

SCHOOL IMPROVEMENT PLAN

FOR

MACONAQUAH ELEMENTARY SCHOOL

TIME FRAME FOR IMPLEMENTATION 2017-18
BASED ON THE TITLE I SWP MODEL

Dr. Douglas Arnold, Superintendent
Mrs. Kelly McPike, Principal
Mr. Jeremy Fewell, Assistant Principal

MACONAQUAH SCHOOL CORPORATION

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ACKNOWLEDGEMENT PAGE

The individuals listed below served on the School Improvement Team for Maconaquah Elementary School. The team developed and submitted this plan for improving learning and student achievement.

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Stephanie Price

Jennifer Walsh

Sally Baker

Ronna Grant

Principal

Assistant Principal

Grade Two Teacher

Grade Two Teacher

Grade Three Teacher

Grade Three Teacher

Grade Three Teacher

Grade Four Teacher

Grade Four Teacher

Grade Five Teacher

Grade Five Teacher

Special Education Teacher

Title I Teacher/Rtl Coordinator

Title I Math Teacher

Art Teacher

Parent

List of Meeting Dates

November 2, 2016
December 2, 2016
January 26, 2017
March 16, 2017
May 3, 2017
August 16, 2017
September 11, 2017

Presented to Maconaquah Elementary Staff:
September 14, 2017

MACONAQUAH SCHOOL CORPORATION VISION STATEMENT:

The vision of Maconaquah Schools is to be a premier educational institution and the heart of the community, where students develop all skills necessary to succeed within a collaborative learning environment that is safe, challenging, and innovative.

**MACONAQUAH SCHOOL CORPORATION MISSION
STATEMENT:**

**Maconaquah Schools...inspiring and empowering our
students to meet tomorrow's challenges.**

A Profile of Maconaquah Elementary School

Maconaquah Elementary School is located just outside of Bunker Hill, Indiana. The school is comprised of grades two through five and is part of the Maconaquah School Corporation. In 2016-17, there were 742 students enrolled at Maconaquah Elementary – also known as Mac El. The student population is made up of approximately 83.8% Caucasian, 2.1% African-American, 3.6% Hispanic, 8.8% Multi-racial, 0.4% American Indian and 0.8% Asian (DOE Compass 2016-17).

The families of Maconaquah Elementary students live in single family dwellings, duplex homes, and mobile home parks. Some families reside in apartments and subsidized federal housing. The Maconaquah School Corporation covers nearly 168 square miles in southern and central Miami County in north central Indiana. The Maconaquah community has seen dramatic changes since 1994 when Grissom Air Force Base was closed. The unemployment rate in Miami County following the base closure skyrocketed to the highest in the state of Indiana and still ranks among the highest percentages within the state of Indiana. Churches are an integral part of the area and remain an influence in the community.

Our school qualifies for Title I services because of the number of children whose family income makes them eligible to receive free and reduced lunches. Currently the percentage of families qualifying for free lunch or reduced lunch is 61.6%, however, this percentage fluctuates throughout the school year. In August 2017, the 69% of our students qualified for free or reduced lunch. Mac El is an approved school-wide Title I program school.

Employment for most parents is at retail businesses, stores, restaurants, factories, nursing homes, trucking companies, the schools, and the hospital in Peru, Indiana. Grissom Air Reserve Base employs a limited number of residents and active duty personnel in the United States Air Reserve. The Miami Correctional Facility is part of the Indiana Department of Corrections and is the county's largest employer. In addition, many parents are employed at various factories and businesses in Kokomo, Indiana.

During the summer of 2014, the Mac El School Improvement Committee attended No Excuses University training in Nashville, TN. The premise of No Excuses University (NEU) is to promote the mindset that college should be an option for all students. Each classroom at Mac El has been adopted by a four-year university and college symbolism is evident throughout the building. NEU operates with six exceptional systems which include:

- Culture of Universal Student Achievement**
- Collaboration**
- Data**
- Standards Alignment**
- Intervention**
- Assessment**

These systems are designed to keep staff meetings, grade level meetings, and collaboration/committee meetings focused. The founder of NEU, Damen Lopez, provided professional development to the Maconaquah Elementary staff in May of 2017 and the workshop was attended by nearly every teacher and classified staff member.

Through the efforts of our Parent Teacher Organization (PTO), which meets on a monthly basis to share ideas and concerns, parents and families have a voice in the activities and

opportunities afforded to our students. The staff annually organizes Mac EI on the Road Nights each school year. An outreach to the community, Mac EI on the Road visits two - three neighborhoods in our community and builds positive relationships with students and their families at Mac EI on the Road events. The school started a summer reading program in 2015 and continues to build on the program's success.

Children at Maconaquah Elementary are instructed in the areas of language arts, math, science/health, social studies, and computer skills. Specialized teachers instruct physical education, art, music, STEM, and character education (guidance). The staff uses a wide variety of instructional methods and analyzes data to guide instruction. The staff has implemented a 90 minute reading block as mandated by the state in grades 2-4 and this is also required of grade 5. Additionally in the spring of 2016, the School Improvement Team developed a master schedule that expanded language arts instruction to 120 minutes and math instruction to 60 minutes. Remediation time for math and reading are also built into the master schedule. The staff is supportive of collaboration and believes this use of time for planning and sharing has improved their teaching. Students in grade two are provided with their own iPad and students, in grades three through five, are given a laptop to use during the school day. Teachers utilize a variety of web resources to support and enrich instruction.

Maconaquah Elementary School is served by one principal and one assistant principal. There are twenty-eight regular classroom teachers and five special education teachers. Included in the thirty-three staff members are three licensed high ability teachers. Additionally, one guidance counselor, a speech therapist, and five instructional assistants provide additional support for both teachers and students. Two Title I teachers provide intervention services to students in reading and math as well as oversee the MIST process (RtI) for Mac EI. Two secretaries cover office duties and a full time nurse provides care to students throughout the day. A migrant resource teacher provides services to our ENL students. A computer technician keep our computers and all aspects of our technology working each day and custodial and cafeteria workers round out our large staff.

Teachers meet regularly in grade level collaboration sessions to plan for literacy and math instruction. Many instructional techniques are used including: hands-on activities, cooperative grouping, problem solving, peer tutoring, whole and small group instruction. Teachers use many tools to monitor the progress of their students. Teachers have developed STEM units which are taught once per semester and are based on reading, math, science and social studies standards at each grade level.

Student progress is monitored by the entire professional staff. Maconaquah Elementary students participate in ISTEP+ testing as required by the state of Indiana. In the fall of 2015, Maconaquah Elementary trained teachers on the administration of PIVOT Inspect, a formative assessment used to measure progress on state standards. Students will participate in Inspect benchmark testing three times throughout the school year. In addition, teachers can access Inspect and create mini-assessments to determine progress on individual state standards for specific students. Running records and Mindplay Literacy Screener are used to gather reading data and running record levels on an as needed basis. Baseline assessments are given in math and teachers are implementing Pearson Envision Math 2.0 during the 17-18 school year. Our teachers utilize MIST (Maconaquah Intervention Support Team) to determine strategies and interventions for students struggling with academics, behavior, and/or attendance. This information is communicated to parents, students and other staff in the form of notes, telephone calls, home visits, parent teacher conferences (both fall and spring), interim progress reports,

and quarterly report cards. Maconaquah School Corporation utilizes Skyward as its' student management system and all parents are given access to their child's account to view grades, missing assignments, and attendance information.

Indiana Public Law 221 Requirements

Curriculum and Instruction

Local curriculum frameworks/maps have been prepared as well as weekly passing guides. Teachers have identified twelve critical standards and work was completed to ensure vertical articulation. Curriculum maps are accessed through Pivot as well as google classroom (admin classroom).

Assessment

Maconaquah Elementary School uses a variety of assessment tools to gather data on our students. All students participate in Pivot Inspect benchmark testing which measures progress on standards. During the 2017-18 school year, teachers are implementing formative benchmark assessments to accurately measure student progress on the twelve critical standards which were identified last year. These assessments are assessed using rubric scales also created by teachers to determine progress toward proficiency/mastery of each standard. Teachers utilize Mindplay Literacy Screener and running records as reading measures. Teachers assess their students reading level on an as needed basis using Reading A-Z benchmarks and Fountas and Pinnell Benchmarks. All teachers participate in intense data analysis of all standardized assessments, and teachers determine instructional implications for individual students, classrooms, as well as the building level implications. All teachers use informal assessments in their classrooms on a daily basis using a variety of methods (observations, textbook-generated tests, teacher-generated tests, anecdotal notes, etc.).

Attendance Objectives

The attendance rate goal for Maconaquah Elementary is at or above the state average. Attendance concerns are addressed with parents through communications such as letters, phone calls, and, if necessary, referrals to the Miami County DCS once absences exceed the levels set forth in our student handbook. The corporation utilizes a central calling system to send out automatic attendance phone calls when student absences are not called into the office by 10:00 a.m. each day. Home visits are conducted by the assistant principal and school resource officer when necessary. Attendance contracts are utilized when attendance becomes extremely problematic. Perfect attendance awards are given to students on an annual basis.

Student Attendance Statistics

2014-15	95.6%
2015-16	95.7%
2016-17	95.1%

Technology as a Learning Tool

Maconaquah Elementary is a 1:1 technology school. We provide our students with ipads in grade two and laptops in grades three through five. A variety of iPad apps and web-based instructional resources are used and include IXL, Reading A-Z , RAZ Kids, etc. Adopted reading and math materials have online components. All classrooms have a mounted projector and Hover Cam. All classrooms are equipped with SmartBoards.

Safe and Disciplined Learning Environment

Maconaquah Elementary has an Emergency Preparedness Plan which is reviewed annually with staff and kept on a clipboard near the door to each classroom in the building. These plans were prepared by our School Safety Specialist with input from our community fire, police, and emergency management departments.

Fire drills are held monthly, while tornado and lockdown drills are held bi-annually. Evacuation routes are posted in each classroom and all common areas such as the gym, cafeteria, and group room. The school safety committee is surveyed following every drill for feedback and input about making our school as safe as it can be.

Due Process Expulsion Statistics

2014-15	4
2015-16	0
2016-17	0

School wide student expectations have been developed through our Positive Behavior Supports Committee. The PBIS committee will continue to meet on a regular basis to analyze discipline referrals and develop further incentives and programming. Character Counts is utilized throughout the building. Students are awarded with Character in Action tickets when caught doing something good and a weekly drawing is held to recognize students who demonstrate good character. The PBIS committee organizes a Character Convocation at the end of each nine weeks with a focus on character and/or college awareness. Students with challenging behaviors are identified and an adult mentor is assigned to work with these students on a weekly basis. Mac EI has partnered with McGrawsville United Methodist Church since the fall of 2016 in the implementation of Kid's Hope Mentoring program in the school. A new initiative for the 2016-17 school year is Books and Braids. Female student are assigned an adult role model/staff member from Mac EI. The student and mentor meet once a week and while the student reads aloud to the staff member the staff member brushes or fixes the student's hair.

Mentoring Programs	Number of Students Involved
Kid's Hope USA Mentoring	15
School-Based Mentoring	4
Books and Braids	25

Maconaquah Elementary School Common Area Expectations

Common Area	Be Respectful	Be a Positive Citizen	Be Ready to Learn
Classroom	<ul style="list-style-type: none"> Follow directions the first time Be a good listener at all times Say please and thank you Include others 	<ul style="list-style-type: none"> Push chair in Walk, don't run Raise your hand and wait to be called on Keep track of your belongings 	<ul style="list-style-type: none"> Use your time wisely Be ready to think and participate Be prepared for each classroom activity Take pride in your work
Technology	<ul style="list-style-type: none"> Follow classroom procedures for technology Listen to directions Use appropriate language 	<ul style="list-style-type: none"> Carry equipment with both hands No cyber-bullying Keep hands off other students' devices 	<ul style="list-style-type: none"> Keep passwords private Use device for academics only
Hallway	<ul style="list-style-type: none"> Walk, don't run Remain quiet – no talking Stay in line and to the right Keep hands to yourself 	<ul style="list-style-type: none"> Model good behavior while others are learning Smile and be friendly Be polite to adults 	<ul style="list-style-type: none"> Go directly to your destination Think about what you need to be ready for the next activity
Restroom	<ul style="list-style-type: none"> Respect each other's privacy Wait your turn Clean up after yourself Take care of school property 	<ul style="list-style-type: none"> Be polite Report problems/ messes to your teacher Wash your hands with soap and water 	<ul style="list-style-type: none"> Be quiet No horseplay
Cafeteria	<ul style="list-style-type: none"> Say please and thank you Be polite to staff and each other Use quiet, friendly table talk Respond to quiet signal 	<ul style="list-style-type: none"> Use utensils and napkins Clean up your own messes Report spills Keep food on tray Don't touch the walls 	<ul style="list-style-type: none"> Eat a healthy meal Be responsible for your own belongings Hang your coats and/or backpacks
Recess	<ul style="list-style-type: none"> Use equipment properly Take turns No name-calling or behavior that hurts others 	<ul style="list-style-type: none"> Play fair No rough play Include all who want to play 	<ul style="list-style-type: none"> Be a good sport Line up quickly Enter the building with no talking
Bus	<ul style="list-style-type: none"> Remain seated and face forward Follow directions and listen to driver Use quiet voices Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Be a model for all students Use nice words Help others 	<ul style="list-style-type: none"> Keep your belongings with you Set goals for your day

We are the BRAVES! Be Respectful and Value Every Student and Staff!

Title I Schoolwide Program Components

Comprehensive Needs Assessment SWP Component #1

A comprehensive needs assessment of all students in the school was used to review and revise the school wide comprehensive plan to improve teaching and learning. The needs assessment includes data collection and a summary of implications. The plan will be evaluated annually to determine whether the key strategies of the school wide program have increased the achievement of students, particularly the students who are the lowest achievers of academic standards as measured on ISTEP+. Evaluation results will be used to revise the plan.

Percent of Students Receiving Free or Reduced Lunch

2016-17	
Free Lunch	50%
Reduced Lunch	11.6%

Race and Ethnicity Statistics 2016-17

White	83.8%
Black	2.6%
Hispanic	3.6%
Multi-Racial	8.8%
Asian	0.8%
American Indian	0.4%

Percent of students who met standards established by the State of Indiana

Year	ISTEP+ Average Percent Passed – All Tested Grades
2014-15	51.6%
2015-16	42.9%
2016-17	

English/Language Arts (Grade Three)

Year	
2014-15	82.0%
2015-16	68.2%
2016-17	66.0%

English/Language Arts (Grade Four)

Year	
2014-15	65.3%
2015-16	72.7%
2016-17	59%

English/Language Arts (Grade Five)

Year	
2014-15	55.0%
2015-16	52.2%
2016-17	56%

Math (Grade Three)

Year	
2014-15	66.0%
2015-16	55.3%
2016-17	47.0%

Math (Grade Four)

Year	
2014-15	43.8%
2015-16	55.8%
2016-17	47.0%

Math (Grade Five)

Year	
2014-15	48.9%
2015-16	44.4%
2016-17	51%

Professional Development Summary 2016-17

- Smekens On-Line Professional Development Series
- No Excuses University – On site professional development with Damen Lopez
- On site professional development consultant – Dr. Michael Langevin, PhD
- High Ability Boot Camp
- Best Practices in Co-Teaching
- Science Curriculum Development
- Principals Fall Prof Conference
- Assistant Principal’s Conference
- Math Istep Conference
- School Nurses Conference
- ISCA Fall Conferences
- STEM Conference
- Beyond Spaceship Earth Teacher Workshop
- Innovate, Act, Support, Persevere Conference
- Teacher Evaluation Workshop
- Math Process Standards Workshop
- IASP Regional PD Workshops
- Oppositional, Defiant, & disruptive Children
- Aspiring Principals
- Advanced ED (Fall Conference)

Parent Involvement Activities 2016-17

School/Family Events

- Mac El on the Road Nights
- Parent Teacher Conferences
- Family Literacy Night
- Summer Reading Program
- Christmas Book Give-Away
- Field Day Volunteers
- Family Valentine’s Day Celebration
- Fall and Spring Book Fair for community
- Indiana Regional Blood Drive
- Family Fun Runs

School Wide Reform Strategies
Title I Component #2

Goal 1: At a minimum, 90% of Maconaquah students in grades 3-5 will perform at the state average on the spring 2017 ISTEP assessment in both language arts and math.

Goal 2: At a minimum, 90% of Maconaquah students in grade 3 will pass the Spring 2017 IREAD assessment.

Goal 3: Maconaquah Elementary School will have an attendance rate that is at least 95% as depicted on the School Snapshot on the Department of Education website.

Strategies chosen are under the umbrella of: literacy development, engagement, high expectations, differentiation, technology integration

Strategy	Student Group	Scientifically Based Research	Current practice or projected implementation	Monitor Implementation	Student Assessment	District wide Initiative	Increase Learning Time	Professional Development needed
<p>#1 Teachers will implement an uninterrupted 90 minute reading block which includes:</p> <p>Balanced approach to fiction/nonfiction</p> <p>Integration of content area texts in 90 minute block/Integration of reading skills instruction across content areas</p> <p>Flexible Grouping</p> <p>Close reading activity one time per week across grade levels using consistent instructional approach, vocabulary, and rubric</p> <p>#1a – Teachers will implement an additional block of time (not less than 30 minutes) for the following:</p> <p>Writing Process Grammar Instruction Integrated with reading.</p>	All tiers of students	<p>National Reading Panel</p> <p>Leveled Literacy Intervention</p> <p>Dr. Michael Langevin, Ph.D.</p>	Current practice	<p>Master Schedule</p> <p>Principal walkthroughs</p> <p>Integrated Literacy Framework</p> <p>Lesson Plans</p> <p>Collaboration meeting form</p>	<p>Running Record Levels</p> <p>Mindplay Literacy Screener</p> <p>ISTEP+</p> <p>Pivot Inspect</p> <p>Formative Assessments</p> <p>Close Read results</p>	Yes	Yes	Continue to provide professional development opportunities on site through team collaboration, book studies as well as offsite workshops
#2 Implement problem solving instruction daily and utilize the	All tiers	<p>Dr. Michael Langevin, Ph.D.</p> <p>IDOE</p>	Current practice	<p>Lesson plans</p> <p>Collaboration meeting form</p>	<p>Pivot Inspect</p> <p>ISTEP+</p>	No	Yes	Continue to provide PD as needed

CUBES process building wide.		Insidemathematics.org Great Minds						
#3 Implement the use of the core math resource, Pearson Envision 2.0, to be consistently used throughout grades 2-5.	All tiers of students	Pearson Envision 2.0	Implementation August 2017	Lesson plans Collaboration Meeting Notes Principal Walkthroughs and observations	Pivot Inspect ISTEP+ Formative Assessments Math Benchmark Envision Assessments	No	Yes	Provide professional development as needed for implementation
#4 Continue 1:1 computing for all students iPads Grade 2 Laptops Grades 3-5	All tiers of students	ASCD	Current practice	Principal walkthroughs Lesson Plans	Running Record Levels ISTEP+ Pivot Inspect	Yes	Yes	Continue to provide professional development opportunities on site through team collaboration, book studies as well as offsite workshops, additional staff development days (optional)
#5 Update locally created curriculum maps on an as-needed basis and revise/edit formative assessments Implement formative assessments based on 12 critical standards in math and reading. Edit/revise assessments based on results Edit/revise pacing guides as a results of implementation of formative assessments	All tiers of students	National Reading Panel Marzano, Robert DOE Instruction and Assessment Guidance Dr. Michael Langevin, Ph.D	Current Practice	Collaboration Calendar Completed curriculum maps	Formative Assessments ISTEP+ Running Records Mindplay Literacy Screener Pivot Inspect Close Read and Cubes Results Envision Assessments	No	Yes	Grade level teams Grade level collaboration
#6 Plan and implement remediation in math and reading Provide time in daily schedule Utilize Pivot Inspect	All tiers of students	Scholastic Research National Reading Panel Allington, Richard	Current Practice	Classroom Teachers Principal walkthroughs Lesson Plans Title I Teachers	Running records Mindplay Literacy Screener Pivot Inspect	No	Yes	Workshop and conference attendance as needed.

<p>Data</p> <p>Focus on DOE critical standards for remediation</p> <p>Provide intercession for at-risk students working well below grade level on critical standards</p> <p>Utilize data team meetings to brainstorm strategies to assist at-risk students.</p> <p>Provide Title I math services</p> <p>Develop student and class goals building wide for every student and class</p>				<p>Title I Instructional Assistant(s)</p> <p>MIST meeting documentation</p> <p>Pivot Inspect, Running Record Levels, ISTEP/IREAD Data</p>	<p>ISTEP</p> <p>Formative Assessments</p> <p>Envision Assessments</p> <p>Classroom Observations</p>			
<p>#7 Provide professional development for all teachers and assistants</p> <p>Focus: math, writing and effective classroom practices</p>	All tiers	Marzano, Robert What Works in Effective Schools and Classrooms	Refine current practice of monitoring PD requests	<p>Purchase Orders</p> <p>Shared document listing all PD opportunities offered and attended</p>		No	Yes	See Strategy
<p>#8 Provide transition opportunities for students in grade five</p>	All tiers		Current practice	Administration to facilitate	None	Yes	No	None needed
<p>#9 Provide reading progress letters to all parents</p>	All tiers		Current practice	Letters	Running Record RAPS 360	No	No	None needed
<p>#10 Provide STEM instruction for all students weekly integrating Indiana science standards at each grade level</p> <p>Provide on-going professional development in STEM as needed.</p>	All Tiers	<p>ASCD</p> <p>Purdue University College of Education</p> <p>No Excuses University</p>	Current practice	<p>Lesson plans</p> <p>STEM Lab visits and Principal Walkthroughs</p> <p>Meeting Agendas and Minutes</p>	None	Yes	No	<p>Research and provide professional development opportunities</p> <p>STEM Committee</p>
<p>#11 Research relationship building/motivation techniques for students</p> <p>Begin PD on non-cognitive attributes</p>	All Tiers	No Excuses University	Current Practice	<p>Collaboration Calendars</p> <p>Meeting Agendas and Minutes</p> <p>Building Walkthroughs</p>	None	No	No	<p>Research and provide professional development opportunities</p> <p>NEU Committee</p>

<p>Every classroom adopted by a four year university and display symbolism</p> <p>Increase ways to develop awareness of college opportunities</p> <p>Implement Character Counts</p> <p>Complete book studies</p> <p>Provide academically/ behaviorally at risk students with adult mentors</p>				<p>Character Convocations</p>				
<p>#12 Increase parent involvement</p> <p>Provide Summer Reading Program</p> <p>Provide Mac El on the Road Nights</p> <p>Participate in PTO sponsored activities</p>	<p>All tiers</p>	<p>Parent Information and Resource Center</p>	<p>Current Practice</p>	<p>Parent Surveys</p> <p>Parent Sign-in sheets</p> <p>Parent feedback</p>	<p>Data collection for students whose parents attend various workshops</p>	<p>No</p>	<p>Yes</p>	<p>Seek resources to increase parent involvement.</p>

Highly Qualified Teachers SWP Component #3

Maconaquah School Elementary employs forty-seven highly qualified certified teaching staff and instructional assistants. The following tools are used to document highly qualified status:

- HOUSSE Rubric
- Successful completion of the PRAXIS II
- Successful completion of the Paraprofessional Test
- 48 hours of college credit

A copy of a completed HOUSSE rubric can be found in each teacher's personnel file located at the Maconaquah School Corporation office.

Highly Qualified Teachers in Core Content Area Classes

Teacher Name	Core Content Area	Grade Level	Qualification Method
Laura Barnes	Special Education	2 and 3	100 pts. on HOUSSE
Kim Bollinger	Speech and Language	2-5	100 pts on HOUSSE
Melanie Bingham	General Elementary	5	100 pts. on HOUSSE
Pat Carver	General Elementary	4	Passed the Praxis II
Michelle Coleman	General Elementary	3	100 pts. on HOUSSE
Barb Conner	General Elementary	3	100 pts. on HOUSSE
Susan Cox	General Elementary	3	100 pts. on HOUSSE
Shawna Lorenz	General Elementary	5	100 pts. on HOUSSE
Amanda Pete	General Elementary	5	100 pts. on HOUSSE
Dawn Fewell	Special Education	3	Passed the Praxis II
Carlene Harmon	General Elementary	5	100 pts. on HOUSSE
Lynn Hausner	Special Education	4	100 pts. on HOUSSE
Karlene Herrell	Special Education	5	100 pts. on HOUSSE
Ronna Grant	General Education	4	Completion of 4 year degree
Kristin Candelaria	General Education	4	100 pts. On HOUSE
Carrie Kelly	STEM	2-5	Passed the Praxis II
Cassandra Knolinski	Gifted and Talented	5	100 pts. on HOUSSE
Beth Landis	General Education	2	100 pts. on HOUSSE
Jessica Metcalf	General Education	3	100 pts. on HOUSSE
Michelle Bailey	Exploring Music	2-5	100 pts. on HOUSSE
Jeremy Novinger	General Education	2	100 pts. on HOUSSE
Erika Reeser	General Education	3	100 pts. on HOUSSE
Christina Rich	General Education	2	100 pts. on HOUSSE
Debra Ritz	General Education	3	100 pts. on HOUSSE
Victoria Shone	General Education	5	Passed the Praxis II
Valerie Troyer	General Education	2	100 pts. on HOUSSE
Kim VanCamp	Gifted and Talented	4	100 pts. on HOUSSE
Samantha Ward	Gifted and Talented	2	100 pts. on HOUSSE
TJ Miley	General Education	3	100 pts. on HOUSSE
Stephanie Mouser	General Education	4	Passed the Praxis II
Julie Bollman	General Education	4	100 pts. on HOUSSE
Abby Isenburg	EI Teacher	2-5	Passed NTE
Jennifer Walsh	Title I Teacher	2-5	Passed the Praxis II
Lindsay Nantroup	General Elementary	3	Passed the Praxis II
Sara Schrader	General Elementary	5	Passed the Praxis II
Shayla Elmore	Special Education	2-5	Passed the Praxis II
Stephanie Price	Title I Interventionist	2-5	100 pts on HOUSSE
Katie Miley	General Education	4	Passed the Praxis

High Quality and On-Going Professional Development for Teachers, Principals, and Paraprofessionals SWP Component #4

Professional development time is provided to the Maconaquah Elementary staff during collaboration time. Collaboration time is scheduled Monday through Thursday each week and consists of a variety of collaboration groups including monthly staff meetings, team meetings, committee meetings, and MIST meetings to determine Rtl strategies for students who are struggling. The focus of these meetings is on professional development utilizing book studies, teacher presentations, video series viewing, and data analysis.

Embedded professional development will be provided to all general education and special education teachers through on and off site workshops, utilization of an educational consultant, book studies, and collaboration. A special emphasis will be placed on writing and math instruction as well as best practices in highly effective classrooms (i.e. student engagement, student response, critical thinking, higher-order thinking, teacher-student talk ratio, scaffolding, and student friendly learning-objectives.)

Strategies to attract High Quality, Highly Qualified Teachers to Maconaquah Elementary School SWP Component #5

Maconaquah Elementary School in conjunction with Maconaquah School Corporation will recruit high-quality staff through the posting of open certified positions on the Indiana Department of Education Website as well as posting open positions on posting boards at state universities.

Maconaquah School Corporation provides new teacher orientation for all new teachers as well as a year-long mentoring program for teachers new to the profession and teachers new to the corporation. New teachers also participate in the Indiana Mentoring Assessment Program.

Strategies to Increase Parent Engagement SWP Component #6, #6A, and #6B

The following are strategies to increase parent involvement.

- Provide a Parent Resource room to house a circulating library for parents in the areas of parenting, academic support, etc.
- Provide an annual "Opening Night" for students and parents to meet their new teacher prior to the beginning of the school year.
- Provide parent nights and parent teacher conferences
- Provide Mac El on the Road Nights
- Provide a Title I Summer Reading Program
- Engage Parent Teacher Organization (PTO) in promoting academic activities for our families.

Maconaquah Elementary School will provide assessment results to parents and families through mid-term reports and report cards. Our parents can access daily grades through the Maconaquah School Corporation student management system, Skyward. Reading reports will be made available to parents, when a child is participating in the MIST process and will be made available upon request by any parent. All parents receive a reading progress letter each nine weeks.

ISTEP+ results will be mailed to parents and login/password information to the Indiana Department of Education website will be distributed to parents.

Maconaquah Elementary School will have on-going parent representation on the School Wide Planning Team. We will update our Title I Parent Involvement Policy annually and provide an annual Title I meeting to review the school wide plan. Teachers, students, and parents will sign a Home-School compact each year.

Plans for assisting Preschool Children in Transition from Early Childhood Programs SWP Component #7

Pipe Creek feeds Maconaquah Elementary, and houses grades preschool through grade one. Early Childhood Agencies (First Steps, Healthy Families, WIC, etc.) notify our preschool coordinator when a child is eligible to enroll. A transition meeting is held with the coordinator and parent. It is determined if the child should be placed in the Pipe Creek Pre-School program.

Pipe Creek Elementary hosts an Early Learning Fair in the spring. Many agencies from the area attend and display information that is available to help children.

Students in grade one, transitioning from Pipe Creek Elementary, have the opportunity to visit Maconaquah Elementary in the spring. The first grade students “shadow” the second graders and spend time completing a shared activity during their visit.

Students in grade five, who are transitioning to Maconaquah Middle School, have the opportunity to visit the middle school during the spring.

Opportunities for Teachers to be included in the decision making related to the use of Academic Assessment results leading to Improvement of Student Achievement

SWP Component #8

All teachers and administrators participate in analyzing student achievement data to refine and inform instruction. Staff analyze the Pivot Inspect results. ISTEP+ results are analyzed each year, when those results are returned in a timely fashion. All teachers analyze the results of running record data. The results of the analysis of these items are discussed as grade levels and as an entire staff. Instructional implications are discussed and decisions are made based on these discussions about data. Additionally, teachers complete many formative assessments (observations, teacher-generated tests, etc.) which also serves as important in the decision-making process.

Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of academic achievement are provided effective, timely, and additional assistance
SWP Component #9

Students having difficulty mastering proficient levels of academic achievement in grades two and three are provided with remediation/intervention in the area of reading. These students participate in small group reading instruction each day for thirty to forty-five minutes. The goal of each intervention is to give students the skills to access and comprehend grade level text and grade level standards in math. Once students have mastered those skills, and we are confident that the skills will be transferred into general classroom work the child exits the program.

Tier two and three students are identified through the Maconaquah Intervention Support Team. "MIST" is a systematic process known as response to intervention (RtI) that is designed to ensure all students can learn. MIST is a general education intervention framework for prevention, advancement, and early intervention which involves determining whether all students are learning and optimally progressing academically, socially, emotionally and behaviorally. Collaboration with teachers, support personnel, administrators, and families in order to support students is key to a child's success within the MIST process.

High ability students work with specialized teachers in the area of high ability and are provided opportunities to excel in areas of interest, content, and product. High ability teachers focus their instruction on individual needs of gifted students and differentiate their instruction accordingly.

Coordination and Integration of Federal, State, and Local funds; and resources such as "in-kind services" and program components -10a – consolidated under the schoolwide plan

SWP Component #10

Maconaquah School Corporation is aware that we have the option to consolidate grant funding such as High Ability, Title II, and IDEA. While the school has chosen to coordinate the program efforts, Maconaquah School Corporation does not consolidate grant funding.

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TIMELINE

This document establishes a framework for continuous school improvement. It represents a single, comprehensive plan to fulfill the requirements of Public Law 221, and the requirements of a School-wide program under Title I, part A. It will continue to be an evolving, changing document which will be updated and revised each year.

Strategies and interventions identified in this plan will be implemented or will continue to be implemented during the 2017-18. The strategies, activities and interventions will be reviewed on a regular basis by the school improvement team to determine whether they are (1) being fully and appropriately implemented by the staff and (2) are having the intended impact. Adjustments will be made in professional development efforts, assessment measures, strategies, activities, and interventions as deemed appropriate by the school improvement team.