking at data and interventions, that students are not progressing academically or behaviorally, testing for additional services will be pursued.
 - c) Stinesville Elementary School identifies students for exceptional learning (High Ability/Gifted and Talented) through the administration of CogAT, ITBS and SIGS. Students scoring at or above the 96th percentile in ELA, Math, or both are identified for HA services. Students receive services through differentiation in the general education classroom.
 - d) Stinesville Elementary School is aware of students' socioeconomic status through Free/Reduced. Students in the Free/Reduced population is an area that Stinesville Elementary is constantly looking to improve in as measured by ISTEP+ in ELA and Math. While we have seen a decrease in scores for our Free/Reduced population, these are in line with our other subgroups.
- B. Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.
 - a) Stinesville Elementary School serves a homogenous population as tied to ethnic, language minority and cultural learning.

- b) Stinesville Elementary identifies students for exceptional learning (SPED) through the use of student data, teacher observation and interventions. The faculty of Stinesville Elementary School utilizes the process of staffings to meet to discuss student needs behaviorally and academically. During staffings, the committee looks at grades, behavioral observations, interventions and formative assessments to determine the need for testing or additional interventions. If it is determined, after looking at data and interventions, that students are not progressing academically or behaviorally, testing for additional services will be pursued. Staff engages in PD monthly to review and revise the process that is utilized to identify students for special services during staff meetings. Teachers work with the director of Special Education to make constant improvements in the identification process as well as the process of providing services.
- c) Stinesville Elementary School identifies students for exceptional learning (High Ability/Gifted and Talented) through the administration of CogAT, ITBS and SIGS. Students scoring at or above the 96th percentile in ELA, Math, or both are identified for HA services. Students receive services through differentiation in the general education classroom. During the 2015-2016 school year, pull out services will be added to the instructional week for students to meet in small groups with a teacher to work on higher order thinking questions, problem solving and the social/emotional side of being a “High Ability” students. Work will focus on the High Ability ELA Units developed by the state.
- d) Stinesville Elementary School is aware of students’ socioeconomic status through Free/Reduced. Students in the Free/Reduced population is an area that Stinesville Elementary is constantly looking to improve in as measured by ISTEP+ in ELA and Math. While we have seen a decrease in scores for our Free/Reduced population, these are in line with our other subgroups. Tiered interventions will continue to be implemented to support students in this socioeconomic population as needed.

C. Professional development necessary to increase cultural competency in the school's educational environment.

- a) [2014-2015 PD Schedule](#)
- b) [2015-2016 PD Schedule](#)