

Date: September 12, 2017

Strategic and Continuous
Title I School wide Program
School Improvement (P.L. 221) and Achievement Plan

2017-2018

School Name	Virgil I. Bailey School
School Address	2100 Union St. Lake Station, In
School Telephone Number	219-962-1302
School Fax Number	219-962-5222
School Number	3975
School Corporation Number	4680

____Mr. Terry Kolopanis____
Principal

____Dr. Tom Cripliver____
Superintendent

____Mr. Larry Biggs____
School Board President

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School Improvement Committee Members

Member's Name	Affiliation	
Terry Kolopanis	Principal	
Kathy Brown	Instructional Coach	
Stephanie Yorek	3 rd Grade Teacher	
Jessie Kammer	5 th Grade Teacher	
Pam Davies	Kdg. Teacher	
Janice Burton	LRE Teacher	

Title 1/School wide Planning Team

Name	Position	
Terry Kolopanis	Principal	
Kathy Brown	Instructional Coach	
Pam Davies	Kdg. Teacher	
Stephanie Yorek	3 rd Grade Teacher	
Janice Burton	LRE Teacher	
Ashley Davis	Parent	
Janine Sheppard	Title 1 Program Director	

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-CAN) (Current Reality)

Virgil I. Bailey Elementary School is one of two elementary schools in the Lake Station Community School Corporation, located at 2100 Union Street. Bailey Elementary houses approximately 350 students in grades kindergarten through fifth grade and an independent Head Start pre-school program. Bailey currently has 2 Kindergarten teachers, 2 teachers at each grade level (1st-5th) with the exception of 3rd grade, 4 Title 1 Interventionists/Paras, 1 ESL Teacher, 1 emotional disabilities teacher, 1 Instructional Coach, 1 Speech/Hearing Specialist, 1 LRE teacher, 1 full day LRE Para, 1 Part-time nurse, and 1 Librarian.

The school demographic is primarily Caucasian and Hispanic with a small percentage of African American students. Several students are part of our ESL subgroups. Our free and reduced lunch population is around 83%. Student mobility hovers around 18 % yearly. Two percent of two parent homes in the community comprise approximately 52% of the number of two parent families at Bailey. Housing within the boundaries of Bailey consists of primarily single-family homes, including two trailer parks. The price of the average home ranges from \$50,000-\$100,000.

Lake Station is a community stable in numbers. Its growth rate is less than one percent during the last ten years (2007-2017). Lake Station is land locked and has little industrial development or hope for future development. It is a bedroom community for various industrial centers surrounding the town. The site of Virgil I. Bailey Elementary School is located on approximately 20 acres of partially wooded area and has great potential.

The Virgil I Bailey School was completed and occupied in 1967. The architecture is comprised of 14 hexagonal classrooms. In addition to instructional classrooms, the building houses a library, 2-computer labs, multi-purpose room with stage and pocket tables for lunch service, full range kitchen, office complex including a nurse's area, and principal's office.

A new addition was completed in 2010. Student occupancy began at the start of the 2011-2012 schoolyear. The Primary wing will house 10 rooms which will be used for the all-day kindergartens and a Head Start pre-school. Bailey's school day exceeds the Indiana requirement for instructional time.

Lake Station Community Schools Mission

The mission of the Lake Station Community Schools, in cooperation with parents and the community, is to provide quality learning opportunities enabling all students to reach their potential. We are dedicated to providing a safe, nurturing environment which fosters the development of students who will make sound decisions in an ever changing world.

MISSION

To partner with parents and community we will establish an educational environment, which promotes the development of life-long learners. We challenge each child with an educational program that meets the needs of each individual through curiosity, cooperation, respect, creative and critical thinking. We empower each student with the life skills necessary to become a contributing member of an increasingly complex society.

CORE BELIEFS

All students:

- Can learn and succeed
- Must share in the responsibility of their education by making good decisions
- Must feel secure, receive recognition, and have a sense of belonging
- Can contribute to society in a positive way

Schools:

- Provide a safe and nurturing learning environment
- Prepare students with academics, life skills, and life-long guidelines for both the present and the future
- Need support and resources to achieve their mission
- Work in partnership with the community
- Provide opportunities for students to achieve their personal best

Teaching:

- Is an important and rewarding career
- Is fulfilling and challenging
- Involves learning new techniques to meet students' needs

Learning:

- Is the key to success
- Requires parental involvement
- Should be challenging, rewarding, and exciting
- Occurs at different rates and in various ways
- Is a life-long process

Home:

- Is the first educational environment experienced by the child

Reinforces a positive image of the school

Elementary Reading Plan (2017-2018)

School Name/Number: Virgil I Bailey Elementary School-3975

Corp Name/Number: Lake Station Community Schools/4680

Submitted on 5/31/2017 10:57:33 AM

Leadership

Does the school have a leadership team in place? Yes

How often does the team meet? Weekly

Name	Position
Kathy Brown	Other (Title I Facilitator)
Terry Kolopanis	Principal

Core Program (Tier 1)

Scott Foresman Reading Street ©2013

Reading Block Minutes (Tier 1) Ninety Minutes Minimum

Grade	Minutes
Kindergarten	90
First	90
Second	90
Third	90
Fourth	90
Fifth	90
Sixth	N/A

Intervention Outside the 90 Minute Reading Block

Grades	Kindergarten, First, Second, Third, Fourth, Fifth
Intervention Types	Other
Tiers	Tier 2
Duration	30 minutes a day
Group Meeting Frequency	At least daily

Intervention Description	Road to the Code (K) Benchmark Education StartUp Phonics Kit (K-1) Benchmark Education Comprehension Strategy Posters (K-5) K-Pals (K-1) Starlit Phonemic Awareness kit (K) Words Their Way Phonics (K-3) Read Naturally (K-5) Voyager Passport (K-5) Steck-Vaughn Elements of Reading Fluency (1-3) Benchmark Education Build Up Kit (1-2) Rourke Friendly Phonics books (1) Read Naturally Word Warmups (1-3) Benchmark Education Naturally Word Warmups (1-3) Benchmark Education Spiral Up Kit (2-3) Readers' Theater (K-5) Comprehension by George (2-3) Neahaus 6-types of Syllables (1-3) Sign for Sound by Read Naturally (KG-3) Great Leaps (K-5) RAZ kids (1-2) Reading A-Z (1-2) Vocabulary A-Z (1-2) Head Sprout (1-2) 95% Group Lesson Library Kit - Basic (K-5) 95% Group Lesson Library Kit - Advanced (2-5) 95% Group Lesson Library Kit - Multi-syllabic (3-5)
Grades	Kindergarten, First, Second, Third, Fourth, Fifth
Intervention Types	Other
Tiers	Tier 3
Duration	30 minutes a day
Group Meeting Frequency	Two days a week
Intervention Description	Road to the Code (K) Benchmark Education StartUp Phonics Kit (K-1) Benchmark Education Comprehension Strategy Posters (K-5) K-Pals (K-1) Starlit Phonemic Awareness kit (K) Words Their Way Phonics (K-3) Read Naturally (K-5) Voyager Passport (K-5) Steck-Vaughn Elements of Reading Fluency (1-3) Benchmark Education Build Up Kit (1-2) Rourke Friendly Phonics books (1) Read Naturally Word Warmups (1-3) Benchmark Education Naturally Word Warmups (1-3) Benchmark Education Spiral Up Kit (2-3) Readers' Theater (K-5) Comprehension by George (2-3) Neahaus 6-types of Syllables (1-3) Sign for Sound by Read Naturally (KG-3) Great Leaps (K-5) RAZ kids (1-2) Reading A-Z (1-2) Vocabulary A-Z (1-2) Head Sprout (1-2) 95% Group Lesson Library Kit - Basic (K-5) 95% Group Lesson Library Kit - Advanced (2-5) 95% Group Lesson Library Kit - Multi-syllabic (3-5)
Grades	Sixth
Intervention Types	Other
Tiers	Tier 2
Duration	00 minutes a day
Group Meeting Frequency	Once a month

Intervention Description	N/A - We will no longer serve 6th grade students. For the 2017-2018 school year Bailey will only have K-5 grades.
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Assessment Plans And Goals

Grade	Sixth
Previous Year Goal Met	Not Applicable
Formative Assessments	No
Progress Monitoring	No
ISTEP + Summative	No
Grade Level Mid-Year Goals	NA - we do not have sixth grade at our building any longer
Grade Level End-Year Goals	NA - we do not have sixth grade at our building any longer
Diagnostic Tools	No

Grade	Kindergarten
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	DIBELS Benchmark, Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI), Peabody Picture Voc. Test STAR Early Literacy
Progress Monitoring	Yes
Description	DIBELS Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) STAR Early Literacy
Summative Assessments	Yes
Description	STAR Early Literacy
Grade Level Mid-Year Goals	FSF- 30 LNF-27 PSF- 20 NWF- 17 Composite Score-122 STAR Early Literacy: 621+
Grade Level End-Year Goals	LNF-40 PSF- 40 NWF- 28 Composite Score-119 STAR Early Literacy: 597+
Diagnostic Tools	Yes
Description	DIBELS Progress Monitoring Phonemic Awareness Screener Intervention (PASI) Phonics Screener for Intervention(PSI) Peabody Picture Voc. Test

Grade	First
Previous Year Goal Met	Yes
Formative Assessments	Yes

Description	DIBELS Benchmark Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) STAR Early Literacy 8 Step 3 week Assessments
Progress Monitoring	Yes
Description	DIBELS Benchmark Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) STAR Early Literacy AR 8 Step 3 week Assessments
Summative Assessments	Yes
Description	DIBELS Benchmark STAR Early Literacy Scott Foresman Reading Street Unit tests
Grade Level Mid-Year Goals	Grade Level Mid-Year Goals PSF= 40+ NWF (CLS) = 43+ NWF (WWR) = 8+ DORF = 23+ Accuracy = 78% Composite Score = 130+ SRI = 190+ STAR Early Literacy: 734+
Grade Level End-Year Goals	Grade Level End-Year Goals NWF(CLS) = 58+ NWF(WWR)= 13+ DORF = 47+ Accuracy = 90% Retell = 15+ Composite Score = 155+ SRI = 190+ STAR Early Literacy:786+
Diagnostic Tools	Yes
Description	DIBELS Benchmark Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) 8 Step - 3 Week Assessments
Grade	Second
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	DIBELS Benchmark Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) Scott Foresman Reading Street Selection Tests STAR Reading
Progress Monitoring	Yes
Description	DIBELS Progress Monitoring Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) Scott Foresman Reading Street Selection Tests STAR Reading 8 Step - 3 Week assessments
Summative Assessments	Yes
Description	DIBELS STAR Reading

Grade Level Mid-Year Goals	NWF (CLS) = 54+ NWF(WWR)= 13+ DORF = 72+ Accuracy = 96% Retell = 21+ Composite Score = 190+ STAR Reading = 370+
Grade Level End-Year Goals	DORF = 87+ Accuracy = 97% Retell = 27+ Composite Score = 238+ STAR Reading = 427+
Diagnostic Tools	Yes
Description	DIBELS Progress Monitoring Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) 8 Step - 3 Week assessments AR STAR Reading

Grade	Third
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Phonics Screener for Intervention(PSI) Reading Street Selection Tests 8 Step - 3 week Assessments STAR Reading
Progress Monitoring	Yes
Description	Phonics Screener for Intervention(PSI) Reading Street Selection Tests 8 Step - 3 week Assessments STAR Reading
ISTEP + Summative	Yes
Description	IREAD ISTEP+ STAR Reading
Grade Level Mid-Year Goals	STAR Reading = 500+
Grade Level End-Year Goals	STAR Reading = 547+
Diagnostic Tools	Yes
Description	DIBELS Progress Monitoring STAR Reading AR Phonemic Awareness Screener for Intervention(PASI) Phonics Screener for Intervention(PSI) 8 step - 3 Week Assessments

Grade	Fourth
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Phonics Screener for Intervention(PSI) Reading Street Selection Tests 8 Step 3 week Assessments STAR Reading
Progress Monitoring	Yes

Description	Phonics Screener for Intervention(PSI) Reading Street Selection Tests 8 Step 3 week Assessments STAR Reading
ISTEP + Summative	Yes
Description	ISTEP+ STAR Reading
Grade Level Mid-Year Goals	STAR Reading = 612+
Grade Level End-Year Goals	STAR Reading = 659
Diagnostic Tools	Yes
Description	DIBELS Progress Monitoring STAR Reading AR Phonics Screener for Intervention(PSI) 8 step - 3 Week Assessments

Grade	Fifth
Previous Year Goal Met	Yes
Formative Assessments	Yes
Description	Phonics Screener for Intervention(PSI) Reading Street Selection Tests 8 Step 3 week Assessments STAR Reading
Progress Monitoring	Yes
Description	Phonics Screener for Intervention(PSI) Reading Street Selection Tests 8 Step 3 week Assessments STAR Reading
ISTEP + Summative	Yes
Description	ISTEP+ STAR Reading
Grade Level Mid-Year Goals	STAR Reading = 779+
Grade Level End-Year Goals	STAR Reading = 846+
Diagnostic Tools	Yes
Description	DIBELS Progress Monitoring STAR Reading AR Phonics Screener for Intervention(PSI) 8 step - 3 Week Assessments

Professional Development

Core Reading Program Professional Development
Teachers can go online for professional development on an as needed basis. New teachers will receive professional development from grade level peers.
Reading Intervention Professional Development
Title I Facilitator provides training for new staff on interventions and retrain existing staff as needed. Grades 1-5 teachers will receive professional development from Odyssey Compass Learning.
Reading Assessment Professional Development
Title I Facilitator trains new staff on administering reading assessments. Smeken's Education provides professional development focused on ISTEP+ Writing in Response to Reading and Close Reading. Title I Facilitator trains K-6 staff on administering STAR Reading and Accelerated Reader.

Parent/Guardian Communication

After students complete benchmark assessments, IREAD and ISTEP+, parents are sent home notices about their child's performance.

Weekly reading tests are sent home for parents to look over and be aware of their child's weekly performance.

Informal conferences (in person or by phone) are completed as needed.

Remediation Structure

Number of Students	2
Instruction	Classroom Teacher, Title I Instructor, Special Education Teacher
Format	During the school day outside the 90 minutes, Summer School
Frequency	Five times a week for
Days	15
Duration	150 minutes a day
Curriculum Used	Summer curriculum will be provided by teacher instruction and teacher created lessons based off IREAD scores in all 3 areas. Summer school will be 5 days a week for 15 days. Tier 3 instruction during the school year will be provided by Title I Facilitator and average of 4 days a week for 4 weeks until the school year ends.

2. Include summary information regarding the school's Language Arts, Mathematics, Science, and Social Studies program offerings. Describe how the school's curriculum and instructional strategies support and are aligned to the Indiana Academic Standards.(PL221)/(SI-Component #1)(Current Reality)

V.I. Bailey's educational programs are aligned with the Indiana Academic Standards in the core areas of English/Language Arts (Grammar, Reading, and Writing) and Math. Social Studies and Science are also important curricular content areas. All instructional strategies and procedures in all content areas are researched based. Curriculum mapping consultants and book adoption committee members consist of representatives from every school. The committees review textbooks for adoption that align to state standards. Once a textbook is adopted for use, it is adopted district-wide and teachers are expected to use the adopted resources. Teachers are also provided with copies of all the Indiana Academic Standards and are expected to note the standards covered in their lesson plans. Curriculum Maps have been developed in the district to address essential teaching and learning in English Language Arts and to grade level textbooks to ensure that academic standards are taught.

Writing

Bailey's writing program is based on 6 + 1 Traits of Writing (Ruth Culham). The instructional focus is on the writing process and is supported by Smeken's. This year's staff is receiving professional development on how each trait to guide instruction and improve student achievement related to writing. Teachers also received training on scoring student writing on the 6+1 Traits of Writing Rubrics. Specific instruction in the alignment of the ISTEP+ rubric with the 6+1 Traits of Writing Rubric has occurred to ensure that Indiana Academic Standards are met at each grade level.

Reading

Bailey, along with the other elementary school in the district, has followed the structure of the Reading First grant for the last 16 years. This reading program is assessment driven with an emphasis placed on meeting individual needs through the use of tiered intervention systems. These guidelines address the Indiana Academic Standards for English/Language Arts and the Common Core Standards. Students in Kindergarten to grade 3 participate in a 90 minute Reading Block which is used to teach the core curriculum and supported with the use of a variety of reading resources, using both whole and small group instruction. A 30 minute Tier II intervention initiative for K-3 students is provided to address the specific skill needs of identified students based primarily on the DIBELS assessment. There is also an additional 30 minute, Tier III intervention for select students provided by an interventionist.

Students in Grades 4-5 are taught using a modified version of the Reading First Program initiative. All 4th, 5th, grade students participate in a 30 minute intervention period for specific students that are identified for Tier III intervention, as needed.

Each grade level program includes a core textbook, Scott Foresman Reading Street, which is supported by numerous supplementary materials. Staff members will participate in professional development to ensure program fidelity and improvement of instruction. Whole group, small group, and individual student instructional delivery is provided. Instructional practices include, but are not limited, to modeling, scaffolding, student engagement, pacing, and intensity.

Mathematics

Macmillan/McGraw-Hill *Math Connects* provides opportunities for students to build their understanding of mathematical concepts and ample practice to master important skills. Most importantly, all concepts are taught through and practiced within a strong problem-solving environment, insuring that students become life-long problem solvers.

Social Studies/Science

Both social studies and science are content areas integrated with reading, especially in Grades K-3. Supplementary materials primarily from Newbridge and Sundance Publications are used. Bailey's grades 4-5 science content area is based on Indiana Academic Standards with Houghton Mifflin Harcourt basal text as the primary resource. Science is taught in a departmentalized format to allow for in-depth investigation and inquiry. Experiments are done on a regular basis to assure that students have the opportunities to understand the topics being taught through hands-on learning.

Social Studies instruction is based on the Indiana Academic Standards and McMillan/McGraw Hill is the primary resource. Learn360 is provided as a strong supplementary program. Staff was specifically trained on the use of Learn360, an on-line source. The site offers on-line training videos for professional development, as well. Staff was trained to use this technology during the 2015-2016 school year to supplement current instruction.

8-Step Process

The 8 Step Process is a comprehensive educational program that has been adopted as a district initiative for the Lake Station Community Schools. The goal of the program is to increase student performance at all levels. The basic steps include: (1.) collecting student performance data, (2.) creating timelines for teaching the identified essential knowledge and skills. (3.) Developing and teaching instructional focus lessons, (4.) Testing students to measure their progress on the essential knowledge and skills, (5.) Reteaching those students who have not yet become proficient, (6.) Enriching students who have achieved proficiency, (7.) providing reinforcement activities to ensure students retain the identified knowledge and skills, and (8.) monitoring student progress and providing professional development so teachers can constantly refine the process.

Additional Programs and Services

*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)*

Virgil I. Bailey Elementary School students have access to a variety of academic services and programs that support the students and their families. A list and brief description of Programs, services, and resources are listed below. Some programs are further explained in various parts of this document. A copy of the school's curriculum is located in the principal's office and is available for public inspection.

Compass Learning- 1-5 curriculum delivers targeted, explicit instruction that is aligned with state and national standards. A variety of instructional approaches facilitates differentiated instruction and motivates students to engage, think, and learn. Home access to online and offline activities support the school-to-home connection and encourage parent involvement.

Learn “360” - Virgil I. Bailey's classroom instruction is supported by “Learn 360” video clips and lesson demonstrations based on Indiana Academic Standards.

Academic Bowls in Math, Science and Spelling – The Association of School Principals supports the academic bowls in conjunction with Purdue and Indiana Universities.

Cal-Tutor Spelling and Vocabulary - an enrichment computer program.

Summer School Programs –Additional academic remediation for IREAD is provided. Summer school is supported by the “Compass Learning” program.

“Math Drill”- Students in grades first through fifth take part in the principal's “Math Drill” for success program.

Instructional Coach – An Instructional Coach is provided primarily through Title 1 funding and other grants that become available. This coach oversees reading instruction for Grades K-5, provides materials for instructional use, models best practice lessons, and maintains data and related information to teachers.

ESL – Federal Law requires that students having difficulty with English because their first language is not English, be offered ESL services. In compliance with the law, Lake Station Schools have taken the following steps to insure ESL services to all qualifying students:

1. All Home Language Surveys are checked to identify students whose primary or home language is other than English.
2. The Language Assessment WIDA placement test is administered to students based on the results of the Home Language Survey (HLS).

3. The ESL staff writes an ILP (Individual Learning Plan) and notifies parents of the school's intent to provide modifications and services for the student in the ESL program.
4. The ESL staff confers with the student's teacher and together they decide on a scheduled time for services. Students are provided services inside and outside of the classroom as needed by the ESL staff.

The ESL staff maintains ongoing communication with all of the non- English speaking parents.

Title 1 – Four Paraprofessionals are part of the staff supporting student needs.

“Response to Intervention” - (RTI) provides the opportunity to assess and support student needs behaviorally, emotionally and academically. Assessment and intervention programs are supported and developed through student case teams.

Counselor – A counselor is at Bailey three days a week to work with children's emotional needs. Additionally, an outside counseling service “Choices” works in the building to assist families and students with emotional needs.

Boys and Girls Club -These clubs meet regularly after school in the gymnasium for physical activity and student support.

Success Time- a 30 minute success time has been instituted in grades 1-5 . Teachers use data to determine what to do next with students who have not mastered the skill and with students who have demonstrated initial mastery. Utilizing the 30-minute daily Success period, teachers group and regroup students across the grade level in order to work with individuals and small groups that need more intense interventions.

ALEKS-(Assessment and Learning in Knowledge Spaces) Aleks provides the advantage of one-to-one instruction, 24/7, from virtually any web-based computer. Aleks will assess a student's correct course knowledge of math, through a short assessment. Then it will develop a precise picture of their knowledge of math knowing which topics they have mastered and which they haven't. Then it will provide a pathway of learning for them. The more time spent making progress, the more dramatic the student's learning outcomes will be.

Prentice Hall Essay Scorer- Prentice Hall Essay Scorer assesses the content of an essay, as well as more mechanical aspects of writing. When a student submits an essay for scoring, the system immediately measures the meaning of the essay. It then compares the essay to the training essays, looking for similarities, and assigns a score, in part, by placing the essay in a category with the most similar training essays. Each trait is scored independently in this way.

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 your Student Discipline Code and Safe Schools Plan. (PL221) (Current Reality & Proposed Plan)

Indiana's Model Evidence-Based Plan for Improving Behavior and Discipline within Schools (IC 20-26-5-32)

Lake Station Community Schools -4680

Result: A demonstrated improvement in school safety and classroom management.						
Goal(s): A 10% improvement in school safety						
Strategies, Year 1	Person(s) Responsible	Completion Date	Baseline	Target	Actual	Resources &/or Materials
<i>Safe School District committee</i>	Principal School Resource officer	11/01/17	10% 0%	100%	1	Committee members Safe school Plan
Analyze student referrals to office using new student management software and principal logs.	Principals	06/05/18	66% 66%	56%		New student management software
Strategies, Year 2						
Make adjustments to student discipline based on analysis of 2017 data	Principals	6/2018				Principals Discipline Logs and software data
Strategies, Year 3	Principals	6/2019				Same as above
Strategies for						

Year 3 will be formulated based on data from years one and two.				
Result: A demonstrated improvement in mental health services in, or through, schools.				
Goal(s): A 10% improvement in mental health services in the Lake Station Community Schools.				
Strategies, Year 1	Person(s) Responsible	Completion Date	Baseline Target Actual	Resources &/or Materials
Identify existing school corporation and community services.	Superintendent, Principals, Social Worker and Guidance Counselors Outside counseling services	6/8/2018		Community Resource Books/Lists and Website links.
Identify additional links to community resources	Same as above	6/8/2018		Same as above
Strategies, Year 2 Communicate the mental health resources in the school and community to all stakeholders	Superintendent	9/2019		Published guide of resources
Strategies,	Asst.	9/2020		IDOE

Year 3 Review the Crisis Intervention Plans to see that they are current with best practices.	Superintendent and School/Community Health Committee			resources
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Result: Zero tolerance policies are in compliance with applicable laws and students are not inappropriately referred to juvenile justice agencies.

Goal(s): 10% Reduction in the number of Zero Tolerance infractions

Strategies, Year 1	Person(s) Responsible	Completion Date	Baseline Target Actual	Resources &/or Materials
Review school corporation zero tolerance policies to determine if they are compliant with current state and federal law.	Principals and District Level Administrators	Ongoing		NEOLA Policies ; and Principal discipline logs
Review alternatives to expulsion due to zero tolerance infractions.	Principals	Ongoing		Research alternative best practices via web searches and other means.
Strategies, Year 2	Principals	Ongoing		Use best practice

Implement changes to our policies regarding zero tolerance practices				es from Year 1 research
Strategies, Year 3 Chart data from implementation of the changes to policy from Year 2	Principals and Superintendent	9/2018		Principal logs
Result: A demonstrated improvement in assistance provided to parents concerning access to family strengthening programs.				
Goal(s): Review current family strengthening programs in our schools and those available nationally.				
Strategies, Year 1	Person(s) Responsible	Completion Date	Baseline Target Actual	Resources &/or Materials
Survey all staff of the resources available to help strengthen families.	Principals, Social Worker and Guidance Counselors and Parents as Teachers Trainers	Ongoing		IDOE Web resources
Strategies, Year 2 Publish the resources found during Year 1	Asst. Superintendent	Ongoing		IDOE Resources

Strategies, Year 3 Development family strengthening programs to meet the needs of parents of our students.	Principals, Supt., Social Worker and Guidance Counselors	Ongoing		IDOE Resources
Result: A demonstrated improvement in communication, coordination, and collaboration among schools, including special education programs, parents, and juvenile justice agencies.				
Goal(s): Review the current procedures in place to coordination communication among schools, parents and agencies.				
Strategies, Year 1	Person(s) Responsible	Completion Date	Baseline Target Actual	Resources &/or Materials
Identify gaps in communication among schools, parents and agencies	Principals and Asst. Superintendent	Ongoing		Principal discussions
Strategies, Year 2 Address gaps discovered during Year 1 research	Asst. Superintendent	Ongoing		
Strategies, Year 3 Develop a committee to meet annually to discuss ways to improve communication among all stakeholders	Asst. Superintendent	Ongoing		

Result: A demonstrated improvement in methods and procedures for school suspensions and referrals to alternative schools.				
Goal(s): A 10% reduction in suspensions and referrals to the Alternative Program				
Strategies, Year 1	Person(s) Responsible	Completion Date	Baseline Target Actual	Resources &/or Materials
Review current methods and procedures for consistency and the impact upon disproportionality	Principals and Asst. Superintendent	Ongoing		Review principal logs and IDOE reports
Strategies, Year 2 Review results of Year 1 and share with appropriate staff.	Asst. Superintendent	Ongoing		Principal logs and IDOE reports
Strategies, Year 3 Continue to implement the changes identified in Year 2	Asst. Superintendent	Ongoing		Principal Logs and IDOE reports
Result: A demonstrated improvement in the collection, review, and reporting of disciplinary problems and arrests and referrals to juvenile justice system disaggregated by race and ethnicity.				
Goal(s): 50% Improvement in the collection and reporting of disciplinary referrals to the principals and juvenile agencies.				
Strategies,	Person(s)	Completi	Baseline Target Ac	Resources

Year 1	Responsible	n Date	tual	&/or Materials
Develop appropriate software reports disaggregated by race and ethnicity.	Superintendent and Principals	6/8/2018	50% 100% 50%	Skyward Student Management Software
Strategies, Year 2 Refine reports generated by the new software	Supt. and Principals	12/2019		Same as above
Strategies, Year 3 Continue to collect necessary data for reports	Supt and Principals	Ongoing		Same as above

As part of the plan for a Safe and Disciplined Learning Environment, Bailey's school discipline plan is revised and updated yearly. A copy of this plan is located in the school's office and shared with all staff.

These behaviors are investigated and dealt with immediately. Bailey has developed a Referral plan for serious discipline issues which generally warrant suspensions. In the event a staff member feels that a situation is too serious to warrant regular behavior interventions, then that staff member sends a referral notice to the office. The notice is then immediately brought to the attention of the building principal. The principal then takes appropriate disciplinary action.

Bailey is part of the safe school initiative in Indiana. During the school day, all doors to the building are locked and all fence gates allowing access to the playgrounds and the premises are locked. Any delivery vehicles that need access to delivery doors are required to contact the office. The janitor or the principal unlocks the gate to provide access. Students are taught as part of the school's procedures that they are not to open the doors to anyone. Office personnel are the only personnel instructed to allow visitors

entry into the building. Each visitor allowed entry must report to the office and sign in a registry book. A name tag is provided for each visitor, and they must wear it at all times while in the building. All students must be signed in or out allowing a record of student's location during normal school hours.

Bailey has a "Intruder Alert" lock-down procedure, as well as an evacuation plan in place. Additionally, the school has a crisis intervention team which assumes responsibility for taking emergency boxes should an evacuation be necessary. These boxes contain all of the necessary information and supplies to deal with an emergency and or injuries that may occur during the evacuation process. These procedures are part of the Emergency Procedures Guide that is posted in every room in the building.

Monthly fire drills and quarterly tornado drills are conducted at the school. Maps are posted in every room of the building that show the routes and meeting locations for fire and tornado drills. A yearly earthquake drill is also practiced with the entire school.

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) (Current Reality)

Grade Level	Assessments
Kindergarten	<ul style="list-style-type: none"> • Dibels Next Assessment and Progress Monitoring • Reading 3-D • Math curriculum • PASI • WIDA Assessments
First Grade	<ul style="list-style-type: none"> • DIBELS Next Assessment and Progress Monitoring • Reading 3-D • Math Curriculum • 6+1 Writing Prompts/Writing Rubrics • WIDA Assessments • PASI • 8 Step 3 week Cycle Assessments
Second Grade	<ul style="list-style-type: none"> • DIBELS Next and Progress Monitoring • Math Curriculum • CSI/Inview/Cognitive Abilities • PSI • 6+1 Writing Prompts/Writing Rubrics • WIDA Assessments • 8 Step 3 week Cycle Assessments
Third Grade	<ul style="list-style-type: none"> • ISTEP+ Language Arts and Math, • DIBELS Next and Progress Monitoring • WIDA Assessments • 6+1 Writing Prompts/Writing Rubrics • PSI • IREAD • 8 Step 3 week Cycle Assessments • Prentice Hall EssayScorer
Fourth Grade	<ul style="list-style-type: none"> • ISTEP+ Language Arts, Math, and Social Studies • DIBELS Next and Progress Monitoring • WIDA Assessments • 6+1 Writing Prompts/ Writing Rubrics

	<ul style="list-style-type: none"> • 8 Step 3 week Cycle Assessments • PSI • Prentice Hall EssayScorer
Fifth Grade	<ul style="list-style-type: none"> • ISTEP+ Language Arts, Math, and Science • DIBELS and Progress Monitoring • CSI/InView/Cognitive Abilities • WIDA Assessments • 6+1 Writing Prompts/ Writing Rubrics • PSI • 8 Step 3 week Cycle Assessments • Prentice Hall EssayScorer

2. Include a description of *district wide assessments*. (Current Reality)

ISTEP+

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

8 Step 3 week Cycle Assessments

Skill based assessments administered at the end of an instructional cycle. Assessments are based on Indiana Academic Core Standards.

WIDA

The Language Assessment Scale is a state-mandated language assessment given to any child who has noted anything other than English as their home language, including

American Sign Language. This assessment measures a student's proficiency with the English language in the areas of reading, writing and oral expression.

PSI

The Phonics Screener for Intervention is an informal assessment used in Grades kindergarten through fifth that enables a teacher to identify missing phonics skills that may impair a student's ability to read effectively.

PASI

The Phonological Awareness Screener for Intervention is an informal assessment that enables the teacher to identify missing phonological awareness skills that may impair a student's ability to master phonemic awareness, a critical skill for reading and spelling.

6+1 Traits of Writing Benchmark Assessments

Students are given grade-level writing prompts three times per year. These prompts are scored using the grade appropriate 6+1 Traits of Writing Analytic Rubric. Prompts are scored for Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions.

Inview/Cogat

The Primary Test of Cognitive Skills measures a child's ability to perform specific cognitive tasks. It was created to help meet the need to assess patterns of cognitive skills and do initial screening for giftedness, learning disabilities, and developmental delay. It has four scales of measurement: spatial, memory, concepts, and verbal. School districts use the ability information so that appropriate programs can be developed for each child. (Grades 2 and 5)

IREAD

The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is 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".

Note: If IREAD1 and IREAD2 are optional, those will be given to selected students. If it is made mandatory by the state, all 1st and 2nd graders will be administered the test.

Prentice Hall EssayScorer

Pearson EssayScorer assesses the content of an essay, as well as more mechanical aspects of writing. When a student submits an essay for scoring, the system immediately measures the meaning of the essay. It then compares the essay to the training essays, looking for similarities, and assigns a score, in part, by placing the essay in a category with the most similar training essays. Each trait is scored independently in this way.

ISTEP+ Trend Data

ISTEP+ (AYP status)	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
PRIMARY INDICATORS						
Grade 3 Percent Passing ISTEP+ (LA)	87%	79%	91%	65%	47%	57%
❑ Percent Hispanic Students	86%	N/A	93%	N/A	N/A	67%
❑ Percent White Students	88%	89%	90%	65%	53%	50%
❑ Percent Free/Reduced Lunch	84%	73%	92%	60%	32%	50%
❑ Percent LEP	N/A	N/A	N/A	N/A	N/A	N/A
❑ Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3 Percent Passing ISTEP+ (Math)	83%	87%	85%	62%	68%	57%
❑ Percent Hispanic Students	79%	N/A	100%	80%	N/A	67%
❑ Percent White Students	84%	89%	79%	55%	66%	60%
❑ Percent Free/Reduced Lunch	81%	81%	86%	60%	53%	47%
❑ Percent LEP	N/A	N/A	N/A	N/A	N/A	N/A
❑ Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3 Passing Both Tests	85%	76%	83%	58.3%	40%	40%
Grade 4 Percent Passing ISTEP+ (LA)	90%	77%	83%	60%	42%	79%
❑ Percent Hispanic Students	N/A	77%	N/A	64%	N/A	67%
❑ Percent White Students	85%	83%	87%	58%	47%	69%
❑ Percent Free/Reduced Lunch	87%	73%	76%	57%	25%	52%
❑ Percent LEP	N/A	N/A	N/A	N/A	N/A	N/A
❑ Percent Special	N/A	N/A	N/A	N/A	N/A	N/A

Education						
Grade 4 Percent Passing ISTEP+ (Math)	77%	75%	88%	63%	61%	74%
❑ Percent Hispanic Students	N/A	73%	N/A	79%	N/A	83%
❑ Percent White Students	69%	83%	90%	47%	65%	55%
❑ Percent Free/Reduced Lunch	80%	73%	83%	61%	46%	62%
❑ Percent LEP	N/A	N/A	N/A	N/A	N/A	N/A
❑ Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Passing Both Tests Grade 4 Percent Passing Science	83.5% N/A	70% 66%	80% 65%	46% N/A	37%	51% 74%
Grade 5 Percent Passing ISTEP+ (LA)	77%	76%	71%	67%	46%	33%
❑ Percent Hispanic Students	82%	83%	68%	63%	N/A	N/A
❑ Percent White Students	75%	71%	73%	74%	58%	27%
❑ Percent Free/Reduced Lunch	79%	75%	68%	69%	41%	24%
❑ Percent LEP	N/A	N/A	N/A	N/A	N/A	N/A
❑ Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 Percent Passing ISTEP+ (Math)	95%	86%	88%	93%	62%	65%
❑ Percent Hispanic Students	100%	92%	86%	88%	N/A	N/A
❑ Percent White Students	100%	83%	91%	100%	74%	36%
❑ Percent Free/Reduced Lunch	94%	88%	84%	94%	59%	48%
❑ Percent LEP	N/A	N/A	N/A	N/A	N/A	N/A
❑ Percent Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5 Percent Passing Both Tests	86%	76%	65%	67.4%	43%	28%
Grade 5 Percent Passing Social Studies	N/A	70%	48%	N/A	N/A	N/A

Grade 6 Percent Passing ISTEP+ (LA)		88%	85%	76%	71%	74%
Percent Hispanic Students		88%	86%	N/A	N/A	69%
Percent White Students		90%	83%	79%	81%	63%
Percent Free/Reduced Lunch		86%	89%	75%	41%	57%
Percent LEP		N/A	N/A	N/A	N/A	N/A
Percent Special Education		N/A	N/A	N/A	N/A	N/A
Grade 6 Percent Passing ISTEP+ (Math)		93%	93%	78%	76%	61%
Percent Hispanic Students		88%	93%	N/A	N/A	38%
Percent White Students		95%	93%	83%	76%	58%
Percent Free/Reduced Lunch		92%	97%	79%	54%	47%
Percent LEP		N/A	N/A	N/A	N/A	N/A
Percent Special Education		N/A	N/A	N/A	N/A	N/A
Grade 6 Percent Passing Both Tests		86%	83%	77%	58%	46%
Grade 6 Percent Passing Science		69%	72%	73%	63%	65%
School Attendance Rate	97.8%	97%	96.9%	95.4.%	95.0%	95.3%
SECONDARY INDICATORS	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Enrollment	255	410	419	360	339	325
% Students Free/Reduced Lunch	76%	83%	78%	72%	76%	78%
% Students Special Education	38/255 15%	50/410 12%	27/419 6%	23/360 6%	25/339 7%	40/325 12%
% Students Receiving Remediation	100%	100%	100%	100%	100%	100%
% Students ESL	39/255 15%	46/410 11%	57/419 14%	43/360 11%	41/339 12%	34 /325 9%
Student Mobility Rate	21/255 8%	48/410 12%	34/419 8%	29/360 8%	57/339 17%	81/325 24%
Student Stability Rate	234/255 92%	362/410 88%	385/419 92%	331/360 92%	282/339 83%	244/325 75%
Student/Teacher Ratio	1:21	1:23	1:23	1:23	1:21	1:22
Certified Staff Attendance Rate	83/183 45%	118.5/183 65%	96%	150/183 82%	NA	NA

Number of Suspensions (Out of School)	15	22	18	23	24	17
Number of Suspensions (In School)	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	1	0
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	0	0	1	0	0	0

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

The chart below provides information regarding the school's plan for all students (overall and subgroups) to attain Adequate Yearly Progress (AYP). The chart reflects the same objectives for different student population groups since all students are responsible for attaining the same AYP goals. This system provides for the incremental growth as required in NCLB and identified by the state.

Year	English/Language Arts	Mathematics
2012-13	93.3%	93.1%
2013-14	95%	95%
2014-15	96.5%	96.5%
2015-16	97%	97%
2016-17	98%	98%
2017-18	98%	98%

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Schoolwide Program Goals/Strategies

1. Write **SMART goals** for each program improvement area identified as priority needs through the comprehensive needs assessment. Identify and describe the scientific research based strategies (cite research) the school will implement to achieve these schoolwide goals. **(Proposed Plan)**

Goal # 1 - Reading

1A: By Spring 2019, grades 3-5 students will meet or exceed AYP passing scores and each grade level will meet or exceed our school goal with 85% of all students in Language Arts as measured by ISTEP+.

1B: By Spring 2019, grades 3-5 students will meet or exceed AYP passing scores and each grade level will meet or exceed our school goal with 87% of all students in Language Arts as measured by ISTEP+.

Strategies:

- Accelerated Reader Grades 2-5
- 90 min. Reading Block Grades K-5
- 30 min. Tier II interventions
- 30 min. Tier III interventions
- Grades 1-5 use the 8-step instructional calendars and assessments to drive the instruction
- Grades 1-5 use Success Time to remediate or enrich reading instruction.
- Compass Learning Paths(Additional Day for Reading)
- Reading Street-New Reading Series

Goal # 2: Math-Applied skills

• **2A:** By Spring 2019, 50% (or 10% fewer failures) of grades 3-5 students will meet or exceed Indiana Academic Standards in Math on the first 2 questions of the Applied skills portion as measured by ISTEP+.

• **2B:** By Spring 2019, 52% (or 10% fewer failures) of grades 3-5 students will meet or exceed Indiana Academic Standards in Math on the first 2 questions of the Applied skills portion as measured by ISTEP+.

Strategies:

- Grades 1-5 use the 8-step instructional calendars and assessments to drive the instruction
- Grades 1-5 use Success Time to remediate or enrich math instruction.
- Compass learning computer program to set learning paths.
- Additional opportunities for practice on applied skill problems.(ex. Library)
- Previous ISTEP+ problems for practice and homework.
- Finish Line used during Countdown
- Spiral Reviews used in grades 2-5

- Multiple exposures to ISTEP+ vocabulary (flashcards, discussion, etc.)
- Singapore Math Curriculum will be implemented for interventions and small group work

Goal # 3 – Language Arts-Applied Skills

- **3A:** By Spring 2019, 86 % of Grade 3-6 students will score at or above Level 4 on Writing Application, when responding to a writing prompt, as measured by the ISTEP+ Writing Rubric.
- **3B:** By Spring 2019, 90% of grades 3-6 students will score at or above Level 4 on Writing Application, when responding to a writing prompt, as measured by the ISTEP+ Writing Rubric.

Strategies:

- 6 + 1 writing Traits Grades K-6
- Additional Professional Development
- Utilization of old ISTEP+ prompts as a learning tool
- EssayScorer program
- Reading Street New Reading series writing prompts with weekly tests
- Committee to address new writing portfolios

2. Describe the schoolwide planning team's process for communicating with the school community and how they will be involved in the implementation, further development and continuous evaluation of the schoolwide plan. (Current Reality/Proposed Plan)

The schoolwide planning team's process for communicating with the Bailey School Community is accomplished in a variety of ways:

Component 2 – Implementation of Reform Strategies

1. Identify any existing schoolwide program initiatives. (Current Reality)

*Identify and describe implementation of the **proposed schoolwide reform strategies** that will provide opportunities for all children to meet the State's proficient and advanced level of student academic achievement. This will include an explanation of how the schoolwide reform strategies will address the following:*

- Use effective methods and **instructional strategies based on scientifically based research**;*
- Strengthen the **core academic program** of the school;*
- Provide **extended school year, before and after school, summer programs** and/or other opportunities by increasing the amount and quality of learning time;*
- **Meet the educational needs of low-achieving students** and explain how the school will determine if the needs of these students were met.*

(Proposed Plan)

CURRENT REALITY

8 Step Process: The 8 Step process is a comprehensive educational program that has been adopted as a district initiative for Lake Station Community schools. The goal of the program is to increase student performance at all levels. The basic steps include: (1) collecting student performance data, (2) creating timelines for teaching the identified essential knowledge and skills, (3) developing and teaching instructional focus lessons, (4) testing students to measure their progress on the essential knowledge and skills, (5) reteaching those students who have not yet become proficient, (6) enriching students who have achieved proficiency, (7) providing reinforcement activities to ensure students retain the identified knowledge and skills, and (8) monitoring student progress and providing professional development so teachers can constantly refine the process.

Reading First Activities: Reading First was a federal initiative authorized by the No Child Left Behind Act. The U.S. Department of Education provided Reading First Grants to states, which, in turn, award sub grants to eligible school districts that submit approved proposals. These proposals indicate how the school will apply scientifically based reading research strategies to improve reading instruction leading to student achievement. The common goal is for all students to be reading at or above grade level by the end of third grade. The Reading First initiative provides guidance on several key elements, identified as four “pillars” of an effective reading program. The four pillars are as follows:

Valid and Reliable Assessments-These assessments are ongoing and include both formal and informal measures of students' reading skills that guide the teacher in planning and evaluating instruction.

Instructional Programs and Aligned Materials- The programs and materials used provide instruction in the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided is explicit and systematic. Ample time for students to learn, practice, and apply skills taught are strengths to their reading abilities.

Aligned Professional Development- Strong professional development helps teachers understand and use instructional practices that reliably foster high student achievement.

Dynamic Instructional Leadership- Instructional leaders (coaches and principals) provide coaching and support and are responsible for establishing and communicating clear goals and expectations for student learning.

Reading instruction occurs during a 90 minute reading time which includes whole group, small group, and individual instruction. A 30 minute intervention time is scheduled daily for benchmark, strategic, and intensive students, as identified by progress monitoring assessments. Students identified as are also provided additional Tier III instruction.

Accelerated Reader : Students in grades 2nd -5th grade students read books at their lexile levels (independent reading levels) and take scholastic reading counts quizzes in the library or classroom. This program provides motivation for students to read independently.

Compass Learning: Assessment solutions provide simple to use but highly effective measurement tools to ensure that educators know how each student is achieving at all times.

Aleks: (Assessment and Learning in Knowledge Spaces) Aleks provides the advantage of one-to-one instruction, 24/7, from virtually any web-based computer. Aleks will assess a student's correct course knowledge of math, through a short assessment. Then it will develop a precise picture of their knowledge of math knowing which topics they have mastered and which they haven't. Then it will provide a pathway of learning for them. The more time spent making progress, the more dramatic the student's learning outcomes will be.

Prentice Hall EssayScorer: Prentice Hall EssayScorer assesses the content of an essay, as well as more mechanical aspects of writing. When a student submits an essay for scoring, the system immediately measures the meaning of the essay. It then compares the essay to the training essays, looking for similarities, and assigns a score, in part, by placing the essay in a category with the most similar training essays. Each trait is scored independently in this way.

Proposed Plan

We are going to continue with our Current Reality and Update English/Language Arts and Math Curriculum maps and Instructional Calendars, RTI, and 6 + 1 Writing.

2. Explain how the schoolwide reform strategies are consistent with and designed to implement the State and local improvement plans (i.e., PL 221, School Charter Plan, etc.)

Bailey Elementary has developed one comprehensive school plan to address state and/or federal accountability requirements in the following identified initiatives: PL221, Title 1 Schoolwide Plan. This single plan reflects the alignment and consistency of the specific requirements of the above identified school improvement program initiatives. Additionally research based instructional strategies in the area of curriculum and instructional, professional development, parental involvement, etc., have been implemented to help insure our school goals are addressed and met.

*3. Identify the scientifically-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**. (Include the following information: name and brief description of strategy, reason the strategy was selected. Discuss how the strategy will be evaluated for success and include appropriate research citations.)*

(SI – Component #1)

N/A

*4. 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)***

N/A

5. Specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the technical assistance provided by the LEA and SEA.

(SI - Component # 7)

N/A

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)***

(Current Reality & Proposed Plan)

Bailey integrates technology in many ways, both at a school wide level and at individual grade levels. All teachers are required to utilize technology weekly, in addition to setting yearlong personal technology goals. We are building our technology skills more with each school year.

At a school wide level, Bailey uses Scholastic Reading Counts program to provide individual testing opportunities at student lexile levels for reading skills.

To meet Target Area Goals for Communication in our PL221 plan, we use several word processing software programs including Microsoft Word, Publisher, PowerPoint, and KidPix in the computer lab and classrooms to help each student create progressive portfolios of written expression. Teachers can access to an online site called Learn360. The educational videos for online streaming at home or school are utilized for a wide variety of subjects. It is often used to provide building background activities, summing up lessons/projects, and providing alternative research possibilities. In addition, the site offers teacher lesson plans and activities to correspond with some of the videos. Bailey also uses Internet resources, Learn360 and websites to participate in enrichment competitions such as Science Bowl, Math Bowl, and Spell Bowl. To help meet our Target Area Goals for Math, we have used math software and free educational websites to provide an opportunity for students to participate in varied math activities using manipulatives and constant leveled practice. Another technology initiative this year has been Odyssey Compass Learning. This program provides assessments and curriculum for Language Arts and Math, through interactive practice aligned with Common Core and Indiana state standards for grades 1-6. Students can access Compass Learning at home for continued practice. Bailey staff has created individual webpages that can be accessed by parents and students. Many teachers provide access to free websites through their webpages.

Smart Boards have been installed in classrooms to enhance the students' learning experience. Teachers are able to access Smart Notebook software and Smart Exchange website to provide curriculum practice. Teachers can use the Smart Boards to actively engage the students in small or whole group.

The website can then be used to analyze this new data, as well as existing DIBELS data. We have also connected our school wide technology plan/goals to our current PL221 plan Target Area Goals. To help meet our PL221 Plan Target Area Goal for Reading teachers in grades K-3 have aligned the PL221 Reading Goal Strategy #4 to the Internet and/or software programs they use in their classrooms. The teachers are using the Raz- Kids and Compass Reading Program in the K-2 classrooms. The program, accessed through a server, provides individualized practice for all K-2 students on reading skills using 1-3 workstations per classroom. Students also have access to free websites for both Language Arts and Math practice weekly in the computer lab.

Teachers in grades 3-5 utilize student practice of their Language Arts and Math skills in preparation for ISTEP+ testing. The Aleks Program has been utilized in grades 3-5 to give students additional access to higher level critical thinking problems. This program also provides at home access to help students extend their learning. Teachers also use various free websites and PowerPoint to complete research projects in Science and Social Studies. The students in 5th grade have access to Skyward to view their grades weekly.

Teachers in grades 3-5 will also be utilizing the Prentice Hall EssayScorer or similar scorer to help strengthen our students' writing capabilities.

Bailey teachers participate in professional development throughout the year. The building technology coordinator facilitates early release Wednesday professional development time when needed or requested from the staff. These professional development sessions can be individual, small group or whole

building and can take place in the computer lab or at teacher stations. Teachers also have access to tutorials located on the school website.

Part 4: How the overall program will continuously be assessed and evaluated:

The Principal's evaluations of building successes and staff responses to current technology uses and needs will be used when the district technology team and Director meets once a year to evaluate progress. The results are then taken back to building administrators and shared with staff. Staff uses this information to guide the next year's goals.

Cultural Competency

Describe the culturally appropriate strategies the school uses to increase the educational opportunities provided for all students/subgroups. (PL221) (Current Reality & Proposed Plan)

Current Reality

In monitoring our school's strategic and continuous school improvement plan Bailey's staff considered methods for improving the cultural competency of all teachers, administrators, staff, parents and students. Bailey's staff began by identifying the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population. The racial, ethnic, and cultural groups included in Bailey's school population are: White (Caucasian), Hispanic, African-American, and Multiracial. Bailey's Language minority groups consist of LEP (limited English proficient) and FEP (fluent English proficient). Exceptional Learning Groups included in Bailey's student population are: LD (learning disabled), MiMh (mildly mentally handicapped), ED (emotionally disabled), CD (communication disorder), OHI (other health impaired), and GT (gifted and talented). The socioeconomic groups within Bailey's student population are: those students who are non-eligible for financial assistance, those students who are eligible for partial financial assistance and those who are eligible for total financial assistance for meals and textbooks.

Bailey Elementary School has implemented and will continue to incorporate the following culturally appropriate strategies for increasing each group of students' educational opportunities and their academic achievement:

- Full licensed ESL (English as a Second Language) Director

- 1 part time ESL Teacher

- State approved textbooks including sets for English language learners

- Reading First initiatives/interventions/strategies for Reading Comprehension

- Grade-Level Math assessments administered three (3) times yearly

- Fully licensed Special Needs facilitator

- Scholastic Reading Counts computerized reading program

- Cal Tutor computerized vocabulary review/drill/data collection

- DIBELS assessment tool for language arts skills

- Woodcock Munoz – language proficiency assessment for E.S.L.

- Woodcock Johnson – language proficiency assessment

- Peabody assessment

ISTEP remediation tutoring
Title 1 Reading Paraprofessionals
Community Advisory Board
Parent volunteers committee
IAHPERD – Indiana Assoc. Heath Phys. Education, recreation and Dance/P.E.
activities for ISTEP reading and Math skills

Unless specified, all strategies apply to all subgroups of students. The classroom Teacher's instruction is delivered with the assistance of the Special Needs Facilitator, ESL Facilitators, Paraprofessionals, and Title 1 Paraprofessionals. Depending on the needs of the students within the classroom, anyone or all of the above named individuals might be involved in helping deliver instruction in the classroom setting, not in a pull-out program or a self-contained resource room.

Bailey Elementary staff members recommend additional professional development that is necessary for increasing cultural competency in the school's educational environment.

The areas for additional professional development include:

1. Early release/release time for teachers, staff, and administrators to attend NWIESC workshops that are related to creating culturally competent educators and school environments.
2. Provide staff with in-service opportunities through the Indiana Department of Education Language and Minority Migrant Program.
3. Provide resources for teachers, staff and administrators to attend annual ESL state conference.
4. Provide resources for teachers, staff and administrators to attend special needs conferences and workshops.

Bailey Elementary School will continue to implement strategies that will increase our cultural competency. The Bailey staff will also continue to assess those programs that are already in place to determine whether or not they meet the needs of our staff, students and school community. The data clearly shows that Bailey is culturally diverse. More than 78% of our students come from economically disadvantaged backgrounds. The number of eligible students receiving free lunch and textbooks is 68%. Bailey's student population consists of the following ethnic breakout: 62% White, 31% Hispanic, 2% African American. In order to meet the goal of maintaining and promoting student academic success, Bailey's staff, teachers and administrators must address the aforementioned needs of the school community. Those implementing the school's adopted curriculum must become adept at implementing sound culturally competent strategies. The goal of all stakeholders is to provide an equitable educational experience for all students enrolled in the Bailey school community.

Proposed Plan

Bailey will continue with the above cultural competency strategies throughout the 2017-18 school year.

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. (Current Reality & Proposed Plan)

Current Reality

Lake Station Community Schools use the following plan to assist in the hiring and maintenance of highly qualified staff at the school level. The school district proposes to:

1. Hire only instructional personnel who meet the definition of highly qualified (HQ).
2. Provide identified staff with appropriate assistance (professional development, stipends, etc.) to help them meet the HQ status.
3. Maintain documentation at the administration office and in the principal's office regarding the HQ status for all instructional staff.

New Teachers

All newly hired teachers must be properly licensed and meet the NCLB definition of highly qualified by:

- Holding a valid teaching license appropriate for elementary grades, **AND**
- Passing the required PRAXIS II (#10011) licensing exam entitled Elementary Education Curriculum, Instruction and Assessment.

Veteran Teachers (one year plus experience)

Veteran teachers must provide evidence to demonstrate they meet the NCLB definition of highly qualified by:

- Holding a valid Indiana Teaching license, **AND**

Completing one of the following:

- Pass the Praxis II (#10011) licensing exam entitled Elementary Education Curriculum, Instruction and Assessment; **OR**
- Pass the National Teacher Exam (NTE) Specialty Test called "Education in the Elementary School" (code #20010); **OR**
- Earn 100 points on the High Objective Uniform State Standards and Evaluation (HOUSSE) Rubric.
-

Every teacher and identified paraprofessional is required to submit paperwork (documentation to the principal to reflect the HQ option they have selected.

Individual teacher and paraprofessional credentials information is attached to the submitted paperwork.

Highly Qualified Teacher Documentation

Teacher Name	Position	Highly Qualified Status
Pam Davies	Kindergarten	NTE
Alyssa Gonzales	1 st Grade	Praxius II
Lisa Wahlman	1 st Grade	Praxius II
Heather Sanchez	2 nd Grade	Praxius II
Brittany Marciniak	2 nd Grade	Praxius II
Stephanie Compton	3 rd Grade	Praxius II
Stephanie Yorek	3 rd Grade	Praxius II
David Cox	3 rd Grade	Praxius II
Linda Scartozzi	4 th Grade	NTE
Jeni Anderson	4 th Grade	Praxius II
Jessica Kammer	5 th Grade	Praxius II
Catherine Shively	5 th Grade	Praxius II
Kathy Brown	Instructional Coach	NTE
Terry Kolopanis	Principal	NTE
Janice Burton	LRE Facilitator	NTE
Matt Aylesworth	ED Teacher	Praxius II
Nancy Fuentes	ENL Teacher	NTE

e. Identify all paraprofessionals employed at your school who provide instructional services. Provide evidence for each identified paraprofessional to demonstrate that s/he meets one of the three criteria required under Title I law:

f. 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

Include funding source information for each staff person. 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.

g. Provide instructional support services under the direct supervision of a teacher

h. Conduct parental involvement activities

i. Serve as a translator

j. Provide support in a library or media center

k. Provide computer lab assistance

(Current Reality)

Template for Elementary Schools Highly Qualified Teachers for School Year 2017/2018 Virgil I. Bailey Elementary _____

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: <input type="checkbox"/> Bachelor's Degree earned? <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus one of the following: <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:
Pam Davies	K	Elementary License NTE	Supt. Office
Alyssa Gonzalez	1st Grade	Elementary License Praxis II	"
Lisa Wahlman	1st Grade	Elementary License Praxis II	"
Heather Sanchez	2nd Grade	Elementary License Praxis II	Supt. Office
Brittany Marciniak	2nd Grade	Elementary License Praxis II	"
Stephanie Yorek	3rd Grade	Elementary License Praxis II	"
David Cox	3rd Grade	Elementary License Praxis II	Supt. Office
Stephanie Compton	3rd Grade	Elementary License Praxis II	"

Jenifer Anderson	4 th Grade	Elementary License Praxis II	“
Linda Scartozzi	4 th Grade	Elementary License NTE	“
Jessica Kammer	5 th Grade	Elementary License Praxis II	Supt. Office
Catherine Shively	5 th Grade	Elementary License Praxis II	“
Nancy Fuentes	ENL	Elementary License NTE	“

Highly Qualified Options for Paraprofessionals

All Schoolwide Program Paraprofessionals hired to provide instructional support to students must meet the NCLB definition of highly qualified regardless of program assignment or funding. Paraprofessionals can achieve the Highly Qualified Status by:

- Completing two years at an institution of Higher Education, **OR**
- Possess an Associate’s Degree or higher, **OR**
- Successfully complete the Para Pro

Lake Station Community Schools will continue to follow the current plan when hiring teachers and paraprofessionals in order to maintain compliance with Title 1 Schoolwide regulations.

Highly Qualified Paraprofessional Documentation

Paraprofessional Name	Fund Source	HQ Option	Assignment
Cindy Jorgensen	Title 1	Para Pro	Title 1 Para
Vanessa Bodo	Title 1	College Credit	Title 1 Para
Yvonne McClendon	Title 1	College Credit	Title 1 Para

Template for Paraprofessional Highly Qualified Status for School Year 2016/2017 Virgil I. Bailey Elementary _____:

Paraprofessional's Name:	Assignment:	Indicator of HQ status: <input type="checkbox"/> Associate's Degree <input type="checkbox"/> Transcripts showing at least two years of college or more <input type="checkbox"/> Passed the Praxis ParaPro Exam	Location of documentation of HQ status:
Cindy Jorgensen	Title I Para	Praxis Para Pro	Supt. office
Vanessa Bodo	Title I Para	2 yrs. College Credit	Supt. Office
Yvonne Mc Clendon	Title I Para	2 yrs. College Credit	Supt. Office

Component 4 – Professional Development

Describe professional development initiatives currently in place at the school. (PL221)/ (SWP/CNA) (Current Reality)

During the 2017-2018 school year, all teachers and the principal are receiving training in 6 + 1 Traits of Writing. In every classroom, 6 + 1 Traits of Writing are displayed, samples are collected for writing portfolios, and a common language (Ideas, Organization, Word Choice, Voice, Sentence Fluency, and Conventions) is being used among our staff and students.

Teachers are continuously improving and honing their reading instructional strategies by reading, observing, and other outstanding instructional practices which have become routine. Learning Log meetings are held every 3 weeks with each grade level. During this time, the Instructional Coach, Principal, and classroom teachers discuss the current 8 Step assessment results. During these group collaborations decisions are made on how best to address student needs. Title 1 meetings are also held monthly. The Title 1 Director, Instructional Coach, Principal, classroom teachers, and Title 1 Paras all meet to discuss the effectiveness of classroom interventions and DIBELS results. All staff members are actively involved in meeting the individual needs of each student.

Also, in the technology area, teachers will continue with training on usage of the Skyward (attendance and grading) program. A workshop to strength teachers understanding of the usage of the Compass Learning program has been implemented.

With the new Reading Street Reading series, teachers attended a workshop on the implementation of the new series. Also, a workshop will be given on how to use the EssayScorer Program in their classroom.

Instructional calendars and assessments for the 8 step process will be revisited and revised at the annual meeting in the late spring of 2017.

Paraprofessional Professional Development

New curriculum materials and instructional strategies are introduced and modeled for them by the reading coach and Title I program director. Observations are scheduled for paraprofessionals to observe and discuss strategies with the classroom teachers they will be assisting...

Title I paraprofessionals meet with the Title I director for a one day in-service in the fall and in the spring. During these times, the director conducts training in the areas of need that will improve instruction in reading interventions. Title I paraprofessionals also collaborate with each grade level teacher, instructional coach, and Title I director to discuss new strategies to implement during instructional interventions. Student progress is also addressed.

Describe how the school will utilize professional development to support schoolwide program goals and augment professional growth for highly qualified teachers in all core content area classes. Explain how the school will implement high quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents and other staff. (PL 221)
(Proposed Plan)

In the future, we will continue to provide guidance to staff in several key elements identified as the four pillars of an effective reading program. (These can be found in Component 2 – Current Reality- Reading First – portion of this document.)

The Instructional coaches' role will be modified to include all grade levels. Strategies will be developed and implemented throughout the intermediate grades. We will continue to do benchmark testing to inform instruction.

One instructional coach per building, funded by Title I, will continue to perform the duties described above as part of the school's proposed plan. Additionally, these individuals will assume the following roles and responsibilities related to professional development:

- Continue sustained services (DIBELS data analysis, modeling, intervention strategies, administering assessments, etc.) provided for K-5
- Provide on-going in-house support of 6+1 Traits of Writing
- Collaborate with grade level teachers to identify strategies for Interventions and Success Time and monitor the effective implementation of each grade level's calendar
- Participate in Response to Intervention meetings for the purpose of identifying appropriate Tier II and Tier III interventions for at-risk students.

Professional development efforts in the area of reading during the 2017-2018 school year will include the following initiatives:

- Implementation of the identified basal textbook and related strategies conducted by the textbook publisher representative/consultant.

In the future, Lake Station will continue the professional development model in place for our paraprofessionals. Also, as the teachers learn and implement 6 + 1 Traits of Writing model, knowledge will be shared with paraprofessionals to ensure that common language is used among all staff and students.

Discuss the procedures in place to provide mentoring (at the district and school levels) for new teachers and to provide ongoing support for all teachers. (SI – Component #10) / (SWP – Component #4) (Current Reality/Proposed Plan)

To ensure success for new teachers, each new teacher is paired with a veteran teacher who serves as a mentor. At Lake Station Community Schools, the mentor and new teacher are encouraged to meet as often as needed to discuss and to strategize effective classroom instruction. The mentor teacher has the opportunity to observe the new teacher in a classroom setting several times throughout the year. The new teacher also has the opportunity to observe the mentor teacher several times throughout the year.

To provide on-going support for all teachers, monthly grade level meetings are scheduled to discuss the strengths and concerns of the implementation of the professional development goals.

Describe how funds used for professional development will be used to remove the school from school improvement status. Discuss the proposed PD (include the name of the consultant, presenter or organization, topics, frequency, location, involvement of instructional staff and process for follow-up). (SI – Component # 4) (Proposed Plan)

N/A

Component 5 – Attract Highly Qualified Teachers

Describe the school's plan to recruit and retain high-quality, highly qualified teachers.
(Current Reality & Proposed Plan)

Lake Station, Indiana is close to several outstanding colleges and universities. Due to the close proximity of these schools, students are frequently assigned to Bailey Elementary School and/or other schools in the district. College and university students seek part-time employment as paraprofessionals, substitutes, or other available positions. Lake Station School Corporation also participates in other on-site experiences for future teachers. Providing these partnerships and opportunities makes it convenient and easy to attract high quality, highly qualified teachers, principals and paraprofessionals to be part of the Bailey Elementary staff. These initiatives to attract highly qualified teachers are part of our current reality and will continue throughout our proposed plan:

- Available teaching positions in the district are posted on the website.
- A job fair is sponsored by local colleges and district level administrators.
- Exemplary status and innovative educational programs create an environment where students seeking teaching positions wish to apply.
- A partnership between Bailey Elementary and Indiana University or Calumet College provides student education majors with field experience and possible job placement following graduation.

Retention rates of teachers are not a concern. The teaching staff at Bailey has an average of 15 years of experience with many teachers beginning and continuing their career in the Lake Station Schools until retirement. As veteran teachers retire, highly qualified, high quality teachers are hired from a pool of applicants. The following practices ensuring the retention of teachers, are presently in place, and will continue throughout our proposed plan in an effort to retain our veteran teachers.

- Teachers maintain highly qualified status in collaboration with building administrators setting goals through professional growth plans. These plans are reviewed annually by teachers and administrators.
- Collegiality, professional development opportunities, professional learning communities and the mentoring process contribute to a school climate necessary to retain staff.
- Professional development and shared leadership opportunities are provided to retain professional educators. (Professional learning communities and a school improvement team are in place.)

Component 6 – Parental Involvement

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

Presently, parents are invited to participate in the back to school Open House, which is held prior to the start of school. Parents learn about classroom procedures, rules, and building policies.

Parents are also encouraged to participate in our PTU (Parent Teachers United). The PTU organizes several events throughout the year including fundraisers, homework parties, honor roll parties, field day, Santa's Breakfast/Workshop and the kindergarten celebration.

Parents and Community members are invited to School-Community Advisory meetings held to discuss school academic programs and student support efforts held at Bailey.

Parents are connected to school information and events through the Bailey school website. Information is also shared with parents through the "Learning Connection". School administration shares state testing data and send information home with students in grades 3-5 through the use of "Test Talks". Achievement data is shared with parents signed and returned to school.

Achievement data is also sent home to parents on a regular basis for grades K-2.

*See current Parent Involvement policy for Bailey Elementary.

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) (Current Reality)

Parents are part of the school culture and are encouraged to volunteer in a variety of capacities throughout the school. At the Open House parents are invited to communicate with the classroom teacher /school via telephone, notes, and/or e-mail. Parent conferences are conducted at the requests of the parent and /or teachers.

Parents are required to receive the following documents.

- Annual Title 1 Parent Meeting Agenda
- Parent Compact-included in the student agenda books
- Parent Involvement Policy
- Complaint Resolution Procedure (only as needed)
- Parent's Right to Know (mailed)

A signature is required on the following documents.

- Student Handbook
- Progress Reports/Report Cards
- Agenda books

In addition, parent sign-in forms serve as documentation for all parent meetings and workshop training sessions.

3. Describe how parents will be involved in the design, implementation and annual evaluation of the schoolwide plan and how communication will be two-way between parents and the school. (Proposed Plan)

One parent has been asked to serve as a member of the Schoolwide Program Leadership Team. All parents will be asked to participate in school surveys. This allows parents to participate in the process, because the survey has asked for their input and opinions. Parents are informed through the use of monthly school and classroom newsletters. The monthly school newsletter will also serve as a means to inform parents of important issues related to the SWP process. A social gathering was used to inform parents about the SWP process with an informative brochure (See Appendix B for a copy of the brochure). The One Call system will be used to notify and inform parents of updates in the Bailey Community about SWP. At the end of each year, parents will have the opportunity to evaluate the SWP plan.

During the month of October, parents will be invited to attend the annual Title 1 Program parent meeting. An overview of the Title 1 program will be presented and parents will be given the opportunity to ask questions, suggest changes, and offer suggestions and concerns. Two meetings will be offered so that working parents have the opportunity to attend one that meets their schedules.

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 (i.e., family literacy, ISTEP+, AYP, etc.) to the school's schoolwide program? (Proposed Plan)

Parent and Community members will continually be invited to School-Community Advisory meetings held to discuss school academic programs and student support efforts held at Bailey.

Parents will be given the opportunity to review information and videos which include information from National Parenting experts such as John Rosemond and local expert Mrs. Nancy Starewicz.

Topics of the videos include:

“Parents take Good Care of Themselves and Improve their child’s attention and behavior at home and School”

“The Frantic Family Syndrome”

“The Six Point plan for Raising Happy, Healthy Children”

“Never Have another Argument with your Child”

“Seven Steps for Avoidance and Support”

“Lucky Lessons-Life Skill support for parents and children at home and at School”

“1,2,3 Magic Program”

Videos, demonstrations, research literature, and suggestions will be demonstrated and discussed with parents.

Compass Learning is a computer program that enables parents to track their child’s performance and promote learning at home. Additional activities can be practiced/reinforced through home access to the Compass Learning website.

5. *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 (ISTEP+) required by Section 1111 (b) (3).* **(Proposed Plan)**

Translation of all school documents is available upon parent request. Translators are available for language minority parents. The Learning Connection can be accessed by parents at home for their child's data. Test talks with students provide the opportunity for students to set goals for achievement on ISTEP + in grades 3-5. Students and parents both sign contracts with the set goals.

6. *Describe school community partnerships and strategies for increasing community involvement. Provide information on any collaboration with Regional Education Laboratories, Education Service Centers, Parent Involvement Resource Centers, etc.* **(SI – Component #8) (Current Reality & Proposed Plan)**

N/A

7. *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.* **(SI - Component #6) (Current Reality & Proposed Plan)**

N/A

Component 7 – Preschool & Other Pertinent Transitions

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.

Describe the school's plan to assist students in other pertinent transitions throughout their school career, as appropriate for the school district, such as Elementary School to Middle School, Middle School to High School, etc. (Current Reality & Proposed Plan)

Edison Jr./Sr. High School is part of a district that has a few programs in place that assist preschool children in the transition from early childhood programs to our elementary school program. A description of these programs follows:

Head Start

The Title I Program Director holds a parent meeting at the Head Start program in early spring. Topics covered are:

- Documentation needed for kindergarten registration
- Spring kindergarten orientation meeting
- Kindergarten assessments and expectations

In April, kindergarten registration takes place at Bailey Elementary School. Parents are able to register their child, receive a packet of information, activities, and school supplies.

In August, entering kindergarten students and their parents attend a Jump Start program to acclimate students to the school and their teacher. Kindergarten students and parents attend to make the transition to school easy and without apprehension. Students and parents meet various staff members (principal, nurse, Title I director, food service staff, and bus drivers) where they learn procedures and can ask questions.

In August before school starts, parents attend a Back to School Night where students meet their teacher and find their classroom before the first day of school.

Transition of 5th Grade Students to 6th Grade Students

A visit from the H.S. Guidance counselors occurs sometime in the spring. They talk to each class a little bit about what to expect/not expect in 6th grade. They talk about credits and electives, and then students submit their choices for their 6th grade electives. Shortly after the visit from Guidance, our 5th graders are invited to an orientation night at Edison Jr.-Sr. High School. Usually the Principal, Assist. Principal, Athletic Dir., and the Safety Officer address the student body. Then students are taken on a guided tour of the building and several classrooms.

Many students are already familiar with Edison because of various events throughout their school career that occurs at the high school.

- North American games
- Music programs

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.
(Current Reality & Proposed Plan)

Current Reality

A team of teachers, administrators, Instructional Coach, and Consultant participate in the selection, use, and implementation of school based assessments.

The Instructional Coach, Principal, and teachers will:

- Continue sustained services (8-step and Bob Trammell's Spiral Review, modeling, intervention strategies, administering assessments, etc.) provided for K-5.
- Oversee collaborative scoring on 6+1 Traits of Writing.
- Collaborate with grade level teachers to identify Success assessments for language arts curriculum maps and monitor the effective implementation of each grade level map.
- Conduct parent workshops reflecting school improvement initiatives in writing (6+1 Traits of Writing.).
- The 8 Step Process will continue to run through the 3 week cycles with instruction and assessment of the Indiana Standards.

The staff will participate in Response to Intervention meetings for the purpose of identifying appropriate Tier 2 and Tier 3 interventions for at-risk students. These interventions will be implemented in a timely and effective manner for all students.

Knowing that best practice instruction leads to student achievement, Professional development needs were identified and will be addressed in the area of Reading this will be an ongoing process. These efforts will include the following initiatives:

- grade level meetings
- faculty meetings
- district team meetings
- Learn 360
- 8 Step data reviewed and used to make decisions on assessment groups.

In the current school year, professional development will be provided on the 6 + 1 Traits of Writing, Bob Trammell-Applied Skills portion of ISTEP, and the continual cycle of the 8 Step Process.

Proposed Plan

Analysis of the results of school-based assessments will drive modifications and improvements in the selection of best practice instruction.

Component 9 – Effective, Timely Additional Assistance

Current Reality and Proposed Plan

English/Language Arts

1A: By Spring 2018, grades 3-5 students will meet or exceed AYP passing scores and each grade level will meet or exceed our school goal with 45 % of all students in English/ Language Arts as measured by ISTEP+.

1B: By Spring 2019, grades 3-5 students will meet or exceed AYP passing scores and each grade level will meet or exceed our school goal with 48% of all students in English/ Language Arts as measured by ISTEP+.

These goals will include the following subgroups:

White: The percentage of students meeting state standards in English/Language Arts in the subgroup of White will increase to 55% or 10% fewer failures on Spring, 2018 ISTEP+.

The percentage of students meeting state standards in English/Language Arts in the subgroup of White will increase to 57% or 10% fewer failures on Spring, 2019ISTEP+.

Math/Applied Skills

• **2A:** By Spring 2018, 60% (or 10% fewer failures) of grades 3-5 students will meet or exceed Indiana Academic Standards in Math on the first 2 questions of the Applied skills portion as measured by ISTEP+.

• **2B:** By Spring 2019, 65% (or 10% fewer failures) of grades 3-5 students will meet or exceed Indiana Academic Standards in Math on the first 2 questions of the Applied skills portion as measured by ISTEP+.

English/ Language Arts – Writing-Applied Skills

• **3A:** By Spring 2018, 60 % of Grade 3-5 students will score at or above Level 4 on Writing Application, when responding to a writing prompt, as measured by the ISTEP+ Writing Rubric.

• **3B:** By Spring 2019, 65% of grades 3-5 students will score at or above Level 4 on Writing Application, when responding to a writing prompt, as measured by the ISTEP+ Writing Rubric.

Our Language Arts program is designed to utilize research based best practices to meet the needs of all students in a timely, effective manner. The programs and initiatives in place to meet the above goals in reading and writing are as follows:

- Compass Learning.
- Tier II students in grades K-5 needing additional help in reading comprehension and phonics receive 30 supplemental minutes daily of Title 1 services.
- Tier III students in grades K-5 are provided extended opportunities to receive the fundamentals necessary for school success.

- Research based, best practices

Our Mathematics program is designed to utilize research based best practices to meet the needs of all students in a timely, effective manner. The programs and initiatives in place to meet the above goals in mathematics are as follows:

- Software programs supplement the core curriculum
- Students needing extra instruction are provided with before and/or after school remediation
- Compass Learning
- 8- Step assessments are administered in Grades 1-5.

Although these instructional strategies are in place, our data clearly indicates a need for additional professional development in mathematics which will lead to improved student achievement at all grade levels. Due to the results of our data, the emphasis of our professional development for the 2017-2018 school year will focus on supplemental math instruction. Compass Learning will provide the professional development needed to provide teachers with the knowledge to utilize the Compass Learning program to benefit all students. Following the heightened awareness of the staff in this area of need, recommendations will be made for further professional development, implementation of best practice instruction, and necessary math materials to meet the needs of all students in a timely, effective manner..

Component 10 – Coordination and Integration of Funds

1. Describe the coordination and integration of Federal, State and local services and programs. List programs to be coordinated and/or funds to be integrated. (Current Reality & Proposed Plan)

Current Reality

All federal, state and locally funded programs in place in our school currently function as independent entities.

Proposed Plan

The school Comprehensive Needs Assessment (CNA) indicated the need for improved communication between staff and better coordination of program efforts. Consequently, the schoolwide leadership team and school staff have proposed a number of activities to improve program coordination during the upcoming (2017-2018) school year. The school will coordinate the following program efforts:

Title I – Part A	
Title II - Part D	Enhancing Education through Technology
Title III – Part A	Language Instruction for Limited English Proficient and Immigrant Students
Title IV – Part A	Safe and Drug Free Schools and Communities
Title X -	The McKinney Homeless Education Act
IDEA –	Individuals with Disabilities Education Act (Part B)

While the school has chosen to coordinate program efforts it has determined that it will not consolidate program funds at this time.

2. Explain 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. (Proposed Plan)

The district administration in conjunction with the school leadership team have determined that the school's proposed Title 1 Program budget(a minimum of 85% of the previous year's budget) for the upcoming 2017-2018 school year will be sufficient to address the identified student achievement and professional development needs, as well as, activities related to implementing the required SWP components.

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. Discuss the major areas of focus for these funds. (SI - Component #3)- (Proposed Plan)

Part 2 - APPENDIX A

Title I Parent Involvement Documents

- **Annual Title I Parent Meeting Agenda**
- **Parent Involvement Compact**
- **Parent Involvement Policy (district/school)**
- **Complaint Resolution Procedure**
- **Parents' Right to Know Letter**

**LAKE STATION SCHOOLS
TITLE I ANNUAL PARENT MEETING
BAILEY ELEMENTARY SCHOOL**

Learn about Bailey's Title I Plan. Play games and win prizes!

WHO: All Bailey Elementary School Parents

WHEN: We have 2 choices:

**Afternoon Meeting: 1:00 Thursday, September 15
Bailey School Gym
LUNCH will be served!**

**Evening Meeting: 6:00 Wednesday, Sept. 21
Lake Station Public Library
2007 Central Avenue
Children are welcome to attend
REFRESHMENTS will be served!
IT'S LEGO NIGHT AT THE LIBRARY!**

We need to plan materials and food for this event so please fill out the bottom and return to your child's teacher by Monday, September 13. Remember to choose only 1 meeting to attend—the materials and information will be the same at both meetings.

**I will attend: _____ afternoon meeting at 1:00 on Thursday, Sept. 15
OR
_____ evening meeting at the library at 6:00 on Wednesday, Sept. 21**

I cannot attend _____

Parent's Name _____

**Children's Names _____
_____**

I need a translator: _____ yes _____ no

LAKE STATION COMMUNITY SCHOOLS
Hosted at the Lake Station Public Library



Annual Parent Meeting Agenda
2017-2018

1. Welcome / Introductions / Sign-In Sheets
2. Snacks
3. Look over Compact and School/District Parental Involvement Plans
4. TITLE I BINGO!!!

Highly qualified staff	Read180
Parental Involvement	Paraprofessionals
ISTEP+	STAR Assessments
Compact	Parent Involvement Policy
Reading Facilitators	Schoolwide Programs
ESSA	Parent programs
Read aloud	Needs assessments
Schoolwide Plan	Parent libraries
AR	Academic Remediation Facilitator
Title I money	IRead3
Annual Parent Meeting	8-Step Process
Title I	DIBELS

Bingo prizes are educational materials to help promote
parental involvement with your children.

5. Questions?

Janine Sheppard, Title I Program Coordinator
Edison Jr./Sr. High School
962-8531 ext. 4604

LAKE STATION COMMUNITY SCHOOL DISTRICT Parent Involvement Policy

Lake Station Community Schools Board of School Trustees intends to follow the parental policy guidelines in accordance with the Every Student Succeeds Act as listed below. Lake Station Community Schools will distribute this policy to parents of students participating in the Title I program.

Policy Guidelines

- Involve parents in jointly developing our district's local plan under section 1112 and in the process of school review and improvement under section 1116
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:
 - Providing a Title I Program Director for the district to:
 - Annually survey parents to assess their needs to improve their children's achievement and provide the appropriate parent meetings and workshops to meet these needs
 - Attend Open House events and parent/teacher conferences, along with other Title I staff members, to welcome families into the schools, answer questions about Title I programs, and pass out books or brochures for students and parents
 - Participate, along with other Title I staff members, in the kindergarten orientation programs to welcome new kindergarten students and their families to our schools and provide them with a take home packet of materials to encourage family involvement
 - Conduct a Title I Annual Meeting to explain Title I Programs to the parents, explain assessments used to select Title I students, and inform parents of their right to be involved in Title I programs
- Build the schools' and parents' capacity for strong parental involvement by providing parents with:
 - A description and explanation of the curriculum to be used
 - By the classroom teachers at open house nights and parent/ teacher conferences
 - Forms of academic assessment used to measure student progress
 - Parents are given written results of these assessments:
 - DIBELS: Fall, Winter, and Spring
 - ISTEP+: Annually for grades 3-8 and 10
 - IREAD-3: Annually for grade 3
 - Parents are given copies of report cards quarterly
 - Proficiency levels that students are expected to meet
 - Parents are directed to www.doe.in.gov to access information about the Indiana State Standards and ISTEP
 - Parents are given DIBELS Benchmark scores so they can see where their child needs to be
 - Opportunities for decision-making related to the education of their children
 - Response to Intervention conferences
 - Annual Title I Parent Meeting
 - Parent/Teacher Conferences
 - Parent Surveys
 - Parent Workshops
 - Materials and training on how parents can improve their child's achievement
 - Kindergarten Packets—Distributed in the spring before the child starts school in the fall
 - Crayons, scissors, pencils, glue, books, and activities that provide interaction between children and parents
 - Parent Libraries
 - Available in each elementary building
 - Includes books in a wide range of topics including helping children with academics and helping parents cope with stress
 - Parent Workshops
 - Educating school staff on how to build ties between home and school
 - Book studies
 - Para training
 - In-services on pertinent community issues
 - Language barriers

- Coordinating and integrating parent involvement with Head Start and public preschools
 - Title I Program Director
 - Provide parents with activities to do with their children
 - Discuss expectations for kindergarten children
- Ensuring, to the extent possible, that information sent home is in a language and form parents can understand
 - Many forms and letters are sent home in English and Spanish
 - An ESL paraprofessional is available at each elementary school to assist parents in
 - Communicating with teachers and other school staff
 - Helping fill out forms
- Other reasonable support for parental involvement activities as parents may request
 - Parent surveys are done yearly to evaluate the needs of our parents
- Coordinate and integrate parental involvement strategies under Title I, Part A with parent involvement under other programs, such as Head Start
 - Title staff will offer Workshops for parents to help them with various topics
 - Title staff present information and activities to Head Start parents
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds by
 - Discussing the policies with parents at the Annual Title I [Meeting](#)
 - Identifying barriers to greater participation and acting on them
 - Providing babysitting
 - Fostering a welcoming environment in our schools
 - Having ESL staff available to help parents with language
 - Encouraging parental participation at school board meetings
 - Location of meetings is rotated so each building hosts at least once a year
 - Parents are given an opportunity to speak at the meetings

Expectations for Parent Involvement

The Lake Station Community Schools Board of School Trustees intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement.

Any comments indicating parents' dissatisfaction with the district Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Lake Station Community Schools Board of School Trustees. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

School Policy

Each school must submit its Title I school parent involvement policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by the school to parents of participating students. The policy must be updated annually.

A copy of each school's parent involvement policy shall be kept on file with the school's Title I program plan in the Title I Office.

Virgil I. Bailey ELEMENTARY SCHOOL

Parent Involvement Policy

Virgil I. Bailey Elementary School intends to follow the parental policy guidelines in accordance with *The Every Student Succeeds Act* of 2015 as listed below. Virgil I. Bailey Elementary School will distribute this policy to parents of students participating in the Title I Program and the policy will be updated periodically.

POLICY GUIDELINES

- ✓ An Open House will be held at the beginning of each school year. The principal, reading facilitator, and teachers will be available to give parents a description and explanation of the curriculum to be used. Assessments such as DIBELS, 8-Step Assessments, and ISTEP will also be discussed. Specific attendance, homework policies and expected behaviors will be explained. The Title I staff will be available to answer questions about Title I, describe Title programs, and welcome families to the Open House.
- ✓ Each student in grades K-5 will utilize an agenda book. This book may include daily homework assignments, behavior and academic issues, and important due dates. The agenda book must be read and signed by the parents each night. Parents also have the opportunity to write in the books. The agenda books also provide school rules and established guidelines for parents to follow. This procedure will encourage good communication between school and home.
- ✓ An annual Title I meeting will be held in the fall. To accommodate parent schedules, we will offer an afternoon meeting at the school and an evening meeting at our public library. The meeting will last approximately one hour. During these meetings we will review the parent involvement policy and the school compact and evaluate feedback from parent involvement activities. We will also describe Title I programs, and explain assessments. As a parent at Virgil I. Bailey you have a right to be involved in the education of your child. If you invest your time and energy into your child's school, then your child will benefit.
- ✓ A monthly newsletter will be sent home from the principal to keep parents informed of school events. The Bailey Bulletin will also be posted online on the school website.
- ✓ P.T.U. Parents and Teachers United will host meetings at Virgil I. Bailey Elementary School. Parents and teachers are encouraged to belong to P.T.U. in order to best help the students. This organization provides a majority of the extra-curricular events offered to students. They also provide a variety of classroom materials, equipment and support to staff.
- ✓ School/Community Advisory Board is held at Virgil I. Bailey annually to encourage community leaders, parents and teachers to share information on school data and assess the schools effectiveness of instruction through shared data.
- ✓ A parent library and information center will be available for parents to check out books or information from state, local and federal agencies. The books cover a wide range of topics from parent stress to behavior and academic issues with children. Some titles are available in Spanish.
- ✓ Parent/Teacher Conferences will be scheduled as needed to discuss a child's strengths, weaknesses, the curriculum, assessments, and the School/Parent Compact.
- ✓ Virgil I. Bailey Elementary School will make information available, to the extent possible, in a language and format the parents can understand. This may include providing translators for communicating with parents and sending letters home in the parent's native language. An ESL facilitator is on staff.
- ✓ Virgil I. Bailey Elementary School shares responsibility with parents for high student performance by developing a School-Parent Compact. This compact outlines how parents, staff, and students will share the responsibility for promoting high student achievement and can be found in the Student Agenda Book. This will be distributed to parents in the fall and discussed, reviewed, and revised at the annual Title I meeting.
- ✓ We will help to ease the transition of students and families into Kindergarten. During registration, Title I will provide parents with a bag of supplies and activities for parents and children to do prior to the start of Kindergarten. A Jump Start Program will be held before the beginning of the school year where staff will provide parents and students information about procedures, expectations, and school programs. Students will tour the school, ride a school bus, interact with a smaller group of students to better prepare them for the first day of school.
- ✓ The Indiana Parent Information and Resource Center works to keep parents informed of their rights and responsibilities pertaining to their children's education. You may contact them at: info@iscip.org
921 E. 86th Street, Suite 108
Indianapolis, IN 46240
317-205-2595 or 866-391-1039 (toll free)

Si no puede leer el texto anterior llame a Virgil I. Bailey y pregunte por ESL paraprofessional.

Complaint Resolution Procedure

LAKE STATION

TITLE I COMPLAINT PROCEDURE

An individual or organization wishing to file a complaint against the Title I program concerning a violation of an applicable law or regulation shall use the following procedure.

A complaint for the purpose of this procedure is defined as a written and signed statement that includes:

- The nature of the allegation, the place, date, and time of the alleged violation and person(s) involved; and
- Information that supports the allegation.

Receiving Complaints

A written and signed complaint concerning an alleged violation

of an applicable Title I the principal of the school where the alleged violation occurred shall receive law or regulation.

If the complaint is not resolved at the building level, the decision of the principal may be appealed to the superintendent.

If the complaint is not resolved at the superintendent's level,
The decision may be appealed to the Division of Compensatory Education, Indiana Department of Education.

Time Limits

The building principal shall conduct an investigation and render a decision within ten (10) school days after receiving a written and signed complaint.

The superintendent or designee shall conduct an investigation and render a written decision within twenty (20) school days after receiving the complaint.

A complainant who is dissatisfied with the district's final decision may file an appeal with the Indiana Division of Compensatory Education within thirty (30) days after receipt of a written decision. A copy of the division's SEA Complaint Procedures must be provided to complainants wishing to appeal local decisions.

Presentation of Evidence

At each level of investigation and appeal, the complainant and The local school district shall be afforded the opportunity to present and review evidence as well as question involved parties. Each contingency may act on their own behalf or be represented.

Dissemination of Complaint Procedures

Complaint procedures shall be disseminated and posted in each

Title I school. Copies shall be available to parents of participating Title I students.

Lake Station Community Schools Title I

3304 PARKSIDE AVENUE / LAKE STATION, IN 46405 / TELEPHONE (219) 962-8531 ext. 4604
FAX (219) 962-2064



Janine Sheppard Title I Director

PARENTS' RIGHT – TO – KNOW

Fall 2016

Dear Parents and Guardians:

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) PARENTS' RIGHT TO KNOW, this is a notification from Lake Station Community Schools to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teachers baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications

If you have questions or concerns, please feel free to contact your building principal.

Sincerely,

Mrs. Janine Sheppard