



Sand Creek Elementary School



Carrie Manowitz, Principal

SAND CREEK ELEMENTARY SCHOOL

School Name	Sand Creek Elementary School
School Address	1450 W. County Road 500 North
School Phone	812-352-9343
School Fax	812-352-0674
Principal	Carrie Manowitz
School Year Start-End Dates	August 8, 2017- May 22, 2018
Principal Ext.	1502
Principal Summer Contact	812-340-1600
Principal Summer Email	cmanowitz@jsc.org

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Title 1 School Wide Planning Foundation Committee

Carrie Manowitz, Principal, co-chair

Tammy Bates, Teacher, co-chair

Teresa Helton, Title One Director

Title 1 School Wide Planning Committee

Carrie Manowitz, Principal

Sam Low, Parent

Karin Tichenor, Teacher

Pam Sporleder, Teacher

Debbi McKinley, Teacher

Corey Layton, Teacher

Justin Chadwick, Teacher

INTRODUCTION

Community Description

Community Profile: The Community of North Vernon

The city of North Vernon is situated in the central part of Jennings County in Center Township. Jennings County is in the southeastern part of Indiana. As of the census^[1] of 2010, there were 6,728 people, 2,665 households, and 1,667 families residing in the city. The population density was 1,484.4 people per square mile (573.0/km²). There were 2,892 housing units at an average density of 658.9 per square mile (254.4/km²). The racial makeup of the city was 96.47% White, 1.49% African American, 0.20% Native American, 0.40% Asian, 0.28% from other races, and 1.17% from two or more races. Hispanic or Latino of any race was 1.04% of the population.

There were 2,665 households in which 33.1% had children under the age of 18 living with them, 44.9% were married couples living together, 13.6% had a female householder with no husband present, and 36.8% were non-families. 32.0% of all households were made up of individuals and 13.8% had someone living alone who was 65 years of age or older. The average household size was 2.39 and the average family size was 3.01.

In the city the population was spread out with 27.5% under the age of 18, 10.1% from 18 to 24, 28.1% from 25 to 44, 19.3% from 45 to 64, and 15.0% who were 65 years of age or older. The median age was 34 years. For every 100 females there were 84.9 males. For every 100 females age 18 and over, there were 82.4 males.

The median income for a household in the city was \$34,244, and the median income for a family was \$41,020. Males had a median income of \$31,173 versus \$21,137 for females. The per capita income for the city was \$16,836. About 7.6% of families and 11.8% of the population were below the poverty line, including 15.5% of those under age 18 and 14.8% of those aged 65 or over.

-information from www.wikipedia.com

11.3 % of adults age 25 years or older have Bachelor's degree or advanced degree. 82.3% of adults are high school graduates.

-information from quickfacts.census.gov

As of the census of 2010, there were 28,525 people and 10,680 households in Jennings County and the total of family households was 7,733. The average household size was 2.64 people and the average family size was 3.06. There were 5,841 families with a husband and wife and 1,231 female householders with no male present. There were 661 male householders with no female present. The population density was 75.7 people per square miles, and the land area was 376.58 square miles. The racial make-up of the county was 97.6% White, 0.9% Black or African

American, 0.1% Native American, 0.3% Asian, 1.1% two or more races, and 2.2% Hispanic or Latino.

In the county, the population was spread out with 6.3% under 5 years of age, 25.4% under 18 years old and 13.5% over 65 years old or older. 50.1% of the population is male and 49.9% of the population is female. The median age for males is 37.3 years, and the median age for females is 39 years.

47% of the population 25 years old or older had a high school diploma or equivalency, and 11% of the population had a bachelor's degree or higher. 14% of the population was either a high school dropout or not enrolled in school.

The median income was \$45,051. The median income for males and females was \$40,415 and \$31,356 respectively. 13% of the households earned \$15,000 or less, and only 3% of the population had income over \$150,000.

The poverty rate for the population was 13%, but children 18 years old and younger had a poverty rate of 19%. Only 6% of people 65 or older lived at the poverty level. 10% of all families and 36% of families with a female householder and no husband present lived in poverty.

-information from quickfacts.census.gov and factfinder2.census.gov

Jennings County School Corporation Description

The district, which serves approximately 4,780 students, also consists of an alternative-program building and one high school. The corporation attendance area encompasses the communities of Scipio, North Vernon, Hayden, Commiskey, Butlerville, Lovett, Nebraska, Paris Crossing, and Vernon.

In the district, the enrollment consists of 3.8 percent Hispanic students, 93.5 percent Caucasian, 0.2 percent American Indian, 0.5 percent African-American, 0.1 percent Asian, and 1.9 percent Multi-Racial groups of students.

School Description

Sand Creek Elementary is a rural K-6 building within Jennings County Schools. Our enrollment is 452 students with an additional 33 students in our developmental Pre K program. The Moderate Disabilities program for the district is also housed in our building for K-6 students.

The majority of our student population is comprised of students who live in the Country Squire area of our district and Sand Creek Township. Our school has the highest poverty rate in our district with 83% of our students receiving free or reduced lunch and textbook assistance. Approximately 90% of our students are white ethnicity, 8% language minority students and 2% other.

Sand Creek is a Title I School-wide school. Students are provided differentiation, remediation, and/or enrichment through Title I, Special Education, and high-ability programs. Of our student population, 15% of students qualify for non-speech, special needs services while approximately 25% are served through Title I, 8% through ELL, and 5% through high-ability programming.

Sand Creek Elementary's current enrollment configuration by grade level is as follows:

Pre-Kindergarten- 24
Kindergarten- 60
Grade 1- 59
Grade 2- 60
Grade 3- 50
Grade 4- 42
Grade 5- 52
Grade 6- 50

The enrollment for the last five years is as follows:

2013-2014	477 students
2014-2015	488 students
2015-2016	405 students
2016-2017	429 students
2017-2018	381 students

School Demographics Information

Student Demographics	Data	Source
Student Enrollment	Total Students K-6: 360 Pre-School: 20	Skyward Student Management Records
Daily Attendance Rate	95%	Skyward Student Management Records
Socio Economic Status	75.3% Free Lunch Status 8.5 % Reduced Lunch Status 16.5 % Paid Lunch Status	District Records
Limited English Proficiency	12.9%	Skyward Student Management Records

Curriculum

Based on the beliefs and mission, the school improvement framework for Scipio Elementary and Jennings County School Corporation is the Strategic Planning Process that was conducted during the 2012-2013 school year and updated annually. During the Spring of 2017, our district approved to reassess the strategic plan in the fall of 2017. Our plan can be found at our school, the district administration office, and on the district website. While keeping the mission of “*inspiring and empowering students*” at the forefront, our teachers utilize the IN Academic Standards in conjunction with Career and College Readiness standards to ensure we have a curriculum that meets and exceeds state expectations. Our teachers also utilize state approved and district adopted texts as learning resources and tools with students. The following adopted texts are utilized by our teachers for ensuring all IN Academic Standards and skills are taught throughout the school year. Copies of these texts, along with our curriculum and school data are available at our building for public view:

<i>Pearson/Scott Foresman Reading</i>	<i>K-6</i>	<i>Houghton Mifflin Math</i>	<i>K-6</i>
<i>Scott Foresman Social Studies</i>	<i>K-6</i>	<i>Harcourt Brace Health</i>	<i>K-6</i>
<i>Scott Foresman Science</i>	<i>K-6</i>		
<i>MacMillan/McGraw-Hill Music</i>	<i>K-6</i>		

Our core curriculum follows the Indiana Department of Education Curriculum Maps for teaching the IN Academic Standards (IAS) for reading, English/language arts, math, science, social studies, fine arts, and physical education. Our teachers utilize texts approved by the state and adopted by our district.

Our curriculum and instruction is also supported and supplemented with technology and software programs. With wireless internet access, resources are almost limitless. In addition, programs such as Microsoft Word, Excel, PowerPoint, Publisher, Pearson Success.net, Harcourt Math, Accelerated Math and reading, Study Island, Academy of Reading, and more are utilized to provide instruction and learning practice for students.

Assessment Tools

Assessment	Grade Level(s)
Benchmark/Screening Assessment	K-8
ISTEP+	3-8
Semester Exams	K-12
Unit Assessments	K-6
Running Records	K-2
CoGat	K-8
iRead-3	3
Fountas and Pinnel	K-2, 3-6 (Targeted)

COMPREHENSIVE NEEDS ASSESSMENTS

Vision Statement

Jennings County Schools Vision and Mission Statements:

Our mission is to inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

Our Core Values

We believe that . . .

- An open and positive environment promotes respect, honesty and trust;
- Lifelong learning encourages creativity, responsibility and productivity;
- The partnership among schools, families and the community is essential to the complete educational experience;
- Each person is unique and has value;
- When each person contributes, the individual and community thrive;
- Understanding diversity enhances our lives and community;
- Goal setting and high expectations lead to success;
- Everyone can learn.

Technology Plan

Goals for 2017- 2018:

- We want to continue to build greater communication between parents and schools so that parents can learn from us and we can learn from them. Jennings County School Corporation needs to make sure that parents understand the need for technology and that they are aware of how students should care for and maintain devices so that they remain in good working condition and have a low maintenance cost. The school corporation can gain better understanding from parents on what students' technology needs are in their home environments. There are still homes in Jennings County that have little or no wifi access and we need to continue looking for ways to help these students so that they have access to the tools they need.
- We want to continue teaching teachers and students how to use Google Drive for saving classwork. Google Drive will allow students to work on homework in zero wifi areas and also contains collaboration tools that work within Google Classroom.

- We want to continue to incorporate Digital Citizenship into curriculum at all grade levels so students improve their Digital Literacy and Digital etiquette skills.
- We want to continue to plan and prepare for elearning days when there is inclement weather. In situations such as the winter of 2015, where students missed a lot of school days because of snow, we can conduct lessons digitally to help keep students on pace with their current studies.
- Now that the students all have a new device, we would like to start replacing aging teacher computers and iPads.
- We want to look at mounting our power strips to the wall or to tables in classrooms to help address safety concerns.
- We want to continue to update our school web site with an emphasis on maintaining a consistent look for all of our schools. We will also continue to update the web site to help meet state accessibility guidelines.

To accomplish these goals:

- The Jennings County School Corporation will utilize surveys to communicate with parents to help with learning more about internet capabilities outside of school. We have technology staff members at the school registrations and open houses to answer questions about technology and the 1:1 program.
- The Jennings County School Corporation will continue working with Five Start to train teachers and coaches in Google Apps For Education, as well as the planning and preparation needed for eLearning Days.
- We will continue to use instructional coaches to help assist teachers with integrating technology into curriculum
- We will work with the maintenance department to come up with a plan to mount power strips to tables and walls.
- We will work with vendors to get the best possible pricing for new teacher devices.
- The Jennings County Schools Technology Committee will meet every ninety days to discuss and work on accomplishing our goals.

Cultural Competency:

American classrooms are becoming increasingly diverse. Therefore, cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own.

Our corporation follows the elements that contribute to a system's ability to become more culturally competent.

We value diversity.

- A leadership team is in place and implemented sensitivity training.
- Teachers continuously teach students about ethnic, race, religious and sexual differences in their lessons.
- Martin Luther King, Jr. Day is celebrated and recognized at our schools

One week during the month of May is devoted to multi-cultural awareness in all schools.

Data Analysis and Summary

2016-2017 ISTEP Data:

<i>Language Arts</i>					
School Grade 3	Pass +	Pass	Failed	Undetermined	% Passing
Sand Creek	5	30	14	0	71%
School Grade 4	Pass +	Pass	Failed	Undetermined	
Sand Creek	2	23	17	0	56%
School Grade 5	Pass +	Pass	Failed	Undetermined	
Sand Creek	8	22	19	0	61%
School Grade 6	Pass +	Pass	Failed	Undetermined	
Sand Creek	8	22	19	0	61%
<i>Math</i>					
School Grade 3	Pass +	Pass	Failed	Undetermined	
Sand Creek	14	14	21	0	57%
School Grade 4	Pass +	Pass	Failed	Undetermined	
Sand Creek	2	11	32	0	29%
School Grade 5	Pass +	Pass	Failed	Undetermined	
Sand Creek	5	27	10	0	76%
School Grade 6	Pass +	Pass	Failed	Undetermined	
Sand Creek	2	12	35	0	29%

Attendance By Grade

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Pre-Kindergarten		96.7%				96.9%	
Kindergarten	93.3%	94.4%	91.9%	93.6%	93.6%	91.7%	
Grade 1	94.9%	95.0%	94.7%	93.4%	93.9%	93.7%	
Grade 2	94.5%	95.6%	95.6%	95.5%	95.4%	92.3%	
Grade 3	94.3%	95.8%	95.4%	96.3%	95.7%	94.5%	
Grade 4	95.2%	95.6%	96.0%	96.0%	95.0%	95.7%	
Grade 5	95.2%	95.4%	95.9%	96.0%	95.6%	94.6%	
Grade 6	94.1%	96.3%	95.7%	96.2%	94.8%	93.5%	
All Grades	94.4%	95.5%	95.0%	95.2%	94.8%	94.0%	95.0%

GOALS & STRATEGIES

Sand Creek Elementary Action Plan for the years 2017-2020

Goal 1: By the Spring of 2020, 68% of the SCE students will be above standard in language arts/reading as demonstrated by the ISTEP+ in grades 3 - 6.

Measurable Objectives:

- At least 68% of students in grades K-6 will show mastery in formative assessments for language arts and reading using on-going grade level norms on the Benchmark/Screening Assessment based on the Indiana Academic Standards.
- At least 68% of students in grades K-6 will achieve grade level norms scores on the Benchmark/Screening Assessment.
- Corporation bench marks will be used to assess its goal.

Strategy	Person Responsible	Measurement	Due Date
Provide a daily 60-90 minute block of balanced literacy instruction in all grades.	Teachers, Principal Para-professional,, Intervention Team	Lessons plans Classrooms schedule	All year
Grade level meetings will be held to discuss progress of student skills, curriculum and benchmarks.	Teachers, Principal, Intervention Team	Monthly teacher calendar Minutes from the support and collaboration meetings Minutes from the grade level meetings.	All year
Indiana Academic Standards and Common Core Standards checklist will be used to plan weekly lessons.	Teachers, Intervention Team Teachers, Intervention Team	Weekly lesson plans College and Career Ready Standards checklist Applied test scores on ISTEP+	End of each 9 weeks
Accelerated Reader may be used to supplement the language arts program.	Teachers, Librarian	AR Reports Library log	All year
Use teaching strategies that include all learning styles. Student engagement will be measured. Evaluate programs within the school.	Teachers, Intervention Team, Para-professional	Weekly lesson plans Bloom's Taxonomy & Depth of Knowledge	All year

<p>A focus on building rigor in instruction and questioning, as well as practicing questioning through technology enhanced options will be utilized.</p> <p>Use the curriculum strategies above and its assessments as a basis for review and evaluation.</p> <p>Use informal on-going assessments to monitor student progress.</p>	<p>Teachers, Intervention Team, Para-professional</p>	<p>Lesson Plans</p> <p>Classroom Schedule</p> <p>Mastery of grade level skills on technology programs such as Reading Eggs.</p> <p>Grade level assessment scores</p> <p>Depth of Knowledge Questioning Strategies</p> <p>Reading series assessments</p> <p>Readworks and Newsela passages</p>	<p>All year</p>
<p>Students not showing mastery of grade level skills will be referred to the Intervention Team.</p>	<p>Teachers, Intervention Team, Special Education Teachers</p>	<p>Remediation student roster.</p> <p>College and Career Readiness Standards Checklist</p> <p>RTI Groups will be implemented and evaluated.</p> <p>Special Education resources utilized will cover all reading foundational skills.</p>	<p>All year</p>
<p>Provide spiral review of writing conventions and skills.</p>	<p>Teachers, Para-professionals, Special Education Teachers</p>	<p>Lesson Plans</p> <p>Student demonstrated mastery of skills</p>	<p>All year</p>

Professional Development will be implemented to support this goal:

1. **Technology Training (Monthly –September- March)**
 - Teachers will learn how to implement Google Classroom and/or Book Creator through LMS platform.
 - Administrators will be trained on Standards for Success evaluation tool to implement and use the Classroom Walkthrough Tool.

2. **Curriculum Support (Monthly- August- May)**
 - Teachers will review and discuss the annual IDOE instructional alignment and blueprint documents.
 - Teachers will learn how to effectively use the HMH new Math Series.
 - Teachers will learn how to effectively use the Depth of Knowledge questioning techniques and how to enhance rigor within the curriculum.

3. **Grade level meeting every month (Every month)**
 - Best Practices and strategies discussed
 - Students in need of intervention and resources will be discussed

Benchmarks

By the year 2017-2018,

- 64% of the SCE students will be above standard in language arts and reading as demonstrated by the ISTEP+ in grades 3 - 6.

By the year 2018-2019,

- 66% of the SCE students will be above standard in language arts and math as demonstrated by the ISTEP+ in grades 3- 6.

By the year 2019-2020,

- 68% of the SCE students will be above standard in language arts and math as demonstrated by the ISTEP+ in grades 3- 6.

Goal 2: By the Spring of 2020, 60% of the SCE students will be above standard in math as demonstrated by the ISTEP+ in grades 3rd - 6th.

Measurable Objectives:

- At least 60% of students in grades K-6 will show mastery in formative assessments for math using on-going grade level norms on the Benchmark/Screening Assessment based on the Indiana Academic Standards.
- At least 60% of students in grades K-6 will achieve grade level norms scores on the Benchmark/Screening Assessment.
- Corporation bench marks will be used to assess its goal.

Strategy	Person Responsible	Measurement	Due Date
Provide a daily 60-90 minute block of math instruction in all grades.	Teachers, Principal Para-professional,, Intervention Team	Lessons plans Classrooms schedule	All year
Grade level meetings will be held to discuss progress of student skills, curriculum and benchmarks.	Teachers, Principal, Intervention Team	Monthly teacher calendar Minutes from the support and collaboration meetings Minutes from the grade level meetings.	All year
Indiana Academic Standards and Common Core Standards checklist will be used to plan weekly lessons. Align curriculum to include writing in content areas such as Math.	Teachers, Intervention Team Teachers, Intervention Team	Weekly lesson plans College and Career Ready Standards checklist Applied test scores on ISTEP+	End of each 9 weeks
Use teaching strategies that include all learning styles.	Teachers, Intervention Team, Para-	Weekly lesson plans Bloom's Taxonomy & Depth of	All year

<p>Student engagement will be measured.</p> <p>Evaluate programs within the school.</p>	professional	Knowledge	
<p>A focus on building rigor in instruction and questioning, as well as practicing questioning through technology enhanced options will be utilized.</p> <p>Use the curriculum strategies above and its assessments as a basis for review and evaluation.</p> <p>Use informal on-going assessments to monitor student progress.</p>	Teachers, Intervention Team, Para-professional	<p>Lesson Plans</p> <p>Classroom Schedule</p> <p>Mastery of grade level skills on technology programs such as Study Island and Math Seeds.</p> <p>Grade level assessment scores</p> <p>Depth of Knowledge Questioning Strategies</p>	All year
<p>Students not showing mastery of grade level skills will be referred to the Intervention Team.</p>	Teachers, Intervention Team, Special Education Teachers	<p>Remediation student roster.</p> <p>College and Career Readiness Standards Checklist</p> <p>RTI Groups will be implemented and evaluated.</p> <p>Special Education resources utilized will cover all math foundational skills.</p>	All year
<p>Provide spiral review of math grade level standards.</p>	Teachers, Para-professionals, Special Education Teachers	<p>Lesson Plans</p> <p>Student demonstrated mastery of skills</p>	All year
<p>A focus on math computation skills including math facts will be utilized.</p>	Teachers	<p>Rocket Math will be utilized for fact knowledge</p> <p>4-6 Grade level standard expectations will be assessed, Interventions will be implemented when necessary.</p> <p>ISTEP + Scores</p>	All year

Professional Development will be implemented to support this goal:

1. Technology Training (Monthly –September- March)
 - Teachers will learn how to implement Google Classroom and/or Book Creator through LMS platform.
 - Administrators will be trained on Standards for Success evaluation tool to implement and use the Classroom Walkthrough Tool.

2. Curriculum Support (Monthly- August- May)
 - Teachers will review and discuss the annual IDOE instructional alignment and blueprint documents.
 - Teachers will learn how to effectively use the HMH new Math Series.
 - Teachers will learn how to effectively use the Depth of Knowledge questioning techniques and how to enhance rigor within the curriculum.

3. Grade level meeting every month (Every month)
 - Best Practices and strategies discussed
 - Students in need of intervention and resources will be discussed

Benchmarks

By the year 2017-2018,

- 52% of the SCE students will be above standard in math as demonstrated by the ISTEP+ in grades 3 - 6.

By the year 2018-2019,

- 57% of the SCE students will be above standard in math as demonstrated by the ISTEP+ in grades 3- 6.

By the year 2019-2020,

- 60% of the SCE students will be above standard in and math as demonstrated by the ISTEP+ in grades 3- 6.

Goal 3: By the year 2020, the attendance rate will be 97%.

Measurable Objectives:

- **97% attendance rate will be achieved at SCE each nine-week grading period.**

Strategy	Person Responsible	Measurement	Due Date
Recognize student perfect and commendable attendance winners at the end of year awards program.	Principal, counselor, teachers	Attendance Record	End of Year
Make students feel valued or missed when they are absent through phone calls home, cards or etc.	Principal, counselor, teachers	Counselor Log Teacher contacts	Weekly
The counselor/and or school liason will make contact with students and parents with attendance concerns. Work with parents and the legal system on attendance contracts for students with more than 10 absences, excluding medical slips.	Principal, counselor	Counselor and Principal contacts Contracts formed	When needed
Encourage good hygiene to ensure better health for students.	Teachers	Lesson Plan- Heath lessons Guidance Lessons	All year
Classroom Recognition Program	Principals, Counselors, Teachers	Monthly pizza party for the top classroom	All year

Staff Development will be implemented to support this goal:

1. **Best Practice Support and Review Meetings** **Monthly –September-March**
2. **Review the attendance policies and incentive plan** **August & May**

Benchmarks

By the year 2017-2018,

- Our attendance rate will be 96% and our goal will be to maintain this percentage.

By the year 2018-2019,

- Our attendance rate will be 97% and our goal will be to maintain this percentage.

By the year 2019-2020,

- Our attendance rate will be 97% and our goal will be to maintain this percentage.

DIFFERENTIATED LEARNING

Struggling students intervention plan

Teachers use assessments such as daily anecdotal records, Benchmark/Screening Assessment, running records, semester exams, and unit tests to assist in instructional decision making. These are used to determine our instructional needs as well as differentiation in classroom instructional strategies. Teachers implement skills to meet individual student needs through flexible grouping. Teachers use ongoing progress monitoring and assessments to ensure that all students are succeeding. Teachers use tiered lessons, literature stations, varied tests and both small and large group instruction. Core instruction is strengthened with differentiated classroom instruction. The Response to Intervention Model has guided the teachers and paraprofessionals in providing strategic interventions for students having difficulty.

Tier 1: Core Instructional Interventions

- The whole class (all students) receives scientific, research-based instruction in mathematics and language arts.
- Whole and small group differentiated instruction takes place.
- 90-minute daily core language arts instruction in the five essentials (phonemic awareness, phonics, vocabulary, comprehension, and fluency.)
- 60-minute daily core math instruction.
- The core curriculum should be effective for approximately 80% of students. Therefore, if a significant percentage of students are not successful, the curriculum and/or instruction should be examined for contributing factors.
- Benchmark testing, and/or universal screening, of all students takes place at periodic intervals throughout the year (e.g., fall, winter, and spring).
- Based on the results of this benchmark testing, a percentage of students (approximately 15%) are identified for Tier 2 Intervention.

Tier 2: Targeted Group Interventions for Language Arts and/or Math

- Supplemental, research-based instruction takes place for small groups of students who haven't responded to the core curriculum and need additional support.
- 30 minutes daily beyond the Tier 1 core program.
- Additional interventions in small groups of 3 to 5 students with similar needs are implemented.

- Based upon continuous progress monitoring, students may move back to Tier 1, modifications to the Tier 2 Interventions may be made, or students may be identified for Tier 3. Typically 5% of students are identified for Tier 3.

Tier 3: Targeted Intensive Interventions for Language Arts and/or Math

- More intense and explicit research-based instruction takes place for individuals or smaller groups of 2 or 3 students who haven't responded to Tier 2 interventions and need additional support.
- This tier includes high-risk students experiencing considerable difficulty.
- These students receive up to an additional 60 minutes of intensive intervention in addition to the 90-minute (60 minute Math) Tier 1 core curriculum.

Based on continuous progress monitoring, students may move back to Tier 2, remain at Tier 3, or be recommended for special education services based upon comprehensive assessments.

Advance Student Enrichment Plan

For the 2017-2018 school year, we are going beyond differentiation in the classroom or RTI for high ability. Teachers in our district create projects and curricula designed to develop rigor and depth of knowledge beyond what has been accomplished in the past. This year students will be working on independent study projects, presentations and book studies. HA students are currently working on projects that involve problem solving using multiple math techniques. A future project will involve finding a solution for the trash and waste issues around the globe. Students are meeting standards, going beyond those standards, and incorporating topics into real world application.

STAFF COMPREHENSIVE NEEDS ASSESSMENT

Opportunities and expectations for teachers to be included in the decision making related to the use of the academic assessment results leading to the improvement of student achievement.

The following actions will be completed at SCE in order to ensure decision making is shared by all stakeholders:

- Develop and implement a data wall to track student on-going progress toward benchmark goals. Data used will include JCSC benchmark assessments, ISTEP+, and Benchmark/Screening Assessment . This data wall will be used by all staff to reflect on student needs based upon that relevant data. This discussion will lead to modifications and changes to curriculum and assessment as needed. This is part of a collaborative effort between teachers and administrators.
- The School Wide Planning committee which is comprised of teachers, administrators, paraprofessionals, parents, and community members will meet annually to review the selection, use, and interpretation of school based assessments.
- Reviews of annual data results from standardized assessments are part of a collaborative effort among and between grade level teachers.
- Collaboration will include time to focus on compiling and comparing instructional resources that will align with the state standards to help with our transition to the new assessment model.
- Common planning time among grade levels will be implemented in order to increase teacher participation in all decision making processes.
- The specific skills to be targeted in grades K-6 will be dependent upon the standardized test results annually. The school wide planning committee will meet when results are available for each academic year to review data and set the appropriate goals and strategies to meet the current needs. Each grade level teacher team has a representative on the committee.

Highly Qualified Teachers

AREA	HQ TCHR	CLS INST	TEACHER NAME
	9	1	Bates, Tamara
	0	0	Biehle, Erin
	2	2	Chadwick, Justin M.
	5	2	Clark, Penny
	5	2	Dowell, Anginette
	6	2	Downing, Jennifer
6008	5	2	Eggeman, Pamela
	6	2	Giddens, Melissa
	3	2	Gray, Katrina
	6	2	Hadley, Carol
	6	2	Hines, Machel
	0	0	Lane, Elizabeth
	6	2	Layton, Corey
	6	2	Losey, Tara
	6	2	Low, Samantha
	6	2	McKinley, Debra
	6	2	McLeod, Leah
	6	2	Morris, Kristi
	6	2	Richey, Patricia L.
	5	2	Royse, Penny
	6	2	Skinner, Sara B.
	5	1	Smith, Brandi M.
	6	2	Sporleder, Pam
	6	2	Tichenor, Karin
	0	0	Treadway, Erin
6004	5	2	Wagner, Sandra
	9	1	Webster, Susan
	6	1	Wiley, Danielle

0	Non-Teaching
1	Taught by Computer
2	Not Highly Qualified
3	Not a Core
4	HQ Requirements – Do not Apply
5	House

6	PraxisII/NTE/Pearson
7	Credit/Degree - 24
8	National Board Certification (NBCT)
9	Not Primary Instructor
10	Master's Degree or PH. D.

100% of staff in our school is Highly Qualified. IDOE form Elementary Highly Qualified template attached. Appendix 1

Strategies to attract HQ teachers to the school

In order to help attract the most high quality staff available the following initiatives will be implemented:

- * The corporation will post all positions at each school, at the central office, and on the corporation website.
- * Positive Climate (Evidenced from a survey of school staff that resulted in staff showing high satisfaction with school leadership, positive staff relationships, and a safe environment.)
- * Access to resources and materials. (Classroom teachers receive a yearly supply budget, classroom supplies for students, and have access to a school leveled book room.)
- * Time for collaboration (Grade level teams meet monthly for common planning.)
- * Professional Development (Teachers receive professional development during common planning times, teacher's meetings, and corporation training days. They may also attend additional outside training opportunities by request and principal approval. Financial support to attend outside training is often approved.)
- * New teacher mentor opportunities. (New teachers are assigned to a designated mentor. They also receive support from their grade level and hallway teams.)
- * Teachers may observe in other classrooms at request.
- * Reasonable class sizes
- * High quality paraprofessional support
- * Current technology and easy access to training as needed.

- * Nonessential teaching duties are limited.
- * Paperwork is limited to essential components. Items are regularly reviewed for necessity and deleted if needed.
- * District networking- Teachers may share and network in the district. Opportunities are available through e-mail, Learning Connection, and district team meetings.
- * Leadership opportunities are available and encouraged. Teachers may volunteer to serve on many different steering and planning committees on a regular basis
- * Community of affordable housing
- * Cadet teaching program with the district high school
- * Competitive salaries and benefits
- * Sick days
- * Bereavement days
- * Sick bank
- * Professional days
- * Summer vacation
- * Vacation times throughout school year
- * Free health clinic for teachers participating in the corporation health insurance
- * Access to corporation fitness facilities for personal use during designated hours.

2017-18 Title I Program

Indiana Department of Education Title I Federal Program information

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The Every Student Succeeds Act (ESSA) was signed into law in December 2015 as the update to the Elementary and Secondary Education Act of 1965. ESSA replaces the previous update to the law, the No Child Left Behind Act (NCLB).

Title I, Part A Programs

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners.

Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

There are two kinds of programs that schools can fund through Title I, Part A — schoolwide and targeted assistance.

- Schoolwide means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.
- Targeted assistance makes it possible to provide the same benefits but only to selected students based on academic need.

Your Right to Know

ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child's teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered school improvement because its students did not make Adequate Yearly Progress—meet the state standard in math or reading or both—for two school years in a row.

Your Right to Know —Professional Qualifications of Teachers

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics. The same applies to paraprofessionals who instruct. At a minimum, the information you receive must explain these 3 essential components of an educator's qualifications.

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Your Right to Know—Qualifications of Paraprofessionals Who Instruct

Districts employ paraprofessionals to provide instructional support— consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a schoolwide program, all paraprofessionals who instruct must have special qualifications. In schools that operate a targeted assistance program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications.

1. Completed at least two years of study at an institution of higher education, or
2. Obtained an associate’s or higher degree, or
3. Meet a high standard of quality either through a) the ETS ParaPro Assessment, or b) an paraeducator apprenticeship program approved by Washington state.

Notification If Your Child’s Teacher Is Not Highly Qualified. ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not highly qualified.

Our School Title I Program Overview

Sand Creek Elementary has a Title I School Wide Program Highly-qualified staff, under Title I, provide our most in academic need students in grades PK-6 additional instruction in the area or area(s) of language arts and/or math. Parent input and participation is very important to the success of our students. Therefore, several important Parent Involvement events have been organized to provide our parents/guardians with strategies and information to utilize with your student, as well as, to provide opportunities for parent input. We encourage our families to participate in school activities whenever possible because we believe, together we are stronger.

Timeline for Implementing the Title I Program at Sand Creek Elementary

<u>Date for completion</u>	<u>Task</u>	<u>Person(s) responsible</u>
June-August	During student registrations, SCE students will receive a copy of the JCSC student handbook containing the Parent -Right-to-Know.	Building principals
July/August	At our Meet Your Teacher Night in August, the school Parent Involvement Policy and District Parent Involvement policy will be sent home with every student along with a signature sheet.	Title I Teacher(s)
August-May	Our SCE Parent/School Compact will be Sent home to all parents of Title I students who are going to receive Title I instruction.	Title I teacher(s)
1st month of school	Parents will be invited to the to the Annual Title I program meeting to share program information, Principals parent involvement opportunities and	Title I teacher(s),

Information on how students will be served.

August	Our school improvement team will be established to include the building principal, Title I teacher and/or, a teacher to represent each department or grade level, classified staff and parents. Meeting dates/times will be provided to each committee member and an agenda emailed one week prior to each upcoming meeting. Monthly meetings will be scheduled for September, November, January, February, March, April and May	Building principal
August/September	Our school improvement committee will meet as evidenced by agenda and sign-in sheet, to review BOY local assessment data and ISTEP+ data. School reform strategies will be reviewed and revised based on the current data and professional development needs will be determined for the purpose of helping teachers implement the reform strategies.	Building principal, School Imp. Comm.
September- January	Family Picnic Night for the purpose of involving parents with their student's learning, will be planned. Parents will be invited through your school newsletter, social media, website and/or other. A copy of the invitation and sign-in sheet will be maintained at the building and a copy sent to the Title I Director.	Title teacher, principal
September 5-15	Copies of our school Title Parent Involvement Policy will be sent home with a signature sheet to parents who have not returned the form. Documentation will be kept via signed forms to record which parents still have not returned the form.	Title I teacher(s)
Sept. 5-8	Two forms of assessment data will be utilized to complete Title I student selection forms. Title I classroom teachers. Teachers will provide additional instruction to the most in need students. (5-6 students/group)	Title I teacher(s)
September 15-25	Our SCE Home/School Compact will be sent home with each student being served through Title I. A signed copy will be maintained in school files and a copy sent to Title I Director.	Title I teacher(s)
September 30	Our updated School Improvement Plan will be shared with parents on our jcsc.org school website.	Building principal

October	Parent/Teacher conferences will be scheduled. All parents/guardians will be invited and encouraged to participate. Our curriculum, assessments, and Academic standards information will be shared.	Building principal
Last week of Dec.	MOY local assessment data will be utilized to revise Title I student selection forms. Title I groups will be modified as needed. Title I teachers will continue to provide additional instruction to the most in need students. (5-6 students/group)	Title I teacher(s),
January 15-20	Our SCE Home/School Compact will be sent home with any new student being served through Title I. Parents will also be notified if a student will no Longer be served through Title I. Signed copies will be maintained in school files and a copy sent to Title I Director.	Title I teacher(s)
January	Our school improvement committee will meet as evidenced by agenda and sign-in sheet, to develop School Imp. Comm. a comprehensive needs assessment which will be completed by staff/parents in January/February.	Building principal,
4th week of January	A Title Parent Involvement Survey with copies of the LEA individual school parent involvement policies and compacts will be emailed to all jcsc.org staff to gather input on any needed revisions.	Title I Director
	Our school will invite parents to review policies And complete the online survey or to attend a Title meeting for the purpose of reviewing policies with Title I staff during February Parent/Teacher conference evening. An invitation and the survey link will be sent to each building principal to put on their school newsletter the week prior to the February conference evening.. A copy of the newsletter will be kept on file.	Title I Director, principal
Feb. P/T conference	Title I staff will make copies of the LEA and their individual school policy and compact to have available for parents to review during the evening. Staff should have a few computers available for parents to complete the online survey. A sign-in sheet should be available for parents who participate.	Title I teachers

A copy will be sent to Title I Director for documentation.

Last of February	Our school improvement committee will meet as evidenced by agenda and sign-in sheet, to review results of the comprehensive needs assessment and the Parent Involvement surveys. The committee will use results to review and make revisions to the school Title Parent Involvement Policy and Compact for the upcoming year. Our updated policy and compact will be inserted into next Year's school improvement plan and sent to the Title I Director.	Principal, School Improvement Committee
March-May	Health and Wellnes Night, for the purpose of involving parents with their student's learning, will be planned. Parents will be invited through your school newsletter, social media, website and/or other. A copy of the invitation and sign-in sheet sheet will be maintained at the building and a copy sent t0 the Title I Director.	Title teacher, Principal
March	Our school improvement committee will meet as as evidenced by an agenda and sign-in sheet, to revise other components of the schoolwide plan.	Principal, Imp. Comm.
April	Our school improvement committee will meet as as evidenced by an agenda and sign-in sheet, to update/collect other school data related to the plan goals (i.e. local assessment data, attendance data.	Principal, Imp. Comm.
Apr.1-15.	EOY local assessment data will be utilized to revise Title I student selection forms. Title I groups will be modified as needed. Title I teachers will continue to provide additional instruction to the most in need students. (5-6 students/group)	Title I teacher(s),
April 15-20	The SCE Home/School Compact will be sent home with any new student being served through Title I. Parents will also be notified if a student will no longer be served through Title I. Signed copies will be maintained in school files and a copy sent to Title I Director.	Title I teacher(s)
April 30	A copy of all student selection forms for this	Title I teacher(s)

school year will be shared with the Title I Director.

Mid-End of May

Our school improvement committee will meet as as evidenced by an agenda and sign-in sheet, to complete goals/strategies for the upcoming year based on the data and to make any final revisions to our school-wide improvement plan.

Principal,
Imp. Comm.

2261.01 - TITLE I - PARENT PARTICIPATION

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the Corporation expects the parents to be involved in the program, including their participation in the development of the plan; this is accomplished by offering annual surveys and annual meetings at each school to gather input to improve parent involvement. These surveys will be reviewed annually to evaluate the content and effectiveness of parent involvement. The Corporation also expects educators to effectively communicate with parents and all stakeholders. Monthly staff meetings are conducted to assure educators are informed as to how and when to effectively involve parents and how to communicate such involvements with parents.
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the Corporation may be able to provide parents in order to better ensure their attendance at meetings and the Corporation will provide information in a language the parents can understand;
- C. Meetings with parents will be held during parent-teacher conferences to will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program; Title programs;

- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the Corporation will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement. Training materials will include resources, brochures, pamphlets, videos, eLearning instruction, as well as onsite parental sessions to assist with student learning and achievement. Sessions will be offered quarterly at all Title Schools. Parent involvement will be encouraged through the website, newsletters, invitations, emails and school-wide messaging system.
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters; Special Preschool. Jennings County School Corporation will offer opportunities to assure students are provided a positive transition to the next level. Such transitions occur from preschool to kindergarten; elementary to middle school and middle school to high school.
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, to:

- A. convene an annual meeting at a convenient time to which parents of participating children are invited, to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;

- B. devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. involve parents in an organized, ongoing and timely way in the development, review and improvement of parent involvement activities;
- D. provide participating students' parents with:
 - 1. timely information about the Title I programs; Title programs;
 - 2. an explanation of the curriculum, the forms or academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develop jointly with parents a school-parent agreement which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 - 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 - 3. the importance of parent teacher communication on an ongoing basis through at least annual parent teacher conferences to discuss achievement and the agreement; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

Other reasonable support for parental involvement activities under section 1118 as parents may request.

Sand Creek Elementary School Title I Parent Involvement Policy (reviewed/revised Feb 2017)

Title I Parent Involvement Policy Required Components:

1. Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirement of such and the right of the parents to be involved

Action Steps:

- One week prior to the first student day, all students and their families will be mailed an invitation to attend our Back-to-School night. Upon arrival, all families will be asked to visit the Title I teachers to receive information about Title I and how students receive services at Sand Creek.
- Title I teachers will present a slide show explaining the Title I, Part A Federal program; will point out and read the Parent Right-to-Know in the student agenda; will have students and parents sign in; will explain the SWP at Sand Creek; will provide web access and/or hard copies for parents to read the SWP; and will have parents fill out a short survey to receive feedback/input on the SWP and Parent Involvement Policy.
- At our family picnic night in late August-early September, we will have a session repeating the Back-to-School information for parents who have moved in and/or did not attend prior.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement

Action Steps:

- Back-to-school night event will run from approximately 3:00-6:00 pm to provide an opportunity for parents who work day or evening shifts. With over 82% poverty, the majority of our families are unemployed.
- October Parent/Teacher conferences are offered two days from 4:00-7:00 pm and also during the day for parents who cannot attend in the evening. Kindergarten round-up times are provided seven days and two evenings.
- Our April parent involvement 1:1 device meeting is offered both in the morning and in the evening.
- Pre-K days (Lil Cyclones) are offered during the morning and during the afternoon, monthly in September- April.
- Our school offers a variety of other opportunities for parents to attend school events from morning times, afternoon times and evening times.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review,

and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy

Action steps:

- Our school Title I Parent Involvement Policy and District Parent Involvement policy will be shared with all parents in the district via online registration, at our back-to-school annual meeting, family picnic, October conferences and/or mailing.
- Our SWP will be shared with parents at our first PTO meeting in September
- At the October PTO meeting, parents will be asked to fill out a needs assessment regarding our goals and strategies for the school year.
- In February, parents will be invited to participate in our parent involvement survey for this school year and to participate in our school-wide planning meetings for March, April and May.

4. Provide parents with Timely information about Title I programs

Action steps:

- This will be provided at our Back-to-School event prior to the first student day and also repeated at our Family Picnic night in late August-early September.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

Action steps:

- A copy of our Sand Creek Student Handbook will be sent home with all students on the first day of school and will include our curriculum and assessments used at each grade level. The Handbook will also contain online access and resources regarding the Indiana Academic Standards, JCSC Curriculum and Skyward at home.
- The Sand Creek Student Handbook will also be posted on our school website for easy parent access.
- At October P/T Conferences, teachers will share student beginning of the Year NWEA assessment information and ISTEP+ results for 3-6 (if available) and explain expected levels of proficiency and areas in which student scored below expected.
- NWEA reports will be sent home with student 9 week report cards to keep parents informed of student progress and proficiency levels.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible
 - Additionally, parents will be informed by the classroom teacher, Title I teacher, counselor and/or Sp. Ed. teacher, if their student requires Tier 3 academic and/or behavioral support.
 - Parents will be provided an opportunity to participate in a conference for determining the Individualized Learning plan for their student.
 - Parents will be invited to an annual review meeting if services are still required.
 - Parent requests for a conference are welcome at any time.

5. Build the schools' and parents' capacity for strong parental involvement by:
Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children

Action Steps:

TRANSITIONS

Preschool Transition Plan

The JCSC preschool coordinator communicates with the First Steps administrator to assure continual communication regarding students with disabilities who are served through First Steps. For a child enrolled in the First Steps program,(ages birth to thirty-six (36) months) planning for the preschool program begins at 30 months when First Steps provides basic information to JCSC. At least 90 days prior to the child's third birthday a conference convenes to discuss any services the child may need. The transition from First Steps to preschool is to proceed smoothly and services are provided to assure an appropriate program.

Kindergarten Readiness Plan

Kindergarten round up at Sand Creek Elementary will feature sessions for both students and parents to increase their familiarity with Sand Creek Elementary. Kindergarten round up each spring will feature informational sessions for parents to help ease student transition to Sand Creek Elementary. After students complete their initial assessments, they will also have time to work with Sand Creek Elementary staff on additional high interest activities to increase their anticipation of starting school. An informational and educational take-home-bag will also be provided to families. This bag will include information about our school and activities that children can complete to help them prepare for school.

6th-7th grade Transition Plan

Jennings County Middle School offers students the opportunity to ease the transition from elementary to middle school. During April and May of their 6th grade school year, these future students are invited to visit the middle school on a field trip with their sixth grade classmates. Students will be introduced to principals and counselors, given a tour of the building, and familiarized with the middle school day. They are given the opportunity to visit classrooms and ask questions about the middle school. During spring of the sixth grade year, a middle school counselor will visit each of the elementary schools. The sixth grade teachers will make class recommendations according to the student's current progress to ensure the students are placed appropriately in seventh grade classrooms. Sixth grade students in the special needs program are involved in a transition conference discussing services at the middle school level.

The summer prior to attending Jennings County Middle School, students are given two additional opportunities to ease the transition between schools. Students and parents are able to attend a day of registration and a day of orientation. During orientation, JCMS teachers assist

students with opening lockers, touring the building, discussing school rules and expectations and answering any questions students might have about attending JCMS.

SAFE AND DISCIPLINED LEARNING PLAN

Policy or Student Rules

A variety of emergency situations can occur in a school setting at any time. These include natural disasters (fire, tornado, earthquakes, etc.) or man-made crises (bombs, student unrest, hostage situations, etc.) It is critical that schools recognize the necessity of having appropriate emergency crisis intervention plans in place should a crisis occur affecting a campus or bus in the school system. Each school is required to conduct fire, severe weather and intruder drills.

While schools cannot prevent all emergencies, they can at least be prepared to respond quickly, efficiently, and appropriately when they do occur in order to contain damage and to ensure the safety of students and staff members.

The Board of School Trustees and Administration of the Jennings County School Corporation acknowledge the necessity to prepare crisis intervention guidelines in the event an emergency should occur. Our children and staff have a basic need for security and safety. Any event which threatens their safety and security will be considered an emergency. There are potential emergency situations that could impact the School Corporation. Those include, but are not limited to the following kinds of situations: natural disaster, accidents, hazardous materials releases, acts of violence, trauma, death, and suicide.

JCS schools implemented *Time to Teach* in 2014. This behavior intervention plan creates research based instruction to provide students and teachers with the tools necessary to manage classroom behavior. Teachers provide *Teach-To's* for routine classroom procedures allowing students to see the appropriate way to complete these procedures. Teacher also have been trained in remaining calm and responding correctly, determining which behaviors should be ignored or addressed, avoiding power struggles, providing personal space, and using diffusers. Students learn how to control their actions and refocus on an item that has interfered with the learning of their classmates and themselves.

STATUTES AND RULES

Jennings County Schools abides by the rules and regulations as stated in the Indiana School Laws and Rules for 2016-2017.

We request no statutes or rules be waived for Jennings County Schools.

Consolidation of Funds in a school wide program

Sand Creek Elementary chooses not to consolidate any funds at this time. Many budget items are within district budget control. SCE will work to coordinate all funds so that they may most effectively support our goals of raising achievement and supporting our students. These funds are used to support classroom materials, remediation activities, parent involvement, high ability students, ELL students, and students with special education needs. Listed below are the funds currently used at SCE to support instruction that will remain unconsolidated:

- Title 1 Grant
- School Funds
- Jennings County Community Foundation
- High Ability Grant
- Sand Creek Elementary P.T.O.
- Special Education
- ELL

- At October P/T Conferences, teachers will share the Indiana Academic standards, the student's assessment data from ISTEP+ and/or NWEA, and how parents can monitor their child's progress.
- Conference times are on two different afternoons/evenings from 4:00-7:00 pm or during the teacher's prep period during the school day in order to offer several options for days and times.
- The following reports will be sent to parents for the purpose of monitoring their student's progress:
 - NWEA assessment reports in Oct., Jan. and April
 - Grade reports in October, January, March and May
 - Midterm grade reports in September, November, February and April.
 - Parents will be provided access to the parent testing portal for ISTEP+ at their October conference.
- Parents will be provided ISTEP+ Parent letters with the student's results once ISTEP results information is available to our school.
- Providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental involvement
- IREAD 3 Parent letters from the IDOE will be provided to parents of 3rd graders at their October conference and results letters after spring testing results are released to the school.

Action steps:

- Our Title I teachers provide four events for providing information to parents on how to students will be utilizing technology for instruction and learning. (August, October, February and April)
- Parent tips for helping students at home are on our weekly school newsletters and Title I monthly newsletters.
- Information related to standards and parent involvement are posted on our school website with copies being sent home in student Back-to-School materials.
Classroom teachers send home newsletters to keep parents informed about what students are doing in the classroom.
- Parents are invited to PTO meetings, monthly.
- Parents are invited to attend other family events at school including:
 - Annual Family Picnic in Aug/Sept

- Parent-Teacher conferences in October and February
- School book fairs in October and May
- Make-it/Take-it in December
- Family Fitness Night in February
- School Carnival in May
- Music programs in November, December and May
- Field trips
- Committee meetings (i.e. school improvement/textbook adoption)
- Summer reading program at the JC Public library
- Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children

Action Steps:

- Dates for Pre-K days ('Lil Cyclones) will be on the school calendar which goes home with all families at the start of the year.
- A copy of all dates will be sent to Jennings County Head Start for families
- Our Special needs pre-K teachers coordinate visits for Head Start students to visit our school
- All K round-up dates are shared with Head Start and a Title I teacher from the district will go the Head Start to assess any students who did not attend round-up in April.

Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school

Action steps:

- Our district conducted Ruby Payne training and book study on *Frameworks on Poverty*.
- New staff are encouraged to read this book and attend training offered through our Jennings County United Way.
- Our school has monthly PTO meetings in which parents and staff collaborate and work together for the betterment of the school.
- Share results of parent involvement survey conducted in February with school improvement team for the purpose of revising and improving parent involvement for the following year.
- Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand

Action steps:

- All school enrollment forms, health forms, school newsletters and parent communications are translated and sent home with students who have non-English speaking parents/guardians.

- We have an ELL assistant available to translate in person or over the phone, as needed.
- We utilize our ELL assistant to translate for parents at registration, Parent-Teacher Conferences, K Round-up and other events.
- Other reasonable support for parental involvement activities under section 1118 as parents may request
- Includes a School-Parent Compact (See below for requirements (SWP schools) If the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA

Sand Creek Elementary Parent- School Compact (revised 2/17)

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge- I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Promote student achievement by teaching a curriculum that is interesting and challenging.
- Motivate my students to learn through a variety of instructional strategies.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and in a language my families can understand.
- Meet annually with families about student progress.
- Provide opportunities for parents to volunteer and participate in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge- I agree to carry out the following responsibilities to the best of my ability:

- Come to school rested and ready to learn and work hard.
- Bring necessary materials, device, completed assignments and homework.
- Learn and follow school and classroom expectations.
- Communicate regularly with my parents and teachers about my school day.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

Parent Pledge- I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.

- **Respect the school, staff, students, and other families.**

Student: _____ **Teacher:** _____ **Parent:** _____

IDOE School Improvement and Professional Development Corporation Level Assurance Form Superintendent / Exclusive Representative Signatures

Used ONLY When Exclusive Representative Signs Once For ALL Schools.

Corporation Number	4015
Corporation Name	Jennings County School Corp.

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Superintendent Name (Print)	JERESA BROWN
Superintendent Signature	<i>Jeresa Brown</i>
Date Signed	8/25/17

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Amber Hook / Angie Klene
Exclusive Representative Signature	<i>Amber Hook / Angie Klene</i>
Date Signed	8/25/17 / 08/25/17

This signed form should be kept on file at the district office AND copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.

