School-wide Plan for Strategic Improvement And PL221 Plan

York Elementary School
2017-2018

Submitted by;
Yvonne Buller
Principal
August 2017
# York Elementary School: School-wide Plan 2017-2018

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#### System for Instruction/ Pedagogy

##### Strategies for Implementation (SW #2)

- Implementation of school-wide reform strategies that:
  - Provide opportunities for all children to meet proficient and advanced levels of student academic achievement
  - Use effective methods and instructional strategies that are based on scientifically based research
  - Strengthens the core academic program
  - Increases (maximizes) the amount of learning time
  - Includes strategies for serving underserved populations
  - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
  - Address how the school will determine if those needs of the children have been met
  - Are consistent with and are designed to implement state and local improvement plans, if any

#### System for Response to Instruction

##### Differentiated Learning (SW #9)

- Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance (SW #9)
- Opportunities for students who are passing and advanced to have extra projects, assignments, and experiences that challenge them.

#### System for Professional development (SW #4)

- Meaningful, ongoing opportunities based on needs of students and teachers
- Collaborative

#### System for Leadership

- Includes opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement (SW #8)
- Highly Qualified Teachers (SW #3)
- Strategies to attract high quality teachers to this school (SW #5)

#### Parental Involvement (SW #6)

- Opportunities offered for parents
- Strategies to increase parental involvement, such as literacy services (SW #6a)
- Description of how the school provides individual academic assessment results to parent (SW #6b)
- Strategies to involve parents in the planning, review, and improvement of the school-wide plan (SW #6c)

#### Transitions (SW #7)

- Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program (SW #7)
- Plans for moving from elementary to middle; middle to high school; high school to post-secondary education or employment.

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<td>culturally appropriate strategies for increasing educational opportunities and performance for each group in the school’s plan; and</td>
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York Elementary School: School-wide Plan 2017-2018

**School-wide Plan Checklist**

School-wide Plan: Section 1114 (b) (2) Any school that operates a school-wide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

i. Describes how the school will implement the components described below

ii. Describes how the school will use resources under this part and other sources to implement the components

iii. Includes a list of SEA programs and other federal programs that will be consolidated in the school-wide program

iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

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<td>b. Use effective methods and instructional strategies that are based on scientifically based research that:</td>
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<td>c. Strengthens the core academic program</td>
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<td>d. Increases the amount of learning time</td>
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<td>e. Includes strategies for serving underserved populations</td>
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| Principle 1 | **School Leadership**  
Ensure that the principal has the ability to lead the turnaround effort  
- Uses data to establish a coherent vision that is understood and supported by the entire school community  
- Develops and promotes a coherent strategy and plan for implementing the school vision, that includes clear measurable goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement  
- Uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment  
- Communicates high expectations to staff, students, and families, and supports students to achieve them  
- Ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity  
- Ensures that classroom level instruction is adjusted based on upon formative and summative and summative results from aligned assessments  
- Uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students [including SWD and ELs]  
- Ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals  
- Effectively employs staffing practices [recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation] in order to continuously improve instruction and meet student learning goals  
- Uses data and research-based practices to work with staff to increase academically-focused family and community engagement |
| Principle 2 | **School Climate and Culture**  
Establish a school environment that supports the social, emotional, and learning needs of all students  
- Supports a safe, orderly and equitable learning environment  
- Maintains a culture that values learning and promotes the academic and personal growth of students and staff  
- High expectations are communicated to staff, students and families; students are supported to achieve them |
| Principle 3 | **Effective Instruction**  
Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards |
- Ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum
- T use multiple instructional strategies and multiple response strategies that actively engage and meet S learning needs
- T use frequent checks for understanding throughout each lesson to gauge S learning, and to inform, monitor and adjust instruction
- T demonstrate necessary content knowledge
- T demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement
- T hold high expectations for all S academically and behaviorally as evidence in their practice

**Principle 4**  
**Curriculum, Assessment and Intervention Systems**  
Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready state standards
- Curriculum is aligned with IN Academic Standards
- T and school leaders collect classroom level data to verify that the adopted curriculum is the “taught” curriculum
- District provides formative assessments in literacy and math to enable T to effectively gauge S progress and inform instructional decisions at the classroom and team levels
- Instructional materials and resources are aligned to the standards-based curriculum documents
- An intervention plan is designed to meet the learning needs of S who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined S learning goals

**Principle 5**  
**Effective Staffing Practices**  
Develop skills to better recruit, retain and develop effective teachers
- Hiring timelines and processes allow the school to competitively recruit effective teachers
- School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
- Teachers are provided professional development that enables them to continuously reflect, revise and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually
- Staff assignment is intentional to maximize the opportunities for all students to have access to the staff’s instructional strengths
- Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth

**Principle 6**  
**Enabling the Effective Use of Data**  
Ensure the school-wide use of data focused on improving teaching and learning
- Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture
- Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement
- A specific schedule and process for the analysis of on-going formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation
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<td>● Master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics</td>
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<td>● Master schedule is clearly structured and designed to meet the professional development needs of staff</td>
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<td>● Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students’ progress in order to increase student learning for all students</td>
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<td>● Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students</td>
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</table>
### School-wide/ Student Achievement Plan

#### Planning Committee Participants:

**School-wide Components 6c; 8**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/ Role</th>
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<tbody>
<tr>
<td>1. Monica Beachy</td>
<td>Title 1 Teacher</td>
</tr>
<tr>
<td>2. Yvonne Buller</td>
<td>Principal</td>
</tr>
<tr>
<td>3. Megan Coryell</td>
<td>Instructional Guide</td>
</tr>
<tr>
<td>4. Kathie Kenworthy</td>
<td>First Grade Teacher</td>
</tr>
<tr>
<td>5. Kim Kiser</td>
<td>Special Education Teacher</td>
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<tr>
<td>6. Monica Bromley</td>
<td>Second Grade Teacher</td>
</tr>
<tr>
<td>7. Nicole Sheridan</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>8. Lori Pickard</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>9. Stephanie Ritchie</td>
<td>Parent</td>
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OVERVIEW

School Information
York Elementary School is one of four Kindergarten through Grade 3 elementary schools in the Middlebury Community School District. It is located north of the town of Middlebury and is the northernmost school in the district. It is located at 13549 State Road 120, Bristol Indiana.

The Middlebury Community Schools is comprised of three townships totaling 100 square miles in the northeast corner of Elkhart County. The entire school district can be described as suburban or semi-rural. Its only town is Middlebury, with an estimated population of 3000, up from a 1990 population of 2004. The majority of industry is composed of recreational vehicle and manufacturing companies.

In addition to the four K-3 elementary schools, the Middlebury Community Schools has an intermediate school serving the fourth and fifth grades, a middle school serving sixth seventh and eighth grades, and a high school serving ninth through twelfth grades.

York Elementary School had an enrollment of 301 students in grades kindergarten through three at the beginning of the 2016 school year. The building was completed in 1984, with an extended wing of six classrooms completed in 1998. It is designed to house students with three sections at each grade level. At the present time, there are three sections of kindergarten, first, second grade, plus four sections of grade three. The staff is comprised of 22 certified faculty, 24 support staff, and 1 building administrator. York’s principal has been in her position since 2006. Yvonne Buller oversaw a
reconfiguration of the school when it transitioned from a K-5 building to one serving grades K-3 in 2008.

**Student Demographics**
The York community is rural and consists of a diverse socioeconomic population. Forty-three percent of York students qualified for the free or reduced lunch program in 2016-2017. Middlebury Community Schools transitioned York Elementary to a K-3 building and redistricted all four K-3 building attendance boundaries in 2008. York has historically had the highest percentage of students receiving assistance in the district. This continued to be true following the redistricting.

A friendly and caring atmosphere characterizes the building. The York student population is comprised of 47% boys and 53% girls with 90.4% of the students being Caucasian, 1.0% Black, 1.3% multi-racial, 0.3% Native American, 6.3% Hispanic, 0.7% Asian, and 0.4% Native Hawaiian or other Pacific Islander. Because the enrollment at York is just 296, each percentage point only represents a small number of students. However, York is seeing an increase in diverse populations.

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<tbody>
<tr>
<td>By Grade Level</td>
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</tr>
<tr>
<td>Kdg</td>
<td>74</td>
<td>58</td>
<td>64</td>
<td>70</td>
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<td>64</td>
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<td>Total Enrollment</td>
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<td>248</td>
<td>270</td>
<td>301</td>
<td>285</td>
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<tr>
<td>SpEd</td>
<td>11.3%</td>
<td>14.0%</td>
<td>14.5%</td>
<td>14.8%</td>
<td>16.6%</td>
<td>14.4%</td>
<td>16.6%</td>
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<tr>
<td>LEP</td>
<td>5.7%</td>
<td>6.8%</td>
<td>8.1%</td>
<td>9.6%</td>
<td>10.0%</td>
<td>9.8%</td>
<td>6.0%</td>
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<tr>
<td>Free and Reduced</td>
<td>47.9%</td>
<td>51.5%</td>
<td>48.8%</td>
<td>48.5%</td>
<td>50.5%</td>
<td>48.4%</td>
<td>50.68%</td>
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<td>Black</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1.0%</td>
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<tr>
<td>White</td>
<td>84.8%</td>
<td>87.5%</td>
<td>89.1%</td>
<td>88.5%</td>
<td>88.4%</td>
<td>89.5%</td>
<td>90.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.9%</td>
<td>7.6%</td>
<td>6.9%</td>
<td>6.3%</td>
<td>7.0%</td>
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</tr>
<tr>
<td>Multi</td>
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<td>2.3%</td>
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<td>3.0%</td>
<td>2.7%</td>
<td>1.8%</td>
<td>1.3%</td>
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A significant factor that has affected family stability and configuration in Middlebury has been the decline in industry/manufacturing. Since the national recession in 2009, major employers...
in the city of Middlebury and surrounding areas have witnessed serious cutbacks or bankruptcy since the new millennia. In 2009, Elkhart County became the county hardest hit by the recession, with an unemployment rate of over 18%. Transiency of students is a factor in York Elementary each year with significant transfers in and out throughout the school year resulting in a mobility rate of 20%. These factors parallel the increase of student behavioral and learning challenges that compete for quality instructional time.

**System for Curriculum**

**Principle 4: Curriculum, Assessment and Intervention**

The District’s curriculum extends from pre-Kindergarten through grade 12. The curriculum for grades K-5 is accessible for both English/Language Arts and Math on the District’s “Moodle” site. The district adopted the Indiana College and Career Readiness Standards based on the State’s guidelines during the 2014-2015 school year. York Elementary provides:

- a core academic curriculum for Grades K-3 including English/Language Arts (reading, writing, speaking and listening, and language) and Mathematics
- instruction in Science, Social Studies, Health, Art, Music, and PE based on Indiana Academic Standards
- a core reading framework utilizes the *Wonders Reading* program as a guide within a balanced literacy framework. The balanced literacy framework incorporates phonemic awareness, phonics, fluency, vocabulary development, and comprehension utilizing resources from Fountas and Pinnell, Scholastic, Rigby, Wright Group, Scott Foreman, and Benchmark for Grades K-3 that is aligned with the Indiana College and Career Ready Standards for ELA. Further definition of a Balanced Literacy Framework can be found in Appendix 17
- a philosophy for Language Arts was created by Middlebury Community Schools in the Winter of 2013 which defines the district’s beliefs regarding Language Arts instruction. See Appendix 13
- a core math framework (Math Expressions) supplemented with number talks, problem solving instruction, Math Perspectives, Hands on Equations, Fraction Islands, and Marcy Cook activities is aligned with the Indiana College and Career Readiness Standards for Mathematics.
- a core writing framework (Writers Workshop) that includes persuasive, narrative, and informational writing in addition to response to reading and writing across other content areas. The framework is aligned with the Indiana College and Career Ready Standards for Writing; and utilizes units from the Teachers and Writers Collaborative and All Write!!! Consortium as resources. Participation in the All Write!!! Consortium is a District-wide initiative. The All Write!!! Consortium is dedicated to providing professional development in literacy with emphasis on the interconnectedness of reading and writing instruction. The philosophy of instruction used by All-Write!!!, is child-centered, research-based, and
considered “best practice” by leading authorities in the field of education (Steven Zemelman, Harvey Daniels, and Arthur Hyde, Best Practice: New Standards for Teaching and Learning in America’s Schools, Third Edition, Heinemann 2005).

- a curriculum aligned to Indiana College and Career Readiness State Standards for students who need supplemental support in reading, writing and math.

- Reading Recovery is a District-wide initiative implemented in K-3 buildings in the corporation including York Elementary. The goal is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.

- York made a commitment to become an EL Education (formerly Expeditionary Learning) school in 2014. EL Education partners with educators to transform schools into environments where students think critically and take active roles in their classrooms and communities, by participating in project based learning, resulting in higher achievement and greater engagement in school. York is beginning year three of a six year credentialing plan. In 2015-2016 work focused on reorganizing leadership structures to a shared leadership format. Strengthening the Culture in the building was a result of identification of primary Habits of Scholarship for the school, as well as implementing CREW in all classrooms. The 2017-2018 school year will have a focus on implementing integrated, inquiry based units of study referred to as case studies.

- Horizon Education Alliance has partnered with York Elementary to train three first grade teachers and two PAX Partners in implementation of the PAX Good Behavior Game. The PAX Good Behavior Game, along with its evidence based kernels, promote student self-regulation, resulting in higher gains in achievement as well as improved lifetime outcomes for students. Appendix 15

- Head Start is a collaborative of eleven public school corporations uniting together to form the Elkhart and St. Joseph Counties Head Start Consortium. This is a school-based Head Start program that will create a seamless system of education and child development for underserved preschool children providing a nurturing learning environment to prepare them for kindergarten. In addition to the interdisciplinary educational component implemented through the High Scope Curriculum, the program has a comprehensive health component as well as a strong family and community component. A strong transitional plan has been developed so that children and families are supported from Head Start through the school system and tracked for progress until 3rd grade. York Elementary is one of two Head Start sites for qualifying students in the Middlebury Community Schools’ attendance area. The Head Start classroom has extended its program from a half day to a full day program this year.

- The High Ability Program of Middlebury Community Schools is called EXPLORE. The acronym, EXPLORE, stands for Expanding Potential through Learning Opportunities, Resources, and Experiences. The purpose of this program is to provide a challenging and socially appropriate environment for academically talented students in grade K-12. The program provides a learning environment, which permits and encourages the capable student to develop his potential while interacting with like ability students as well as
chronological peers. It provides a climate that values and enhances intellectual ability, talent, creativity, and problem solving.

- **Minds in Motion** is incorporated into the general physical education program at York Elementary School. The latest brain research is proving that most mental processes involve both sides of the brain. Integration problems between the two hemispheres can result in inefficiencies in learning. So some children with reading problems, auditory processing disorders, language delays, and other learning problems may be suffering because the two sides of the brain don’t work well together. Research is also showing that students need to integrate motor, auditory, visual and sensory information efficiently to be effective learners. Activities to strengthen how all these systems work together are woven into the physical education curriculum to help students improve in all areas of learning.

Teachers use the Indiana College and Career Readiness Standards to ensure consistency in academic language and expectations in skill as well as application of practices at the end of each grade level, as well as focusing on coherence and rigor for transfer of those essential strategies necessary for successful achievement on the INCCRS (spiral articulation PrK-3). Teachers align instruction to Indiana College and Career Readiness Standards (INCCRS) by:

- accessing and using resources from IDOE Learning Connections
- using IN Course Maps for ELA and the Continuum of Literacy Learning to align instruction, develop and update pacing guides, and develop/ revise common quarterly assessments
- using IN Course Maps for Math to align instruction, develop and update pacing guides and develop/ revise common quarterly assessments
- monitoring pacing guides regularly during grade-level collaboration to review timelines, progression of instruction, learning objectives and student outcomes (student work samples).
- monitoring student growth and outcomes using the NWEA Skills continuum

**Technology**

Technology is fast becoming embedded in every aspect of teaching and learning at York Elementary School. These technological learning tools include:

- **Student Computer Lab** – There is a computer lab equipped with 30 desktop computers and monitors. These labs allow teachers to have whole group instruction, as well as administer NWEA MAP and MAP for Primary Grades, ISTEP+, and also IREAD3 to students in grade 3. All grade levels utilize the lab for projects, research, and learning games.
- **Classroom Chromebooks**- Beginning in 2017-18 students have access to 14 Chromebooks in each classroom. This allows students to work with partners and have access to technology throughout the day. Classrooms may also “pool” resources and have one computer available for each student when the need arises. They are used by students daily to integrate technology into classroom learning as a part of 21st Century learning.
- **Desktop and Laptop Computers**- Each certified staff person has a laptop and there is one desktop available in each classroom and some additional student areas.

_York Elementary School: School-wide Plan 2017-2018_
• **Promethean Boards** – Every classroom has a Promethean Board that is used throughout the day. This innovative classroom technology engages students and allows for collaboration in a connected classroom. They are used extensively for modeling, increasing student interaction and practice.

• **Document Cameras** – Every classroom has a document camera and a mounted projector that allow teachers to use the document cameras throughout the day. They are used extensively for modeling explicit instruction and for student practice.

• **Websites** – Access to exceptionally instructive websites are used in conjunction with student learning and professional development goals. Many teachers maintain classroom websites with links to educational sites for easy student and family access. Teachers also utilized the computers and online resources for management tasks such as grading, student record management, communication, behavior monitoring and instructional practice.

• **York Elementary School Website** provides pertinent information for parents and community members. There is an area for curriculum which includes explanation(s) of specific curriculum pieces used in classrooms that parents/community might not be knowledgeable about or have prior experience with the curriculum or terms. The math curriculum area includes a series of parent videos to explain specific instructional strategies, i.e.; number talks, use of open number lines in computation.

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**System for Assessment**

**Principle 4: Curriculum, Assessment and Intervention**

**ISTEP+**
ISTEP+ measures ELA and mathematics in Grades 3-8, science in Grades 4 and 6, and social studies in Grades 5 and 7. York third graders participate in ISTEP+ each year. The assessments consist of two major components, the Multiple-Choice Assessment and the Applied Skills Assessment (open-ended). The Multiple-Choice and Applied Skills assessments are criterion-referenced and are designed to measure students’ mastery of the Indiana Academic Standards. ISTEP+ will be administered in two sessions between March and May. Professional Learning Communities and building leadership teams analyze outcomes and provide shared understandings across the whole schools.

**IREAD-3**
Indiana Reading Evaluation and Determination (IREAD-3) assessment measures foundational reading standards through grade three. Based on the Indiana Academic
Standards, IREAD-3 is a summative assessment that requires the evaluation of reading skills for students who are in grade three to ensure that all students can read proficiently before moving on to grade four.

**WIDA [World Class Instructional Design and Assessments]**
Under the No Child Left Behind Act of 2001, Title III (Language Instruction for Limited English Proficient and Immigrant Students) requires that schools identify limited English proficient students, assess their progress in English language proficiency, and provide eligible children with services that would increase their English proficiency and their academic achievement.

The purpose of the WIDA assessment is to determine a student's level of English proficiency. The placement test, [W-APT] administered upon the student's arrival in the United States, is used to determine which English Learner (EL) services are appropriate for the student. The annual assessment [ACCESS for ELLS], administered in late winter, is used to determine the student's current level of English proficiency.

**Northwest Education Assessment** was implemented in grades K-8 during the 2015-2016 school year. NWEA provides a more objective measure of student ability than DRA or Fountas and Pinnell Benchmark Assessment System and the District Common Quarterly Assessments, particularly MAP for Primary Grades, K-2. NWEA is an organization that is known for interim assessments that accurately measure student growth and learning needs. NWEA is a computerized adaptive assessment. NWEA can be aligned to the INCCRS and can allow us to monitor student growth over time. The assessment is standards-based with the results available within a stable RIT score learning continuum allowing more accurate and efficient monitoring of the effects of differentiation and interventions.

**CQA – Common Quarterly Assessments**-CQA’s are locally developed assessments given in grades K-3 and are aligned to the corporation consensus maps. **Analyzing CQA:** Teachers match students’ progress with applied skills aligned to critical learning targets in the standards. Teachers analyze students’ constructed responses to open-ended questions and problem solving that describe expectations for progress. The analysis and teacher collaboration determine how to improve the sequence of instruction in lesson design and the implementation of the gradual release of responsibility from model/demonstration to independence. The common assessments are used by Middlebury Community Schools to revise and refine the District Scope and Sequence.

**CQA Testing Dates:** CQA’s are administered at the end of each quarter by the classroom teacher and results are used to refine the scope and sequence as well as to plan instruction and/or remediation for the next quarter. The CQA’s provide a baseline for classroom monitoring of student learning.
System for Continuous Improvement
Principle 5: Enabling the Effective Use of Data

Vision
The vision of York Elementary is to be a place where students learn the skills to be completely prepared for life and success as productive citizens in the 21st Century.

Mission
MISSION: The mission of York Elementary is to provide educational opportunities in a safe environment that develop positive character and appropriate academic skills. The staff, parents, and students acknowledge and accept this responsibility.

We Believe at York Elementary That....
1. A dynamic, positive community creates an environment where individuals can develop relationships and experience growth.
2. All individuals can learn.
3. Challenging individual potential encourages opportunity for success.
4. Courage, discipline, cooperation, integrity, responsibility, faith and respect are essential.
5. Each individual has a right to and a responsibility for a safe physical, mental and emotional environment.
6. Learning is a life-long process.
7. Quality personnel, tools, and techniques contribute to success in our changing global society.
**Using Data to Improve Instruction**  
**Comprehensive Needs Assessment (#1)**

1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

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<th>Response:</th>
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<tr>
<td>• The ten components of a school-wide program are implemented through the process for improving instruction (school-wide process) that includes developing a plan in conjunction with staff, community and family members and receiving technical assistance from Navigator Learning Solutions. We developed our school-wide/ student achievement plan with the participation of individuals who will carry-out the comprehensive school-wide/ school improvement plan. Those persons involved were the School-wide Planning Team, which consisted of administrators, teachers who served on the School Leadership Team and the Teaching and Learning Team, the school counselor, special education teacher, as well as parent involvement representative. The school-level representatives met to review the data and share ideas to generate a rough draft of the plan. The plan was shared with other school stakeholders and input was gathered from them for suggested revisions. The parent representative reviewed the plan and provided feedback. The School-wide Planning Team reviewed the parents’ suggestions and made revisions.</td>
</tr>
<tr>
<td>• We used the following instruments, procedures or processes to obtain this information. First, the School-wide Planning Team gathered data from multiple sources to assess the needs of the school, including the following: ISTEP+ [disaggregation reports; applied skills for ELA and Math]; benchmark end-of-year assessments; NWEA performance reports, EL Implementation Review, attendance; discipline; parent survey; professional development records/ activities; and teacher surveys for curriculum, instruction and assessment [needs assessment]. Then, the team met to review the data and identify key findings to generate a rough draft of the plan. We analyzed our current strategies to the key findings [what strategies support the key findings but have not been implemented with consistency and fidelity] and then discussed gaps in strategies based on key findings. This process supported the development of our strategies so they aligned to the needs assessment and developing the implementation plan as well as setting goals for the upcoming year. The plan</td>
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was shared with other stakeholders and input was gathered from them for suggested revisions. The parent representative reviewed the plan and provided feedback. The School-wide Planning Team reviewed the parents’ suggestions and made revisions.

- We have taken into account the need of our ELL children by adhering to the guidelines as indicated below:
  - Inform the ELL instructor that the student is enrolled in our school
  - Immediately inform the teacher
  - The ELL teacher will inform an interpreter that we need his/ her services if another language other than English is listed on the parental forms when appropriate.
  - The ELL teacher will then assess the student to determine his/ her level of language and will assist the classroom teacher[s] with plans to help the student transition to his/ her environment and the classroom.
- This collaboration will aid the student in academic and social achievement

- We have taken into account the need of our SpEd children by adhering to the guidelines as indicated below:
  - Inform the SpEd instructor that the student is enrolled in our school
  - Immediately inform the classroom teacher
  - The SpEd teacher will assist the classroom teacher[s] with plans to help the student transition to his/ her environment and the classroom.
- This collaboration will aid the student in academic and social achievement

STUDENT ACHIEVEMENT:

- We analyzed our most recent achievement data in order to update our trend data and help our school understand the content and skills where teaching and learning need to be strengthened. For example, we analyzed the most recent ISTEP+ reports for Spring 2017 so that we could determine where we have improvements [strengths] and what continues to be challenges [concerns]. It is notable that the vendor for ISTEP+ changed in 2016 and the content of the test changed making trend analysis difficult. A summary of the results are listed below [See Appendix Document]:

ELA:
61% of students in Grades 3 obtained Pass/ Pass+ in Overall English/ Language Arts Performance as measured by ISTEP+ Spring 2017

Data Statements:
Strengths
Grade 3:
- Grade 3 students increased performance in ELA on the Spring ISTEP+ 2017 by 9 percentage points.
- The percentage of students receiving Pass+ on the ISTEP+ in ELA increased in both 2016 and 2017 to 10-12% from a low of 6% in 2014.
- Only one student did not pass the IREAD3 assessment.

Grades K-2:
- Grades K, 1, and 2 now report end of year student performance data in reading through the use of NWEA beginning in the 2015-2016 school year.
- All grades levels showed an increase in achievement on NWEA except first grade during their second year of NWEA data collection. Overall achievement for grades K-2 improved by 5%.
- First graders and third graders increased their percentage of passing scores by 9% each from their previous year.
- For the Reading NWEA assessments at York, 55% of students met achievement targets in reading in 2016-2017, compared to 49% in 2015-2016.

Challenges/Concerns:
Grade 3:
- Overall performance for Grade 3 students in ELA can vary by as much as 10% or more from year to year in number of students who are proficient, however the test has changed several times in the past three years so it is difficult to monitor trends.
- There is more than 9% difference year to year in overall performance in our subgroup: F/R lunch.
- The overall State Average performance for Grade 3 students in ELA was 67%. York Grade 3 students fell short of that average by 6 percentage points.
- Students performed 40% higher in Writing Conventions than in Writing Applications on Spring 2017 ISTEP+.

Grades K-2:
- The Grades K-2 NWEA results are not disaggregated.
- Data for the first year of NWEA is baseline data and cannot be used for longitudinal comparisons at this time.
- Growth percentages only increased nominally at each grade level, falling between 41% and 58%
- Student growth was lower than student achievement.

MATH:
60% of students in Grades 3 obtained Pass/ Pass+ in Overall Math Performance as measured by ISTEP+ Spring 2017

Data Statements:

Strengths
Grade 3:
- Overall performance for Grade 3 students in Math increased to 60% on the Spring ISTEP+ 2017 from 51% on Spring ISTEP+ 2016.
- Grade 3 students performed above the state average in math with 60% passing the ISTEP+ test. The state average was 56% in 2017.
- 23% of Grade 3 students scored a Pass+ in overall Math Performance as measured by ISTEP+ Spring 2017
- 57% of F/R lunch students obtained Pass/Pass+ on the math portion of the ISTEP+ 2017 assessment.
- The percentage of students receiving Pass+ on the math portion of the ISTEP+ 2017 was 23%, a significant increase over the past two years.
- The State Average passing rate for Math on Spring 2017 ISTEP+ was 56%. York Third Grade surpassed the state passing rate.

Grades K-2
- Grades K, 1, and 2 now report end of year student performance data in math through the use of NWEA beginning in the 2015-2016 school year.
- The number of students that met achievement targets in math in 2016-2017 was 62% compared to 51% 2015-2016.
- Both achievement and growth increased significantly at the Kdg, First, and Second Grade levels.
- Achievement at Kdg. increased from 53% to 62%. Growth at that grade increased from 37% to 62%.

Challenges/Concerns:
Grade 3:
- An average of 27% of students received a 0 on the Math Applied Skills.
- Students showed weaknesses in Algebraic Thinking and Data Analysis on the Applied Skills portion of ISTEP+.
- Students received full credit on the Applied Skills portion of Math ISTEP+ at an average rate of 33%.

Grades K-2:
- The Grades K-2 NWEA results are not disaggregated.
- Second Grade showed the highest achievement but the lowest growth.
- Staff are still learning to use the results and reports from NWEA to determine specific areas of need for students.
This data assisted us in developing goals for our Needs Assessment Plan, as well as the necessary implementation steps that we need to take to increase student achievement in these areas. We must make significant gains in order to continue to reach the performance criteria set forth by the Indiana Department of Education.

- We based our plan on information about all students in the school and identified students and groups of students who are not yet achieving the Indiana standards and performance expectations including:
  - Students from racial and ethnic groups
  - Economically disadvantaged students [Free/ reduced]
  - Students with an IEP [SpEd]
  - Students with limited English proficiency

The data from Spring ISTEP+ 2017 was compiled and distributed to the appropriate grade levels [K-2 reviewed Grade 3]. The administrators and instructional coaches lead the teachers in a data disaggregation analysis to determine areas of deficiencies and strengths of each subgroup population as well as analysis of applied skills. Lessons will be reviewed to determine if they include the critical elements of lesson design and also how student interaction is increased and how checking for understanding is included throughout the lesson so that data can be collected for future planning. Additionally, benchmark data will be analyzed to offer additional insight to the teachers [i.e., what indicators/ standards were taught and students still did not master; what standards had not been taught – why/ why not; how was the standard taught]. This analysis will greatly benefit the achievement of all students.

CURRICULUM, INSTRUCTION and ASSESSMENT:

Staff: We based our plan on information gathered from staff. The York School-wide Planning Team surveyed staff in early March 2015 with regard to the curriculum, instruction and assessment. The Self-Assessment of Practices for High-Performing Schools was used to survey staff. York staff responded to the survey (See Appendix Document). Overall, staff is pleased with the direction/ focus of York Elementary.

Staff were also surveyed during the EL Implementation Review process in May 2017.

- Principle 1: Teachers rated the principal as “knowing E/LA and math instruction well and is able to assist teachers regarding best practice” in the...
always or most times category. Teachers also rated building leader as “utilizes various forms of leadership teams & fosters teachers' development as leaders” in the always or most times category. “Regularly uses teams to analyze data & communicate findings to implement improvement plan” received the lowest rating in this area.

- **Principle 2:** Teachers evaluated themselves highly in the area of “Uses multiple sources beyond textbooks aligned to standards & provides skill and/or strategy DoK 2-4. Instruction evaluated rigorous, transparent & equitable process taking student growth into account along with schedules and strategies provide for increased student learning time are rated by teachers as most times and sometimes making them the lowest areas in instruction.

- **Principle 3:** Teachers feel there is curriculum alignment with state standards through district curriculum maps and is aligned within and across grade levels. Teachers reported that the most of the time or always the curriculum is rigorous and cognitively demanding.

- **Principle 4:** Teachers indicate a majority of teachers use formative assessments to design student instruction, monitor performance and discuss assessment results in their collaborative groups.

- **Principle 7:** A majority of teachers indicate that they believe that all students learn differently and provide for it by using various instructional practices. Eighty-six percent of teachers have attended a three-day workshop founded on the principles of A Framework for Understanding Poverty by Ruby Payne.

**McRel Teacher Evaluation Data Statements**

Based on our McRel Teacher Evaluations from 2016:

- 21 out of 21 teachers were rated Proficient or Accomplished in aligning their instruction with Indiana College and Career Readiness State Standards.
- 21 out of 21 teachers were rated Proficient or Accomplished in knowing the content appropriate to their teaching specialty.
- 20 out of 21 teachers were rated Proficient or Accomplished in recognizing the interconnectedness of content areas/disciplines

**PROFESSIONAL DEVELOPMENT:**

- **Technology:** Teachers are using technology; however it is at varying levels. All teachers met with the district technology coach this year for one or more 1-1 mini training sessions. Teachers report a need for additional professional development to use the Chromebooks to the fullest and also to find
technological resources so that time on technology is meaningful, and integrated into instruction.

- **Math**: All teachers have participated in professional development in math with a focus on problem-solving and the Workshop 2.0 lesson model. Teacher training was provided on how to develop opportunities for students to grapple with difficult math concepts in order to develop their own strategies for solving complex math problems. Teachers were also provided additional resources for problem solving along with training and coaching support in the use of Workshop 2.0, Exemplars, Hochstetler’s Real World Problems, and BreakoutEDU.

- **EL Education**: As staff works toward EL Education Credentialing, they participate in a wide variety of professional development that provides opportunities for growth that impacts all areas of instruction. The EL Work Plan for 2017-2018 is focused around three PD topic cycles that will include intense study, practice, and coaching by the EL School Designer, EL Instructional Guide and the Teaching and Learning Team. The cycles identified for this year are Management in the Active Classroom, Purposeful Use of Learning Targets and Checks for Understanding, and Designing and Running Case Studies with Workshop Models, Strategic and Meaningful Questioning that yields High Quality Products and Projects (See Appendix Document 31).

**CLIMATE**

- **Parents**: We based our plan on information gathered from parents. Parents and staff were surveyed in the fall of 2017 with regard to the matter of character, bullying, and how safe their students feel at school. The York Elementary Family Survey, adapted from the National Parent Teacher Association was used. The areas surveyed were: Welcoming all Families into School Community, Communicating Effectively, Supporting Student Success, Speaking Up for Every Child, Sharing Power, and Collaborating with Community. One hundred thirty-two York parents responded to the survey. Overall, parents are very happy with their child’s experience at York Elementary. In every area of the survey:
  - Families continue to express favorable feelings toward the school. Ninety-seven percent of respondents report that the school is inviting and is a place where families belong.
  - Ninety-four percent responded that the school’s policies and programs reflect, respect, and value the families in the community.
  - Ninety-four percent feel that children are challenged to do their best.
● Communication is strong with 78% indicating the teacher communicates with them on a regular basis. Ninety-three percent indicate that the school makes it easy to contact their child’s teacher.

● **Teachers: Principle 6:** Teachers report that York Elementary creates a safe environment within the school and community. The school’s Habits of Scholarship (Compassion, Integrity, Respect, Responsibility, Explorer, and Perseverance) have been explicitly taught and practiced during daily Crew time. Additionally, teachers have integrated the Habits of Scholarship throughout daily discussions. They report that the Habits are beginning to become evident in student behavior in the school. The teachers communicate information to parents regarding York Elementary and their child’s academic performance on a regular basis. Additional Teacher Survey Questions indicate teachers use a variety of methods to communicate with parents in addition to the scheduled parent/teacher conferences in the fall and spring and parent/family open houses or family nights. There are dates scheduled during the 2017-2018 school-year to hold four parent involvement nights (one math night, one reading night, and two case study nights).

● **Community:** Horizon Education Alliance is a county wide non-profit organization that is partnering with schools in Elkhart County to improve life in our county through education. There are four initiatives going on at this time that will have a direct impact on York Elementary. The principal, all first grade teachers and the counselor are implementing the PAX Good Behavior Game with students. Some incoming York kindergarten students may be coming from one of the 21 Elkhart County preschools implementing *Tools of the Mind* curriculum. York Elementary parents may participate in *Triple P- Positive Parenting Program* as this program is starting a county-wide rollout this year. York Elementary has a unique opportunity to be one of two *EL Education Schools* in the county. HEA has facilitated a connection with a benefactor in Elkhart County who has an interest in providing this opportunity specifically to York to become a STEAM school.

*Horizon Education Alliance* emerged from a long history of community conversations. The mission of *Horizon Education Alliance* is to strengthen collaboration, increase innovation, and move everyone from hope to belief that Elkhart County will be transformed through education. (See Appendix Document)

● **Attendance:** Attendance continues to be a general concern as indicated from the patterns below, however it has held steady falling within one percentage point over the past four years. See table below:
### Attendance By Grade

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<tr>
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</thead>
<tbody>
<tr>
<td>Kdg</td>
<td>95.5%</td>
<td>95.7%</td>
<td>95.1%</td>
<td>93.6%</td>
<td>93.7%</td>
<td>94.0%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>95.4%</td>
<td>96.4%</td>
<td>94.7%</td>
<td>95.2%</td>
<td>95.4%</td>
<td>94.4%</td>
<td>95.3%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>96.9%</td>
<td>96.7%</td>
<td>96.2%</td>
<td>95.7%</td>
<td>95.5%</td>
<td>95.3%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>96.2%</td>
<td>96.8%</td>
<td>96.0%</td>
<td>97.2%</td>
<td>95.8%</td>
<td>95.0%</td>
<td>95.1%</td>
</tr>
<tr>
<td>All Grades</td>
<td>96.0%</td>
<td>96.4%</td>
<td>95.5%</td>
<td>95.3%</td>
<td>95.1%</td>
<td>94.7%</td>
<td>94.5%</td>
</tr>
</tbody>
</table>

- Kindergarten has slightly lower attendance rates than the other grades. There are no wide discrepancies in percentages. In the 2012-2013 and 2013-2014 school years a school-wide attendance incentive program involving PAT (Perfect Attendance Tokens) was implemented with no positive impact on the resulting attendance rates.
- Further information needs to be gathered to see how many or which students at the school are at risk based on their attendance and/or tardy status.

- **Discipline Referral Logs**: A review of the logs shows that a majority of the referrals to the office warranted consultation and education. Office referrals occurred for a wide variety of altercations and involved both boys and girls. Office referrals occurred as a result of a variety of inappropriate behaviors including disruption, noncompliance, aggression (verbal or physical), fighting, vulgarity, and verbal threats. The Principal was also used as a problem solver in incidents when a student was upset or needed counsel or assistance with social situations. Only five or fewer students were suspended each year since 2010. The incidents that involved aggression or intimidation were classified as conflict, not bullying. The incidence of bullying as defined by law (repeated, intended, and a power imbalance) is very low.

### CULTURAL COMPETENCY:

- The York Staff is actively aware and committed to addressing the needs of every kind of learner. Based on ESEA/ NCLB, York subgroups with 30 or more students are: White and Free & Reduced Lunch. A review of demographic data indicates that we are a relatively white school with minimal diversity. The percentage of white students has remained within 1.6% in the past 6 years. While diversity is low, it is growing slowly. The second language group has doubled since 2010. Approximately half of York students qualify for free or reduced lunch. One-third of students are eligible for free lunch. Homeless data is not available. The number of special education students has remained consistent.
• A review of stability and mobility rates indicates that students who are here all year remains stable. However, there is a 21.5% mobility rate which is considered high.
• Students are regularly analyzed according to ISTEP+. Subgroups that are monitored for progress are Special Education, LEP and F/R. We realize that these students are shared by other subgroups at York School thus our intervention needs to focus activities on the needs of these students as well.

ANALYSIS:
The needs assessment helped us reach conclusions regarding achievement or other related data.

1. The major strengths we found in our program were in the area of overall ELA proficiency in all subgroups. Also, an upward trend is noticed in the area of mathematical problem solving. Students are beginning to utilize the Process Standards for Mathematics.
   ● Teachers, parents and students feel safe in our school.
   ● The staff views the principal as the building’s instructional leader.
   ● Teachers indicate that the District Pacing Guides are used to plan instruction.
   ● Teachers are incorporating technology in lessons and with students.
   ● Teachers are incorporating the strategies and protocols that align with the EL Education Core Practices.
   ● Teachers have seen growth in students in attitudes surrounding the habits of scholarship and see increased self-awareness and self-regulation in students.
   ● Overall performance is rebounding after a particularly low year in 2015-2016 in both ELA and Math.

2. The major needs based on key findings are comprehension beyond facts that can be found directly in text and applied skills.
   Students need strategy instruction and practice in:
   ● How to read closely to determine what the text says explicitly and make inferences from it. Students will need to understand what it means to answer “text-dependent questions” and cite specific evidence from the text their thinking and their writing.
   ● How to generate their own questions, then read to find out how to answer those questions as well as read with a purpose in mind [when given a purpose for reading, such as, how the author uses graphics, illustrations and/or images to help the reader understand this text better or convey a point of view].
   ● How to organize and manage [code text; think-sheets/ graphic organizers; routines and procedures for accountable talk] information as they read; making their thinking visible/ lifting information from the text to answer their questions [show how they are talking to the text as they read]

Teachers need:
- A better understanding of the DOK levels both within the standards and how to plan to incorporate the DOK levels 2-4 into lessons/units of study.
- Professional development to help recognize the interconnectedness of content/areas/disciplines.
- To utilize the building EL School Designer, Instructional Guide, district math and literacy coaches and PLC collaboration groups to continue to develop collaborative skills and to analyze data regarding student performance and analysis of assessment results, including and not limited to the use of NWEA results.

3. **Needs to be addressed:**
   - Students need to read a variety of text and especially informational text. Teachers will model and practice how to read closely to determine what the text says explicitly and make inferences from it. Students will need to understand what it means to answer “text-dependent questions” and cite specific evidence from the text their thinking and their writing.
   - Students need to identify text structures and how text structures inform how we read and analyze the text. Students also need to use text features to better understand new information. Teachers will model and practice how to recognize the basic text structures and key words and phrases that clue the reader about a specific text structure. Teachers will model and practice strategies that scaffold instruction and help students scan information, use subheadings and text features [graphics, illustrations, charts, tables] to better understand the text. These strategies will transfer across the curriculum, such as science and social studies, and provide teachers and students opportunities to teach and learn strategies and skills within an interdisciplinary instructional framework. Furthermore, this consistency and fidelity for strategy instruction throughout the curriculum provides students with increased opportunities to analyze, synthesize and evaluate various forms of text for a variety of reading purposes.
   - Students need to develop strategies to go beyond the literal meaning of the text, thinking analytically and then representing the ideas in a way that help others understand. Instructional strategies might include diagramming the internal organizational structure- compare/contrast, problem/solution, cause/effect, sequence, question/answer, and story map.
   - Students need to develop the ability to lead their own learning through goal setting, reflection and peer critique.
   - Professional development for teachers in three areas: Understanding and implementing DOK tasks and activities into lesson plans/units of study in ELA and Mathematics, mathematical problem-solving incorporating the Process Standards for Mathematics, and recognizing the interconnectedness of content areas/disciplines.
● Professional development to help teachers create Case Studies - inquiry based lessons that engage students at deep levels, provide adequate challenge, and provide students opportunities to study real world problems in meaningful ways.

4. **Specific academic needs:**
   ● Student growth in K-2 in ELA and Math has been difficult to monitor due to lack standardized objective data. NWEA was implemented in 2016 but with only two years of data, patterns may not yet be completely observable.
   ● The building has only one ISTEP+ grade level and consequently has not monitored the growth of the bottom 25% of K-3 students except in literacy through the data from students included in literacy intervention groups.
   ● Need to differentiate classroom math instruction to meet the needs of our lowest achieving students
   ● Need to develop lesson design (case studies) that increases the rigor of classroom activities to allow students to develop a high level of competency in applied skills.
   ● Needs in mathematics are in the area of problem solving. Students need to develop the ability to focus on the information in the problem. They need to test hypothesis, exhibit flexible thinking, take risks and try various alternatives to solve problems.
   ● Students need to build stamina in solving problems and use information from one part of the problem to solve additional questions.
   ● Students need to model problems using words, pictures, drawings, objects, acting out, charts, tables or other representations to solve, express or organize mathematical concepts.
   ● Students need support in how to organize their work and keep track of information they will need when using scrap paper to complete online math assessment items.
   ● Daily lesson design that includes the 4 critical elements: a) measurable and manageable objective; b) assessment/checks for understanding aligned to the objective and guide support and future planning; c) clear sequence of instruction [gradual release from model to independence; and d) rigorous activities aligned to the objective and scaffold practice/ independent practice in order to achieve mastery.

5. **ROOTCAUSES:**
   ● Need to understand DOK 2-4 and intentionally incorporate Levels 3-4 in lesson design/units of study.
   ● Need to develop a plan to assess the academic proficiency of students new to the building both in literacy and in math.
- Need to differentiate classroom instruction to meet the needs of our students particularly for F/R students.
- Need to align standards to curriculum [i.e., curriculum maps; pacing guides] and ensure that we are actually teaching the standard (DOK levels of the standards).
- Need to align common assessment to curriculum and standards and ensure that the assessment is testing the standard (DOK level of the standard and assessment item match).
- Need to develop lesson design/units of study that focuses on critical elements; align to the curriculum and incorporate instruction at the appropriate DOK level of the standards to be taught.
- Need to model and practice gradual release of responsibility to improve sequence of instruction and shift focus from teach to independence.
## Goals and Benchmarks

### Goals: English Language Arts

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Measures</th>
<th>Targets</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read closely to determine what text says explicitly &amp; make inferences</td>
<td>ISTEP+ ELA Assessment (MC/ Applied Skills) and ILEARN ELA Assessment (Beginning 2018)</td>
<td>65% will pass by the end of Spring 2018</td>
<td></td>
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<tr>
<td>from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td></td>
<td>70% will pass by the end of Spring 2019</td>
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<td></td>
<td></td>
<td>75% will pass by the end of Spring 2020</td>
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<tr>
<td></td>
<td></td>
<td>Passing by end of Year 3</td>
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<tr>
<td></td>
<td></td>
<td>75% Grade 3 F/R</td>
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<tr>
<td></td>
<td></td>
<td>75% Grade 3 White</td>
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<tr>
<td></td>
<td></td>
<td>Passing by end of Year 1</td>
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<tr>
<td></td>
<td></td>
<td>65% Grade 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>55% Grade 3 F/R</td>
<td></td>
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<td></td>
<td></td>
<td>65% Grade 3 White</td>
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</table>

### Goals: Mathematics

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Measures</th>
<th>Targets</th>
<th>Overall Performance</th>
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<tbody>
<tr>
<td><strong>Problem Solving:</strong> solve problems w/ equal groups, 4 operations,</td>
<td>ISTEP+ ELA Assessment (MC/ Applied Skills) and ILEARN Math Assessment (Beginning in 2019)</td>
<td>65% will pass by the end of Spring 2018</td>
<td></td>
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<tr>
<td>measurement concepts, time, money, mass and perimeter</td>
<td></td>
<td>70% will pass by the end of Spring 2019</td>
<td></td>
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<tr>
<td><strong>Process Standards for Mathematics:</strong></td>
<td></td>
<td>75% will pass by the end of Spring 2020</td>
<td></td>
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<tr>
<td>#1 Making sense and persevere in solving problems</td>
<td></td>
<td>Passing by end of Year 3</td>
<td></td>
</tr>
<tr>
<td>#4 Model with mathematics</td>
<td></td>
<td>75% Grade 3 White</td>
<td></td>
</tr>
<tr>
<td>#6 Attend to precision</td>
<td></td>
<td>75% Grade 3 F/R</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passing by end of Year 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>65% Grade 3</td>
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<td></td>
<td></td>
<td>70% Grade 3 White</td>
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<tr>
<td></td>
<td></td>
<td>63% Grade 3 F/R</td>
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System for Pedagogy/ Instruction
Strategies for Implementation (#2)
Principle 3: Effective Instruction

To compete in the global information economy, young people today need literacy strategies and skills far more advanced than have been required of any previous generation. Strong reading, writing, thinking and problem-solving strategies and skills are essential not only for success in school and the workplace, but also for participation in civic life. Yet many of our students lack necessary literacy and mathematical strategies and skills to succeed to higher levels.

York Elementary and Middlebury Community Schools are committed to providing critical thinking skills instruction in mathematics, as well as literacy instruction to students from kindergarten through 12th grade. Our students deserve nothing less than a comprehensive effort to support their continued development as critical thinkers in math and literacy.

**Learning Outcomes:** Students will meet grade level standards during Tier I Core instruction. Students not meeting mastery in Core instruction will receive supplemental instruction.

- Guiding Principle #1: Engagement is essential to effective instruction and student achievement
- Guiding Principle #2: Learning is fostered best in communities where students’ and teachers’ ideas are respected
- Guiding Principle #3: All students need to be successful to build confidence and capacity to take risks and meet increasingly difficult challenges. They also need to learn from failures and to persevere when things are hard.
- Guiding Principle #4: Learning is both a personal process of discovery and a social activity in which individuals become increasingly responsible for their own learning.
- Guiding Principle #5: Students need to compete, not against each other, but with their own personal best and with rigorous standards of excellence.
- Guiding Principle #6: Students need to know expectations and what the end product should look like.
York Elementary School has established a partnership with EL Education which will support teachers’ commitment to the guiding principles while providing students with an engaging environment where students are leaders of their own learning.

The EL Education model for teaching and learning challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school. EL schools accomplish this through the development of a positive school culture, enhanced instructional skills in teachers, purposeful learning, and high expectations for all students.

As a result of our needs assessment and school-wide planning a plan has been created by York Elementary teachers, leaders and EL Education to help build knowledge and create consistency to support the beliefs above and other research-based best practices. This framework has strong implications for impacting instruction across the curriculum and how students transfer strategies and think across other disciplines.

<table>
<thead>
<tr>
<th>2. School-wide reform strategies that are scientifically researched based.</th>
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<tbody>
<tr>
<td><strong>Response:</strong></td>
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<tr>
<td>Ensuring that all classrooms are standards-based is an essential school-wide reform strategy. Administrators and teachers district-wide and at the school level are constantly reviewing what a standards-based classroom is and where we are with implementation during collaboration as well as observation walkthroughs. This is done on a regular basis so that we can routinely review our instructional practice to ensure we are utilizing best practices. Grade-level Teams as well as the Teaching and Learning Team are writing Case Studies to integrate literacy, mathematics with science and social studies to make learning more meaningful and to incorporate the standards. Another strategy is the ongoing development of professional learning communities where the focus is student achievement when analyzing formative assessment(s) and NWEA data. Minutes are recorded on a Grade-level Meeting Record Form, and a copy is shared with the School Leadership Team to communicate, monitor and assess implementation. Curriculum maps, curriculum pacing guides, and Department of Education frameworks and transition guides are used to guide the instructional planning.</td>
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<tr>
<th>2(a). School-wide reform strategies that are scientifically researched based.</th>
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<tr>
<td><strong>A. Response:</strong></td>
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<td>We will address the needs of all students in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard through ongoing monitoring of how students are performing, as well as building in time for response to instruction in our Master Schedule all year long. Thirty minutes of literacy</td>
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</table>
intervention for re-teaching is included in the schedule for students, and the groups are constantly progress monitored to allow for flexible grouping. Additionally, students who do not pass I-Read or ISTEP+ and/or who are identified as not performing on grade-level (NWEA or District Benchmark Assessments) are recommended to receive services through building interventions. The intervention teachers provide additional support for 30 minutes per day in the areas of reading and/or math. The building has in place Reading Recovery for first grade students and additionally small group literacy instruction for K-3 students implemented as literacy interventions. The intervention teachers provide additional mathematics support depending on intervention specialists’ time available.

Furthermore, the Tier 2 Team will meet on a regular basis to identify specific strategies for students who have not met expectations in an effort to improve their academic and/or behavioral performance, and the classroom teacher is responsible for implementing the strategies identified and charting the student’s progress as evidence. EL Education guidance along with the school-wide planning team has completed a school organizational structure to facilitate shared ownership for school culture, curriculum and student learning. The organizational graphic (Appendix) reflects the system for addressing building, teacher and student needs. Building and District coaches provide ongoing professional learning in areas of identified need.

2(b). School-wide reform strategies that are scientifically researched based.

B. Response:
Following are examples of the Scientifically Based Research supporting our effective methods and instructional practices or strategies. Teams have done extensive research in literacy and math. Research in literacy and math indicates that integration of the curriculum greatly increased student achievement. Additionally, an integrated curriculum increases the relevance of the learning for the students and is beneficial for many areas that encompass education, such as literacy. Non-fiction/informational texts are used more with EL Education. As students become more active in their learning, they are more drawn to communicating through technology and writing becomes more relevant to all children. In math, integrated learning offers students an opportunity to focus on problem-solving and make real-life connections. The EL Education School Designer will work with the York Elementary Principal, Building Instructional Guide, Building Leadership Teams and classroom teachers in the areas of school culture, crew, teaching and learning and school leadership in developing understanding and expertise in student engagement, curriculum and instruction and data analysis. Teachers will gain additional knowledge and experience in understanding the Indiana Academic Standards for College and Career Readiness as they work to unpack the standards. They will better understand the rigor of these standards and can work to
incorporate those expectations into their unit/lesson design. Assessment will become more authentic as teachers begin to use student products to address more than one subject area.

In EL Education schools, differentiation is a philosophical belief and instructional approach through which teachers proactively plan to meet students’ varied needs based upon ongoing assessment. RTI will help raise the skills of underperforming students, will help to correct behavioral issues, and can also be used to enrich learning of higher achieving students.

Implementing RTI correctly requires educators to shift their thinking. In the past when a student did not achieve, we thought the child could not learn. With this shift, if a student is struggling, we now think of alternate ways to provide instruction. We seek to find effective ways to meet specific learning needs. By using this process and model for response to intervene correctly, student achievement will be maximized, and we will be able to improve how student are productive and successful. The school will develop and train effective skills in assessment, data analysis, peer collaboration and intervention skills in order to ensure that students needing supplemental support are identified and that placement in interventions and other programs is made effectively. Information and research from the What Works Clearinghouse, RTI Action Network and the National Response Center to Intervention (located at American Institutes for Research) have been utilized to guide and develop our response to student learning needs.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

C. Response:
   We will increase the amount and quality of learning time by providing additional instructional support beyond the core instructional time. Small group instruction is provided during core instruction. Intervention is included in the master schedule to provide all students who need additional assistance an opportunity to receive small group instruction from their teacher or from a teacher with expertise.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 2001 [ESEA].

D. Response:
   District curriculum guides are developed and adjusted, as well as lessons, assessments and groups for response to instruction are reviewed and revised for re-teaching. Teachers use the results from classroom assessments, benchmarks, and formative assessments to decide which students need re-teaching or support. In
addition, students’ individual needs and progress are reviewed. Students who are struggling to perform on grade-level and not showing progress/growth receive additional support through the Response to Intervention [RTI] process. The Tier 2 team recommends instructional strategies that will help students to improve academically.

<table>
<thead>
<tr>
<th>2(e). Provisions to ensure cultural competency for teaching and learning.</th>
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<tbody>
<tr>
<td><strong>E. Response:</strong> Differentiating instruction is a cyclical process of finding out about the learner and responding by differentiating. The School Leadership Team and grade level teams:</td>
</tr>
<tr>
<td>1. Identify, monitor and analyze student achievement data and data impacting student performance, such as attendance, tardiness, suspensions, and expulsions; subgroups including Free and Reduced Lunch, ethnicity, &amp; special education will also be analyzed.</td>
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<tr>
<td>2. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school’s plan; and</td>
</tr>
<tr>
<td>3. Recommend areas in the school’s educational environment.</td>
</tr>
</tbody>
</table>

Cultural competence strategies consist of:
1. Acknowledging strengths and benefits that students and staff bring with them to the classroom.
2. Making connections between what students already know and what they are expected to learn.
3. Including multiple perspectives in decision-making and instruction.
4. Validating students’ cultural identity in classroom practices and instructional materials.
5. Acknowledging students’ differences and communities.
6. Being aware of one’s own cultural identity and views and the influences those views have on classroom practices
7. Engaging families in a culturally meaningful way
8. Believing that students from culturally diverse and low-income backgrounds are capable learners

Culturally competent teachers will:
1. Understand that the way student think, behave and learn are influenced by factors such as race/ethnicity, social class, and language.
2. Affirm the views of students from diverse backgrounds
3. View him-/herself as responsible for and capable of bringing about educational change that will make schools more responsible to all students.
4. Understand how learners construct knowledge.
5. Know about the lives of his/ her students;
6. Use his/her understanding of how students’ learn and the knowledge about his/her students’ lives to connect what they already know to the new material they are expected to learn;
7. Continually build awareness of students’ learning strengths and needs by observing and assessing their readiness, interests and learning preferences; and
8. Use a broad repertoire of effective instructional and assessment strategies to differentiate how students learn and how they demonstrate their learning (content, process, product, and learning environment).

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System for Response to Instruction

**Differentiated Learning (SW #9)**

**Principle 4: Curriculum, Assessment and Intervention**

**Principle 7: Effective Use of Time**

<table>
<thead>
<tr>
<th>9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:</th>
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</table>

**Response:**

We provide opportunities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Examples of these activities are as follows:

- Intervention which includes additional time for re-teaching/enrichment
- Early Intervention Program which includes Reading Recovery and Small Group Literacy Intervention.
- Waterford Learning is provided for our K-2 students through the Early Literacy Intervention Grant. NWEA Skills Navigator is provided for Grade 3 students as an intervention.
- Second grade math intervention is classroom based utilizing Dreambox Math.
- Universal Screening will be provided through use of NWEA.
- Third graders are administered ISTEP+ and IREAD3 in the spring.
Other assessment include Quarterly Benchmark Assessments, Fountas and Pinnell Benchmark Assessment System (reading) and other formative assessments.

9[a]. Measures to ensure that student difficulties are identified on a timely basis.

Response:
Teachers use the results from classroom assessments, benchmarks, and formative assessments to make decisions about student groups. In addition, students’ individual needs are discussed. Students who are struggling to meet grade-level expectations receive additional support through the RTI process. Teachers typically identify students who are considered to be at risk based on the student’s performance in the class; however, administrators, counselor or parents can also make referrals. Different types of data are reviewed, including ISTEP+, NWEA, WIDA and Benchmark assessments such as running records and common assessments as well as classroom assessments. Teachers are expected to implement specific, strategies for the identified students for four to six weeks in an effort to improve student academic and/or behavioral performance. If strategies do not improve performance in Tier II or Tier III, then the team may seek a referral for educational testing. Once the evaluation process is completed, the RTI team meets again to review the results and determine the best approach to take for the student.

Another method is through the building intervention programs. Students who do not pass ISTEP+ or who are identified as not performing on grade-level [K-3] are recommended to receive services through building intervention programs. Students who do not pass the I-Read, ISTEP+ and/or who are identified as not performing on grade-level based on benchmarks are recommended to receive intervention services. Intervention programs in place include: Intervention teachers provide additional support for 30 minutes per day in the areas of Reading and/or Math using either a pull-out model. In the pull-out model, instruction is provided in a small group of 3 students or individual services based on need. Incorporated within this model is collaboration and coordination between the interventionist and the regular classroom teacher to maximize student learning. NWEA Skills Navigator is also available.

System for Professional Development

Strategies for Implementation (#4)

Principle 7: Effective Use of Time

4. Professional development for staff to enable all children

Response:
A. We include administrators, teachers, para-professionals and, if appropriate, pupil support staff, parents, and other staff in our staff development that addresses the root causes of our identified needs. To gain new ideas and learn new strategies and best practices, teachers meet with the instructional coaches, as well as the technology specialist. Teachers are provided an opportunity to participate in training sessions, workshops, book studies, as well as various other professional development activities. Additional opportunities for professional development are provided during faculty meetings. An EL Education School Designer works with the Principal, Building Instructional Guide, leadership teams to continually refine practices in the school in the areas of culture and character, leadership, curriculum, instruction, and assessment. A Building Instructional Guide provides support directly to teachers on a daily basis to carry on the continuous work of school improvement to increase student achievement.

B. We have aligned professional development with the State’s academic content and student academic achievement standards. Data analysis is used to continuously identify specific academic weaknesses, influence curriculum decisions, and direct decisions regarding the types of high quality, sustained professional development offered to the staff. Below are examples of professional learning opportunities for teachers in the identification of student difficulties and provide appropriate support for/ strategies aligned to identified difficulties: EL Education, RTI, WIDA, and Literacy and Math Pacing Guides, and developing/ strengthening Professional Learning Communities.

C. We allocate sufficient resources to carry out effective professional development activities that address the root causes of academic problems. For example, teachers are provided professional development by instructional coaches at least weekly. Professional development is ongoing to meet the need of the diversity of our students and needs of teachers to support student improvement. Teachers also engage in professional development identified by the School Leadership Team that develop an understanding of critical areas using data analysis to address any challenges/ barriers as a means to increase student achievement. Instructional coaches continue to provide professional development on problem-solving, establishing learning targets, engaging students in flexible mathematical thinking and reading comprehension to sustain the foundation models for reading, writing and math that teachers must implement in their daily lesson design. Furthermore, instructional coaches, and EL Education’s School Designer, provide professional development on state, district, and/or school-based need that equip teachers with learning for successful use of Indiana Academic Standards, assessments, the process skills in mathematics, and writing in response to reading that is beneficial to student and school success.
D. We include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers meet in teams with the instructional coach and administrators on a regular timetable. The timetable gives teachers opportunities to collaborate on assessments; teachers collaboratively plan lessons with specific learning intentions and success criteria. They have an agenda that may focus on: a) specific assessment results [analysis of data]; b) adjusting instruction based on data; understanding level of rigor required in state standards and unpacking the standards for clear understanding of what the student must know, understand and be able to demonstrate; c) unit/lesson design; d) aligning assessments to standards; e) reviewing pacing guides based on data; or f) reviewing/discussing research [study group] to ensure that implementation of strategies are aligned to best practice. Teams utilize collaborative time to ensure mastery of essential standards for each student. Utilizing data from running records, observation and classroom assessments also impact how students improve their benchmark and formative assessments.

E. York has contracted with EL Education for 30 onsite Professional Development Days with a School Designer to work with staff. PD activities will include, but are not limited to teaching, discussing, modeling and coaching teachers on instructional strategies to help teachers improve instructional practice and transform learning for students. Some of those days will be spent with general staff while others will be with the Building Principal and Leadership Teams to develop structures to promote positive change and best practice in the building. Additionally, staff will be sent offsite to 18 designated institutes, site visits or conferences offerings throughout the year. These are led by EL Education staff or are held in model schools who have been credentialed by EL throughout the United States.

System for Leadership
Strategies for Leadership and Decision-making (#8)
Principle 1: Leadership
Principle 6: Enabling the Effective Use of Data

York Elementary School: School-wide Plan 2017-2018
8. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:
A. To include teachers in decisions regarding use of academic assessment, the teachers and instructional coaches collaboratively review the assessments and the timeline schedule and plan common assessments that will be utilized. Some examples of the standards-based assessments that are chosen are text-dependent questions from the core series, samples from the Department of Education, as well as culminating project-based and/or performance tasks, which are assessed using rubric. Research shows that teacher feedback [Wiggins, 2012, ASCD] is far more effective than re-teaching. Therefore, teachers provide specific feedback to students for the standards-based assessments so that students have another opportunity to demonstrate mastery of the standards. Students are encouraged to continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Authentic models are provided to give students an opportunity to see what mastery level work looks like and to compare their own work to it to decide how they might refine their own work. Collaborative partners/groups provides students the opportunity to evaluate their work using the criteria and discuss how to improve their work with feedback from peers as well as the teacher as support. Staff and team meetings focus on how to develop assessment-capable, visible learners who can evaluate their own learning, know what to do when they get stuck, and collaborate with others. During grade-level collaboration and faculty meetings, teachers discuss classroom attributes such as routines, procedures, and expectations, that support a culture of thinking and one that encourages student to actively seek feedback from their peers and teachers. In addition, teachers review student work, providing teachers an opportunity to share ideas and strategies to improve instruction within a grade level as well as across grade levels. The EL Education School Designer along with the school-wide planning team and the school faculty have streamlined the school organizational teams to better meet the needs of students. Specific duties of each team have been defined and clarified to ensure efficient use of information. The Teaching and Learning Team, School Leadership Team, and District Curriculum Committees regularly monitor implementation and consistency of the assessments.

8(b) Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:
The initial disaggregation of the data is received prior to the end of the year. The Indiana Department of Education releases the results of the schools Report Card [accountability status] prior to releasing it on the school’s Compass website. At the opening of the school year, the School Leadership Team facilitates teachers through the process of disaggregating the data of annual state assessment reports to better assess specific needs of the school and establish a coherent vision that is understood and supported by the entire school. This data is used in combination with NWEA, benchmarks and formative assessments to determine strengths and challenges by grade-level, content, standard, as well as school-wide patterns and trends. The data is used to review the school-wide plan that includes, SMART goals are reviewed and developed by grade-level and content, aligning strategies, and a plan for monitoring progress and driving continuous improvement.

<table>
<thead>
<tr>
<th>8(c)</th>
<th>Provisions to ensure the annual review of the school-wide/ school improvement plan.</th>
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<tbody>
<tr>
<td><strong>Response:</strong></td>
<td>Peer review process of the SWP/PL221 is conducted annually to align with the SWP components per ESSA 2015. The District provides support to the school in revising the plan and responding to the feedback from the outside review process. Both the District and outside review process/ revisions ensures the ESSA statutory components are included and all components are identified. Documentation of meetings, such as sign-in sheets, agendas, notes on the plan, scoring/ feedback rubrics, etc., are kept as evidence in preparation for an IDOE monitoring visit.</td>
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<table>
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<tr>
<th>8(d)</th>
<th>Provisions to ensure that disaggregated assessment results for each category are valid and reliable.</th>
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</thead>
<tbody>
<tr>
<td><strong>Response:</strong></td>
<td>The school has an assessment system and timeline schedule in place to ensure the results of each category are valid and reliable. The plan includes specific procedures and protocols teachers and administrators follow. In addition, the tests are kept in a safe and secure location during times of non-testing, and they are returned to the district testing coordinator immediately after the testing process is complete. Valid and reliable assessment procedures follows a process for ensuring that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity as well as adjusting classroom level instruction based on upon formative and summative and summative results from aligned assessments.</td>
</tr>
</tbody>
</table>
8(e)  Provisions for public reporting of disaggregated data.

Response:
An annual Title I Meeting is held at the beginning of each year. During this meeting, the school’s ISTEP+ data is shared with parents, teachers, and community members. In addition, a copy of the School-wide/ School Improvement Plan is posted on the school’s website. Furthermore, the results for all MCS schools are posted on the Indiana Department of Education website for public viewing.

Strategies for Highly Qualified (#3)
Principle 5: Effective Staffing Practices

<table>
<thead>
<tr>
<th>3(a). Instruction by highly qualified professional staff.</th>
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<tr>
<td>A. Response:</td>
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</tbody>
</table>
| We provide instruction by highly qualified teachers and paraprofessionals [Appendix] who meet the standards established by the State of Indiana. The district utilizes a strategic plan to ensure that it recruits and hires highly qualified instructors for the system. We network with locate colleges and universities, as well as universities across the state in recruiting all individuals who are interested in teaching in Middlebury Community Schools. Our district has a link on the corporation web site to the online application and directions for applying. Other information provided includes certification information, school locations, and contact information. In addition, the school has an interview team that participates in the interview process of potential candidates. Candidate selection is based on the needs of the school in comparison to what strengths the chosen person has to offer that will meet those needs.

To retain highly qualified instructors at the school, orientation is provided at the beginning of the school year for all new teachers. Administrators, leadership team, coaches, and grade-level team provide mentoring and instructional support for new teachers. Grade level teams meet weekly for collaboration. Additionally, coaches provide ongoing professional development for all teachers in areas where improvement is needed or areas that teachers have received feedback and need support to improve a specific competency or skill. Teachers are provided opportunities to develop in teacher leadership capacity by serving in various leadership roles, including: School Leadership; Crew and Culture, Teaching and Learning, District Level Teams. Furthermore, a Professional Growth Plan is created and updated each year.
3(b). Periodic training for teacher in the identification of difficulties and appropriate assistance for identified difficulties

B. Response
Teachers that are identified as having difficulty are provided release time to observe specified teacher classrooms. The instructional coaches model lessons for the teachers on a regular basis, and the teacher records their findings through reflective writing or discussion. The teacher and the coach then participate in post-conference sessions to discuss the findings and develop and implementation/action steps. Written reflection and questions about the observation are shared with the coach and administrator so that when walkthroughs are conducted the implementation/action steps are monitored for feedback. Additionally, teachers invite coaches to observe and provide written feedback in various areas where professional development has been provided, such as classroom management [implementation of routines and procedures], maximizing use of instructional time, release of instruction and activities in a logical sequence to achieve the objective, and providing effective feedback to students.

Teachers who are experiencing difficulty with classroom management may observe teachers for effective classroom management strategies and best practices. In addition, they may read professional literature [study group], view videos with coaches and videotape themselves for discussion and feedback with the coach.

Strategies for Recruiting and Retaining Highly Qualified Staff (#5)

5. Strategies to attract high-quality, highly qualified teachers to this school
Principal and instructional leaders use established processes to identify staffing needs proactively and early. Principal and leadership team manages recruitment efforts and casts a wide net for candidates including, but not limited to, traditional venues. Principal and instructional leaders operate from clear selection processes that focus on matching staff to specific position expectations and are based on prior student-learning outcomes for non-first-year teachers. Principal has evidence that classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. Principal and leadership team consistently provide and support teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. Principal and leadership team ensure professional development is designed and linked to teacher observations, formative assessment.
Principal makes clear performance expectations aligned with the mission and vision for each position in the school. Principal implements a systematic evaluation process aligned with district expectations; staff identified as “ineffective” are put on improvement plans and appropriate support is provided. Principal provides extensive documentation on consistently underperforming staff and follows the protocols for removal of ineffective teachers based on Human Resource policies and procedures, and aligned with the system for teacher effectiveness.

York Elementary recruits certified teachers who represent the culture of the school and community. York Elementary continues to recruit certified teachers who are working in the school as substitute teachers and/or student teachers, on a regular basis, who are receiving hands-on experience with strategies and practices. Substitute and student teachers must have demonstrated exemplary standards and expectations in classroom management, student expectations, and exhibit participation in the professional learning community.

**Teacher Effectiveness --- McRel Teacher Evaluation (Middlebury Teacher Evaluation System)**

In 2011, the Indiana General Assembly passed the law (IC 20-28-11.5) mandating evaluation of all teachers and administrators every year, beginning in the 2012 school year. In 2010, Middlebury Community Schools, adopted McRel Teacher Evaluation System. A large team of administrators and teachers from all buildings met with the author and trainers of the McRel Teacher Evaluation System for extensive training on the philosophy, purpose and function of the system. McRel is a professional development model that is intended to communicate and encourage teacher growth. That was a shift from the previous staff evaluation model that was simply a summative report of teacher performance. Throughout the first year of implementation multiple sessions were held with all certified staff to understand the rubric, as well as the model. Administrators continue to meet periodically to ensure a continued understanding of the standards and elements of the rubric and to assure consistency throughout the district.

Goals of the McRel Teacher Evaluation System:
- Create an atmosphere of continued professional development and growth for all teachers and administrators.
- Create a collegial relationship between teachers and administrators utilizing rubrics that are fair, credible and highly accurate as an assessment tool that will provide meaningful feedback for growth and development during observations, evaluation and professional development.
- Ensures that every certified teacher is formally evaluated a minimum of twice a year by a licensed administrator as required by Senate Enrolled Act 1, 2011.
• Helps new teachers become acclimated with their new surroundings.
• Includes an instructional coaching component to give support to teachers that are identified for or request additional assistance.

Under the **McRel Teacher Evaluation** system all teachers have the opportunity for continuous professional growth and development. The **McRel Teacher Evaluation** system identifies teachers as individuals with professional teaching licenses. New teachers to MCS and individuals enrolled in a certified Transition to Teaching program are considered “beginning teachers” in the MCS **McRel Teacher Evaluation** system.

MCS utilizes the **McRel Teacher Evaluation** rubric as the assessment tool for all teachers. All certified non-teaching staff including administrators have a state approved evaluation rubric specific to their area. All administrators and instructional coaches are trained on the **McRel Teacher Evaluation** rubric. All building level administrators develop building wide staff development to ensure teachers have a thorough understanding of the **McRel Teacher Evaluation** rubric and its portal. MCS trains all administrators and instructional coaches on the **McRel portal** and the process to be utilized for providing meaningful feedback and professional development opportunities.

Every certified teacher is formally evaluated a minimum of twice a year by a licensed administrator as required by Senate Enrolled Act 1, 2011. All teachers must have a minimum of two extended observations per year. An extended observation lasts 40 minutes. One observation is announced and one may be unannounced. Extended observations are accompanied by pre-conferences and post-conferences, including written feedback within ten school days of the observation.

**New teachers** to MCS and any teacher enrolled in a certified Transition to Teaching program are considered “beginning teachers”. All beginning teachers are supported by a mentor to assist them during their first two years in the MCS/McRel program. When a beginning teacher receives their proficient practitioner’s license and has completed their first two years of employment successfully, he/she is released from the MCS/McRel beginning teacher component of the program. Requirements of the MCS beginning teacher component of the program include:

• Submitting a listing of daily procedures and rules and consequences for the classroom to the administrator and instructional coach.
• Attending conferences with the instructional and/or administrator prior to and after classroom observations.
• Attending professional development opportunities that are identified as part of the intern’s individual growth plan.
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- Participate in at least four formal evaluations and all additional informal observations as deemed necessary by the instructional coach and building administrator.
- Any beginning teacher that receives a rating of “ineffective” after the first year of teaching, may be recommended for non-renewal or placed on a specific, focused improvement plan.

**Identify as “needs improvement”**

Teachers who are identified as needing assistance and any teacher requesting assistance will be actively enrolled in coaching assistance. All teachers receiving ratings of “needs improvement” must receive additional coaching.

**Requirements of the MCS/McRel additional assistance component of the program may include, but are not limited to:**

- Turning in weekly instructional plans to building administrator and the assigned coach consistent with the McRel rubric for designing and planning instruction.
- Submitting a listing of daily procedures and rules and consequences for the classroom to the administrator and consulting teacher.
- Scheduling/attending conferences with the coach and/or administrator prior to and after classroom observations.
- Attending professional development opportunities that are identified as part of the teacher’s individual growth plan.
- Participate in at least four formal evaluations and all additional informal observations as deemed necessary by the consulting teacher and building administrator.
- If a teacher is enrolled and participates in the assistance component of the MCS evaluation system for one year and is not removed from the “needs improvement” category, it shall constitute grounds for contract cancellation or discontinuance.

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**Principle 6: Parental Involvement**

York Elementary will incorporate specific strategies with the assistance of the EL Education School Designer to involve parents in the development of York Elementary’s Guiding Principles. There will be specific opportunities for parent outreach in understanding the focus of the school regarding student learning and achievement. Significant effort will be made to inform parents and the community of the mission, structures and outcomes that they can expect as their students go through the school program and how their child’s participation in an EL school may impact them. Within the first month of school a parent night kickoff event will occur. Families will be invited into the school to observe their children in a Crew meeting and to hear how they can be

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a part of the EL Education growth process. Throughout the year, informational literature will be sent home to families, along with invitations to participate in discussion and planning groups.

Parents are given information on the progress of their individual child through quarterly report cards and progress notes. In October and March parents are invited into the school for a formal meeting with the teacher and any other pertinent staff for Parent Teacher Conferences. Parents and teachers may request additional meetings to address individual or ongoing issues.

3 for me-Parent volunteer program at York Elementary has been successful in providing parents the opportunity to become involved at York Elementary.

Triple P- Positive Parenting Program is the most widely researched parenting program in the world, improving parenting skills and reducing abuse and neglect at the population level. Triple P supports children’s development of positive mental, emotional and behavioral health. Child and Parent Services (CAPS), along with 20 additional partners in Elkhart County are joining HEA in the county-wide rollout, which will be a first in Indiana. To find out more, visit [www.triplep.net](http://www.triplep.net)

The York Parent Involvement Policy and the Home/School Compact has been revised with the assistance of York teachers and parents (See Appendix Document). The Policy and the Compact will be mailed to the guardian/parent of each enrolled York Elementary Student along with the Parent Right-to-Know information at the beginning of the school year. Guardians/Parents of students enrolling after the mailing is completed will receive the information in the student enrollment packet.

**Principle 7: Transitions**

York Elementary has long been a host for a Head Start Preschool classroom. A strong partnership exists between York and Head Start Staff at both the building and the administrative level. Within the building, Head Start students utilize the cafeteria for meals, the gymnasium for activity, a playground space for recess, the clinic for nursing needs, and the library for a reading time. Throughout their transitions to and from these activities, students are welcomed and noticed as York students. This integration supports them as they approach kindergarten. In addition to this daily exposure, specific attention is given to their transition to kindergarten in the Spring each year. A kindergarten roundup is held to provide a time for information and questions at the beginning of the enrollment process. Head Start staff organizes a parent meeting which is attended by kindergarten teachers and principals from all the four elementary schools.
to answer questions, provide information and to just give personal attention to families who are transitioning from Head Start to kindergarten.

For all students entering kindergarten from any setting, there is the kindergarten roundup, as well as a day at the beginning of August to come to the school to meet the teacher and view the classroom. Any student who has been involved in special education services in preschool is given a case conference meeting attended by both preschool staff and York staff to discuss best placement and individual transitional needs. York staff may visit the preschool to visit the student in the preschool environment.

Students enrolling at midyear: The enrolling students along with guardian/parent are provided a tour of York Elementary and if possible are introduced to the York Elementary Principal, Nurse and Guidance Counselor.

This year the Horizon Education Alliance has partnered with area preschools to provide a rich curriculum that will provide a consistent foundation for children entering kindergarten. The Tools of the Mind Curriculum helps children improve self-regulation and executive function by emphasizing intentional, make-believe play, and they have a strong track record of helping children be ready for kindergarten. HEA is currently partnering with 21 preschool classrooms across Elkhart County to implement this evidence-based curriculum, helping to deliver high-quality preschool to hundreds of area children. To find out more, visit www.toolsofthemind.org

Transition from 3rd grade to Heritage Intermediate Building: Third grade students spend a day at Heritage Intermediate School to help students with the transition to the new school. Intermediate staff plans a half day of activities for students from all elementary schools in the Middlebury Community School system. Students socialize and get to know new classmates from the other elementary schools. Students tour Heritage Intermediate School to become familiar with the school and classrooms. Students meet 4th grade teachers and staff. 3rd graders are also able to meet and talk with current 4th grade students. Special education students also make a separate trip to Heritage Intermediate School to meet their special education teacher. HIS special education staff also participate in any 3rd graders IEP meeting.
Safe and Disciplined Learning Environment

It is York Staff’s highest priority to keep students safe both physically and emotionally so that they can learn and grow in a stress-free environment. The students at York are encouraged to think of themselves as a caring community and to treat each other right. However, they are children and they do make mistakes. Within the classroom, teachers use a variety of strategies to maintain order and discipline. Some use systems that incorporate points, green/yellow/red status, “clipping up and clipping down”, etc. In most cases these management systems work well and give the students the structure they need to maintain a cooperative learning environment. When students exhibit extreme behaviors that potentially could cause harm to themselves or others they may be sent to the office for consult with the Building Principal. The Building Principal may determine in school or out of school suspensions, but these are reserved for extreme behaviors. Generally children are guided to examine their behavior and reframe it by determining what they would do different in the future. Ongoing or persistent issues may warrant a referral to the School Counselor, Tier 2 Team, or Behavior Consultant.

Through the use of Crew meetings, York staff and students work together to create an environment that encourages attitudes that strengthen the culture of the building as well as to grow compassionate citizens. EL Education schools believe learning is fostered best in communities where students’ and teachers’ ideas are respected and where there is mutual trust. Learning groups are small and are referred to as Crews. Caring adults look after the progress and act as an advocate for each child. Older students encouraged to “reach back” and support younger ones so that all students feel valued, and are physically and emotionally safe. At York, the motto, “We are crew, not passengers” indicates that all members of York are working together on this common mission.

In 2010, York Elementary School began formally addressing the issue of bullying and harassment that exists in many schools. Each year, training is provided to staff and students in the fall. A week of activities and education is held in conjunction with Safety Week to highlight the commitment to creating a non-threatening learning environment. Olweus is designed for students in elementary, middle and high school. While all students participate in the educational aspects of the program, students identified as bullying others, or as targets of bullying receive additional individualized interventions.

Program Goals- OBPP is designed to improve peer relations and make schools safer, more positive placed for students to learn and develop. Outcomes of the Program- Statistics show that successful implementation of OBPP can reduce school bullying. Outcomes have included:

- Fifty percent or more reductions in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded similar results.
- Significant reductions in student reports of general antisocial behavior such as school bullying, vandalism, school violence, fighting, theft, and truancy.
- Significant improvements in the classroom social climate as reflected in students’ reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school.
- Greater support for students who are bullied, and stronger, more effective interventions for students who are bullied.

In 2015 York Elementary School completed construction of a more controlled building entry system for parents and students. Individuals wishing to enter the building need to push a button to activate a camera and microphone. Visitors who are cleared for entry will have the door unlocked and will be allowed to enter the office where they will be further questioned before access to the building.

York Elementary has an updated (2015) reunification plan for students with parents. This plan has been practiced with York Elementary Staff. Additionally, in 2017-2018, Middlebury Community Schools will be implementing the Standard Response Protocol for handling emergencies and drills. Staff will be trained before implementation.

A more recent initiative at York involves a Partnership with Horizon Education Alliance to impact student engagement and lifelong success, through implementation of the PAX Good Behavior Game (GBG). The PAX GBG is an evidence-based prevention and protection strategy that can be used to avert lifetime mental, emotional and behavioral disorders. In school, PAX increases instructional time by up to 300 hours per year, reduces the need for special education placement by 30% or more, and has a long-term impact on rates of mental illness, ADHD, crime and substance abuse. The principal attended a national training with PAX founder Dr. Dennis Embry in 2013 to become a PAX Partner (coach). Since then, all three first grade teachers and the guidance counselor at York have been trained in the use of the strategies with students. As a PAX Partner, the principal has also had the opportunity to implement some of the strategies schoolwide. PAX is already in 230 elementary classrooms in Elkhart County with very strong results.
To find out more, visit goodbehaviorgame.org/

**Coordination of Funds #10**
Response:
While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. Title I resources and other State and local services and programs will be coordinated to support student achievement goals in the school-wide/school improvement plan. All Title I resources and programs are used to directly
impact and improve student achievement in an effort to reach the school improvement goals that are identified. A more detailed list of the programs and resources utilized are listed below.

(SW #10a)
Below is a list of state and local programs that are utilized or will be utilized at Jefferson Elementary School this year.
Title I-Part A
Title II-Part A (Preparing, Training and Recruiting HQ Staff)
Title III-Part A (Language Instruction for Limited English Proficient and Immigrant Students)
IDEA-Individuals with Disabilities Act
Horizon Education Alliance—PAX Partners
Horizon Education Alliance—EL Education

(SW #10b)
Human resources funded by Title I include intervention teachers and the building instructional guide. Human resources funded by Title II include the District Technology Coach and the District Intermediate Literacy Coach. The corporation funds the District Primary Literacy Coach, District Math Coach and District EL Coach. The District coaches assist the building Instructional Guide in modeling or providing the professional learning activities and/or workshops which will be utilized to help teachers grow or improve in identified areas of need. Human resources funded through IDEA/special education include the special education teacher and paraprofessional. Human resources funded by Title III include the paraprofessional who provides language instruction for Limited English Proficient students at York.

York Elementary School has partnered with the community based Horizon Education Alliance to implement the PAX program. Horizon paid for the training of the building principal as a PAX Partner. Additionally, a benefactor through Horizon initiated an offer to fund the implementation of EL Education for York Elementary. Horizon has paid the cost of the EL Education School Designer and travel to EL Education site visits and conferences during the exploration year 2014-15. The benefactor through Horizon will pay for the next 3 years of Implementation (EL School Designer visits/PD and costs for travel to specific EL Education Conferences and Institutes) at York Elementary School.

Bibliography of References for Best Practice

COACHING and MENTORING

*York Elementary School: School-wide Plan 2017-2018*

**DIFFERENTIATION**


**INSTRUCTIONAL PRACTICE**


**LEADERSHIP**

Schmoker, Mike. *Focus: Elevating the Essentials to Radically Improve Student Learning*. (2011) ASCD.
LITERACY


MATH


NCTM. *Principles to Actions: Ensuring Mathematical Success for All*. (2014) NCTM.


**PRIMARY**


**RESPONSE TO INSTRUCTION**

RTI Action Network—Miscellaneous Articles and Research.
National Center on Response to Intervention (NCRTI)—Miscellaneous Articles and Research located and maintained by American Institutes for Research (AIR).

**SCHOOL CULTURE/Family and Community Involvement**

Center for School, Family and Community Partnerships and National Network of Partnership Schools, Joyce Epstein, Director. Epstein’s Framework of 6 Types of Involvement.

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TEACHING and LEARNING