

# Montpelier Elementary

## Blackford County Schools

107 East Monroe Street

Montpelier, IN 47359

Phone 765-728-2402

Fax 765-728-2403



## Schoolwide Plan/PL 221 Plan

Updated: 2018

Time frame for implementation 2018-2019

Jim Fox  
Principal

Mr. Chad Yencer  
Superintendent

Phil Jones  
School Board President

## School Improvement Team Members

Monica Myers  
Lee Adrianson  
Amanda Ehrhart  
Julie Modlin  
Ericka Rogers  
OPEN  
Tara Twibell  
Jim Fox

District Literacy Coach  
Teacher-Building Representative  
Teacher  
Teacher  
Social Worker  
Teacher  
Parent  
Principal

### **Meeting Dates**

September 4<sup>th</sup>, 2018

## Title I Schoolwide Plan Checklist – Table of Contents

Components of the Schoolwide Plan:	Found on Page #:
1. A comprehensive needs assessment of the whole school	8-17
2. Implementation of schoolwide reform strategies that: <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any	18-22
3. Highly qualified teachers in all core content area classes	22-23
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	23-26
5. Strategies to attract high-quality, highly qualified teachers to this school	26
6. Strategies to increase parental involvement, such as literary services	26-27
6 a. Description how the school will provide individual academic assessment results to parents	26-27
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	27
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	27
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	28
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	28
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	28
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	NA

## Table of Contents

## **Mission Statement:**

Inspiring and motivating minds for learning in a nurturing environment.

## **Vision Statement:**

Empower, motivate and inspire in collaboration with the community to produce lifelong learners, and to celebrate student achievement and success.

## **NARRATIVE DESCRIPTION OF THE SCHOOL**

### **Educational program plan:**

Montpelier School is located in the Northeast corner of Blackford County, approximately 30 miles north of Muncie, and 35 south of Fort Wayne. Kindergarten through sixth grade students are housed in the building. New to Montpelier for the 2014-2015 school year was the Life Skills program for the district. New in 2013-14 was the Emotional Disabilities program for the district. Currently for the 2017-18 school year there are three sections of Kindergarten, two sections of first grade and one sections of second grade classrooms. There is one section of 3<sup>rd</sup> grade. There are two sections of fourth grade class. In addition there is one section of fifth grade and one sixth grade section. 215+ students in grades K-6 attend school in a well equipped building which features a gym, cafeteria/kitchen, two computer labs, two music rooms, an art room, and a fully functioning media center. The school office area includes rooms for conferencing, counseling and health services. Montpelier School employs a staff of 11 general education teachers, 2 special education teachers, 2 district coaches, 4 specials teachers, 1 social worker and 12 support staff members.

### **Current Reality**

Montpelier students are among 13,051 residents of Blackford County, and 1,759 residents of Montpelier. The county unemployment rate is 12.5%. Presently, 66.2% of Montpelier students are eligible for free/reduced lunch and textbook assistance. The student population is comprised of middle class and blue-collar families. Ethnicity demographics include 95.2% of the students attending Montpelier are Caucasian, and 3% are Multi-racial, and 1% are Hispanic. Minimal growth in the job sector affects the per capita income of \$27,570 and places the county below the state average. Montpelier School receives Title I funds for remediation programs. Montpelier School has also previously shared in the \$4.5 million CAPE grant from the Lilly Foundation.

Educational Programs offered at Montpelier School include: Full Day sessions for Kindergarten through 6<sup>th</sup> grade; Literacy Framework focusing on Comprehensive Literacy; The 8-Step Process which includes two SUCCESS periods, Remediation and High Ability Grouping; Tiers for Success (Response to Instruction); Speech Services; Computer Classes; Computer Lab Access; Classroom Internet Access; Hands on learning via Field Trips; Supports via Parent and Community Volunteer Program, and Parent Teacher Organization; Title I Reading Interventionist, Kid's HOPE Mentoring Program; SMART Board use for Teachers and Students. Classroom computers availability for students; 5<sup>th</sup> and 6<sup>th</sup> grade have 1-to-1 computing, Kindergarten-2<sup>nd</sup> grade have 2-1 kindle fires and 3<sup>rd</sup> and 4<sup>th</sup> grade have 2-1 chrome books.

### **Additional Programs and Services**

#### **Art, Music, Physical Education, Keyboarding**

Effort is made to coordinate instruction with classroom themes, activities, and teacher suggestions. Through the use of regularly updated instructional calendars, weekly school snapshots, related Arts teachers supplement classroom instruction during special classes.

#### **Special Education Resource Room**

The Special Education Resource Room serves students who are eligible for services based upon specific student need and standardized testing results discussed and shared at Case Conferences. Referrals generate from a variety of sources including families, school staff, and/or teachers. Language arts instruction, Basic Sight Words, Touch Math programs, LIPS strategies, and a variety of supplementary materials, strategies, and computer programs to assist in addressing students' needs. Students receive their initial instruction in a general education setting and then are able to access additional help and support in the resource work room. Inclusion practices providing supports in the

classroom and support is provided by the Resource Teacher or Instructional Assistant per the Individualized Education Plan.

In addition a second Resource Room is offered for students in the Emotionally Disabled classroom.

## **Student Assistance Programs**

The elementary years provide a foundation for developing the knowledge, attitudes, and skills necessary for children to become healthy, competent and confident learners. At Montpelier Elementary School the Social Worker oversees a program that is comprehensive, developmental, data-driven and team based. The Social Worker supports the school staff, parents, and the community, to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, all children can achieve academic success.

The Montpelier Student Assistance program provides direct services to students and parents. Indirect services are also provided through other community related groups. The Primary focus is on early prevention and intervention of problems. The program meets the needs of the total child, socially, emotionally, physically and intellectually.

The Social Worker helps address special concerns such as social adjustment, inappropriate behavior, divorce, loss, and school attitude. She meets with children individually, and in small group settings, to discuss problems and present units in the classroom covering such topics as self-concept, feelings, communication, study skills, decision making, conflict resolution and career awareness

The Social Worker also helps parents by increasing communication with school personnel and by clarifying school goals. Parenting classes or workshops are offered through outside community agencies and every effort is made to provide these links for our families in the Montpelier school community. Additional parenting resources are available in the school office.

Some of the programs for the school year include:

**“Building relationships between home, school and community” is the school wide positive behavior theme.**

**Classrooms and hallways will reflect positive expectations to support the theme.**

## **Community “Shout Out” Days**

On the last Friday of every month Montpelier will have a Community “Shout Out” convocation. Students, teachers, staff, parents, and community members will all gather together in the gym to announce positive behaviors and academics achievements they have noticed for the month. Also a Montpelier Character Education boy and girl student of the Month will be announced.

## **Clubs**

At 2:55 every day Montpelier students will have the opportunity to be in a club of their choice led by our teachers. The clubs cover a wide range of interest to accommodate each child’s creative learning. These clubs promote social skills, interaction with other students in different grade levels, problem solving, team building, and conflict resolution.

## **Student Council**

5<sup>th</sup> and 6<sup>th</sup> grade students who have filled out the student council requirements. Applicants were to complete one hour of community service and write an essay about community services. Student council will assist in a variety of school and community events.

## **Safe and Disciplined Learning Environment**

Every school in the Blackford County Schools has developed a crisis plan. These plans detail actions to be taken in emergency situations and were developed collaboratively by a team of staff members. Professional development sessions will be held for all staff to advise them of the plan. Each staff member at Montpelier Elementary School has a red binder with all of the emergency plans in it. These binders are kept in an accessible place and are carried by teachers during drills and emergencies. A copy of each building plan is located in the district and building office. Officials of Montpelier Elementary School believe the comprehensive safety plan addresses any and all types of school emergencies.

Our building has a voluntary Crisis Team. The Crisis Team is trained in CPI. Fire drills, Active shooter drill, severe weather drills and Lock Down Drills are practiced on a regular basis. Evacuation plans for students are developed and practiced for safe evacuation from Montpelier Elementary School. Montpelier Elementary School has been equipped with an Automated External Defibrillator. This life-saving device is located outside of the main office hallway. The building plan is a part of the Corporation Safety Plan which is updated yearly or as needed.

Every adult in our building is required to have an ID on them at all times during the school day. Teachers/staff who need to leave the building during the school day must sign out or inform the office that they are leaving the grounds. The building plan includes emergency instructions for; a disaster plan of communication with team leaders for each building; a plan for serious injury/trauma; suicide plan; evacuation plans for the student body (including the disabled) flood preparedness; lockdown procedures; procedures to address mass student disturbances, outside disturbances, and hostage situations; chemical spills; bomb threats (all secretaries are trained on proper telephone technique if this happens, including a form to complete with all pertinent information); explosion (in the building or the nearby surrounding area which may affect our building); gunfire/shooting; and national disasters. Montpelier Elementary School conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); earthquake drills (two a year; one per semester); severe weather drills (two a year); lockdown drills/active shooter drills (one-per month).

Montpelier Elementary School is proactive in safety matters. Students are well-prepared in safety management.

Montpelier Elementary School administrators continually review and update the plan due to staff turnover. Montpelier Elementary School continuously informs parents and visitors of our sign-in procedure. A new teacher in-service each fall addresses our safety and crisis intervention plan.

One safety goal is to increase surveillance outside and inside the building and in parking lots before and after school. We will continue to encourage school personal to be more visible inside the building before, during and after school and the lunch hours. We have regular visits from the local police department in the building.

On staff at Montpelier Elementary School every year we ensure certain designated staff members are trained in CPI.

Montpelier Elementary School has also developed a positive behavior intervention system. This system ensures Montpelier Elementary School has established common expectations on how students should be safe, be responsible and be respectful in various areas of the school (hallways, restrooms, classrooms, cafeteria, outside, and

buses). These expectations were shared with the students within first weeks of school. The expectations will be reviewed and modified as needed.

## **Component 1 – Comprehensive Needs Assessment**

At the beginning of the 2017-2018 school year, as part of the Schoolwide Planning Team responsibilities, the School Improvement Committee at Montpelier Elementary School met to determine the strengths, weaknesses and needs of the students in 3<sup>rd</sup> through 6<sup>th</sup> grade in the Blackford County School Corporation. In this analysis the committee considered student assessment data from previous ISTEP+ results, school culture, parent involvement, teacher feedback, and professional development needs.

Accountability Data-letter grade  
ISTEP data-disaggregated data, standards data  
Instructional focus

### **Curriculum and Instruction**

#### **Curriculum Guides**

Curriculum guides are available for inspection in the Media Center of Montpelier School. Curriculum maps for K through 6<sup>th</sup> grade can also be found on the Blackford County Website. All teachers are encouraged to utilize the Learning Connections and web based resources made available by the State Department of Education. The Indiana Curriculum Guides/Standards are in the process of being retooled and woven to link and mesh with the Common Core Standards. BCS teachers continually work on this in a collaborative district setting. They are posted on the BCS web site. With the shift to an alternate assessment, it is important that we instructionally begin to shift and prepare students for this assessment that is focused on college and career readiness.

#### **Language Arts**

Blackford County Schools adopted the Comprehensive Literacy Model or CLM. Best practice strategies are woven into the literacy practices of the Comprehensive Literacy Model. Components of the 7 reading strategies and 6+1 writing traits are used in the development of classroom instruction. These strategies are also embedded into the Long Range Professional Development Plan.

Title I funded programming in Kindergarten through Grade Six is provided. Kindergarten students access a full day utilizing elements from the C.L.M. framework, and components of Daily Five. Title I Reading Intervention for students who struggle with literacy learning in Kindergarten through grade three is provided via small groups. Intervention and Enrichment are also provided for all students during SUCCESS time. Books and parent involvement materials are sent home throughout the year. Literacy intervention is multi-tiered and continues to evolve in an attempt to keep pace with the changing literacy needs of our students.

Scholastic Reading Counts books are available at Montpelier with online quizzes for all students in grades K through six. Students are matched with books according to their individual reading Lexile range. Online program IXL is utilized as well. IXL will be utilized along with other IDOE Resources to supplement the curriculum and give students specific instruction on skills that were areas of weakness for them

Montpelier teachers yearly review the 8 Step Process. Montpelier refers to this time as SUCCESS time. SUCCESS time is a 25-30 minute enrichment, maintenance and enrichment based on student assessment data. The standards



chosen are the standards that are weak for the building or grade level based on the 3 week assessment data and NWEA data.

All students in Kindergarten through 4<sup>th</sup> grade, will participate in at least a 90 minute reading block. Additional Literacy Groups for struggling readers will be provided for students performing below reading level to give these students a “double dose” of reading instruction. Literacy Groups will provide additional time for guided reading in a small group setting. Literacy Groups main focus will be decoding strategies. Decoding strategies will be the focus of instruction within the Literacy Framework. Additional practice on working with words and writing will be utilized as well. Instruction will be based on an individual student’s fluent reading level.

Students in grades K through 6 will continue to benefit from Title I supplemental instruction in reading, mathematics, science and social studies. High ability students will continue to have the opportunity to take advantage of instruction at the next grade level when their scores show proficiency at their current grade level. In addition, high ability students will be encouraged to read novels selected by their teacher or the literacy coach that are intended to challenge and motivate them to read on a higher level.

## **Mathematics**

*Envision Math* is the adopted math curriculum for Kindergarten through 4<sup>th</sup> grade. IXL and ALEX will be utilized as a support resource in K-6<sup>th</sup> grade. Teachers supplement instruction of specific math standards from the curriculum map with various resources and manipulatives. Additional resources incorporated into our math curriculum include: Touch Math, Smart-Boards, iPads, laptop computers, tablets, chrome books, computer software programs, and standards based curriculum.

IXL will be utilized along with NWEA Resources to supplement the curriculum and give students specific instruction on skills that were areas of weakness for them. Montpelier will continually assess supplemental resources and appropriate software to meet the needs of our students. In addition, SUCCESS lessons will also be utilized to achieve growth at all academic levels.

## **Social Studies**

Social Studies is integrated with the Language Arts Program to address state standards and local benchmarks in grades K-4. In grades 5-6 students receive daily instruction in Social Studies. Supplemental resources are all utilized by K-4<sup>th</sup> grade.

## **Science**

Indiana adopted new science standards to be implemented in the 2017-2018 school year. The curriculum used is the Indiana-Science Technology Engineering and Mathematics (I-STEM). The curriculum is a research-developed science curriculum that aligns to Indiana’s Academic Standards for Science. The science resources provide a hands-on, research-developed science curriculum to all students K-6.

## **Health**

The Health curriculum is aligned to the Indiana College and Career Readiness standards. IDOE resources are used to support students K-6 to meet the Health standards.

## **High Ability Screening**

All Kindergarten and 2<sup>nd</sup> grade students are screened for High Ability services. Beginning in 2012-2013 school year the protocols used for the assessment are the CogAT7. Students are categorized High Ability based on their results from CogAT7 and ISTEP+ and NWEA.

## **Gifted and Talented Identification Process**

- Students will be screened in kindergarten and again in 2<sup>nd</sup> grade.
- The screening will consist of multiple inputs
  - CogAT 7 assessment
  - NWEA
  - Other appropriate standardized assessment

- The High Ability Committee will select students identified as high ability based on the results of the above inputs.
- The High Ability Committee will consist of administrators, teachers, the district school psychologist, and the district high ability coordinator.
- Parents may appeal the committee's decision
- The District's School Psychologist will retest these students and make a recommendation to the committee in the case of a parent appeal.

### **NWEA**

Through the NWEA MAP program, students are continually assessed on reading comprehension and math. 2<sup>nd</sup> grade through 6<sup>th</sup> grade are assessed on Language Arts/Grammar as well. Students are assessed up to 3 times a year. Progress monitoring is conducted as well, on students in need of specific targeted interventions.

## **Technology as a Learning Tool**

### **Current Reality:**

Montpelier piloted a 1-to-1 initiative during the 2012-2013 school year and put a device in the hands of our 5<sup>th</sup> and 6<sup>th</sup> grade students. During the 2013-2014 school year, students in grades 5-8 district wide were given an HP Elite Pad. The Montpelier staff is committed to improving teaching and learning to enable our students to meet technology related state academic standards and the ever changing demands of a technologically rich world. The goal for developing and integrating technology into our instructional program enhances student achievement and aligns with best practice. Additionally, teachers are providing instruction for students through two Computer Labs and 2-4 student computers in each classroom. Instruction in Microsoft Word, Publisher, Excel and Power Point, as well as using the internet for research is utilized in all of the content areas. Starting in the 2016-17 school year, K-2<sup>nd</sup> grade students were given kindle fires in their classrooms and 3<sup>rd</sup> and 4<sup>th</sup> grade students were given chrome books. These devices are at a ratio of 2-1 in these classroom.

Every Montpelier classroom has a SmartBoard, mimio pad and a document camera to assist with raising the level of student engagement, providing interactive participation and exhibiting visual background information for students. In addition to the above, the implementation of Wireless Generation: NWEA: English/Language Arts, Reading and Mathematics will provide opportunities for teachers to collect data. This assessment enables teachers to administer, score and analyze the assessments. Students are also progress monitored in the specific targeted areas. Blackford County Schools has a technology plan. This technology plan is reviewed, revised and evaluated annually.

## **School Context and Organization:**

### Attendance:

2011-12	96.20%
2012-13	95.90%
2013-14	96.10%
2014-15	95.04%
2015-16	96.00%
2016-2017	95.76%

The challenges that Montpelier Elementary face include walk zones and students on buses for an extended period of time before and after school. Some students also come from Hartford City to Montpelier School. The strategies to improve attendance could include an automated calling system for absentees and tardies, personal phone calls, home visits by the administration and social worker.

## **ATTENDANCE OBJECTIVES**

Action Plan: Good attendance is essential if students are to achieve and reach their potential. Several steps have been put in place to assist students who are struggling to attend school. A phone call could be placed to the parent on any absence or tardy. A letter will be sent home after five, seven, nine and ten absences. Blackford County Schools has a truancy task force that make monthly visits to the homes of our most habitual absentees.

Interventions: The attendance policy is sent home with all students in the student handbook. The habitual unexcused absence students are identified and reviewed by using the chronic absentee log that is generated through the office of the social workers. This list will include students with five or more absences. The notices are sent home for unexcused absences and a meeting and/or contact with the school social worker is made to analyze and discuss the circumstances with the parent/guardian. Home visits will start at this time, if they have not already been put into motion. A second meeting and/or contact with the social worker is scheduled. The school will then continue to put interventions in place that could include the local law enforcement and the prosecuting attorney.

Incentives: For chronic attendance abusers: Individual attendance plans will be developed. Included in the plan will be attendance rewards. Rewards may include, but are not limited to, the following: attendance certificate, phone call home, reward coupon, etc.

Students who have 95% or higher attendance rate during each 9 week period can earn rewards. Students will be recognized during Community day to highlight attendance as well as academic excellence.

## **Discipline**

A review of discipline data for the current school year it shows that the most common office referrals are related class disruptions.

As a response to these identified behavioral issues, the school has held school assemblies focusing on making good choices. In addition, one component of our classes focuses on respect for one another and respect for authority. A Character Education program is used in the classroom and positive behavioral traits are emphasized. From these positive behavioral traits two students are selected each month that model these traits.

The current Positive Discipline Plan is used, following traits that include positive behavior intervention. Professional development with staff was used to develop these positive behavior traits. The expectations were edited by staff prior to the beginning of the school year. Suggestions were collected and incorporated into the new Expectation Chart and were shared with students, parents, and staff. The Expectations Charts are posted in each classroom and throughout the building. At the start of the school year, teachers have positive behavior intervention lessons and teach to all students during the first weeks of school. The use of new building expectations was thoroughly discussed at building wide staff meetings, meetings with students, and in each individual classroom. The cohesive expectations and procedures have provided stability for staff, students, and parents. Implementation of expectations and the delivery of these expectations to students is an ongoing process. Each month two students are selected that represent the positive behaviors expectations. They are called Character Ed, Students of the Month. These students have a wall of fame and their pictured are placed on the wall for the remainder of the year. Montpelier consistently promotes positive behavior and kindness. The goals for the positive discipline plan would be to reduce the number of referrals each year by 50%.

Discipline Data:

Number of Classroom Referrals:

2013-14	251
2014-15	136

## CULTURAL COMPETENCY

Cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross, Bazron, Dennis, & Isaacs (1989).

Being competent in cross-cultural functioning means learning new patterns of behavior and effectively applying them in the appropriate settings. Being culturally competent means having the capacity to function effectively in other cultural contexts.

There are five essential elements that contribute to a system's ability to become more culturally competent. The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the inherent "dynamics" when cultures interact, (4) institutionalize cultural knowledge, and (5) develop adaptations to service delivery reflecting an understanding of diversity between and within cultures. Further, these five elements must be manifested continually in our school. They should be reflected in attitudes, structures, policies, and services.

Cultural competence is a developmental process that occurs along a continuum. There are six possibilities, starting from one end and building toward the other: (1) cultural destructiveness, (2) cultural incapacity, (3) cultural blindness, (4) cultural pre-competence, (5) cultural competency, and (6) cultural proficiency. It is very important for Montpelier Elementary School to assess where we fall along the continuum. Such an assessment will be useful for further cultural competency development.

Montpelier Elementary will also identify our cultural and educational groups. We will incorporate culturally appropriate strategies for increasing educational opportunities and educational performance. classroom and in "Thoughtful placement," using small groups, 1-1 and whole group instructions will be used with all cultural and educational groups. Special education in the classroom utilizes pull-out and push in services for Math and Language Arts. From the cultural competency assessment will come in recommended areas in which additional professional development is necessary to increase cultural competency in the schools' educational environment. This could include, but not be limited to, classroom adaptations for special needs students/ESL, data analysis by group, Response to Instruction, Student Study Team on individual students, and common assessments across grade levels.

## Data Analysis of ISTEP+ Results/School Needs

The Montpelier staff has analyzed student copies of the Applied Skills booklets and other essential student data.

### A-F Accountability Report Card

#### 2014 Elementary/Middle School Model-Student Report

#### Blackford County Schools (0515)

#### Montpelier School (0485)

#### Overall Grade

**C - 2.50 Points (maximum 4.0)**

#### Summary Data

#### **English/Language Arts 3.50 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	92	9	12	29	24	106
Denominator	118	20	54	74	24	106
Percent	78.0%	45.0%	22.2%	39.2%	*	100.0%*
Grade Points	2.50	1.00	0.00	0.00	0.00	0.00

#### **Math 1.50 Points**

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	89	3	6	44	22	107
Denominator	117	19	56	75	22	107
Percent	76.1%	15.8%	10.7%	58.7%	*	100.0%*

Grade Points	2.50	0.00	0.00	-1.00	0.00	0.00
--------------	------	------	------	-------	------	------

*\*Bottom 25% subgroup size too small for Participation calculation. Group combined with All Remaining for result.*

**Indiana Department of Education Student Centered Accountability  
2015- 2016  
Blackford County Schools (0515)  
Montpelier School (0485)**

<b>Overall Summary (511 IAC 6.2-10-3)</b>				
	Grades	Points	Weight	Weighted Points
Performance Domain	Grades 03-08	71.9	0.5	35.95
Performance Domain	Grade 10	0	0	0
Growth Domain	Grades 04-08	141.2	0.5	70.6
Multiple Measures Domain	Grade 12	0	0	0
<b>Overall Points:</b>				<b>106.6</b>
<b>Overall Grade:</b>				<b>A</b>

**Data Goals:**

SRI/M-Class/ISTEP+/NWEA data Reading/English-Language Arts Data for 2013 through 2017

<b>Grade</b>	<b>% Pass EOY 2013-14</b>	<b>Goal 2014-2015</b>	<b>EOY 2014-15</b>	<b>Goal 2015-16</b>	<b>BOY 2015-16</b>	<b>MOY 2015-16</b>	<b>EOY 2015-16</b>
<b>Early K</b>	na	na	na	85%	42%	93%	92%
<b>Kindergarten</b>	na	75%	36%	60%	11%	21%	43%
<b>1<sup>st</sup></b>	30%	70.5%	33%	82%	43%	50%	70%
<b>2<sup>nd</sup></b>	50%	63%	64%	75%	22%	61%	72%
<b>3<sup>rd</sup></b>	na	75%	42.3%	77%	47%	54%	IREAD: 67% SRI: 63%
<b>4<sup>th</sup></b>	67.6%	75%	57.6%	47%	48%	64%	68%
<b>5<sup>th</sup></b>	90%	95%	39.3%	62%	69%	83%	86%
<b>6<sup>th</sup></b>	72.7%	80%	50%	45%	54%	77%	76%
<b>Total Building</b>	77.3% ISTEP+	82% ISTEP+	54.1% ISTEP+	60% ISTEP+	42% (SRI)	63% (SRI)	72% (SRI)

**Student Achievement (Reading) 2016-17**

Grade	BOY (%tile)				MOY (%tile)				EOY (%tile)			
	R	Y	G	B	R	Y	G	B	R	Y	G	B
EK	12	41	24	24	12	41	24	24	50	0	25	25
Kindergarten	7	34	38	29	26	16	29	29	25	9	27	39
1 <sup>st</sup>	29	29	29	14	40	20	20	20	10	29	43	19
2 <sup>nd</sup>	24	20	28	28	26	22	35	17	13	17	38	33
3 <sup>rd</sup>	18	26	24	32	24	39	17	20	18	15	40	27
4 <sup>th</sup>	36	8	28	28	26	17	22	35	26	9	30	35
5 <sup>th</sup>	15	30	22	33	35	23	15	27	39	13	22	26
6 <sup>th</sup>	29	12	26	32	24	24	24	27	28	19	16	37

M-Class/ISTEP+/NWEA data for Math for 2013 through 2017  
Math (by grade level)

Grade	% Pass EOY 2013-14	Goal 2014-2015	EOY 2014-15	Goal 2015-2016	BOY 2015-16	MOY- 2015-16	EOY 2015-16
Early K	na	na	na	45%	0%	31%	38%
Kindergarten	na	65%	45%	50%	0%	29%	57%
1 <sup>st</sup>	51.5%	75%	57%	50%	17%	52%	54%
2 <sup>nd</sup>	66.7%	75%	89%	82.5%	15%	63%	100%
3 <sup>rd</sup>	na	75%	50%	77%	na	40%	na
4 <sup>th</sup>	70.6%	80%	60.6%	55%	na	55%	na
5 <sup>th</sup>	86.7%	90%	53.6%	66%	na	54%	na
6 <sup>th</sup>	72.3%	80%	50%	60%	na	56%	na
Total Building	76.5% ISTEP+	82% ISTEP+	56% ISTEP+	61%			



### Student Achievement (Math) 2016-17

Grade	BOY (%tile)				MOY (%tile)				EOY (%tile)			
	R	Y	G	B	R	Y	G	B	R	Y	G	B
EK	47	35	12	6	76	0	6	18	62	0	19	19
Kindergarten	19	16	40	25	33	15	28	24	23	12	24	41
1st	19	52	14	14	36	27	19	19	14	28	33	25
2nd	19	12	35	35	23	19	35	23	33	25	29	13
3rd	18	18	30	34	17	35	25	23	13	20	30	37
4th	32	18	23	27	14	14	50	23	26	9	39	26
5th	30	13	43	13	11	32	37	21	30	13	22	35
6th	24	28	28	21	29	6	41	24	28	22	25	25

## Specific Areas of Instructional Focus

Specific target areas will include

1. 4<sup>th</sup> Grade Language Arts
  - a. Vocabulary
  - b. Nonfiction/Info Text
  - c. Literary Text
2. 4<sup>th</sup> Grade Math
  - a. Number Sense
  - b. Measurement
  - c. Computation
3. 5<sup>th</sup> Grade Language Arts
  - a. Writing Process
  - b. Lang. Conventions
4. 5<sup>th</sup> Grade Math
  - a. Geometry
  - b. Computation
  - c. Problem Solving
5. 6<sup>th</sup> Grade Language Arts
  - a. Vocabulary
  - b. Nonfiction/Info Text
  - c. Literary Text
6. 6<sup>th</sup> Grade Math
  - a. Measurement
  - b. Data analysis and Problem Solving

## **PLANS FOR PARENTAL PARTICIPATION**

Improving parental participation is an ongoing focus at Montpelier Elementary School. We recognized the importance of our first Open House; thus being our first introduction to of our teachers to our parents and to our community. The principal will open the Open House activities with a welcoming speech. Our Open House has been well attended, and feedback is positive regarding the format.

One of our strongest parental involvement pieces is our online school system website where we have a large, easy to locate Parent link. Online access will allow the parent link to the following: health services, student resources, parent resources, student transfer (choice), office hours, parent engagement resolution, hot topics for parents, parent/student grade portal, child care services, school records and Title I SES tutoring.

Throughout the year the school will send home phone messages which may also be accessed on email or texts. The messages may consist of delay notices, closings, and/or messages to inform of activities at our school. Several messages stress the importance of the ISTEP+ testing and give some testing guidelines.

The school as has a twitter account that is used to communicate with parents.

Teachers can show students most current ISTEP+ scores and talk individually to each student in a selected class about the meaning of the report. The report is then sent home. Mid-Term grades are posted online and also sent home with the student. Parent teacher conferences take place twice a year.

Our parents have an open invitation to visit our classrooms and come to community days. Parents are utilized as chaperones for various school activities such as dances, field trips, etc. Band and Choir concerts are well attended by parents and grandparents.

A school wide newsletter is sent out weekly to parents. The newsletter is also posted on the school website. Teachers may write a short paragraph about what is occurring in their classrooms. Teachers also utilize their own classroom newsletter. The newsletter lists school activities, PTO events, concerts, and other important school information.

Increased parental involvement is critical to school success. A Parent Climate survey is sent out in the spring. In this survey we will discover our parents' thoughts and concerns regarding our school climate. We use this information as a tool to gain information needed on how to improve the school. A comment section for the parent is also included.

Current research demonstrates that increasing parental involvement leads to greater student success and higher achievement rates. With Success, comes community. Montpelier Elementary School would like to implement several strands for involving parents. Appropriate websites will be distributed to parents/guardians regarding parental involvement.

Inviting community members and teachers versed in various arts to share their knowledge and expertise will provide opportunities to broaden student and parent interests. Outreach opportunities with local universities will be investigated and incorporated where possible. Examples might include, but not be limited to: band, orchestra, choir concerts or recitals, art shows with professional and beginning artists, and job fairs set up with volunteer community locations.

All of these opportunities will be advertised with items in the school newsletter.

## **Component 2-School-wide Strategies and Reform:**

### **Schoolwide Program Goals/Strategies**

**Goal # 1:** The goal for the 2017-18 school year will be a 70% pass rate in English/Language Arts in grades 3-6 as measured by ISTEP+.

#### **Strategies:**

- Provide teachers with weekly opportunities to collaborate using the PLC model.
- Provide additional support materials for students and professional texts for the teachers.
- Literacy and Reading will utilize IXL (K-6) and Reach for Reading (K-4)
- Teachers will have a common preparation time for grade level collaboration and assistance from the Literacy Coach.
- Continue implementation of literacy groups at a Tier 1 reading intervention.
- Continue to implement reading interventions such as Kindergarten Basic Skills, LiPs, Supplemental Software and small Guided Reading Groups.
- Continue to search for additional interventions to help all readers meet their potential.
- Continue to implement the Eight Step Process with fidelity. Use a success class for E/LA/Reading only re-teach, maintenance and enrichment.
- Continue to Implement the Comprehensive Literacy Model reading framework.
- Use NWEA assessments to monitor student progress in grades K-6.
- Continue and Train New Staff on the Eight Step Process during the school year.
- Start using NWEA for progress monitoring for grades k-6
- Continue with Standards-Based formative assessments in grades 1-6.

**Goal # 2:** The goal for the 2016-17 school year will be an 80% pass rate in math in grades 3-6 as measured by ISTEP+.

#### **Strategies:**

- Provide teachers with weekly opportunities to collaborate using the PLC model.
- Math instruction will utilize Envision math (K-4), IXL, ALEKS Online Math (K-6)
- Use NWEA assessments to monitor student progress in grades K-6.
- Start using NWEA for progress monitoring for grades k-6
- Continue to utilize Supplemental Software programs to help build strong fluent math foundation.
- Utilize available technology and software to supplement and enhance math instruction.
- Continue to implement the Eight Step Process with fidelity. Use a success class for Math only re-teach, maintenance and enrichment.
- Continue with Standards-Based formative assessments in grades 1-6.

The Eight Step Process is based on Effective School research and total quality management principles. The process is based on the Shewhart Cycle of Plan-Do-Check-Act that business uses for continuous improvement. This process was implemented at Montpelier in November of 2010. The 8 Step Process is embraced at Montpelier and is utilized, with fidelity, by all grade levels K-6.

Montpelier Elementary School 8-Step School Improvement Plan includes the following action items.

#### PDCA (8 Step) Process Implementation:

As part of Montpelier's school improvement plan is the Eight-Step Process. Professional Learning Communities were created during the 2014-2015 school year. These PLC's meet weekly.

#### Step 1: Data Disaggregating

Montpelier licensed teachers in grades 3-6 will conduct "test talks" with students. The staff will personally discuss ISTEP+ results from the previous year with individual students. Teachers will have students use a highlighting system for clearly setting goals regarding "bubble" students who almost passed or were almost pass+. Four colors of highlighters will be provided per teacher. Teachers will then analyze the current ISTEP+ results, Acuity scores, standards based assessments, and phonemic awareness words in isolation levels during collaboration, staff meetings, and any additional meeting needed. Analyzing current data will allow teachers to recognize and understand the importance of differentiated lessons to make sure all students' needs are being met.

#### Step 2: Develop Instructional Timeline

To insure that all staff members are focused and adhering to the Eight-Step Process, a four-month moratorium will be implemented for the months of January through April. Professional development days will be halted these months, with exceptions to be approved by administration only. In addition, Montpelier Elementary School will implement a twenty-day countdown. This twenty-day countdown will focus on further mastering essential skills and reviewing key concepts for students.

#### Step 3: Instructional Focus

So that all staff and students are aware of the school-wide foci, Math and English foci will be posted as objectives in classrooms.

#### Step 4: Assessments

All students will be required to complete standards based assessments in Math and Language Arts. Math and English teachers at Montpelier will collaborate to create standards based assessments. Students will also take Acuity Readiness A, B and C. Acuity scores, as well as the Check Plus Standards are proven predictors of ISTEP+ success, and completing the assessment will allow struggling students to be targeted for additional tutoring groups, maintenance and re-teach opportunities

#### Step 5 and 6: Tutorials and Enrichment

Montpelier Elementary School will implement a "Success Zone" each day for students to receive further instruction concerning the week's focus in Math and/or English. We will conduct two success times during the day. One will focus on E/LA/Reading and the other will focus on Math.

#### Step 7: Maintenance

“Success Zone” skills will be reviewed through classes by teachers incorporating daily bell work and exit slips based directly on the instructional foci (current and past). The only cost to the school will be the use of resource material from the “Success Zone” etc Also, all teachers and academic specialists will select and implement maintenance activities during daily “Success Zone” periods. Teacher will have access to additional resource materials to support instruction in the classroom.

#### Step 8: Monitoring

In order to keep teachers focused on the school improvement plan and what has been proven to raise student comprehension, the Teacher Teams will meet with administration weekly in PLC’s to discuss and monitor focus area lessons, data and instruction. This team effort will require teachers to ask and answer focus area questions about the lessons they taught each week. The administration will conduct “walk throughs” to review lessons plans/focus areas taught within the school. Administrators will then provide feedback on the lesson so that teachers can either maintain or improve the instructional focus for that week. Administrators will plan to conduct walk throughs on a regular basis with fidelity. Finally, the Professional Learning Community (PLC) teams will discuss and analyze the instructional focus and its implementation in classrooms. As a team of administrators and teachers, Montpelier will continue to develop bell work and exit slips to share on a weekly basis.

#### COLLABORATION – TEACHER INVOLVEMENT

Teachers teams, or grade level teams meet weekly. During this time teachers review data from recent assessments, set goals, and create new assessments, as well as discuss intervention, red flags, triggers for interventions and parental contacts. They also share materials, lessons they have created, articles, and lessons that worked in their classrooms.

Teachers will be given release time to develop or adjust assessments of the core standards and look at student formative assessment data.

Success Zone is a daily (twice a day) 30 minute class developed by teachers to provide reteaching, maintenance, and enrichment for each student as needed.

Students are assigned to Success Zone classes according to their math and language arts assessment data.

School reform will take place using this model. 8-Step is a process not a program and teachers manage it. 8-Step helps us to understand what to teach, PLC’s helps to understand how to teach what 8-Step has defined for our school and the positive behavior intervention system creates the environment for teaching to take place.

There are five instructional steps we will use to guide and monitor instruction in the classroom.

They are:

STEP 1: Identify problem or need;

STEP 2: Obtain new teacher learning aligned to student need and formatted for classroom application;

STEP 3: Develop new teacher learning with support in the classroom;

STEP 4: Apply new teacher learning to the classroom;

STEP 5: Evaluate the impact on student performance.

All PLC meetings, PD and observations will be conducted with student and teacher improvement as the main objective.

## Tiers for Successful interventions.

### Behavior Tier I

- **Montpelier Character Education – All classes have targeted monthly topics**
- **School wide Positive Behavior Plan**
- **K-3 behavior monitoring /self-monitor color coded behavior chart**

### Academic Tier I

- **Literacy Groups:** Kindergarten through Grade 2 students are placed in small, homogeneous, flexible groups for instruction. Groups have less than six students per group. Each student's group is determined by student's level of decoding and comprehension based on Benchmark Assessments. Each group is facilitated by a teacher or paraprofessional. Groups rotate to allow the students to work with a different facilitator.
- **LiPS-Lindamood-Bell Phonemic Sequencing** -Lindamood-Bell Phonemic Sequencing-used to phonics to students
- **Comprehensive Literacy Model**
- **Readers and Writers Workshop**-to improve comprehension and build the foundations for essential knowledge. This will be called a Learning Workshop.
- **SUCCESS Class**-Time set aside on a regular basis devoted to remediation, on grade level and enrichment of Indiana Standards in Math and English/Language Arts

### Behavior Tier II

- **Montpelier Character Education:** Student specific interventions that teach students new strategies to cope with conflict resolution, copy skills and anger management. The Social Worker or Administration work with the student to find a suggestions for preventing continued misbehavior.
- **Social Skills Groups**-small groups of student who meet with the Social Worker, Principal, or other facilitator at lunch, recess, or other approved time to discuss specific social issues.
- **Counseling Services**-Counseling service from outside the school such as Meridian that works with students and parents about specific behavior issues.
- **Intervention blocks**-Time set aside daily/weekly to address students who need more time for the above named skills.

### Academic Tier II

- **Literacy Groups** -Small group reading instruction for students as assessed by mClass, Scholastic Reading Inventory and/or ISTEP+.
- **LiPS-Lindamood-Bell Phonemic Sequencing** -Small group instruction for students beyond whole class instruction of LiPS. This program stimulates phonemic awareness in reading, spelling, and speech and cognitive processes related to work attack and phonological processing. This program is research based.
- **Interventions in Reading and Math (k-6)**-Small group or 1 to 1 intervention time in addition to small group time, designed to work with our reading program that provides early intervention and a significant increase in

the intensity of instruction for low level readers. The program focuses on five critical strands of reading phonemic awareness, letter-sounds correspondences, word recognition and spelling, fluency, and comprehension.

- **SUCCESS-** Time set aside on a regular basis devoted to remediation and practice over Indiana Standards in Math and English/Language Arts
- **Summer School-** Summer school program for all grade levels will provide remediation and preparation for the new school year.
- **Intervention blocks-**time set aside daily/weekly to address students who need additional support.
- **After School tutoring-**is offered by staff members if needed.
- **Software** – Utilization of web-based software for enrichment, maintenance and re-teach.

#### Behavior Tier III

- **Counseling Services-** Counseling service from outside the school that works with students and parents about specific behavior issues.
- **Individual Student Assistance** (Inside of School)- Discussion provided one on one by the school Social Worker/Administration on an individual basis designed to troubleshoot problems experienced by student and develop a behavior plan to achieve behavioral success more regularly during the school day.
- **Behavior Contracts-**student contracts used to encourage positive behavior.
- **Kid's Hope USA Mentorship-**adult mentoring program for at-risk children. This program provides weekly one hour meetings with students.

#### Academic Tier III

- **Instructional time extended in reading and math-**additional time is added for individualized instruction beyond the Literacy groups and the intervention time.
- **Instructional grouping changes-**1-3 students in a group in the above named extended time.
- **Intervention calendar time is extended-**intervention time is increased to above 10 weeks.
- **Individualized Instructional plans are created-**a strategic, structured, remediation individual level plan is created based on the student's needs.
- **Scaffolding-**more intensive support during the we do portion of the guided practice.
- **Interventions in Reading and Math (k-6)-**Small group or 1 to 1 intervention time in addition to small group time, designed to work with our reading program that provides early intervention and a significant increase in the intensity of instruction for low level readers. The program focuses on five critical strands of reading phonemic awareness, letter-sounds correspondences, word recognition and spelling, fluency, and comprehension.
- **LiPS-Lindamood-Bell Phonemic Sequencing** Individual instruction for kindergarten students beyond whole class instruction of LiPS. This program stimulates phonemic awareness in reading, spelling, and speech and cognitive processes related to work attack and phonological processing. This program is research based.
- **Summer School-**All students performing below grade level will be offered the opportunity to attend..
- **SUCCESS Class-** Time set aside on a regular basis devoted to remediation and practice over Indiana Standards.

### **Component 3 – Highly Qualified Teachers (Core Content Areas)**

Montpelier School is located near three universities with quality teacher training programs. Currently, we have students from Ball State University, Taylor University, and Indiana Wesleyan University that regularly complete field studies and student teaching at our school. With that opportunity in place, we have a steady influx of appropriately trained and qualified teachers in our school each year.

Montpelier School, under the guidance of the Blackford County School Corporation:

1. Hire only instructional personnel who meet the definition of highly qualified.
  - a. All newly hired teachers must be properly licensed and meet the NCLB definition of highly qualified.
    - i. Hold a valid Indiana Teaching License appropriate for elementary grades, and
    - ii. Pass the PRAXIS II (#10011) licensing exam entitled Elementary Education, Curriculum, Instruction and Assessment.
  - b. All veteran teachers (one plus years of experience must be properly Licensed and meet the NCLB definition of highly qualified. Hold a valid Indiana Teaching License, and complete one of the following:
    - i. Pass the PRAXIS II (#10011) licensing exam entitled Elementary Education, Curriculum, Instruction and Assessment.
    - ii. Pass the National Teacher Exam (NTE) Specialty Test called “Education in the Elementary School” (code #20010), or
    - iii. Earn 100 points on the High Objective Uniform State Standard and Evaluation (HOUSSE) Rubric.
  - c. The local School Board requires that all those hired to be Instructional Assistants must meet highly qualified status.
  - d. All Schoolwide Program Instructional Assistants hired to provide instructional support to students must meet the NCLB definition of highly qualified regardless if program assignment or funding in one of the following ways:
    - i. Completed two years at an institution of higher education, or
    - ii. Possess an Associate’s Degree or higher, or
    - iii. Successfully completed the Para Pro.
2. Use Title I Parent Policy letter to and an Annual Title I Parent Meeting to make parents aware of the highly qualified status of all staff members.
3. Documentation is maintained in the principal’s office that all instructional staff members are considered Highly Qualified. (See No. 2 and 3 of this document under this component).
4. All Instructional Assistants are Highly Qualified.

Brittany Brinkley	Kindergarten	
Jessica Mills		Kindergarten
Amanda Ehrhart	Kindergarten	
Julia Duncan		First Grade
Brittney Fletcher	First Grade	
Julie Modlin		Second Grade
Kylee Redford		Third Grade
Cristi Aulbach		Fourth Grade
Lee Adrianson	Fourth Grade	
Megan Snider	Fifth/Sixth Grade Language Arts/Social Studies	
Jeremy Miller		Fifth/Sixth
Grade Math/Science		
Beth Wall		K-6 Special
needs Learning Disabled/ED		
Kristie Shoup		K-6 Life Skills
and Learning Disabled		
Sherri McDonald	Speech and Language Pathologist	
Monica Myers	District Literacy Coach	
Cia Hill		District
Math Coach		



## Component 4 – Professional Development

A variety of professional development opportunities are offered to teachers in grades K-6. Training in 6+1 Traits of Writing, Literacy Framework model, 8 Step Process Checks, and numerous Technology Professional development are conducted.

With the presence of a Literacy Coaches the staff at Montpelier are involved in high quality and ongoing professional development. Implementation of the Comprehensive Literacy Model and best practice has been consistent and forward moving. Attention to professional development is provided to enable new staff to continue their professional growth and align knowledge and initiatives with veteran staff.

We will daily strive to:

- implement and model explicit teaching for whole-group mini-lessons
- provide differentiated, small group instruction tailored to meet the needs of groups of students
- confer individually with readers and writers to foster independence
- deliver short-term, research-based interventions to promote acceleration
- implement respectful, purposeful talk in all subject areas to deepen comprehension
- foster inquiry-based learning to promote collaboration and high-level thinking
- provide exposure to diverse, rich literature across the curriculum
- build comprehensive classroom libraries to instill a value of lifelong reading across genres
- integrate technology to prepare students for 21st century learning
- engage in regular, frequent, and intensive discussions about student progress and instructional improvement

Weekly PLC's are held with the grade levels by the principal to discuss and chart student achievement and behavior. Teachers collaborate between subject areas and grade levels to ensure student success. A data wall was used to chart student achievement as revealed by wireless generation assessments, progress monitoring and Acuity. We will continue to analyze the data to shore up the areas of weakness presented by our data. Great gains are seen with this model each year. Continued study and fine tuning the implementation will improve our communication and success with students.

The goals of our Professional Development Program are:

1. To ensure that all staff has the same training, information and time to discuss and share ideas about the interventions and strategies of each of our school wide goals.
2. Teachers will attend daily collaboration meetings to share student work, create common goals and assessments in their subject areas and work together to meet our school wide goals.
3. Teachers will meet to adjust common assessments and analyze student data.
4. To provide quality learning experiences for all staff members in the areas of writing, reading comprehension and problem solving.
5. To provide teachers with professional development with a strong knowledge base of effective teaching strategies based on best practices to create optimal learning for all students.

Continuous Learning will be embedded in practice by:

1. All staff sharing and exchanging ideas at faculty meetings, daily collaboration meetings, and in-services for professional development.
2. Presentations by staff members returning from conferences and workshops.

### 3. Guest Speakers.

## **Montpelier Elementary School Professional Development Support**

To support the instructional practice in the classroom teachers will utilize the Blackford County Teacher instructional evaluation rubric for instruction. Teacher will also use Marzano's—Instructional Best Practices for teaching and learning. In addition, the following learning activities will be used or developed by the Montpelier Elementary School faculty members to enrich student achievement. A focus will be developed to build communities within the classroom using our professional growth model as a building block. The character education program has been developed for all students during the regular school day. The Montpelier Elementary Schools staff will have professional development support in the areas of cooperative learning, individualized instructional strategies, parent communication and involvement, disruptive student behavior strategies, multi-age instruction, real-life and hands on activities.

Additionally, the staff will have opportunities for professional growth in the areas of peer tutoring, positive rewards, rubrics, formative and summative assessment strategies, student portfolios, graphic organizers and technology-based instructional strategies.

### **PRINCIPLES FOR PROFESSIONAL DEVELOPMENT**

#### **PROFESSIONAL DEVELOPMENT PROGRAMS WILL ADDRESS ISSUES THAT ARE RELEVANT TO THE PRIORITIES OF EDUCATION IMPROVEMENT AND REFLECT THE KNOWLEDGE BASE OF THE PROFESSION BY:**

- A. Reflecting research-based approaches for effective adult learning, student learning and organizational change to support on-going developmental activities. While tapping educators' life experiences and drawing on the knowledge base from effective research, a variety of modes of learning are used to foster self-directed professional development opportunities.
- B. Integrating education improvement priorities. Consistent and continuous links are made with the School Improvement Plan, the Indiana Professional Standards Board, and Indiana State Board of Education policy.
- C. Incorporating both discipline-specific and interdisciplinary approaches to teaching, assessment and preparation for the world of work. Professional growth experiences enhance educators' knowledge within and across subject areas and their ability to foster and assess students' problem solving and critical thinking skills.
- D. Including explicit strategies for setting high expectations and meeting the diverse learning needs of all students. Training activities increase educators' capacity to implement developmentally appropriate practices to establish challenging learning goals and respond to the uniqueness of each student.
- E. Receiving adequate resources. Every public school in Indiana must receive the financial resources and support services needed to provide the most effective Professional Development Program, as described within these principles.

#### **PROFESSIONAL DEVELOPMENT PROGRAM WILL ENGAGE EDUCATORS IN AN EFFECTIVE LEARNING PROCESS THAT IMPACTS PRACTICE BY:**

- A. Actively involving participants in program design, delivery and implementation. Professional growth opportunities reflect educators' needs as determined from multiple data sources grounded in and linked with the School Improvement Plan. All stakeholders shall be engaged in meaningful job-embedded opportunities to effectively support practice, which leads to improved student learning.
- B. Promoting multiple strategies that model recommended strategies. Opportunities for professional development incorporate varied approaches such as theory, demonstration, reflection, practice, mentoring, technology applications and peer dialogue.
- C. Incorporating follow-up activities that are sustained over time and provide educators with ongoing feedback. The Professional Development Program provides a range of opportunities for staff to integrate the new strategies into their work with children through practice, feedback and reflection.
- D. Continuously evaluating impact on educator's practice and student learning. The effectiveness of professional development is determined by its impact on staff performance and student learning.

**PROFESSIONAL DEVELOPMENT PROGRAMS WILL CONTRIBUTE TO DEVELOPING AN ENVIRONMENT THAT SUPPORTS EDUCATORS' PROFESSIONAL GROWTH BY:**

- A. Fostering collegiality and collaboration. Professional growth opportunities encourage staff to build a community of educators, parents, businesses and community partners who exchange ideas for innovation, cooperate in developing curricula and discuss approaches to strengthening student learning by focusing on the school community as a "culture of inquiry."
- B. Building capacity through a continuum of ongoing improvement activities. Professional development activities maintain a focus on the improvement of practices that increase student learning and link to the School Improvement Plan and the standards developed by the Indiana Professional Standards Board, and State Board of Education policy.
- C. Integrating staff development into educators' practice. The Professional Development Program incorporates supports for staff to implement newly acquired strategies and assess them for their impact on student learning.
- D. Encouraging innovations and risk-taking. As a result of staff development activities, the school community recognizes the need for action research that assists educators, leading toward innovations improving student learning.

## **Component 5 – Attract Highly Qualified Teachers**

Montpelier, Indiana is close to Ball State University, Anderson University, Taylor University and Indiana Wesleyan University. Due to the close proximity of these outstanding universities, student teachers are frequently assigned to Blackford County Schools. University students also seek part-time employment as paraprofessionals, substitutes, or other available positions. Blackford County Schools also participates in other on-site experiences for future teachers. Embracing these partnerships and opportunities makes it easier to attract highly qualified teachers, principals, and paraprofessionals to be part of the Montpelier school community.

## **Component 6 – Parental Involvement**

Currently, parents are invited to the school to participate in Community Days, Meet the Teacher Night, Home Visits, Title I Annual Parent Meeting, Kindergarten Round-Up, and Parent Teacher Conferences in the fall and spring, Book Fairs, Montpelier Back to School event, the Montpelier Jamboree and PTO sponsored events.

Parents are also encouraged to join our Parent Teacher Organization (PTO). The PTO sponsors several events throughout the year. Parents also volunteer to serve on committees or in classes.

Parents are part of the school culture and are invited to volunteer in classrooms and in a variety of capacities throughout the school. All parents have access to the BCS website, and Skyward. Parents are urged to communicate often with teachers.

During the annual Meet the Teacher Night activity parents are invited to the school and visit with the classroom teacher. Parent conferences are conducted in grades K-6 in the fall and spring. These conferences provide for two way communication opportunities between parents and teachers. The conferences are used to review a student's progress in class and assessment data.

Additionally, teachers will be encouraged to share their ideas through the use of the weekly newsletter and a weekly communication folder or school planner. Parents can also contact the teacher or office with comments or concerns or to set up parent meetings.

The principal will communicate with the parents during the Community Day monthly to discuss school improvement issues and keep them informed of what is going on in the school.

Each year, parents will be invited to attend the Annual Title I Program Parent's Meeting. An overview of the Title I program will be presented and parents will be given opportunities to ask questions.

Parent and Student resources may be found on the school website where parents can access a variety of educational resources.

A variety of methods and activities have been put in place at the school and district levels to assist parents in their understanding of their child's academic performance.

### **District**

- ✓ BCS Website
- ✓ School Board Meetings
- ✓ Meet the Teacher Night
- ✓ Parent Teacher Conferences
- ✓ Weekly Newsletter
- ✓ Student Handbook
- ✓ Student Mid-Term Reports
- ✓ Parent Edge
- ✓ School Messenger
- ✓ Parent Teacher emails and phone calls
- ✓ ISTEP Home Reports
- ✓ Skyward Parent access

All school documents (mid-term reports, parent policies, parent compact, etc) will be translated for non-English speaking parents.

Montpelier School follows all Title I guidelines regarding parent notifications and Right to Know correspondence. The Right to Know letters are in the Student Handbook that are given to all students at the beginning of school in August. In the first semester of each new school year, a Title I parent meeting is held to inform parents of programs for the upcoming school year.

## **Component 7 – Preschool Transition**

In Blackford County Schools the Head Start program is housed at Blackford Junior High. The Head Start staff, administration and kindergarten teachers communicate on a regular basis about curriculum and instructional strategies. A Head Start visit to the Kindergarten rooms is planned annually.

Children enrolled in the local Pre-Schools are invited to visit Kindergarten rooms in the spring of each year to help with their transition to school. During Kindergarten Round-Up parents and students are given information about the up-coming school year, introduced to the teachers and learn about required immunizations and other school procedures. Kindergarten screening is conducted prior to the upcoming school year to assess student abilities and readiness.

Readiness packs are given to incoming Kindergarten parents during screening to acquaint them with kindergarten expectations and activities to do between screening and the first day of school.

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

Teachers analyze NWEA, Standards Based 3 week assessments. RTI intervention assessment, IXL and ISTEP+ data to inform instruction and improve student achievement. An example of this process is the SUCCESS class, based on the 8-Step Model. Teachers in each grade level collaborate and devise a plan to enrich and/or remediate all students.

Teachers are given release time by using PLC Educational Assistants that supervise their class during the PLC time. During this PLC time the teachers are given time to collaborate and thoroughly examine data, both behavioral and academic. Teachers take part in curriculum mapping, assessment writing, standards alignment, and curriculum writing.

## **Component 9 – Effective, Timely Additional Assistance**

The following additional assistance initiatives are available to all students at Montpelier School:

Current Reality:

- Literacy Groups (K-4)
- Two SUCCESS Classes (K-6)
- Kids Hope USA (K-6)
- Camp Invention (K-5)
- Peer Tutoring (K-6)
- Head Start of Blackford County
- Student Council (5-6)
- Summer School (K-3)
- After School Tutoring (K-6)
- IXL, NWEA and ALEX online learning tools (K-6)
- Reading A-Z (K-6)

## **Component 10 – Coordination and Integration of Funds**

All federal, state, and locally funded programs in place in our school currently function as independent entities. The school Comprehensive Needs Assessment indicated the need for improved communication between staff and better coordination of program efforts. Consequently, the leadership team and school staff have proposed a number of activities to improve program coordination. The school will coordinate the following programs efforts.

Title I-Part A

Title II-Part A (Preparing, Training, and Recruiting HQ Staff)

Title III-Part A (Language Instruction for LEP and Immigrant Students)

IDEA-Individuals with Disabilities Act (Part B)

Full Day Kindergarten

High Ability Grant

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

The district administration in conjunction with the school leadership team have determined that the school's proposed Title I Program will be sufficient to address the identified student achievement and professional development needs, as well as, activities related to implementing the required components.

Student, teacher, and parent needs identified through the school's comprehensive needs assessment have been used to determine the focus of the school's professional development efforts. In addition, the school leadership team and teachers have identified scientifically research based teaching and learning strategies to address the identified needs specifically in the area of writing instruction.

## Part 2 - APPENDIX

### Summary of Goals, Strategies, Professional Development, and Data

#### SWP Implementation Profile (2013-2018)

(\*new Indiana standards were developed at the beginning of 2014)

### Content Area Focus: Reading/English/Language Arts

Curriculum and Instruction	Implementation on Year 1 (2013-2014)	Implementation Year 2 (2014-2015)	Implementation Year 3 (2015-2016)	Implementation Year 4 (2016-2017)	Implementation Year 5 (2017-2018)
<p><b>Goal # 1:</b> By Spring 2018, 70% of the grades 3-6 students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured by ISTEP+.</p> <p><b>Benchmark (2016-2017)</b> By Spring 2017, 75% of the grades 3-6 students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured by ISTEP+.</p> <p><b>Benchmark (2015-2016)</b> By Spring 2016, 60% of the grades 3-6 students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured by ISTEP+.</p> <p><b>Benchmark (2014-2015)</b> By Spring 2015, 82% students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured by ISTEP+.</p> <p><b>Benchmark (2013-2014)</b></p>	<p><b>Strategies:</b> Continue progress monitoring tool to drive instruction and intervention.</p> <p>Refine strategies for Literacy Groups and continue 120 minutes of reading instruction per day.</p> <p>Purchase of high interest leveled books to support and motivate male readers.</p> <p>Students will use reading interventions such as IXL, Scoot Pad or supplemental software, to remediate reading skills</p> <p>Continue SUCCESS language arts enrichment and remediation intervention blocks</p> <p>Fully Implement Comprehensive Literacy Model</p> <p>Implement Acuity assessments as diagnostic and predictive tool.</p> <p><b>Professional Development:</b> Book study in all grade levels on literacy topics.</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding males, special education, and reading instruction</p> <p><b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with reading strategies</p> <p><b>Technology:</b> Teachers will use technology to monitor reading to report reading progress. Students will use technology for enrichment and remediation of reading skills.</p>	<p><b>Strategies:</b> Continue using progress monitoring tool to drive instruction and intervention.</p> <p>Refine strategies for Literacy Groups and continue thirty minutes of additional reading instruction per day.</p> <p>Purchase high interest leveled books to support and motivate male readers.</p> <p>Students will use reading interventions such as IXL, Scoot Pad or supplemental software, to remediate reading skills,</p> <p>Full implementation of SUCCESS language arts and Math enrichment and remediation.</p> <p>Fully Implement Comprehensive Literacy Model.</p> <p>Utilize Acuity to determine ISTEP+ readiness and modify instruction.</p> <p>Utilize successful online learning tools as a support resource in the classroom.</p> <p><b>Professional Development:</b> Implementation of strategies listed in book study selections.</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding males, special education, and reading instruction</p> <p><b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their</p>	<p><b>Strategies:</b> Introduce progress monitoring tool to drive instruction and intervention.</p> <p>Refine strategies for Literacy Groups and continue thirty minutes of additional reading instruction per day.</p> <p>Utilize 3 week common assessments to remediate and modify instruction.</p> <p>Purchase high interest leveled books to support and motivate male readers.</p> <p>Students will use reading interventions such as IXL, Scoot Pad or supplemental software, Reading, to remediate reading skills.</p> <p>Full implementation of SUCCESS language arts and Math enrichment and remediation.</p> <p>Continue implementation of Comprehensive Literacy Model .</p> <p>Utilize Acuity to determine ISTEP+ readiness and modify instruction.</p> <p>Utilize successful online learning tools as a support resource in the classroom</p> <p><b>Professional Development:</b> Continued implementation of literacy strategies.</p> <p><b>Cultural Competency:</b> Instructional Coaches will research the most current information regarding special</p>	<p><b>Strategies:</b> Introduce progress monitoring tool to drive instruction and intervention.</p> <p>Refine strategies for Literacy Groups and continue thirty minutes of additional reading instruction per day.</p> <p>Utilize 3 week common assessments to remediate and modify instruction.</p> <p>Purchase high interest leveled books to support and motivate male readers.</p> <p>Students will use reading interventions such as IXL, or supplemental software, Reading, to remediate reading skills.</p> <p>Full implementation of SUCCESS language arts and Math enrichment and remediation.</p> <p>Continue implementation of Comprehensive Literacy Model .</p> <p>Utilize NWEA to determine ISTEP+ readiness and modify instruction.</p> <p>Utilize successful online learning tools as a support resource in the classroom</p> <p><b>Professional Development:</b> Continued implementation of literacy strategies. All K-6 teachers will use NWEA Reading/English/Language arts as a progress monitoring and intervention tool. All teachers will have access to additional research based online tools to improve math</p> <p><b>Cultural Competency:</b> Instructional Coaches will research the most current information regarding special</p>	<p><b>Strategies:</b> Introduce progress monitoring tool to drive instruction and intervention.</p> <p>Refine strategies for Literacy Groups and continue thirty minutes of additional reading instruction per day.</p> <p>Utilize 3 week common assessments to remediate and modify instruction.</p> <p>Purchase high interest leveled books to support and motivate male readers.</p> <p>Students will use reading interventions such as IXL, or supplemental software, Reading, to remediate reading skills.</p> <p>Full implementation of SUCCESS language arts and Math enrichment and remediation.</p> <p>Continue implementation of Comprehensive Literacy Model .</p> <p>Utilize NWEA to determine ISTEP+ readiness and modify instruction.</p> <p>Utilize successful online learning tools as a support resource in the classroom</p> <p><b>Professional Development:</b> Continued implementation of literacy strategies. All K-6 teachers will use NWEA Reading/English/Language arts as a progress monitoring and intervention tool. All teachers will have access to additional research based online tools to improve math</p> <p><b>Cultural Competency:</b> Instructional Coaches will research the most current information regarding special</p>

<p>In the Spring of 2014, 84% of students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured by ISTEP+.</p>	<p><b>Attendance:</b> Reading requires practice and guidance, students must attend school to participate in reading instruction</p>	<p>children with reading strategies <b>Technology:</b> Teachers will use technology to monitor reading to report reading progress. Students will use technology for enrichment and remediation of reading skills. <b>Attendance:</b> Reading requires practice and guidance, students must attend school to participate in reading instruction</p>	<p><b>Technology:</b> Teachers will use technology to monitor reading to report reading progress. Students will use technology for enrichment and remediation of reading skills. <b>Attendance:</b> Reading requires practice and guidance, students must attend school to participate in reading instruction</p>	<p>Continued implementation of literacy strategies. All K-6 teachers will use NWEA Reading/English/Language arts as a progress monitoring and intervention tool. All teachers will have access to additional research based online tools to improve math</p> <p><b>Cultural Competency:</b> Instructional Coaches will research the most current information regarding special education, and reading instruction <b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with reading strategies <b>Technology:</b> Teachers will use technology to monitor reading to report reading progress. Students will use technology for enrichment and remediation of reading skills. <b>Attendance:</b> Reading requires practice and guidance, students must attend school to participate in reading instruction</p>	<p>education, and reading instruction <b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with reading strategies <b>Technology:</b> Teachers will use technology to monitor reading to report reading progress. Students will use technology for enrichment and remediation of reading skills. <b>Attendance:</b> Reading requires practice and guidance, students must attend school to participate in reading instruction</p>
--	---	--	---	--	--



## SWP Implementation Profile (2013-2018)

(\*new Indiana standards were developed at the beginning of 2014)

### Content Area Focus: Math

Curriculum and Instruction	Implementation Year 1 (2013-2014)	Implementation Year 2 (2014-2015)	Implementation Year 3 (2015-2016)	Implementation Year 4 (2016-2017)	Implementation Year 5 (2017-2018)
<p><b>Goal # 2:</b> By Spring 2018, 80% of the grades 3-6 students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+</p> <p><b>Benchmark (2016-2017)</b> By Spring 2017, 80% of the grades 3-6 students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+</p> <p><b>Benchmark (2015-2016)</b> By Spring 2016, 61% of the grades 3-6 students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+</p> <p><b>Benchmark (2014-2015)</b> By Spring 2015, 82% grades 3-6 students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+</p> <p><b>Benchmark (2013-2014)</b> By Spring 2014, 85% grades K-6 students will meet or exceed Indiana Academic Standards in Math as measured by ISTEP+</p>	<p><b>Strategies:</b> Progress monitoring tool to drive instruction and intervention.</p> <p>Investigation of new Envision Series.</p> <p>Students will use math interventions such as IXL, Scoot Pad to remediate math skills.</p> <p>Utilize Apangea or Think Through math program as enrichment and remediation program 3 to 5 times per week for 5<sup>th</sup> and 6<sup>th</sup> graders.</p> <p><b>Professional Development:</b> All K-2 teachers will continue to use mClass and Acuity Math as a progress monitoring and intervention tool.</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding male, special education, and math instruction</p> <p><b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with Math strategies.</p> <p><b>Technology:</b> Teachers will use Wireless Generation mClass Math to report math progress. Student will use technology for enrichment and remediation of math skills.</p> <p><b>Attendance:</b> Math requires practice and students must attend school to participate in math instruction</p>	<p><b>Strategies:</b> Progress monitoring tool to drive instruction and intervention.</p> <p>Students will use math interventions such as IXL, Scoot Pad, Envision Math, ALEX to remediate math skills.</p> <p><b>Professional Development:</b> All K-2 teachers will continue to use mClass Math as a progress monitoring and intervention tool. All teachers will have access to additional research based online tools to improve math.</p> <p><b>Cultural Competency:</b> Study groups will research the most current information regarding male, special education, and math instruction</p> <p><b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with Math strategies.</p> <p><b>Technology:</b> Teachers will use Wireless Generation mClass Math to report math progress. Student will use technology for enrichment and remediation of math skills.</p> <p><b>Attendance:</b> Math requires practice and students must attend school to participate in math instruction</p>	<p><b>Strategies:</b> Students will use math interventions such as IXL, Scoot Pad to remediate math skills.</p> <p>Full implementation of SUCCESS language arts and Math enrichment and remediation.</p> <p>Utilize Acuity to determine ISTEP+ readiness and modify instruction.</p> <p>Utilize 3 week common assessments to remediate and modify instruction.</p> <p><b>Professional Development:</b> All K-2 teachers will continue to use mClass Math as a progress monitoring and intervention tool. All teachers will have access to additional research based online tools to improve math</p> <p><b>Cultural Competency:</b> Instructional Coaches will research the most current information regarding, special education, and math instruction</p> <p><b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with Math strategies.</p> <p><b>Technology:</b> Teachers will use Wireless Generation mClass Math to report math progress. Student will use technology for enrichment and remediation of math skills.</p> <p><b>Attendance:</b> Math requires practice and students must attend school to participate in math instruction</p>	<p><b>Strategies:</b> Students will use math interventions such as IXL to remediate math skills.</p> <p>Full implementation of SUCCESS language arts and Math enrichment and remediation.</p> <p>Utilize NWEA to determine ISTEP+ readiness and modify instruction.</p> <p>Utilize 3 week common assessments to remediate and modify instruction.</p> <p><b>Professional Development:</b> All K-6 teachers will use NWEA Math as a progress monitoring and intervention tool. All teachers will have access to additional research based online tools to improve math</p> <p><b>Cultural Competency:</b> Instructional Coaches will research the most current information regarding, special education, and math instruction</p> <p><b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with Math strategies.</p> <p><b>Technology:</b> Teachers will use Wireless Generation mClass Math to report math progress. Student will use technology for enrichment and remediation of math skills.</p> <p><b>Attendance:</b> Math requires practice and students must attend school to participate in math instruction</p>	<p><b>Strategies:</b> Students will use math interventions such as IXL to remediate math skills.</p> <p>Full implementation of SUCCESS language arts and Math enrichment and remediation.</p> <p>Utilize NWEA to determine ISTEP+ readiness and modify instruction.</p> <p>Utilize 3 week common assessments to remediate and modify instruction.</p> <p><b>Professional Development:</b> All K-6 teachers will use NWEA Math as a progress monitoring and intervention tool. All teachers will have access to additional research based online tools to improve math</p> <p><b>Cultural Competency:</b> Instructional Coaches will research the most current information regarding, special education, and math instruction</p> <p><b>Parent Involvement:</b> Parents will be invited to visit class sessions to help the parents support their children with Math strategies.</p> <p><b>Technology:</b> Teachers will use Wireless Generation mClass Math to report math progress. Student will use technology for enrichment and remediation of math skills.</p> <p><b>Attendance:</b> Math requires practice and students must attend school to participate in math instruction</p>

				school to participate in math instruction	
--	--	--	--	--	--

## **EVALUATION**

(Implementation Assessment 2013-2019)

### **Student Achievement Goal # 1: Reading**

By spring 2019, 65% of Montpelier students will meet or exceed Indiana Academic Standards in English Language Arts Reading as measured by ILEARN.

### **Professional Development Goal # 1:**

All K-6 teachers will meet weekly in a PLC to collaborate.

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

**Our professional Development plan expected results include:**

Student Outcomes:

- Students reading scores will increase to meet our student goal based on the results of NWEA and ISTEP+.
- Free and Reduced students will more closely perform with their counterparts.
- Special Education students will more closely perform with their counterparts.

**Teacher Outcomes:** (*new knowledge, skills and attitudes toward learning*)

- Implementation of Best Practice Instructional Strategies.
- Teacher collaboration will result in a rigorous curriculum that is align vertically and horizontally.
- Teachers will explore the importance Relationships, Rigor and Relevance of instruction in their classrooms.

## **EVALUATION**

(Implementation Assessment 2013-2019)

### **Student Achievement Goal # 2: Math**

By Spring of 2018, 75% of students in Grades 3- 6 will meet or exceed Indiana Academic Standards in Math as Measured by ILEARN.

### **Professional Development Goal # 1:**

All K-6 teachers will meet weekly in a PLC to collaborate.

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

**Our professional Development plan expected results include:**

Student Outcomes:

- Student's math scores will increase to meet our student goal based on the results of NWEA and ISTEP+.
- Free and Reduced students will more closely perform with their counterparts.
- Special Education students will more closely perform with their counterparts.

**Teacher Outcomes:** (*new knowledge, skills and attitudes toward learning*)

- Implementation of Best Practice Instructional Strategies.
- Teacher collaboration will result in a rigorous curriculum that is align vertically and horizontally.
- Teachers will explore the importance Relationships, Rigor and Relevance of instruction in their classrooms.

## **Montpelier Parent Survey 2014-15**

	1- Strongly agree	2 Agree	3 No Opinion	4 Disagree	5 Strongly Disagree
1. I think what my child is learning at school is important.	84%	15%	1%		

2. This school is a good place for my child to learn.	68%	28%	2%	1%	
3. The teachers and staff that I know are friendly.	72%	26%	2%		
4. My child gets along well with other students in schools.	62%	29%	8%		
5. I know what behavior is expected of my child at school.	78%	21%		1%	
6. I feel it is important for my child to obey school rules.	87%	12%		1%	
7. I feel my child is safe at school.	75%	21%	1%	1%	1%
8. I feel that my child's personal belongings left at school are safe.	41%	42%	9%	7%	
9. My child is challenged by his or her school work this year.	52%	36%	6%	4%	2%
10. The teachers at school are excited out their work.	59%	30%	8%	2%	
11. I feel welcomed at school.	68%	28%	2%	1%	
12. I can talk to my child's teachers easily.	66%	28%	4%	2%	
13. I am satisfied with my child's academic progress.	61%	30%	4%	4%	1%
14. Students at school have the opportunity to receive additional help, if needed.	52%	33%	14%	1%	
15. My child's teacher enforces the school rules.	60%	32%	7%	1%	
16. My child's teacher rewards good behavior.	62%	27%	7%	4%	
17. The school sets high expectations for my child.	54%	32%	12%	2%	
18. As a parent, I like this school.	65%	27%	5%	1%	2%
19. The teacher expects my child to learn.	66%	32%	2%		
20. I think that Community Day is important.	54%	32%	10%	4%	
21. The principal makes me feel good about visiting the school.	66%	20%	12%	2%	

22. I feel comfortable talking to the principal.	63%	25%	8%	4%	
23. I feel comfortable talking to the social worker.	60%	21%	15%	4%	
24. I think the school is a friendly place.	61%	35%	1%	2%	
25. When it comes to discipline at the school, my child has been treated fairly.	55%	29%	8%	6%	1%
26. The teacher keeps me informed about how my child is doing.	54%	34%	5%	6%	1%
27. The teacher gives me ideas about how I can help my child do their best.	49%	35%	9%	6%	
28. I am satisfied with my child's academic progress.	56%	35%	4%	4%	1%
29. I feel that the school keeps me informed.	52%	34%	8%	6%	
Overall Rating of Montpelier School	Excellent 61%	Good 27%	Average 6%	Poor 6%	Unacceptable 0%

Survey results are based off of 85 returned surveys in May 2015.

# Montpelier Parent Survey 2015-16

	1- Strongly agree	2 Agree	3 No Opinion	4 Disagree	5 Strongly Disagree
1. I think what my child is learning at school is important.	90%	8%	2%		
2. This school is a good place for my child to learn.	77%	21%	1%		1%
3. The teachers and staff that I know are friendly.	81%	15%	4%		
4. My child gets along well with other students in school.	68%	26%	5%	1%	
5. I know what behavior is expected of my child at school.	88%	10%	2%		
6. I feel it is important for my child to obey school rules.	96%	4%			
7. I feel my child is safe at school.	80%	12%	6%	2%	
8. I feel that my child's personal belongings left at school are safe.	64%	23%	8%	4%	1%
9. My child is challenged by his or her school work this year.	54%	35%	6%	4%	1%
10. The teachers at school are excited about their work.	69%	24%	5%	2%	
11. I feel welcomed at school.	80%	17%	3%		
12. I can talk to my child's teachers easily.	83%	13%	2%	2%	
13. I am satisfied with my child's academic progress.	64%	27%	2%	4%	3%
14. Students at school have the opportunity to receive additional help, if needed.	57%	28%	13%		2%
15. My child's teacher enforces the school rules.	80%	14%	6%		
16. My child's teacher rewards good behavior.	73%	20%	5%	1%	1%

17. The school sets high expectations for my child.	70%	20%	9%	1%	
18. As a parent, I like this school.	74%	19%	4%	2%	1%
19. The teacher expects my child to learn.	80%	15%	4%	1%	
20. I think that Community Day is important.	65%	27%	6%	1%	1%
21. The principal makes me feel good about visiting the school.	81%	17%	1%		1%
22. I feel comfortable talking to the principal.	80%	18%	1%		1%
23. I feel comfortable talking to the social worker.	76%	15%	8%		1%
24. I think the school is a friendly place.	76%	22%	2%		
25. When it comes to discipline at the school, my child has been treated fairly.	66%	21%	10%	1%	2%
26. The teacher keeps me informed about how my child is doing.	68%	16%	9%	5%	2%
27. The teacher gives me ideas about how I can help my child do their best.	66%	19%	9%	5%	1%
28. I am satisfied with my child's academic progress.	62%	29%	3%	4%	2%
29. I feel that the school keeps me informed.	67%	23%	5%	2%	3%
Overall Rating of Montpelier School	Excellent 67%	Good 28%	Average 5%	Poor	Unacceptable

Survey results are based off of the 106 returned surveys in May 2016.

# Montpelier Parent Survey 2016-17

	1- Strongly agree	2 Agree	3 No Opinion	4 Disagree	5 Strongly Disagree
1. I think what my child is learning at school is important.	88%	12%			
2. This school is a good place for my child to learn.	76%	17%	5%	2%	
3. The teachers and staff that I know are friendly.	79%	18%	3%		
4. My child gets along well with other students in school.	66%	28%	5%	1%	
5. I know what behavior is expected of my child at school.	91%	9%			
6. I feel it is important for my child to obey school rules.	94%	6%			
7. I feel my child is safe at school.	79%	19%	2%		
8. I feel that my child's personal belongings left at school are safe.	56%	34%	6%	3%	1%
9. My child is challenged by his or her school work this year.	60%	30%	8%	2%	
10. The teachers at school are excited about their work.	68%	24%	7%	1%	
11. I feel welcomed at school.	70%	26%	1%	3%	
12. I can talk to my child's teachers easily.	79%	16%	4%	1%	
13. I am satisfied with my child's academic progress.	66%	27%	3%	3%	1%
14. Students at school have the opportunity to receive additional help, if needed.	62%	20%	13%	3%	2%
15. My child's teacher enforces the school rules.	74%	25%	1%		



16. My child's teacher rewards good behavior.	77%	18%	5%		
17. The school sets high expectations for my child.	65%	25%	8%	2%	
18. As a parent, I like this school.	70%	22%	6%	1%	1%
19. The teacher expects my child to learn.	75%	24%	1%		
20. I think that Community Day is important.	62%	24%	13%	1%	
21. The principal makes me feel good about visiting the school.	70%	22%	6%	1%	1%
22. I feel comfortable talking to the principal.	70%	20%	8%	1%	1%
23. I feel comfortable talking to the social worker.	68%	21%	9%	1%	1%
24. I think the school is a friendly place.	74%	22%	4%		
25. When it comes to discipline at the school, my child has been treated fairly.	57%	35%	6%	1%	1%
26. The teacher keeps me informed about how my child is doing.	71%	25%	2%	2%	
27. The teacher gives me ideas about how I can help my child do their best.	59%	30%	7%	4%	
28. I am satisfied with my child's academic progress.	63%	31%	2%	4%	
29. I feel that the school keeps me informed.	60%	30%	5%	4%	1%
Overall Rating of Montpelier School	Excellent 71%	Good 23%	Average 5%	Poor	Unacceptable 1%

Survey results are based off of the 106 returned surveys in May 2017.



## ELEMENTARY READING PLAN SUBMISSION SITE

### 0485 - MONTPELIER SCHOOL (2017 - 2018)

[Home](#)   [Back To Summary Page](#)

### ASSESSMENT PLAN AND GOALS

The administration of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision-making.

[« Previous](#)

[Next »](#)

Grade <a href="#">(?)</a>	Kindergarten
Did you meet your previous year goals?	No
Do you have formative assessments in place? <a href="#">(?)</a>	Yes
Formative: in 4000 characters or less.	NWEA Formative assessments benchmarked throughout the school year.
Do you have Progress Monitoring measures in place? <a href="#">(?)</a>	Yes
Progress Monitoring: in 4000 characters or less or less.	NWEA progress monitoring tool, running records and classroom assessments.
Do you have Summative Assessments in place? <a href="#">(?)</a>	Yes
Summative: in 4000 characters or less.	NWEA: Measure of Academic Progress (MAP)
Grade Level Mid-Year Goals: <a href="#">(?)</a> in 4000 characters or less.	55% of students will have meet their target RIT growth as measured by NWEA or will have a growth of 3 RIT points or higher as measured by NWEA
Grade Level End of Year Goals: <a href="#">(?)</a> in 4000 characters or less.	65% of students will have meet their target RIT growth as measured by NWEA or will have a growth of 3 RIT points or higher as measured by NWEA

## ELEMENTARY READING PLAN SUBMISSION SITE

### 0485 - MONTPELIER SCHOOL (2017 - 2018)

[Home](#)   [Back To Summary Page](#)

### ASSESSMENT PLAN AND GOALS

The administration of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision-making.

[« Previous](#)

[Next »](#)

Grade (?)	First
Did you meet your previous year goals?	No
Do you have formative assessments in place? (?)	Yes
Formative: in 4000 characters or less.	NWEA Formative assessments benchmarked throughout the school year.
Do you have Progress Monitoring measures in place? (?)	Yes
Progress Monitoring: in 4000 characters or less or less.	NWEA progress monitoring tool, running records and classroom assessments.
Do you have Summative Assessments in place? (?)	Yes
Summative: in 4000 characters or less.	NWEA: Measure of Academic Progress (MAP)
Grade Level Mid-Year Goals: (?) in 4000 characters or less.	60% of students will have meet their target RIT growth or will have a growth of 3 RIT points or higher as measured by NWEA
Grade Level End of Year Goals: (?) in 4000 characters or less.	70% of students will have meet their target RIT growth or will have a growth of 6 RIT points or higher as measured by NWEA

## ELEMENTARY READING PLAN SUBMISSION SITE

### 0485 - MONTPELIER SCHOOL (2017 - 2018)

[Home](#)   [Back To Summary Page](#)

### ASSESSMENT PLAN AND GOALS

The administration of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision-making.

[« Previous](#)

[Next »](#)

Grade (?)	Second
Did you meet your previous year goals?	No
Do you have formative assessments in place? (?)	Yes
Formative: in 4000 characters or less.	NWEA Formative assessments benchmarked throughout the school year.
Do you have Progress Monitoring measures in place? (?)	Yes
Progress Monitoring: in 4000 characters or less or less.	NWEA progress monitoring tool, running records and classroom assessments.
Do you have Summative Assessments in place? (?)	Yes
Summative: in 4000 characters or less.	NWEA: Measure of Academic Progress (MAP)
Grade Level Mid-Year Goals: (?) in 4000 characters or less.	70% of students will have meet their target RIT growth or will have a growth of 3 RIT points or higher as measured by NWEA
Grade Level End of Year Goals: (?) in 4000 characters or less.	80% of students will have meet their target RIT growth or will have a growth of 6 RIT points or higher as measured by NWEA

## ELEMENTARY READING PLAN SUBMISSION SITE

### 0485 - MONTPELIER SCHOOL (2017 - 2018)

[Home](#)   [Back To Summary Page](#)

### ASSESSMENT PLAN AND GOALS

The administration of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision-making.

[« Previous](#)

[Next »](#)

Grade <input type="text"/>	Third
Did you meet your previous year goals?	No
Do you have formative assessments in place? <input type="text"/>	Yes
Formative: in 4000 characters or less.	NWEA Formative assessments benchmarked throughout the school year.
Do you have Progress Monitoring measures in place? <input type="text"/>	Yes
Progress Monitoring: in 4000 characters or less or less.	NWEA progress monitoring tool, running records and classroom assessments.
ISTEP+ Summative <input type="text"/>	Yes
Summative: in 4000 characters or less.	NWEA: Measure of Academic Progress (MAP)
Grade Level Mid-Year Goals: <input type="text"/>	65% of students will have meet their target RIT growth or will have a growth of 3 RIT points or higher as measured by NWEA
Grade Level End of Year Goals: <input type="text"/>	75% of students will have meet their target RIT growth or will have a growth of 6 RIT points or higher as measured by NWEA

## ELEMENTARY READING PLAN SUBMISSION SITE

### 0485 - MONTPELIER SCHOOL (2017 - 2018)

[Home](#)   [Back To Summary Page](#)

### ASSESSMENT PLAN AND GOALS

The administration of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision-making.

[« Previous](#)

[Next »](#)

Grade (?)

Fourth

Did you meet your previous year goals?

No

Do you have formative assessments in place? (?)

Yes

Formative:  
in 4000 characters or less.

NWEA Formative assessments benchmarked throughout the school year.

Do you have Progress Monitoring measures in place? (?)

Yes

Progress Monitoring:  
in 4000 characters or less or less.

NWEA progress monitoring tool, running records and classroom assessments.

ISTEP+ Summative (?)

Yes

Summative:  
in 4000 characters or less.

NWEA: Measure of Academic Progress (MAP)

Grade Level Mid-Year Goals: (?)  
in 4000 characters or less.

55% of students will have meet their target RIT growth or will have a growth of 3 RIT points or higher as measured by NWEA

Grade Level End of Year Goals: (?)  
in 4000 characters or less.

65% of students will have meet their target RIT growth or will have a growth of 6 RIT points or higher as measured by NWEA



## ELEMENTARY READING PLAN SUBMISSION SITE

### 0485 - MONTPELIER SCHOOL (2017 - 2018)

[Home](#)   [Back To Summary Page](#)

### ASSESSMENT PLAN AND GOALS

The administration of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision-making.

[« Previous](#)

[Next »](#)

Grade (?)	Fifth
Did you meet your previous year goals?	No
Do you have formative assessments in place? (?)	Yes
Formative: in 4000 characters or less.	NWEA Formative assessments benchmarked throughout the school year.
Do you have Progress Monitoring measures in place? (?)	Yes
Progress Monitoring: in 4000 characters or less or less.	NWEA progress monitoring tool, running records and classroom assessments.
ISTEP+ Summative (?)	Yes
Summative: in 4000 characters or less.	NWEA: Measure of Academic Progress (MAP)
Grade Level Mid-Year Goals: (?)	55% of students will have meet their target RIT growth or 60% will obtain a RIT score at the Average level or above as measured by NWEA
Grade Level End of Year Goals: (?)	65% of students will have meet their target RIT growth or 70% will obtain a RIT score at the Average level or above as measured by NWEA



## ELEMENTARY READING PLAN SUBMISSION SITE

### 0485 - MONTPELIER SCHOOL (2017 - 2018)

[Home](#)   [Back To Summary Page](#)

### ASSESSMENT PLAN AND GOALS

The administration of high quality assessments to monitor progress and identify students in need of more explicit instruction aligned to grade level goals should drive all decision-making.

[◀ Previous](#)

[Next ▶](#)

Grade (?)	Sixth
Did you meet your previous year goals?	No
Do you have formative assessments in place? (?)	Yes
Formative: in 4000 characters or less.	NWEA Formative assessments benchmarked throughout the school year.
Do you have Progress Monitoring measures in place? (?)	Yes
Progress Monitoring: in 4000 characters or less or less.	NWEA progress monitoring tool, running records and classroom assessments.
ISTEP+ Summative (?)	Yes
Summative: in 4000 characters or less.	NWEA: Measure of Academic Progress (MAP)
Grade Level Mid-Year Goals: (?) in 4000 characters or less.	55% of students will have meet their target RIT growth or 55% will obtain a RIT score at the Average level or above as measured by NWEA
Grade Level End of Year Goals: (?) in 4000 characters or less.	65% of students will have meet their target RIT growth or 65% will obtain a RIT score at the Average level or above as measured by NWEA

# Reading Plan Goals for 2017-18

**K MOY 55%, EOY 65%**

**1st MOY 60% EOY 70%**

**2nd MOY 70%, EOY 80%**

**3rd MOY 65% EOY 75%**

**4th MOY 55% EOY 65%**

**5th MOY 55% EOY 65%**

**6th MOY 55 % EOY 65%**