Strategic and Continuous Title I Schoolwide Program 
School Improvement and Achievement Plan 
2015-2018

2300 S Endwright Rd
Bloomington, IN 47403

(812) 825-3009
Fax: (812) 825-3302

School Number: 6157
Corporation Number: 5740

Lisa Roberts
Principal

Dr. Judith DeMuth
Superintendent

Keith Klein
School Board President
# Table of Contents

School Improvement Team Members (PL 221) ................................................................. 3

TITLE I Schoolwide Planning Team .............................................................................. 3

Part 1 – Introduction ................................................................................................. 3

Component 1 – Comprehensive Needs Assessment .................................................. 18

Component 2 – Implementation of Reform Strategies ............................................... 37

Component 3 – Instruction by Highly Qualified Teachers ......................................... 41

Component 4 – Professional Development ............................................................... 44

Component 5 – Highly Qualified Teachers to High Needs Schools .......................... 46

Component 6 – Parental Involvement ..................................................................... 47

Component 7 – Preschool Transitioning .................................................................. 52

Component 8 – Teacher Decision Making Using Academic Assessment Results .... 52

Component 9 – Effective, Timely Additional Assistance .......................................... 53

Component 10 – Coordination and Integration of Funds .......................................... 54

Part 2 – SWP Accountability and Continuous Improvement .................................... 54

Part 3 – SWP Fiscal Support/Budget Intent and Purpose for Combining Funds ....... 57

Part 4 – Appendix A – Summary of Goals, Strategies and Professional Development ........................................................................................................ 59

Appendix B – Parental Involvement Documentation .............................................. 68

Appendix C – School Improvement Checklists ....................................................... 69

Appendix D – Parent Involvement Policy and Compact .......................................... 71

Appendix E – Complaint Policy ............................................................................... 74
School Improvement Plan Committee

<table>
<thead>
<tr>
<th>Member’s Name</th>
<th>Affiliation</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Dunn</td>
<td>PE Teacher</td>
<td></td>
</tr>
<tr>
<td>Hilary Elliott</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Susie Jones</td>
<td>Fifth Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Jorja McGlasson</td>
<td>Kindergarten Teacher</td>
<td></td>
</tr>
<tr>
<td>Eddie Pierce</td>
<td>Sixth Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa Roberts</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Cassidy Rockhill</td>
<td>Assistant to the Principal</td>
<td></td>
</tr>
<tr>
<td>Kathryn Sparks</td>
<td>Third Grade Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Title I School Wide Planning Team

<table>
<thead>
<tr>
<th>Member’s Name</th>
<th>Affiliation</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Dunn</td>
<td>PE Teacher</td>
<td></td>
</tr>
<tr>
<td>Hilary Elliott</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jorja McGlasson</td>
<td>Kindergarten Teacher</td>
<td></td>
</tr>
<tr>
<td>Susie Jones</td>
<td>Fifth Grade Teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa Roberts</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Cassidy Rockhill</td>
<td>Assistant to the Principal</td>
<td></td>
</tr>
</tbody>
</table>

Part 1 - Introduction

1. Describe your school’s educational program plan. Include information regarding grade level composition and the school’s mission, vision and core beliefs. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school’s student population (demographics). (PL221) (SWP-CNA)

The Grandview Elementary School mission statement is to create a collaborative environment where all stakeholders (students, faculty, staff, parents, and community) are successfully learning at high levels. Grandview members are thinkers, doers, and responsible individuals.

Grandview Elementary School is located west of the Bloomington city limits, in a rural setting adjacent to Karst Farm Park. The Grandview demographic profile is varied. It includes children from single-family homes, large apartment complexes, and trailer parks. A portion of the student population lives in a rural setting. Ninety-six percent of Grandview students are bussed to school. A small percentage (3.4%) of the school population is English as a Second Language.

Established in 1953, Grandview has long served the western Monroe County community. Many students are second and third generation Grandview Tigers.
Enrollment Data

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>TOTAL ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>439</td>
</tr>
<tr>
<td>2013-2014</td>
<td>442</td>
</tr>
<tr>
<td>2012-2013</td>
<td>457</td>
</tr>
<tr>
<td>2011-2012</td>
<td>425</td>
</tr>
<tr>
<td>2010-2011</td>
<td>447</td>
</tr>
<tr>
<td>2009-2010</td>
<td>465</td>
</tr>
<tr>
<td>2008-2009</td>
<td>509</td>
</tr>
<tr>
<td>2007-2008</td>
<td>543</td>
</tr>
<tr>
<td>2006-2007</td>
<td>515</td>
</tr>
<tr>
<td>2005-2006</td>
<td>536</td>
</tr>
</tbody>
</table>

Demographics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>83.1%</td>
<td>74.2%</td>
<td>82.7%</td>
<td>84%</td>
<td>82.9%</td>
<td>83.7%</td>
<td>83.5%</td>
<td>86.4%</td>
<td>86%</td>
</tr>
<tr>
<td>Black</td>
<td>1.5%</td>
<td>4%</td>
<td>2.2%</td>
<td>2.6%</td>
<td>1.6%</td>
<td>2.8%</td>
<td>2.8%</td>
<td>1.8%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>9.1%</td>
<td>9.2%</td>
<td>6.6%</td>
<td>5%</td>
<td>6.0%</td>
<td>4.7%</td>
<td>4.1%</td>
<td>3.1%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.4%</td>
<td>1.6%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>0.4%</td>
<td>1.0%</td>
<td>0.9%</td>
<td>1%</td>
</tr>
<tr>
<td>Amer. Ind.</td>
<td>0.9%</td>
<td>4%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>0.4%</td>
<td>0%</td>
<td>0.4%</td>
<td>0.6%</td>
<td>1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4.5%</td>
<td>7%</td>
<td>7%</td>
<td>7.6%</td>
<td>8.3%</td>
<td>8.0%</td>
<td>8.3%</td>
<td>7.2%</td>
<td>8%</td>
</tr>
<tr>
<td>Free Lunch</td>
<td>47.3%</td>
<td>48.4%</td>
<td>44.5%</td>
<td>44.7%</td>
<td>41.76%</td>
<td>37.8%</td>
<td>33.4%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Reduced Lunch</td>
<td>9.1%</td>
<td>10%</td>
<td>12.8%</td>
<td>11.5%</td>
<td>12.42%</td>
<td>15.0%</td>
<td>15.3%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>ESL</td>
<td>3.4%</td>
<td>4.5%</td>
<td>3.7%</td>
<td>2.2%</td>
<td>2.5%</td>
<td>2.6%</td>
<td>2.3%</td>
<td>1.5%</td>
<td>2%</td>
</tr>
<tr>
<td>Special Ed.</td>
<td>19.2%</td>
<td>20.4%</td>
<td>18%</td>
<td>22.8%</td>
<td>25.3%</td>
<td>27%</td>
<td>25%</td>
<td>23.6%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

A concentration on all areas of curriculum helps to educate the whole child. Reading, writing, and mathematics receive priority focus and are integrated into the social studies and science curriculum. Teachers use the MCCSC Curriculum Map based on College and Career Readiness Standards established by the state of Indiana to identify essential learning skills in English/language arts and math.

Faculty and staff use an array of resources, including the adopted texts, to implement instructional practices which promote all student achievement. Based on formative and summative assessments, all students experience remediation and/or enrichment intervention opportunities in language arts and math.

- 4 –
Through weekly Professional Learning Community (PLC) meetings, teachers address the four critical questions for meaningful instruction (Dufour, Dufour, and Eaker). These questions guide our Response to Intervention (RTI):

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

**Reading/Language Arts Overview**

- Title I, classroom, and special education teachers collaborate to provide daily Tier II and/or Tier III intervention for students in grades K-6.
- Software and apps are used to support the development of reading skills.
- An eighteen unit computer lab is utilized with online reading programs, Reading Eggs, focusing on kindergarten and first grade.
- Reading instruction is integrated into other content areas.
- The use of a variety of reading response activities, such as drama, debate, hands-on activities, and guest speakers is encouraged at all levels.
- Various classrooms use “book buddies” and “learning leaders”, pairing upper elementary with beginning readers to enhance fluency, vocabulary growth and math skills.
- Guest authors, guest readers, and celebrations such as “Read Across America” support reading.
- A working partnership with Indiana University and Ivy Tech allows pre-service teachers to work in classrooms to support reading instruction.
- Teachers participate in professional development in the area of reading.
- First grade students go to the Monroe County Public Library to learn about services and programs available there to promote reading.
- The SIPPS program is used for remediation.
- Read 180 is offered to qualifying students in grades 4-5.
- System 44 is used with students for targeted instruction.
- The Daily Five model is used in a variety of ways as a method of reading instruction.
- The adopted English/language arts text is Benchmark Literacy, which is utilized for reading instruction.
- Regular communications between school and home encourage better student performance.
- DRA’s are administered to students.
- Raskinski fluency assessments are given to all students in grades 1-6.
- All classrooms utilize fluency building activities based on Raskinski research.
- AIMSweb is used to progress monitor students scoring at or below the 25th percentile on universal screeners (AIMSweb and NWEA).
- Study Island is used to reinforce standards.
- Acuity is taken three-four times a year in grades 2-6.
- Reading is integrated in art, music, and P.E. as it relates to the curriculum.
- Students use iPad technology to support reading growth.
- Literacy Express curriculum is utilized in the Title I Preschool program.

**Writing Overview**

- Classroom teachers collaborate to provide small group intervention for students in grades K-6.
- Students are active in the writing process across all subject areas daily.
Writing instruction is integrated into other content areas.
Teachers model writing.
Daily Oral Language and Daily Language Review are used in some classrooms.
Writing is integrated in art, music, and P.E. as it relates to curriculum.
There is a writing component to the adopted reading series (Benchmark Literacy) that is utilized in K-6 classrooms across all subject areas.
Regular communications between school and home encourage better student performance.
Supplemental writing instruction materials including DSC and Lucy Calkins Units of Study on Writing are available for teacher checkout in the library professional section.
Technology software emphasizing writing skills and publication (Powerpoints, Keynote, My Big Campus, Pages, Prezi, eduCreations, and Word) is used in classrooms and in the computer lab.
Regular communications between school and home encourage better student performance.
IPads are used daily by students in grades 3-6 through the use of a one-to-one model.
Additional classroom sets of iPads are available for checkout by grades K-2, with each grade level having a cart to share. We will be 1:1 in the 2015-2016 school year.

Math Overview
K-6 grades utilize the adopted math text, Envision and Big Ideas.
Students in grades 1-6 have extended math times to provide for intervention and enrichment.
Students in grades 4-6 are in leveled math groups.
Teachers supplement the adopted curriculum with additional materials: Touch Math, Excel Math, Khan Academy, Front Row, and Study Island which aligns with standards.
Regular communications between school and home encourage better student performance.
Software and apps are used which contributes to and supports the development of math skills.
A working partnership with Indiana University allows math and science pre-service teachers to come to classrooms to support instruction.
Family Game and Science Nights are offered to support students and parents with math instruction.
Games, manipulatives, and activities are sent home for remediation, as well as enrichment.
IPads are used daily by students in grades 3-6 through the use of a one-to-one model.
Additional classroom sets of iPads are available for checkout by grades K-2.

Science Overview
K-6 teachers utilize the adopted science program.
PTO sponsors an annual Science Night, which enlists participation from the community in providing experiences in science and offers students the opportunity to share their own learning experiences.
A working partnership with Indiana University and Ivy Tech allows pre-service teachers to work in classrooms to support science instruction.
Science materials are available for use in the classroom, as well as having access to the Science Resource Center based at Bloomington High School North.
Supplemental science experiences are provided to students periodically through community agencies such as the DNR, Humane Society, soil and water conservationists, Sycamore Land Trust, Solid Waste Management District, Karst Park naturalists and Griffy Lake Nature Study with Parks and Recreation (1 day outdoor event).
Kindergarten attends Children’s Farm Festival and The WonderLab.
Students study Natural Sciences through the outdoor lab of Karst Park nature preserve.
Sixth grade students attend Leonard Springs Nature Park’s outdoor education experience.
Fifth graders experience outdoor awareness/education at Bradford Woods, a three day, two night camp experience.

Benchmark Literacy, the adopted reading program for grades K-6, offers a science component.

**Social Studies Overview**

- K-5 utilizes the adopted social studies text, Social Studies Alive! by TCI, with a fourth grade supplement for Indiana history. Sixth grade uses Lab Aides.
- First graders journey to the public library to become more aware of community services.
- Second graders attend the IU Art Museum. Programs are correlated to the grade level social studies curriculum.
- Third graders attend the IU Ballet at the Musical Arts Center.
- Fourth graders visit Honey Creek, a working one-room school house, to experience pioneer life.
- Fourth graders go to the Lotus Festival, a multicultural experience.
- Fifth graders take part in the Law Literacy Program offered through the I.U. School of Law. I.U. students come to the classroom to share law instruction with students and the unit culminates with a mock trial.
- Visits from performance groups are scheduled for yearly multi-cultural presentations.
- A yearly Veteran’s Day assembly honors community veterans with a musical tribute and appreciation program.
- Teachers invite community members to their classroom to share areas of expertise to provide a school-community connection.
- Social studies experiences are provided to students through community agencies such as I.U., Lotus, etc.

**Discuss additional program offerings, services and resources available at the school. Identify the location of a copy of the curriculum available for public inspection. (PL221)**

A comprehensive copy of the curriculum is kept in the principal’s office. It is also available on-line, through the school website.

**Additional Program Offerings, Services, and Resources:**

**TITLE I**

Grandview is categorized as a school wide building for the purposes of receiving Title I funds. It serves grades K-6 including two special education self-contained classrooms and a Title I preschool.

Title I at Grandview is staffed by three full-time certified teachers, two preventionists, and a remediation aide. Title I teachers and staff work with individuals and groups of students in and out of the classroom. Groups of students are brought to the Title I room for intervention. Title I personnel also work in the classroom with groups and individual students. Each daily session is approximately 30 minutes in length.

All Title I staff members attend a weekly PLC meeting with classroom teachers to coordinate efforts to facilitate student learning. All Title I staff also attend a Title I PLC each week.

Title I provides instruction based on formative assessments responsive to data. This instruction is directly aligned with state indicators and essential standards.

**TITLE I PRESCHOOL**
The Title I Preschool program is designed to build kindergarten readiness skills in academic, social, emotional, and physical areas. Children are immersed in early reading and language activities throughout the day through whole group lessons, small group activities, and free choice centers. Each day children participate in three separate small groups focusing on alphabet knowledge, phonological awareness, and vocabulary and book sense. Children also participate in activities focused on math, music and movement, art, fine and gross motor skills, and science and exploration.

Children are assessed on a monthly basis using IGDI assessment. This research-based assessment allows children to demonstrate knowledge of rhyming words, picture naming, and alliteration. Data is collected each month and is used to inform instruction and determine the make-up of small groups for the following month.

RESPONSE TO INTERVENTION (RTI) TEAM
The Response to Intervention Team serves as a support system to enhance teachers’ skills using best practices of instructional assessment. This team helps develop school-wide norms of collaboration and problem-solving and facilitates the use of data for classroom and school decisions. A teacher makes a request for assistance from the team, at which point that teacher is invited to attend a meeting during which an intervention plan is created to address learning problems, behavioral problems or both. The team meets to develop individualized interventions or strategies based on the identified student concern. A facilitator is named and paired with the teacher to provide support after the initial meeting. The student’s progress is monitored and reported back to the team six weeks later. At that point, depending on the student response to the intervention, the team makes a determination about whether or not a formal educational evaluation needs to be completed.

PREVENTIONISTS
Two individuals serve as preventionists at Grandview. It is the role of the preventionist to provide instruction to prevent students from falling behind academically in math and language arts. Support occurs both inside and outside of the classroom in small group or individual instructional settings.

ENGLISH AS A SECOND LANGUAGE
Students who identify a native language other than English on their Home Language Survey take an English proficiency placement exam called, LAS links. If the students do not score a level 5 fluency on the exam, they are enrolled to receive services. Parents may choose to not have students participate in services. Regardless, whether or not parents elect for their child(ren) to receive additional academic supports through the ESL program, students who did not demonstrate English language proficiency on the placement exam will take the LAS links English Language Proficiency Assessment annually.

The ESL teacher designs an Individual Learning Plan for each student and works with the classroom teacher to tailor the instructional methods and language modifications necessary to meet each student’s language needs. The ESL teacher splits time among three elementary schools in the district. The teacher is at Grandview two afternoons a week (20% FTE) to meet with students and teachers, give direct language and academic content support, and meet with teachers to discuss student needs, concerns, and progress in their classrooms. The ESL teacher and administration also ensure that all ESL students receive appropriate testing accommodations while they are LEP (Limited English Proficient) or receive ESL services.
Once students achieve a level 5 for two consecutive years demonstrating English Language Proficiency, they no longer have to take the annual spring exam. Monitoring of students’ academic and English language skill development is monitored by the ESL teacher for two additional years to ensure students’ success in their academic progress. Monitoring includes informal conversations between the ESL teacher and the classroom teacher in addition to the formal evaluation conducted at the end of each semester.

Lessons given by the ESL teacher closely relate to, provide enrichment for, or support the general education classroom curriculum to provide language instruction, generally in more one on one or small group pull-out support. Advanced learners who have strong social language, but still lack some academic fluency, generally receive more inclusive support. This means the ESL teacher supports students in the classroom whenever possible. Students spend approximately 25-45 minutes/session with the ESL teacher, depending on the lesson, instructional goals and strategies defined by the ESL and classroom teachers, the day of the week, and the English language needs of the student.

During ESL class time, children are taught vocabulary, reading, grammar, listening, and conversational skills through content-based strategies that allow language skills to build and grow. Lessons are created in collaboration with the regular classroom teachers, and are designed to form a contextual net for learning in the general education classroom that enables students to build a conceptual understanding of both the language and content. When needed, students are also instructed in math concepts and skills during ESL sessions. Many different techniques are utilized: direct teacher instruction, small group work, partner work, hands-on activities, and so forth. All units of study are aligned with both state and local academic standards.

Students are also given the opportunity to bring assignments from their regular classroom to ESL for assistance. Assistance is given with both short-term assignments and longer class projects.

Whether instruction is in the classroom or with the ESL teacher, the ESL teacher and the classroom teacher meet frequently to ensure the instructional approach is adequately meeting students’ needs and that language and academic growth is continuing. In this sense, the ESL teacher is seen to be as much of a resource for teachers as for students.

Our goal is to provide students with the tools they need to be successful full-time in their regular classrooms as quickly as possible. It is also extremely important that ESL students feel comfortable as members of the Grandview Elementary School community. Great emphasis is placed on the importance of creating a nurturing environment in which international students in need of English language instruction and support can transition into this culture with as little stress as possible.
SELF-CONTAINED SPECIAL EDUCATION
One program at Grandview is a multi-categorical/mild intervention self-contained classroom known as “Bridges to Success.” One teacher and three paraprofessionals serve ten children with a range of disabilities. The main focus of this program is to instruct students in developing coping and social skills to impact their behavior to be more school appropriate. Some of the students in the self-contained classroom receive speech therapy and occupational therapy.

Another special education service at Grandview is the Community-Based program. It currently serves nine students with substantial physical and cognitive needs (intense interventions classroom). One teacher and seven paraprofessionals work in the program. A main focus of the program is to assist students in developing their expressive and receptive language skills, social-communication skills, and functional life skills. The program’s mission is to enable students to be active, integral members of the Grandview School community. Students in this program receive related services in the areas of speech and language, vision impairments, hearing impairments, health, occupational therapy and physical therapy.

INCLUSION SPECIAL EDUCATION
Grandview’s inclusion program consists of two teachers and one para-educator. Identified students in grades K-6 are served in a variety of ways, including support in the classroom, small skills groups, and individual instruction as needed. Inclusion teachers utilize many research based instructional programs such as Read 180, Read Naturally, SIPPS, Rigby Intervention, Orton Gillingham, Reading Mastery, SRA Corrective Reading, System 44, and Soar to Success, depending on student needs.

READ 180
Fourth and fifth graders that are eligible may participate in the Read 180 program which includes whole group and small group instruction, independent reading, and instructional software.
SPEECH LANGUAGE PATHOLOGIST

Grandview’s speech and language program is served by speech-language pathologists (SLP) certified by American Speech, Language, and Hearing Association. The SLPs provide services to students who have been identified as having a communication disorder which adversely affects the student’s educational performance. The communication disorder may be the result of organic or nonorganic causes, but must be nonmaturational in nature. Services include consultation with teachers, conducting assessments of a student’s communication skills, and teaching children in small groups or individually, as stated within the student’s IEP. The SLPs also provide assessments (“screenings”) to children who have been referred by their classroom teachers when a communication disorder is suspected. The SLPs hold annual case reviews for all students receiving speech services only, and participates in case reviews for those students who receive special education services in addition to those provided by the SLP. The SLP caseload at Grandview includes preschool aged children through grade six. Communication disorders include the following:

- Articulation disorder (incorrect productions of speech sounds)
- Fluency disorder (disruptions in the rate or rhythm of speech that occur frequently and are markedly noticeable to the student or listener)
- Voice disorder (abnormal productions of pitch, resonance, or quality)
- Language disorder (impairment in the comprehension or expression of spoken language, including impairments in one or more components of the language system, such as word retrieval, phonology, morphology, syntax, semantics, pragmatics)
- Severe communication deficits that may require the use of an augmentative communication system such as gestures or communication board

The Grandview SLPs provide hearing screenings to Grandview students in kindergarten, first, and fourth grades. New MCCSC and students and those who have a history of middle ear infection (serous otitis media) are also screened. One purpose of the hearing screening is to identify children who may have a hearing loss due to middle ear infection. A middle ear infection is similar to a sinus infection, but interferes with the child’s ability to clearly hear speech. Words stated by the child’s teacher might be misunderstood by the child with a middle ear infection, interfering with reading, spelling, or attending and following directions in class. If a child “fails” a hearing screening, the SLP notifies the parents, and requests follow-up by the family’s physician. Most middle ear infections are resolved following antibiotic treatment by the family’s physician. Middle ear infections that are not medically treated often result in a permanent hearing loss further interfering with the child’s success in school. The other purpose of the annual hearing screening is to identify any child who has a hearing loss which might not be due to an infection. Typically, if a child has a permanent hearing loss, it will be identified before the child enters school. Occasionally, a mild to moderate hearing loss is not identified until a child enters school and is screened. In those cases, the child is referred by the SLP to an audiologist for a hearing evaluation. Based upon the results, the audiologist might recommend amplification (hearing aid, FM system, etc.) in addition to other educational services.

The Grandview SLPs participate in the “Kindergarten Round-Up” by providing each child in attendance with a speech and language screening. The purpose of the screening is to identify children with delayed speech and language development who have not yet received services. Identification of delayed speech and language development during Round-Up allows parents to take steps needed to increase a child’s readiness for school and/or obtain intervention prior to the beginning of the child’s kindergarten year. Finally, if a child has been served by First Steps, he/she may continue to receive speech and language services in the public school setting after his/her 3rd birthday. If a 3-5 year old child exhibits a speech or language impairment, and they reside in the Grandview school district, they may receive speech and language services at Grandview School.

- 11 –
SOCIAL WORKER
Grandview's social worker gives support to students so that they can succeed in and out of school. Students are counseled individually and in groups (small group or classroom presentations) to address the many issues that can interfere with success at school, including social skills, bullying, behavior problems, family issues, past traumas, divorce, and abuse/neglect. Working on these issues with students involves contacts with parents and outside service providers either at school or over the phone, as well as attending relevant case conferences. The social worker is responsible for investigating/reporting all suspected cases of child abuse and neglect. Financial assistance for families such as Bradford Woods scholarships, clothing assistance, medical assistance is an ongoing responsibility. The social worker also helps respond to emergency and crisis situations that may arise with students/staff/families.

Conflict resolution is also promoted in various ways, including conflict resolutions support groups. Monitoring attendance is another aspect of being a school social worker. This includes running attendance reports, sending out attendance letters and referrals to the prosecutor and/or DCS for educational neglect if necessary. School attendance is often an issue for families that are struggling with head lice. To address this issue, the social worker makes contacts with the families and provides information/connection with resources. If the family does not have transportation available, the social worker can authorize transportation by taxi and bus. Communication with many outside agencies that are involved with the families of Grandview is facilitated. The social worker also makes referrals for families to these agencies.

MEDIA CENTER
The Grandview Elementary Library's mission is to promote reading, lifelong learning, and to ensure that students and staff have access to resources that support curriculum, effective use of ideas, information, and comprehension in print and non-print resources. Grandview Library fulfills this mission with weekly library classes where students are engaged in lessons designed to enhance PLC goals and increase ability to find and correctly use reliable resources (print and non-print), information synthesis, proper library use, as well as reading and learning for enjoyment. Implementation of curriculum includes traditional lessons and project based learning that propagates through librarian, teacher, student, and family collaboration.

The librarian develops the library collection with an emphasis on student pedagogical needs and goals while providing open access to materials, instruction, and curriculum. The library experience is not limited to print materials; audio visual and technology use is encouraged through e-books, websites, online encyclopedias, iPads, and additional formats as technology adapts and grows.

Grandview Library promotes community resources especially a partnership with Monroe County Public Library to help ensure future and life-long library practices.

TECHNOLOGY
Grandview is currently advancing the use of technology as a tool by students through the following:

- Instructing students in correct keyboarding skills
- Integrating technology into core curriculum using such programs as Word, Excel, Power Point, Storybook Weaver, Study Island, Khan Academy, Front Row and My Big Campus
- Using technology tools to collect, analyze, and display data (digital camera, scanner, visual presenters, Smart Board, internet, iPads, etc.)
• Generating student projects through research, journals, letter writing, Read Across America projects, web search, Power Point presentations, news programs, and video productions
• Participating in professional development opportunities such as the MCCSC Digital Learning training by teachers and staff
• Utilizing the staff coordinator (Susan Reynolds) for technology and our system coordinator (Terry Daugherty)
• Providing instruction through the use of a projector, document camera and iPads.
• Collaborating with other colleagues
• Supporting in areas such as reading and math through the use of Read180 and Khan Academy
• Enhancing learning for students in grades K-6 by providing iPads for daily use
• Supporting classroom writing with use of iPads
• Collaborating through social media such as Twitter, My Big Campus, and others by staff and students
• School website and individual teacher websites
• Television located in the main lobby displaying scrolling information and pictures for parents to view

PHYSICAL EDUCATION
Every student at Grandview is included in physical education twice a week for a total of 70 minutes. The MCCSC curriculum, state standards, and NASPE standards are incorporated into all lessons. Components of Health-Related Fitness: Cardiovascular Endurance, Muscular Strength, Flexibility and Body Compositions are embedded in all lessons. Adaptive activities are provided to accommodate students’ abilities as needed. Teaching style and progression of skills vary depending on ability levels, beginning with kindergarten and continuing through sixth grade.

Students are introduced to cooperative activities, manipulatives, individual sports, and team sports. Emphasis is placed on cooperation, teamwork, appropriate use of problem solving, and social skills development. Through various grants students are introduced to roller skating, bowling, and Sharbade. Students are encouraged to understand the benefits of lifelong physical activity and to be physically active on a daily basis, both at school and home.

In addition to the current program this year Physical Education, Art and Music are co-teaching a program for the Bridges to Success class called Quest. Quest is a series of thematic units such as Super Heroes, Health and Safety, Community, and Mexico.

MUSIC
MCCSC has a music curriculum aligned with the State and National Music Standards. This curriculum involves aural, visual, and kinesthetic learning. The children are exposed to music concepts; music fundamentals (theory, reading notes, etc.) music history, the understanding of diverse cultures and historical periods, and the role of music in society and other curricular subjects. The students learn through singing, playing, moving, creating, improvising, listening and performing. The children meet two times a week for a total of 70 minutes in music class. Students who are in self-contained special
education classrooms meet with their same age peers. The students in the community-based classroom attend adapted music two times a week for 70 minutes total.

Music is incorporated with other areas of curriculum. These include the regular use of children’s books for reading, writing, art work, poetry, technology, science (sound waves, vocal chords, etc.) math (division of measure and note values), and social studies. Students learn how music is related to history. Differentiation of student abilities is also considered in instruction.

Grades 2-6 attend a system-wide grade specific concert given at the IU School of Music with the cooperation of MCCSC. In addition, performing groups are invited to perform for the school whenever monies are available.

Fifth and sixth grade students are given the opportunity to learn to play a string instrument before school with instruction provided by the school system. Grandview also offers an opportunity for students in grades 4-6 to participate in an extra-curricular choir. The Grandview Choir meets weekly after school. In choir, students learn proper vocal technique and music reading. The choir performs throughout the year at school wide assemblies, on special occasions, and at community events.

In addition to the current program this year Music, Art and Physical Education are co-teaching a program for the Bridges to Success class called Quest. Quest is a series of thematic units such as Super Heroes, Health and Safety, Community, and Mexico.

**VISUAL ARTS**

The Visual Arts Program at Grandview Elementary is based on a continually spiraling curriculum that begins in kindergarten (for full day students) and ends in sixth grade. The curriculum is founded on Indiana State Visual Art requirements. The projects vary from year to year for all grades and involve many aspects of art production standards including projects in graphic design, ceramics, sculpture, painting, textiles, and drawing. Within these areas of study, students are inspired to create their own art by studying the history of art and artists from many cultures. Students create art based on cultures of Europe, Australia (specifically Aboriginal art), Mexico, Guatemala, South America, Puerto Rico, Africa, and Russia. Students at Grandview are also exposed to art traditions in America from several time periods, which include Native American and Inuit art.

An attempt is made to relate what is studied in the art room to the regular world. Students learn, for instance, that art affects many areas of our everyday life. Cars, book and magazine illustrations, clothing, jewelry, and homes are all designed by artists. Students also learn that in order to create, almost all other major areas of study are involved in the art room. Math and science are used almost everyday in some way in the art room. Students also incorporate writing as a way of looking, thinking and talking about art, artists and art processes.

In addition to the curricular experiences listed above, second graders take an annual trip to the IU Art Museum. Grandview students also take part in community art events and shows like the Annual Youth Art Month Show at the IU Art Museum and By Hand Gallery.

The personal goal of the art teacher at Grandview is twofold 1) to teach students about as many artists, art works and art processes as possible and 2) to instill a lifelong love and appreciation for art, whether the students personally create art or not.

In addition to the current program this year Art, Music and Physical Education are co-teaching a program for the Bridges to Success class called Quest. Quest is a series of thematic units such as Super Heroes, Health and Safety, Community, and Mexico.
SCHOOL BIGS

SCHOOL BIGS, an arm of Big Brothers/Big Sisters, partners students with community members to develop positive long-term relationships.

Safe and Disciplined Learning Environment

Describe what your school is doing to ensure a safe learning environment. Include a description of how you annually review and revise the Student Discipline Code and Safe Schools Plan. (PL221)

Grandview School maintains a safe and disciplined learning environment. Students, staff, and visitors are expected to observe procedures that ensure safety is a top priority. Staff members are always able to communicate with office personnel by phone or walkie-talkie. Training for staff in universal precautions, anti-bullying, child abuse, diversity and diabetes awareness help create a safe environment for all. A confidential student medical needs summary is provided to all faculty members. An AED (artificial external defibrillator) is located in the lobby of Grandview Elementary for use in a cardiac emergency. The principal will receive her School Safety Specialist certification in May 2015.

The Positive Behavior Support (PBS) program is the foundation of student discipline and is used throughout the building. It includes the school expectations for the common areas which are taught to all students and reinforced throughout the year. The Grandview GRRRs were developed and implemented in the fall of 2006. The GRRRs address ways students can be Respectful, Responsible, and Ready.

The School Wide Well-Managed Classroom Model and Methods Program is the focus for expected student behavior in regards to school rules and procedures. Behavior management strategies and common language are utilized school wide to create a productive and cooperative social climate through instruction and modeling.

The PBS/Well-Managed School Team meets to review the procedures and decide if alterations/additions are needed. This team has developed a multi-tiered approach to supporting student behavior. Students are recognized for positive behavior personally. These students are showcased throughout the school building and website.

The Specialized Classroom Model is implemented in the “Bridges to Success” self-contained classroom which focuses on teaching social and coping skills. This intensive model utilizes a three-tiered motivation and reward system.

The social worker and administrators educate the entire school (faculty and students) about bullying and how to react when bullying situations occur. The school implements school wide anti-bullying weeks twice a year to focus on this issue. Students who are directly involved in bullying situations talk with the social worker and/or administrator about the issue and may participate in a more focused intervention. These inventions are documented utilizing a district form in compliance with state legislation. The social worker provides additional instruction to students and classrooms, as needed.

The Safe Schools Plan at Grandview is reviewed annually and revised as needed. Every classroom has an emergency plan posted in a prominent place so that substitute teachers and visitors can access the information if needed. Information and diagrams are posted throughout the building giving visual directions for exiting in case of an emergency. Drills are conducted in accordance with state
and local regulations. In addition, Safe Schools Week is held in the spring to practice all drills including natural and manmade occurrence disaster drills.

A survey is used periodically to assess the perceptions of the physical and emotional safety and the discipline policy of the staff, parents, community members, and students at Grandview. The results of the survey help drive future decision-making regarding school safety and discipline.

A security system is in place. This system includes a camera at the front door. All exterior doors remain locked and closed at all times. The front exterior door and the interior lobby doors are operated through a buzzer system in the main office. Therefore, all visitors must report to office before gaining access to classrooms.

Overview of Schoolwide Plan

1. Provide a three to five paragraph narrative overview of your schoolwide plan. Explain the specific goals you have identified for schoolwide improvement, and the main activities you will implement as a schoolwide program to achieve these schoolwide goals.

In regard to school-wide improvement, Grandview has two goals. The first goal states:

**An average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in English/Language Arts as measured on the spring 2015 ISTEP+.**

On the A-F Accountability Report Card for 2014-2015, Grandview was given a C. Of the students taking ISTEP+, 26.8% showed low growth in English/Language Arts. In addition to the goal stated above, it will be important for Grandview students to show typical or high growth on the English/Language Arts portion of ISTEP+ to improve the Accountability Report Card grade.

Instructional strategies will be implemented to achieve this English/language arts goal. Teachers will share successful best practices through weekly PLC’s. Daily reading instruction, with an emphasis on comprehension, will be provided to help continued improvement in this area. Daily writing instruction and practice will take place in every classroom. The Daily Five model will continue to be implemented by classroom teachers in a variety of ways. Teachers will stay up-to-date on current scientific based reading research through study groups and formal discussions of professional texts. A ninety minute reading block will continue to be in place for grades K-6.

Teachers will follow the MCCSC English/Language Arts Curriculum Map and corresponding grade level pacing guides which align with the College and Career Readiness Standards, assessing for proficiency of essential skills through the use of formative and summative assessments. In order to ensure learning is taking place, English/language arts instruction will be adjusted in response to data collected. PLC’s will meet weekly, examining and planning responses to the following questions:

1. What is it we want our students to learn? (guaranteed, viable curriculum)
2. How will we know if each student has learned it? (common formative assessments)
3. How will we respond when some students do not learn it? (remediation)
4. How can we extend and enrich the learning for students who have demonstrated proficiency? (enrichment)
Two intervention times have been integrated into the master schedule to allow opportunities for small group instruction providing remediation or enrichment in English/language arts. These intervention times will continue to be implemented.

Teachers will share strategies based on best practices to further enhance English/language arts instruction during PLC meetings. Teachers will utilize current data collected from Acuity, AIMSweb, SRI, Rasinski, DRA, and Fry Sight Words to inform instruction, and provide appropriate differentiation for students. Common reading blocks of time will be scheduled for students in grades K-6, which will allow for flexible grouping.

All certified staff maintain a data binder, which includes a multitude of data. This data is collected as evidence of student learning and is discussed at PLC meetings once a week. This will continue.

The second goal states:

**An average of ≥ an average of 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in math as measured on the spring 2016 ISTEP+.**

On the A-F Accountability Report Card for 2013-2014, Grandview was given a C. Of the students taking ISTEP+, 31.6% showed low growth in math. In addition to the goal stated above, it will be important for Grandview students to show typical or high growth on the Math portion of ISTEP+ to improve the Accountability Report Card grade.

Teachers will share strategies based on best practices to further enhance math instruction during PLC meetings. Teachers will utilize current data collected from each Acuity testing period, Front Row, Study Island, and common formative assessments to inform instruction, and provide appropriate differentiation for students. Common math blocks of time will be scheduled for students in grades K-6, which will allow for flexible grouping.

Teachers will follow the MCCSC Curriculum Map and corresponding grade level pacing guides, assessing for proficiency through the use of formative and summative assessments. In order to ensure learning is taking place, math instruction will be adjusted in response to data collected. Math PLC’s teams will meet regularly, examining and planning to respond to the following questions:

1. What is it we want our students to learn? (guaranteed, viable curriculum)
2. How will we know if each student has learned it? (common formative assessments)
3. How will we respond when some students do not learn it? (remediation)
4. How can we extend and enrich the learning for students who have demonstrated proficiency? (enrichment)

Two intervention times have been integrated into the master schedule to allow opportunities for small group instruction providing remediation or enrichment in math. These intervention times will continue to be implemented.

All certified staff maintain a data binder, which includes a multitude of data. This data is collected as evidence of student learning and is discussed at PLC meetings once a week. This will continue.
The third goal states:

**Grandview will maintain an attendance rate at or above 95% throughout the 2015-2016 school year.**

The secretary will maintain an absence list everyday of students that are reported absent, either by a parent/guardian, and/or the teacher. If the school does not received any notification from the family about the student’s absence, the automated attendance calls are made to families after 4 p.m.

Attendance letters will be generated weekly and sent out by social worker for students that have missed 5 or more and 10 or more days of school. Students that have accumulated 9 or more tardies/partial day absences will receive letters. These letters will be then sent out by the social worker to help notify families of a child’s attendance. Teachers and/or the social worker will make contact, either by a phone call or home visit, if a child’s attendance is significantly interfering with their academic progress, or is becoming a concern for educational neglect. Staff will consult regularly regarding student’s attendance issues. Occasionally, school staff will request to meet with a family if a child’s attendance is continuing to worsen. In extreme situations, the social worker will pursue necessary involvement from outside agencies to intervene with students who are repeatedly missing school. Students with exemplary attendance will be recognized on a quarterly basis.

Our attendance incentive programs will encourage students to come to school whenever possible. These programs include daily announcements to celebrate 100% classroom attendance, a quarterly bike giveaway, and an end of the year attendance celebration.

2. Describe the schoolwide planning team’s plan for communicating with the school community.

Staff input is gathered at faculty meetings and through surveys. The completed plan is made available to PTO and the larger community through newsletters and/or meetings. The schoolwide plan is made accessible to the school faculty at all times electronically.

3. Explain how members of the school and community who are not on the schoolwide planning team will be involved in the implementation, further development and continuous evaluation of the schoolwide plan.

The schoolwide planning committee understands and values the importance of the goals as a whole school. Progress will be discussed at monthly staff meetings and team members will be available to discuss the plan with the school community. Through electronic and paper newsletters, work will be shared with parents and families. There will be a monthly PTO meeting and a school website for further communication. Therefore, the process and progression of the plan will be open and available to all.

Component 1 – Comprehensive Needs Assessment

1. Identify the titles and descriptions of assessment instruments to be used in addition to Indiana Statewide Testing for Educational Progress Plus (ISTEP+) in order to generate data for your review of student achievement. (Must include a minimum of three benchmark assessments.) (PL221) / (SI - Component #1) / (SWP - Component #1)
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Preschool   | - Pre-Kindergarten Screening/Kindergarten Roundup  
- Individual Growth and Development Indicators (IGDI) |
| Kindergarten| - Developmental Reading Assessment  
- Running records  
- Teacher made assessments (both formative and summative)  
- Teacher observations of student achievement  
- Student self-assessments  
- Reading and writing conferences  
- Textbook assessments  
- AIMSweb |
| First Grade | - Developmental Reading Assessment  
- Running records  
- Observation Survey  
- Fry Sight Words 1-150  
- Teacher made assessments  
- Teacher observations of student achievement (both formative and summative)  
- Student self-assessments  
- Reading and writing conferences  
- Textbook assessments  
- AIMSweb  
- Rasinski Fluency Assessment |
| Second Grade| - Developmental Reading Assessment  
- Running records  
- Teacher made assessments (both formative and summative)  
- Teacher observations of student achievement  
- Student self-assessments  
- Reading and writing conferences  
- Textbook assessments  
- NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Test  
- AIMSweb  
- Rasinski Fluency Assessment |
| Third Grade | - Teacher made assessments (both formative and summative)  
- Teacher observations of student achievement  
- Student self-assessments  
- Writing prompts  
- Reading and writing conferences  
- Textbook assessments  
- ISTEP Prep (Standard based assessments)  
- NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Test  
- ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus)  
- Language Arts and Math  
- AIMSweb  
- Rasinski Fluency Assessment |
| Fourth Grade| - Teacher made assessments (both formative and summative)  
- Teacher observations of students  
- Student self-assessments  
- Reading and writing conferences |
- Textbook assessments
- NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Test
- ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus)
  Language Arts and Math
- AIMSweb
- Rasinski Fluency Assessment

### Fifth Grade
- Teacher made assessments (both formative and summative)
- MCCSC ELA and Math common formative assessments
- Teacher observations
- Student self-assessments
- Reading and writing conferences
- Textbook assessments
- NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Test
- ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus)
  Language Arts, Math, and Social Studies
- AIMSweb
- Rasinski Fluency Assessment

### Sixth Grade
- Teacher made assessments (both formative and summative)
- Teacher observations
- Student self-assessments
- Reading and writing conferences
- Textbook assessments
- NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Test
- ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus)
  Language Arts, Math, and Science
- AIMSweb
- Rasinski Fluency Assessment

---

**2. Include a description of district wide assessments.**

**ISTEP+**

ISTEP+ assessments measure the academic performance of students in English/Language Arts, Mathematics, Social Studies, and Science. In addition to individual student data, aggregated ISTEP+ student results are used as primary performance indicators for continuous school improvement.

**ISTAR/NCSC**

ISTAR is an individual student assessment administered by staff members who work directly with Limited English Proficient (LEP) and eligible special education students.

**LAS (Language Assessment Scale) Links**

LAS assesses English language proficiency for initial placement of English Language Learners into appropriate structural programs.
IREAD 3
The Indiana Reading Evaluation And Determination (IREAD-3) assessment is used to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

IREAD K-2
Students in grades K-2 will take IREAD as a formative assessment. This assessment will assist teachers in determining how students are doing in gaining necessary foundational reading skills.

AIMSweb
AIMSweb is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention.

Individual Growth and Development Indicators (IGDI)
IGDI is a standardized, research-based measurement system for tracking growth and development of children from ages 3-5. Children are individually assessed once per month on picture naming, rhyming, and alliteration. Children's test results are recorded on the MyIGDI web-based data management system, where children's scores are compared on a national or district level by age.

CoreLink Assessment
This assessment will be piloted in the spring of 2014 and utilized thereafter. It will be used to assess college and career readiness for students in grades 3-6.

3. Include a description of formative (benchmark assessments) and summative assessments specific to the school.

Department of Education Standards Based Assessments
Assessments designed to measure what students know and what they need to learn in relation to the standards are utilized by K-6 classroom teachers. The classroom assessments include short standards-based quizzes for each standard or cluster of related standard indicators and are known as CFA’s (Common Formative Assessments).

Study Island
Study Island is a web-based program based on Indiana State Standards designed to support instruction and provide practice and assessment. The program utilizes NWEA data to create individualized programs based on student needs.

Pre-Kindergarten Screening
A teacher-made baseline assessment is given to screen incoming kindergartners. It assesses pre-emergent literacy and mathematic skills.

Individual Growth and Development Indicators (IGDI)
IGDI is a standardized, research-based measurement system for tracking growth and development of children from ages 3-5. Children are individually assessed once per month on picture naming, rhyming, and alliteration. Children's test results are recorded on the MyIGDI web-based data management system, where children's scores are compared on a national or district level by age.
**Teacher Made Assessments**
These assessments are made by both individual teachers and PLC teams to evaluate academic skill proficiency.

**Textbook Assessments**
Textbook publisher created evaluations are used to assess content or skill knowledge taught in the text.

**Developmental Reading Assessments (DRA)**
The DRA is a tool used for assessing and documenting primary students’ reading development over time within a literature based instructional reading program. DRA uses assessment masters to guide the assessment, including monitoring comprehension. It uses running records on leveled texts to record and analyze observable reading behaviors.

**Observation Survey**
The OS is a collection of systematic observation measurement tasks. These tasks help teachers learn about a child’s use of oral language, concepts about print, reading of continuous text, letter knowledge, reading and writing vocabulary, and hearing and recording sounds within words. The OS results are used to make informed decisions on student selection for Reading Recovery. OS results are also used in conjunction with other data when placing students in literacy groups at the beginning of the year.

**Teacher Observations**
Teachers use informal, ongoing observations of student behaviors and abilities in the context of academic areas.

**Student Self-Assessment**
Students use a variety of self-assessment strategies such as rubrics as a tool to reflect on how they have met standards or expectations for a given assignment or project. Some students participate in student led conferences as a way to self assess their progress and create new goals for the future.

**Student Self-Monitoring**
All students monitor their progress toward mastery of essential learnings.

**Reading/Writing Conferences**
Writing conferences are held with individuals within the context of Writer’s Workshop. They are used to teach, assess progress, and set goals or heighten students’ awareness of what to work on next in their writing.

Reading conferences are held with individuals within the context of Reader’s Workshop. They are used to teach, assess progress, and set goals or heighten student’s awareness of what strategies to apply in their reading.
ISTEP+ Trend Data

1. Analyze student achievement data based on the percentage of students meeting academic standards under the ISTEP + Program. *(PL221)*

2. Identify your schools strengths and areas in need of improvement. Include goals for Language Arts, Mathematics and Attendance Rate. *(PL221)*

1. Overall, students showing proficiency on ISTEP has grown over time. The general trend is that of improvement. During the 2012-2013 school year, some subgroups showed a decrease in proficiency, but the overall passing rates were improved.

Over the past eight years, Grandview Elementary students have met English/Language Arts and Math academic standards under the ISTEP+ assessment at the following percentage rates:

### ENGLISH/LANGUAGE ARTS

#### Grade 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>73</td>
</tr>
<tr>
<td>2008-2009</td>
<td>69</td>
</tr>
<tr>
<td>Spring 08-09</td>
<td>65</td>
</tr>
<tr>
<td>Spring 09-10</td>
<td>82</td>
</tr>
<tr>
<td>Spring 10-11</td>
<td>75</td>
</tr>
<tr>
<td>Spring 11-12</td>
<td>95</td>
</tr>
<tr>
<td>Spring 12-13</td>
<td>85</td>
</tr>
<tr>
<td>Spring 13-14</td>
<td>73</td>
</tr>
</tbody>
</table>

#### Grade 4

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>59 (-2%)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>70 (-3%)</td>
</tr>
<tr>
<td>Spring 08-09</td>
<td>66 (-4%)</td>
</tr>
<tr>
<td>Spring 09-10</td>
<td>72 (+7%)</td>
</tr>
<tr>
<td>Spring 10-11</td>
<td>86 (+4%)</td>
</tr>
<tr>
<td>Spring 11-12</td>
<td>85 (+10%)</td>
</tr>
<tr>
<td>Spring 12-13</td>
<td>77 (-18%)</td>
</tr>
<tr>
<td>Spring 13-14</td>
<td>82 (-3%)</td>
</tr>
</tbody>
</table>

#### Grade 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>69 (-6%)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>66 (+7%)</td>
</tr>
<tr>
<td>Spring 08-09</td>
<td>63 (-3%)</td>
</tr>
<tr>
<td>Spring 09-10</td>
<td>69 (+3%)</td>
</tr>
<tr>
<td>Spring 10-11</td>
<td>75 (+3%)</td>
</tr>
<tr>
<td>Spring 11-12</td>
<td>80 (-6%)</td>
</tr>
<tr>
<td>Spring 12-13</td>
<td>73 (-12%)</td>
</tr>
<tr>
<td>Spring 13-14</td>
<td>76 (-1%)</td>
</tr>
</tbody>
</table>

#### Grade 6

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>67 (-7%)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>70 (+1%)</td>
</tr>
<tr>
<td>Spring 08-09</td>
<td>72 (+2%)</td>
</tr>
<tr>
<td>Spring 09-10</td>
<td>81 (+18%)</td>
</tr>
<tr>
<td>Spring 10-11</td>
<td>61 (-8%)</td>
</tr>
<tr>
<td>Spring 11-12</td>
<td>66 (-9%)</td>
</tr>
<tr>
<td>Spring 12-13</td>
<td>78 (-2%)</td>
</tr>
<tr>
<td>Spring 13-14</td>
<td>77 (+4%)</td>
</tr>
</tbody>
</table>
### Grade 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>58</td>
</tr>
<tr>
<td>2008-2009</td>
<td>69</td>
</tr>
<tr>
<td>Spring 08-09</td>
<td>63</td>
</tr>
<tr>
<td>Spring 09-10</td>
<td>79</td>
</tr>
<tr>
<td>Spring 10-11</td>
<td>69</td>
</tr>
<tr>
<td>Spring 11-12</td>
<td>85</td>
</tr>
<tr>
<td>Spring 12-13</td>
<td>71</td>
</tr>
<tr>
<td>Spring 13-14</td>
<td>67</td>
</tr>
</tbody>
</table>

### Grade 4

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>64 (+3%)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>69 (+11%)</td>
</tr>
<tr>
<td>Spring 08-09</td>
<td>65 (-4%)</td>
</tr>
<tr>
<td>Spring 09-10</td>
<td>77 (+14%)</td>
</tr>
<tr>
<td>Spring 10-11</td>
<td>79 (+0%)</td>
</tr>
<tr>
<td>Spring 11-12</td>
<td>64 (-5%)</td>
</tr>
<tr>
<td>Spring 12-13</td>
<td>77 (-8%)</td>
</tr>
<tr>
<td>Spring 13-14</td>
<td>71 (+0%)</td>
</tr>
</tbody>
</table>

---

**GRA School Improvement Plan: ISTEP Data Summary for ISTEPS14**

#### Grade 03 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>60.75</td>
<td>71.62</td>
<td>-10.87</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>60.54</td>
<td>70.89</td>
<td>-10.35</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>58.38</td>
<td>66.93</td>
<td>-8.56</td>
</tr>
<tr>
<td>Writing Process</td>
<td>61.00</td>
<td>69.88</td>
<td>-8.88</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>64.58</td>
<td>69.11</td>
<td>-4.52</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>71.79</td>
<td>76.68</td>
<td>-4.89</td>
</tr>
</tbody>
</table>

#### Grade 03 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sense</td>
<td>73.31</td>
<td>80.83</td>
<td>-7.52</td>
</tr>
<tr>
<td>Computation</td>
<td>69.73</td>
<td>79.34</td>
<td>-9.62</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>69.56</td>
<td>79.10</td>
<td>-9.54</td>
</tr>
<tr>
<td>Geometry</td>
<td>66.69</td>
<td>76.15</td>
<td>-9.46</td>
</tr>
<tr>
<td>Measurement</td>
<td>50.63</td>
<td>61.98</td>
<td>-11.35</td>
</tr>
<tr>
<td>Data Analysis &amp; Prob</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>34.27</td>
<td>47.02</td>
<td>-12.75</td>
</tr>
</tbody>
</table>
### Grade 04 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>71.12</td>
<td>76.52</td>
<td>-5.39</td>
<td>Number Sense</td>
<td>66.69</td>
<td>75.51</td>
<td>-8.81</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>55.92</td>
<td>61.20</td>
<td>-5.28</td>
<td>Computation</td>
<td>69.29</td>
<td>76.12</td>
<td>-6.84</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>75.12</td>
<td>79.05</td>
<td>-3.92</td>
<td>Algebra &amp; Functions</td>
<td>62.27</td>
<td>70.74</td>
<td>-8.47</td>
</tr>
<tr>
<td>Writing Process</td>
<td>63.82</td>
<td>69.59</td>
<td>-5.77</td>
<td>Geometry</td>
<td>58.12</td>
<td>67.69</td>
<td>-9.57</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>59.14</td>
<td>65.40</td>
<td>-6.26</td>
<td>Measurement</td>
<td>57.65</td>
<td>65.36</td>
<td>-7.71</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>69.14</td>
<td>75.29</td>
<td>-6.14</td>
<td>Data Analysis &amp; Prob</td>
<td>69.12</td>
<td>76.87</td>
<td>-7.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem Solving</td>
<td>42.20</td>
<td>52.84</td>
<td>-10.63</td>
</tr>
</tbody>
</table>

### Grade 04 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>81.19</td>
<td>82.77</td>
<td>-1.58</td>
<td>Number Sense</td>
<td>65.65</td>
<td>67.59</td>
<td>-1.94</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>71.16</td>
<td>72.71</td>
<td>-1.55</td>
<td>Computation</td>
<td>76.02</td>
<td>75.75</td>
<td>0.27</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>63.29</td>
<td>65.43</td>
<td>-2.13</td>
<td>Algebra &amp; Functions</td>
<td>71.63</td>
<td>72.73</td>
<td>-1.09</td>
</tr>
<tr>
<td>Writing Process</td>
<td>74.28</td>
<td>76.80</td>
<td>-2.52</td>
<td>Geometry</td>
<td>66.86</td>
<td>67.27</td>
<td>-0.41</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>70.88</td>
<td>72.10</td>
<td>-1.22</td>
<td>Measurement</td>
<td>74.00</td>
<td>74.09</td>
<td>-0.09</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>82.48</td>
<td>83.18</td>
<td>-0.70</td>
<td>Data Analysis &amp; Prob</td>
<td>59.28</td>
<td>60.58</td>
<td>-1.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem Solving</td>
<td>55.75</td>
<td>56.99</td>
<td>-1.24</td>
</tr>
</tbody>
</table>

### Grade 05 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>78.82</td>
<td>83.23</td>
<td>-4.41</td>
<td>Number Sense</td>
<td>56.06</td>
<td>66.77</td>
<td>-10.71</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>62.61</td>
<td>68.78</td>
<td>-6.18</td>
<td>Computation</td>
<td>52.95</td>
<td>64.71</td>
<td>-11.76</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>77.47</td>
<td>82.22</td>
<td>-4.75</td>
<td>Algebra &amp; Functions</td>
<td>62.71</td>
<td>72.57</td>
<td>-9.86</td>
</tr>
<tr>
<td>Writing Process</td>
<td>70.48</td>
<td>75.89</td>
<td>-5.40</td>
<td>Geometry</td>
<td>51.20</td>
<td>65.14</td>
<td>-13.95</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>65.73</td>
<td>70.31</td>
<td>-4.58</td>
<td>Measurement</td>
<td>46.24</td>
<td>57.75</td>
<td>-11.50</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>74.70</td>
<td>79.31</td>
<td>-4.62</td>
<td>Data Analysis &amp; Prob</td>
<td>52.23</td>
<td>62.61</td>
<td>-10.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem Solving</td>
<td>45.53</td>
<td>59.32</td>
<td>-13.79</td>
</tr>
</tbody>
</table>

### Grade 05 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>81.19</td>
<td>82.77</td>
<td>-1.58</td>
<td>Number Sense</td>
<td>65.65</td>
<td>67.59</td>
<td>-1.94</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>71.16</td>
<td>72.71</td>
<td>-1.55</td>
<td>Computation</td>
<td>76.02</td>
<td>75.75</td>
<td>0.27</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>63.29</td>
<td>65.43</td>
<td>-2.13</td>
<td>Algebra &amp; Functions</td>
<td>71.63</td>
<td>72.73</td>
<td>-1.09</td>
</tr>
<tr>
<td>Writing Process</td>
<td>74.28</td>
<td>76.80</td>
<td>-2.52</td>
<td>Geometry</td>
<td>66.86</td>
<td>67.27</td>
<td>-0.41</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>70.88</td>
<td>72.10</td>
<td>-1.22</td>
<td>Measurement</td>
<td>74.00</td>
<td>74.09</td>
<td>-0.09</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>82.48</td>
<td>83.18</td>
<td>-0.70</td>
<td>Data Analysis &amp; Prob</td>
<td>59.28</td>
<td>60.58</td>
<td>-1.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem Solving</td>
<td>55.75</td>
<td>56.99</td>
<td>-1.24</td>
</tr>
</tbody>
</table>

### Grade 06 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>78.82</td>
<td>83.23</td>
<td>-4.41</td>
<td>Number Sense</td>
<td>56.06</td>
<td>66.77</td>
<td>-10.71</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>62.61</td>
<td>68.78</td>
<td>-6.18</td>
<td>Computation</td>
<td>52.95</td>
<td>64.71</td>
<td>-11.76</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>77.47</td>
<td>82.22</td>
<td>-4.75</td>
<td>Algebra &amp; Functions</td>
<td>62.71</td>
<td>72.57</td>
<td>-9.86</td>
</tr>
<tr>
<td>Writing Process</td>
<td>70.48</td>
<td>75.89</td>
<td>-5.40</td>
<td>Geometry</td>
<td>51.20</td>
<td>65.14</td>
<td>-13.95</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>65.73</td>
<td>70.31</td>
<td>-4.58</td>
<td>Measurement</td>
<td>46.24</td>
<td>57.75</td>
<td>-11.50</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>74.70</td>
<td>79.31</td>
<td>-4.62</td>
<td>Data Analysis &amp; Prob</td>
<td>52.23</td>
<td>62.61</td>
<td>-10.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem Solving</td>
<td>45.53</td>
<td>59.32</td>
<td>-13.79</td>
</tr>
</tbody>
</table>

### Grade 06 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>81.19</td>
<td>82.77</td>
<td>-1.58</td>
<td>Number Sense</td>
<td>65.65</td>
<td>67.59</td>
<td>-1.94</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>71.16</td>
<td>72.71</td>
<td>-1.55</td>
<td>Computation</td>
<td>76.02</td>
<td>75.75</td>
<td>0.27</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>63.29</td>
<td>65.43</td>
<td>-2.13</td>
<td>Algebra &amp; Functions</td>
<td>71.63</td>
<td>72.73</td>
<td>-1.09</td>
</tr>
<tr>
<td>Writing Process</td>
<td>74.28</td>
<td>76.80</td>
<td>-2.52</td>
<td>Geometry</td>
<td>66.86</td>
<td>67.27</td>
<td>-0.41</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>70.88</td>
<td>72.10</td>
<td>-1.22</td>
<td>Measurement</td>
<td>74.00</td>
<td>74.09</td>
<td>-0.09</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>82.48</td>
<td>83.18</td>
<td>-0.70</td>
<td>Data Analysis &amp; Prob</td>
<td>59.28</td>
<td>60.58</td>
<td>-1.30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Problem Solving</td>
<td>55.75</td>
<td>56.99</td>
<td>-1.24</td>
</tr>
</tbody>
</table>
ISTEP Proficiency Trends

English Language Arts Subgroup Performance on ISTEP
ISTEP+ Percent Passing Trend by Special Education

Math Subgroup Performance on ISTEP

ISTEP+ Percent Passing Trend by Free/Reduced Price Meals

- 27 –
2. The data on the previous pages, along with other data collected from NWEA and classroom assessments, led to the development of the following three goals.

**English/Language Arts Goal**

1. **By spring 2016, an average of > 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in English/Language Arts as measured on the spring 2016 ISTEP.**

2. **By spring 2016, 100% of third grade Grandview students will pass the IREAD assessment.**

**English/Language Arts Benchmarks**

**ACUITY READING**
By winter 2016, an average of ≥ 80% of students in grades 3-6 will score at or above the 50th percentile.

**IREAD**
By December 2015, 100% of third grade students will score a 34 or above on the DRA test as an indicator of success on IREAD.
Mathematics Goal

By spring 2016, an average of ≥ an average of 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in math as measured on the spring 2016 ISTEP+.

Mathematics Benchmark Goals

ACUITY MATH
By winter 2016, an average of ≥ 80% of students in grades 3-6 will score at or above the 50th percentile.

Attendance Goal

By spring 2016, Grandview will increase or maintain the attendance rate at or above the state average.

3. Identify current AYP status of all groups and disaggregated subgroups in both English/Language Arts and Mathematics (derived from an assessment of the current status of educational programming).

4. Identify specific and measurable objectives for meeting AYP overall and by disaggregated subgroups. (PL221) / (SI - Component #5) / (SWP – Component #1)

3. On the A-F Accountability Report Card for 2013, Grandview was given a C. Of the students taking ISTEP+, 26.8% showed low growth in English/Language Arts and 31.6% showed low growth in Math.

4. See above reading and math benchmark goals.

5.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY INDICATORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3 Percent Passing ISTEP+ (LA)</td>
<td>65</td>
<td>80</td>
<td>75</td>
<td>95</td>
<td>85</td>
<td>73</td>
</tr>
<tr>
<td>Percent White Students</td>
<td>67</td>
<td>82</td>
<td>76</td>
<td>96</td>
<td>86</td>
<td>70</td>
</tr>
<tr>
<td>Percent Special Education</td>
<td>13</td>
<td>67</td>
<td>56</td>
<td>100</td>
<td>46</td>
<td>NA</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>47</td>
<td>76</td>
<td>70</td>
<td>97</td>
<td>79</td>
<td>59</td>
</tr>
<tr>
<td>Grade 3 Percent Passing ISTEP+ (Math)</td>
<td>63</td>
<td>77</td>
<td>69</td>
<td>85</td>
<td>71</td>
<td>67</td>
</tr>
<tr>
<td>Percent White Students</td>
<td>63</td>
<td>75</td>
<td>66</td>
<td>86</td>
<td>76</td>
<td>65</td>
</tr>
<tr>
<td>Percent Special Education</td>
<td>25</td>
<td>56</td>
<td>56</td>
<td>80</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>44</td>
<td>68</td>
<td>60</td>
<td>84</td>
<td>73</td>
<td>52</td>
</tr>
<tr>
<td>Grade 3 Passing Both Tests</td>
<td>58</td>
<td>68</td>
<td>64</td>
<td>85</td>
<td>68</td>
<td>60</td>
</tr>
<tr>
<td>Grade 4 Percent Passing ISTEP+ (LA)</td>
<td>66</td>
<td>71</td>
<td>86</td>
<td>85</td>
<td>77</td>
<td>80</td>
</tr>
<tr>
<td>Percent White Students</td>
<td>68</td>
<td>73</td>
<td>83</td>
<td>82</td>
<td>78</td>
<td>87</td>
</tr>
<tr>
<td>Percent Special Education</td>
<td>28</td>
<td>39</td>
<td>77</td>
<td>86</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>59</td>
<td>42</td>
<td>87</td>
<td>85</td>
<td>69</td>
<td>79</td>
</tr>
<tr>
<td>Grade 4 Percent Passing ISTEP+ (Math)</td>
<td>65</td>
<td>76</td>
<td>79</td>
<td>64</td>
<td>77</td>
<td>70</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>□ Percent White Students</td>
<td>65</td>
<td>79</td>
<td>76</td>
<td>61</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>□ Percent Special Education</td>
<td>50</td>
<td>50</td>
<td>62</td>
<td>57</td>
<td>46</td>
<td>42</td>
</tr>
<tr>
<td>□ Free/Reduced Lunch</td>
<td>56</td>
<td>54</td>
<td>74</td>
<td>56</td>
<td>73</td>
<td>72</td>
</tr>
<tr>
<td>Grade 4 Passing Both Tests</td>
<td>55</td>
<td>69</td>
<td>74</td>
<td>61</td>
<td>67</td>
<td>69</td>
</tr>
<tr>
<td>Grade 5 Percent Passing ISTEP+ (LA)</td>
<td>64</td>
<td>67</td>
<td>75</td>
<td>80</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>□ Percent White Students</td>
<td>64</td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>□ Percent Special Education</td>
<td>39</td>
<td>45</td>
<td>53</td>
<td>70</td>
<td>79</td>
<td>NA</td>
</tr>
<tr>
<td>□ Free/Reduced Lunch</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>74</td>
<td>67</td>
<td>65</td>
</tr>
<tr>
<td>Grade 5 Percent Passing Both Tests</td>
<td>55</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>63</td>
<td>75</td>
</tr>
<tr>
<td>Grade 6 Percent Passing ISTEP+ (LA)</td>
<td>72</td>
<td>76</td>
<td>61</td>
<td>66</td>
<td>78</td>
<td>77</td>
</tr>
<tr>
<td>□ Percent White Students</td>
<td>73</td>
<td>75</td>
<td>61</td>
<td>66</td>
<td>80</td>
<td>76</td>
</tr>
<tr>
<td>□ Percent Special Education</td>
<td>52</td>
<td>53</td>
<td>50</td>
<td>52</td>
<td>68</td>
<td>46</td>
</tr>
<tr>
<td>□ Free/Reduced Lunch</td>
<td>63</td>
<td>71</td>
<td>56</td>
<td>33</td>
<td>82</td>
<td>77</td>
</tr>
<tr>
<td>Grade 6 Percent Passing Both Tests</td>
<td>55</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>63</td>
<td>75</td>
</tr>
<tr>
<td>School Attendance Rate</td>
<td>95.5</td>
<td>99</td>
<td>95.5</td>
<td>96</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECONDARY INDICATORS</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>517</td>
<td>461</td>
<td>445</td>
<td>425</td>
<td>457</td>
<td>442</td>
<td>438</td>
</tr>
<tr>
<td>% Students Free/Reduced Lunch</td>
<td>48</td>
<td>49</td>
<td>51</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>56.4</td>
</tr>
<tr>
<td>% Students Special Education</td>
<td>25</td>
<td>27</td>
<td>25.3</td>
<td>22.8</td>
<td>18</td>
<td>20.4</td>
<td>19.2</td>
</tr>
<tr>
<td>Number of Suspensions (Out of School)</td>
<td>9</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>12</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Number of Expulsions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Grandview has consistently maintained an attendance rate above 95% and will continue to make attendance a priority.
## Parent Survey Results

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This school is a safe and secure place for my child.</td>
<td>63%</td>
<td>31%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Most students in this school are eager and enthusiastic about learning.</td>
<td>28%</td>
<td>47%</td>
<td>19%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Most parents would rate this school as superior.</td>
<td>22%</td>
<td>46%</td>
<td>22%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>4. School-wide objectives are the focal point of reading instruction in this school.</td>
<td>30%</td>
<td>47%</td>
<td>18%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>5. There is clear, strong centralized instructional leadership from the principal in this school.</td>
<td>25%</td>
<td>42%</td>
<td>30%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>6. Ninety-five to one hundred percent of the students in this school can be expected to complete high school.</td>
<td>20%</td>
<td>42%</td>
<td>35%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>7. A positive feeling permeates the school.</td>
<td>43%</td>
<td>47%</td>
<td>9%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>8. All materials and supplies necessary for instruction in basic skills are available.</td>
<td>38%</td>
<td>44%</td>
<td>15%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>9. All teachers in this school hold consistently high expectations for all of the students.</td>
<td>42%</td>
<td>43%</td>
<td>12%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>10. Social and academic information is communicated to parents weekly.</td>
<td>43%</td>
<td>43%</td>
<td>6%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>11. Teachers, administrators and parents assume responsibility for discipline in this school.</td>
<td>36%</td>
<td>47%</td>
<td>12%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>12. There is cooperation with regard to homework monitoring between parents and teachers in this school.</td>
<td>40%</td>
<td>49%</td>
<td>7%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>13. The school building is neat, bright, clean and comfortable.</td>
<td>55%</td>
<td>43%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14. District and school policies are well defined and communicated.</td>
<td>35%</td>
<td>52%</td>
<td>7%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>15. All materials and supplies necessary for instruction in basic skills are available.</td>
<td>40%</td>
<td>46%</td>
<td>12%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>16. Most parents understand and promote the school’s instructional program.</td>
<td>24%</td>
<td>45%</td>
<td>22%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>17. There is an active parent/school group in this school that involves many parents.</td>
<td>32%</td>
<td>48%</td>
<td>16%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>18. Teachers believe that all students in this school can master basic skills as a direct result of the instructional program.</td>
<td>25%</td>
<td>54%</td>
<td>15%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>19. Student behavior is generally positive in this school.</td>
<td>46%</td>
<td>46%</td>
<td>4%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>20. Conferences, home visits, phone calls, newsletters, and/or notes are ways that staff frequently communicate regularly with parents.</td>
<td>54%</td>
<td>39%</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>21. An atmosphere of caring exists in this school.</td>
<td>34%</td>
<td>49%</td>
<td>14%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>22. Grading scales and expectations are consistent throughout the school.</td>
<td>22%</td>
<td>48%</td>
<td>24%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>23. Students are provided intervention and enrichment to meet and exceed curriculum goals.</td>
<td>32%</td>
<td>54%</td>
<td>9%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>
### Grade 03 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>60.75</td>
<td>71.62</td>
<td>-10.87</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>60.54</td>
<td>70.89</td>
<td>-10.35</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>58.38</td>
<td>66.93</td>
<td>-8.56</td>
</tr>
<tr>
<td>Writing Process</td>
<td>61.00</td>
<td>69.88</td>
<td>-8.88</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>64.58</td>
<td>69.11</td>
<td>-4.52</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>71.79</td>
<td>76.68</td>
<td>-4.89</td>
</tr>
</tbody>
</table>

### Grade 03 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sense</td>
<td>73.31</td>
<td>80.83</td>
<td>-7.52</td>
</tr>
<tr>
<td>Computation</td>
<td>69.73</td>
<td>79.34</td>
<td>-9.62</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>69.56</td>
<td>79.10</td>
<td>-9.54</td>
</tr>
<tr>
<td>Geometry</td>
<td>66.69</td>
<td>76.15</td>
<td>-9.46</td>
</tr>
<tr>
<td>Measurement</td>
<td>50.63</td>
<td>61.98</td>
<td>-11.35</td>
</tr>
<tr>
<td>Data Analysis &amp; Prob</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>34.27</td>
<td>47.02</td>
<td>-12.75</td>
</tr>
</tbody>
</table>

### Grade 04 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>71.12</td>
<td>76.52</td>
<td>-5.39</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>55.92</td>
<td>61.20</td>
<td>-5.28</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>75.12</td>
<td>79.05</td>
<td>-3.92</td>
</tr>
<tr>
<td>Writing Process</td>
<td>63.82</td>
<td>69.59</td>
<td>-5.77</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>59.14</td>
<td>65.40</td>
<td>-6.26</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>69.14</td>
<td>75.29</td>
<td>-6.14</td>
</tr>
</tbody>
</table>

### Grade 04 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sense</td>
<td>66.69</td>
<td>75.51</td>
<td>-8.81</td>
</tr>
<tr>
<td>Computation</td>
<td>69.29</td>
<td>75.51</td>
<td>-6.84</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>62.27</td>
<td>70.74</td>
<td>-8.47</td>
</tr>
<tr>
<td>Geometry</td>
<td>58.12</td>
<td>67.69</td>
<td>-9.57</td>
</tr>
<tr>
<td>Measurement</td>
<td>57.65</td>
<td>65.36</td>
<td>-7.71</td>
</tr>
<tr>
<td>Data Analysis &amp; Prob</td>
<td>69.12</td>
<td>76.87</td>
<td>-7.75</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>42.20</td>
<td>52.84</td>
<td>-10.63</td>
</tr>
</tbody>
</table>

### Grade 05 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>81.19</td>
<td>82.77</td>
<td>-1.58</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>71.16</td>
<td>72.71</td>
<td>-1.55</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>63.29</td>
<td>65.43</td>
<td>-2.13</td>
</tr>
<tr>
<td>Writing Process</td>
<td>74.28</td>
<td>76.80</td>
<td>-2.52</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>70.88</td>
<td>72.10</td>
<td>-1.22</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>82.48</td>
<td>83.18</td>
<td>-0.70</td>
</tr>
</tbody>
</table>

### Grade 05 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sense</td>
<td>65.65</td>
<td>67.59</td>
<td>-1.94</td>
</tr>
<tr>
<td>Computation</td>
<td>76.02</td>
<td>75.75</td>
<td>0.27</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>71.63</td>
<td>72.73</td>
<td>-1.09</td>
</tr>
<tr>
<td>Geometry</td>
<td>66.86</td>
<td>67.27</td>
<td>-0.41</td>
</tr>
<tr>
<td>Measurement</td>
<td>74.00</td>
<td>74.09</td>
<td>-0.09</td>
</tr>
<tr>
<td>Data Analysis &amp; Prob</td>
<td>59.28</td>
<td>60.58</td>
<td>-1.30</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>55.75</td>
<td>56.99</td>
<td>-1.2</td>
</tr>
</tbody>
</table>

### Grade 06 ISTEP+ English

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Vocabulary</td>
<td>78.82</td>
<td>83.23</td>
<td>-4.41</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>62.61</td>
<td>68.78</td>
<td>-6.18</td>
</tr>
<tr>
<td>Lit Response &amp; Analysis</td>
<td>77.47</td>
<td>82.22</td>
<td>-4.75</td>
</tr>
<tr>
<td>Writing Process</td>
<td>70.48</td>
<td>75.89</td>
<td>-5.40</td>
</tr>
<tr>
<td>Writing Applications</td>
<td>65.73</td>
<td>70.31</td>
<td>-4.58</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>74.70</td>
<td>79.31</td>
<td>-4.62</td>
</tr>
</tbody>
</table>

### Grade 06 ISTEP+ Math

<table>
<thead>
<tr>
<th>Standard</th>
<th>IPI Avg</th>
<th>Corp IPI Avg</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Sense</td>
<td>56.06</td>
<td>66.77</td>
<td>-10.71</td>
</tr>
<tr>
<td>Computation</td>
<td>52.95</td>
<td>64.71</td>
<td>-11.76</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>62.71</td>
<td>72.57</td>
<td>-9.86</td>
</tr>
<tr>
<td>Geometry</td>
<td>51.20</td>
<td>65.14</td>
<td>-13.95</td>
</tr>
<tr>
<td>Measurement</td>
<td>46.24</td>
<td>57.75</td>
<td>-11.50</td>
</tr>
<tr>
<td>Data Analysis &amp; Prob</td>
<td>52.23</td>
<td>62.61</td>
<td>-10.38</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>45.53</td>
<td>59.32</td>
<td>-13.79</td>
</tr>
</tbody>
</table>
1. **Summarize (using data) the actual results of your needs assessment.** Also describe how a comprehensive needs assessment was conducted and how it addresses the needs of all the students in the school (including general education, special education, gifted and talented, migrant and bilingual, etc., as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Throughout the 2013-2014 school year, a needs assessment was conducted as a means to determine the strengths and weaknesses of Grandview Elementary School. The following conclusions were made after a review of data from a variety of sources, such as Acuity, ISTEP+, classroom data, and student, parent, and faculty surveys:

- In the spring of 2012, 100% of the faculty strongly agreed or agreed that they are knowledgeable about Professional Learning Communities. This was up from the 2 previous years of 87% and 61% respectively.
- Enrollment has decreased yearly since 2007 resulting in the loss of 105 students.
- Number of students receiving free and reduced lunches has increased by 23.3% since 2007.
- Certified staff feel most comfortable with the strategies related to More students feel safe during the 2012-2013 school year than did during the 2011-2012 school year, in every area of the school.
- 100% of certified staff feel knowledgeable about establishing and communicating learning goals.
- 100% of certified staff feel knowledgeable about communicating high expectations for all students.
- 76.9% of 3rd-6th grade students passed the English/Language Arts portion of the 2013-2014 ISTEP+.
- 76.8% of 3rd-6th grade students passed the Math portion of the 2013-2014 ISTEP+.
- Of the students in the 25th percentile or below, 35% of 3rd-6th grade students achieved high growth on the English/Language Arts portion of the 2013-2014 ISTEP+.
- Of the students in the 75th percentile or above, 30.8% of 3rd-6th grade students achieved high growth on the English/Language Arts portion of the 2013-2014 ISTEP+.
- Of the students in the 25th percentile or below, 43.6% of 3rd-6th grade students achieved high growth on the math portion of the 2013-2014 ISTEP+.
- Of the students in the 75th percentile or above, 35.3% of 3rd-6th grade students achieved high growth on the math portion of the 2013-2014 ISTEP+.
- Grandview 3rd graders have always passed the IREAD 3 assessment at rates higher than the state.
- Attendance Rate has maintained or exceeded at 95% for past seven years.
- On the A-F Accountability Report Card for 2013, Grandview was given a C. Of the students taking ISTEP+, 26.8% showed low growth in English/Language Arts and 31.6% showed low growth in Math.
2. Summarize the strengths and weaknesses of the current program for improving the education of low-achieving students.

The following strengths and weaknesses were identified from ISTEP+ (3-6) results:

**Strengths**
- Writing Application/Grammar (Grades 2-3)
- Grammar (Grade 4)
- Language Conventions (Grade 3, 5)
- Number Sense (Grade 2)
- Geometry (Grade 4)
- Measurement (Grade 6)

**Weaknesses**
- Literary Response/Analysis (Grade 4)
- Reading Comprehension (Grades 3, 4, 6)
- Measurement (Grade 2)
- Number Sense (Grade 3)
- Algebra and Functions (Grades 4 - 6)
- Data Analysis and Problem Solving (Grades 5, 6)

3. As a result of the comprehensive needs assessment, what are the specific priority need areas for the schoolwide program? Please list in priority order 1, 2, 3, etc.

1. Increase English/Language Arts ISTEP+ passing percentage at 80%
2. Increase the Math ISTEP+ passing percentage to 80%
3. Increase the percentage of students reaching typical and high growth on ELA and Math ISTEP to 65%
4. Increase percentage of students who feel safe on the bus, in the restroom, and on the playground
5. Increase parent communication from school
6. Increase overall parent involvement

Schoolwide Program Goals

1. List the goals of the schoolwide program. These goals should be directly related to the priority need areas identified as the means to educate all students in the school to the state’s academic content standards and the state’s academic achievement standards, as illustrated in the comprehensive needs assessment.

**English/Language Arts Goal**

1. By spring 2015, an average of > 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in English/Language Arts as measured on the spring 2015 ISTEP+.

2. By spring 2015, 100% of third grade Grandview students will pass the IREAD assessment.
English/Language Arts Benchmarks

**ACUITY TARGET**

By winter 2015 an average of ≥ 80% of students in grades 3-6 will score at or above the 50th percentile on Acuity.

**IREAD**

By winter 2015 100% of third grade students will score 197 or above on the NWEA test as an indicator of success on IREAD.

**Mathematics Goal**

*By spring 2015, an average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in math as measured on the spring 2015 ISTEP+.*

Mathematics Benchmark Goals

**ACUITY TARGET**

By winter 2015 an average of ≥ 80% of students in grades 3-6 will score at or above the 50th percentile on Acuity.

**Attendance Goal**

*By spring 2015, Grandview will increase or maintain the attendance rate at or above the state average.*

2. Explain how reaching the above goals will meet the needs of all the students at your school.

Reaching the above goals will facilitate higher levels of student achievement. The process of reaching these goals will require the use of scientifically-based researched teaching methods such as: SIPPS, Orton-Gillingham, Soar to Success, Read Naturally, Fast Forward, Read 180, The Daily 5 structure and corresponding CAFÉ strategies, and literature-based reading programs. The Response to Intervention method will be utilized to provide intervention to students in language arts and math. These programs support all students, including those in the special education and free and reduced lunch subgroups, in their efforts to meet proficient or advanced levels on ISTEP+.

Component 2 – Implementation of Reform Strategies

1. Explain the school’s implementation of schoolwide reform strategies that will provide opportunities for all children to meet the State’s proficient and advanced level of student academic achievement.
Teachers will use the MCCSC Curriculum Map based on Indiana Academic Standards, to identify essential learning skills in English/language arts and math.

The curriculum will be presented to students through the use of best instructional practices derived from scientifically-based research. The adopted texts and supplemental materials will be used on a regular basis. Best practices will provide opportunities for all children to meet Indiana’s proficient and advanced levels of student academic achievement. PLC’s meet regularly to monitor academic achievement of all students and to design intervention plans which meet each student’s individual needs.

2. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that strengthens the core academic program of the school.

In order to utilize the most successful scientifically based strategies, teachers keep current on best practices by attending conferences, participating in school wide book studies, and individual educational investigation. Teachers emphasize research-based instructional practices to meet the varying needs of students.

The core academic program will be strengthened by scientifically based differentiated instructional methods. Teachers will work collaboratively to review formative and summative student data to match students to appropriate programs and services.

3. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that increases the amount and quality of learning time, such as providing an extended school year, before and after school programs and opportunities.

4. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that include strategies for meeting the educational needs of historically underserved populations.

The following research-based programs, policies, and practices will increase the amount of quality learning time to help ensure that all students will be successful:

Title I Program: The Title I program provides supplemental reading instruction to students requiring assistance. Students are placed according to their performance in relation to essential learning skills, Acuity scores, ISTEP+ results, and teacher recommendation. Formative assessments are conducted regularly to track progress and drive instruction.

Read 180: The adaptive, instructional software used in Read 180 provides intensive, differentiated skills practice to motivate struggling readers. The software analyzes, monitors, tracks, and reports on student accuracy, noting not only incorrect answers, but also the types of errors made and the time of the response. According to how the student performs, the software continually adjusts instruction offering students immediate feedback. Read 180 is designed to meet the needs of struggling readers in intermediate grades.

After School EdVentures: This program is funded by a grant from the Department of Education and managed by Monroe County Community School Corporation. It provides focused academic support in addition to an enrichment curriculum. The program utilizes community partners to assist students.
Multi-disciplinary Team: The Multi-disciplinary Team serves as a systematic support network to enhance teachers’ skills in and application of best practices of instructional assessment and delivery, to develop school-wide norms of collaboration and problem-solving, to facilitate the use of data for classroom and school decisions. A teacher makes a request for assistance from the team, at which point, that teacher is invited to attend a meeting during which an intervention plan is created. A facilitator is named and paired with the teacher to provide support after the initial meeting. The student’s progress is monitored and reported back to the team six weeks later. At that point, depending on the student response to the intervention, the team makes a determination about whether or not a formal educational evaluation needs to be completed.

Professional Learning Communities: A PLC is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students served. These teams focus on the critical questions of student learning:

1. What do we want our students to learn? (essential, guaranteed & viable curriculum)

2. How will we know if each student has learned it? (administer frequent, team-developed common, formative assessments)

3. How will we respond when some students do not learn it? (Timely, Directive, Systematic Intervention)

4. How can we extend and enrich the learning for students who have demonstrated proficiency? (Timely Enrichment/Extension)

Intervention Time (TIGER Time): Students receive, enrichment, re-teaching, or remediation in academic areas based on individual needs. Students are instructed in small groups by teachers, special area teachers, Title I teachers, paraprofessionals, administrators, or student teachers to enhance student achievement.

5. Explain how the schoolwide reform strategies are consistent with and designed to implement the State and local improvement plans.

All school plans are consistent and aligned with federal and state standards. PL221, Title I Schoolwide Planning, and NCLB School Improvement Plans have specific, clearly stated requirements and goals. Best practice strategies in professional development as well as curriculum and instruction are being implemented to ensure goals are met.

6. Identify the scientific-based research strategies that will be used to strengthen the core academic subjects and the specific academic issues that caused the school to be identified for school improvement. (SI – Component # 1)

Grandview is not in school improvement.
7. Describe adopted policies and procedures concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in school will meet the State's proficient level of achievement on the State academic assessment by school year 2013-2014. (SI – Component #2)

Grandview is not in school improvement.

Technology as a Learning Tool

Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually. (PL221)

Technology is used as a tool to advance and enhance student learning. Programs and equipment used by teachers and staff to integrate technology into the core curriculum include:

- iPads
- Word/Pages
- Excel/Numbers
- Power Point/Keynote
- Garage Band, iMovie, Sight Reading, Factory, YouTube, Class Dojo
- On-line academic games and educational iPads apps
- Study Island
- Document cameras
- Ceiling mounted projectors
- Laptops
- Khan Academy/Tenmarks Math
- Splashtop
- Front Page
- Edmodo
- My Big Campus

Students have opportunities to create projects and products using technology resources. Students create Power Point presentations to share independent research and inquiry learning, use technology to create and publish writing pieces, and make video presentations.

Teachers use technology tools to collect, analyze, and display data for students. The digital camera, scanner, visual presenter, Smart Board, iPads, Power Point program, and internet are all used for this purpose. Staff members also use technology to facilitate instruction (websites, graphic data, Power Point presentations), improve communication (email), and to assist in student assessment (Northwest Educational Association MAP Testing.)

The computer lab has 37 computers, the media center has eleven computers for research and materials location. The Waterford Lab has seventeen computers (all networked). A cart of laptops is available for classroom use, and there is one - two student computers in each classroom which does not have iPads available. All certified staff and students have access to an iPad. The use of technology is promoted and evaluated by the technology team. This team meets to monitor the implementation of the technology plan and to discuss plans for further increasing the integration of technology into the pedagogy at Grandview.
Cultural Competency

Describe how culturally appropriate strategies for increasing educational opportunities and educational performance for each subgroup have been incorporated into this plan. (PL221)

The Grandview population includes several areas of focus pertaining to cultural competency. The largest population subgroups recognized by the state, are special education and free and reduced lunch students. The special education subgroup has been categorized into the following smaller breakout groups: Speech Only; Learning Disability; Autism; Mild Mentally Handicapped; Other Health Impaired; Emotional Handicap; Moderate Mental Handicap; Multiple Disability; Deaf and Blind; Vision Impaired; and Hearing Impaired.

Student and staff programs are implemented to develop an appropriate cultural setting for special education students. Special education teachers provide background and resource information specific to students in self-contained special education classrooms who deal with significant autism, ADD/ADHD, emotional handicaps, and hearing impairments. Students who qualify for speech services receive written language and cross-curricular instruction, in addition to regular speech services.

Educational opportunities and performance strategies are provided for non-English speaking students. An ESL teacher supports Hispanic students. Additionally, other MCCSC staff assist with Spanish translation for parent communication and conferences (Latino Family Coordinator).

A social worker is available to help parents and families with needs regarding health, attendance issues, emotional issues, transportation, clothing, etc. The social worker also implements a program that involves peer buddies which models appropriate student interactions.

Various programs have a positive impact on students who qualify for free and reduced lunch. Some examples are: social groups meet with social worker, kindergarten whole group conflict resolution instruction, After School EdVentures Program, family nights, kindergarten screening, parent teacher conferences, and notice of community resource opportunities.

The social worker and administrators educate the entire school (faculty and students) about bullying and how to react when bullying situations occur. The school implements school wide anti-bullying weeks twice a year to focus on this issue. Students who are directly involved in bullying situations talk with the social worker and/or administrator about the issue, and may participate in a more focused intervention. The social worker provides additional instruction to students and classrooms, as needed.

Grandview exposes students to world cultures through a yearly Lotus Festival presentation, as well as through art and music education.
Component 3 – Highly Qualified Teachers (Core Content Areas)

1. Describe the school’s plan to ensure that highly qualified professional staff is employed at the school and how qualified staff will be employed in a manner that best enhances your schoolwide reform plan.

Prior to the interview process there will be an initial screening of resumes and applications to ensure all candidates meet qualifications for highly qualified staff. Postings of openings will include specific qualifications required for each position available. Each candidate may be employed in the position for which they are licensed and highly qualified. Openings will be posted on the corporation website and each posting will define highly qualified criteria. Upon employment, the staff will benefit from the opportunity for professional development in their licensed area.

2. Identify all teachers employed at the school, their teaching position at the school, the courses they teach, and provide documentation that they meet the definition of “highly qualified” as outlined in the Title I law.

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Position</th>
<th>Highly Qualified Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Robertson</td>
<td>Title 1 PreK</td>
<td>Praxis II, 2012</td>
</tr>
<tr>
<td>Sarah Scranton</td>
<td>Kindergarten</td>
<td>Praxis II, 2007</td>
</tr>
<tr>
<td>Allison Onis</td>
<td>Kindergarten/First</td>
<td>Praxis II, 2010</td>
</tr>
<tr>
<td>Jorja McGlasson</td>
<td>Kindergarten</td>
<td>Praxis II, 2007</td>
</tr>
<tr>
<td>Abby Seifers</td>
<td>First Grade</td>
<td>Praxis II, 2004</td>
</tr>
<tr>
<td>Karen Helms</td>
<td>First Grade</td>
<td>Housse</td>
</tr>
<tr>
<td>Heather Yeargin</td>
<td>First Grade</td>
<td>Praxis, 2001</td>
</tr>
<tr>
<td>Shirley Heeter</td>
<td>Second Grade</td>
<td>Housse</td>
</tr>
<tr>
<td>Ann Hicks</td>
<td>Second Grade</td>
<td>Praxis II, 2008</td>
</tr>
<tr>
<td>Melissa Smith</td>
<td>Third Grade</td>
<td>Housse</td>
</tr>
<tr>
<td>Katherine Sparks</td>
<td>Third Grade</td>
<td>Praxis II, 2005</td>
</tr>
<tr>
<td>Pam Rainey</td>
<td>Third Grade</td>
<td>Housse</td>
</tr>
<tr>
<td>Casey Biggs</td>
<td>Fourth Grade</td>
<td>Praxis II, 2013</td>
</tr>
<tr>
<td>Libby Torphy</td>
<td>Fourth Grade</td>
<td>NTE, 1990</td>
</tr>
<tr>
<td>Nicole Young</td>
<td>Fifth Grade</td>
<td>Praxis II, 2006</td>
</tr>
<tr>
<td>Susie Stansifer-Jones</td>
<td>Fifth Grade</td>
<td>Housse</td>
</tr>
<tr>
<td>Eddie Pierce</td>
<td>Sixth Grade</td>
<td>Praxis II, 2004</td>
</tr>
<tr>
<td>Emily Crohn</td>
<td>Sixth Grade</td>
<td>Praxis II, 2010</td>
</tr>
<tr>
<td>Dawn Cartwright</td>
<td>Special Education Inclusion</td>
<td>Housse</td>
</tr>
<tr>
<td>Cassidy Rockhill</td>
<td>Special Education (Severe/Profound)</td>
<td>Praxis II, 2009</td>
</tr>
</tbody>
</table>
Kathy Jerke  
Special Education  
(Multi-Categorical)  
NTE, 1993

Patti Hawranek  
Special Education  
Inclusion  
HOUSSE

Lisa Voss  
Music  

Karen Papadopoulos  
Title I Literacy Coach  
NTE, 1995

Kate Zimmerman  
Title I  
Praxis II, 2005

Lindsay Polley  
Title I  
Praxis II, 2005

Susan Emery  
Title I  
HOUSSE

Meg Emmett  
Media Specialist  
Praxis II, 2001

Sandy Dunn  
Physical Education  
NTE, 1989

Cheryl Maxwell  
Art  
HOUSSE

Stacey McGauley  
Social Worker  
Licensed Clinical Social Worker

Lori Butler  
Speech and Hearing  
NTE 1984

Christine Davenport  
ESL Teacher  
Certified K-12 ESL

Lisa Roberts  
Principal  
NTE, 1991

3. Identify all paraprofessionals (include funding source information) employed at your school who provide instructional services. Provide documentation for each identified paraprofessional to demonstrate that s/he meets one of the three criteria required under Title I law:
   a. Must have completed two years at an institution of Higher Education, or
   b. Must possess an associate’s degree or higher, or
   c. Must have successfully completed the Para Pro Assessment

4. Explain/outline the duties of each paraprofessional employed at your school (regardless of funding source). Identify how the duties are allowable under the Title I law.
   a. Provide instructional support services under the direct supervision of a teacher
   b. Conduct parental involvement activities
   c. Serve as a translator
   d. Provide support in a library or media center
   e. Provide computer lab assistance
### Component 4 – Professional Development

1. Describe professional development initiatives currently in place at the school. *(PL221) / (SWP/CAN)*

Professional development during the 2014-2015 school year is focused on designing and delivering effective classroom instruction. This is accomplished through the following specific professional development opportunities:

**Art and Science of Teaching**
Grandview faculty will continue focusing on Robert Marzano’s book, *The Art and Science of Teaching*. This text will provide a common language for discussing, designing, and delivering instruction. The impact of the professional development will also be clear in observations of teachers by administrators. Additionally, student achievement will improve.

**Well-Managed Schools**
Professional development and data sweeps further develop teacher skills in managing student behavior through a social skills instruction. This model is being implemented school wide.

**Professional Development During Faculty Meetings and PLC Meetings**
Building based professional development in Response to Intervention and The Daily 5/CAFÉ take place in PLC and faculty meetings. The faculty engages in book studies to build shared knowledge in current best practice.
**Daily 5/CAFÉ**
Grandview teachers will have the opportunity to attend further training related to the implementation of the Daily 5 literacy structure.

**Growth Based Report Cards**
Teachers will participate in district trainings related to the new electronic, growth based report card.

**Response to Intervention (RTI)**
As a means to further develop teachers’ ability to meet the needs of all students in both language arts and math, they will build their expertise in utilizing RTI through reading of professional texts, participating in professional development, and collaborating with PLC teams.

**STEM**
Grandview staff will begin looking at and putting in place STEM education. Professional development will begin for the staff during the 2015-2016 school year.

---

2. Describe how the school will implement high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff to enable all children to the State’s student academic achievement standards. (PL 221)
   Explain how the plan will augment professional growth for highly qualified teachers in all core content area classes.

Professional development during the 2015-2016 school year will be focused on designing and delivering effective classroom instruction. This is accomplished through the following specific professional development opportunities:

**MCCSC eLearning Conference**
All Grandview faculty will attend this annual conference. It is focused on increasing teacher competency in integrating technology into instruction.

**MCCSC Summer Learning Summit**
All MCCSC faculty and staff will be invited to hear national experts speak on current research related to teaching and learning.

**Job Embedded Professional Development**
The PLC structure allows for weekly collaboration. This collaborative process allows for members of the team to learn from one another, resulting in strong, job embedded professional development. Additionally, the literacy coach provides targeted, one on one professional development as well as team development. Writing instruction, implementation of effective instructional strategies, and the instruction of academic vocabulary will be among the topics of focus during the 2015-2016 school year.

**Well-Managed School**
Professional development and data sweeps will continue to develop teacher skills in managing student behavior through a social skills instruction. This model is being implemented school wide.
**STEM**

Grandview staff will begin looking at and putting in place STEM education. Professional development will begin for the staff during the 2015-2016 school year.

The Art and Science of Teaching by Robert Marzano

Grandview teachers will participate in a book study of Marzano’s The Art and Science of Teaching.

**Response to Intervention (RTI)**

As a means to further develop teachers’ ability to meet the needs of all students in both language arts and math, teachers will build their expertise in utilizing RTI through reading of professional texts, participating in professional development, and collaborating with PLC teams.

**Quarterly Data Meetings**

Each certified staff member meets quarterly with the principal to discuss student achievement data. In this meeting, the principal provides professional development related to instructional strategies and data analysis.

The staff is committed to participating in ongoing and high quality professional development in order to improve instruction and student achievement. During the 2015-2016 school year, the staff will facilitate and participate in best practices and share successful strategies in staff meetings and weekly PLC’s. Staff members gaining specialized knowledge will be expected to share new knowledge with others. The staff will offer training sessions for parents to help them understand how to support their child in academic areas.

3. Describe how all staff will be involved in the implementation of the schoolwide plan. This should include how professional development will lead to better instructional practices by all school staff.

The success of the schoolwide plan will require the full participation of the entire faculty and staff. Professional development will be embedded in the work. Bimonthly meeting times will provide opportunities for staff members to participate in book studies, share successful instructional practices, and relay information gained from professional development experiences to the entire staff. Additionally, the PLC structure will facilitate the implementation of the schoolwide plan by all staff.

4. Describe how the school will utilize professional development to support schoolwide program goals.

In order to attain the English/Language Arts and the Math goals, the certified staff will be presented with opportunities to attend trainings related to Response to Intervention, The Art and Science of Teaching, Well-Managed Schools, Daily 5/CAFÉ, and Professional Learning Communities. Additionally, teachers will be encouraged to participate in district wide trainings and other professional development, as funds allow.

5. Describe the professional development plan that is coordinated with proposed interventions and that supports sustainable school improvement efforts. Create a 3-year timeline for implementation, review and revision. (PL221) / (SWP)
Continuing into the next two years, reading professional texts, examining data, and sharing effective/researched based teaching strategies will remain the norm for Grandview teachers. Teachers will become knowledgeable about and will integrate the strategies and structures of Professional Learning Communities. Additionally, staff will continue to build their instructional knowledge and practices. (Refer to the appendix-SWP Three Year Implementation Profile for an overview of the plan.)

6. Discuss the procedures in place to provide mentoring for new teachers and to provide ongoing support for all teachers. (SI – Component #10) / (SWP – Component #4)

Ongoing support is provided for all teachers by encouraging collaboration though faculty and PLC meetings. Teachers new to the building are supported by grade level colleagues who act as mentors, providing support and information to the new staff member, as needed. New teachers to the district participate in a corporation training. A building-level orientation is offered. Each teacher is provided a faculty handbook. The handbook is designed to support all teachers in understanding the procedures and policies of Grandview and the district.

Additionally, the Grandview literacy coach provides support in instructional methodology as teachers, both new and seasoned, build knowledge and skill in highly effective instruction.

Component 5 – Attract Highly Qualified Teachers

Describe how the school will implement its plan to attract high-quality, highly qualified teachers. The implementation of this component may discuss retention rates as well.

Grandview students will be served by highly qualified, professional staff. New hires must meet the specific qualifications required for the available position. All job postings will list those requirements.

Staff members will continue to be valued as a part of the larger district learning community, and will be encouraged to attend professional development opportunities as funding and time constraints allow. Teachers will be provided with opportunities to attend workshops, conferences, and training during the summer, before and after school, on weekends, and during the school day through the use of substitute teachers.

Efforts will be made to retain these highly qualified personnel. A positive climate, culture, and community will be cultivated through shared professional development, team collaboration, and celebrations. Support systems will be available to the staff as a means to promote physical and emotional health. The health and wellness coordinator will provide information and resources to make staff aware of fitness opportunities.

Technology will be utilized to enhance instruction. All teachers will utilize an iPAD to assist in integrating technology in the curriculum.
Component 6 – Parental Involvement

1. Describe parent participation efforts currently in place in the school. (PL221) / (SWP/CNA)

Grandview parents are viewed as partners in the learning community. Parents are encouraged to become familiar with the school environment and culture of the child’s classroom through the following opportunities.

Back to School Night
Families are invited to attend a Back to School Night in the evening on the day before school starts. This night is intended to introduce students and families to their new teacher and to celebrate the start of school.

Kindergarten Parent Meeting
Parents are invited to attend a parent meeting on the first day of school. During this time, each kindergarten teacher introduces the kindergarten standards and curriculum, as well as, the classroom discipline plan, daily schedule and routines, etc. Parents are able to tour the classrooms and ask questions.

PTO Meetings
Parents and teachers come together to enhance and support the educational experience. The purpose is to develop a closer connection between school and home by encouraging parent/family involvement, and to enhance the environment through volunteers and financial support.

PTO Science Night
PTO sponsors a science fair to generate student and parent interest in science. Community members/agencies present a variety of science topics to parents and students. Student generated projects are encouraged and displayed.

PTO Carnival
Parents, students, and staff work collectively to stage this event. Families participate in carnival games and interact with other families and staff.

PTO Fall Family Fun Night
Families and parents come to Grandview for a fun night of activities. This is an opportunity for families to get to know each other to build a better support system.

Open House
Parents are encouraged to attend the Fall Open House each school year. This time allows parents or guardians to interact with their child’s teacher, shortly after the school year begins. Opportunities for student leadership and engagement in this activity are being explored.

ESL Outreach to Families
The ESL program supports ESL families. The ESL teacher is in contact with parents through written and spoken communication. The Bilingual Spanish/English Family Liaison is also available. Parents can contact either the ESL teacher or the Bilingual Spanish/English Family Liaison with questions or concerns. In cases where parents speak a language other than Spanish or English, the ESL program coordinates translations and interpreters as needed. Parents can contact the ESL teacher or the
school if these services are desired. When possible, school-wide activities and important notes home are translated for families whose primary language of communication is not English.

**Monthly Skate Night**
A local roller skating rink offers students and their families a discount for skating while donating a portion of the proceeds to the school. This allows families to build a support system through interactions with other Grandview families.

**Pre-K End-of-Year Celebration**
At the end of the school year, Pre-K students and their families are invited to celebrate the completion of Pre-K.

**Kindergarten End-of-Year Celebration**
At the end of the school year, kindergarten students and their families are invited to celebrate the completion of kindergarten.

**Sixth Grade End-of-Year Graduation Celebration**
At the end of the school year, sixth grade students and their families are invited to celebrate the final day of elementary school through an awards ceremony and picnic.

**Volunteers**
Opportunities for positive interactions are provided when parents volunteer in the library. Parents are encouraged to attend grade level field trips and to provide support in the classroom. Parent volunteers are vital to PTO sponsored events.

**Book Fair**
Parent volunteers are helpful with managing the Book Fair. Assistance is provided to students. Parents also perform the duties of cashier during the sale of the books.

**Music Programs**
Parents are invited to attend student performances. Performances include singing, instrument playing, and other musical activities that support the classroom curriculum. Performances are held both during the day and in the evening to allow more parent participation.

**Art Programs**
Parents attend art receptions and exhibitions of student work. Opportunities include the annual Youth Art Month, By Hand Gallery, and the Indiana University School of Education Matrix Gallery exhibits.

**Parent/Teacher Conferences**
Teachers and parents come together to discuss student learning and how all parties can work together to support academic progress. Telephone and email communication occur throughout the year. Annual case reviews are held for all students in Special Education with an IEP (Individualized Educational Plan).

**Kindergarten Open House**
Parents of incoming kindergarten students are invited to bring the future kindergartner to Grandview to enroll early, meet the teachers and tour the building. A parent orientation is presented by the principal.
**Title I Family Literacy Coordinator**

Title I Family Literacy Coordinator ensures that the parent engagement components of Title I schools’ Parent Involvement Policies are implemented. Responsibilities include: 1) Providing parents with information and resources to support student learning at home and at school. 2) Collaborating with school staff and parents to design and implement parent engagement programming based on school achievement goals. 3) Keeping the School Compact and Parent Involvement Policies up-to-date.

**Preschool Liaison**

The preschool liaison works to provide parents with information and resources to support student learning at home and at school.

**Parent Communication Board**

The front lobby contains shelving for easy access to each classroom’s newsletter. Parents can obtain this information any time during regular school hours. Teachers update newsletters on a regular basis.

2. Describe the partnerships between parents and the school that support learning and promote effective parent involvement. Include information/documentation of the following Title I Program activities: Annual Parent Meeting, Parent Involvement Compact, Parent Involvement Policy, Complaint Resolution Procedure, and Parents’ Right to Know. (PL221) / (SI - Component #8) / (SWP - Component #6)

Parents are an integral component of student learning. Due to the Title I schoolwide designation, the following information is made available to parents to increase awareness of student learning.

**Annual Parent Meeting**

This meeting honors the role parents play as students’ “first teacher” and the influences of the parents’ continued support to promote higher achievement. It also allows Title I teachers the opportunity to explain agenda topics such as curriculum, assessment, levels of expected proficiencies, parent participation opportunities, and to address questions or concerns.

**Parent Involvement Compacts**

This document is written in conjunction with parents and Title I teachers. The compact describes the school's responsibility to promote learning by providing high quality curriculum and instruction in a supportive and effective learning environment while working on state standards. The compact also describes ways parents can support student learning such as monitoring attendance, helping with homework, monitoring television and computer usage, and communicating with teachers. Finally, the compact describes ways students can support self learning by being prepared, participating actively, and cooperating with parents and teachers.

**Parent Involvement Policy**

Title I parents and teachers are involved in the development of the Parent Involvement Policy. This policy describes what parents can expect from the Title I program. This document is sent through the mail to ensure that it is received by parents. It explains topics such as the annual meeting, parent right to be involved and provides input into the learning process, and information regarding curriculum and assessment. The policy provides information to support learning at home and communication with school.
Complaint Resolution Procedure
Grandview uses the complaint resolution procedure adopted by the MCCSC.

Parent’s Right to Know
Parents receive a letter in the beginning of the year via U.S. mail. It explains a parent’s right to request and receive information regarding the professional qualifications of their child’s teachers. This includes state qualification and licensing criteria, Baccalaureate Degree major, graduate certification, and field of discipline. It also includes information about paraprofessional services and qualifications. The letter also explains easy ways to access much of this information on the DOE website.

3. Describe how parents will be involved in the design, implementation and evaluation of the schoolwide plan and how communication will be two-way between parents and the school. Describe parent meetings, including specific information on the yearly informational meeting held to inform parents about the schoolwide program.

Parents will be involved in the design, implementation, and evaluation of the schoolwide plan through the structure of monthly PTO meetings. Parents will be invited to an annual parent meeting regarding Title I, ISTEP+ preparation, and schoolwide planning where an opportunity is given to ask questions. A school newsletter will be sent out monthly by the principal to inform parents of important information related to the schoolwide program. Teachers will communicate regularly with parents through the use of newsletters, email, websites, and phone conversation. An annual survey will give parents an opportunity to evaluate the schoolwide program.

4. Describe how parents will be an integral part of the activities you have designed to reach your schoolwide goals. What assistance will be provided to help parents understand topics pertinent to the school’s schoolwide program?

Parents will help design and implement activities. Parents will be informed of these activities through monthly PTO meetings and the yearly informational meeting. Teachers will communicate with parents concerning activities using, newsletters, Twitter, email, phone calls, websites, and phone conversation.

Parents will be invited to attend the yearly informational meeting where opportunities are provided to learn and ask questions about the schoolwide program. Parents will be encouraged to speak to teachers and administrators about concerns or information that needs clarification.

5. Describe the yearly parental evaluation of the schoolwide program, including how this information is used to improve the schoolwide plan.

Parents are given surveys which address the function of Grandview’s Title I program and the overall schoolwide plan. Completed surveys are used to inform future needs of the program.

6. Explain services that will be provided as part of the schoolwide program, including, if necessary, family literacy services.

Families will be informed about literacy support through the yearly informational meeting, parent visitations, and family literacy workshops that are held at various times throughout the school year.
The Parent Information Resource Center (located in the Title I room) will give families additional support. Packets will be sent home for students in jeopardy of failing IREAD3. These packets will provide materials and methods for parents to intervene at home.

PTO involvement will be an integral component of the schoolwide plan. PTO family nights will be academic in nature, encouraging a deliberate connection to academics and the incorporation of our SWP goals/needs.

Parent/teacher partnership will be facilitated through regular communication to enhance student achievement.

7. Describe the school community partnerships and strategies for increasing community involvement. Provide information on any collaboration with Regional Educational Laboratories, Education Service Centers, Parent Involvement Resource Centers, etc.

Grandview is not in school improvement.

8. Describe the process and procedures for providing written notice to parents of each student enrolled in the school regarding the school’s level of school improvement. Include timelines, format, translation information as necessary, etc.

Grandview is not in school improvement.

**Component 7 – Preschool Transition**

Describe the school’s plan to assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, etc. to the elementary school program.

Kindergarten and Title I teachers meet individually with children entering kindergarten on a specified date each spring. This screening assesses basic skills and kindergarten readiness, including letter recognition, colors, numbers, fine motor skills, etc. The results are discussed individually with parents and suggestions are made for summer development. Activity packets and school information are sent home with families following these assessments. This screening is beneficial to the school in identifying specific needs and placement of incoming students for the fall.

Parents meet in small groups with the principal to discuss kindergarten state standards and expectations, as well as daily expectations of a school-age child, school procedures, and responsibilities of parents and families.

In the spring, local preschools, such as Head Start, are invited to bring students to observe kindergarten classrooms. These children take a tour of the school, as well as walk through daily routines. An open house is held for all incoming kindergartners and families each spring. During this time student council members give tours of the school facilities, incoming kindergartners have the opportunity to ask questions, look at the building, kindergarten classrooms, and potential teachers. These visits help with the transition to elementary school.
Summer postcards are mailed to incoming kindergarteners to welcome them to Grandview and offer preparations that would be helpful to do at home. On the first day of school parents are invited to attend an orientation night, which provides a welcome to the school and to individual classrooms.

Surveys are distributed to current Grandview students regarding younger siblings that may be incoming kindergartners and their current placements.

To improve this preschool transition process, there are plans to have an ESL translator present for the incoming kindergarten screening and parent meeting.

The Title I Preschool program is designed to build kindergarten readiness skills in academic, social, emotional, and physical areas. Children are immersed in early reading and language activities throughout the day in whole group lessons, small group activities, and free choice centers. Each day children participate in three separate small groups focusing on alphabet knowledge, phonological awareness, and vocabulary and book sense. Children also participate in activities focused on math, music and movement, art, fine and gross motor skills, and science and exploration.

Children are assessed on a monthly basis using IGDI assessment. This allows children to demonstrate knowledge of rhyming words, picture naming, and alliteration.

A Head Start preschool program is housed in a Grandview classroom. Teachers make efforts to integrate the preschool into the Grandview community.

**Component 8 – Teacher Decision Making Using Academic Assessment Results**

*Describe the measures that will be implemented to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.*

Formative and summative assessment results will be utilized in the process of identifying student strengths and needs to adjust instruction for student success. Data will be analyzed and instructional practices will be adjusted accordingly through the following processes:

- At the beginning of the school year teachers will be provided with current student Acuity scores, which will allow teachers to plan for overall student needs.
- After each Acuity testing session teachers will examine data for general trends and opportunities for individual interventions in PLC teams.
- ISTEP+ scores will be provided to teachers. Teachers will work in PLC teams to identify individual and group strengths and needs and general learning trends.
- The Grandview faculty members will participate in weekly PLC meetings, which exist as a structure to answer the following questions:
  1. What is it we want our students to learn?
  2. How will we know if each student has learned it?
  3. How will we respond when some students do not learn it?
  4. How can we extend and enrich the learning for students who have demonstrated Proficiency?
- The Grandview literacy coach will participate in weekly PLC meetings and serve as a liaison between classroom teachers and the intervention team (including Title I staff, preventionists, special ed. staff, and remediation aides).
The district curriculum mapping committee will work throughout the 2015-2016 school year to further define the district essential learnings and corresponding assessments. Formative assessments will be in place to determine mastery of essential learnings identified on the MCCSC Curriculum Map and the corresponding grade level pacing guides.

Component 9 – Effective, Timely Additional Assistance

1. Summarize conclusions about the current educational programming derived from an assessment of student achievement based on ISTEP+, other assessment strategies and the following areas. (PL221) / (SI – Component #9) / (SWP - Component #9)

Overall, students showing proficiency on ISTEP has grown over time. The general trend is that of improvement. During the 2012-2013 school year, some subgroups showed a decrease in proficiency, but the overall passing rates were improved. Grandview was designated as a C school as a result of inadequate individual student growth in English/language arts. Additionally, not enough students were proficient in Math

2. Describe the activities that will be in place that will ensure that students who experience difficulty mastering the proficient and advanced levels of academic achievement standards shall be provided with effective, timely assistance. This must include measures to ensure that students’ difficulties are identified on a timely basis and that sufficient information on which to base effective assistance is provided as part of schoolwide programming. (PL221)

Students will be assessed to identify mastery of essential learnings. Students will then be placed in either remediation or enrichment groups for intervention. A variety of data, including NWEA scores, ISTEP+ scores, basal/teacher made assessments, and observations will be utilized. The PLC’s will continuously monitor academic achievement of all students, and designing intervention plans when adequate progress is not shown. The PLC structure and Multi-disciplinary Team will facilitate this process.

English / Language Arts
Small group instruction is provided for students in all grades that demonstrate a need for Tier 2 intervention. Instruction is targeted towards specific skills in each grade level, K-6. All teachers use differentiation strategies to meet each child’s individual needs.

A Tier 3 reading intervention is in place to help the lowest performing students acquire reading and writing fundamentals.

Mathematics
Small group instruction is provided for students that demonstrate a need for additional support. Instruction is targeted towards specific skills identified through teacher observation and assessment. All teachers use differentiation strategies to meet each child’s individual needs.

A Tier 3 reading intervention is in place to help the lowest performing students acquire math fundamentals.

Describe the coordination and integration of Federal, State and local services and programs, including programs supported under the No Child Left Behind Act of 2001, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
**Component 10 – Coordination and Integration of Funds**

Goals for all programs are aligned, but are not integrated funds.

Describe how funds used for professional development will be used to remove the school from school improvement status. *(SI - Component #4)*

Grandview is not in school improvement.

**Part 2 - SWP Accountability and Continuous Improvement**

1. **Describe how the school provides individual student academic assessment results in a language parents can understand, including the interpretation of these results, to the parents of a child who participates in the academic assessments required by Section 1111 (b) (3).**

Activities are in place at the district and school levels to assist parents in the understanding of student academic performance. ISTEP+ and IREAD3 result reports are mailed home. NWEA results are sent home with students. Deliberate efforts are taken to create written documents that use clear easily understood language. Assessment terms that may be used are explained and examples are provided. Documents are transcribed for non-English speaking parents. Translators are available at meetings for the hearing impaired and language minority parents.

Student academic assessment results will also be communicated through the following:

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Website</td>
<td>School Website</td>
</tr>
<tr>
<td>School Board Meetings</td>
<td>Fall Open House</td>
</tr>
<tr>
<td>District ESL/Bilingual Staff</td>
<td>ISTEP+ Parent Report</td>
</tr>
<tr>
<td></td>
<td>IREAD3 Parent Report</td>
</tr>
<tr>
<td></td>
<td>Parent/Teacher Conferences</td>
</tr>
<tr>
<td></td>
<td>Bi-Monthly Newsletter (primary)</td>
</tr>
<tr>
<td></td>
<td>Monthly Newsletter (intermediate)</td>
</tr>
<tr>
<td></td>
<td>Student Handbook</td>
</tr>
<tr>
<td></td>
<td>Acuity Reports</td>
</tr>
<tr>
<td></td>
<td>School Report Card</td>
</tr>
<tr>
<td></td>
<td>School Based ESL/Bilingual Staff</td>
</tr>
</tbody>
</table>

2. **Describe what other measures you will use besides student achievement to identify successes and problems in your schoolwide plan.**

In addition to student achievement, the overall effectiveness of the Schoolwide Plan will be evaluated in the specific areas of curriculum and instruction, school context and organization, parental involvement, and professional development. The measures taken and data evaluated by each of these groups are outlined in the following table:
School Improvement Initiative Measures of Success/Needs

| Curriculum and Instruction | ▪ PLC’s  
▪ Surveys: student, parent, staff  
▪ Assessment results |
|----------------------------|--------------------------------------------------|
| Professional Development   | ▪ Evaluation forms after professional development activities  
▪ Staff Surveys  
▪ Assessment results |
| Parent Involvement         | ▪ Attendance sheets at all family events  
▪ Evaluation forms at family events  
▪ Parent Surveys |
| School Context and Organization | ▪ Evaluation of discipline data  
▪ Staff and student surveys  
▪ Student attendance  
▪ Examination of school mission, vision and purpose |

3. Describe your plan for measuring and reporting student progress during the school year.

Student achievement data (Acuity, ISTEP+ and IREAD3) will be collected and put into the district data reporting system. Time will be provided during staff meetings and PLC’s to examine data and identify trends. Teachers will utilize formative assessments to identify individual and/or groups of students requiring additional support.

In the area of English/language arts, students will be progress monitored using AIMSweb and Rasinski fluency assessments.

In the area of English/language arts and math, teachers will utilize formative assessments to monitor student progress toward mastery of essential learnings. The results of these assessments will be recorded in a spreadsheet. These results will be used to inform instruction.

Student progress in both English/language arts and math will be reported to parents through ISTEP+ and Acuity reports (three times a year), parent/teacher conferences, and quarterly growth-based reports.

4. Describe your plan for measuring and reporting student progress at the end of the school year, including how you plan to disaggregate data to identify groups of students and determine whether or not they are making progress, and how you plan to measure the overall effectiveness of your schoolwide plan. (Annual Review)

In order to measure and report school progress information at the end of the year, current data will be collected including ISTEP+ overall and subgroups, Acuity Progress reports, and student growth-based reports. This data will be reviewed by teachers, used to evaluate the effectiveness of our schoolwide plan, used to make preliminary plans for the upcoming school year, and shared with parents through US Mail.
5. Describe how you will use the results of your student assessment data and other measures to improve instructional practice.

Student achievement data from ISTEP+, Acuity, and proficiency assessments will be analyzed to identify strengths and areas of need with the intention of making adjustments to improve instructional practice in the classroom and the school. The areas of need will be targeted for improvement. Efforts to improve instructional practices will involve the following:

- Identification of research-based instructional strategies/practices
- On-going, job embedded professional development
- Formative and summative assessments

In addition to the successful implementation of the ten Schoolwide program components, the overall effectiveness of the program will be based on the attainment of Schoolwide Planning goals in the areas of:

- Student Achievement
- Professional Development
- Curriculum and Instruction
- Parental Involvement
- School Context and Organization

Part 3 - SWP Fiscal Support

1. Detail the budget of your schoolwide plan. Demonstrate how Title I funds (and funds from other sources) will be used to implement the schoolwide program. Include the following major categories: salaries and benefits; instructional materials; parent involvement; professional development and technology.

The school’s Title I Program budget will be used in conjunction with the school’s general education funding allocation which will be sufficient to carry out the identified Schoolwide Program components and related activities.

2. Document how the school has adequate funds to effectively carry out the activities described in this plan and specifically how the school shall devote sufficient resources for professional development in implementation of the 10 required components.

Title I funds and district funds will be used to assist with the implementation of the schoolwide plan, as needed.

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Mapping</td>
<td>District Funds</td>
</tr>
<tr>
<td>Well Managed Schools</td>
<td>PL221 Funds and District Special Education Funds</td>
</tr>
<tr>
<td>Response to Intervention</td>
<td>PL221 and Grandview Title I Money</td>
</tr>
<tr>
<td>The Art and Science of Teaching</td>
<td>Grandview Title I Money</td>
</tr>
<tr>
<td>Professional development during faculty meetings and PLC Meetings, including book studies</td>
<td>Grandview Title I Money</td>
</tr>
<tr>
<td>STEM</td>
<td>PL221</td>
</tr>
</tbody>
</table>
3. Provide an assurance that the school will spend not less than 10% of the funds made available to the school by Title I for each fiscal year that the school is in school improvement status, for the purpose of providing teachers and the principal high quality professional development. (SI - Component #3)

Grandview is not in school improvement.

**Intent and Purpose for Schoolwide Programs Combining Funds**

**Title I, Part F – Comprehensive School Reform**

**Intent and Purpose of the Program**: To substantially improve student achievement to implement comprehensive school reform programs that are based on reliable research and effective practices, and include an emphasis on basic academics and parent involvement.

- Meets Schoolwide Goal
- Activities and page number referral in Schoolwide Plan

**Title II, Part A – Teacher and Principal Quality and Retention**

**Intent and Purpose of the Program**: To increase student academic achievement through strategies such as improving teacher and principal quality based on scientifically based research and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

- Meets Schoolwide Goal
- Activities and page number referral in Schoolwide Plan

**Title II, Part D – Enhancing Education Through Technology Intent and Purpose of the Program**

To improve student academic achievement through the use of technology in elementary and secondary schools and encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

- Meets Schoolwide Goal
- Activities and page number referral in Schoolwide Plan

**Title IV, Part A – Safe and Drug-Free Schools and Communities Intent and Purpose of the Program**

To support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco and drugs; that involve parents and communities; and that are coordinated with related federal, state, school and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

- Meets Schoolwide Goal
- Activities and page number referral in Schoolwide Program

**Title V, Part A – Innovative Programs Intent and Purpose of the Program**

To support local education reform efforts that are consistent with and support statewide education reform efforts and provide a continuing source of innovation and educational improvement.

- Meets Schoolwide Goal
- Activities and page number referral in Schoolwide Program

Special thanks the Indiana Department of Education and the North Dakota Department of Education for the information available on their websites to assist with the design of this template.
### SWP Four Year Implementation Profile (2015-2019)

**Content Area Focus:** English / Language Arts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal #1:</strong></td>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
</tr>
</tbody>
</table>
| **By spring 2016, an average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in English/Language Arts as measured on the spring 2016 ISTEP+.* | - Follow the English/ language arts curriculum map  
- Use district level formative assessments in conjunction with building level formative assessments to determine levels of mastery in English/ language arts  
- Monitor student mastery of the English/ language arts essential learnings  
- Utilize a variety of instructional and intervention programs to ensure high levels of learning for all students (ex. differentiation, Read 180, intervention block, Tucker Signing, Waterford, Reading Recovery, Intensive Reading, Read Naturally, SIPPS, Reading Workshop, Study Island, Daily 5/Café) | - Follow the English/ language arts curriculum map  
- Use district level formative assessments in conjunction with building level formative assessments to determine levels of mastery in English/ language arts  
- Monitor student mastery of the English/ language arts essential learnings  
- Progress monitor students using AIMSweb  
- Utilize a variety of instructional and intervention programs to ensure high levels of learning for all students (ex. differentiation, Read 180, intervention block, Tucker Signing, Waterford, Reading Recovery, Intensive Reading, Read Naturally, SIPPS, Reading Workshop, Study Island, Daily 5/Café) | - Follow the English/ language arts curriculum map  
- Utilize grade level pacing guides  
- Use district level formative assessments in conjunction with building level formative assessments to determine levels of mastery in English/ language arts  
- Monitor student mastery of the English/ language arts essential learnings  
- Review a variety of data in PLC meetings and adults instruction accordingly  
- Participate in data meetings with principal in order to monitor progress of students toward growth targets  
- Maintain data binders, including evidence to demonstrate student growth  
- Attend quarterly data meetings  
- Utilize student self-tracking system to encourage student engagement  
- Progress monitor students using AIMSweb  
- Utilize a variety of instructional and intervention programs to ensure high levels of learning for all students (ex. differentiation, Study Island, System 44, Read 180, intervention block, Tucker Signing, Waterford, Reading Recovery, Intensive Reading, Read Naturally, SIPPS, Reading Workshop, Study Island, Daily 5/Café) | - Use district level formative assessments in conjunction with building level formative assessments to determine levels of mastery in English/ language arts  
- Review a variety of data in PLC meetings and adults instruction accordingly  
- Participate in data meetings with principal in order to monitor progress of students toward growth targets  
- Maintain data binders, including evidence to demonstrate student growth  
- Attend quarterly data meetings  
- Utilize student self-tracking system to encourage student engagement  
- Progress monitor students using AIMSweb  
- Utilize a variety of instructional and intervention programs to ensure high levels of learning for all students (ex. differentiation, Study Island, System 44, Read 180, intervention block, Tucker Signing, Waterford, Reading Recovery, Intensive Reading, Read Naturally, SIPPS, Reading Workshop, Study Island, Daily 5/Café) |

**Goal #2:**

**By spring 2016, 100% of third grade Grandview students will pass the IREAD assessment.**

**English/Language Arts Benchmarks**

**IREAD**

By winter 2016 100% of third grade students will score 197 or above on the NWEA test as an indicator of success on IREAD.
<table>
<thead>
<tr>
<th>Professional Development:</th>
<th>Professional Development:</th>
<th>Professional Development:</th>
<th>Professional Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>Professional Learning Communities</td>
<td>Professional Learning Communities</td>
<td>Professional Learning Communities</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>RTI</td>
<td>Daily 5/Café</td>
<td>RTI</td>
</tr>
<tr>
<td>Daily 5/Café</td>
<td>Well-Managed Classroom</td>
<td>Daily 5/Café</td>
<td>Daily 5/Café</td>
</tr>
<tr>
<td>Literacy Leaders Cohort</td>
<td>Literacy Leaders Cohort</td>
<td>Well-Managed Classroom</td>
<td>Literacy Leaders Cohort</td>
</tr>
<tr>
<td>Well-Managed Classroom</td>
<td>DOE Online Learning Modules</td>
<td>Well-Managed Classroom</td>
<td>The Art and Science of Teaching and Learning</td>
</tr>
<tr>
<td>The Art and Science of Teaching and Learning</td>
<td>MCCSC eLearning Conference</td>
<td>MCCSC Summer Learning Summit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Competency:</th>
<th>Cultural Competency:</th>
<th>Cultural Competency:</th>
<th>Cultural Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use differentiated instruction to meet the needs of all learners</td>
<td>Use differentiated instruction to meet the needs of all learners</td>
<td>Use differentiated instruction to meet the needs of all learners</td>
<td>Use differentiated instruction to meet the needs of all learners</td>
</tr>
<tr>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
</tr>
<tr>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Involvement:</th>
<th>Parent Involvement:</th>
<th>Parent Involvement:</th>
<th>Parent Involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Family Nights</td>
<td>Title I Family Nights</td>
<td>Title I Family Nights</td>
<td>Back to School Night</td>
</tr>
<tr>
<td>PTO Activities</td>
<td>PTO Activities</td>
<td>PTO Activities</td>
<td>Title I Family Nights</td>
</tr>
</tbody>
</table>

- Utilize effective RTI instruction from The Art and Science of Teaching and Learning.

- Use differentiated instruction to meet the needs of all learners.
- Encourage the selection and use of reading materials that promote cultural awareness.
- Documents transcribed for non-English speaking parents. Translators are provided when needed.
- Parent Involvement: Title I Family Nights, PTO Activities.
<table>
<thead>
<tr>
<th>Family Share</th>
<th>Open House</th>
<th>Open House</th>
<th>Kindergarten Parent Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open House</td>
<td>Family Share</td>
<td>Parent Teacher Conferences</td>
<td>PTO Activities and meetings</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Newsletters</td>
<td>Game Night</td>
<td>Open House</td>
</tr>
<tr>
<td>Newsletters</td>
<td>Game Night</td>
<td>Game Night</td>
<td>Parent Teacher Conferences</td>
</tr>
</tbody>
</table>

**Technology:**

- Utilize current technology to enhance student learning
- Encourage students to use technology to construct and publish their writing
- Utilize LCD projector and document camera in each classroom
- Utilize iPads in grades 3, 4, 5, and 6
- Introduce iPads for use in grades k-2

**Attendance:**

- Recognize exemplary attendance at quarterly award ceremonies
- Celebrate classrooms demonstrating perfect attendance
- Give a bike away, quarterly, to a student who has had perfect attendance

---

- Utilize current technology to enhance student learning
- Encourage students to use technology to construct and publish writing
- Utilize LCD projector and document camera in each classroom
- Utilize iPads in all grades
- Give a bike away, quarterly, to a student who has had perfect attendance
**Content Area Focus: Mathematics**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal #1:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By spring 2015, an average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in math as measured on the spring 2015 ISTEP+.</td>
<td>Common math time in grades 3-6 in order to assist in the differentiation of mathematics instruction.</td>
<td>Common math time in grades 3-6 in order to assist in the differentiation of mathematics instruction.</td>
<td>Common math time in all grades in order to assist in the differentiation of mathematics instruction.</td>
<td>Common math time in all grades in order to assist in the differentiation of mathematics instruction.</td>
</tr>
<tr>
<td>Mathematics Benchmark Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acuity Math</td>
<td>Supervision of the math essential learnings</td>
<td>Supervision of the math essential learnings</td>
<td>Supervision of the math essential learnings</td>
<td>Supervision of the math essential learnings</td>
</tr>
<tr>
<td>By winter 2015 an average of ≥ 80% of students in grades 3-6 will score at or above the 50th percentile.</td>
<td>Supervision of the math essential learnings</td>
<td>Supervision of the math essential learnings</td>
<td>Supervision of the math essential learnings</td>
<td>Supervision of the math essential learnings</td>
</tr>
</tbody>
</table>

**Strategies:**
- Common math time in grades 3-6 in order to assist in the differentiation of mathematics instruction.
- Differentiate instruction in grades K-2 to meet the needs of individual students.
- Complete the Grandview math consensus map.
- Create building level formative assessments.
- Monitor student mastery of the math essential learnings.

**Strategies:**
- Common math time in grades 3-6 in order to assist in the differentiation of mathematics instruction.
- Differentiate instruction in grades K-2 to meet the needs of individual students.
- Follow the math curriculum map.
- Use district level formative assessments in conjunction with building level formative assessments to determine levels of mastery in math.
- Monitor student mastery of the math essential learnings.

**Strategies:**
- Common math time in grades 3-6 in order to assist in the differentiation of mathematics instruction.
- Differentiate instruction in grades K-2 to meet the needs of individual students.
- Follow the math curriculum map.
- Utilize grade level pacing guides.
- Review a variety of data in PLC meetings and adults instruction accordingly.
- Participate in data meetings with principal in order to monitor progress of students toward growth targets.
- Maintain data binders, including evidence to demonstrate student growth.
- Use district level formative assessments in conjunction with building level formative assessments to determine levels of mastery in math.
- Monitor student mastery of the math essential learnings.

**Strategies:**
- Common math time in all grades in order to assist in the differentiation of mathematics instruction.
- Differentiate instruction in grades K-2 to meet the needs of individual students.
- Follow the math curriculum map.
- Utilize grade level pacing guides.
- Review a variety of data in PLC meetings and adults instruction accordingly.
- Participate in data meetings with principal in order to monitor progress of students toward growth targets.
- Maintain data binders, including evidence to demonstrate student growth.
- Use district level formative assessments in conjunction with building level formative assessments to determine levels of mastery in math.
- Monitor student mastery of the math essential learnings.
- Tier II and Tier III RTI instruction.
<table>
<thead>
<tr>
<th>Professional Development:</th>
<th>Professional Development:</th>
<th>Professional Development:</th>
<th>Professional Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>Professional Learning Communities</td>
<td>Professional Learning Communities</td>
<td>Professional Learning Communities</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>Response To Intervention</td>
<td>Response To Intervention</td>
<td>RTI</td>
</tr>
<tr>
<td></td>
<td>Well Managed Classroom</td>
<td>Well-Managed Classroom</td>
<td>Daily 5/Café</td>
</tr>
<tr>
<td></td>
<td>DOE Online Learning Modules</td>
<td>The Art and Science of Teaching</td>
<td>Well-Managed Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Art and Science of Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Competency:</th>
<th>Cultural Competency:</th>
<th>Cultural Competency:</th>
<th>Cultural Competency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use differentiated instruction to meet the needs of all learners</td>
<td>Use differentiated instruction to meet the needs of all learners</td>
<td>Use differentiated instruction to meet the needs of all learners</td>
<td>Use differentiated instruction to meet the needs of all learners</td>
</tr>
<tr>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
<td>Encourage the selection and use of reading materials that promote cultural awareness</td>
</tr>
<tr>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
<td>Documents transcribed for non-English speaking parents. Translators are provided when needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Involvement:</th>
<th>Parent Involvement:</th>
<th>Parent Involvement:</th>
<th>Parent Involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold a parent math night / workshop</td>
<td>Hold a parent math night / workshop</td>
<td>PTO Activities</td>
<td>PTO Activities</td>
</tr>
<tr>
<td>PTO Activities</td>
<td>Family Share</td>
<td>Open House</td>
<td>Open House</td>
</tr>
<tr>
<td>Family Share</td>
<td>Open House</td>
<td>Parent Teacher Conferences</td>
<td>Parent Teacher Conferences</td>
</tr>
<tr>
<td>Open House</td>
<td>Parent Teacher Conferences</td>
<td>Newsletters</td>
<td>Newsletters</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>Newsletters</td>
<td>Game Night</td>
<td>Game Night</td>
</tr>
<tr>
<td>Newsletters</td>
<td>Game Night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Technology:
Utilize current technology to enhance student learning
Utilize online math websites to support mastery of skills (ex. study island)
Utilize LCD projector and document camera in each classroom

Technology:
Utilize current technology to enhance student learning
Utilize online math websites to support mastery of skills (ex. study island, Khan Academy)
Utilize LCD projector and document camera in each classroom
Utilize iPads in grades 4-6

Technology:
Utilize current technology to enhance student learning
Utilize online math websites to support mastery of skills (ex. study island, Khan Academy)
Utilize LCD projector and document camera in each classroom
Utilize iPads in grades 3-6

Technology:
Utilize current technology to enhance student learning
Encourage students to use technology to construct and publish writing
Utilize LCD projector and document camera in each classroom
Utilize iPads in all grades

Attendance:
Recognize exemplary attendance at quarterly award ceremonies
Celebrate classrooms demonstrating perfect attendance

Attendance:
Recognize exemplary attendance at quarterly award ceremonies
Celebrate classrooms demonstrating perfect attendance
Give a bike away, quarterly, to a student who has had perfect attendance

Attendance:
Recognize exemplary attendance at quarterly award ceremonies
Celebrate classrooms demonstrating perfect attendance
Give a bike away, quarterly, to a student who has had perfect attendance


Student Achievement Goal #1:

By spring 2016, an average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in English/Language Arts as measured on the spring 2016 ISTEP+.

Baseline: According to the spring 2013 ISTEP+, 80% of students in grades 3-6 passed in the area of English / Language Arts.

Student Achievement Goal #2:

By spring 2016, an average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in math as measured on the spring 2016 ISTEP+.

Baseline: According to the spring 2013 ISTEP+, 78.1% of students in grades 3-6 passed in the area of Mathematics.
**Professional Development Goal:**

By the end of the 2015-2016 school year, 100% of certified staff will incorporate components of The Comprehensive Framework for Effective Instruction from *The Art and Science of Teaching*, by Robert Marzano.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Actions/Activities (To Accomplish Strategies)</th>
<th>Professional Development Activities (Intended Audience)</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build knowledge and skill in effective instructional design and delivery</td>
<td>Read <em>The Art and Science of Teaching</em> by Robert Marzano</td>
<td>Discuss the section as a staff and view the accompanying video</td>
<td>Read part of the book each month, and proceed as mastery of the concepts occurs</td>
<td>All faculty</td>
</tr>
<tr>
<td>Incorporate components of the framework into PLC conversation</td>
<td>Add components of the framework to the PLC note taking sheet</td>
<td>Train staff in utilizing the note taking sheet to document PLC work, specifically in reference to components of the framework</td>
<td>At each weekly PLC meeting</td>
<td>All faculty</td>
</tr>
<tr>
<td>Implement components into instruction</td>
<td>Discuss practical application of the components of the framework</td>
<td>Utilize staff meeting time to discuss practical application of the components of the framework and monitor implementation during data meetings and observations</td>
<td>Begin implementing in the classroom by the end of September and cumulatively each month following</td>
<td>All faculty</td>
</tr>
</tbody>
</table>

**EVALUATION**
(Implementation Assessment 2015-16)

**Student Achievement Goal #1:**

By spring 2016, an average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in English/Language Arts as measured on the spring 2016 ISTEP+.

**Student Achievement Goal #2:**

By spring 2016, an average of ≥ 80% 3-6 grade Grandview students will achieve at the proficient and/or advanced levels on the Indiana Academic Standards in math as measured on the spring 2016 ISTEP+.
Professional Development Goal:

By the end of the 2015-2016 school year, 100% of certified staff will incorporate components of The Comprehensive Framework for Effective Instruction from The Art and Science of Teaching, by Robert Marzano.

What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

As a result of Grandview’s Professional Development Program, Grandview faculty will read and study Robert Marzano’s book, The Art and Science of Teaching. This text will provide a common language for discussing, designing, and delivering instruction. Through the Professional Development Program, Grandview faculty will become more effective in designing and delivering classroom instruction.

What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program’s impact on progress toward this school goal? (NOTE: If the data or evidence is quantitative, state the numerical goal you hope to achieve.)

The extent to which the professional development has impacted Grandview’s progress toward the goal of 100% of certified staff will incorporate components of The Comprehensive Framework for Effective Instruction from The Art and Science of Teaching, by Robert Marzano will be evident in the practices of the Grandview faculty. The impact of the professional development will also be clear in observations of teachers by administrators. Additionally, student achievement will improve.

APPENDIX B

Parental involvement documentation is filed in the Grandview Title I room and is available upon request.
**Title I Schoolwide Plan Checklist**

*Directions:* Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

**Schoolwide Plan:** Section 1114 (b) (2) Any school that operates a schoolwide 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 schoolwide 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.

<table>
<thead>
<tr>
<th>Components of a Schoolwide Plan*</th>
<th>Found on Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A comprehensive needs assessment of the whole school</td>
<td>18</td>
</tr>
<tr>
<td>2. Implementation of schoolwide reform strategies that:</td>
<td>37</td>
</tr>
<tr>
<td>- Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</td>
<td></td>
</tr>
<tr>
<td>- Use effective methods and instructional strategies that are based on scientifically based research that:</td>
<td></td>
</tr>
<tr>
<td>- Strengthens the core academic program</td>
<td></td>
</tr>
<tr>
<td>- Increases the amount of learning time</td>
<td></td>
</tr>
<tr>
<td>- Includes strategies for serving underserved populations</td>
<td></td>
</tr>
<tr>
<td>- 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</td>
<td></td>
</tr>
<tr>
<td>- Address how the school will determine if those needs of the children have been met</td>
<td></td>
</tr>
<tr>
<td>- Are consistent with and are designed to implement state and local improvement plans, if any</td>
<td></td>
</tr>
<tr>
<td>3. Highly qualified teachers in all core content area classes</td>
<td>41</td>
</tr>
<tr>
<td>4. High quality and on-going professional development for teachers, principals, and paraprofessionals</td>
<td>44</td>
</tr>
<tr>
<td>5. Strategies to attract high-quality, highly qualified teachers to this school</td>
<td>46</td>
</tr>
<tr>
<td>6. Strategies to increase parental involvement, such as literary services</td>
<td>47</td>
</tr>
<tr>
<td>6 a. Description how the school will provide individual academic assessment results to parents</td>
<td>54</td>
</tr>
<tr>
<td>6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan</td>
<td>50</td>
</tr>
<tr>
<td>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</td>
<td>52</td>
</tr>
<tr>
<td>8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement</td>
<td>52</td>
</tr>
<tr>
<td>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</td>
<td>52</td>
</tr>
<tr>
<td>10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components</td>
<td>57</td>
</tr>
<tr>
<td>10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

- 66 –
## PL 221 Plan Checklist

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Statement of School Mission, Vision and Beliefs</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – State the purpose of the PL 221 planning process and describe how that process will be implemented in your school. Reference the district’s mission and vision statements. Include a three year timeline for implementation, review and revision of the plan.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Description of School and Community</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Describe your school’s educational plan. Identify grade level, scope of program offerings, and core curriculum. Include the location of a copy of the curriculum available for public inspection. Identify the racial, ethnic, language minority, cultural, exceptional learning and socio-economic groups that are included in the school’s student population.</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Assessment Instruments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>List and describe all of the assessments that will be used to generate data for your review of student achievement.</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Data Analysis</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Analyze your data and identify your school’s strengths and areas in need of improvement. Attendance must be discussed.</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Goals and Strategies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Identify your goals and strategies that will support them to improve student achievement. You must include goals for language arts and mathematics. High school must include a graduation rate.</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Technology as a Learning Tool</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Describe the integration of technology and how it supports student learning. Include a description of how you review and revise your technology plan annually.</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Parental and Community Involvement</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Describe the partnership between parents and the school that support learning. Include a description of how you review and revise your parent and community plan annually.</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Safe and Disciplined Learning Environment</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Describe what your school is doing to ensure a safe learning environment. Include a description of how you review and revise your Student Discipline Code and your Safe Schools Plan annually.</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Cultural Competency</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Describe how culturally appropriate strategies for increasing opportunities and educational performance for each subgroup have been incorporated into this plan.</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlate</th>
<th>Professional Development Plan</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Identify appropriate professional development goals based on scientific research based instructional practices and strategies. These goals must be related to your identified student achievement goals.</td>
<td>44, 66</td>
</tr>
</tbody>
</table>
Parent Involvement at Grandview Elementary School

Grandview Elementary believes that parent involvement is a significant factor in a child’s long term success in school. When parent/school partnerships are created children have fewer absences, do better academically, and stay in school longer. When the partnership is extended to the community in which schools live and work the likelihood that student success will become reality is strengthened.

Grandview Elementary School intends to follow the parental policy guidelines outlined in the No Child Left Behind Act of 2001. This policy and school-parent compact will be mailed to each family at the beginning of the school year. The policy and compact will also be posted on the school website. Please note that ‘parent’ includes an adult guardian as well.

Grandview Elementary will ensure that parents are involved in their child’s learning by following the guidelines below:

1. **Grandview will schedule a Title I Parent Meeting early Fall Semester to explain the Title I program.** Parents will learn about how Title I resources are used at school. Information available at the parent meeting will include:
   - MCCSC Title I Brochure
   - Description of Indiana academic standards and MCCSC English/Language Arts and Mathematics Essential Learning Skills.
   - Description of Assessments used to monitor student learning,
   - Description of educational programs used to support the school’s curriculum.
   - Overview of the School Compact and the Parent Involvement Policy
   - Explanation of the Indiana academic standards and/or common core standards.

   These materials will be available on the family resource cart. School staff may also send this information home at various times during the school year.

2. **Grandview will maintain a Family Resource Cart.** The cart will include information from the Title I Parent Meeting and information about how to help student learning at home. A Family Resource Library will be established as the budget allows. Parents will be able to check out learning games and books about topics of interest.

3. **Grandview will include information about how to monitor a child’s progress and how to work with teachers to support student learning in the school newsletter, The Tiger Times.** Printed copies are sent to every family and the newsletter is available on the school website.

4. **Grandview will use multiple ways to keep parents informed about their children’s academic progress.** Parents have the right to meet with school staff at any time during the school year in order to learn more about their child’s academic progress, and to share suggestions and concerns.

   **Grandview will:**
   - Send home report cards every 9 weeks. Student progress in English/Language Arts is reported on a growth-based report card. The MCCSC website features a video explaining the new report.
   - Schedule Parent-Teacher conferences when needed. Parents/guardians will learn about their child’s progress toward mastering the grade level standards; what the teacher and other school staff are doing to help their child learn, and how they can help at home. Interpretation services will be provided if needed.
   - Inform parents about their child’s ISTEP+, I-READ 3, and NWEA test scores.
   - Translate brochures about student learning and upcoming programs into the family’s first language whenever possible.

- 68 –
- Send home **school and classroom newsletters** on a regular basis.
- Encourage families to sign up for the **school email list** so that they may receive timely information about upcoming programs and events.

5. **Grandview will involve parents in the planning, review, and improvement of parent involvement programs.**
   **Grandview will:**
   - Include **parent representatives** on the Schoolwide Planning committee. This committee will review and revise the Grandview School Improvement Plan as needed.
   - Administer a **Parent Interest Survey** early Fall semester to find out what learning topics they want to know more about and about the best ways and times of day to provide them information and/or training. The Title I Family Literacy Coordinator is responsible for this survey.
   - Administer a **Parent Comprehensive Needs Assessment** each Spring semester. The data will be used to inform the parent involvement component of the school’s improvement plan.
   - Administer **Family Learning Night Surveys** to assess the success of these programs and to inform future programming.
   - Administer an end-of-year **Pre-School Parent Survey** to assess the success of the Grandview Title I Pre-School program.

Grandview encourages parents to ask questions, provide input and suggestions about the School Improvement Plan and parent involvement programs and materials. Written suggestions and comments are submitted with the School Improvement Plan each spring.

6. **Grandview will schedule two Family Learning Nights a year.** Parents will learn how to support their child’s learning at home. The programs will focus on school achievement goals in reading and/or mathematics. Handouts from these programs will be available on the school website and on the Family Resource Cart.

7. **The Title I Pre-School Parent Liaison will conduct home visits with preschool parents.** The liaison will provide parents with ideas and resources to enrich children’s learning at home and school.

8. **Grandview will encourage Head Start families to participate in family programs including family learning nights and kindergarten transition activities.** The Family Resource Cart materials are available to Head Start families.

9. **Grandview will provide kindergarten transition activities to new kindergarten families.** Activities may include a school tour, kindergarten open house and kindergarten skills inventory. Head Start parents are invited to a special kindergarten registration program.

10. **The Title I Family Literacy Coordinator will assist Grandview to implement this parent involvement policy.**
    **The Coordinator will:**
    - Work with school staff, parents and other agencies to strengthen ties between home and school.
    - Survey Grandview staff early Fall semester to identify what support, information and/or training they need to build strong connections with parents.
    - Survey Grandview parents to determine topics of interest
    - Work with the Title I Pre-School Parent Liaison to plan activities for preschool families.
GRANDVIEW ELEMENTARY SCHOOL COMPACT

Join Grandview staff in making a commitment to support your child’s learning. This document provides us with a formal way to acknowledge that student achievement is a responsibility of teachers, school staff, parents and students. Join us in making this promise to each other by signing below.

Our Staff Pledge
We will:
• Provide a challenging and interesting curriculum that meets or exceeds Indiana academic standards and uphold the highest expectations for every child.
• Meet weekly in our Professional Learning Communities to review student assessment data and share teaching strategies that will ensure that every student masters the MCCSC English/Language Arts and Mathematics Essential Learning Skills.
• Focus on each student’s learning needs during daily Tiger Time.
• Inform parents/guardians about the Indiana academic standards, English/Language Arts and Mathematics Essential Learning Skills our students will learn this year. Classroom newsletters will be used to keep parents informed about classroom activities and volunteer opportunities.
• Communicate regularly with parents/guardians about their children’s progress.
• Return phone calls and emails as soon as possible.
• Welcome parents/guardians to observe and volunteer in the classroom.
• Know and follow the Grandview GRRR’s.

Staff Signature

Our Parent/Guardian Pledge
I will:
• Talk with my child’s teacher on a regular basis, informing him/her right away if my child has any problems with school or homework. I will return phone calls and email as soon as possible.
• Learn about the Indiana academic standards, English/Language Arts and Mathematics Essential Learning Skills my child will learn this year.
• Reinforce what is taught in the classroom and help at home when needed. I will provide a quiet place for my child to do homework that is free from distractions. I will talk with my child about his/her school day.
• Ensure that - when healthy - my child attends school every day, gets a good night’s sleep and eats well so that he/she comes to school ready to learn.
• Take pride in my child’s work. I will encourage him/her to do their best.
• Read to or with my child several times a week.
• Know and follow the Grandview GRRR’s.

Parent/Guardian Signature

Our Student Pledge
I will:
• Come to school ready and willing to learn.
• Talk with my parents/guardians and teachers about school. I will tell them if I am confused or worried about something. I will ask questions if I do not understand class work or homework.
• Complete my class work and homework to the best of my ability.
• Take pride in my work.
• Know and follow the Grandview GRRR’s.

Student Signature

Grandview GRRR’s
Grandview is: RESPECTFUL RESPONSIBLE READY

School Year 2013-2014
APPENDIX E

Policy

BOARD OF SCHOOL TRUSTEES
MONROE COUNTY COMMUNITY SCHOOL CORPORATION

RELATIONS
9130/page 1 of 8

PUBLIC COMPLAINTS AND CONCERNS

Any person or group having a legitimate interest in the operations of this Corporation shall have the right to present a request, suggestion, complaint, or concern relating to Corporation personnel, the program, or the operations of the Corporation. At the same time, the School Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint and concern in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the Corporation by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, complaints, or grievances reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure. This policy shall not be in conflict with any negotiated agreement. The current frozen policy 1312 will be incorporated into administrative guidelines.

Matters Regarding A Professional Staff Member

I. INFORMAL PROCEDURES

A. Complaint Procedures

1. Complaints concerning school personnel will be referred to the employee’s chief building administrator for investigation.

2. When any investigation requires discussion of the complaint with the school employee involved or with the school employee’s colleagues, the school employee against whom the charge is filed shall be notified of the nature and source of the complaint.

3. Chief building administrators will attempt to resolve each complaint on an informal basis in cooperation with the complainant and the school employee.

4. Prior to any meeting with the complainant, the school employee will be given the opportunity to meet with the building principal to discuss the complaint and will be given the opportunity to provide a written response to the complaint.

5. All meetings under this section of the regulations will be held in private and will be conducted informally. Every attempt will be made to resolve the complaint at this level.

6. No transcript will be made of these meetings. Tape recording devices will not be permitted. Records will be limited to the written notes of the parties.
7. At any meetings, the complainant and the school employee will have the right to:
   a. present evidence regarding the facts of the complaint;
   b. be assisted by appropriate representation. The presence of other outside parties, such as witnesses, will not be permitted.

8. Meetings at the chief building administrator level will be held as soon as possible but within ten (10) school days following receipt of the complaint. A report of the meeting and any decision will be provided in writing to the parties and the Superintendent within two (2) school days following the meeting.

B. Informal Investigation - General Guidelines

   In handling any complaint, the principal will:

   1. gather information from both parties to the complaint;
   2. be responsible for conducting the complaint investigations or meetings in a manner which protects the rights of all involved parties;
   3. provide for privacy and a confidential handling of the matter;
   4. cause the complaint and relevant information to be written should the complaint not be resolved by informal means.

II. STUDENT/PARENT COMPLAINTS -- FORMAL PROCEDURE

If, after informal procedures have been exhausted, the complainant feels that the complaint has not been satisfactorily resolved, the complaint may be formalized. The formalized complaint shall be in writing. The school employee shall be given copies of the charges and all relevant documentation within two (2) school days of the filing of the charges. Any charges will be substantiated at the informal meeting with the principal and the complainant or at the formal hearing.

Student/parent complaints shall be filed under the general provisions of I.C. 20-8.1-5-14, where a student or his parent believes that the student is being improperly denied participation in any educational function of the school corporation or is being subjected to an illegal rule or standard and, as outlined below. Hearings conducted as a result of such student/parent complaints shall be conducted under the provisions of I.C. 30-8.1-5-10 and as outlined below. These procedures do not entitle a student or a parent to initiate a hearing involving a grade or grades given the student for courses taken.
A. **Written Complaint**--A written complaint must be filed by the student/parent with the Superintendent within ten (10) school days of receipt of a decision of the chief building administrator at the informal stage.

B. **Appointment of Hearing Examiner**--Within one (1) school day of the filing of the written complaint, the Superintendent will appoint a Hearing Examiner.

C. **Hearing Examiner’s Responsibilities**--The Hearing Examiner shall have the following duties:
   1. to give notice of the complaint to the parties affected;
   2. to schedule a hearing if a hearing is requested or necessary, at a specified date, time, and place with the authority to postpone the date and time or change the place for any good cause;
   3. to ensure that any records of the student or any statements of witnesses are available to the complainant, school employee and their representatives before the hearing;
   4. to be available before the hearing to answer any questions the complainant, the principal, school employee(s) or the representative of any of the parties may have about the nature and conduct of the hearing;
   5. to take full charge of the hearing subject to the provisions of I.C. 20-8.1-5 et seq. ;
   6. to prepare findings of fact and recommendations as provided above and transmit them to the Superintendent within two (2) school days after the hearing.

D. **Request for Hearing**--A request for a hearing by the complainant, principal, or school employee will be made to the Hearing Examiner in writing within ten (10) calendar days after the Hearing Examiner’s written notification is received. The request may be delivered to the Hearing Examiner in person or by certified mail.

E. **Waiver of Rights**--If a hearing is not requested within ten (10) calendar days following receipt of the Hearing Examiner’s written notification, all rights, administratively and judicially, to contest and appeal the decision of the chief building administrator will be waived.

F. **Hearing Notice**--If a hearing is requested, the Hearing Examiner will schedule the hearing and notify the complainant, principal(s), and school employee(s) involved of the time and place within two (2) school days or such additional time as is reasonably necessary, not to exceed an additional two (2) school days. The hearing will be held within a period of five (5) school days after it is scheduled. No hearing will be held upon less than two (2) days’ notice to the complainant, school employee(s), and all other parties involved, except with the consent of all involved parties. The Hearing Examiner may reschedule the hearing for good cause.
Once a hearing is requested, it may be waived by the requesting party; such a waiver must be in writing and signed by the requesting party and will be valid only if made voluntarily and with knowledge of the hearing procedure and the consequences of the waiver.

G. Hearing Procedure--Hearings conducted as a result of student/parent charges shall be conducted under the provisions of I.C. 20-8.1-5-10 and as outlined below.

1. The Hearing Examiner will chair the proceedings.

2. In conducting the hearing, the Hearing Examiner will not be bound by the rules of evidence or any other courtroom procedure.

3. All testimony will be under oath, and the Hearing Examiner will be authorized to administer the oath.

4. The hearing may be attended by the Hearing Examiner, the Superintendent, the principal, the complainant, school employees involved, the representative of the complainant, and the representative of the school employee involved. The counsel for the school corporation may attend when the Hearing Examiner or the Superintendent deems it advisable. The hearing shall be closed to the public.

5. Witnesses should be present only when they are giving information at the hearing. If a student’s psychological or emotional problems are being discussed, the student may be excluded at the discretion of the Hearing Examiner, with the concurrence of the student’s parent.

6. The school employee’s and the complainant’s representatives may be, but need not be, attorneys.

7. The Hearing Examiner may exclude anyone from the hearing whose actions disrupt an orderly proceeding.

8. The school employee(s) and the complainant may speak in their own defense and may be questioned on their testimony. They may also choose not to testify and there will be no threat of punishment or later punishment for refusal to so testify.

9. The parties will present to the Hearing Examiner statements in affidavit form of any person having information about the charges and all relevant documentation, but not unless such statements and records have been made available to the other parties involved or their representative(s) prior to the hearing. If the Hearing Examiner deems it necessary, the information contained in such records will be explained and interpreted at the hearing, or prior thereto to the other parties and/or their representative(s) by a person trained in their
use and interpretation.

10. The school employee, his/her representative, the complainant, the complainant’s representative, the principal, or the Hearing Examiner may ask witnesses to testify at the hearing provided that all parties are apprised of the identity of the witnesses before the hearings. If, in the opinion of the Hearing Examiner, the disclosure of the witnesses’ names prior to the hearing shall subject such witnesses to unreasonable harassment, then the prior disclosure of witnesses’ names shall not be required.

11. The school employee, his/her representative, the complainant, the complainant’s representative, the principal, or the Hearing Examiner will have the right to examine or cross-examine any witness giving information at the hearing. The Hearing Examiner may, however, limit the right of any party to examine or cross-examine any witness to the extent that such examination is abusive or interferes with the conduct of an orderly hearing.

12. Evidence presented at the hearing will either be recorded by shorthand reporter or taped. The school corporation will choose the recording method. If the recording is requested by the student, and if the student is reasonably unable to pay the cost for the record, the school corporation will do so.

13. The Hearing Examiner will report his or her findings and recommend action to be taken, to the Superintendent, within two (2) school days of the hearing. In making his or her report, the Hearing Examiner will explain the reasons for the particular action recommended in terms of the needs of both the complainant and the school corporation.

14. Any person giving evidence by affidavit or in person at a hearing will be given the same immunity from liability as a person testifying in a court case.

H. Superintendent’s Determination--Once the Hearing Examiner has reported findings and recommendations to the Superintendent, a determination will be made and reported to the school employee(s) and the complainant within two (2) school days. The determination by the Superintendent may change or revoke the sanction recommended by the Hearing Examiner but will not impose a sanction more severe than that recommended by the Hearing Examiner.

I. Notice of Determination--Written notice of the Hearing Examiner’s findings and recommendation and the Superintendent’s determination shall be given to both the school employee and the complainant. Such notice will be delivered in person or by certified mail upon the reaching of a determination by the Superintendent.
J. Appeal to the Board—Either party may, within thirty (30) calendar days following a hearing, appeal the Superintendent’s determination to the Board of School Trustees.

1. Such an appeal will:
   a. be filed by a written request to the Office of the Superintendent;
   b. be delivered in person or by certified mail;
   c. be based upon the record, except that new evidence may be admitted to avoid a substantial threat of unfairness;
   d. the record shall consist of the: (1) charge made by the complainant; (2) notice given by the Hearing Examiner; (3) transcript or tape of the proceedings; (4) Hearing Examiner’s findings and recommendations; and (5) determination of the Superintendent.

2. After examining the record and taking new evidence, if any, the Board may deliberate privately upon such record and new evidence to arrive at its decision; such deliberation will be held in the presence only of members in attendance at the appeals proceedings but may be held in the presence of legal counsel who has not previously advised the Hearing Examiner or the Superintendent.

3. Should questions arise during the deliberations of the Board of School Trustees which require additional evidence, the Board of School Trustees may reopen the hearing to receive additional evidence.

4. The Board of School Trustees may alter the Superintendent’s determination by decreasing the penalty if it finds that determination too severe.

5. The final decision of the Board of School Trustees will be delivered in person or by certified mail to the school employee(s) and to the complainant; such determination will be in writing.

6. If the school employee being complained against is a teacher, said teacher may appeal at Level III of Article 3.00 of the MCEA-MCCSC Collective Bargaining Agreement either the determination of the Superintendent or the final action of the Board of School Trustees.

K. Appeal to the Courts—At any time within thirty (30) days after the Board of School Trustees’ decision relating to an appeal, either party involved may appeal such determination to the Circuit or Superior Court of Monroe County. Such appeal will be initiated by the filing of a complaint with the appropriate court.
Matters Regarding an Administrative Staff Member

Since administrators are considered members of the Corporation’s professional staff, the general procedure specified in “Matters Regarding a Professional Staff Member” shall be followed.

Matters Regarding a Support Staff Member

In the case of a support staff member, the complaint is to be directed, initially, toward the person’s supervisor, and the matter then brought as required to higher levels in the same manner as prescribed for “Matters Regarding a Professional Staff Member” or as may be set forth in the appropriate negotiated agreement.

Matters Regarding Corporation Services or Operations

If the request, suggestion, complaint, or concern relates to a matter of Corporation procedure or operation, it should be addressed, initially, to the immediate supervisor and then brought, in turn, to higher levels of authority in the manner prescribed in “Matters Regarding a Professional Staff Member.”

Matters Regarding the Educational Program

If the request, suggestion, complaint or concern relates to a matter of Corporation program, it should be addressed, initially, to the principal and then brought, in turn, to higher levels of authority in the manner prescribed in “Matters Regarding a Professional Staff Member.”

Matters Regarding Instructional Materials

If the request, suggestion, complaint or concern relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the Corporation, the following procedure shall be followed:

A. The criticism is to be addressed to the principal, in writing, and shall include:
   1. author;
   2. title;
   3. publisher;
   4. the complainant’s familiarity with the material objected to;
   5. sections objected to, by page and item;
   6. reasons for objection.
B. Upon receipt of the information, the principal may, after advising the associate superintendent in charge of instruction of the complaint, and upon the associate superintendent’s approval, appoint a review committee which may consist of:

1. one (1) or more professional staff members;
2. one (1) or more lay persons knowledgeable in the area.

C. The committee, in evaluating the questioned material, shall be guided by the following criteria:

1. the appropriateness of the material for the age and maturity level of the students with whom it is being used;
2. the accuracy of the material;
3. the objectivity of the material;
4. the use being made of the material.

D. The material in question may be withdrawn from use pending the committee’s recommendation to the Superintendent.

E. The committee’s recommendation shall be reported to the Superintendent in writing within ten (10) business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee’s recommendation and advise the Board of the action taken or recommended.

F. The complainant may appeal this decision, within thirty (30) business days, to the Board through a written request to the Superintendent, who shall forward the request and all written material relating to the matter to the Board.

G. The Board shall review the case in public session and advise the complainant, in writing, of its decision within ten (10) business days.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board’s statement of its reasons for the removal.

I.C. 20-26-5-4
Adopted by the Board 7/15/91
[I.C. code citation updated 8/15/07]
Monroe County Community School Corporation
Superintendent’s Office
315 E. North Drive
Bloomington, IN 47401

COMPLAINT AGAINST SCHOOL PERSONNEL

Statement of Claimant

Complainant (your name)

Address

Telephone

Name(s) of School Personnel Involved in Complaint:

School or Place Where Incident Took Place

Approximate Date or Dates of Incident

Facts of the Complaint: (Please include information pertaining to all conferences held with school personnel)

What Action is Proposed to Resolve the Complaint?

________________________________________
Signature of Complainant