



Scipio Elementary

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INTRODUCTION

Community Description

According to 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 1231 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

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 325 students who are served by 24 certified staff, 7 teacher assistants, 1 school nurse, and 12 support staff. Our mascot is Scipio Tigers 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:

Student Demographics	Data	Source
Student Enrollment	329- Total Students 59- Special Education 12- High Ability	Skyward Student Management Software/ District Records
Daily Attendance Rate	97.28% School-wide	Skyward Student Management Software/ District Records
Socioeconomic Status	47% Free Lunch status 16% Reduced Lunch status 36% Paid Lunch status	District Records
Student Behavior	26 % of students with discipline referrals .02% of students with suspensions/expulsions	Skyward Student Management Software/ District Records
Limited English Proficiency	.01 % of students with limited English proficiency .01% 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/Fall of 2012, our district completed and adopted a five year strategic plan which 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>Harcourt 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, Google Classroom, Google Drive, and more are utilized to provide instruction and learning practice for students.

Assessment Tools

Assessment	Grade Level(s)
NWEA	K-8
ISTEP+	3-8
Semester Exams	K-12
Unit Assessments	K-6
Running Records	K-2
SAGES/Gates	K-8
iRead-3	3

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.**

Technology Plan

Goal 1:

All students will be prepared to excel in the use of available technology for information processing, problem solving, instruction, and networking in the community, work place, and in our global society, while practicing the importance of being a responsible Digital Citizen.

Strategies:

Strategy #1: Educational technology will be infused across all curricular areas.

Strategy #2: All students will demonstrate proficiency with educational technology, information and digital literacy, decision making, digital citizenship, and complex communications.

Strategy #3: Technology instruction and content will be designed to ensure digital access for all learners within and beyond the school walls.

Strategy#4: All students will have equitable digital access to appropriate on-line resources and other distance learning technologies.

Metrics:

Strategy #1 - Metric #1: Model, maintain, and share lesson plans demonstrating the infusion of technology into daily school activities.

Strategy #1 - Metric #2: Embed technology into the learning experience in all curricular areas.

Strategy #1 - Metric #3: Encourage innovative programs and fill gaps in implementation through targeted grant programs.

Strategy #2 - Metric #1: Include in planning at the curricular level the following concepts: • Implement a means for ongoing assessment of student progress in the use of information and digital literacy skills. • Demonstrate and assess student progress with local and outside assessment through activities such as:

Student interviews

Observations

Standards-based scoring rubrics

Surveys

Ongoing performance-based assessments

Strategy #2 - Metric #2: Form strategic partnerships with the education and business community to develop projects and provide resources that will enhance student achievement using educational technology and digital literacy skills.

Strategy #3 - Metric #1: Continue to provide and update:

High speed LANs (Local Area Network)

High speed WANs (Wide Area Network)

E-mail use

Technology-infused lesson plans

Productivity software

Inventory of hardware and software

Monitoring network use and end user needs to target technical support activities

Administrative software

A safe Internet environment and Acceptable Use Policies (AUP) for all users

Maintenance of records that authorize use of a student's personal information on district-or school-based web sites.

Lists of resources for students and parents/guardians through Web-based information, community centers, homework hot lines, teacher e-mail, teacher- developed web sites, and training/workshops provided by various districts.

Education of administrators, teachers, and students in the ethical and responsible use of computers based on the Nine Core Elements of Digital Citizenship.

Strategy #3 - Metric #2: Identify and disseminate resources from the federal, state, county, and local government, as well as the private sector to support student and staff access and accessibility and provide this information to schools.

Strategy #4 - Metric #1: Provide high-speed access to the Internet for distance learning, communication, and research-based activities.

Strategy #4 - Metric #2: Continue to improve and maintain wireless networks at each school to achieve the necessary structure and stability for a successful 1:1 device program.

Strategy #4 - Metric #3: Collaborate with community resources to establish digital access beyond the school day.

Progress:*(1st Update)*

Students at each grade level have access to technology via classroom computers , iPads, two mobile labs, and one stationary lab. Students are provided the opportunity to utilize the use of the internet resources to complete educational research tasks. Students use educational software and online software to practice and retain skills aligned with the Indiana Academic Standards, including but not limited to: Study Island, Spelling City, Moby Max, Renaissance Place, Microsoft Office, and Reading Eggs. Jennings County School Corporation is steadily progressing towards having a district wide 1:1 program that will be in place by 2017. Teachers have continued to steer students towards being responsible Digital Citizens throughout their use of technology, and have stressed the importance of how to find and use credible sources when using the internet for research. Teachers are also utilizing digital means for formative and summative assessments that align with Indiana’s academic standards.

Goal 2:

All educators will effectively integrate educational technology to enable students to achieve and experience success in a global society.

Strategies:

Strategy #1: All educators will participate in ongoing, sustained, high-quality professional development activities focused on curricular and instructional practices.

Strategy #2: All educators will model the skills necessary to provide effective and informed leadership that supports the infusion of educational technology and encourages learning beyond the school walls.

Strategy #3: Identify infrastructure, emerging educational technologies and innovative strategies that support the goals of the PreK-12 learning environment.

Strategy #4: All educators will use technology to communicate with parents/guardians, students, and other educators.

Strategy #5: All educators will act responsibly and ethically when obtaining and using technological resources and applications.

Metrics:

Strategy #1 - Metric #1: Maintain documentation of in-service training, speakers, and seminars attended relative to technology integration and use.

Strategy #1 - Metric #2: Assign a school-based technology coordinator or staff member specifically responsible for supporting skill development and technology infusion into the curriculum for staff and students as indicated in the technology plan.

Strategy #1 - Metric #3: Establish a mentoring program for educators to develop and support the use of technology.

Strategy #2 - Metric #1: Integrate the use of the technology skills into curricular activities as documented in lesson plans.

Strategy #2 - Metric #2: Model and utilize technology effectively as demonstrated by the activities of educators.

Strategy #3- Metric #1: Continue to provide and update the following:

- High speed LANs (Local Area Network)
- High speed WANs (Wide Area Network)
- E-mail use
- A safe Internet environment
- Student software management system

Strategy #4 - Metric #1: Maintain documentation of Acceptable Use Policies (AUP) for all users.

Strategy #4 - Metric #2: Review and revise corporation policies regarding use of technology on school property.

Progress:*(1st Update)*

Professional Development has been held before, during, and after school by internal and

outside sources on PD360, Microsoft Office, Google Apps for Education, Skyward, Harmony, educational apps for the Ipad ,Apple TV, and web based curriculum related sites for classroom use. Teachers use computers, LCD projectors, Mobi Systems, iPads, Apple TV, CPS Student Response Systems, and document cameras as tools to deliver lesson content in whole group and differentiated instructional settings. Jennings County School Corporation now has a district level Technology Committee which consists of representatives from each school and meets to discuss current and emerging technologies. Corporation policy encompasses the wireless network that is installed at all schools in the district, and there has been a recent bandwidth increase to ensure the best connectivity for current technologies and to better prepare for a district wide 1:1 program that we hope to have in place by 2017. Jennings County School Corporation has also signed a contract with 5-Star Technology's Curriculum Integration Team that will begin in September 2015 to help improve technology integration throughout all of our schools. Communication between teachers and parents have improved significantly through the use of email and also the messaging avenues provided by companies such as Harmony, Skyward, and School Messenger.

Goal 3:

Jennings County School Corporation will establish a 1:1 device program in grades K-12 while maintaining the technology infrastructure necessary for all students and staff to access digital information on demand and to communicate virtually in a safe manner.

Strategies:

Strategy #1: Identify and disseminate resources necessary to support effective implementation of 1:1 devices and educational technology across the district.

Metrics:

Strategy #1 - Metric #1: Maintain and provide high-speed connectivity to global and local resources through:

High speed WANs (Wide Area Network)

High speed LANs (Local Area Network)

Multimedia computers and mobile devices including iPads, PCs, and/or Chromebooks.

Strategy #1 - Metric #2: Maintain the Jennings County School Corporation's web site with current and pertinent information and access to online learning resources for students and educators.

Strategy #1 - Metric #3: Provide and maintain an adequate annual technology budget.

Strategy #1 - Metric #4 : Maintain and provide current productivity software and the means to access school work in zero internet access zones by utilizing document syncing programs such as Google Drive (administrative, staff, and student).

Strategy #1 - Metric #5: Provide maintenance and support to keep the current infrastructure fully operational.

Strategy #1 - Metric #6: Maintain an appropriate inventory of current equipment and parts for repair and replacement purposes.

Progress:(1st Update)

Jennings County School Corporation recently upgraded its internet bandwidth from 100mb ingress and 400mb egress to 500mb ingress and 400mb egress. The technology budget is maintained by the Business Manager and Technology Director and they both seek the most cost-effective ways of meeting the corporation's goals without sacrificing the quality of the technologies that are used. The corporation has contracted with outside vendors to upgrade the current Wi-Fi access points in each building to ensure greater volume and speeds that is compatible with the latest wireless standards.

Jennings County School Corporation also recently upgraded its firewall to make sure that the appropriate content filters and blocks are in place to help ensure student safety while using the internet and school and at home while using a school owned device. All of these additional steps have been taken to better prepare the corporation for a full 1:1 device program when it will be implemented in the near future.

School Level Implementation:

*Support for teaching and learning:

Students will utilize a variety of technology tools to enhance their learning, such as document cameras, Mobis, CPS (clickers) for response to instruction, iPads, laptops, Apple TV, etc. Students have access to the Internet and computers for their use in the classrooms and computer lab(s). Students have many resources that can be accessed from home or anywhere there is Internet access. They currently can access Study Island, BrainPop, Moby Max, Spelling City, Reading Eggs, Renaissance Place, and other websites that are appropriate for student use. The corporation web site provides links to websites that are appropriate for student use. Parents and students may access the corporation website to interface with the student management system and teacher web pages to check grades, lunch balances, attendance, and homework assignments.

Students are expected to be able to use the Internet safely, demonstrate keyboarding skills, produce documents using Word, create graphs using Excel and create Powerpoint presentations.

*Professional Development

The building administrator along with outside sources will provide training to teachers and staff on methods and procedures of utilizing technology in the classroom for increased student engagement. Individualized instruction will be provided to any teacher that responds to the survey distributed each year offering instruction to assist teachers and staff. Training takes place during the school day and before or after school, either in small groups or individually.

Cultural Competency:

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

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

- We value diversity.
- During the 2016-17 school year our corporation is creating a leadership team to implement sensitivity training for all.
- 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.

Analysis- ISTEP+ for 2015-16 from Compass

6th Grade	LA	LA%	M	M%
Pass+	5/45	11%	7/45	16%
Pass	22/45	49%	22/45	49%
Did Not Pass	18/45	40%	15/45	33%
P+,P Total	27/45	60%	29/45	64%

DNP Total	18/45	40%	15/45	33%
5th Grade	LA	LA%	M	M%
Pass+	8/54	15%	16/54	30%
Pass	24/54	44%	27/54	50%
Did Not Pass	20/54	37%	8/54	15%
P,P+ Total	32/54	59%	43/54	78%
DNP Total	20/54	37%	8/54	15%
4th Grade	LA	LA%	M	M%
Pass+	0/37	0%	9/37	24%
Pass	23/37	62%	16/37	43%
Did Not Pass	10/37	27%	10/37	27%
P,P+ Total	23/37	62%	25/37	68%
DNP Total	10/37	27%	10/37	27%
3rd Grade	LA	LA%	M	M%
Pass+	1/50	2%	5/50	10%
Pass	34/50	68%	18/50	36%

Did Not Pass	15/50	30%	27/50	54%
P,P+ Total	35/50	70%	23/50	46%
DNP TOTAL	15/50	30%	27/50	54%
TOTAL SCHOOL Pass+	14/186	8%	37/186	19%
TOTAL SCHOOL Pass	103/186	55%	83/186	45%
TOTAL SCHOOL Pass AND Pass+	129/167	63%	120/186	65%
TOTAL SCHOOL DNP AND UND	69/186	37%	65/186	35%

Summary

Overall, our school dropped our percentage of passing in both areas of ISTEP+ from the previous years. This decrease follows trends throughout the state for 2014-2015.

Goals

GOAL #1

Scipio Elementary students' Language Arts ISTEP+ scores will be raised to at least 80% passing. Scores already at 80% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap between the general population and the prior <25% and the gender subgroups.

MEASUREMENT OF GOAL #1

District benchmark assessments will be utilized to determine student mastery of standards with a passing rate of 80 percent. Grades K-6 will also utilize semester assessments and NWEA results

BENCHMARKS FOR GOAL #1

Language Arts Scores

2015-2016: Scores will increase by 2% for a passing rate of 82%.

2016-2017: Scores will increase by 2% for a passing rate of 84%.

2017-2018: Scores will increase by 2% for a passing rate of 86%.

2018-2019: Scores will increase by 2% for a passing rate of 88%.

GOAL #2

Scipio Elementary students' Mathematics ISTEP+ scores will be raised to at least 80% passing. Scores already at 80% or above will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap between the general population and the prior <25% and the gender subgroups.

MEASUREMENT OF GOAL #2

District benchmark assessments will be utilized to determine student mastery of standards with a passing rate of 80 percent. Grades K-6 will also utilize semester assessments and NWEA results.

BENCHMARKS FOR GOAL #2

Mathematics Scores

2015-2016: Scores will increase by 2% for a passing rate of 82%.

2016-2017: Scores will increase by 2% for a passing rate of 84%.

2017-2018: Scores will increase by 2% for a passing rate of 86%.

2018-2019: Scores will increase by 2% for a passing rate of 88%.

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

2015-2016: Average attendance will increase by 0.5% for a rate of 97.5%.

2016-2017: Average attendance will increase by 0.5% for a rate of 98%.

2017-2018: Average attendance will increase by 0.5% for a rate of 98.5%.

2018-2019: Average attendance will increase by 0.5% for a rate of 98.5%.

Content related to ISTEP+ Performance

Areas of Concentration

Grade 3 Algebra & functions

Grade 4 Literary text, writing process

Grade 5 Algebra & functions

Grade 6 Literary text

Attendance

2014-15 daily attendance rate was 97.28% and 1st semester of 2015-16 is 95.79%.

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 “Tiger Time” (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 Circles	Daily 5
Daily Café	Cooperative learning
Modeling	Computer instruction/remediation
6 Traits writing	Big 5
Full day kindergarten	Tiger Time groups
Learning centers	Book buddies
Writing buddies	Study Island
Computer lab activities	Academy of Reading
Accelerated Reader	iPads

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	Study Island

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 guided reading, self-selected reading, vocabulary, and word study
- Tier remediation programs are provided during the school day
- Daily RtI instruction is provided for 30 minutes in grades K-6
- Weekly lessons on non-fiction/informational text and literary text

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 RtI 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, NWEA, 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 implements 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 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.

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 on a comprehensive assessment and recommendation with documentation by the classroom teacher.

Advance Student Enrichment Plan

For the 2015-2016 school year, we are going beyond differentiation in the classroom or RTI for high ability. Teachers in our districts 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 novel book studies. High Ability 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.

Comprehensive Needs Assessments

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

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.

Collaboration Plan

Teachers have common planning time every day by grade level. In addition, grade levels meet with the building administrator quarterly 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-Donna Eaton, Principal

Co-chairperson-Pamela Lovegrove

Counselor-Kelli Gambrel

Parent-Heather Ebbing

Title 1 Teacher-Jessica Hall

Teacher-Julian Smith

Teacher-Rose Bishop

Teacher-Audra Hack

Teacher-Cheryl DuMond

Highly Qualified Teachers

100% of staff in our school is Highly Qualified.

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 e-mail, 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

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 up-dated 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 6th grade applications for 21st 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 Veteran's 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 participations 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.

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.

6th 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.

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 2015-2016.

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**

DUE DATE: 1 March 2016

School Information

School Name: Scipio Elementary

School #: 3357

Corp . Name: Jennings County

Corp. #: 4015

Address:

6320 N State Hwy 7

City:

Scipio, IN 47273

Phone:

(812)392-2055

Fax:

(812)392-2564

Name of Principal (Include Title):

Mrs. Donna Eaton

Principal's e-mail address:

deaton@jcsc.org

Grade levels included in school:

K – 6



**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 Corporation

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)	<i>Terry R. Sargent</i>
Superintendent Signature	<i>Terry R. Sargent</i>
Date Signed	<i>9-15-16</i>

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)	<i>Amber Asche</i>
Exclusive Representative Signature	<i>Amber Asche</i>
Date Signed	<i>9/15/16</i>

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.

