

School Improvement Plan - 2017-2018

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Hagerstown Elementary School

Nettle Creek School Corporation

Hagerstown, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>.

The plan was developed with assistance from the:

American Student Achievement Institute
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OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the American Student Achievement Institute. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of:

- Indiana Rules and Regulations
- Title I - Schoolwide

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Steering Team

- Abbey Glover - Parent
- Tiffani Hokey - Principal
- Debbie Hollenberg - Teacher
- Claire Kaiser - School Counselor
- Joe Klemann - Economic Development
- Belinda Locke - Teacher
- Erin Morgan (Asst. Principal) - Principal

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

School Improvement Council

- Julie Arnold - Teacher
- Lisa Bane -
- Steph Bradway - Teacher
- Amanda Cash - Non-Instructional School Support Staff Person
- Pamela Chew - Teacher
- Pamela Chew - Teacher, Parent
- Shaye Fisher - Teacher, Parent
- Debra Hollenberg - Teacher
- Mandi Isaacs - Teacher
- Mandi Isaacs - Teacher
- Claire Kaiser - Counselor
- Adrienne Koontz - Teacher, Parent

- marla lieberman - Teacher, Title 1 School Director/Coordinator
- Tina Limburg - Teacher
- Erin Morgan - Administrator
- Peggy Muller - Teacher
- Amy Sons - Teacher
- Allison Ullery - Parent, Non-Instructional School Support Staff Person, Other

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the School Improvement Council.

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action process:

Discussion 1: Rationale for Raising Student Achievement

Discussion 2: Common Vision for High Student Success

Discussion 3: Data Analysis & Achievement Goals

Discussion 4: Data Analysis & Root Causes

- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help
- Student guidance
- Learning environment

Discussion 5: Interventions

Data-Driven Decision-Makings

The Vision-to-Action improvement process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2017-2018 school year. Questions about the School Improvement Plan should be directed to the building principal.

SCHOOL IMPROVEMENT PLAN COMPONENTS

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

OUR VISION STATEMENT

We believe all students deserve:

to be instructed by qualified, effective, and motivated educators who respect individual student differences. We believe all students deserve a safe, caring and disciplined environment that encourages open communication and active participation. We believe all students deserve equal learning opportunities which meet their individual learning styles within a broad curriculum. We believe all students deserve to be respected, encouraged, and praised in their efforts to meet high expectations. These ideals comprise the core convictions of the adults invested in the Hagerstown Elementary School community.

Nettle Creek School Corporation collaboratively focuses human resources, financial resources, material resources, and creative resources to ensure successful students.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All parents, educators and community members demonstrate their commitment to education by communicating to EVERY child the expectation to succeed and work together until they have found the path to each student's success. This is accomplished by being willing to try and support a variety of teaching techniques, listening to what students have to say, and respecting students and other adults in the school community. Educators are excited about the learning process and remain current on educational research. Student diversity is expected, accepted and embraced and therefore children are respected for their educational differences. The triad of parents, educators, and community members has high expectations for themselves as well as their students. They model life-long learning for students. Children are held accountable by the adults in their lives taking a proactive stance by closely monitoring student performance by utilizing the many tools that are available to insure student success. Purposeful communication is a priority among the educational triad. Finally, adults look for the many strengths of their students and celebrate them understanding that children are an investment in the future.

Our mission is to provide an exemplary educational experience that maximizes each student's highest potential.

In this environment where all adults are living by their core convictions, all students:

are enthusiastic learners driven by their intrinsic motivation to succeed. Students will give their best effort to attain success; personal rewards are also earned with their success. They come to all classes with homework completed,

materials available and organized. They are ready to actively listen, and are well fed, rested, and healthy. Students are willing to be risk takers and accept the challenge of rigorous tasks. They regularly reflect on mistakes to make improvements, and see the benefit of their hard work. All students respect diversity among their peers and adults. Self-discipline is demonstrated through accepting rules and exemplary citizenship. All students have goals for their future and are led by their curiosity to expand their knowledge of classroom topics and personal interests.

Hagerstown Elementary students will grow academically to their fullest potential. They will be multidimensional with their own gifts supported and recognized.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who achieve mastery grade: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in language: 100%
- % of students who are at or above grade level in math: 100%
- % of students who master 3rd grade ISTEP essential skills: 100%
- % of students who master 4th grade ISTEP essential skills: 100%
- % of students who master 5th grade ISTEP essential skills: 100%
- % of students who master 6th grade ISTEP essential skills: 100%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Priority Areas for Improvement** (PAI). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the PAIs and created specific SMART Goals focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad PAI. Both the PAIs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

IMPORTANT: Each Priority Area for Improvement (PAI) is followed by its SMART Goal(s). The title for the PAI indicates the PAI focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

PAI 1: Student Growth (English / Language Arts; KG, 1, 2, 3, 4, 5, 6)

PAI Focus:	Student Growth
Subject:	English / Language Arts
Grade(s):	KG, 1, 2, 3, 4, 5, 6
Subgroup or Improvement Focus:	<input type="checkbox"/> Bottom 25% <input type="checkbox"/> Top 75% <input checked="" type="checkbox"/> None of these
Rationale:	Our MAPS data shows that an average of 33% of students in grades K-6 are not meeting their RIT (Rasch Unit) score in English/Language arts.

External Expectations: This PAI aligns with English / Language Arts

SMART GOALS:

% meeting project RIT in reading (Grade KG; All Students)

Grade:	KG
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Demographics: All Students

Benchmark: % meeting project RIT in reading

Completion date: June 30, 2018

Data:		Actual	Actual	Target	Target	Vision
	Year:	2016	2017	2017	2018	
	Month:					
	%:	59%	%	75%	80%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal has students who have not met AMO as the student group
% meeting projected RIT in reading (Grade 1; All Students)

Grade: 1

Demographics: All Students

Benchmark: % meeting projected RIT in reading

Completion date: June 30, 2018

Data:		Actual	Actual	Target	Target	Vision
	Year:	2016	2017	2017	2018	
	Month:					
	%:	68%	%	75%	80%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal has students who have not met AMO as the student group
% meeting projected RIT in reading (Grade 2; All Students)

Grade: 2

Demographics: All Students

Benchmark: % meeting projected RIT in reading

Completion date: June 30, 2018

Data:		Actual	Actual	Target	Target	Vision
	Year:	2016	2017	2017	2017	
	Month:					
	%:	63%	%	75%	80%	100%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal has students who have not met AMO as the student group
% meeting projected RIT in reading (Grade 3; All Students)

Grade: 3

Demographics: All Students

Benchmark: % meeting projected RIT in reading

Completion date: June 30, 2018

Data:		Actual	Actual	Target	Target	Vision
	Year:	2016	2017	2017	2018	
	Month:					

Month:						
%:	68%	%	75%	80%	100%	

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

% meeting projected RIT in reading (Grade 4; All Students)

Grade:	4
Demographics:	All Students
Benchmark:	% meeting projected RIT in reading
Completion date:	June 30, 2018

Data:		Actual	Actual	Target	Target	Vision
	Year:	2016	2017	2017	2018	
	Month:					
	%:	83%	%	90%	95%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

% meeting projected RIT in reading (Grade 5; All Students)

Grade:	5
Demographics:	All Students
Benchmark:	% meeting projected RIT in reading
Completion date:	June 30, 2018

Data:		Actual	Actual	Target	Target	Vision
	Year:	2016	2017	2017	2018	
	Month:					
	%:	65%	%	75%	80%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

% meeting projected RIT in reading (Grade 6; All Students)

Grade:	6
Demographics:	All Students
Benchmark:	% meeting projected RIT in reading
Completion date:	June 30, 2018

Data:		Actual	Actual	Target	Target	Vision
	Year:	2016	2017	2017	2018	
	Month:					
	%:	66%	%	75%	80%	100%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

PAI 2: Student Growth (Math; KG, 1, 2, 3, 4, 5, 6)

PAI Focus:	Student Growth
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Subject:	Math
Grade(s):	KG, 1, 2, 3, 4, 5, 6
Subgroup or Improvement Focus:	Bottom 25% Top 75% <input checked="" type="checkbox"/> None of these
Rationale:	When looking at MAPS data, the an average of 34% of students in grades K-6 are not meeting their RIT (Rasch Unit) on their MAPS tests.

External Expectations: This PAI aligns with English / Language Arts

SMART GOALS:

Students will be at or above RIT in NWEA MAPS Math (Grades KG, 1, 2, 3, 4, 5, 6; All Students)

Grades:	KG, 1, 2, 3, 4, 5, 6																								
Demographics:	All Students																								
Benchmark:	Students will be at or above RIT in NWEA MAPS Math																								
Completion date:	June 30, 2018																								
Data:	<table border="1"> <thead> <tr> <th></th> <th>Actual</th> <th>Actual</th> <th>Actual</th> <th>Target</th> <th>Vision</th> </tr> </thead> <tbody> <tr> <td>Year:</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> <td></td> </tr> <tr> <td>Month:</td> <td>May</td> <td>May</td> <td>May</td> <td>May</td> <td></td> </tr> <tr> <td>%:</td> <td>68.40%</td> <td>64.40%</td> <td>66.57%</td> <td>75%</td> <td>100%</td> </tr> </tbody> </table>		Actual	Actual	Actual	Target	Vision	Year:	2014	2015	2016	2017		Month:	May	May	May	May		%:	68.40%	64.40%	66.57%	75%	100%
	Actual	Actual	Actual	Target	Vision																				
Year:	2014	2015	2016	2017																					
Month:	May	May	May	May																					
%:	68.40%	64.40%	66.57%	75%	100%																				

Pass ISTEP in math (Grade 4; All Students)

Grade:	4																												
Demographics:	All Students																												
Benchmark:	Pass ISTEP in math																												
Completion date:	June 30, 2018																												
Data:	<table border="1"> <thead> <tr> <th></th> <th>Actual</th> <th>Actual</th> <th>Actual</th> <th>Actual</th> <th>Target</th> <th>Vision</th> </tr> </thead> <tbody> <tr> <td>Year:</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> <td></td> </tr> <tr> <td>Month:</td> <td>May</td> <td>May</td> <td>May</td> <td>May</td> <td>May</td> <td></td> </tr> <tr> <td>%:</td> <td>86.30%</td> <td>84.40%</td> <td>62%</td> <td>55%</td> <td>65%</td> <td>100%</td> </tr> </tbody> </table>		Actual	Actual	Actual	Actual	Target	Vision	Year:	2013	2014	2015	2016	2017		Month:	May	May	May	May	May		%:	86.30%	84.40%	62%	55%	65%	100%
	Actual	Actual	Actual	Actual	Target	Vision																							
Year:	2013	2014	2015	2016	2017																								
Month:	May	May	May	May	May																								
%:	86.30%	84.40%	62%	55%	65%	100%																							

Pass ISTEP in Math (Grade 5; White)

Grade:	5																												
Demographics:	White																												
Benchmark:	Pass ISTEP in Math																												
Completion date:	June 30, 2018																												
Data:	<table border="1"> <thead> <tr> <th></th> <th>Actual</th> <th>Actual</th> <th>Actual</th> <th>Actual</th> <th>Target</th> <th>Vision</th> </tr> </thead> <tbody> <tr> <td>Year:</td> <td>2013</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> <td></td> </tr> <tr> <td>Month:</td> <td>May</td> <td>May</td> <td>May</td> <td>May</td> <td>May</td> <td></td> </tr> <tr> <td>%:</td> <td>89.20%</td> <td>91.90%</td> <td>61.90%</td> <td>45%</td> <td>55%</td> <td>100%</td> </tr> </tbody> </table>		Actual	Actual	Actual	Actual	Target	Vision	Year:	2013	2014	2015	2016	2017		Month:	May	May	May	May	May		%:	89.20%	91.90%	61.90%	45%	55%	100%
	Actual	Actual	Actual	Actual	Target	Vision																							
Year:	2013	2014	2015	2016	2017																								
Month:	May	May	May	May	May																								
%:	89.20%	91.90%	61.90%	45%	55%	100%																							

Pass ISTEP in Math (Grade 6; White)

Grade:	6
Demographics:	White

Benchmark: Pass ISTEP in Math

Completion date: June 30, 2018

Data:		Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	
	Month:	May	May	May	May	May	
	%:	82.70%	87.10%	69.60%	57%	75%	100%

Pass ISTEP in Math (Grade 3; White)

Grade: 3

Demographics: White

Benchmark: Pass ISTEP in Math

Completion date: June 30, 2018

Data:		Actual	Actual	Actual	Actual	Target	Vision
	Year:	2013	2014	2015	2016	2017	
	Month:	May	May	May	May	May	
	%:	82.80%	87.50%	48.30%	61%	70%	100%

Meet Projected RIT in math (Grade 1; All Students)

Grade: 1

Demographics: All Students

Benchmark: Meet Projected RIT in math

Completion date: June 30, 2018

Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	
	Month:			May		
	%:	%	%	%	%	%

Meet Projected RIT in math (Grade KG; All Students)

Grade: KG

Demographics: All Students

Benchmark: Meet Projected RIT in math

Completion date: June 30, 2018

Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	
	Month:			May		
	%:	%	%	70%	80%	100%

Meet Projected RIT in math (Grade 2; All Students)

Grade: 2

Demographics: All Students

Benchmark: Meet Projected RIT in math

Completion date: June 30, 2018

Data:		Actual	Actual	Actual	Target	Vision
	Year:	2014	2015	2016	2017	
	Month:			Jun		
	%:	%	%	%	80%	100%

PART 3: Root Causes (comprehensive needs assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals

Root Causes

Teachers are not giving additional assistance to students as needed.

Understanding of State Standards

Extra Help

there is little parent support.

Attendance

Cultural Competency

distractions from other students, including talking, interrupting, using fidgets, just being noisy in general negatively affects student learning.

stress stemming from outside of the school negatively affects student learning.

SMART Goal: Students will be at or above RIT in NWEA MAPS Math (Grades KG, 1, 2, 3, 4, 5, 6; All Students)

Root Causes

Pacing

SMART Goal: Pass ISTEP in math (Grade 4; All Students)

Root Causes

Dicipline

SMART Goal: Pass ISTEP in Math (Grade 5; White)

Root Causes

Dicipline

SMART Goal: Pass ISTEP in Math (Grade 6; White)

Root Causes

Dicipline

SMART Goal: Pass ISTEP in Math (Grade 3; White)

Root Causes

Dicipline

SMART Goal: % meeting project RIT in reading (Grade KG; All Students)

Root Causes

SMART Goal: % meeting projected RIT in reading (Grade 1; All Students)

Root Causes

SMART Goal: % meeting projected RIT in reading (Grade 2; All Students)

Root Causes

SMART Goal: % meeting projected RIT in reading (Grade 3; All Students)

Root Causes

SMART Goal: % meeting projected RIT in reading (Grade 4; All Students)

Root Causes

SMART Goal: % meeting projected RIT in reading (Grade 5; All Students)

Root Causes

SMART Goal: % meeting projected RIT in reading (Grade 6; All Students)

Root Causes

SMART Goal: Meet Projected RIT in math (Grade 1; All Students)

Root Causes

SMART Goal: Meet Projected RIT in math (Grade KG; All Students)

Root Causes

SMART Goal: Meet Projected RIT in math (Grade 2; All Students)

Root Causes

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Attendance

HES maintains the following attendance policy: The faculty, staff, and administration of Hagerstown Elementary School believe that regular attendance is essential to student success. When a student is frequently absent from school, it negatively impacts learning. It is the parents' responsibility to ensure that their children attend school each day and arrive on time. Legitimate reasons to miss school do exist, but should be rare. Absences Student absences are classified into four categories: 1. Excused absences - verified by a parent note or phone call or approved by the principal 2. Documented excused absences - verified by medical or legal documentation 3. Exempted absences: a. State Fair participation – the office must be notified in writing at least 2 days in advance and the absence must be approved by the principal. (a maximum of 5 days) b. Serving as a page or honoree in the General Assembly c. Field trips or school-sponsored activities d. Other circumstances that may be approved by the principal 4. Unexcused absences: a. absences that are not verified by parent note, phone call, or documentation b. absences that are not verified within 48 hours of the absence c. absences for unacceptable reasons HES students are allowed ten (10) excused absences per school year. After the 10th excused absence, medical or legal documentation is required in order for any additional absences to be excused. Excused Absences Personal illness or injury – parent phone call or parent note required; Illness or injury requiring the school nurse to send the student home will be considered excused for that day only. Any subsequent days of absence must be reported according to the procedures outlined in the HES attendance policy; Medical, Dental, or Legal Appointment – the school will excuse absences for medical, dental, or legal appointments when appropriate documentation is provided by a doctor, attorney, or court; Death of a member of the immediate family; Observation of a bona-fide religious holiday – the office must be notified at least 2 days in advance by parent note or phone call and the absence must be approved by the principal; Absences due to out-of-school suspension; Other absences for emergencies or unique opportunities that may be approved by the principal. Unexcused Absences/Tardies; Car trouble; Missed the bus; 8 Oversleeping; Inclement weather (if school is in session); Truancy; Any absence beyond the 10th that is not accompanied by medical or legal documentation; Absences that are not verified o (Note: ALL ABSENCES are considered unverified until the elementary office has been notified by a parent or guardian via phone call or written documentation that gives the reason for the absence. Only then can a determination of Excused or Unexcused be made.) This policy can be found in our Student Handbook which can be located on our website, www.nettlecreekschools.com.

Bullying Prevention / Behavior Policy

There is a school-wide Bullying Prevention convocation that takes place in the fall and our counselor conducts bullying prevention lessons in individual classrooms. HES maintains a behavior policy (Student Code of Conduct): STUDENT CODE OF CONDUCT The Nettle Creek Board of School Trustees has determined that the following acts are inappropriate at Hagerstown Elementary School. 1. Possess, use, provide, attempt to sell, sell to another person, or be under the influence of an substance which is or contains anabolic steroids, tobacco, alcohol, marijuana, a stimulant, an intoxicant, a narcotic, depressant, or hallucinogens. (Examples: pot pipes, rolling papers, clips, etc.) 2. Possess, provide, use, attempt to sell, or sell any substance which the

student represents, or has been represented to him/her as a narcotic drug, hallucinogen drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind. 3. Possess, provide, use, attempt to sell or sell to any person anything used or designed to be used primarily for the storage, process, delivery, or consumption of alcohol, marijuana, stimulants, intoxicants, narcotics, depressants, or hallucinogens. (Examples: pot pipes, rolling papers, clips) 4. Possess, provide, attempt to sell or sell, use, transmit, or be under the influence of caffeine-based pills, substances containing phenylpropanolamine (PPA), Ephedrine, or stimulants of any kind available with or without a prescription. (See #5) 5. Possess or use any substance for which a student has a prescription or written permission from a parent allowing use unless it has been brought to the school nurse or designee in the health clinic or principal's office and administered or taken in that location. 15 6. Physically assault or cause bodily injury to an employee of the School Corporation, a visitor, or another student. This includes nonconsensual touching and fighting. 7. Verbally assault, threaten, or harass an employee of the School Corporation, a visitor, or another student. 8. Defy the authority of a teacher, administrator, bus driver, supervisor, or other school employee. 9. Cut, deface, or in any way damage property, real or personal, belonging to the School Corporation, its employees, visitors, or other persons. 10. Commit robbery, or theft, or the attempt to do so, of any property belonging to the School Corporation at any time or of any property belonging to an employee, visitor, or other student. 11. Possess any weapon, knife, gun, instrument or article (including fireworks, and instruments of the martial arts) that might cause injury to a person or property. 12. Sit in or go to cars during the school day, including lunch, without prior administrative approval. 13. Direct profanity, vulgar language, pornographic or sexually explicit materials, gestures, or sexual innuendo toward other students, or school personnel. 14. Bring or possess radios, cassette players, electronic games, laser pointers, or other such devices without prior administrative approval. 15. Participate or engage in any activity which interferes with or disrupts the educational process. 16. Be truant/tardy or leave school grounds without the permission of the school principal. 17. Display affection by physical contact. 18. Direct/display rude or insubordinate behavior to any staff member or school employee. 19. Solicit, commit or attempt to commit extortion, coercion, or blackmail, (i.e. obtain money or other objects of value from an unwilling person), or compel an individual to act or not act through the use of force or threat of force. 20. Fail to comply with directives or rules issued by school personnel or school policies, rules, and regulations. 21. Commit or attempt to commit forgery of any document relating to the operation of the School Corporation. 22. Engage in verbal abuse, (i.e. name calling, ethnic or racial slurs, or derogatory statements addressed publicly to others) that may precipitate disruption of the school program, incite violence, or otherwise detract from the educational mission of the school. 23. Lie, or give false information, either verbally or in writing, to a school employee, or refuse to cooperate in an internal investigation by school personnel upon request. 24. Engage in scholastic dishonesty, which includes, but is not limited to, cheating on a school assignment, plagiarism, and collusion. Cheating on a test includes: copying from another student's test paper, using material during a test which is not authorized by the person giving the test, collaborating with another student during the test without the prior approval of the teacher, knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, substituting for another student or permitting another student to substitute for one's self to take a test, bribing another person to obtain a test that is to be administered, or securing copies of the test or answers to the test in advance of the test. "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit. "Plagiarism" means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work for credit. 25. Engage in sexual harassment of another person, which includes sexually-related verbal and written statements, gestures, or physical contact. 26. Possess, handle, or transmit any destructive devices. 27. Possess, handle, or transmit any firearm or firearm related materials on school property. The following devices are considered to be a firearm as defined in Section 921 of Title 18 of the United States Code: a. any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, b. the frame or receiver of any described above, c. any firearm muffler or firearm silencer, 16 d. any destructive device which is an explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any similar device, e. any combination of parts either designed or intended for use in converting any device into any destructive device

described in the two immediately preceding examples, and from which a destructive device may be readily assembled. According to Section 921, the following devices are not considered to be a firearm: a. an antique firearm, b. a rifle which the owner intends to use solely for sporting, recreational, or cultural purposes, c. any device which is neither designed nor redesigned for use as a weapon, d. any device, although originally designed for use as a weapon, which is redesigned for use as a signaling pyrotechnic, line throwing, safety, or similar device, e. Class C common fireworks PLEASE NOTE: The penalty for possession of a firearm is a ten day suspension from school and expulsion from school for one calendar year. The length of the suspension may be reduced by the superintendent if the circumstances warrant such reduction. The superintendent shall notify the county prosecuting attorney's office when a student is expelled under this rule. 28. Possess a knife on school property or on a school bus. (Signed into law July 1, 2006: Makes this offense a Class A misdemeanor if the offender has a previous unrelated conviction and a Class D felony if the offense results in bodily injury or serious bodily injury to another person. Adds battery against, and the harassment of, a school employee to the list of offenses that must be reported to a local law enforcement agency.) 29. Engage in any conduct/behavior that would be in violation of federal, state, or local laws. 30. Selling items not approved by school personnel. 31. Chew gum: Careless disposal of gum in drinking fountains, on furniture, floors and carpets presents sanitation and cleaning problems and costly repair. Therefore, gum chewing is not permitted. 32. Bully. Overt, repeated acts or gestures, including: (1) verbal or written communications transmitted; (2) physical acts committed; or (3) any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. (As defined in the proposed Indiana "Bullying Bill" 2003) Bullying Policy: Students who continually bully others will be expected to participate in counseling sessions with the school counselor (may include but are not limited to individual discussions, group sessions, viewing appropriate videos, etc.), receive in school or out of school suspensions, may be referred to the Hagerstown Police Department, and could ultimately be expelled from school. We will make every attempt to correct the behaviors before having to take evasive actions. It is the belief of Hagerstown Elementary School that students should feel safe and welcomed when coming to school. These policies apply to any student who is on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; or traveling to or from school or a school activity, function, or event. PLEASE NOTE: A student can be expelled from school if the student engages in unlawful activity on or off school grounds if the unlawful activity interferes with an educational function or school purpose or if the removal of the student is necessary to restore order or to protect the safety of persons on school property. This includes any unlawful activity which takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions. 17 DISCIPLINARY CODE Any student who is found to be in violation of the Student Code of Conduct will be subject to discipline, which may include but is not limited to: 1. Teacher-student conference, 2. Teacher-parent conference, 3. Counselor-student conference, 4. Teacher-student-parent conference, 5. Administrator-student conference, 6. Administrator-student-parent-teacher conference, 7. Behavioral modification agreement, 8. Temporary removal from class, 9. Detention before or after school, during lunch and/or recess, 10. Financial restitution, 11. Denial of bus privileges, 12. Isolation by teacher, 13. Loss of field trips or social events, 14. In school suspension, 15. Denial of promotion ceremony, 16. Probationary continued education agreement, 17. Referral to a community agency, 18. Out of school suspension, and 19. Expulsion.

This can be found in our Student Handbook which can be found on our school website, www.nettlecreekschools.com.

Graduation Plan

All sixth graders and their parents will develop an initial graduation plan. The plan must include the following: (1) A statement of intent to graduate from high school. (2) An acknowledgment of the importance of: (A) good citizenship; (B) school attendance; and (C) diligent study habits. (b) The plan must become part of the student's permanent school record. (Indiana Code)

High Ability Program

In accordance with Indiana code, HES uses the TAG program and "Cluster" model to support students who have been identified "with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2)."

Highly Qualified Teachers and Paraprofessionals

HES actively recruits and maintains HQ teachers and paraprofessionals. If a teacher is not highly qualified, parents will be notified immediately. We assign only HQ teachers to low-achieving students.

Math Rtl and Data Meetings

Grade levels will determine common Rtl time with a Math focus. Focus group will be Tier II students who are not making adequate growth as a response to Tier I instruction and do not have other support already in place. Students will meet for 30 minutes, once per week at minimum. Progress monitoring of these students will be reported during monthly Data meetings within grade levels.

NWEA Assessment

HES uses the NWEA assessment as a progress-monitoring tool to measure student growth and proficiency, as well as identify individual needs.

Parent Copy of State Standards

Provide all parents with copies of the state standards to be taught each nine weeks. State standards will be linked to the school website.

Parent Evaluations

Parents will complete the ASAI SIP survey as well as surveys at the end of parent involvement events to give feedback. An evaluation of Title I services will also be done at the annual Title I meeting.

Reading Plan

HES has a Reading Plan in place which includes: Reading block minutes Intervention outside the 90-minute reading block Assessment plan and goals by grade level Professional development for the core program, assessments and reading interventions Parent/guardian communication Remediation structure (for students not demonstrating proficiency on IREAD-3)

Transition to Elementary School

Area Preschool students and parents will attend a Kindergarten Open House in order for them to familiarize with HES. Kindergarten Teachers will have a Transition day where incoming Kindergarteners will come with their preschools to HES and buddy up with a current Kindergartener to see first hand what a day in a Kindergarten classroom is like. In order to assist parents in getting their preschoolers ready for Kindergarten, HES will provide a monthly newsletter to all area preschool students that contains ideas on how parents can help their children with literacy and math readiness skills. Kindergarten Roundup is set in place as a screener to identify students with specific needs.

PREPARATION

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Intervention: Reading Plan

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
iReady	Visual	✓	Fri, Oct 14, 2016			✓	
NWEA MAPS Testing	Visual		Wed, Jun 14, 2017				✓

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Fri, Oct 14, 2016	Reading Plan	Professional Development	iReady	Teacher Leader
Wed, Jun 14, 2017	Reading Plan	Professional Development	NWEA MAPS Testing	Laura Swain
Tue, Sep 26, 2017	Bullying Prevention / Behavior Policy	Resources	Grade Level Meetings	Chief Faulkner
Thu, Sep 28, 2017	Bullying Prevention / Behavior Policy	Resources	Convocation	Guidance Counselor
Thu, Mar 1, 2018	Highly Qualified Teachers and Paraprofessionals	Evaluation	Collect Follow Up Data	Title I Director

APPENDICES

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the Root Cause, SMART Goals, and Interventions. For each Root Cause, the report shows 1) the SMART Goals that will be positively impacted when the Root Cause is successfully addressed and 2) the Interventions that will enable the school to successfully address the Root Cause.

Root Cause: Dicipline

SMART Goals Influenced by this Root Cause

- Pass ISTEP in math (Grade 4; All Students)
- Pass ISTEP in Math (Grade 5; White)
- Pass ISTEP in Math (Grade 6; White)
- Pass ISTEP in Math (Grade 3; White)

Interventions to Impact This Root Cause:

- Bullying Prevention / Behavior Policy

Root Cause: Teachers are not giving additional assistance to students as needed.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- NWEA Assessment

Root Cause: Understanding of State Standards

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- NWEA Assessment
- Parent Copy of State Standards

Root Cause: Low Expectations

SMART Goals Influenced by this Root Cause

- *No SMART Goals linked with this Root Cause*

Interventions to Impact This Root Cause:

- *No interventions impact this Root Cause*

Root Cause: Extra Help

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Math RtI and Data Meetings
- Reading Plan

Root Cause: there is little parent support.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Parent Evaluations

Root Cause: Attendance

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Attendance

Root Cause: Cultural Competency

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- High Ability Program
- Reading Plan

Root Cause: Pacing

SMART Goals Influenced by this Root Cause

- Students will be at or above RIT in NWEA MAPS Math (Grades KG, 1, 2, 3, 4, 5, 6; All Students)

Interventions to Impact This Root Cause:

- High Ability Program
- NWEA Assessment

Root Cause: distractions from other students, including talking, interrupting, using fidgets, just being noisy in general negatively affects student learning.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- *No interventions impact this Root Cause*

Root Cause: stress stemming from outside of the school negatively affects student learning.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- *No interventions impact this Root Cause*

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2016-2017

Indiana Rules and Regulations

<p>A Where is the public copy of your school's curriculum located? (PL221) Please use data from 2016-2017</p>	<p>Front Office Area, on the School Website, in each classroom</p>
<p>B What rules or statutes would you like to waive in order to promote student learning? (PL221)</p> <ul style="list-style-type: none"> • Identify the specific statute and and/or rule you wish to waive. • Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. • Explain the benefit to student achievement. • Describe the evaluation process that would be used to measure the success of these strategies. <p>Please use data from 2016-2017</p>	<p>We do not require a waiver.</p>
<p>C Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2016-2017</p>	<p>Yes - Next year we intend to continue Attendance Goal setting and then parties for classes who achieve the goal.</p>
<p>D List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. (PL221) Please use data from 2016-2017</p>	<p>Math - iReady is used by all classrooms that teach math. It is both a Diagnostic Tool used 3 times a year. It can also be used as an Instructional Tool.</p> <p>NWEA MAPS: This is a test for Math, Reading and Language Measure of Academic Progress assessment is conducted three times, once in the Fall, then in the Winter, and again in the Spring. Individualized student data is reviewed using formative data from this assessment.</p> <p>Fountas & Pinell Benchmark: This is a one on one Reading assessment used primarily for younger students and those in Intervention.</p>

Title I SW & TAS

<p>E List the needs assessments used in your school to help you identify areas that are interfering with learning Please use data from 2016-2017</p>	<p>We use the information used form parent, teacher, and student surveys along with assessment, behavioral and guidance data to better understand student and family needs.</p>
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Title I - Schoolwide

<p>F TITLE I SW ONLY: List the programs that will be consolidated under the school-wide plan. If not consolidating programs, please explain why not. Please use data from 2016-2017</p>	<p>Programs included in Title I service include Reading Recovery, Reading Intervention, English Language Arts Library Intervention and Math Intervention.</p>
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Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 2 for the 2016-2017 school year.

MONTH	ORIGINAL PLAN Year 1 Schools	REVIEW & REVISE Annual Update Schools
August	Steering Team	Organizational Structure Update
September	School Improvement Council	Intervention Kick Off
October	Data Collection <ul style="list-style-type: none"> • Achievement • Root cause • Data Collection 	Achievement
November	Prep: Discussion 1 Intro	Intervention Progress
December	Prep: Discussion 2 Vision	Intervention Progress
January	Prep: Discussion 3 Goals	Prep: Discussion 1 Goals Update
February	Prep: Discussion 4 Root Causes	Prep: Discussion 2 Root Causes Update
March	Prep: Discussion 5 Intervention Selection	Prep: Discussion 3 Intervention Update
April	Intervention Preparation	Intervention Preparation