



# Indiana School Improvement Plan

Winfield Elementary School

Crown Point Community School Corp

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	8
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	10
Improvement Planning Process.....	11
<b>Self Assessment</b>	
Introduction.....	13
Standard 1: Purpose and Direction.....	14
Standard 2: Governance and Leadership.....	17
Standard 3: Teaching and Assessing for Learning.....	21
Standard 4: Resources and Support Systems.....	31
Standard 5: Using Results for Continuous Improvement.....	36
Report Summary.....	40

**Student Performance Diagnostic**

Introduction ..... 42

Student Performance Data ..... 43

Evaluative Criteria and Rubrics ..... 44

Areas of Notable Achievement ..... 45

Areas in Need of Improvement ..... 47

Report Summary ..... 49

**Winfield Goal Action Plan 2015-2018**

Overview ..... 51

Goals Summary ..... 52

    Goal 1: All students will demonstrate measurable growth and achievement in reading ..... 53

    Goal 2: All students will demonstrate measurable growth and achievement in math ..... 57

Activity Summary by Funding Source ..... 60

Conclusion ..... 63

## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

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

Winfield Elementary is located in the town of Winfield, Indiana. This small community is adjacent to Crown Point, and for this reason, a part of the Crown Point Community School Corporation. There are two elementary schools in Winfield. Winfield Elementary serves students in kindergarten through second grade, and Jerry Ross Elementary houses students in grades three through five. As one school feeds into the other, they are considered "sister schools". Winfield educates approximately 515 students. The township, with a growing population, is home to almost 5,000 residents. Crown Point is home to almost 29,000 residents.

Because we are a primary building, we enjoy a great deal of parent involvement. Winfield Elementary registered over 4,200 volunteer hours last year. Many stay-at-home parents donate their time helping in classrooms. The high level of involvement has created a rich partnership between parents and teachers. All stakeholders are greatly invested in our children succeeding. It has been said that "Winfield feels more like a family, and less like a schoolhouse." Our focus on primary age children allows us to really hone in on the success factors that are important for early academic progress, such as a focus on foundational reading skills. Our location, away from the main part of town, can be challenging. We experience more weather concerns, such as wind, blowing snow, and excessive sun than schools in town. Our school is only accessible via one road, as we are surrounded by farmland on three sides. The unique location does provide interesting learning opportunities for students.

Since the inception of Winfield in 1993, growth has remained steady. This desirable community is located less than 40 miles outside of Chicago. Winfield is home to many young professionals who are starting their families. 30% of community members have earned a Bachelor's degree or higher, and 92% of the population have earned High School Diplomas. The student demographics of Winfield include approximately 25% of the residents identifying as minorities. Although the median household income in the larger community of Crown Point was \$63,121 in 2014, about 17% of our students receive free or reduced lunch assistance.

Our staff is comprised of talented educators. We currently employ 26 full-time teachers. They are 96% female, and 92% of them were rated Highly Effective on their last teacher evaluation. Due to growing student enrollment, we added two additional classes this year. With student enrollment increasing at an inconsistent rate from year to year, estimating future growth can be a challenge.

Despite a housing boom in the mid-2000's and subsequent decline, home sales and permits for new buildings are beginning to rebound. This ensures that our student population will also remain steady or increase. We have seen an increase in transiency among our students, with children moving in mid-year, and others leaving the area altogether.

Demographics of Students At-A-Glance:

Winfield Elementary is the home of 503 students in grades kindergarten, first, and second. There are eight full-day kindergarten classes, with a student-teacher ratio of 22:1. There are seven first grade classes, with a student-teacher ratio of 24:1. There are seven second grade classes with a student-teacher ratio of 23:1. Currently there are 173 kindergarteners, 166 first graders, and 163 second graders.

3%, and Asian-3%.

Our student socio-economic level is above the district average with about 17-18% of our students receiving assistance. Approximately 83 students received free or reduced lunches last year. Our students come to school physically and emotionally healthy, and ready to learn.

We have 259 males and 254 female students.

Kindergarteners: 53% males 47% females

First Graders: 46% males 54% females

Second Graders: 52% males 48% females

We provide special education services for approximately 10% of the students at Winfield Elementary. Students qualified under the following categories: Speech, Autism, Mild Cognitive Disability, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, and Moderate Cognitive Disability.

We have approximately 36 students, or 8% of our students, who are English Language Learners. They are supported through pull-out and push-in models depending on the level of proficiency.

We currently service minimally 75 students who are identified as highly-abled. These students are clustered in highly abled classrooms; subject accelerated, or pulled out for enrichment. This number fluctuates throughout the year as students continue to be identified for enrichment.

## School's Purpose

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

Winfield Elementary's purpose statement indicates that "We will educate every child, with quality instruction and high expectations, in a nurturing environment." The staff at Winfield embody this vision by focusing efforts on students at all proficiency levels. This includes offering comprehensive special education, high-ability, and intervention programs as students are in need. All staff members participate in a positive behavior system that recognizes and celebrates children who play fairly, act kindly, work hard, and show respect. High expectations are assumed for all students. Our primary configuration allows us to continually nurture our students with programming that is targeted at their age level.

Winfield's mission statement explains that "It is the mission of Winfield Elementary School, a partnership of students, staff, families, and community, to provide continuous academic progress in a physically and emotionally safe environment. Winfield School will produce self-directed lifelong learners, creative problem solvers, and responsible citizens by facilitating opportunities for students to use individual abilities to achieve their personal best." High quality curriculum, such as Blended Learning, and extra-curricular activities, such as The Bucket Filling Club, provide opportunities for students to excel in all areas of academic and social/emotional growth.

Winfield Elementary beliefs include:

- Students are our number one priority.
- In the value of the individual.
- That students need to be taught how to learn and how to make decisions.
- In providing opportunities for students to be successful.
- In fostering positive student attitude.
- In comprehensive education that meets the need of the individual student.
- In the worth of teachers and their professional judgment.
- Education is a lifelong process.
- Education is the shared responsibility of the home, school, and community.
- Schools should provide an environment that is safe, healthy, and conducive to learning.
- Schools should teach good citizenship and democratic principles.
- Technology should enhance the learning process.
- Excellence in education is a key to survival of the individual and our nation in the global society.
- In the constant review and revision of the curriculum aligned to the standards.
- In expansion of educational programs outside the school setting.
- In local community-based decision making.

## Notable Achievements and Areas of Improvement

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

Winfield Elementary focuses many efforts on reading achievement. As reading is the foundation for many other subjects, a large percentage of instructional time is spent on reading instruction. Last year, 89% of our second grade students exited at or above the benchmark. Their average independent reading level was 3.7 (goal of 2.9). First grade students exited at an average of 2.4 IRL (goal 1.9). In kindergarten, students are exiting and meeting the STAR benchmarks set forth. There are always opportunities to continue promoting reading growth in our students. Although the kindergarten improved, we still have room to grow. The addition of CP 2.0 and a Blended Learning environment in English Language Arts will continue to provide opportunities for enrichment and remediation meeting the needs of all students.

Winfield students continue to excel in mathematics. This year we have more than 50 second graders taking accelerated math (working at the next grade level). Teachers are comfortable differentiating mathematics lessons to meet the needs of our high achieving students. A goal will be to align our local assessment performance in math with our performance on ISTEP+. The format of the test, and addition of technology enhanced problems, need to be shared in the earliest primary grades to ensure that our students do not struggle simply due to the format of the test.

In the next three years, we want a larger percentage of our students at or above grade-level in both reading and math achievement. Our intervention team works fanatically to close the achievement gap for our students; however, we'd like to close it more quickly. New interventions and flexible scheduling will help us achieve some of our goals. We also want to enhance our positive behavior program and decrease undesirable behaviors. Students are very impressionable at this young age, and we wish to design more positive interventions to promote good behavior. Finally, we continue our work with an updated evaluation system for teachers that supports the work of Robert Marzano. Since we have begun implementing his theories, students are presented with learning goals and have begun tracking their progress individually. This self-awareness has led to increases in student achievement. We plan to continue developing our teaching staff to use Marzano's strategies to enhance student achievement.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Winfield Elementary is a wonderful primary building that targets the needs of young learners. Our growing community continues to thrive and develop, much like the minds of our young learners. With a comprehensive curriculum, dedicated staff, and involved community, our potential for success is unlimited. Our families often comment that they "wish they could stay forever" and "they don't want their children to grow up." The culture of inclusion, high expectations, and a nurturing environment are conducive for continued growth.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

Improvement Planning Process

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

N/A

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

N/A

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

N/A

# **Self Assessment**

## **Introduction**

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

### Standard 1: Purpose and Direction

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

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 4

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> </ul>	Level 4

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

What were the areas of strength you noted?

The process for review, revision, and communication is clearly documented in our School Improvement Plan. The plan is revised yearly. Notes on the process are maintained as well as dates of meetings. The process is implemented with fidelity on a regular schedule with all team members playing an active role in completing the revisions. Team members participate for multiple years so continuity may be developed. Stakeholders are engaged in the process of school improvement planning. Our purpose statement clearly focuses on student success and outlines academic and behavioral goals. Our statement is written to reflect all aspects of student development.

The staff at Winfield has a commitment to shared beliefs about teaching and learning which is clearly evident in documentation and decision making. All decisions, whether about new clubs, new teaching strategies, or new professional development are looked at through the lens of our mission and beliefs. This commitment is always reflected in communication among leaders and staff, including newsletters and meeting agendas. Challenging educational programs and equitable learning opportunities are implemented in measurable ways (through our assessment practices, teacher reflection, and discussion) so that all students achieve learning, thinking, and life skills necessary for success. We have evidence of a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Our studies and implementation of Marzano's method are measured through the iObservation tool. School leadership and staff share high expectations for professional practice, but our entire building is working towards shared accountability. Grade level meetings are a forum for discussing expectations for all learners.

## Indiana School Improvement Plan

Winfield Elementary School

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Winfield's school leader requires the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. This improvement process is implemented yearly as the goals for improvement are reviewed. Some stakeholders are engaged in the process, including teachers and parents, but not all groups are represented.

School personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance. This profile is used by the School Improvement Team and is communicated to stakeholders for their review at the school, at central office, and on our website. The profile contains multiple assessment pieces, including IREAD, ISTEP+, Star Reading and Math, and mClass which are used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The goals are based on assessments for which we have collected data. Each school improvement goal uses action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.

What were the areas in need of improvement?

Winfield has an opportunity to improve the involvement of stakeholders in the school improvement process. We need to increase the number of stakeholders that participated in the creation of our improvement plan.

What actions are you implementing to sustain the areas of strength?

We will continue working as a team to complete the school improvement plan, as each member has important contributions to make to the process. The school improvement team will continue to meet regularly to guide the process for reflection and review. We will continue reviewing the plan with the entire staff to gain a commitment from all involved. Looking to other exemplary processes and plans will enable us to further grow.

What plans are you making to improve the areas of need?

We will invite stakeholders from the community and student groups to participate in the school improvement process. We will also target community members without children, as the high performance of our school is important to the reputation of a community.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 4

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•Social Media</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 3

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	Level 4

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

What were the areas of strength you noted?

The policies and practices set forth by the governing body support our school's direction and purpose by having clear guidelines for school operations. These are outlined in school board policy and student and staff handbooks. Teacher evaluation is required by the teacher contract. This process requires that effective instruction is occurring if a teacher is to be rated Highly Effective. Through assessments, student needs are identified, both advanced work and remediation, which allow teachers to produce equitable and challenging learning experiences for all students. The policies set forth by the school board allow for the professional growth of staff. Teachers and aides are participating in weekly development as a result of a late-start day. Policies and practices provide clear requirements, direction for, and oversight of fiscal management. Policy manuals, such as those created by IASBO, help focus management.

The School Board has completed a formal process of self-evaluation with the ISBA Director of Board Services, and informally during annual retreats. Each member of the School Board annually participates in systematic, formal training offered by the Indiana School Boards Association and the school corporation. Members of the board comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning. Each member is an elected individually, so their membership is contingent upon the public's perception of their performance.

The School Board does not involve itself in the day-to-day operation of the schools. Public concerns, brought to the board, are funneled back to the school leader to have the opportunity to solve. The governing body abides by the policies and guidelines set forth by the board. They do not interfere in the daily operations of the school. That responsibility is left to the school leader. School leaders are not in regular communication with board members.

The principal and staff use the school purpose as a "lens to look through" when making decisions. If a decision can support our mission, then the idea can move forward. The staff encourages and supports student achievement of high expectations by participating in grade-level data meetings where student performance is discussed. All classes match students to their instructional skill level to encourage and support growth. The teacher contract allows principals to actively and consistently support and encourage innovation and shared leadership by monetarily rewarding teachers for their contributions to staff/student growth. Winfield enjoys collaboration among all stakeholders including

## Indiana School Improvement Plan

Winfield Elementary School

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school events (Grandparent's Day, Creative Arts Fair, Kindy 500, Music Program), community outreach (McSchool Night, Student Philanthropy, Winfield Trustee Sponsorships), and student activities (afterschool clubs, Student of the Month). All of these opportunities require the collaboration of many stakeholder groups to implement the initiatives.

Winfield communicates consistently with stakeholder groups, including a weekly newsletter, school website, and School Messenger messages. School updates are also presented monthly at PTO meetings. Stakeholders are invited to provide feedback through the PTO, School Board Meetings, parent/teacher conferences, and parent surveys. Parents are part of the school improvement process and provide guidance on yearly plans. Winfield's communication efforts with stakeholders lead to increased stakeholder participation. We enjoyed a record number of volunteer hours last year. This leads to a sense of collective ownership for the school's performance, as the entire school community is involved in helping students achieve.

Marzano's iObservation tool evaluates teacher practices that have the highest impact on student achievement. Though there are more than 40 elements to rate, Crown Point has chosen to focus on the ones that deliver the highest student growth. Supervision and evaluation processes are consistently and regularly implemented. The school corporation's process requires 1-3 rating per year/per teacher. A minimum of two observations are conducted to create one rating. This ensures that the principal is regularly evaluating teacher effectiveness. The results of the evaluation process are analyzed carefully with the teacher who is observed during a post-observation meeting. During this meeting, the principal and teacher will brainstorm strategies to improve or continue effective practice.

What were the areas in need of improvement?

Winfield has the opportunity to engage stakeholders more proactively. Not all groups are represented at all time. A core group of stakeholders is often solicited for feedback, but increased outreach efforts will provide more opportunities for growth.

What actions are you implementing to sustain the areas of strength?

To continue our areas of strength, we will continue to follow the policy and guidelines written by our highly-effective school boards. We will also continue to implement, and learn more about, our evaluation tool to promote student growth.

What plans are you making to improve the areas of need?

Winfield will increase the range of stakeholders who provide feedback. The AdvancED Parent Perception surveys provide information, but we will solicit feedback from other groups, not only parents. In the summer, we will send a survey to local business and community partners to garner feedback on the school's mission and vision. Our goal will be to increase awareness and build relationships. We will also begin to plan activities to engage other residents, including those without children. These activities may include informational nights to learn more about Winfield Elementary, volunteer opportunities, and school visits.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•The CPCSC curriculum follow the Indiana Academic Standards for College and Career Ready students. The curriculum is listed on the corporation website at <a href="http://www.cps.k12.in.us">www.cps.k12.in.us</a> and is available for viewing at Central Office.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

**Indiana School Improvement Plan**

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Direct Instruction: lecture, drill/practice, guided instruction, shared instruction, whole/small group</li> <li>Indirect Instruction: inquiry, concept formation</li> <li>Experiential: role play, field trip (real and virtual), assemblies</li> <li>Interactive: brainstorming, think pair share, brain-based learning, problem solving</li> <li>Independent: journaling, computer-based learning, self-selected reading/study</li> </ul>	Level 3

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 2

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•PARENT COMMUNICATION: Weekly School Newsletter, Weekly Classroom Newsletter, School Messenger, RDS Parent Access, Morning School Announcements, Schoolhouse News (district), PTO Meetings, School Improvement Meetings, Open House/Orientation, Family Reading Nights, Parent-Teacher Conferences (almost 100% participation)</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

**Indiana School Improvement Plan**

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•STAFF DEVELOPMENT: Weekly PD Meetings, Summer Learning (CLEAR), LEARN Academy courses, Literacy Coaching, High-Ability Differentiation Support</li> </ul>	Level 3

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> <li>•Exceptional Learners: staff and programming to support students with disabilities</li> <li>English Language Learners: staff and programming to support non-English speaking students</li> <li>Rtl: staff and programming to support students needing remediation or acceleration beyond the general education classroom</li> <li>High-Ability: staff and programming to support students needing acceleration beyond the general education classroom who are far above grade level</li> </ul>	Level 4

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

What were the areas of strength you noted?

Winfield's curriculum and learning experiences are aligned with the school's purpose to provide continuous academic improvement. Our diversity of programs for Response to Instruction, Least Restrictive Environment, and Blended Learning Environments enable us to offer challenging opportunities for all students. Our standard end-of-year assessments and student growth measures clearly confirm that students are prepared for success at the next level. These assessments are given by all classes. Like classes have the same high learning expectations by using the same set of curriculum standards, as well as implemented common language for learning objectives. Teachers are posting objectives and planning appropriately for instruction. Learning activities are individualized regularly for groups of students, and for individual students as needed in leveled reading groups.

Winfield uses multiple assessments to monitor and adjust curriculum and instruction. These include mClass, Early Star Literacy, Star Reading, and Star Math. All classes assess students with these measurement tools consistently. When curriculum, instruction, and assessments are reviewed or revised, grade-level meetings are scheduled for teachers to collaborate. Committees are formed from across the district to assist and lead the textbook adoption/curriculum building process. They meet regularly and disseminate information to the individual buildings. Grade level meetings and weekly PD meetings allow teachers to discuss current data and plan intervention strategies for

all students. The RTI team participates in all meetings to help plan instruction.

Teachers are consistent and deliberate in planning and using instructional strategies that require students to self-reflect. Teachers and students are tracking progress on instructional objectives and student goals. Students work collaboratively on projects within individual classes. Teachers are learning new strategies through the Learn Academy courses, CP 2.0 Blended Learning Course, and CLEAR training. Guided Reading allows teachers to personalize instructional strategies and interventions to address individual learning needs. Support from the RTI team occurs in reading classes to help students continually improve in the classroom setting. Programs such as Raz-Kids and Dreambox target students' individual skill level and provide appropriate activities. Teachers use leveled homework or group work to meet additional needs. Teachers consistently use instructional strategies that require students to apply knowledge and skills. Teachers studied Marzano's book *The Art and Science of Teaching*, and are applying strategies that enhance higher level thinking. Technologies, such as Raz-Kids, Dreambox, support these strategies.

Using the new evaluation process, all teachers are evaluated multiple times per year. This occurs through unannounced observations which are followed by conversations between the administrator and teacher. Teachers maintain online grade books which are available to the administrators and parents at all times. New teachers, and those rated as improvement needed, are matched with a peer mentor.

Teachers are using Marzano's research with learning goals and scales in the classroom. This clearly informs the students of the learning expectations and Standards of performance. Models are provided by teachers to help guide and inform the students. Teachers often use a strategy of "I do, we do, you do" to explain the standard to the students. The instructional process requires the use of multiple assessments to inform instruction. These assessments include Star Reading and Math, mClass, Accelerated Reading, and CP 2.0 common assessments. The process provides students and their parents specific and timely feedback. Some of the feedback is immediate, as with Accelerated Reading, Math Facts in a Flash, or Blended Learning assessments. The remaining assessments generate reports for parents and students to view.

New teachers participate in an extensive induction process upon hiring. Mentors are provided to new teachers and those rated improvement necessary. The induction process sets the expectations for teaching in CPCSC. News teacher support is maintained throughout the school year with continued meetings and professional development.

Winfield families are engaged through volunteer work and school-wide programs. Parents volunteered over 4,000 hours in our school last year. Adjustments have been made based upon evaluation of current practice, including changing our visitor policy, to allow maximum engagement in our school in a way that preserves instructional time. RDS Parent Access/Buzz, emails, newsletters, and School Messenger are multiple ways that we keep out families informed of their child's learning progress.

Teachers needs are surveyed to determine professional development topics that will be addressed at a school level. The district provides training on district initiatives such as Jr. Great Books, Guided Reading, and CP 2.0. Teachers have received continued professional development in the *Art and Science of Teaching* by Robert Marzano. This is tied to our new evaluation system.

Weekly professional development meetings are held for certified staff and support staff is invited to participate when the topics pertain to them. Nurses, secretaries, custodian, and media personnel participate in yearly developmental meetings pertinent to their job descriptions.

Students are assessed to determine unique learning needs. During data team meetings, the student needs are discussed and appropriate instruction or intervention is planned. Students may receive services from remediation interventionists, highly-abled teachers, and English as a Second Language support staff. Students are clustered for reading instruction based upon needs of the student. Problem Solving Team meetings also address the unique needs of students and recommend placement suggestions and intervention strategies. The support staff coordinates services with the general education teachers to provide the right level of support for the students.

What were areas in need of improvement?

Consistency is needed in our collaborative efforts. Some members of the school staff participate in learning communities that meet formally and informally. Learning communities, in addition to regularly staff professional development, are optional to teachers. Collaboration occurs occasionally across grade levels at the beginning and end of the year. Weekly meetings provide some time to collaborate about current initiatives. Staff members promote discussion about student learning during grade level meetings, but have not been formally trained to do so. Some grade levels examine student work, promote reflection, and form study teams, but not on a regularly scheduled basis.

Winfield educates students in grades K-2, and because of this can be challenged to develop a long-term relationship with a student. Students are in self-contained classrooms that allow a relationship to form with their teacher. Second grade cluster groups for math instruction, so there is a second advocate with whom a relationship is built. The Positive Behavior support staff member implements many programs, including a PAWS behavior program, Second Steps, and bully training which put her in direct contact with all students. Online records give teachers access to the educational records of students to gain insight. The Problem Solving Team also gathers to discuss and advocate for students with unique learning challenges.

New grading practices were implemented this year. The new Buzz course encourage more common assignments, assessments, and grading practices. Parents are informed of teacher policies through newsletters and parent orientation. All grades can be viewed online through the BUZZ management system. Parent-teacher conferences are also an opportunity for teachers and parents to meet and discuss progress. The new practices have impacted some student grade negatively, so we will need to look for ways to mitigate that, or effectively explain to parents the process students follow until they reach mastery learning.

What actions are you implementing to sustain the areas of strength?

To sustain our areas of strength, Winfield teachers will continue to use research based strategies with students. Through frequent assessment and discussion, student needs will continue to be monitored and addressed. The principal will continue to monitor instruction in the classrooms with the new evaluation tool, as well as making informal visits to classrooms. Our PBIS professional will continue working with all students to build awareness of healthy habits, as well as individually with students experiencing difficulty in school. The school will continue to communicate with parents through newsletters, School Messenger, and our website about events and opportunities to participate in the Winfield school community. We will continue to have meetings with various school personnel to plan and collaborate on student programming. We will also invite new members to participate in the process to continue to build our knowledge base of best practices.

Technology has moved to a one-to-one platform for our students. Teachers, students, and parents will need continued support and development in how to most effectively implement this incredible teaching tool. CP 2.0 Blended Learning is allowing students to learn at any time, any pace, and any place.

What plans are you making to improve the areas of need?

The principal will survey the teachers about interests in learning communities. With the strong teacher contract, there is the compensation for teacher led initiatives, which may promote participation among staff members. We will explore ways to build advocacy in our building for our students during the short time they are with us. The new contract also provides compensation for individuals who are interested in mentoring others. A focus on collaboration will be renewed with purposeful and planned agendas for the staff to engage with.



**Standard 4: Resources and Support Systems**

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

Overall Rating: 3.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•ELA: Accelerated Reading, National Geographic Reading Series, Reading A-Z, Raz-Kids, Fountas and Pinnell Guided Reading, Brain Pop, Drops in the Bucket, Tucker Signing, Leveled Literacy, DOL MATH: Everyday Math, Dreambox, Math Facts In a Flash. SCIENCE: FOSS, Environmobile, LCSWC District Programs HEALTH: McGraw Hill Health Series SOCIAL STUDIES: Scott Foresman Big Books (K), McGraw Hill Big Book (1), Houghton Mifflin (2).</li> </ul>	Level 4

**Indiana School Improvement Plan**

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•For the 2014-2015 school year we had 6 suspensions and 0 expulsions. The PBIS para works with the staff to create positive behavior interventions. Students needing behavioral services are referred to the PBIS para. The Problem Solving Team will then meet to discuss the child and make appropriate suggestions for improved behavior. The PBIS para collects data on the number of students she regularly services. Some students receive her services as needed, and others are on her regular caseload.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 4

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•PBIS Paraprofessional full-time on staff, Licensed Social Worker 1x per week, Second Steps Curriculum, PAWS Positive Behavior Program, Anti-Bullying focus lessons, Red Ribbon Week</li> </ul>	Level 4

**Indiana School Improvement Plan**

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•The PBIS paraprofessional, licensed social worker, and Problem Solving team collaborate and provide RtI interventions to students in need. Referrals are made to the team, a meeting is scheduled, the student is discussed, and a plan is formulated. The team meets every 8 weeks to monitor the progress of the student. If not enough growth is evident, the student may move to a higher Tier of service.</li> </ul>	Level 4

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

What were the areas of strength you noted?

Principal has access to qualified candidates, who are screened through the HR director, when an opening exists within the school. School leaders evaluate enrollment trends and make predictions about future growth to determine the number of personnel necessary. Semester budgets are provided for support staff members.

Principals then have the autonomy to fill those positions in the way they see fit to meet the needs of the students. The secretary-treasurer closely monitors material and fiscal resources to ensure teachers have the tools to support the purpose and direction of the school. Instructional time is protected for students, including a minimum of 90 minutes for literacy instruction daily. Block scheduling is provided in grade two to cluster students according to their needs. Additional instructional time is provided to students needing remediation. Fiscal resources are fully used to provide the maximum services to students. This included adding a staff member to the intervention team for second semester.

District policy exists for the maintaining of a clean, safe, and healthy environment. This includes a custodial handbook, crisis manuals, and procedures for emergencies. The materials are available in the school to all personnel. Teachers participate in CPR training as part of their license renewal and the director of security trains staff members annually. All staff members participate in GCN tutorials about blood borne pathogens, sexual harassment, and FERPA. The school nurse tracks attendance and illness within the building and communicates with

parents and the community as necessary. School breaks are a time where maintenance and deep cleaning are performed on parts of the building. Custodians clean classrooms and student areas daily, as well as performing additional tasks on a rotating schedule.

Our media center houses resources for students and teachers. In addition, many resources are available online for use in the classroom and at home, such as Raz-Kids. Our full-time media specialist and the teacher who holds the ECA position of technology resource are available to help teachers with media and technological needs. They assist with finding, retrieving, and utilizing media.

Teachers have access to iPads and laptops which are used to plan instruction for students. Each classroom is also equipped with a projector and television. Each student has a laptop for use with programs such as Raz-Kids, Dreambox, and Accelerated Reading.

The exceptional learner classroom uses one-to-one computing with iPads with their students. The school has Wi-Fi service to power internet use to meet the teaching, learning, and operational needs. The district plans technology initiatives that correlate with textbook adoption processes.

School personnel utilize a PBIS referral process when students are at risk socially or emotionally. The PBIS paraprofessional then confers with teachers and parents to plan action for the child. The nurse coordinates efforts for students who are lacking basic care, such as clothing needs. The school uses Second Step and Ripple Effects to teach social and emotional skills to students. The Problem Solving Team also meets to address the behavioral needs to students who are struggling in the school setting. They plan appropriate interventions and strategies to promote success.

The school has a team of professionals which plan for the needs of the students. The members include the principal, general education teachers, special education teachers, classroom interventionists, and a PBIS paraprofessional. When needed, the nurse, licensed social worker, school psychologist, and school diagnostician meet to plan for the needs of particular students. The school cooperates with outside agencies, such as doctors, psychiatrists, and social workers to meet student needs. These individuals can observe and work with certain students during the school day. The PBIS paraprofessional tracks data on student behavior and referrals monthly. She also collects data on the positive behavior program, PAWS and communicates the results with the staff.

What were areas in need of improvement?

There are no areas of improvement at this time. While more staff members, more resources, and additional technology would always be welcome, students are making growth and achieving with the levels of resources we have. Our new one-to-one computing initiative is allowing teachers to differentiate in new ways. All students have continued access to technology at all times.

Our environment continues to be safe and disciplined as evidenced by our low number of suspensions. We are continually challenged to work on strong positive behavior skills with students, particularly those who move in to our district and do not begin their school career with us.

What actions are you implementing to sustain the areas of strength?

We will continue to monitor class size and the needs of students to ensure that staffing is fulfilling their needs and promoting student growth. We will continue to monitor the resources used by teachers, as well as seek out new ones, to ensure that our students continue to have access to high quality curriculum and learning experiences. Our media and technology resource people will provide learning opportunities for students and staff members to learn about new media and technology as it evolves.

### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•mClass Reading 3D: Measure foundational reading skills and comprehension levels. Administered one-on-one.</li> <li>•Early STAR Literacy: Computerized assessment measuring early reading skills.</li> <li>•STAR Reading and Math: Computerized assessments measuring reading and math skills in a multiple choice format.</li> <li>•EPSF: Early Prevention of School Failure is a kindergarten entrance examination looking at skills in Gross Motor, Fine Motor, Visual, Auditory, and Language Areas.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 4

# Indiana School Improvement Plan

Winfield Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> </ul>	Level 4

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

What were areas of strength you noted?

All school personnel consistently use a comprehensive assessment system which includes local and state assessments. Assessments are administered according to a calendar with certain windows for reporting results. This system ensures consistent measurement among all classrooms. The results are discussed in data team meetings. All assessment is proven reliable and bias free. These assessments include mClass, STAR, BUZZ, and local textbook assessments. Teachers are trained in the administration of the assessments and look for student anomalies to ensure valid results. Assessments are reevaluated to ensure they are effective. Benchmarks are set for student learning that coincide with the assessment results.

Data is collected after each assessment period and then analyzed in grade-level meetings. Teachers also analyze data with students to inform student goals. Student data is shared with parents through reports and the BUZZ/RDS system. Comparison and trend data is analyzed, including data from district and league schools. All school personnel use data to drive their classroom instruction as well as the creation of school improvement plans.

Teams evaluate data when discussing student progress. District placement guides are used to show evidence of student growth and readiness for the next level. Using these guides, teachers can plan instruction that is targeted to the current level of the student, which may be above or below the current grade benchmark. The Problem Solving Team uses the data and benchmark to make placement decisions for students in intervention or acceleration programs. These decisions are reevaluated through PST meetings that occur as a student progresses through the levels of RTI.

The school leader monitors information about student learning and the achievement of school of goals regularly. This is done by dissecting classroom, grade-level, and school-wide achievement results. The results, and suggestions for continuing results, are communicated to stakeholders via email, weekly newsletters, and our school website. The principal's weekly newsletter shares ways parents can help promote student achievement at home, and what conditions support student learning. This is also a forum for sharing student results with stakeholders.

What were areas in need of improvement?

Although teachers have been trained in data interpretation, the continued evolution of assessments has prompted a need for further training. There are many reports available through our Renaissance learning system that teachers would like to learn more about. Support staff would also benefit from additional training in data interpretation.

What actions are you implementing to sustain the areas of strength?

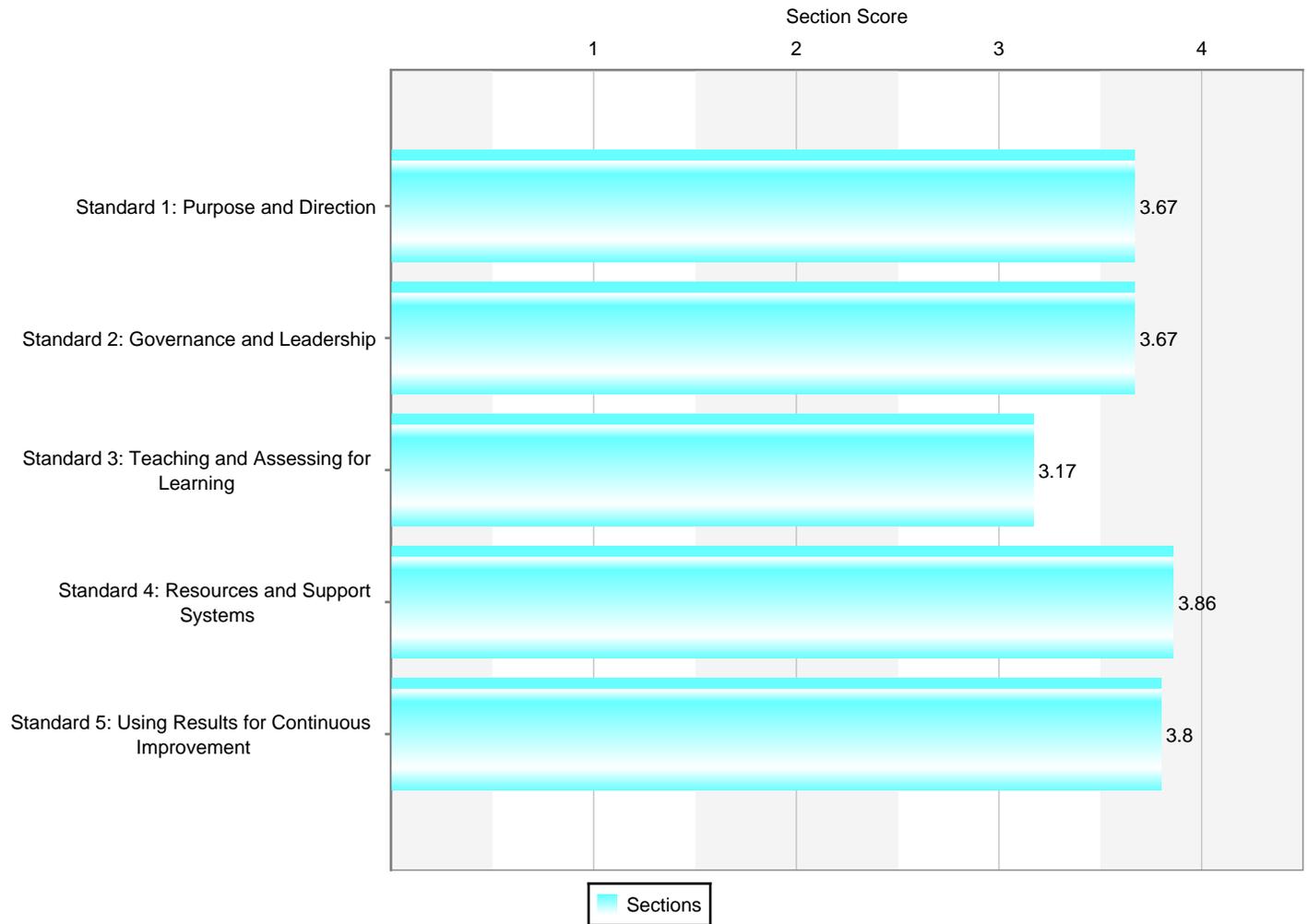
We will continue to use a wide range of assessment to collect data on our students. We will continue to use the data to plan instruction and interventions to promote high achievement for all students. We will continue to communicate our successes and challenges to our stakeholders to further build our partnership and to collaborate on how to best achieve student success.

What plans are you making to improve the areas of need?

We will plan professional development sessions on data interpretation. We will form a professional learning community that is interested in the topic, and have them work with the entire teaching staff to improve understanding and communication with our stakeholders. We will also invite parents to participate in a learning seminar about data interpretation. This will build their understanding of student data reports.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		IREAD-3 and ISTEP+ STAR Assessments mClass TRC Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

IREAD-3: Almost 100% of students pass this exam.

ISTEP+: Though performance levels did not meet that of years past, students performed significantly better than the state, often scoring 20% higher or more.

STAR: Students consistently score on average in the top quartile of students nationally. In addition, students consistently demonstrate strong growth scores.

mClass: Students in grades 1 and 2 are increasing their reading abilities and more children are exiting "above level" than ever before.

### Describe the area(s) that show a positive trend in performance.

Conclusions about Student Achievement

IREAD-3 data indicates that performance is steady, and we are trending towards 100% passing.

ISTEP+ data indicates that ELA and Math achievement are within the range of our League Schools.

ISTEP+ data indicates that ELA and Math achievement exceeds the state achievement levels.

STAR Early Literacy data indicates an increase in the number of Transitional readers at the Kindergarten level.

STAR Reading and STAR Math First Grade data indicates average scores are above grade level.

STAR Reading and STAR Math Second Grade data indicates average scores are above grade level.

mClass data indicates that ELA TRC levels are improving. 72% of kindergarteners are at or above proficient. 82% of first graders are at or above proficient. 89% of second graders are at or above proficient.

### Which area(s) indicate the overall highest performance?

English Language Arts achievement is our strongest performance area on the ISTEP+. This is validated by the strong results from IREAD, STAR, and mCLASS in all grade levels.

## Indiana School Improvement Plan

Winfield Elementary School

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Students in the primary grades are growing consistently in Reading achievement in grades 1 and 2. Student performance in Math has been consistent or slightly improved.

ISTEP+ ELA:

Grade 3- Writing Process

Grade 4- Reading Nonfiction

Grade 5- Reading Literature, Writing Process, Conventions

ISTEP+ Math:

Grade 3- Number Sense

Grade 4- Geometry and Measurement

Grade 5- Computation

### **Which subgroup(s) show a trend toward increasing performance?**

This year's ISTEP was a baseline data year so there is no subgroup trend data yet to report for these new assessments.

### **Between which subgroups is the achievement gap closing?**

Trend data does not yet exist for the new ISTEP+ assessments. We know that of all sub groups, the smallest gaps exist in math performance among sub groups.

### **Which of the above reported findings are consistent with findings from other data sources?**

The ISTEP+ baseline results are consistent with the strong mClass and STAR performance we see at the primary grades. The IREAD-3 results are also consistent with student performance in other local assessments.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

Conclusions about Student Achievement

ISTEP+ data creates a new baseline, and we have work to do to achieve our goal of 90% or higher passing for all grade levels, subgroups, and subjects.

ISTEP+ data indicates that ELA and Math achievements have decreased below the 90th percentile.

STAR Early Literacy data indicates a decrease in Probable Readers.

Assessments are difficult to administer to kindergartners at times. We will need to consider the fluency levels and stamina levels of our readers. Our students find it difficult to work efficiently with time-constraints and/or with endurance toward completion.

### Describe the area(s) that show a negative trend in performance.

Trend data is not yet established on the ISTEP+ assessment. It is noted though that some subgroups, including Special Education, continue to struggle with performance.

### Which area(s) indicate the overall lowest performance?

Kindergarten Reading proficiency was our lowest performance among reading achievement scores in the primary grades.

ISTEP+ ELA:

Grade 3- Reading Literature and Writing Conventions

Grade 4- Writing Process

Grade 5- Reading Nonfiction

ISTEP+ Math:

Grade 3- Algebraic Thinking & Data Analysis, Geometry and Measurement

Grade 4- Number Sense, Computation, Algebraic Thinking & Data Analysis

Grade 5- Number Sense, Algebraic Thinking & Data Analysis & Statistics, Geometry and Measurement

**Which subgroup(s) show a trend toward decreasing performance?**

Trend data is not yet available for the new ISTEP+ test, but we are aware that our Special Education population is the most in need at this time.

**Between which subgroups is the achievement gap becoming greater?**

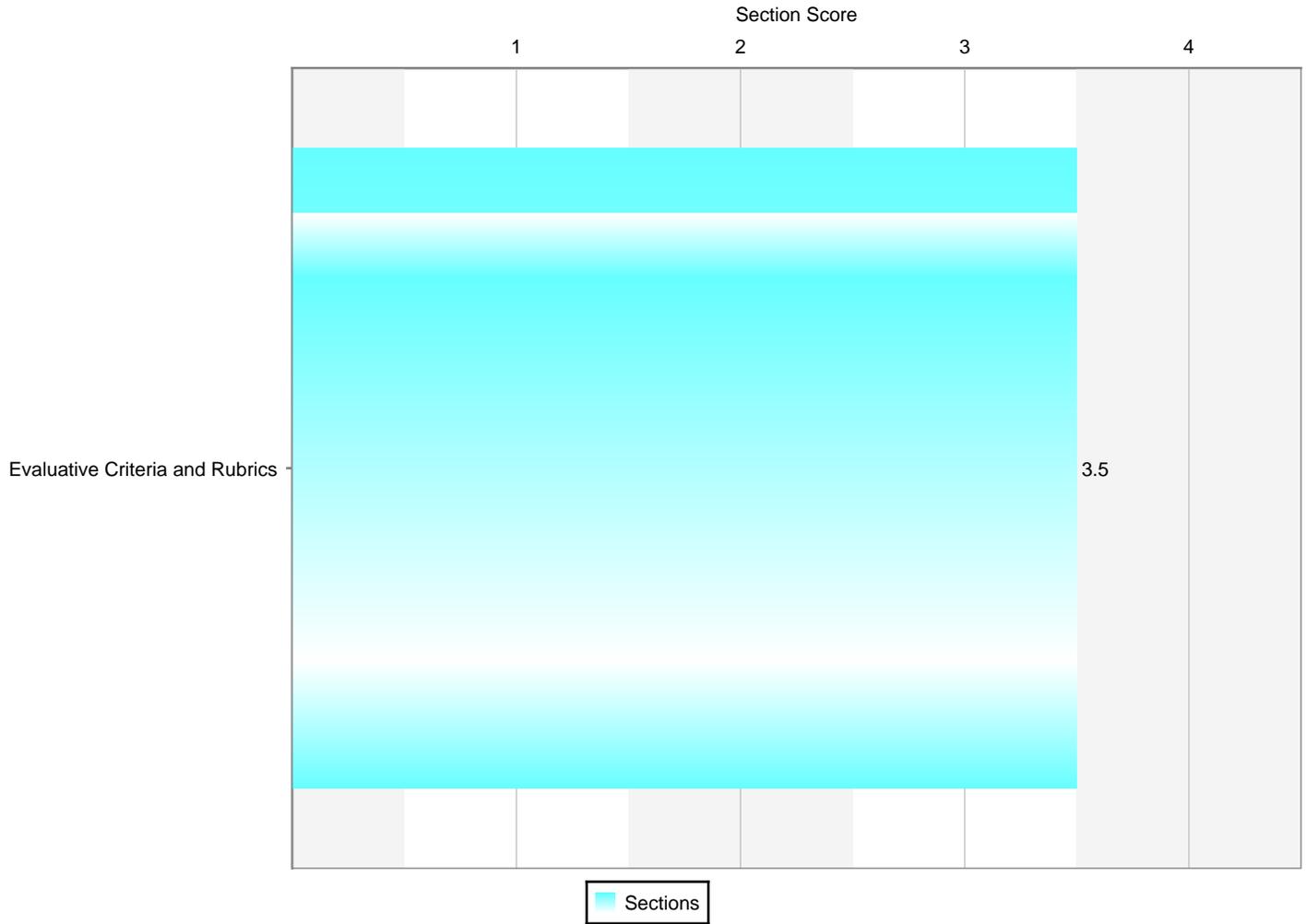
Our special education students have demonstrated growth that is inconsistent from year to year.

**Which of the above reported findings are consistent with findings from other data sources?**

The results from the ISTEP+ reading scores are consistent with STAR Assessments for many of our students. However, students perform stronger on the STAR assessment in Math than they do on the ISTEP+ in math. ISTEP+ is one of the first standardized tests that the students take. The new assessments are technology enhanced. The localized STAR assessments are not yet asking those types of questions.

## Report Summary

### Scores By Section



# **Winfield Goal Action Plan 2015-2018**

## **Overview**

### **Plan Name**

Winfield Goal Action Plan 2015-2018

### **Plan Description**

All students will demonstrate measurable growth and achievement in reading and math.

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate measurable growth and achievement in reading.	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$500
2	All students will demonstrate measurable growth and achievement in math.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0

## Goal 1: All students will demonstrate measurable growth and achievement in reading.

### Measurable Objective 1:

100% of All Students will increase student growth in comprehension in Reading by 06/01/2016 as measured by mClass Data, STAR Reading, Early STAR Literacy.

### Strategy 1:

CP 2.0 - • New Teachers will be trained in CP 2.0

- All teachers will implement a blended ELA course as a means to increase differentiation
- All teachers will model the use of technology to support literacy development
- All students will use devices daily to support literacy instruction

Research Cited: U.S. Department of Education, Office of Education Technology (2014). Learning Technology Effectiveness. Retrieved from <http://tech.ed.gov/wp-content/uploads/2014/11/Learning-TechnologyEffectiveness-Brief.pdf>

Evidence of success: Teacher Lesson Plans, Principal Observation, Literacy Coach Observation, Report Cards, IEP Updates, mClass, STAR, ISTEP+, IREAD-3, Exit Slips, Acuity, Student Data Folders, Teacher Feedback

Activity - CP 2.0 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year, all new teachers will be trained in the use of a Blended Learning environment.	Professional Learning	08/03/2015	06/01/2018	\$0	No Funding Required	Curriculum & Instruction Department, Principal, Literacy Coaches, Builders, Mentor Teachers

Activity - Implement ELA Buzz Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement the ELA Buzz Course with their students.	Direct Instruction	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers

Activity - Technology Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Indiana School Improvement Plan

Winfield Elementary School

All teachers will model the use of technology to support literacy development.	Technology	09/15/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers, Media Paraprofessional, Technology Department, Building Tech Mentor, CP 2.0 Builders
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Activity - Student Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use devices daily to support literacy instruction.	Technology	10/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers, Media Paraprofessional, Technology Department, Building Tech Mentor, CP 2.0 Builders

### Strategy 2:

Reading Buddies - The School Improvement Team will research and develop a pilot mentor program where students will be paired with a regular adult advocate to build a nurturing relationship and increase reading skills.

Research Cited: Sturtevant, J. (2014). You've gotta connect: Building relationships that lead to engaged students, productive classrooms, and higher achievement. Chicago: Incentive Publications.

Chicago: Incentive Publications.

Evidence of success: The School Improvement Team will present a proposal to the staff for implementation.

Activity - Reading Buddy Investigation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Improvement Team will begin researching the implementation and best practices of increasing student advocacy through an adult Reading Buddy program.	Professional Learning	04/01/2016	08/15/2016	\$500	Other	Principal, School Improvement Team

### Strategy 3:

Guided Reading - • All teachers will participate in a Literacy 3-day Training with CLEAR from Purdue

- Teachers will revise a schedule for guided reading, based upon learning at training, and implement with fidelity
- Materials will be selected at students' instructional level and differentiation will occur as teachers instruct students specific needed skills
- Literacy Coaches will support teachers in the implementation of Guided Reading

## Indiana School Improvement Plan

Winfield Elementary School

Research Cited: Fountas, I. C., & G. S. Pinnell. 1996. Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.

Evidence of success: mClass, Early Star Literacy, STAR Reading, IREAD, ISTEP+

Activity - CLEAR Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All existing teachers will participate in a 3-day Guided Reading training in Summer of 2015. New teachers will participate in training with the building Literacy Coaches prior to the start of school.	Professional Learning	07/01/2015	06/01/2018	\$0	No Funding Required	Curriculum & Instruction Department, Principal, Classroom Teachers, Literacy Coaches
Activity - Guided Reading Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise a schedule for guided reading, based upon learning at training, and implement with fidelity	Other - Teacher Preparation	10/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers, Literacy Coaches
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be selected at students' instructional level and differentiation will occur as teachers instruct students specific needed skills.	Direct Instruction	10/01/2015	06/01/2018	\$0	No Funding Required	Classroom Teachers, RTI Staff, Media Paraprofessional
Activity - Literacy Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Coaches will support teachers in the implementation of Guided Reading	Professional Learning	01/01/2016	06/01/2018	\$0	No Funding Required	Principal, Literacy Coaches, Classroom Teachers

### Strategy 4:

Daily 5/Literacy Stations - • Teachers will continue using the Daily 5 framework as it fits within CP 2.0

- Students will be taught and understand the procedures for Daily 5 rotations

## Indiana School Improvement Plan

Winfield Elementary School

Research Cited: Boushey, Gail, and Joan Moser. The Daily 5. Portland, ME: Stenhouse, 2006.

Evidence of success: mClass, Early Star Literacy, STAR Reading, ISTEP+, IREAD

Activity - Daily 5 Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue using the Daily 5 framework as it fits within CP 2.0.	Direct Instruction	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers

Activity - Explicit Modeling- Daily 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught and understand the procedures for Daily 5 rotations.	Direct Instruction	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers, Literacy Coaches, CP 2.0 Builders

### Strategy 5:

RtI - • RTI paras will implement evidence-based interventions

- New interventions will be researched/implemented based on needs of students
- Data Teams will meet to suggest students for RTI
- Progress will be monitored every 2-4 weeks for each student

Research Cited: Bean, R. & Lillenstein, J. (2012). Response to intervention and the changing roles of schoolwide personnel. The Reading Teacher , 65 (7), pp. 491-501.

Evidence of success: mClass, Early STAR Literacy, STAR Reading

Activity - Implementation Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI paras will implement evidence-based interventions with fidelity and documenting appropriately.	Academic Support Program	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, RTI Staff

Activity - Progress Monitor Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be progress monitored every 2-4 weeks, and the Data Teams will meet to review data every 6-8 weeks.	Other - Assess and Collaboration	09/30/2015	06/01/2018	\$0	No Funding Required	Principal, PST Team, RTI Staff, Classroom Teachers

## Goal 2: All students will demonstrate measurable growth and achievement in math.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in growth and achievement in Mathematics by 06/01/2016 as measured by STAR Math, Everyday Math Assessments, ISTEP+.

### Strategy 1:

Everyday Math - Teachers will continue to teach their core curriculum from Everyday Math and supplement where needed to meet needs of students.

New Teachers will be trained on implementation practices by Everyday Math Trainers.

Teachers will administer the benchmark assessments to compare data with peers.

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Evidence of success: Principal Observations, Report Cards, IEP Updates, STAR Math, Student Data Folders, Benchmark Tests

Activity - Everyday Math Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to teach their core curriculum from Everyday Math and supplement where needed to meet the needs of their students.	Direct Instruction	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers

Activity - New Teacher: EVDM Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year new teachers will be trained on implementation practices by EVDM Trainers	Professional Learning	10/01/2015	06/01/2018	\$0	No Funding Required	Principal, New Teachers, EVDM Trainers

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the EVDM Benchmark assessments to have comparable data among students.	Direct Instruction	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers

### Strategy 2:

Dreambox - New teachers will participate in Dreambox training.

All students will use Dreambox math as a Tier 1 intervention minimally 1x per week.

## Indiana School Improvement Plan

Winfield Elementary School

Teachers will understand and use the report systems from Dreambox to plan remediation.

Data will be discussed at weekly team meetings.

Research Cited: Wang, Haiwen, and Katrina Woodworth. "Evaluation of Rocketship Education's Use of Dreambox Learning's Online Mathematics Program." Center for Education Policy. SRI International. (2011).

Evidence of success: Dreambox Reports, Lesson Plans, Team Notes

Activity - New Teacher: Dreambox Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year new teachers will participate in Dreambox training.	Professional Learning	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, New Teachers
Activity - Dreambox: Tier 1 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use Dreambox math as a Tier 1 intervention weekly.	Technology	10/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers, RTI Staff
Activity - Report Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year teachers will review or learn and understand to use the report systems from Dreambox to plan remediation.	Professional Learning	01/01/2016	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers
Activity - Data Sharing/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share and discuss data at team meetings while planning for best usage of program.	Other - Data Analysis	01/01/2016	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers

### Strategy 3:

Math Facts in A Flash - All students will continue to use Math Facts in a Flash to build computational fluency.

Students will continue to track progress on individual goals.

Students will use MFF regularly in class on their devices.

Data will be discussed at weekly team meetings.

**Indiana School Improvement Plan**

Winfield Elementary School

Research Cited: Hattie, J. (2008). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.

Evidence of success: STAR Math, Buzz Reports, MFF Reports

Activity - Computational Fluency Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use Math Facts in a Flash to build computational fluency.	Technology	09/01/2015	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers

Activity - Student Progress Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set personal goals and track progress on Math Facts in a Flash.	Other - Data Tracking	01/01/2016	06/01/2018	\$0	No Funding Required	Principal, Classroom Teachers, RTI Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Buddy Investigation	The School Improvement Team will begin researching the implementation and best practices of increasing student advocacy through an adult Reading Buddy program.	Professional Learning	04/01/2016	08/15/2016	\$500	Principal, School Improvement Team
<b>Total</b>					\$500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Assessments	Teachers will administer the EVDM Benchmark assessments to have comparable data among students.	Direct Instruction	09/01/2015	06/01/2018	\$0	Principal, Classroom Teachers
Computational Fluency Practice	All students will use Math Facts in a Flash to build computational fluency.	Technology	09/01/2015	06/01/2018	\$0	Principal, Classroom Teachers
Daily 5 Stations	Teachers will continue using the Daily 5 framework as it fits within CP 2.0.	Direct Instruction	09/01/2015	06/01/2018	\$0	Principal, Classroom Teachers
Student Progress Tracking	Students will set personal goals and track progress on Math Facts in a Flash.	Other - Data Tracking	01/01/2016	06/01/2018	\$0	Principal, Classroom Teachers, RTI Staff
Implementation Fidelity	RTI paras will implement evidence-based interventions with fidelity and documenting appropriately.	Academic Support Program	09/01/2015	06/01/2018	\$0	Principal, RTI Staff
Everyday Math Fidelity	Teachers will continue to teach their core curriculum from Everyday Math and supplement where needed to meet the needs of their students.	Direct Instruction	09/01/2015	06/01/2018	\$0	Principal, Classroom Teachers
Dreambox: Tier 1 Intervention	All students will use Dreambox math as a Tier 1 intervention weekly.	Technology	10/01/2015	06/01/2018	\$0	Principal, Classroom Teachers, RTI Staff

## Indiana School Improvement Plan

Winfield Elementary School

Literacy Coaching	Literacy Coaches will support teachers in the implementation of Guided Reading	Professional Learning	01/01/2016	06/01/2018	\$0	Principal, Literacy Coaches, Classroom Teachers
Differentiation	Materials will be selected at students' instructional level and differentiation will occur as teachers instruct students specific needed skills.	Direct Instruction	10/01/2015	06/01/2018	\$0	Classroom Teachers, RTI Staff, Media Paraprofessional
Explicit Modeling- Daily 5	Students will be taught and understand the procedures for Daily 5 rotations.	Direct Instruction	09/01/2015	06/01/2018	\$0	Principal, Classroom Teachers, Literacy Coaches, CP 2.0 Builders
Data Sharing/Collaboration	Teachers will share and discuss data at team meetings while planning for best usage of program.	Other - Data Analysis	01/01/2016	06/01/2018	\$0	Principal, Classroom Teachers
CP 2.0 Training	Each year, all new teachers will be trained in the use of a Blended Learning environment.	Professional Learning	08/03/2015	06/01/2018	\$0	Curriculum & Instruction Department, Principal, Literacy Coaches, Builders, Mentor Teachers
Technology Modeling	All teachers will model the use of technology to support literacy development.	Technology	09/15/2015	06/01/2018	\$0	Principal, Classroom Teachers, Media Paraprofessional, Technology Department, Building Tech Mentor, CP 2.0 Builders
Guided Reading Scheduling	Teachers will revise a schedule for guided reading, based upon learning at training, and implement with fidelity	Other - Teacher Preparation	10/01/2015	06/01/2018	\$0	Principal, Classroom Teachers, Literacy Coaches
Implement ELA Buzz Course	All teachers will implement the ELA Buzz Course with their students.	Direct Instruction	09/01/2015	06/01/2018	\$0	Principal, Classroom Teachers

## Indiana School Improvement Plan

Winfield Elementary School

CLEAR Training	All existing teachers will participate in a 3-day Guided Reading training in Summer of 2015. New teachers will participate in training with the building Literacy Coaches prior to the start of school.	Professional Learning	07/01/2015	06/01/2018	\$0	Curriculum & Instruction Department, Principal, Classroom Teachers, Literacy Coaches
Report Training	Each year teachers will review or learn and understand to use the report systems from Dreambox to plan remediation.	Professional Learning	01/01/2016	06/01/2018	\$0	Principal, Classroom Teachers
New Teacher: EVDM Training	Each year new teachers will be trained on implementation practices by EVDM Trainers	Professional Learning	10/01/2015	06/01/2018	\$0	Principal, New Teachers, EVDM Trainers
New Teacher: Dreambox Training	Each year new teachers will participate in Dreambox training.	Professional Learning	09/01/2015	06/01/2018	\$0	Principal, New Teachers
Student Use of Technology	All students will use devices daily to support literacy instruction.	Technology	10/01/2015	06/01/2018	\$0	Principal, Classroom Teachers, Media Paraprofessional, Technology Department, Building Tech Mentor, CP 2.0 Builders
Progress Monitor Meetings	Students will be progress monitored every 2-4 weeks, and the Data Teams will meet to review data every 6-8 weeks.	Other - Assess and Collaboration	09/30/2015	06/01/2018	\$0	Principal, PST Team, RTI Staff, Classroom Teachers
<b>Total</b>					<b>\$0</b>	

## **Conclusion**

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

## Professional Development Plan

<b>School Name:</b> Winfield Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Elementary teachers improve their skills to teach the literacy continuum.			<b>Student Achievement</b>	1. Star Reading
			<b>Data Sources</b>	2. mClass TRC
<b>Benchmarks:</b> 90% of students reading at their instructional reading level by the end of each year. 95% of students demonstrating at least 1 year instructional reading level growth.			<b>Teacher Implementation</b>	1. Attendance
			<b>Data Sources</b>	2. Coaching sessions 3. Training sessions
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Continuing contact Literacy Coach training	2 primary teachers	CLEAR – Center for Literacy Education and Research Purdue University	Title II	2015-2016, 2016-2017, 2017-2018 3 contacts with the facilitator each semester

<b>School Name:</b> Winfield Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Elementary teachers improve their skills teaching English/Language Arts.			<b>Student Achievement</b>	1. Star Reading
			<b>Data Sources</b>	2. mClass TRC
<b>Benchmarks:</b> 90% of students reading at their instructional reading level by the end of each year. 95% of students demonstrating at least 1 year instructional reading level growth. The median growth percentile for students on the STAR Reading test is 60 or higher.			<b>Teacher Implementation</b>	1. Attendance
			<b>Data Sources</b>	2. Observations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Understanding the Curriculum Framework	K-2 Teachers	Assistant Director of Curriculum and Principal	Title II and General Fund	2015-2016
Using Mentor Texts	K-2 Teachers	Assistant Director of Curriculum and Principal	Title II and General Fund	2015-2016
Guided Reading	K-2 Teachers	Literacy Coaches	Title II and General Fund	2015-2016, 2016-2017, 2017-2018
Close Reading	K-2 Teachers	Assistant Director of Curriculum and Principal	Title II and General Fund	2016-2017, 2017-2018
Writing – Narrative, Informative and Argumentative	K-2 Teachers	Assistant Director of Curriculum and Principal	Title II and General Fund	2016-2017, 2017-2018

<b>School Name:</b> Winfield Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Elementary teachers improve their skills for students to deepen understanding.			<b>Student Achievement</b>	1. ISTEP+ ELA and Math
			<b>Data Sources</b>	2. Star Reading and Math

## Professional Development Plan

<b>Benchmarks:</b> The median growth percentile for students on the STAR Math Test is 60 or higher. The median growth percentile for students on the STAR Reading Test is 60 or higher. 90% of students meet their TRC goal on mClass.			<b>Teacher Implementation</b> <b>Data Sources</b>	1. Attendance 2. Observations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Read, understand and discuss the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20	Principal	Director of Curriculum	None	2015-2016
Read the Curriculum and Instruction Newsletter for Elements 17, 18, 19, 20 “Essential for Achieving Rigor” by Robert Marzano	Principal and K-2 teachers	Assistant Director of Curriculum	None	2015-2016
Read, understand, discuss, implement the “Essential for Achieving Rigor” by Robert Marzano Elements 17, 18, 19, 20	K-2 Teachers	Principal	None	2015-2016, 2016-2017, 2017-2018

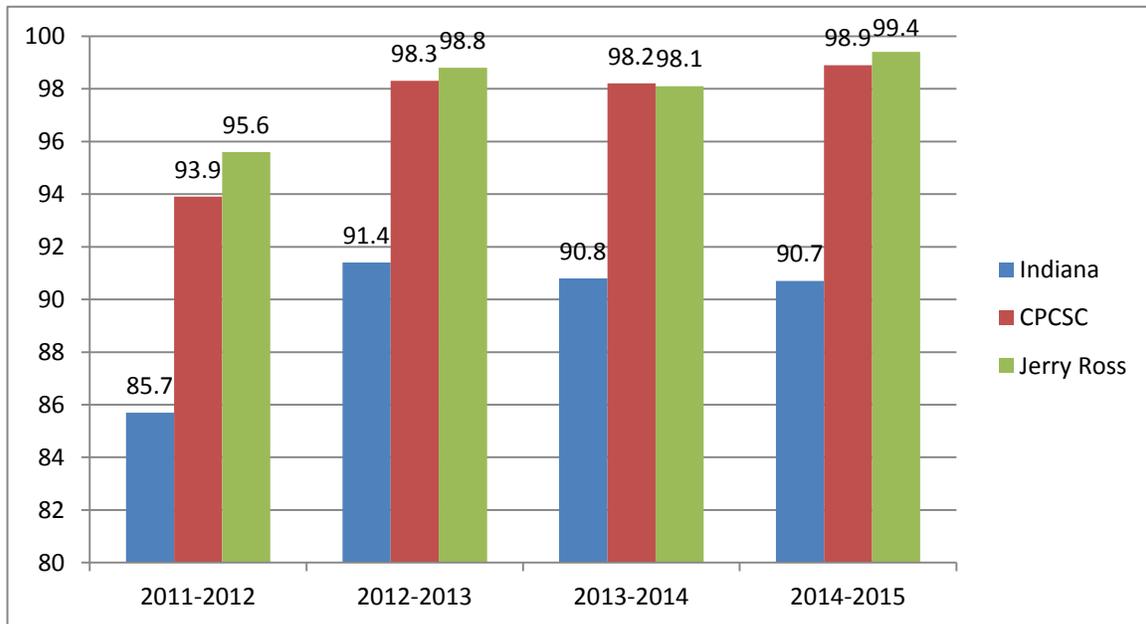
<b>School Name:</b> Winfield Elementary			<b>Monitoring</b>	
<b>Professional Development Goal:</b> Teachers improve their skills in data analysis through professional learning communities to enhance their abilities to target instruction.			<b>Student Achievement</b> <b>Data Sources</b>	1. mclass TRC 2. Star Reading and Math
<b>Benchmarks:</b> The median growth percentile for students on the STAR Math Test is 60 or higher. The median growth percentile for students on the STAR Reading Test is 60 or higher. 90% of students meet their TRC goal on mClass.			<b>Teacher Implementation</b> <b>Data Sources</b>	1. Attendance 2. Observations
Activity	Audience	Facilitator	Financial Resources	Target Date(s) of Activity
Read, understand and discuss “The School Leader’s Guide to Professional Learning Communities at Work” (Essentials for Principals) by Richard DuFour.	Principal and School Improvement Team	Principal	None	2015-2016
Read, understand and discuss “Revisiting Professional Learning	Principals and School Improvement Team	Principal	None	2015-2016

## Professional Development Plan

Communities at Work: New Insights for Improving Schools” by Richard DuFour.				
Read, understand, and discuss “The Practice of Authentic PLCs: A Guide to Effective Teacher Teams” by David Venables	Principal and K-2 Teachers	Principal	None	2016-2017
Read, understand, and discuss (each grade level chooses one): “Using Data to Focus Instructional Improvement” by Cheryl James-Ward; “How Teachers Can Turn Data into Action” by Daniel R. Venables; “Driven by Data: A Practical Guide to Improve Instruction 1st Edition” by Paul Bambrick-Santoyo	Grade Level Teams	Principal	None	2016-2017, 2017-2018

## Student Performance Data

### 3<sup>rd</sup> Grade IREAD Achievement Data

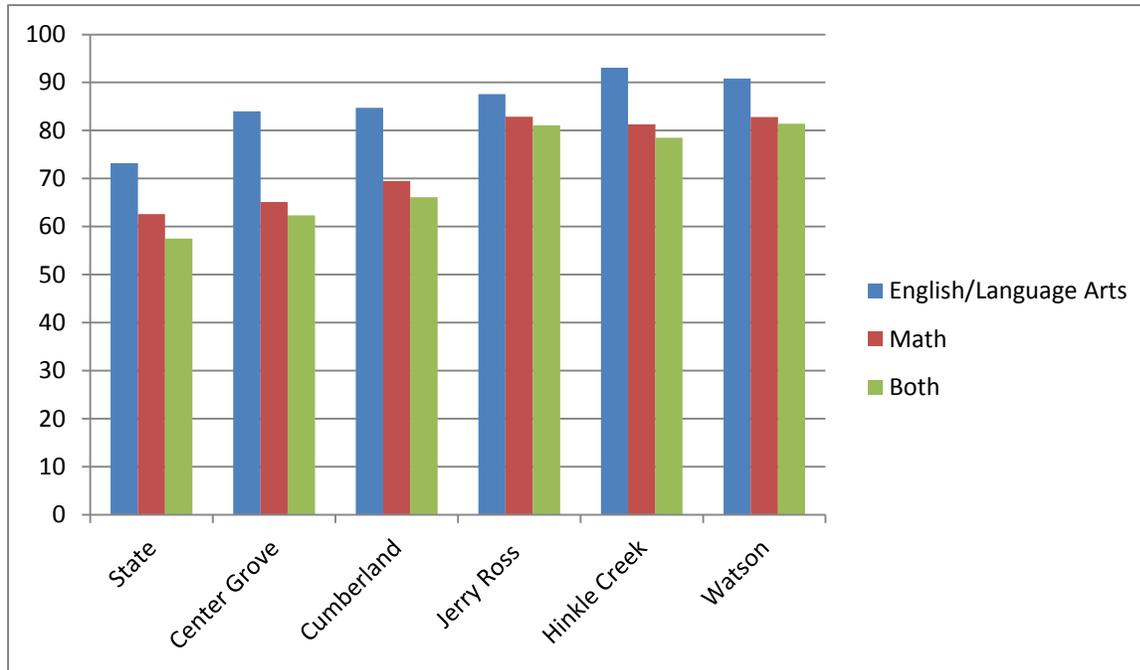


**Description of Data:** This graph displays a 4 year trend for IREAD-3 results.

**Analysis of Data:** This data indicates an upward trend in passing the IREAD test. Passage of this test is needed to be promoted to 3<sup>rd</sup> grade. This shows we are promoting more students to third grade due to meeting the benchmark. We are moving towards 100% proficiency.

## ISTEP+ Baseline Achievement Data

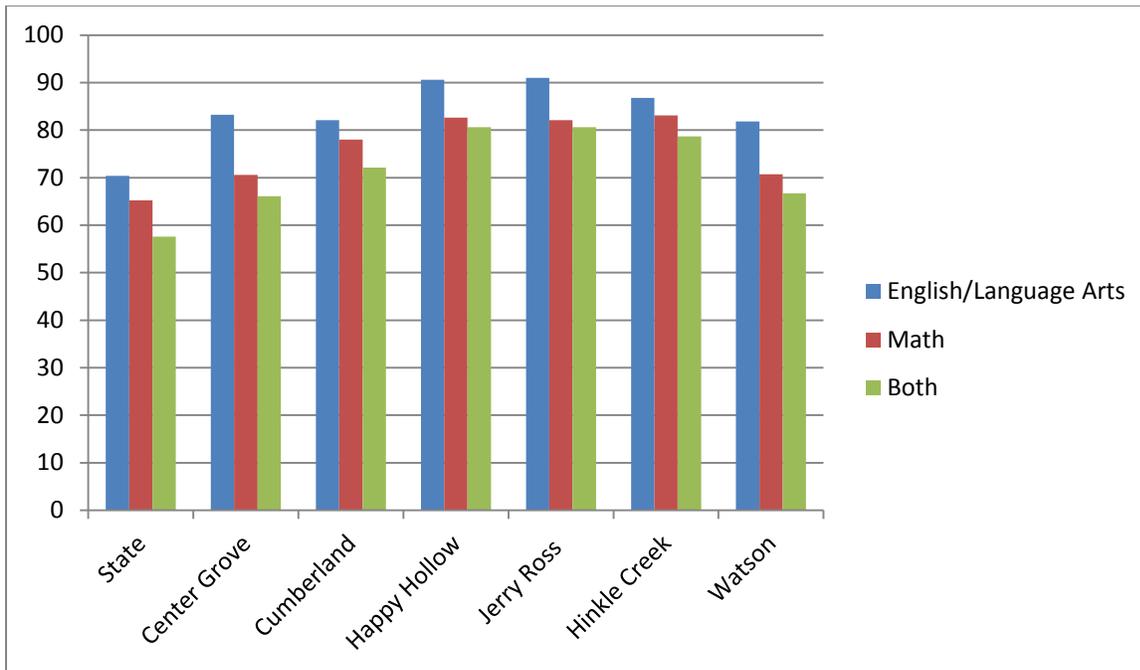
### Grade 3



**Description of Data:** This chart displays baseline data of passing rates for 3<sup>rd</sup> grade ISTEP+ English Language Arts and Math tests. These tests are administered in the spring and 2014-2015 was the first year for a new assessment based on more rigorous College and Career Ready Standards.

**Analysis of Data:** This data indicates that Jerry Ross Elementary far surpassed state performance. Our benchmark is the 90<sup>th</sup> percentile, so we will focus on growth in this area. In English Language Arts, we performed in the middle of our comparison group. In Math, we outperformed the cohort group. Our passage rate for both subject areas was only second to Watson Elementary.

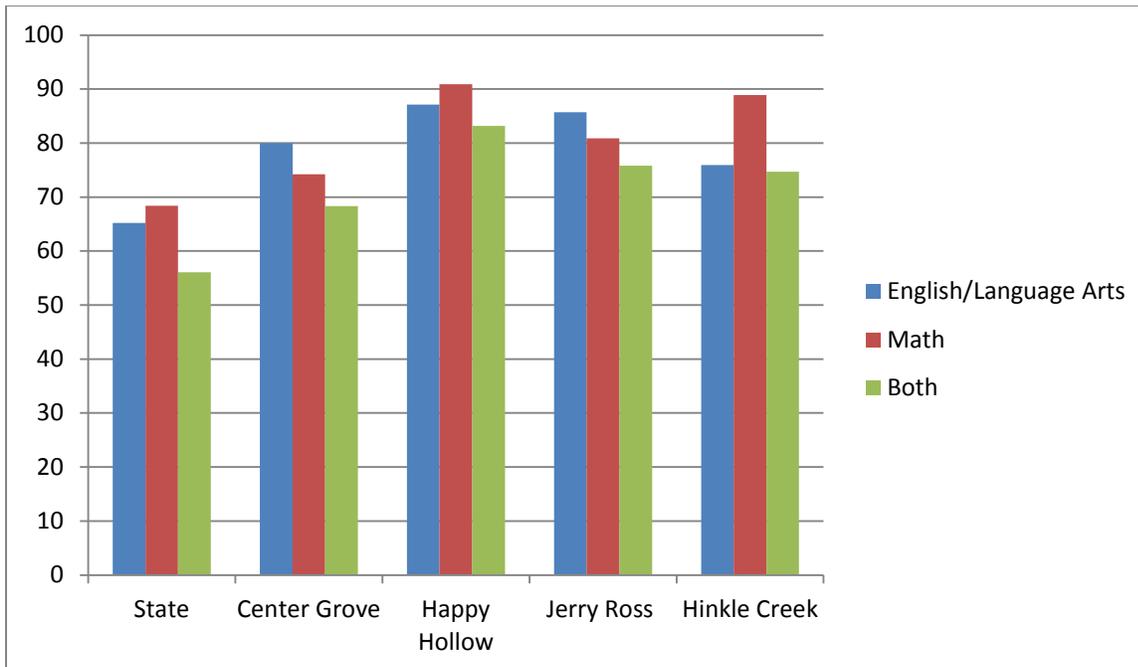
## Grade 4



**Description of Data:** This chart displays baseline data of passing rates for 4<sup>th</sup> grade ISTEP+ English Language Arts and Math tests. These tests are administered in the spring and 2014-2015 was the first year for a new assessment based on more rigorous College and Career Ready Standards.

**Analysis of Data:** This data indicates that Jerry Ross Elementary far surpassed state performance. Our benchmark is the 90<sup>th</sup> percentile, so we will focus on growth in this area. In English Language Arts, we outperformed all schools in our comparison group. In Math, we performed in the middle of the cohort group. Our passage rate for both subject areas was the highest among the group.

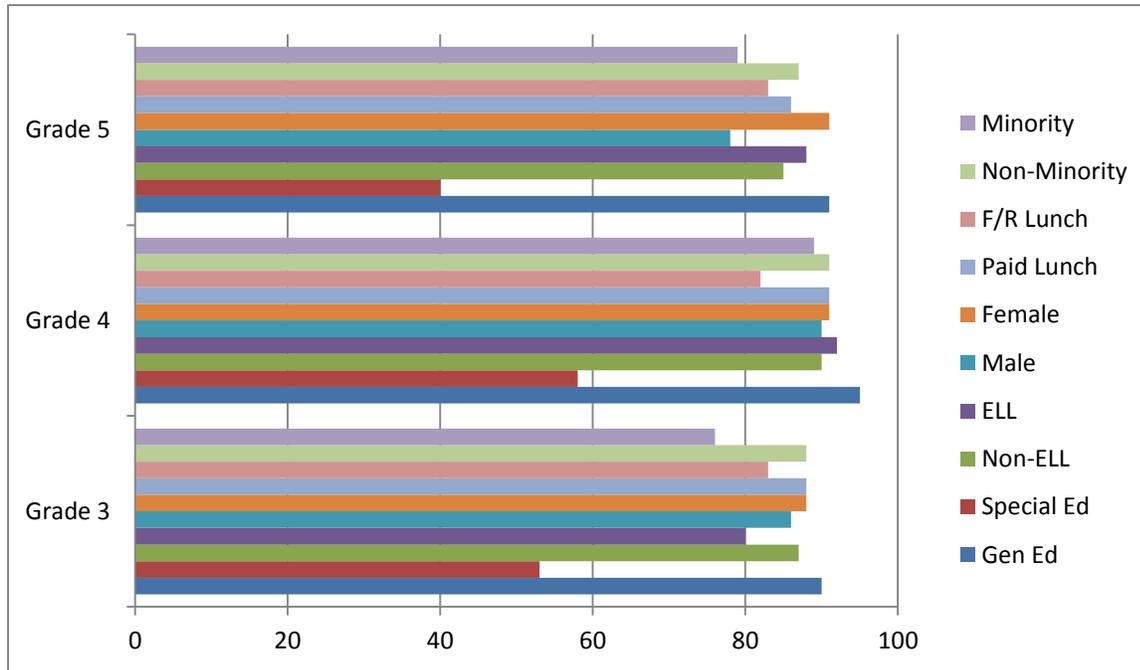
## Grade 5



**Description of Data:** This chart displays baseline data of passing rates for 5<sup>th</sup> grade ISTEP+ English Language Arts and Math tests. These tests are administered in the spring and 2014-2015 was the first year for a new assessment based on more rigorous College and Career Ready Standards.

**Analysis of Data:** This data indicates that Jerry Ross Elementary far surpassed state performance. Our benchmark is the 90<sup>th</sup> percentile, so we will focus on growth in this area. In English Language Arts, we ranked second in our comparison group. In Math, we performed ranked third. Our passage rate for both subject areas was the second highest among the group. For both Jerry Ross and the State, 5<sup>th</sup> grade scores were the lowest performing of our tested ISTEP+ grades.

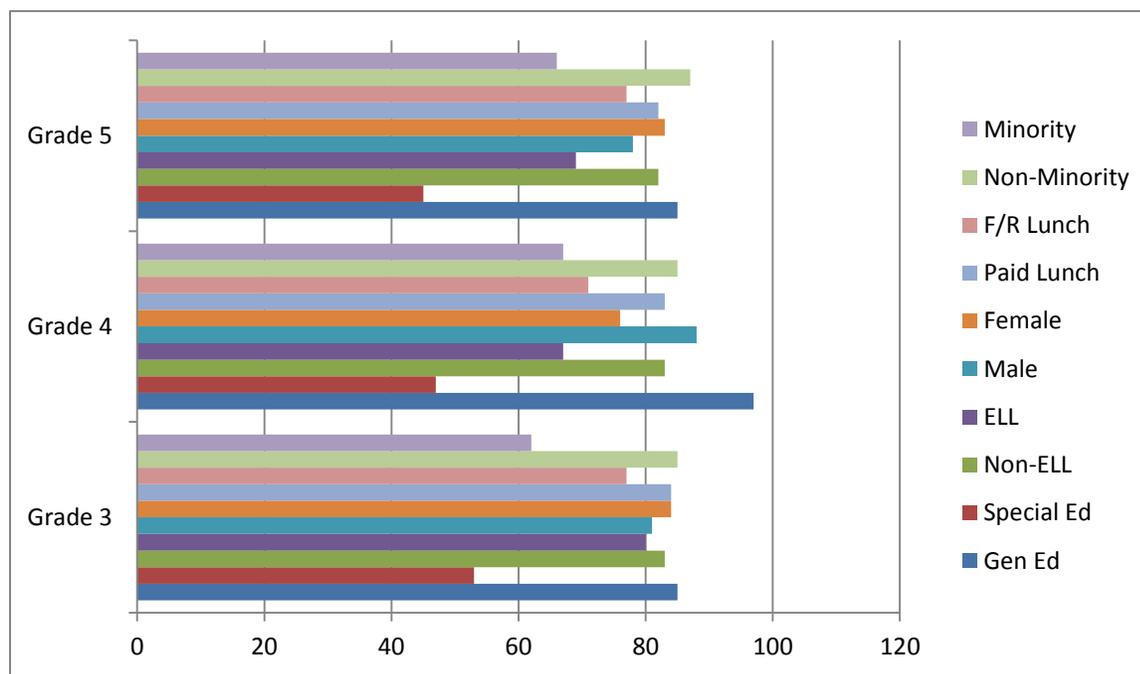
## English Language Arts Disaggregation



**Description of Data:** The outlines the disaggregated scores for all students taking the English Language Arts assessment.

**Analysis of Data:** This benchmark data provides growth opportunities in several areas. Most notably, our Special Education population is the weakest performing. Conversely, our English Language Learner population performed well on the exam. Looking at instructional strategies targeted to each sub-group will be necessary to continue moving towards the 90<sup>th</sup> percentile benchmark for all sub groups.

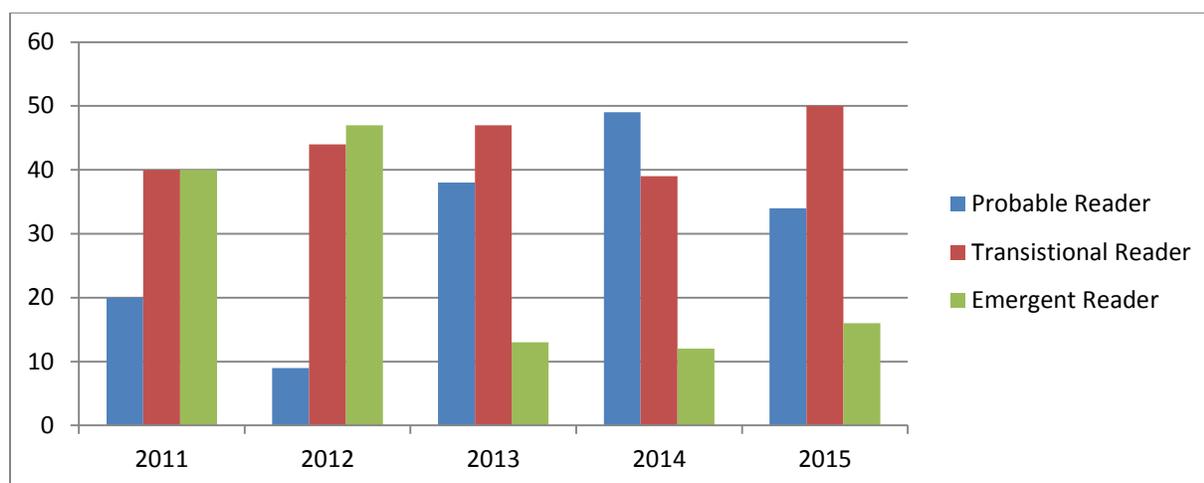
## Math Disaggregation



**Description of Data:** The outlines the disaggregated scores for all students taking the Math assessment.

**Analysis of Data:** This benchmark data provides growth opportunities in several areas. Most notably, our Special Education population is the weakest performing. In addition, our English Language Learner population was challenged on the exam as well. Looking at instructional strategies targeted to each sub-group will be necessary to continue moving towards the 90<sup>th</sup> percentile benchmark for all sub groups.

## STAR Early Literacy- Kindergarten



**Description of Data:** This chart lists a 5 year trend data for the STAR Early Literacy scores for Probable, Transitional, and Emergent Readers for Full Day Kindergarten.

**Analysis of Data:** Last year's data indicates a decrease in the number of students who were Probable Readers. The corporation benchmark is a score of 600, which places students in the top of the Emergent Reader range. Students who are in the Transitional and Probable categories are reading above grade level. 84% of our students were performing in that range.

### STAR Reading- 1<sup>st</sup> Grade

1st Grade	S.S.	G.E.	PR	NCE	IRL	EST ORF
2010	285	2.5	77	65.4	2.2	NA
2011	264	2.4	69	60.6	2.1	73
2012	263	2.4	69	60.6	2.1	72
2013	244	2.2	65	58.1	1.9	67
2014	302	2.6	79	66.9	2.4	82
2015	298	2.6	81	68.2	2.4	82

**Description of Data:** This chart displays 6 year trend data for the 1<sup>st</sup> grade Star Reading test.

**Analysis of Data:** This year's group scored the highest percentile rank of the previous 6 years. This compares our students nationally. The goal for the end of first grade is to have a 1.9 IRL, which our students have exceeded every year. 34 students did not meet that goal this year, which represents an opportunity for us to look at how we deliver reading interventions to our students. Our goal is for all children to meet the 1.9 benchmark each year.

### STAR Reading- 2<sup>nd</sup> Grade

2nd Grade	S.S.	G.E.	PR	NCE	IRL	EST ORF
2010	409	3.5	71	61.9	3.4	NA
2011	424	3.7	69	60.6	3.6	113
2012	413	3.6	67	59.3	3.5	108
2013	391	3.4	62	56.5	3.3	103
2014	425	3.7	70	60.8	3.5	110
2015					3.7	

**Description of Data:** This chart displays 6 year trend data for the 2<sup>nd</sup> grade Star Reading Test.

**Analysis of Data:** Students in grade 2 continue to grow in their Independent Reading Levels for the fourth consecutive year. We are working towards the goal of 90% or more of students meeting the 2.9 end of year benchmark.

### Star Math-1<sup>st</sup> Grade

1st Grade	S.S.	G.E.	PR	NCE
2010	483	2.5	80	67.8
2011	466	2.3	76	64.9
2012	498	2.6	84	70.6
2013	473	2.6	82	68.7
2014	491	2.7	85	72
2015	490	2.7	84	71

**Description of Data:** This chart displays a 6 year trend of math performance on the Star Math assessment for first graders.

**Analysis of Data:** This year's achievement levels are consistent with last year's performance. The benchmark for end of first grade is G.E. of 1.9. We are exceeding that goal. 63% of our students were performing in the top quartile of all students nationally.

## Star Math- 2<sup>nd</sup> Grade

2nd Grade	S.S.	G.E.	PR	NCE
2010	573	3.4	74	63.2
2011	580	3.5	67.4	67.4
2012	608	3.8	85	71.9
2013	588	3.8	84	70.8
2014	608	4.1	89	75.4
2015	620	4.3	93	80.9

**Description of Data:** This chart displays a 6 year trend in math performance on the Star Math assessment for second graders.

**Analysis of Data:** Our achievement levels are the highest they've been in 5 years. The benchmark for end of second grade is G.E. of 2.9. We are consistently exceeding that goal. Our students are also growing in math, with a 62 SGP on average. 65 is considered High Growth.

## mClass TRC Data

### Comparing Measures on mCLASS:Reading 3D

By Grade For Gr K

Crown Point Communit..., IN



**Description of Data:** The chart displays the 5 year end of year trend data for Kindergarten reading comprehension as measured by mClass.

**Analysis of Data:** Our kindergarten students decreased from 78% to 72% of students meeting their comprehension reading level benchmarks. We continue to work towards 100% students reaching the benchmark.

## Comparing Measures on mCLASS:Reading 3D By Grade For Gr 1

Crown Point Communit..., IN



**Description of Data:** The chart displays the 5 year end of year trend data for 1<sup>st</sup> grade reading comprehension as measured by mClass.

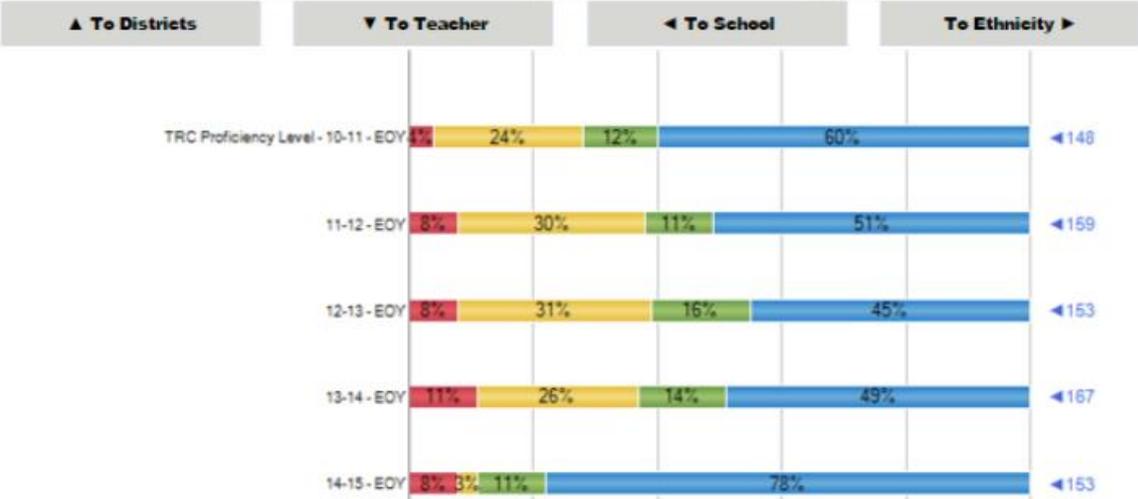
**Analysis of Data:** Our results have continued to improve in the number of students reading above the benchmark as evidenced with 69% of students reading above level at the end of grade one. Our percentage of students just below the benchmark (yellow) has increased slightly and warrants further investigation to ensure we are placing equal focus on remediation as enrichment.

# Comparing Measures on mCLASS:Reading 3D

By Grade For Gr 2

Crown Point Communit..., IN

Student Population	Time	Measure
Districts: Crown Point Community School Corporation School: Winfield Elementary School	Students enrolled on test day  5 Years 5 Periods  *Refresh date: 02/24/2016	mCLASS:Reading 3D All Assessment Measures
Grade: 2 Subject: Official Class		<ul style="list-style-type: none"> <li>Total Students Assessed</li> <li>Far Below Proficient</li> <li>Below Proficient</li> <li>Proficient</li> <li>Above Proficient</li> <li>No Proficiency Level Established</li> </ul>



**Description of Data:** This chart displays the 5 year end of year trend data for 2<sup>nd</sup> grade in reading comprehension as measured by mClass.

**Analysis of Data:** The total number of students meeting or exceeding the benchmark significantly increased last year. 89% of our students were at or above the benchmark, with our number of at-risk students significantly decreasing.