



# Scipio Elementary



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## TABLE OF CONTENTS

<b>Division</b>	<b>Document</b>	<b>Page Number</b>
<b>Introduction</b>		4
	School Description	4
	Curriculum	5
	Assessment Tools	6

<b>Comprehensive Needs Assessments</b>		
	Vision Statement	6
	Technology Plan	8
	Cultural Competency	9
	Analysis	9
	Summary	10
<b>Goals</b>		10
	Content related to ILEARN Performance:	10
	Attendance	12
<b>Strategies for Implementation</b>		13
	Proficient & Advanced Levels of Student Academic Achievement	13
	Methods & Instructional Strategies	13
<b>High School</b>		
	Academic Honor Courses	
	Action Plan for Academic Honors or Core 40 Curriculum	15

<b>Division</b>	<b>Document</b>	<b>Page Number</b>
<b>Differentiated Learning</b>		15
	Struggling Students Intervention Plan	15
	Advance Students Enrichment Plan	17
<b>Comprehensive Needs Assessments</b>		17
	Student Opportunities	17
	Teacher Opportunities	17
	Collaboration Plan	18

	Teacher Involvement in Decision-Making Plan related to Academic Assessment/Student Achievement	18
<b>Highly Qualified Staff</b>	Staff Roster	19
	Highly Qualified Teachers	19
	Strategies to Attract HQ Teachers to School	20
<b>Title 1 Plan</b>	Title 1 Plan	21
	Timeline for Implementation	21
	JCSC Parent Involvement Policy	25
	Scipio Parent Involvement Policy	28
	Home-School Compact	29
<b>Parental Involvement</b>		31
	Opportunities for Parents	31
	Strategies to Increase Parent Involvement	32
	Plan to Provide Parents with Student Academic Assessment Results	32
	Strategies to involve Parents in Planning, Review, & Improvement of School-Wide Plan	32
<b>Division</b>	<b>Document</b>	<b>Page Number</b>
<b>Transitions</b>		32
	Pre-School Transition Plan	32
	Kindergarten Readiness Plan	33
	6 <sup>th</sup> Grade – 7 <sup>th</sup> Grade Transition Plan	33
<b>Safe &amp; Disciplined Learning Plan</b>		34
	Policy or Student Rules	34
<b>Statutes and Rules</b>		35
	Statutes & Rules to be Waived	35
	Consolidation of Funds in a School-Wide Program	35
<b>Professional Development</b>	Professional Development Program Signature Page	36

<b>Corporation Level Assurance</b>	Corporation Level Assurance Form	37
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## INTRODUCTION

### Community Description

According to the census of 2018, there were 27, 611 people and 12,358 households in Jennings County and the total of family households was 10,753. The average household size was 2.56 people and the average family size was 2.63. 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 97.4% White, 0.8% Black or African American, 0.2% Native American, 0.3% Asian, 1.2% two or more races, and 2.5% Hispanic or Latino.

In the county, the population was spread out with 6.1% under 5 years of age, 23.1% under 18 years old and 16.0% over 65 years old or older. 50.3% of the population is male and 49.7% of the population is female. The median age for males is 37.3 years, and the median age for females is 39 years.

84.5% of the population 25 years old or older had a high school diploma or equivalency, and 10.7% of the population had a bachelor's degree or higher. 15.5% of the population was either a high school dropout or not enrolled in school.

The median income was \$48,2362. 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***

### School Description

Scipio Elementary, located in Scipio, Indiana, is one of six elementary schools within Jennings County School Corporation. It is a public school which includes students in grades kindergarten through grade six. Our current enrollment is 283 students who are served by 20.5 certified staff, 8 teacher assistants, 1 school nurse, and 12 support staff. Our mascot is the Tiger with school colors of green and white.

Scipio Elementary is located in the northern part of Jennings County. The site originally was the home of Scipio School with the first commencement ceremony in 1895 and horse drawn school buses in the early 1920's. The Scipio school was rebuilt two separate times due to fire destroying two of the

buildings. Following the last fire, the site was utilized to open the first elementary school in 1949. Since that time, several construction and renovations have taken place to create the building which currently houses our Scipio Elementary students.

The majority of our student population resides in Geneva Township and are transported to and from school by bus. We have twelve bus routes for Scipio and five buses that shuttle students to the middle and high school. There is also one special education bus which picks up and delivers special needs students to our building.

### Student Demographics Information:

<b>Student Demographics</b>	<b>Data</b>	<b>Source</b>
Student Enrollment	308- Total Students 80- Special Education (including speech) 30- High Ability	Skyward Student Management Software/ District Records
Daily Attendance Rate	95.4% School-wide	Skyward Student Management Software/ District Records
Socioeconomic Status	63.6% Free/Reduced Lunch status 36.4% Paid Lunch status	District Records
Limited English Proficiency	2 % of students with limited English proficiency 2% of families who speak English as a second language	Skyward Student Management Software/ District 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>McGraw Hill Wonders</i>	<i>K-6</i>	<i>HMH 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>HMH 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 Harcourt Math and Science, Google Classroom, Google Education Suite, Freckle Math, and more are utilized to provide instruction and learning practice for students.

**Assessment Tools**

<b>Assessment</b>	<b>Grade Level(s)</b>
Benchmark/Screening	K-6
ILEARN+	3-6
Semester Exams	K-12
Unit Assessments	K-6
Fountas and Pinnell	K-2 (3-6 Targeted)
Co-Gat	K, 2, 5
IREAD-3	3
Local Assessments	K-6
Star Early Lit	K-2
Star Reading	2-6
Star Math	K-6

**Comprehensive Needs Assessment:**

**Jennings County School Corporation 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.**

### **Jennings County Strategic Goals**

- 1. Keeping Kids in School**
- 2. Academic Achievement**
- 3. Educating the Whole Child**

## **Technology**

Technology Goals for 2020- 2021:

### **Technology Plan**

Technology Goals for 2020- 2021:

- 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 a 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 Apps for Education 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 teaching teachers and students how to better utilize technology.. The goal would be to go beyond using the devices as traditional word processing and research tools, but to use them for better means of collaboration and innovation.
- 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 remote learning days when situations warrant the need. In situations 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.

### **To accomplish these goals:**

- JCSC will provide all students and staff access to electronic devices meeting the device ratio and addressing internet access for all of the students in the corporation. JCSC currently has options with ATT, Verizon, and other internet providers for students and staff to assist with home internet access.
  - A surplus of iPads and Chrome books will be available for students to access
  - iPad, stands, and mic for recorded lessons to place online
  - Support for WiFi connections will be provided for students and staff who do not have access to internet capabilities at home
  - Professional Develop for intermittent learning
  - Swivl cameras or compatible devices will be available for online recording of classroom lessons
  - Each school in JCSC now has parking lot WiFi access available for our students.
  
- Teachers have been provided intense training on a standardized list of applications, programs and tools to enhance student engagement and increase our capacity for distance learning.
  
- 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 Star to train teachers and coaches in Google Apps For Education, as well as the planning and preparation needed for eLearning Days. Five Star will also be used for the Professional Development that is necessary to learn how to use technology to enhance teaching and learning.
  
- We will work with our teachers to make sure they better understand the nine main elements of Digital Citizenship, so they can convey this information to students throughout the school year.
  
- The Jennings County Schools Technology Committee will meet every ninety days to discuss and work on accomplishing our goals.



**Cultural Competency:**

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.
  - Our school is implementing Trust Based Relationship Interventions to become sensitive to everyone’s needs.
  - One week during May is devoted to multicultural awareness in all schools.
  - Our counselors provide monthly guidance lessons on acceptance, empathy, bullying, and friendship.

**Analysis- ILEARN Spring 2019**

- Data is preliminary before move out students have been removed and re-scores have been adjusted.

<b><u>ELA</u></b>	Below Proficiency	Approaching	Proficient	Beyond Proficiency	Undetermined
<b>School Grade 3</b>					
Scipio	39%	27%	17%	17%	
<b>School Grade 4</b>					
Scipio	43%	26%	21%	9%	
<b>School Grade 5</b>					
Scipio	17%	29%	37%	17%	
<b>School Grade 6</b>					
Scipio	33%	24%	33%	10%	
<b><u>Math</u></b>					
<b>School Grade 3</b>					
Scipio	17%	37%	29%	17%	
<b>School Grade 4</b>					
Scipio	17%	36%	28%	19%	
<b>School Grade 5</b>					
Scipio	9%	17%	37%	37%	
<b>School Grade 6</b>					
Scipio	39%	22%	27%	12%	

**Analysis- ISTEP+ for 2017-18**

<b><u>ELA</u></b>		<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	<b>% Passing</b>
<b>School Grade 3</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	<b>% Passing</b>
Scipio	10%	44.6%	42.8%	1%	54.6%
<b>School Grade 4</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	
Scipio	17.6%	61.7%	20.5%	0%	79.3%
<b>School Grade 5</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	
Scipio	17.6%	43.1%	39.2%	0%	61%
<b>School Grade 6</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	
Scipio	9%	58.5%	29.2%	2%	67.5%
<b><u>Math</u></b>					
<b>School Grade 3</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	<b>% Passing</b>
Scipio	19.6%	35.7%	42.8%	1%	55.3%
<b>School Grade 4</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	
Scipio	44%	41.1%	14.7%	0%	85.1%
<b>School Grade 5</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	
Scipio	21.5%	56.8%	21.5%	0%	78.3%
<b>School Grade 6</b>	<b>Pass +</b>	<b>Pass</b>	<b>Failed</b>	<b>Undetermined</b>	
Scipio	21.9%	31.7%	43.9%	2%	53.6%

Total School Pass ELA 61.5%

Total School Pass Math 65.9%

**Summary**

Our scores were lower on ILEARN than they were on ISTEP+. We are currently working through the data and putting our efforts into increasing our reading scores because trends show that our school

**Goals & Strategies**

**GOAL #1: LANGUAGE ARTS**

Scipio Elementary students’ Language Arts ILEARN scores will be raised to at least 50% passing by the year 2023. Scores already at 50% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.

**MEASUREMENT OF GOAL #1**

**Measurable Objectives:**

- At least 80% of students in grades K-6 will show mastery in formative assessments for ELA using on-going grade level assessments and corporation benchmark/screening based on the grade level Indiana Academic Standards.
- At least 80% of students in grades K-6 will achieve the grade level norm score on the benchmark/screening assessment.
- At least 70% of students in grades K-6 will be on level with College and Career Readiness Lexile Levels.

Grade 3- 415L-760L

Grade 4- 635L to 950L

Grade 5- 770L to 1080L

Grade 6- 885L to 1165L

2019 ILEARN data showed a school E/LA passing rate of approximately 35%. Goals, Strategies and Professional Development were adjusted and reviewed to encompass the demonstrated needs.

### **BENCHMARKS FOR GOAL #1**

Language Arts Scores

2020-2021: Scores will increase on the new ILEARN test to at least a 40%.

2021-2022: Scores will increase on the new ILEARN test to at least a 45%.

2022-2023: Scores will increase on the new ILEARN test to at least a 50%.

### **PROFESSIONAL DEVELOPMENT**

Professional Development will be implemented to support this goal:

- |   |                       |
|---|-----------------------|
| • Curriculum Support  | Monthly- August- May  |
| • Wonders PD  |                       |
| • Grade level meeting   | Every week            |
| • Best Practices and strategies discussed   | Monthly Staff Meeting |
| • Students in need of intervention and resources will be discussed                                  | Monthly Data Meeting  |
| • Teachers will review and discuss the annual IDOE instructional alignment and blueprint documents. |                       |

### **GOAL #2: MATHEMATICS**

**Scipio Elementary students' Math ILEARN scores will be raised to at least 63% passing by the year 2022. Scores already at 63% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.**

**Measurable Objectives**

- At least 80% of students in grades K-6 will show mastery in formative assessments for math using on-going grade level assessments and corporation benchmarks/screening based on the Indiana Academic Standards.

- At least 80% of students in grades K-6 will achieve the grade level norm score on the benchmark/screening assessment.

2019 ILEARN data showed a school Math passing rate of approximately 54%. Goals, Strategies and Professional Development were adjusted and reviewed to encompass the demonstrated needs.

## **BENCHMARKS FOR GOAL #2**

Mathematics Scores

2020-2021: Scores will increase on the new ILEARN test to at least 57%.

2021-2022: Scores will increase on the new ILEARN test to at least 60%.

2022-2023: Scores will increase on the new ILEARN test to at least 63%.

## **PROFESSIONAL DEVELOPMENT**

Professional Development will be implemented to support this goal:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Curriculum Support</li> <li>• Teachers will review and discuss the annual IDOE instructional alignment and blueprint documents.</li> </ul>   | <p>Monthly- August- May</p>  |
| <ul style="list-style-type: none"> <li>• Teachers will effectively use the HMH Math Series.</li> <li>• Grade level meeting every week</li> <li>• Best Practices and strategies discussed</li> <li>• Students in need of intervention and resources will be discussed</li> </ul> | <p>Every week<br/>Monthly Staff Meetings<br/>Monthly Data Meetings</p> |

## **GOAL #3**

Scipio Elementary students' attendance rates will be raised to at least 97%. Scores already at 97% or above will be increased by 0.5%. Research based practices will be implemented to increase our attendance rate.

## **MEASUREMENT OF GOAL #3**

The School Improvement Committee will develop strategies to utilize in an effort to increase student achievement. Incentives will continue to be utilized and expanded.

## **BENCHMARKS FOR GOAL #3**

Attendance Rate

2020-2021: Average attendance will increase by 0.5% for a rate of 96.0%.

2021-2022: Average attendance will increase by 0.5% for a rate of 96.5%.

2022-2023: Average attendance will increase by 0.5% for a rate of 97.0%.

2019-20 attendance rate was 95%. Goals, Strategies and Professional Development were adjusted and reviewed to encompass the demonstrated needs.

### **INCENTIVE STRATEGIES FOR ATTENDANCE**

1. Students with perfect attendance for each month will be able to participate in a celebration as a reward.
2. Weekly students that did not miss will be called for a smaller reward.
3. At the end of the year, students with perfect attendance will be allowed to participate in a limo ride to a restaurant for ice cream.

### **Strategies for Implementation**

#### **Proficient & Advanced Levels of Student Academic Achievement**

Scipio Elementary provides enrichment instruction throughout the school day as well as providing supplemental activities for students that are identified as High Ability. Teachers incorporate enrichment as part of their activities during our RtI block of time.

#### **Methods & Instructional Strategies**

Scipio Elementary teachers will use the Indiana Academic State Standards for College and Career Readiness instruction guides to establish grade level curriculum for language arts. The balanced literacy approach is used in all grades for an uninterrupted 90 minute reading block daily. Teachers will also increase the use of Depth of Knowledge to provide rigor in their instruction. Below is a list of a variety of effective methods and instructional strategies used by the teaching staff:

Literature Groups	Independent Reading
Cooperative learning	iPads
Shared/Guided Reading	Computer instruction/remediation
Full day kindergarten	Word Race
Learning centers	Reading/Writing buddies
Reading Eggs	Differentiated Instruction
Progress Monitoring	Six Traits Writing

## Accelerated Reader

## Fountas and Pinnell

Scipio Elementary teachers will use the Indiana Academic State Standards for College and Career Readiness and instruction guides to establish grade level curriculum for math. Teachers will also increase the use of Depth of Knowledge to provide rigor in their instruction. Below is listed a variety of effective methods and instructional strategies used by our teaching staff:

Small and whole group instruction	Hands on learning experiences
Accelerated Math	Manipulatives
Math journals	Modeling
Cooperative learning	Centers
Computer instruction/remediation	Math Seeds
Graphic Organizers	Problem Solving Activities
Learned concepts reinforced	Timed Tests

Teachers in grades K-2 will meet with the Instructional Coach and/or building principal in August to review beginning of year assessments and other prior end of the year assessments, then following the beginning, middle and end of year assessments assessments to analyze results and develop strategies to be implemented within English/Language arts and math core and/or MTSS instruction.

Teachers in grade 3 will meet with the Instructional Coach and/or building principal in August to review beginning of year assessments and other prior end of the year assessments, then following the beginning, middle and end of year assessment to analyze results and develop strategies to be implemented within English/Language arts and math core and/or MTSS instruction. In addition, they will meet to plan IREAD remediation for any students who do not pass IREAD once assessment results are released in March/April.

Teachers in grades 4-5 will meet with the Instructional Coach and/or building principal in August to review beginning of year assessment, ILearn and other prior end of the year assessments, then following the beginning, middle and end of year assessments to analyze results and develop strategies to be implemented within English/Language arts and math core and/or MTSS instruction.

## **Core Academic Program Supplemental Support**

### **Reading Strategies:**

- Provide daily literacy group instruction for grades K-6
- Balanced literacy instruction in grades K-6 is provided for 90-120 minutes daily-- including: Direct instruction in phonemic awareness, phonics, vocabulary, comprehension and fluency.
- Tier remediation programs are provided during the school day
- Daily MTSS instruction is provided for 30 minutes in grades K-6
- Weekly instruction using non-fiction/informational text and literary text to develop comprehension and build higher order thinking skills.

### **Math Strategies:**

- 60 minutes of daily math instruction focusing on the Indiana State Academic Standards and Common Core Standards
- Focus on maintenance and acceleration of basic math skills and computation in grades K-6
- Tier remediation programs are provided during the school day
- Daily MTSS instruction is provided in grades K-6
- Weekly mini-lesson and practice on algebra and functions and problem-solving

## **Differentiated Learning**

### **Struggling Students Intervention Plan**

Teachers use assessments such as daily anecdotal records, benchmark assessments, running records, semester exams, Fountas and Pinnell Benchmark Assessment System , Lexile Levels 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 incorporate and integrate skill instruction to meet individual student needs through flexible grouping and use ongoing progress monitoring and assessments to ensure that all students are succeeding. Teachers utilize tiered lessons literature stations, varied tests as well as 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. An intervention coach assists teachers with tracking data, organizing tier groups, and finding resources for struggling students.

Instructional strategies developed in K-6 quarterly assessment review/analysis sessions will be implemented to address individualized needs during Tier 2 and Tier 3 blocks.

### 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 or 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.
- 30% of students will receive Waterford intervention.
- Other Tier 2 students will receive Freckle Math/Reading Intervention as well as other skill based intervention from teachers.

### 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.
- Students identified at risk using dyslexia screeners will receive instruction using the Waterford (K-2) and Readable English (3-6).

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

### **Advance Student Enrichment Plan**

For the 2020-2021 school year, we are going beyond differentiation in the classroom or MTSS for high ability. Teachers in our districts will be offered professional development to develop rigor and depth of knowledge beyond what has been accomplished in the past. This year students will be working on independent study and enrichment projects through Google classroom. Students are meeting standards, going beyond those standards, and incorporating topics into real world application.

### **Comprehensive Needs Assessment**

#### **Student Opportunities**

Students at Scipio Elementary have the opportunity to participate in a variety of extracurricular activities. The following is a list of some of the activities available to students:

Spell Bowl	Math Bowl	Archery
Basketball	Scrapbook Club	Art Fair
Science Fair	Talent Show	Fitness Club
Good News Club	Lego Club	Robotics Club
Student Council	Coding Club	

Students also have the opportunity to learn about career awareness and career development through guest speakers, classroom lessons, and monthly guidance lessons.

#### **Teacher Opportunities**

Teachers at Scipio Elementary are encouraged to research instructional innovations that may be directly applied into the classroom. Professional development is encouraged and funded through the school corporation. Staff meetings have professional development time built in to each meeting.

## **Family Opportunities**

The building principal, classroom teachers and PTO will continue to encourage family and community involvement through invitations to attend or participate in school events, Back-to-School night, Title I events, parent- conferences, surveys, student performances, PTO meetings, school committees, Pre-K days, grandparent days, Kindergarten round-up, throughout the year.

## **Collaboration Plan**

Teachers in each grade level have common planning time daily. Grade levels meet with the building administrator on at least a monthly basis (grade level meetings are scheduled twice a month) to discuss assessment data, plan for instruction, and receive professional development relevant to their grade level.

## **Teacher Involvement in Decision-Making Plan related to Academic Assessment/Student Achievement**

Scipio Elementary supports open communication among the staff and building administrator. Scipio has a building discussion committee that brings questions, concerns, suggestions, etc. to the building administrator. This group meets six times per year. The teachers' association also conducts monthly discussion meetings with central office staff.

Staff always have input regarding student achievement and assessments during grade level meetings, staff meetings, or in small group discussions with the building administrator.

Members of our School Improvement Committee include the following:

Co-chairperson-Leonard Collett, Principal

Co-chairperson-Pamela Lovegrove, Teacher

Counselor-Tiffany Wathen

Parent-Audra Hack

Instructional Coach-Amber Hook

Teacher-Janet Kreutzjans

Teacher-Melissa Davidson

Teacher- Susan Wilson

Teacher- Darian Castetter

Teacher- Angie Burton

## Highly Qualified Teachers

100% of the staff in our school is Highly Qualified.

## Highly Qualified Staff Information

Last Name	First	Staff Key	A	Emp. ID	(1) Entity	(1) HQ Tchr	(1) Subject Code	Highly Qualified Classifications
Barber	Jennifer	BARBEJEN000	A	6326	3357	0	0094	0-Non-Teaching
Burton	Angie	BURTOANG000	A	462	3357	5	0480	1-Taught by Computer
Castetter	Darian	CASTEDAR000	A	3723	3357	3	0450	2-Not Highly Qualified
Davidson	Melissa	DAVIDMEL000	A	5735	3357	5	0420	3-Not a Core
Davis	Viola	DAVISVIO000	A	1800	3357	6	0480	4-HQ Requirements - Do not Apply
Ernstes	Casey	ERNSTCAS000	A	8507	3357	6	0420	5-HOUSE
Wilson	Suzanne	WILSOSUZ000	A	8535	3357	6	0420	6-PRAXISII/NTE/Pears on
Hack	Audra	HACK AUD000	A	5703	3357	5	0420	7-Credits/Degree - 24
Hall	Jessica	HALL JES000	A	8347	3357	6	0420	8-National Board Certification (NBCT)
Hook	Amber	HOOK AMB000	A	8418	3357	6	0430	9-Not Primary Instructor
Kreutzjans	Janet	KREUTJAN000	A	7067	3357	5	0420	10-Master's Degree or Pd.D.
Lovegrove	Pamela	LOVEGPAM000	A	422	3357	5	0420	
Lykins	Lisa	LYKINLIS000	A	8273	3357	6	0420	
Meeker	Paige	MEEKEPAI000	A	99223	3357	6	0444	
Pollert	Lora	POLLELOR000	A	1916	3357	6	0420	
Ponsler	Emily	PONSLEMI000	A	9314	3357	6	0420	
Shoop	Wendy	SHOOPWEN000	A	5702	3357	5	0420	
Wathen	Tiffany	WATHETIF000	A	3123	3357	0	0084	

Wilson	Susan	WILSOSUS000	A	9206	3357	9	0430	

### **Strategies to attract HQ teachers to the school**

In order to help attract the most highly 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 once weekly for common planning and once a month with the administrator.
- 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 their request.
- Reasonable class sizes
- High quality paraprofessional support
- Teaching assignments in the staff member’s highly qualified area.
- 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 email, Learning Connection, lesson plan sharing on Moodle, Google Drive, Google Classroom, 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

## **Title I**

### **2020-21 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**

Scipio Elementary has a Title I Schoolwide plan Highly-qualified staff, under Title I, provide our most in academic need students in grades K-6 additional instruction in the area of Language Arts. 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 Scipio Elementary**

<u>Date for completion</u>	<u>Task</u>	<u>Person(s) responsible</u>
June-August	During student registrations, all Scipio students will receive a copy of the JCSC student handbook containing the Parent -Right-to-Know.	Building principals
July/August	At our Meet the Teacher Night, the school Parent Involvement and District Parent Involvement policy will be sent home with every student along with a signature sheet.	Title I teacher(s)
August-May	Our Scipio 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 Annual Title I program meeting to share program information. Parent involvement opportunities and information on how students will be served.	Title I teacher(s), Principals
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	Building principal

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

August/September	Our school improvement committee will meet as evidenced by agenda and sign-in sheet, to review BOY local assessment data and ILEARN 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	Parent Involvement Nights, for the purpose of involving parents with their student's learning, will be planned. Parents will be invited through our 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 to the Title I Director.	Title I 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 Teachers will provide additional instruction to the Most in need students. (5-6 students/group)	Title I teacher(s) classroom teachers
September 15-25	Our Scipio 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 jscs.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	Title I teacher(s),

teachers will continue to provide additional instruction to the most in need students.  
(5-6 students/group)

January 15-20	Our Scipio Home/School Compact will be sent home with any new student being served through Title 1. 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 1 teacher(s)
January	Our school improvement committee will meet as evidenced by agenda and sign-in sheet, to develop a comprehensive needs assessment which will be completed by staff/parents in January/February.	Building principal, School Imp. Comm.
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 jsc.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 1 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. A copy will be sent to Title I Director for documentation.	Title 1 teachers
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, Improvement Comm.
March-May	Spring Parent Night, for the purpose of involving parents with their student's learning, will be planned. Parents will be invited through	Title teacher, Principal



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 1 Director.

March	Our school improvement committee will meet 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 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 Scipio Elem. Home/School Compact will be sent home with any new student being served through Title 1. 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 1 Director.	Title I teacher(s)
April 30	A copy of all student selection forms for this school year will be shared with the Title I Director.	Title I teacher(s)
Mid-End of May	Our school improvement committee will meet 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.

## **Jennings County School Corporation Parent Involvement Policy**

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### **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.

## **Scipio Elementary Parent Involvement Policy**

### **2020**

#### **Mission Statement**

Our goal at Scipio Elementary is to create a positive environment so that all students learn the skills necessary to reach their full potential to become independent, lifelong learners. We believe that it is important for families to take an active role in our Title I Program and school.

#### **Guidelines**

\*Title I teachers will provide parents with Title I information through meetings, written communication, phone calls, and conferences. Parents of Title I students will receive a notification letter at the beginning of the school year regarding their child's participation in Title I. Progress reports will be sent at the end of each nine weeks to inform parents of their child's academic performance. Parents are also encouraged to contact the building administrators if there are concerns or questions regarding their child's education.

\*In the fall, parents will be invited to attend an annual meeting. At this meeting they will be given information about the objectives and curriculum, which is driven by the Indiana Academic Standards for Language Arts. Students are expected to be on grade level.

\*Students will receive Title 1 instruction in one of the following formats: one on one, small groups of 2 to 5 students, and in class.

\*The following assessments will be implemented in the Title I program to monitor student progress: Fountas and Pinnell, Text Reading Comprehension, and progress monitoring.

\*Parents will have an opportunity to attend family activity meetings offered at various times throughout the school year. Parents will receive information and materials to help improve their student's achievement, such as literacy development and the use of Indiana Academic Standards. Parents will be given online resources such as how to access the Indiana Standards and curriculum framework. They will also participate in special activities with their child on family activity nights.

\*At parent's request, the opportunity will be provided for meetings to participate, as appropriate, in decisions and formulating suggestions relating to the education of their children. Timely information regarding the Title I program is provided at each parent meeting.

\*During parent-teacher conferences, teachers explain the Indiana Academic Standards, the academic expectations of Jennings County schools for students, and discuss ways that parents can monitor their child's work. Parents are encouraged to work closely with the Title I teachers to develop strategies to assist students with their academic endeavors. Parent concerns or comments regarding the Title I program at Scipio Elementary School must be made to the principal's office. Any concerns or comments will be addressed by the Title I Director and kept on file at the corporation's Central Office.

\*In coordination with the district calendar, parent/teacher conferences will be held in order to discuss student progress and to recommend ways to increase student performance.

\*A parent survey will be conducted in order to obtain parent suggestions and comments concerning the program.

\*Children will have the opportunity and will be encouraged to take home books on a daily basis in order to further enhance their learning opportunities.

\*Documents will be translated according to the student's home language, when necessary.

\*Parents of Title I students have the right to request information regarding the professional qualifications of the student's teacher.

\*Title I staff will 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.

Reviewed and Revised May 2020

Title 1 Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

## **Scipio Elementary Home-School Compact**

It is our belief that we need to create a positive environment so that all students learn the skills necessary to reach their full potential to become independent, life-long learners.

This commitment to education is made by staff members, family members, and students.

As a school:

- Support and encourage family involvement by providing family activities throughout the year.

- Schedule parent/teacher conferences.
- Provide a safe learning environment.

As a Title I staff member:

- Provide academic support and instruction at your child's reading level.
- Communicate with families about child's progress through newsletters notes, and phone calls.
- Encourage students to be independent readers and writers.

As a parent or family member:

- Send my child(ren) to school each day on time and well-rested.
- Provide a supportive place to learn at home.
- Make an effort to attend school activities.
- Read 15 minutes daily with my child(ren).
- Make an effort to volunteer at school.
- Monitor television viewing.
- Participate, as appropriate, in decisions related to the education of my child(ren).
- Make positive use of extracurricular time.

As a student:

- Always do personal best and use active listening.
- Come to school rested and ready to learn.
- Work independently.

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Student:

Parent:

Title I Teacher:

Reviewed & Revised, September, 2020

# **Parental Involvement**

## **Opportunities for Parents**

Community members and parents are involved in our school and have opportunities to learn about the education of our children through opportunities to participate in various school activities. Parents and community members stay up to date and through regular school communications such as our weekly school newsletter and continuously updated school website. A monthly Home-School Connection is sent home to provide parents with activities to complete at home, good study practices for home, and other resource ideas. At the start of school in August, parents are invited to attend our Back to School night to gain information about all school programs and procedures at Scipio Elementary. They have an opportunity to meet the teachers and learn about classroom procedures as well. They will also be provided computer access for the purpose of filling out 6<sup>th</sup> grade applications for 21<sup>st</sup> Century Scholars and updating student emergency and contact information for the current student management system. Additionally, parents have access to Indiana Academic Standards (College and Career Readiness standards), JCSC curriculum, and Skyward at home. Our guidance counselor and teaching staff meet with parents throughout the year to provide ideas and resources for working with their students at home.

Our school has quarterly PTO meetings in which parents may attend to learn about special programs. In October, all parents are invited to attend our Parent/Teacher Conferences to learn about their child's progress and then, in February parents may request another conference with the teacher. Each spring, we also have Kindergarten round-up. At this time, parents have the opportunity to meet with teachers to learn about our Kindergarten program and to view student work. The students and parents are also invited to attend our Pre-K day activities to learn more about coming to kindergarten. Finally, throughout the year, we have numerous opportunities for families and community members to visit our school for activities including Title 1 Parent Involvement nights, music programs, grade level specific activities, Grandparent Days, our Veterans' program, Science Fair, JCS district meetings, our Awards Program, and the PTO school carnival. Our Title 1 teacher invites families to reading nights and other activities for assisting their students at home along with providing take-home kits for parent-child use.

Additionally, we have parent and/or community representatives on our school improvement committee, our textbook adoption committee, and as substitutes during the school year. We also have many parent and grandparent volunteers who help in our classrooms, library, and for special events.

Curriculum Standards have been developed in alignment with the Indiana State Academic Standards and local needs. Subject matter and courses are reviewed on a regular basis to maintain rigor and depth of knowledge of content. Parents are encouraged and welcomed as active participants in the process.

Scipio Elementary School provides information/ assistance to parents in the following:

- Community agencies-contact information/application information will be available through office staff and guidance counselors.
- Monthly PTO meeting
- Translations of all school communications
- Interpreters for the deaf and hearing impaired
- School Activities, School Convocations, and Educational Programs (Parents may attend)
- Holiday Programs
- 5th/6th Countywide Music program
- Grandparent's Day
- Community Food Drive
- Fall and Spring Book Fairs
- Santa's Secret Shop
- Veterans' Day program
- JC Public Library Summer Reading program
- Educational Field Trips
- Awards Day

### **Strategies to increase parent involvement**

Scipio Elementary will continue to encourage parent participation in school activities and in the day-to-day operation of our school. Parents will be contacted via text, email, phone calls, etc. to maintain communication regarding our students.

### **Plan to provide parents with student academic assessment results**

Parents are given copies of all assessment results. Teachers provide information on interpreting these results. A portion of the fall conference is devoted to sharing academic assessment results with parents.

### **Strategies to involve parents in planning, review, and improvement of school-wide plan**

Parents are invited and serve on our school improvement plan, textbook adoption committees, and the corporation's Strategic Planning committee.

## **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.

### **Transition to Kindergarten Class**

In 2019 the school board approved a transition to kindergarten program for our students based on kindergarten readiness.

### **Kindergarten Readiness Plan**

Kindergarten round up at Scipio will feature sessions for both students and parents to increase their familiarity with our school. Kindergarten round up each spring will feature informational sessions for parents to help ease student transition to Scipio Elementary. After students complete their initial assessments, they will also have time to work with school 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.

Following round up, each student will be invited to two “Mini-School days at Scipio Elementary.” Parents/Guardians will be invited to bring their students on prearranged dates to attend a Kindergarten classroom, eat breakfast at school, and practice riding a school bus during these visits.

### **6<sup>th</sup> Grade-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, 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 the 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. Building administrators will visit each school to speak with sixth grade teachers about students, seeking information that will assist in a smooth transition to the middle school. Teachers from the middle school also come to classrooms to explain the expectations of the middle school and the “Panther Way.”

Parents are invited to an evening event at the middle school. At this meeting, school expectations, athletic and other extracurricular activities, and general information is shared.

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 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
- Suicide

Jennings County School Corporation 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.

Jennings County School Corporation implemented Trust Based Relational Interventions

## **Statutes and Rules**

### **Statutes & Rules to be waived**

Jennings County Schools abides by the rules and regulations as stated in the Indiana School Laws and Rules for 2020-21.

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

### **Consolidation of Funds in a school wide program**

Scipio Elementary chooses not to consolidate any funds at this time. Many budget items are within district budget control. Scipio Elementary will work to coordinate all funds so that they may efficiently 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 Scipio Elementary to support instruction that will remain unconsolidated:

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

**INDIANA DEPARTMENT OF EDUCATION  
PROFESSIONAL DEVELOPMENT PROGRAM**

**School Information**

**School Name: Scipio Elementary**

**Corp. Name: Jennings County**

**Address:**

**City:**

**Phone:**

**Fax:**

**Name of Principal (Include Title):**

**Principal's email address:**

**Grade levels included in school:**

**School #: 3357**

**Corp. #: 4015**

**6320 N State Hwy 7**

**Scipio, IN 47273**

**(812)392-2055**

**(812)392-2564**

**Mr. Leonard Collett**

**lcollett@jcsc.org**

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