Indiana School Improvement Plan
2017-2022

Highland Park Elementary
Monroe County Community School Corporation

Mr. Cassidy Rockhill, Principal
900 S Park Square Dr.
Bloomington, IN 47403-1726
# TABLE OF CONTENTS

## Executive Summary

Introduction ................................................................................................................................. 5

Description of the School ........................................................................................................ 5

School’s Purpose ....................................................................................................................... 6

Notable Achievements and Areas of Improvement .................................................................. 6

## Improvement Plan Stakeholder Involvement

Improvement Planning Process .............................................................................................. 8

## Self Assessment

Introduction ................................................................................................................................. 10

Standard 1: Purpose and Direction ......................................................................................... 11

Standard 2: Governance and Leadership ............................................................................... 13

Standard 3: Teaching and Assessing for Learning ................................................................. 16

Standard 4: Resources and Support Systems ......................................................................... 20

Standard 5: Using Results for Continuous Improvement ...................................................... 23

Standards Narrative .................................................................................................................. 25

Report Summary ...................................................................................................................... 27
Student Performance

Student Performance Data ........................................................................................................... 28

Areas of Notable Achievement ................................................................................................ 32

Opportunities for Growth ......................................................................................................... 33

Goals Summary

Goal 1: All students at Highland Park Elementary will increase mastery percentage in Math...... 35
Goal 2: All students at Highland Park Elementary will increase mastery percentage in ELA........ 36

Title I Schoolwide Plan Requirements

Introduction .................................................................................................................................. 39

Title I Schoolwide Plan Requirements ..................................................................................... 39

Next Steps .................................................................................................................................. 43

Conclusion .................................................................................................................................. 44
Executive Summary
Introduction

Highland Park has transformed from a school earning an “F” in 2012-13 to a “B” for three years. During 2016-2017 Highland Park earned a “C”. However, Highland Park consistently maintains high growth for both our top 75% and our bottom 25% of students in Math and English Language Arts. Since 2014, HP implemented Leveled Literacy Interventions Kits by Fountas and Pinnell to better provide daily intensive small group instruction to supplement classroom literacy instruction. Beginning with the 2014-15 school year, we began to ensure our reading block was protected time throughout all grade levels, securing access for all students to grade level core curriculum. Starting with the 2013-14 school year, we began to implement intervention groups, a tier two intervention structure, in reading for all students. At a district level, MCCSC began the journey to implement Professional Learning Communities in all schools and across schools for special area and other “singleton” teachers (SpEd, Soc Workers etc.) beginning with the 2010-11 school year. Through this work, MCCSC has earned the status of a Model PLC district from Solution Tree, Inc. as determined by a panel of PLC practitioners. HP has also worked to become a school implementing Professional Learning Communities with fidelity. As part of this process, each instructional team has a minimum of two formally scheduled weekly meetings to discuss student data, learning outcomes and our instructional practice.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

High expectations permeate the total instructional program at Highland Park Elementary. A focus on all areas of academic study helps to educate the whole child. Reading and mathematics receive a strong emphasis while high quality programs in other academic areas balance the curriculum. The school's enrollment is 396 students in grades preschool through six. Highland Park has a varied population including 9 Asian, 44 African American, 20 Hispanic, 2 American Indian, 36 multi-racial, 1 Native Hawaiian, and 284 Caucasian students. We have 12 language minority students. Two of those students are native Spanish speakers, eight are native Turkish speakers, one is an Asian speaker and one is a native Albanian speaker. Our school has 102 exceptional learners who are Gifted and Talented or receive speech and/or special education services. Two hundred thirty-nine students (60.3%) receive free or reduced price lunch.

<table>
<thead>
<tr>
<th>Enrollment 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>396 students</td>
</tr>
</tbody>
</table>

| Enrollment 2018-19 by Ethnicity |

- American Indian
- Black
- Hispanic
- Multiracial
- Native Hawaiian or Other Pacific Islander
- White
- Asian
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement
We will educate and support our children to become responsible citizens and lifelong learners in our changing world.

Belief Statements
We believe all students can learn and will learn best when they are challenged in a safe, structured, well-defined learning environment.
We believe students, school, family, and community must work closely together as partners for the educational process to be a success.
We believe the need for collaborative and reflective time among teachers is an essential ingredient of instruction.
We believe a quality instructional program should include basic fundamental principles, while realizing each student is unique and helping him/her achieve their full potential.
We believe that instruction should include the use of innovative technology, which will meet the needs of students for future success.
We believe the curriculum should include appropriate teaching materials that will enable every child to develop academically, physically and emotionally to live successfully within a democratic society.
We believe clearly stated expectations and a consistent discipline plan are conducive to learning and result in increased student performance and achievement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Beginning with the 2018-2019 school year, MCCSC will offer inclusive preschools.
Beginning in the 2012-2013 school year, Highland Park instructional staff participated in weekly Professional Learning Communities (PLCs). Since 2012, students met five days a week for at least 30 minutes each in the small focus groups during "Panda Time" for instruction on Indiana ELA and math standards indicators. Beginning in 2018-2019, these groups met in the classroom in an inclusive group station model to ensure best instructional practices via co-teaching, modeling and collaboration.
Collaboration across classrooms and grade levels in a focused effort to operate as a PLC continue to improve focus on student learning outcomes and targeted interventions.
Improvement Plan Stakeholder Involvement
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution’s improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Students, staff and families completed surveys on their perceptions of Highland Park. Highland Park also participated in an external review performed by AdvancEd in 2017.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Data was retrieved from the above sources. Members of Highland Park’s Leadership Team reviewed the data for application.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The School Improvement Plan is shared on our school website.
Self Assessment
Introduction

AdvancED's Self-Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The External Review Team as one essential component of the preparation process reviews the results of the Self-Assessment for the institution's External Review.
Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</td>
<td>The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.</td>
<td>• Survey results • Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) • Minutes from meetings related</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</td>
<td>Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.</td>
<td>• Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose • Survey results • PBIS matrix and training schedule • PLC notes • Parent/Teacher conference logs</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

Evidence:
- Survey results
- The school data profile
- Agenda, minutes from continuous improvement planning meetings
- The school continuous improvement plan
- Intervention plans PLC notes

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The leadership team saw improvement in each indicator. The additional evidence included the work with the MLR Associate and the work with intervention plans. The leadership team again acknowledged that Highland Park has a continuous improvement process based on data, goals, actions, and measures for growth.

Areas of needs improvement: To continue to work with community stakeholders in planning for improvement.

Actions to sustain the areas of strength: Highland Park Staff will continue to commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills by focusing on a commitment to shared values and beliefs about teaching and learning that is clearly evident in documentation and decision making.

Plans to improve the areas of need: Highland Park staff will use the tools learned from the IDOE FACE agreeing a clear purpose will help identify engagement objectives, anticipated outcomes and help to determine the scope and depth of the engagement.
## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management. | • School handbooks  
• MCCSC Policy link: http://www.boarddocs.com/in/mccsc/Board.nsf/Public?open&id=policies | Level 3 |
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. | • List of assigned staff for compliance  
• Governing body policies on roles and responsibilities, conflict of interest  
• Governing code of ethics  
• District Policies http://www.boarddocs.com/in/mccsc/Board.nsf/Public?open&id=policies  
Staff directory http://www.mccsc.edu/domain/681 | Level 3 |
| 2.3       | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership. | • School improvement plan developed by the school  
• Survey results regarding functions of the governing body  
• School Improvement Plan Board meeting Notes http://www.boarddocs.com/in/mccsc/Board.nsf/Public | Level 3 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Leadership and staff foster a culture consistent with the school's purpose and direction.</td>
<td>Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.</td>
<td>•Examples of collaboration and shared leadership&lt;br&gt;•Survey results&lt;br&gt;•Examples of decisions in support of the school's continuous improvement plan&lt;br&gt;•PLC notes&lt;br&gt;RTI notes&lt;br&gt;Staff meeting agendas&lt;br&gt;Leadership team agendas</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>Leadership engages stakeholders effectively in support of the school's purpose and direction.</td>
<td>Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.</td>
<td>•Copies of surveys or screen shots from online surveys&lt;br&gt;•Survey responses&lt;br&gt;•Involvement of stakeholders in a school improvement plan&lt;br&gt;•Newsletters PTO agendas</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</td>
<td>The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.</td>
<td>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation&lt;br&gt;•Governing body policy on supervision and evaluation&lt;br&gt;•Supervision and evaluation documents with criteria for improving professional practice and student success noted&lt;br&gt;•Observation&lt;br&gt;Math coaching and book talks&lt;br&gt;Instructional Rounds</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The highest performance level is that the leadership and staff supervision and evaluation process result in improved professional practice and student success.

Areas of needs improvement: The lowest performance level is that the leadership engages stakeholder effectively in support of the school’s purpose and direction with the word sometimes highlighted.
Indiana School Improvement Plan
Highland Park Elementary

Plans to sustain the areas of strength: The continued use of the iObservation evaluation tool will continue the positive results in teacher capacity. Additional positive feedback included continued use of Number Talk Book Club, PD understanding the teaching of the IDOE math content and process standards.

Plans to improve the areas of need: Increase collaborative meetings with grade levels that are student focused, data driven, and communicate with all stakeholders.
**Standard 3: Teaching and Assessing for Learning**

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.5

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.1       | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations. | •Survey results  
•Lesson plans  
•Learning expectations for different courses  
•Posted learning objectives  
•Student artifacts  
•Pacing guides | Level 3 |
| 3.2       | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | •Curriculum guides  
•Common assessments  
•Standards-based report cards  
•Surveys results  
•Products – scope and sequence, curriculum maps  
•Lesson plans aligned to the curriculum  
•PLC notes | Level 3 |
| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. | •Professional development focused on these strategies  
•Examples of teacher use of technology as an instructional resource  
•Examples of student use of technology as a learning tool  
•Findings from supervisor walk-throughs and observations  
•Surveys results  
•Intervention plans | Level 2 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. | •Curriculum maps  
•Supervision and evaluation procedures  
•Surveys results  
•Examples of improvements to instructional practices resulting from the evaluation process  
•Administrative classroom observation protocols and logs | Level 3 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. | •Common language, protocols and reporting tools  
•Agendas and minutes of collaborative learning committees  
•Calendar/schedule of learning community meetings  
•Survey results  
•Examples of improvements to content and instructional practice resulting from collaboration | Level 3 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.6 | Teachers implement the school's instructional process in support of student learning. | Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning. | •Examples of learning expectations and standards of performance  
•Samples of exemplars used to guide and inform student learning  
•Marzano Scales and sample tasks | Level 2 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | •Survey results  
•Professional learning calendar with activities for instructional support of new staff | Level 3 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 3.8       | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress. | •Survey results  
•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days  
•School Website: http://www.mccsc.edu/highlandpark  
Report card: http://www.mccsc.edu/Page/1406 | Level 2 |
| 3.9       | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | •Survey results  
•Master schedule with time for formal adult advocate structure  
•RTI schedule | Level 2 |
| 3.10      | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | •Evaluation process for grading and reporting practices  
•Survey results  
•Sample report cards for each grade level and for all courses  
•Policies, processes, and procedures on grading and reporting  
•Report card: http://www.mccsc.edu/Page/1406  
District assessments and pacing guides | Level 3 |
Indiana School Improvement Plan
Highland Park Elementary

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.11</td>
<td>All staff members participate in a continuous program of professional learning.</td>
<td>Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</td>
<td>• Results of evaluation of professional learning program. • Evaluation tools for professional learning. • Survey results.</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.12</td>
<td>The school provides and coordinates learning support services to meet the unique learning needs of students.</td>
<td>School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</td>
<td>• Survey results • Data used to identify unique learning needs of students • Intervention plans RTI meeting notes District data</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The indicators that were rated the highest by the leadership team were: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level; Teachers participate in collaborative learning communities to improve instruction and student learning; and The school provides and coordinates learning support services to meet the unique learning needs of students.

Areas of needs improvement: All indicators were rated in the top two options. However, mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning are an area that needs constant attention.

Actions to sustain the areas of strength: Continue the training and PD so that it is aligned with the needs of the students.

Plans to improve the areas of need: Plan in-house professional development that is aligned to district goals, teacher need, and is data driven.
## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.43

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 4.1       | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. | • School budgets for the last three years  
• Survey results  
• Documentation of highly qualified staff  
• Digital Coaches 2 Preventionists  
2 Title One teachers 1 Resource aide | Level 3 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 4.2       | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and | • Survey results  
• School schedule  
• School calendar | Level 3 |
## Indiana School Improvement Plan
### Highland Park Elementary

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 4.3       | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. | • Survey results  
• Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.  
• System for maintenance requests  
• Maintenance schedules | Level 3 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 4.4       | Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | • Survey results  
• Data on media and information resources available to students and staff  
• Schedule of staff availability to assist students and school personnel related to finding and retrieving information  
• Digital Coach schedule | Level 2 |

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 4.5       | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure. | • Survey results  
• Policies relative to technology use  
• MCCSC technology policies: http://www.mccsc.edu/Pag/e/3300 | Level 2 |
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>The school provides support services to meet the physical, social, and emotional needs of the student population being served.</td>
<td>School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.</td>
<td>•Student assessment system for identifying student needs •Social classes and services, e.g., bullying, character education •Second Steps Program PBIS team •Intervention Plans</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.</td>
<td>School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.</td>
<td>•Survey results •Description of IEP process •Description of referral process</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of strength: The highest performance rating was "Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school".

Areas of needs improvement: The lowest performance ratings were "The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students; and The technology infrastructure supports the school's teaching, learning, and operational needs.

Actions to sustain the areas of strength: To sustain the resources to support the purpose and direction of the school will take seeking opportunities to continue the current resources.

Plans to improve the areas of need: To improve the counseling, assessment, referral and educational and career planning needs of all students will take a systemic approach to plan for each student.

The technology infrastructure was improved this past school year. As the year progresses, the issues of the network and providers will improve.
**Standard 5: Using Results for Continuous Improvement**

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>The school establishes and maintains a clearly defined and comprehensive student assessment system.</td>
<td>School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</td>
<td>•Documentation or description of evaluation tools/protocols&lt;br&gt;•Survey results&lt;br&gt;•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance&lt;br&gt;•Marzano Rubric&lt;br&gt;•MCCSC scales and sample tasks&lt;br&gt;•District pacing guides&lt;br&gt;•District assessments</td>
<td>Level 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</td>
<td>Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.</td>
<td>•Survey results&lt;br&gt;•Written protocols and procedures for data collection and analysis&lt;br&gt;•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning&lt;br&gt;•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning&lt;br&gt;•District Assessment Schedule&lt;br&gt;•Highland Park Assessment Flow Charts&lt;br&gt;•Intervention Plans</td>
<td>Level 2</td>
</tr>
<tr>
<td>Indicator</td>
<td>Statement or Question</td>
<td>Response</td>
<td>Evidence</td>
<td>Rating</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------</td>
<td>----------</td>
<td>----------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. | • Professional learning schedule specific to the use of data  
• Survey results  
• Training materials specific to the evaluation, interpretation, and use of data | Level 2 |
| 5.4       | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. | • Student surveys  
• Agendas, minutes of meetings related to analysis of data  
• Evidence of student growth  
• PLC notes  
• Intervention Plans | Level 2 |
| 5.5       | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups. | • Survey results  
• Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals  
• School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals  
• Executive summaries of student learning reports to stakeholder groups | Level 2 |
Indiana School Improvement Plan
Highland Park Elementary

Standards Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

What were the areas of strength you noted? What were areas in need of improvement? What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Standard 1

Our school leaders hold students to high academic and behavioral standards, provide challenging curriculum and learning experiences for all students. We consistently use data to drive decisions focused on continuous improvement for students and monitor that data to assess progress toward improvement goals.

Actions to improve areas of weakness: Review, revise and communicate our school mission statement with the school leadership team based on the framework developed by Tim Kanold.

Actions to sustain strengths: Ongoing PBIS, PLC, RtI and grade level data meetings.

Standard 2

School handbooks are developed, reviewed and revised at the district level through collaboration between building principals and central office staff. The MCCSC district office ensures all assigned staff possess the appropriate credentials to fulfill their assigned roles according to compliance needs for each building. Under this umbrella of uniformity and compliance, schools are given the autonomy to develop their own improvement plans based on locally assessed needs. Our building leaders foster a climate of collaboration and data based decision making to support both academic and behavioral student needs. As a district, we have adopted Dr. Robert Marzano’s evaluation model and uniformly use iObservation to supervise and provide collaborative feedback to teachers.

Actions to improve areas of weakness: Engage all stakeholders in development and revisions of school wide policies. Improve communication via newsletters.

Actions to sustain strengths: School Improvement Plan, iObservation

Standard 3

We use a variety of technology as instructional resources and utilize collaborative learning communities. We expect staff to hold students to high academic standards. We use data to monitor student growth and make improvement goals. The district has developed a curriculum map and pacing guide to better ensure uniformity in best practices across schools. We have common formative and summative assessments. The district regularly collects school data to ensure students are on track to meet benchmark goals and is being progress monitored.

Actions to improve areas of weakness: Continue to address individual learning needs through student intervention plans including continued local professional development and support for teachers in developing said plans. Increase the number of teachers including students in tracking their own progress toward mastering learning targets through continued monitoring and support.

Actions to sustain strengths: Data collection process; Marzano scales and sample tasks; regularly schedule collaboration by district instructional coaches; District pacing maps and curriculum guides.

Standard 4

We have prioritized our day so that core subjects take precedence. We have scheduled common reading and math blocks to enable student movement based on ability and need. All of our staff is Highly Qualified as mandated by Title I specifications.

Actions to improve areas of weakness: Continue to strengthen implementation of the Second Steps program; strengthen our PBIS team and, specifically, the useful sharing of data with staff; Continue to refine our RtI team.

Actions to sustain strengths: Continue to employ highly qualified staff; Through the sustainability year of the School Improvement Grant we will be able to continue with additional human resources such as a digital learning coach and assistant principal; Continue to offer 1:1 device to student ratio and extended learning opportunities.
Standard 5

We have district-established timelines for local assessments. Additionally, Highland Park has our own assessment flow charts for each grade level that specify type of assessment and timeline per grading period. We created a Response to Intervention team this school year to better support students’ behavior and/or academic needs based on a three tier pyramid of interventions. We continue to refine, expand and support participation of all staff members in professional learning communities.

Actions to improve areas of weakness: Improve communication with stakeholders on student progress; Increase participation in professional development opportunities; Strive to ensure that all staff members are trained in student evaluation, data collection and assessment procedures.

Actions to sustain strengths: Continue data collection and monitoring of data to drive educational decisions; Use of multiple assessment measures.
Indiana School Improvement Plan
Highland Park Elementary

Report Summary

Scores By Section

<table>
<thead>
<tr>
<th>Sections</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Purpose and Direction</td>
<td></td>
<td></td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>Standard 2: Governance and Leadership</td>
<td></td>
<td></td>
<td>2.83</td>
<td></td>
</tr>
<tr>
<td>Standard 3: Teaching and Assessing for Learning</td>
<td></td>
<td></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Standard 4: Resources and Support Systems</td>
<td></td>
<td></td>
<td>2.43</td>
<td></td>
</tr>
<tr>
<td>Standard 5: Using Results for Continuous Improvement</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
## Student Performance Data

### Monroe County Community Sch Corp
2018 Annual Performance Report

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School Results</th>
<th>State Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'14-'15</td>
<td>'15-'16</td>
</tr>
<tr>
<td>A-F Accountability Grade</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>368</td>
<td>381</td>
</tr>
<tr>
<td>Number of Certified Teachers</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Percentage of Students Passing IREAD</td>
<td>94.6</td>
<td>84.6</td>
</tr>
<tr>
<td>* Grade 3 Percent Passing ISTEP+ Math Standard</td>
<td>68.4</td>
<td>54.7</td>
</tr>
<tr>
<td>* Grade 3 Percent Passing ISTEP+ Language Arts Standard</td>
<td>72.7</td>
<td>50.9</td>
</tr>
<tr>
<td>* Grade 4 Percent Passing ISTEP+ Math Standard</td>
<td>73.2</td>
<td>65.3</td>
</tr>
<tr>
<td>* Grade 4 Percent Passing ISTEP+ Language Arts Standard</td>
<td>63.4</td>
<td>69.2</td>
</tr>
<tr>
<td>* Grade 4 Percent Passing ISTEP+ Science Standard</td>
<td>80.5</td>
<td>72.0</td>
</tr>
<tr>
<td>* Grade 5 Percent Passing ISTEP+ Math Standard</td>
<td>58.0</td>
<td>70.0</td>
</tr>
<tr>
<td>* Grade 5 Percent Passing ISTEP+ Language Arts Standard</td>
<td>55.1</td>
<td>60.0</td>
</tr>
<tr>
<td>* Grade 5 Percent Passing ISTEP+ Social Science Standard</td>
<td>50.0</td>
<td>48.2</td>
</tr>
<tr>
<td>* Grade 6 Percent Passing ISTEP+ Math Standard</td>
<td>73.7</td>
<td>56.5</td>
</tr>
<tr>
<td>* Grade 6 Percent Passing ISTEP+ Language Arts Standard</td>
<td>76.3</td>
<td>64.4</td>
</tr>
<tr>
<td>* Grade 6 Percent Passing ISTEP+ Science Standard</td>
<td>67.6</td>
<td>56.5</td>
</tr>
<tr>
<td>Pupil Enrollment to Certified Employee Ratio</td>
<td>9.9</td>
<td>10.9</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>96.0</td>
<td>95.8</td>
</tr>
<tr>
<td>Number of Students with More Than 10 Unexcused Days Absent</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Number of Students absent greater than 10% of School Year</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Number of Students Suspended</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Number of Students Expelled or Suspended Involving Drugs, Weapons, or Alcohol</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Number of Out of School Suspensions</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Number of In School Suspensions</td>
<td>13</td>
<td>16</td>
</tr>
</tbody>
</table>

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.
ISTEP+ Percent Passing Trend

- 2014-15 Spring: 60%
- 2015-16 Spring: 70%
- 2016-17 Spring: 65%
- 2017-18 Spring: 50%

Legend:
- Indiana
- Corporation
- School
Areas of Notable Achievement

Which area(s) are above the expected levels of performance?
Higher Growth/Higher Achievement in English Language Arts in 2016-2017
5th grade Females in Math with 78% students passing ISTEP+
3rd grade Males in Math with 69% students passing ISTEP+

Describe the area(s) that show a positive trend in performance.
Number of 3rd grade students passing IREAD continues to increase
Growth for students in Bottom 25th %tile in ELA

Which area(s) indicate the overall highest performance?
The top 75%tile and bottom 25%tile of students in ELA.

Which subgroup(s) show a trend toward increasing performance?
Our lowest 25%tile and top 75%tile continue to show increasing performance as measured by IDOE growth measures.

Between which subgroups is the achievement gap closing?
Previously the gap between free & reduced lunch and special education was becoming greater. Each year this gap is lessening.

Which of the above reported findings are consistent with findings from other data sources?
Our subgroup of free and reduced lunch continues to out perform our special education population in local data source.
Opportunities for Growth

Which area(s) are below the expected levels of performance?
The total number of all tested students passing ISTEP+ was below the expected level of performance.
The number of Special Education students passing ISTEP+ in both ELA and Math.

Describe the area(s) that show a negative trend in performance.
The total percentage of students passing ISTEP+ has continued to decline.
Special Education students passing ISTEP+ continues to be a concern.
The gap between males and females continues to grow.

Which area(s) indicate the overall lowest performance?
4th grade Math with only 41.8% of students passing
4th grade ELA with only 53.7% of students passing
Overall school performance in Math
3rd grade Special Education in ELA with only 18% of students passing
5th grade Special Education in Math with only 0% of students passing
5th and 6th grade Males in Math with only 43% of students passing
4th grade Females in Math with only 23% of students passing
4th grade Free and Reduced Lunch in Math with only 22% of students passing
4th grade Free and Reduced Lunch in ELA with only 33% of students passing

Which subgroup(s) show a trend toward decreasing performance?
Special education students showed a decrease in achievement from last year to this year.

Between which subgroups is the achievement gap becoming greater?
The gap between free & reduced lunch and special education continues to increase.
The gap between males and females in grades 3rd and 4th in Math.

Which of the above reported findings are consistent with findings from other data sources?
Our subgroup of free and reduced lunch continues to out perform our special education population in local data sources.
## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1  | By 2022-2023, 77.35% of 6th grade students will achieve mastery in Math as determined by the state assessment. | Objectives: 2  
Strategies: 3  
Activities: 4 | Academic | $0 |
| 2  | By 2022-2023, 80.95% of 6th grade students will achieve mastery in ELA as determined by the state assessment. | Objectives: 1  
Strategies: 2  
Activities: 2 | Academic | $0 |
Goal 1: By 2022-2023, 77.35% of 6th grade students will achieve mastery in Math as determined by the state assessment.

Measurable Objective 1:
3rd grade: 3.15% per year
4th grade: 4.85% per year
5th grade: 4.0% per year
6th grade: 3.78% per year

Strategy 1:
Professional Learning - Teachers will provide evidence/research based math instruction to all students
Evidence of success: ISTEP+

<table>
<thead>
<tr>
<th>Activity - Collaborative Meetings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC teams will engage in weekly collaborative meetings that focus on student data, problem solving, and co-planning of essential skills. The problem of practice is an instructional problem that needs solved in order to improve student learning. Continued professional development to build capacity of teaching skills.</td>
<td>Professional Learning</td>
<td>08/08/2018</td>
<td>05/27/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers Administrators Coaches</td>
</tr>
</tbody>
</table>

Strategy 2:
Tiered Instruction-Panda Time - During Panda Time, students engage in essential course content at varying levels of depth and breadth.
With their classroom teacher, all students will receive core math instruction using instructional methods that research has shown to be effective. All students will be given assessments to show level of performance. Striving students will be provided small group interventions to meet their needs. Progress monitoring will indicate if more intensive instruction is necessary.
Research Cited: Tomlison, CA The Differentiated Classroom. 1999. ASCD.
Evidence of success: ISTEP+; ILEARN

<table>
<thead>
<tr>
<th>Activity - Early Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventionists will provide small group strategy lessons to identified students who need extra assistance. Lessons will be designed to close learning gaps based on formative and summative assessments.</td>
<td>Academic Support Program</td>
<td>08/08/2018</td>
<td>05/27/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers Administrators Coaches</td>
</tr>
</tbody>
</table>
**Goal 2:** By 2022-2023, 80.95% of 6th grade students will achieve mastery in ELA as determined by the state assessment.

**Measurable Objective 1:**
- 3rd grade: 3.33% per year
- 4th grade: 3.86% per year
- 5th grade: 2.9% per year
- 6th grade: 3.18% per year

**Strategy 1:**
Explicit instruction of literacy skills in all content areas - Teachers will explicitly teach, through modeling and think aloud, all necessary skills in reading, writing, and oral communication to help students successfully access information in all content areas. Teachers will teach academic vocabulary in all content areas.

Research Cited: Rosenshine, Barak, Synthesis of Research on Explicit Teaching
Evidence of success: ISTEP+; ILEARN

<table>
<thead>
<tr>
<th>Activity – Collaborative Meetings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC teams will engage in weekly collaborative meetings that focus on student data, problem solving, and co-planning of essential skills. The problem of practice is an instructional problem that needs solved in order to improve student learning. Continued professional development to build capacity of teaching skills.</td>
<td>Academic Support Program</td>
<td>08/08/2018</td>
<td>05/27/2022</td>
<td>$0</td>
<td>NA</td>
<td>Teachers Administrators Instructional Coach</td>
</tr>
</tbody>
</table>

**Strategy 2:**
Tiered Instruction-Panda Time - During Panda Time, students engage in essential course content at varying levels of depth and breadth. With their classroom teacher, all students will receive core reading instruction using instructional methods that research has shown to be effective. All students will be given assessments to show level of performance. Striving students will be provided small group interventions to meet their needs. Progress monitoring will indicate if more intensive instruction is necessary.

Evidence of success: ISTEP+
<table>
<thead>
<tr>
<th>Activity – Grade Level Collaborative meetings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level teams will engage in weekly collaborative meetings that will focus on planning for Panda Time (Tiered Instruction). Teams will focus on which essential skills students need to continue to master. For those students who need enrichment, teams will use standards based scales to increase their understanding.</td>
<td>Professional Learning</td>
<td>08/08/2018</td>
<td>05/27/2022</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teacher Administrators Coaches</td>
</tr>
</tbody>
</table>
Title I School-wide Plan Requirements
Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A Comprehensive Needs Assessment (CNA) of the whole school has been completed.</td>
<td>Yes</td>
<td>The CNA occurs throughout the school year. The following data is used as part of the needs assessment process: ISTEP+/ILEARN student assessment data, Benchmark Tests, and CFAs/CSAs. Input from stakeholders (surveys, etc.). The needs assessment and planning process is as follows: Identify student needs. Focus of Title I is student achievement in Reading and Mathematics. Brainstorm possible actions. Consider implications and impact of each possible action. Prioritize the resulting list of needs. Collect input from stakeholders regarding needs. Adjust and finalize plan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.</td>
<td>Yes</td>
<td>The following are descriptions of activities to ensure that students who experience difficulty mastering proficient or advanced EL levels will be provided with timely, effective additional assistance: - Instructional staff collects and analyzes data from various assessments (Benchmark assessments, CFAs, progress monitoring, BAS and DRA etc.) to design additional instruction focused on the needs. Target groups are monitored so that all students are meeting their potential.</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>3.</td>
<td>There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.</td>
<td>Yes</td>
<td>Highland Park Elementary staff is committed to a school-wide implementation of a balanced literacy framework. Teams meet on a regular basis to collaborate in the area of ELA, including monitoring of literacy instruction. To strengthen mathematics instruction, professional development is provided to ensure that rigor is focused on the use of the process standards infused in the IDOE standards to increase the amount/quality of learning time the schedule is developed to ensure uninterrupted instruction.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>There are highly qualified teachers in all core content area classes.</td>
<td>Yes</td>
<td>All teachers and paraprofessionals in the Monroe County Community School Corporation’s Title I elementary schools meet highly qualified requirements under ESEA.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>There is high quality and on-going professional development for teachers, principals, and paraprofessionals.</td>
<td>Yes</td>
<td>All certified staff participates in the Professional Learning Community to collaborate with lesson planning and the literacy framework. Ongoing PD is provided by Instructional Coach, administrators and teacher leaders.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>There are strategies to attract high-quality, highly qualified teachers to this school.</td>
<td>Yes</td>
<td>Highland Park is located in an area that attracts high-quality, highly qualified teachers. High quality mentoring is key to keeping the most qualified teachers. Providing teachers the PD to build their capacity as a teacher will continue to support all teachers.</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>7.</td>
<td>There are strategies to increase parental involvement, such as literary services.</td>
<td>Yes</td>
<td>Highland Park Elementary has a parent involvement liaison who provides the following support: Conducts Annual Title I Meeting for parents to give input on the following: The School-Parent Compact Title I Family Involvement Policy/Plan Parents' Right to Know Ideas for future parent involvement activities Parents will be provided information in a language and format which is easy to understand. We will communicate with parents by: flyers, e-mails, school messenger Parent Involvement Activities will be held monthly.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The school will provide individual academic assessment results to parents. If so, describe how this will be done.</td>
<td>Yes</td>
<td>We receive two copies of standardized student test results. One copy is sent to the parents through the mail. The interpretation of the test results is also provided to parents via the parent portal online and upon request. Non-standardized assessment results are communicated via parent/teacher conferences (face to face or over the phone), or through reports to parents.</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Assurance</td>
<td>Response</td>
<td>Comment</td>
<td>Attachment</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>9.</td>
<td>There are 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>Yes</td>
<td>MCCSC has homogenized the early learning program. The district holds Pre-school recruitment events at each elementary school in the spring.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>There are 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>Yes</td>
<td>During PLC meetings the teachers participate in a root cause analysis protocol. SMART Goals are authored by each grade level team. The teachers develop initiatives aligned to the school plan that will resolve causes determined during root cause analysis. The staff members are actively involved in looking at student data in order to make data driven decisions. The leadership team frequently reviews the data in all areas and develops strategies.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>There are 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>Yes</td>
<td>Highland Park staff use effective instructional methods to identify students who need additional assistance to achieve mastery. A formal Response to Intervention (RtI) team and process is in place. A monitoring system, reviews data to ensure students are receiving timely instructional interventions.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.</td>
<td>Yes</td>
<td>Title 1 funds are allocated to hiring additional personnel to supplement instruction for striving learners, incorporating a parent liaison position to assist in home-school connections and to ensure a balanced instructional program to include professional development for teachers, and resources for staff and students.</td>
<td></td>
</tr>
</tbody>
</table>
Next Steps

As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.

The school improvement process is continuous. Program evaluations will determine what programs provide the best improvement in achievement and learning for our students and staff. The PLC model will provide continuous improvement in all areas of need.

Response to Intervention (RTI): This is our second year with a formal RTI team at Highland Park. This team consists of our Special Education teachers, school psychologist, two Title One teachers, Speech Therapist, Social Worker, Instructional Coach, and both administrators. We are focusing on students, who despite intervention from classroom teachers, continue to struggle academically and/or behaviorally. Our team has put into place a system for referrals and data tracking that includes various interventions that are being implemented. When a student is referred, the teacher must include what current interventions are in place, as well as the time spent on those interventions and evidence of effectiveness. An intervention must be implemented for 4-6 weeks before returning to the RTI team for a progress update.

Professional Learning Communities (PLCs): To continue the progress we have made with instructional practice and student learning outcomes, Highland Park is recommitting to building capacity to function as a school implementing the PLC process with fidelity. The foundation of this commitment will be a return to the basics. In addition, building administration will provide classroom relief for teachers to observe colleagues teaching.

Well Managed Schools (WMS): Highland Park has had a Positive Behavior Intervention Support (PBIS) team for four years. To increase our supports and interventions, the Highland Park staff was trained in the Well Managed Schools behavior model prior during the summer of 2017. WMS will provide a common language, proactive strategies, positive reinforcement, and corrective teaching and strategies. WMS's focus is to teach/reteach skills for students to be successful in the classroom and in life.

Science, Technology, Engineering, Math, and Arts (STEAM): A STEAM committee was formed as well as a robotics club during the 2017-2018 school year. This committee will continue exploring incorporating and embedding more hands on STEAM related activities within our curricula. During the 2017-18 school year, we also established an outdoor learning lab with walking trails, birdhouses and feeders, two outdoor classrooms and a wetland viewing area.
Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and used for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

Highland Park’s efforts to ensure high levels of learning for all continue to be our priority. These efforts have resulted in transforming our performance from low-growth and low-achievement in English Language Arts and Mathematics on ISTEP+ to high-growth/high-achievement each of the last two years. Emphasis was put on improving consistency in implementation of best practice throughout all grade levels and classes. Beginning in the 2014-15 and 2015-16 school years, HP implemented Leveled Literacy Interventions Kits by Fountas and Pinnell to better provide daily intensive small group instruction to supplement classroom literacy instruction. Beginning with the 2014-15 school year, we began to ensure our reading block was protected time throughout all grade levels, securing access for all students to grade level core curriculum. We continue to implement Panda groups, a tier two intervention structure, in math and reading for all students. At a district level, MCCSC began the journey to implement Professional Learning Communities in all schools and across schools for special area and other “singleton” teachers (SpEd, Soc Workers etc.). Through this work, MCCSC has earned the status of a Model PLC district from Solution Tree, Inc. as determined by a panel of PLC practitioners. Highland Park has also worked to become a school implementing Professional Learning Communities with fidelity. As part of this process, each instructional team has a minimum of two formally scheduled weekly meetings to discuss student data, learning outcomes and instructional practice. In addition, we began a targeted focus on identifying learning intentions for each lesson during the spring semester of 2019 and will continue this effort during 2019-2020.

We have maintained high growth for our lower achieving students. However, we are not seeing significant improvements in proficiency measures for this group according to local assessment data. As measured by ISTEP+, our lowest sub group continues to make high growth. However, this growth does not transfer to their daily academic proficiency. In other words, while this group is making high growth relative to bottom 25%tile sub-groups throughout the state, the students are not closing the achievement gap fast enough to meet grade level expectations. We will continue to refocus our collaborative efforts on identifying critical weaknesses in student knowledge, implement strategies to support filling in those knowledge gaps and regularly review data to measure the effectiveness of implemented strategies. We will continue to learn from each other, ensure input from all stakeholders, and continuously revisit our plan(s) and progress toward meeting stated goals.