



Indiana School Improvement Plan

Henry S. Evans Elementary School

River Forest Community School Corp

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Henry S. Evans Elementary is a K-5 building located on the urban fringe of Gary, Indiana on the West Side of Lake Station in Lake County. We currently have 365 students. It was started in May 1945 and was originally named Godair Park before being named for the late Hobart Township Trustee Henry S. Evans. Evans has three teachers per grade level except for 3rd and 4th Grade where there are two. It is part of a Schoolwide Title Program. All of the Staff are Highly Qualified. The Principal is licensed K-12, has a Sup't License, and is an Advanced Level Safety Specialist.

Our community is very diverse with a large number of EL Students and we qualify for a Title III Grant. We have a high percentage of Special Needs Students and an Intense Interventions Classroom. We have approximately 48% Caucasian, over 40% Hispanic and around 12% that are either African-American or Multi-Racial. We also have a high transient At-Risk population who have move in and out from other districts. With all this said, we have 26 students who pay tuition to call Evans their "School of Choice". Our strength is our diversity at Evans, Evans receives government services from 4 different municipalities. The community is composed primarily of low-cost housing and rental properties. The largest tax-paying entities are a supermarket and an auto dealership. Very few businesses are located within the district. The per capita income is well below the poverty level. Our corporations assessed value is one of the lowest in the state. We have over 25% of our parents without a HS Diploma, 16.5 % Unemployment, and we have been consistently above 80% for Free and Reduced Lunch for over a decade. The school's mission and vision serve as the foundation for the school's improvement efforts and they are announced daily by the students to the student body. Over the last three years we have reconfigured twice to K-4 and now back to K-5. We changed our Elementary School Day to start after the Middle School and High School this year. Head Start was also here from 2009-2015 and moved to the Lake Station School Corporation last Spring. Last year our community passed a referendum so that the school district can secure the fiscal resources it needs to provide a quality educational program for all. From 2010-2015 Evans School has achieved three A's and 2 B's in School Accountability from the State of Indiana. Evans has consistently been over 95 % Attendance over the last decade. We have had no expulsions since 2010. Attendance and Tardies are tracked daily by the Principal, Counselor, and Secretary. To find more information on Evans you can go to our website at www.rfcsc.k12.in.us or <http://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=3797> for school data information.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The River Forest Community School Corporation Mission Statement is " Given time and appropriate instruction all students can learn what schools want them to learn.

Here at Henry S. Evans Elementary we believe that every child can succeed in life. That is why we have written this Mission Statement.

The Henry S. Evans Elementary Mission Statement is : "Henry S. Evans Elementary School will provide a safe and structured environment and teach to the unique needs of the students, while preparing them for life's future challenges.

Henry S. Evans Elementary School's Vision is: "All students will leave Evans School as responsible individuals that are prepared for sixth grade.

Evans Motto: If You Believe It, You Can Achieve It".

Henry S. Evans Elementary's Current Beliefs: * We are looking at our beliefs as a Building Improvement Team this year

1. Each student will achieve his or her greatest potential and build a solid foundation for future success.
2. Teachers will provide a safe, caring environment where positive values are promoted and instructional programs are adopted to optimize student success.
3. Staff will provide all students with the tools to become productive and responsible citizens.
4. Staff will provide a learning environment that will ensure all learners, children, and adults grow and succeed.
5. Students will be taught skills that will allow them to be respectful, productive, and participants in their education.
6. Students will be taught skills that will enable them to be cooperative, tolerant, and an accepting individual.
7. Students will be taught skills that will allow them to cooperatively work in groups.
8. Students will be taught organizational skills that will enable them to achieve their personal best.
9. Students will learn to be sensitive to others needs.
10. Students will learn to encourage others to achieve.
11. Students will learn goal setting skills and how persistence allows them to succeed.
12. Students will learn problem solving skills.
13. Students will learn to how to take responsibility for their actions.
14. Students will learn to show respect at all times to their peers and adults.
15. Students will learn to develop their reasoning skills.
16. Students will become lifelong learners.
17. Students will develop higher level thinking skills.
18. Staff believes that students are our first priority.
19. Students will gain strength and character at Evans.
20. Positive attitude will foster positive performance.
21. Staff will provide the students with the necessary tools to become responsible learners.
22. Students will learn to participate to the best of their individual abilities.

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23. Students will display good sportsmanship.
24. Students will develop into self-sufficient individuals.
25. Students will develop into independent learners and thinkers.

Character Development at Evans

This year at Evans we are focusing on different traits each month. The Innovations in Learning Therapist goes into each classroom and does presentations for every classroom. Students are recognized for their character and the character trait is on the school calendar.

Sept. - Respect

October - Courage

November - Caring

Jan. - Self-Control

Feb. - Honesty

March - Acceptance

April - Confidence

May- Responsibility

Student Incentive Assembly

Students are recognized for Positive Behavior, Grades, Character, Honor Roll, and Attendance. Our PTO buys Game Stop Cards, Stuffed Animals, WalMart Cards, and other rewards to recognize our students. RFHS Students and the JH/HS Principal attend the assembly also. Also, they speak to our Evans Students as Role Models, on what they can become positively in life.

Good Citizens

Every month we recognize Good Citizens in the School Hallway and on the Website. The list of students goes well back, over a decade on the website. Distinguished Evans Alumni are also recognized on the Website also.

Evans PTO

We have a wonderful PTO at Evans, who plan events like the Turkey Trot, Fun Fair, Restaurant Nights, R-Way Nights, Santa's Secret Shoppe, and much, much, more. This year they helped sponsor kids for 5th Grade Camp, purchased fans, a Sound System with a Donor Family for the Gym, and many other school related projects. The PTO played a crucial role in the passing of our referendum in our community.

SMART Goals

The Evans Staff posts SMART Goals for their students in the hallways at Evans. Teachers use these Goals as part of there RISE Domains.

Parent Phone Log

All teachers at Evans keep a Parent Phone Log of all communications. Our KDG. uses Class DOJO to communicate with parents also.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

2015-16

Achievements

1. Evans is recognized as an "A" School for the 3rd time by the Indiana State Board of Education.
2. A Successful transition from 3-5 Acuity to 3-5 NWEA
3. A Successful transition to K-5, a new school day, and a redistricting within the district.

Improvements

1. Wireless Infrastructure is in process at Evans.
2. Donors Choose Awards Evans with New Kindles for 3rd Grade. New Chrome Books ordered for Evans.
3. New staff members have been transitioned well at Evans with 2 New NISEC Employees and several new Title Staff Members.

2014-2015

1. Evans is recognized with an "A" for the 2nd time by the Indiana State Board of Education.
2. A Successful transition of RFE Students and Staff K-5 to K-4. School District lines are redrawn. Close to 100 new students are welcomed to Evans.
3. Evans Staff helps the RFCSC pass a \$600,000/year[7 years] operating referendum by nearly a 70% margin.

Area of Improvement

1. Evans has its district lines redrawn to reduce and make it more equitable with Meister, for Class Size.

2013-14

1. Evans was the WalMart School of the Year.
2. Evans was recognized by the State Board of Education with a Letter Grade of a "B"
3. Denise Delaney-Wrolen received a Special Veterans Award for her service to Veterans from the the Ivy Tech Chancellor.

*Other points of info - Evans had the Letter Grade of an "A" and a "B" in 2010 and 2011.

* Evans won the State Outdoor Classroom Award for the State, for its Evans Courtyard in 2008.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Evans has competing Sports Teams in Cross Country, Basketball, Softball, and Track. Each year Evans hosts the RFCSC District Cross Country Meet in October. Evans has a Math Bowl and a Spell Bowl Team that compete locally and statewide. The Evans Mascot is the Panther and we are known as "The Home of the Panthers".

Evans has given each child a free backpack with supplies two of the last three years at its "Evans Back to School Night". The Evans Student Council has also given back to the community: Food Pantry- Soup for Super Bowl, Animal Shelter, and the Leukemia/Lymphoma Society. The Evans Student Council has helped purchase uniforms for our competing teams and they have held Family Movie Nights. Also, the Evans Student Council plans our Red Ribbon Week each year with the Counselor and Principal. A banner hangs in the school with student signatures on "Saying No to Drugs" and we have different activities each day. Our Veterans Assembly is a highlight each year. We have many Veterans that are recognized from the American Legion and Disabled American Veterans in Attendance each year. Former students who have served in Iraq and Afghanistan, have attended the assembly also. We have a Veterans Memory Wall Banner at our School by the Main Office. Our 4th Graders participate in the American Legion Post 54 Flag Education Program. We have 2 Holiday Concerts at our School, a special Cinco de Mayo Assembly to recognize Hispanic Heritage, Anti- Bullying Assemblies, and Character Assemblies. Our 5th Grade Students go to Challenger at Purdue Calumet and Camp Tecumseh in Brookston, Indiana for 2 days for Interdisciplinary Learning with Meister School.

In the area of Healthcare and Safety, we have Mobile Dentists that visit the school. We have held a Lice Busters Assembly with the Community. Our HS PE/Health Teachers, Nurse, and Principal participate in our Boy and Girl Talk to talk to our students on growing up. We have a Crisis Team and our Principal is trained as an instructor in CPI. We have an established Bully Protocol and Lockdown Procedure. We have fundraised at Evans for radios. Every teacher and staff member at Evans has a radio - playground, counselor, nurse, etc. We have a School Connects Program to get messages out quickly to all stakeholders. This is via phone or email in a time of crisis, school delay, and for general school announcements from the school. We have a New School Resource Officer hired this year [2015-16] from the LSPD Officer Luke Shaw. All of our staff has received AED/CPR Training from our School Nurse Paula Thompson, as well as training in Universal Precautions.

Academically, we provide a Summer School Program at the HS for Remediation and a mandated IREAD component. At Evans, we also celebrate learning with "JA in a Day" through Junior Achievement each year. Since 2011, we have had a special event called the Kdg. Celebration at the end of the year to recognize our students and their families, as our students move to 1st Grade. Between 2009 and 2015 we have held Kdg. District Grade Level Meetings with the Geminus Head Start staff also. We have had students from Americorps 2012-13, Valpo, IU Northwest, Purdue Calumet, Ivy Tech, Calumet College, and the University of Phoenix completing their college hours and student teaching here at Evans. We have Diversity and Gender Balance on our staff: We have 2 Hispanic Teachers, 4 Hispanic Paras, 1 Hispanic Nurse Assistant, 3 Hispanic Cafeteria Workers, a Laotian Night Custodian, and 1 African-American Para on staff. For Gender Balance we do have 3 Male Teachers, 1 Male Para, 2 Male Bus Drivers, 1 Male Custodian, and 1 Male Principal. We have several staff members who speak Spanish and our School Connects messages have went out in Spanish also.

Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

At Evans, a Building School Improvement Team is utilized to engage a variety of stakeholders. A Steering Committee was formed with the Principal and 2 Teacher- Leaders. Teachers volunteered for this role. Each Goal had a Teacher- Leader as its Chairperson for the committee. Self Assessment Groups encompassed all grade levels and staff members. Staff was also responsible as Stakeholders for getting the Artifacts and Data to help substantiate the process. PD Early Start Wednesdays were utilized over several months from 805am - 905am. It saw our staff getting together to work on school improvement. There were representatives from all groups including Title, NISEC, RF Certified, and Non- Certified Staff. Several staff members are also Parents in our Building. Staff stayed on several occasions to work on school improvement activities after school. PGP points were awarded to staff for their work. The Steering Committee analyzed the school's data for strengths and weaknesses with the Principal. It is from this data that our SIP has been created. Teacher- Leadership is also a crucial component of the RISE Evaluation system that we use.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholders involved in the SIP Process at Evans included Parents, Teachers, and our Counselor. Our entire staff is represented in the process of school improvement including RF Staff, the Counselor, NISEC Staff, and some non-certified support staff. In addition to staff our PTO has had input into the SIP. The Principal and Steering Committee have been responsible for steering the direction of our School Improvement Process. Also, Teacher and Grade- Level leaders have been responsible for heading up Goal, Data, and Self Assessment Groups. Staff members have been responsible for the independent scoring of the rubrics, the collection of data, and the securing of artifacts. The Principal served as the facilitator among the groups as they were securing documents in the process. Also the Teacher-Leaders were in charge of the sharing of the results. This took place with the Steering Committee and the Principal. The PTO receives a monthly report on school improvement and our Board receives two reports monthly from the Evans School Principal. All members of the Self Assessment Groups have an equal say in the process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan is due March 1st, 2016 this year, but is typically revised each September. The plan will be shared with the staff, our PTO, and posted on our school's website. Throughout the year a PD Plan will be submitted for approval through RISE and the Artifacts process. The agendas of our school improvement plan are kept and are submitted for PGP Points and to LVIS for License Renewal through our Standards for Success template. Each quarter our Plan is analyzed and updated for its core content and strategies. This happens as funds become readily accessible for our plan through grants and other resources. Similar methods are utilized to keep all stakeholders readily aware of the contents of the plan and its progress. The entire document will be emailed to all staff and a printer will be accessible for them to use to print the document. In some cases, staff can save it to their documents as a PDF on their desktop. This is common place in our district.

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Self Assessment

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •The school has a process for the review, revision, and communication of its purpose to all stakeholders. The statements relate and focus on student success. All stakeholders including parents and students have had input on its implementation. It was adopted with input from the staff, PTO, and Student Council at the school. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose • The school's values and vision are regularly shared with the leaders and staff. Equitable learning experiences are implemented so that all students are engaged. The Instructional staff is evaluated on the RISE Domains. The Principal has a Vision for the school based on optimism, honesty, and consideration for others. Student-Leaders read the Mission Statement and Vision daily to the student body. The Principal shares his expectation and the school's motto daily with the student body, 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan • School Personnel implement a system that improves student learning. All stakeholders are included and engaged by the staff in the process. School personnel maintain a plan through Advance Planning to maximize instruction in the classroom. These documents are evaluated through RISE. The school has measurable goals that are aligned with the school's performance. These goals are also aligned with the school's purpose. 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The areas of strength that are noted include a clear understanding by all stakeholders on the Mission and Vision of the School in 1.1 and 1.2. The School's Mission and Vision Statements are read by the student- leaders to the entire school daily on the announcements. They are clearly visible throughout the classrooms and on the school's website. One area of needed improvement is that the school needs to survey all stakeholders in 1.2.

To maintain our areas of strength we need to: Clearly continue to promote our Mission and Vision to all Stakeholders. This is within our belief that "If You Believe It, You Can Achieve It". We need to firmly continue to establish the importance of our beliefs to our school community. We need to continue opportunities for shared collaborations with stakeholders on the school's purpose. This is to sustain ownership of the school's purpose.

We are planning on surveying all stakeholders within the next year to address our area of need.

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Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •School handbooks • The policies and practices of the RFCSC support the effective operation of the school. These policies are in the area of instruction, budget, professional development, equitable opportunities for all students, and district/state assessments. Our district works with NEOLA to refine our School Board Policy Manual. A referendum was passed by our community to help our schools. There are policies and practices regarding the professional growth of all staff also. We are audited for fiscal oversight. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics • Our district has a Code of Ethics that it follows and our School Board Members go through training. The Board of School Trustees follows all laws and regulations.It has a Code of Ethics that it follows and abides by.Our School Attorney assures that we follow all Indiana State Statutes at our Board Meetings. Also, we have a NEOLA School Board Policy Manual that has been adopted by our Board. These policies are accessible for all stakeholders in our community. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none">•Roles and responsibilities of school leadership•School improvement plan developed by the school•Stakeholder input and feedback•Maintenance of consistent academic oversight, planning, and resource allocation•Communications regarding board actions•Agendas and minutes of meetings•The School District encourages Site Based Management by its Principals. At Monthly Admin Council meetings, the Principals receive expectations from Central Office. Principals are evaluated through RISE. The School Board allows the Schools the autonomy to manage the day to day operations. The Board respects the sanctity of the core instruction in the classrooms.	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan• The goal of the staff is continuous improvement. All staff has high expectations for all students. Collaboration is the key and the school's motto is crucial. "If You Believe It, You Can Achieve It".Innovation and Teacher Leadership is encouraged in the school. The Staff receives frequent PGP Points for there leadership in the school. The staff is evaluated on RISE for Teacher Leadership. A binder of Teacher Leadership Artifacts is turned into the Principal for scoring on the RISE Domains.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan • All stakeholders are encouraged to participate in the continuous improvement of the school through collaboration, involvement, and in the attendance of School Functions. PTO Meetings are held monthly and the Principal seeks feedback from Parents. There are many functions each month for all stakeholders to be involved in. You can see the staff working together collaboratively with Parents at Evans in many different ways. Wednesday Early Start Professional Development Days are a crucial part 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports • We use a Modified RISE Evaluation tool. All Teachers are evaluated each year by the Principal. We use Secondary Evaluators also, so that our staff is being observed by its peers in our building. This is very unique in Northwest Indiana. PD Presentations have included "Teach Like A Champion", "The Art and Science of Teaching", and "Teaching With Poverty in Mind". A District RISE Committee meets frequently with Teachers to look at the RISE Rubric and Evaluator Consistency. 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The areas of strength are 2.2, 2.3, and 2.6. Our district supports the autonomy of the School Principal and his staff. Our Sup't believes in Site Based Management by his Principals. The Board of School Trustees supports and respects the chain of command in its district for day to day operations. Collaboration is a strength at Evans. Teacher shared leadership roles can be seen throughout the building. Our teachers are observed by their Peers and the Principal.

The areas of needed improvement were in the areas of decreasing our NISEC Turnover of staff in 2.1,. Also, that we need more Professional Development in our district in 2.4. This has been hampered by the lack of funding by the state in this area. We have had Kristina Smekens and Bob Trammel work with our schools in previous years in Language Arts and Math. We have written an Early Literacy Grant as a School to help secure more money for Professional Development Activities. We have implemented Early Start Wednesdays to help address this issue also. Also, we currently we have about 75 % of our Parents attending P-T Conference Nights, which is a concern in our community with Parent Involvement. Our PTO Is very active in events however and is helping us on getting more parents involved. We have had well attended Title 1 and Title III Parent Nights. We have contemplated the roles of our leadership within our school. We will to continue to refine and encourage more Teacher-Leaders in our school. We will continue to encourage more dialogue in our school and district, into corporation committees.

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Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques • Students are given equitable opportunities to learn and develop. The staff has high expectations for all and it is our goal to have our students ready for the next level and beyond. The Innovations in Learning Therapist goes into each classroom to teach a different Life Skill each month. There is some evidence of students getting ready to learn at the next level. Focus Groups and Small Group Instruction is seen throughout the building as the staff remediates students. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•Common assessments•Surveys results•Lesson plans aligned to the curriculum•The school uses Advanced Planning for Lesson Plan purposes. The Advanced Plans are turned into the Principal for evaluation purposes via RISE. The plans are tied to the Indiana State Standards. The school and district will be working on a goal to ensure the vertical and horizontal alignment of the school's goals with the new Indiana Standards.	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects •Teachers are evaluated via RISE on using Critical Thinking, Technology, and DI. Primary and Secondary Evaluators are utilized in this process. The teachers are encouraged via Professional Development and Teacher Evaluation to use Higher Order Thinking Skills with their students. Technology is being integrated into the classrooms, as Evans has put in a new Wireless Infrastructure. Chrome Books and Kindles have been secured. Many of the classrooms have Projectors and ELMO's. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Documentation of collection of lesson plans and grade books•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Recognition of teachers with regard to these practices•Surveys results•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs•At Evans, Primary and Secondary Evaluators observe teachers frequently. This is to make sure that all staff is following the approved curriculum via the Indiana State Standards. Also, that staff is using appropriate instructional strategies and content-specific strategies that are at their appropriate level. The teachers are supported and monitored in their delivery of their core instruction to students.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration • All members of the staff participate in our committees. Peer coaching occurs through our Secondary Evaluators. Grade Level Meetings and input sessions occur frequently. An example of this is our Title Director recently met collaboratively for input with the teachers for the Early Literacy Grant and Title Services. Grade Level Teams meet collaboratively to discuss data and student work. Time is given during our Wednesday Professional Development Early Start Days to accomplish these tasks. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •The staff uses exemplars often to guide and inform students. Data is used to make instructional decisions. 4th and 5th Grade Focus Groups are an example of this. This is remediation during the school day in a small group, that is based on our Data from NWEA, ISTEP, and IREAD. We use Specials staff and paras to help also. Title Services are also based on the data and how it drives instruction. The triangulation of data is key with our RTI Teams. Data Feedback can be seen daily in the classrooms. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices • Our new staff has 2 full days of Orientation before they start the year. They receive a full induction by the administrative staff into the RFCSC Curriculum, Harmony, RISE, RFCSC Policies, RF History, and the Evans Principal gives them a Bus Tour of the District.The Principal does assign volunteer mentors to work with any new staff. The goal is that this will help staff set out on a supported path within our community. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Many programs are available to engage families in the school. They range from Academic Nights to Social Events for all Stakeholders. At our Title Nights for example, our School's Staff shares information with our stakeholders in the community. Academic activities are integrated into these events as well with interaction between staff, parents, and students. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures •We currently do not have a formal program for at-risk students to be paired with a teacher in a mentor program. We do have Focus Groups that meet daily with at- risk students for ISTEP and a Character Life Skills Development program. Therapy is offered by a Innovations in Learning Therapist. The district has a School Resource Officer that visits the schools as well. We have students tutored after school and Good Citizens have been recognized on our board and website going back well over a decade. 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Teachers have a common report card at each Grade Level. The retention policy is listed in the student handbook and is on the website. Parents receive Report Cards at the P-T Conferences that are held twice a year with feedback. All Staff have Parent Phone Logs to keep track of contacts. Progress Reports are passed out frequently to Parents. The Report Cards are occasionally evaluated by District Grade Level Teams. A Harmony Parent Portal is accessible to all Parents with a Log In. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Survey results •Brief explanation of alignment between professional learning and identified needs •Teachers receive a Monthly PD Calendar. Our PD Wednesdays are focused on School Improvement. All Certified Staff participate in the Early Start Professional Development Wednesdays. The Principal regularly submits a Board and PD Report on the activities that are conducted on the Early Start Wednesdays. The activities are based on the goals of the school. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students • School personnel use Data to make instructional decisions in accordance with their Advanced Planning. Data is utilized to set up Instructional Focus Groups for students with needs in the area of EL, HA, RTI, and overall remediation. The school has a history of using Small Group instruction via push in teams and Title services. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

We received 3's in 3.1, 3.3, 3.4, 3.6, 3.7, 3.8. 3.10, and 3.12 as a strength. The areas of improvement included 3.2, 3.5, 3.9, and 3.11. To

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continue the areas of strength in 3.1, we are having teachers set learning expectations by using the Indiana Academic Standards, College and Career Readiness Standards, and Advanced Planning Guides. We are using leveled readers, centers, practice/enrichment pages and small group instruction. These are used to meet the various needs of students. The Counselor visits classrooms a half an hour monthly for character education. In 3.3, we are using Pearson, Scholastic, and Flocabulary online resources for instruction. Various instructional needs are met online with Study Island, Dream Box, and NWEA. Interventions are done in small focused groups with RTI Instructors, Resource teachers, Title Paras, and the classroom teacher. Math Lab, Art, and Music teachers integrate interdisciplinary projects with ELA and Math. Also, integrated instruction occurs with the Camp Tecumseh Curriculum and Scholastic News. In 3.4, we are following our RFCSC RISE Teacher Evaluation Plan. Teachers complete binders with evidence to support Domain 1 and 3 annually. The numerous indicators in RISE provide the school leaders a strong format for monitoring teachers' practices. After observations, teachers meet briefly with the evaluator to review the official observation write-up. In addition, teachers meet with the primary evaluator to configure their annual SLO. In 3.6, teachers use assessments and classroom data to determine students' instructional needs when planning and modifying lessons. Students have data graphs and goal sheets to monitor their learning and they receive feedback from assessments and daily assignments in a timely manner. In 3.7, the district provides two days before school starts to train new teachers and have an orientation time with Central Office, the Technology Director, and the Building Principal. New teachers are assigned a teacher that guides them throughout the year. In 3.8, the school communicates with the parents in many ways - Facebook, webpages, a monthly calendar, weekly newsletters, Class DOJO, homework sheets, reading and math connect sheets, phone calls, e-mails, and notes. Parents are invited to the school for Back to School Night, P-T Conferences twice annually, Title Nights, Turkey Trot, Fun Fair, Veterans Day Assembly, Incentive Assemblies, and PTO Meetings. Parents are also invited to attend R-Way Night, McDonald's Night, and Papa John's Night. A grant has been written on two occasions to secure a backpack for every child at Evans. In 3.10, each grade level across the corporation has worked together to create common report cards. Dates are set for Progress Reports and Report Cards to be sent home to the parents by the Principal. Twice annually, the parents receive the report card at a Parent-Teacher conference. Teachers post a list of students awards outside their classrooms, good citizens are recognized, and students are named at the PTO Student Incentive Assembly each month. HS Students have attended these assemblies as a role model with the JH/HS Principal. Light's retention scale is used to determine candidates for retention. In 3.12, our school has 2 Title 1 Teachers, a Temporary Title 1 Teacher, 1.5 Title 1 Paras, 2 Title III Paras, a NISEC Intense teacher with 2 Paras, A speech teacher 2 days a Week and a Therapist. Primary and Intermediate RTI committees meet every 4 weeks to discuss students needing to enter the program, update the students goals, and determine if a student needs to be tested. WIDA testing is completed annually and teachers are given Individual Language Plans for the students. Title III Paraprofessionals use the Reading EL support materials with the students. This is so students can have more instruction with the weekly vocabulary and skills. The LRE teacher provides teachers with the student's IEP and holds an annual case conference with the Principal, guardian, and classroom teacher. HA testing is completed once a year so teachers can annually select students to be tested to see if they qualify for the program. Fourth and fifth grade students have focus group time, a half hour daily. High performing fourth and fifth grade students are able to participate in Spell Bowl and Math Bowl. The counselor visits classrooms monthly for a half hour character education presentation.

The areas of improvement will be addressed in the following ways. In 3.2, all grade levels use Advanced Planning guides and STAR Data. In addition, the K-2 Staff uses mClass Data to assess students' levels and to determine what skills to include in instruction, and the 3-5 staff has used Acuity, NWEA, and ISTEP to guide their instruction. Student work is differentiated through leveled readers, centers, modified work, and assessments. Students are put in groups for instruction, practice, and teachers based on the data. SLO's are set up for the RISE evaluation system with the Principal by the Teacher. Continuous improvement will be the goal on a more systematic basis with our use of NWEA. Including the use of all of its resources. In 3.5, staff members will attend conferences and share the information with their co-workers. Teachers participate in professional development on the Corporation PD day and on late start Wednesdays. The activities vary: presentations, Advance Ed Preparation, RTI, Goal Committees, Crisis Planning, and PLC Book Presentations. The goal is to have more teacher leader presentations and we are working on these this year with our "Teach Like A Champion" Presentations, Brain Research, and Poverty in the Classroom Presentations by the Principal. In 3.9, we do not currently have a formal mentor program. We do have Character Ed Presentations, Good Citizens, Tutoring, HS Students coming over for Student Incentive Assemblies, and a School Resource Officer. It will be one of our goals to address this area. We will set up a system for adult advocates for all students. In 3.11 like 3.5, staff members will

attend conferences and share the information with co-workers at PD's. Teachers will participate in professional development on the corporation day and on late start Wednesdays. The activities vary and we would like to get more staff, including paras more involved in our PD time as a goal. We are continuing to look at our curriculum depth and alignment as we integrate new assessments in our district. Also we will need to continue to implement technology, as our wireless infrastructure is completed. This is so our technology will be supported by our infrastructure.

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Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	<p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.</p>	<p>Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.</p>	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Our school is dedicated to keeping good staff and leaders. School Leaders determine the needs for each building in accordance with School Board Approval. Clearly defined Board Policies guide the process. Class size is major consideration for all teachers in our district. A referendum was passed by our community to ensure that we can provide the best instruction possible for all of our students. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar • A referendum was passed by the district to help secure fiscally the resources needed to provide the best instruction. A new Elementary School Day was instituted in 2015 and a new Configuration - K-5. A new Middle School was also started. Evans has secured several grants for new Kindles, Chrome Books, and Materials for Students and Staff. Technology Grants and an Early Literacy Grant have been written to help secure funding for the best instructional resources. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •The Principal is an Advanced Level Safety Specialist. The School Principal has set clear guidelines with the Crisis Team and has a CPI Protocol for the school. All staff have radios and lockdown drills occur frequently. A Bully Protocol is followed by all Staff. A new Custodian Evaluation tool has been put in place to maintain clean facilities. It is the expectation of the school principal of his staff to keep a safe and clean facility throughout the school complex. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information • Evans Staff has access to all of the necessary information systems and technology. A Technology staff is ready to assist with training and our Help Desk Procedures. School Wires Website training has been provided on Teacher Web Pages by our 3rd Grade Teacher at our PD's. Once our infrastructure is in, more training will be coming on Kindles, Chrome Books, and Google Apps. New Chrome Books have been purchased for Evans. All staff has access to the Harmony Portal. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •We have an ongoing District Technology committee that is meeting frequently. We are now breaking down into Sub groups for the writing of a High Tech Grant, Google Apps, and Kindle Training. By Jan. 2016, the Evans infrastructure has been completely redone. It can now hold the new technology initiatives that we are pursuing. New Chrome Books have been purchased for Evans School. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •Evans School Personnel provides a variety of programs for students. An Innovations in Learning Therapist is on staff everyday to provide services to students. A Bully Protocol is posted and is followed by all staff. At Evans, a full list of Health Services is accessible to students with our Nurse and Nurse Assistant. Mobile Dentists come to the school as well as other Medical Personnel to provide services to students. A partnership with Outside Medical Agencies can be seen at the school. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process • School personnel strives to address the counseling, academic, and assessment needs of all students. RTI is a crucial component of our Tiered Intervention Program. A District RTI committee has been set up to maximize our results with all of our students in the RFCSC. A RTI Staff survey has been sent out for input. IEP Surveys for Parents are filled out also via NISEC after Case Conferences. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The strengths were noted in 4.1, 4.3 4.5, and 4.6. The areas that were not a 4 were 4.2, 4.4, and 4.7. To continue our strength in 4.1 we need to continue to look for ways to keep Highly Qualified Staff. We have had significant turnover in NISEC Personnel. In 4.3 and 4.5, we will need to continually update our safety plan and camera infrastructure. Also, despite our building being older, it is still well kept up by our Custodial Crew. We also have hired a new RFCSC School Resource Officer this year and we have a new Wireless Infrastructure. We will look to upgrade the Evans building more in the very near future. We have new Kindles and Chrome Books. Our plan is to phase out our Computer Labs and transition to COWS - Computers on Wheels. In 4.6, we have plans to look at adding a preschool to our district in the very near future. This is possibly to replace Head Start. Which we had from 2009-2015 at Evans. In the areas of need in 4.2 and 4.5, we are looking at actively pursuing a District High Tech Grant, a Safety Grant, an Early Literacy Grant, and other avenues to secure funds. We have passed a Referendum in 2015 with the support of the community for fiscal resources. This will continue to add the best resources for instruction in our community. In 4.7, we have formed several District Committees to maximize staff input. This is also to have more effective resource allocation in the areas of RTI, Title, HA, RISE, Technology, RFTA/ESP Negotiations, the Early Literacy Grant, and at Discussion. We will actively pursue resources for our district through grants and community partnerships. We will also strive to have more parental participation in the school. Also, we will continue to assure that our technology infrastructure is kept up and is up to date.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •We utilize multiple assessment measures at Evans Elementary. We use both local and standardized assessments. We have utilized NWEA and mClass to show our student growth over time. NWEA Training opportunities have been provided consistently throughout the year for staff. This is our 1st year transitioning to NWEA. We are training our staff in Skills Navigator. We look to triangulate data at our RTI Meetings by using the sources listed above and others like STAR. We are trying to use valid measures. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •At Evans we analyze our data from different sources. School personnel use this data to drive instruction and to set up focused cluster groups in the building. Our staff is looking at our trend data as well, to see if we need to modify our services frequently. The Triangulation of Data is a key to our RTI Process. Staff frequently looks at Trend Data for Strengths and Weaknesses in Grade Level Teams. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data • Staff is given time in PD's to look at their data. PGP points are given for additional time that can be used in our compensation model in the RFTA Contract and for LVIS. Use of Data is a part of the RISE Evaluation tool. Staff is evaluated each year on RISE. Staff has been sent to training on mClass and NWEA. 	Level 2

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Henry S. Evans Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Focus groups are set up by the use of data to address students needs, including HA and EL. DI Instruction is a component of our RISE Teaching Rubric. Staff is evaluated on this by the Principal and their peers. Data usage is an ongoing tool here at Evans and is always in need of refining and redesigning for continuous improvement. 	Level 3

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Indiana School Improvement Plan

Henry S. Evans Elementary School

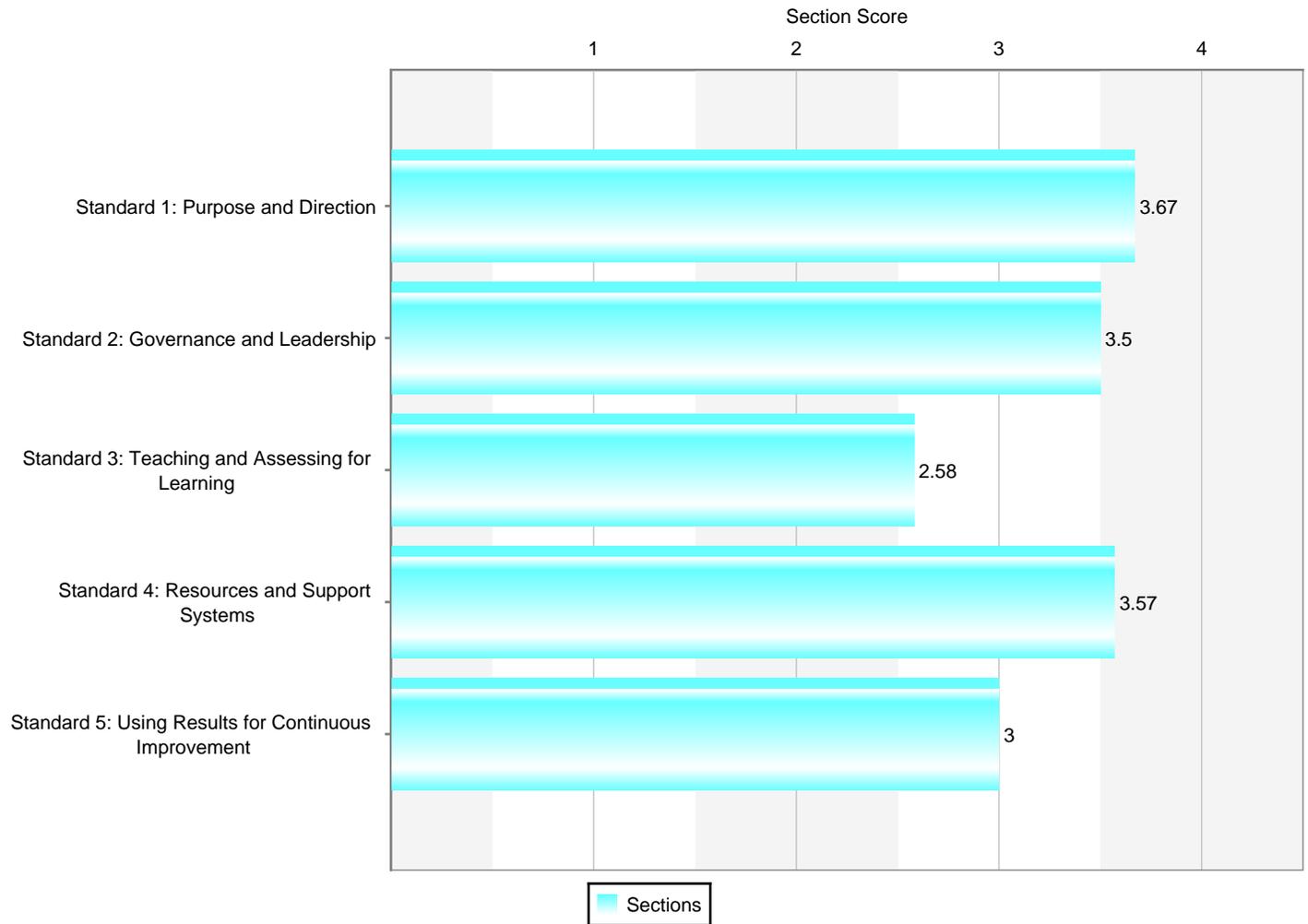
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •SIP Goal Meetings are held monthly with the Goal Chairperson who is a Teacher- Leader. Leaders monitor the completion of the Goal and Reading Plans. Leaders report out to all staff and it is shared in the community with stakeholders. 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our strength is seen in 5.5. Where as our leadership monitors and communicates information regarding student learning, conditions that support student learning, and the achievement of student improvement goals. Leaders consistently monitor professional staff regularly throughout the year,using classroom evaluations RISE Artifact binders, data binders,and individual conferences are held. Professional Growth Plans are put into place when needed. Stakeholders are continuously updated about student progress and testing results through newsletters, emails, school communication, and teacher communication. An area of improvement can be seen in 5.3 where our evidence supports that most professional and support staff are trained, but not all support staff can attend our PD's on Wednesdays.To continue our strength in 5.5, we will need to continue to look at our Assessments K-12 and to to continue to look for ways to better deliver our core instruction to the students. In 5.3, a shift in scheduling could allow more support staff to attend our PD's.In 5.1, 5.2, and 5.3 we will continue to encourage all staff to use all data sources. Most of the data is used to organize student groups for direct instruction in remediation, focus groups, and centers. It has been effective but is not a direct protocol per say. The data collected does provide us an idea on our students learning and the effectiveness of our programs.It is used to improve student learning in the classroom. A written protocol will be added to the teacher expectations that will be shared with staff.

Report Summary

Scores By Section



Student Performance Diagnostic

DRAFT

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The attached document is meant to be a snapshot of the school's data. A more extensive data breakdown will be presented at the Accreditation Visit.	2016 Evans Data Attachment.

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Our Overall ISTEP + Scores have been very comparably to other schools in the area from 2010-2014. Strengths can be seen in LAS Links EL students in the area of Fluent English Proficiency. Paid Lunch students have fared very well on ISTEP+ as well.

Describe the area(s) that show a positive trend in performance.

IREAD Scores have been approaching 90% and have been trending upward over the last several years.

Which area(s) indicate the overall highest performance?

ISTEP + Language Arts has seen an overall upward trend form 2010-2014. This has been highlighted over that time as the scores have went up close to 10%.

Which subgroup(s) show a trend toward increasing performance?

Asian and White Populations have been a strength from 2010-2014 on ISTEP+. Paid Lunch students have been a strength as well over the same time frame on ISTEP+. Fluent English Proficiency students have been a strength on LAS Links over the last several years.

Between which subgroups is the achievement gap closing?

The area is still a weakness but Black and Hispanic Students have trended upward over the period from 2010-2014 on ISTEP +.

Which of the above reported findings are consistent with findings from other data sources?

You will find that the data that is reported is pretty consistent with our other assessment measures in the school in mClass, Acuity, and NWEA.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Our data showed that we needed improvement in several subgroups that were well below state average in comparison to the groups and the state's overall expected levels of performance on ISTEP+ in ELA, Math, and Overall. LAS Links also showed some trends in this direction also.

Describe the area(s) that show a negative trend in performance.

Special Education Students, Black, Hispanic, and Free/Reduced Lunch Students on ISTEP+ in ELA, Math, and Overall. On LAS Links Early Int., Int., and Advanced showed some weaknesses as well.

Which area(s) indicate the overall lowest performance?

There is a gap of 40-50% in Special Education vs Non- Special Education students performance on ISTEP+. Also, a 20-30% gap between the performance on ISTEP + for Free/Reduced Lunch Students vs Paid and EL Students vs Non- EL Students.

Which subgroup(s) show a trend toward decreasing performance?

Every year even though it is a small % in total - Native American or Pacific Islanders. Free and Reduced Lunch, Special Education, and EL Students are a concern as previously mentioned also.

Between which subgroups is the achievement gap becoming greater?

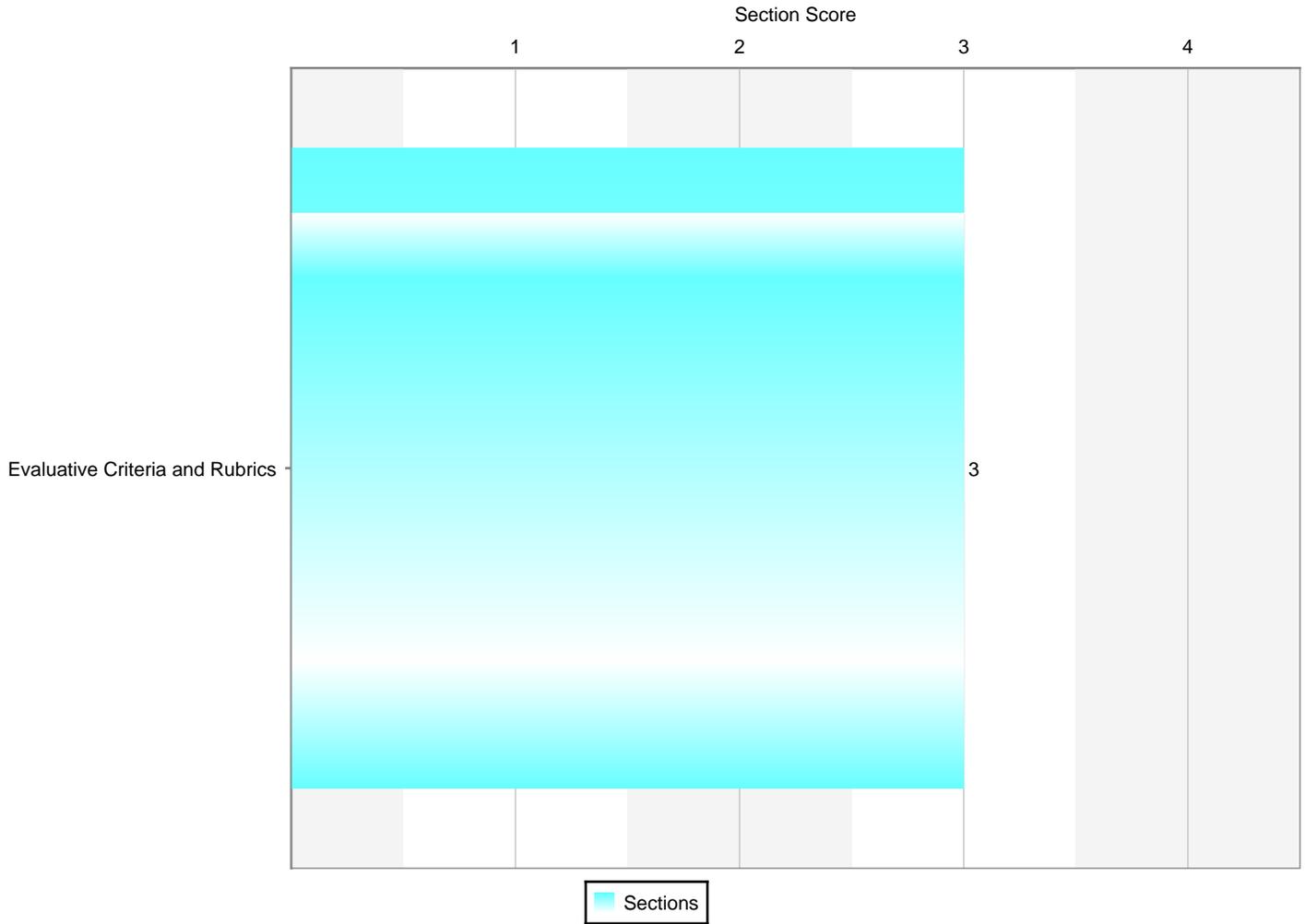
Special Education Students vs Non- Special Education Student is a 40-50% gap. Black and Hispanic Students as well, even though they have performed upwardly in some ways also.

Which of the above reported findings are consistent with findings from other data sources?

I believe you will find these reportings consistent with our NWEA and mClass Data as well.

Report Summary

Scores By Section



Plan for Indiana School Improvement Plan

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Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

DRAFT

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Henry S. Evans Elementary School will be proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$45600
2	All students at Henry S. Evans Elementary School will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$17062

Goal 1: All students at Henry S. Evans Elementary School will be proficient in mathematics.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth by demonstrating proficiency in Mathematics by 06/01/2019 as measured by the state assessment.

Strategy 1:

All teachers will use research based strategies to teach all students while improving the understanding of the Indiana Academic Standards. - The Staff will implement and use research-based intensive math interventions for there Tier 1,2, and 3 students.

Research Cited: Applebaum, M[2013] The One Stop Guide to Implementing RTI, Thousand Oaks, California Corwin Press

Evidence of success: State Assessment

Activity - Math Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Math Minutes during small group instruction.	Academic Support Program	02/18/2016	06/01/2017	\$0	District Funding	Teachers and Title staff
Activity - Staff will utilize Study Island as a instructional resource in grades 3-5.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will create and use Study Island activities to monitor the progress of students in their classrooms.	Academic Support Program	02/18/2016	06/01/2017	\$3000	Title I Part A	All Intermediate staff.
Activity - Staff will begin using Star Math as a progress monitoring tool in grades K-5.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Star Math will be used as a source of data for the instructional and RTI process. Triangulation of data is a key component to the RTI Process.	Technology, Academic Support Program	02/18/2016	06/01/2019	\$5000	Title I Part A	All grade level teachers.
Activity - All staff will use Ascend Math to provide intensive math instruction.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ascend Math delivers an individual course of study that is unique to the students in Tiers 2 and 3.	Technology, Academic Support Program	02/18/2016	06/01/2019	\$12000	Title I Part A	All grade level and Title 1 teachers
Activity - All staff will instruct the process standards either individually or in small group.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Indiana School Improvement Plan

Henry S. Evans Elementary School

Teachers will use the following to enhance math instruction: flash cards, manipulatives, research-based math websites, Rocket Math, and Skills Navigator.	Academic Support Program	02/18/2016	06/01/2019	\$0	District Funding	All grade level teachers and Title 1
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Strategy 2:

All staff will use additional core standard curriculum materials to supplement resources already used to teach the academic standards. - The teachers will deliver core instruction with academic vigor and fidelity.

Research Cited: What Works in Schools Translating Research into Action by Robert Marzano 2003, Alexandria, Virginia

Evidence of success: Proficiency on the state assessment

Activity - Teachers will use resources to rehearse the Indiana Academic State Standards.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use this resource for ongoing daily remediation.	Academic Support Program	02/18/2016	06/01/2019	\$600	District Funding	All grade level teachers and title staff

Activity - Teacher will use progress monitoring and diagnostic testing to continue to monitor students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use this resource for the pre-testing and post-testing of the students.	Academic Support Program	02/18/2016	06/01/2019	\$0	District Funding	All grade level teachers and title staff.

Activity - Teachers will use additional resources for academic standards from professional presenter.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use these mathematical writing practices to expose students to more real-life situations.	Academic Support Program, Professional Learning	02/18/2016	06/01/2019	\$5000	Title I Part A	All grade level teachers.

Activity - Teachers will have students assigned to the math lab.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a hands-on opportunity to further their knowledge of the Indiana Math Academic Standards.	Technology, Academic Support Program	02/18/2016	06/01/2019	\$20000	Title I Part A	Title 1 Math Lab teacher

Goal 2: All students at Henry S. Evans Elementary School will be proficient in reading.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on the four Indiana Standard Areas in Reading by 06/01/2019 as measured by performance on the State Assessment.

Indiana School Improvement Plan

Henry S. Evans Elementary School

Strategy 1:

Strategy 1 - Teaching specific core content in comprehension- All teachers will teach specific comprehension strategies throughout their general education lessons in all four Indiana State Standard Areas. During the RTI times at each grade level, reteaching will occur with those students who are struggling to understand the specific comprehension area.

Research Cited: Marzano, R. The Art and Science of Teaching. Englewood, CO. 2007.

Evidence of success: State Assessment

Activity - Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to focus on Comprehension that is to be taught each quarter.	Direct Instruction	02/17/2016	06/09/2017	\$0	No Funding Required	All Staff.

Activity - Mindplay Grades 2,3,4,5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will utilize the software program Mindplay with the RTI students.	Academic Support Program	02/17/2016	06/09/2017	\$3500	Title I Schoolwide	All staff who are supporting students during the RTI block.

Activity - STAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Staff will utilize the most current STAR program for the progress monitoring of students in comprehension.	Academic Support Program	09/01/2015	06/09/2017	\$2312	Title I Schoolwide	All 1st through 5th Grade staff

Activity - Accelerated Reader 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Staff will utilize Accelerated Reader 360 to compliment the classroom core instruction in reading.	Academic Support Program	09/01/2016	06/09/2017	\$5000	District Funding	All 1st through 5th Grade staff.

Strategy 2:

Strategy 2 - Foundational Reading skills and fluency-All K-2 teachers will teach foundational reading and fluency skills. Materials that support differentiated instruction will be utilized, as well as individual student goal setting, and data analysis. During the RTI block at each grade level, reteaching will occur with those students who are struggling with foundational reading skills and fluency skills.

Research Cited: Applebaum, M. (2013) The One Stop Guide to Implementing RTI. Thousand Oaks, CA: Corwin.

Evidence of success: M-Class Data results, NWEA

Indiana School Improvement Plan

Henry S. Evans Elementary School

Activity - RTI Outside of Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the RTI time, the staff will utilize a RTI teacher and assistants to support the students in reading outside of the regular core instructional time.	Academic Support Program	09/01/2015	06/09/2017	\$0	Title I Schoolwide	RTI teacher and assistants
Activity - LLI Kits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Staff will utilize the Fountas and Pinnel LLI kits as an intervention with the At-Risk students in Reading.	Academic Support Program	09/01/2015	06/09/2017	\$0	No Funding Required	RTI Staff and assistants
Activity - Intervention Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evans Staff will have sustained training with our District Literacy Coach. There will be a review of interventions in our district RTI Committee. Staff will utilize Mindplay. The staff will also use Units of Study for Teaching Reading (Grades 1 + 2) with Trade Pack Books and Training.	Professional Learning	02/17/2016	06/09/2017	\$3750	District Funding, Title I Schoolwide	All Staff.
Activity - RAZ Kids Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Staff will utilize RAZ Kids software to support students in Reading.	Academic Support Program	02/17/2016	06/09/2017	\$2000	Title I Schoolwide	RTI Staff and assistants
Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I and III Parent Nights will occur during the school year.	Parent Involvement	09/01/2015	06/09/2017	\$500	Title III	All Title Staff

Strategy 3:

Strategy 3 - Comprehension Strategy- All Third to Fifth Grade teachers will teach students to comprehend both Fiction and Non-Fiction texts, using evidence from the text to support their thinking. During the RTI time at each grade level, reteaching will occur with those students who are struggling with using evidence to support their thinking.

Research Cited: Applebaum, M. (2013) The One Stop Guide to Implementing RTI. Thousand Oaks, CA: Corwin.

Evidence of success: State Assessment

Activity - RTI Outside of Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the RTI block, the staff will utilize a RTI teacher to support students in reading outside of the core instructional time.	Academic Support Program	09/01/2015	06/09/2017	\$0	No Funding Required	RTI staff and assistants

Indiana School Improvement Plan

Henry S. Evans Elementary School

Activity - LLI Kits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Staff will utilize the Fountas and Pinnel LLI kits with At-Risk students in Reading.	Academic Support Program	09/01/2015	06/09/2017	\$0	No Funding Required	RTI Staff and assistants

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Staff will have their students utilizing their Reading data from NWEA to set individual goals in Reading for growth.	Academic Support Program	02/17/2016	06/09/2017	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Night	Title I and III Parent Nights will occur during the school year.	Parent Involvement	09/01/2015	06/09/2017	\$500	All Title Staff
Total					\$500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachers will have students assigned to the math lab.	Students will have a hands-on opportunity to further their knowledge of the Indiana Math Academic Standards.	Technology, Academic Support Program	02/18/2016	06/01/2019	\$20000	Title 1 Math Lab teacher
Staff will utilize Study Island as a instructional resource in grades 3-5.	The teachers will create and use Study Island activities to monitor the progress of students in their classrooms.	Academic Support Program	02/18/2016	06/01/2017	\$3000	All Intermediate staff.
All staff will use Ascend Math to provide intensive math instruction.	Ascend Math delivers an individual course of study that is unique to the students in Tiers 2 and 3.	Technology, Academic Support Program	02/18/2016	06/01/2019	\$12000	All grade level and Title 1 teachers
Teachers will use additional resources for academic standards from professional presenter.	Teachers will use these mathematical writing practices to expose students to more real-life situations.	Academic Support Program, Professional Learning	02/18/2016	06/01/2019	\$5000	All grade level teachers.
Staff will begin using Star Math as a progress monitoring tool in grades K-5.	Star Math will be used as a source of data for the instructional and RTI process. Triangulation of data is a key component to the RTI Process.	Technology, Academic Support Program	02/18/2016	06/01/2019	\$5000	All grade level teachers.
Total					\$45000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Indiana School Improvement Plan

Henry S. Evans Elementary School

Comprehension	Staff will continue to focus on Comprehension that is to be taught each quarter.	Direct Instruction	02/17/2016	06/09/2017	\$0	All Staff.
LLI Kits	RTI Staff will utilize the Fountas and Pinnel LLI kits as an intervention with the At-Risk students in Reading.	Academic Support Program	09/01/2015	06/09/2017	\$0	RTI Staff and assistants
RTI Outside of Core Instruction	As part of the RTI block, the staff will utilize a RTI teacher to support students in reading outside of the core instructional time.	Academic Support Program	09/01/2015	06/09/2017	\$0	RTI staff and assistants
Data Analysis	The Staff will have their students utilizing their Reading data from NWEA to set individual goals in Reading for growth.	Academic Support Program	02/17/2016	06/09/2017	\$0	All Staff
LLI Kits	RTI Staff will utilize the Fountas and Pinnel LLI kits with At-Risk students in Reading.	Academic Support Program	09/01/2015	06/09/2017	\$0	RTI Staff and assistants
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR	The Staff will utilize the most current STAR program for the progress monitoring of students in comprehension.	Academic Support Program	09/01/2015	06/09/2017	\$2312	All 1st through 5th Grade staff
RAZ Kids Software	The Staff will utilize RAZ Kids software to support students in Reading.	Academic Support Program	02/17/2016	06/09/2017	\$2000	RTI Staff and assistants
Mindplay Grades 2,3,4,5	Support staff will utilize the software program Mindplay with the RTI students.	Academic Support Program	02/17/2016	06/09/2017	\$3500	All staff who are supporting students during the RTI block.
RTI Outside of Core Instruction	As part of the RTI time, the staff will utilize a RTI teacher and assistants to support the students in reading outside of the regular core instructional time.	Academic Support Program	09/01/2015	06/09/2017	\$0	RTI teacher and assistants
Intervention Training	Evans Staff will have sustained training with our District Literacy Coach. There will be a review of interventions in our district RTI Committee. Staff will utilize Mindplay. The staff will also use Units of Study for Teaching Reading (Grades 1 + 2) with Trade Pack Books and Training.	Professional Learning	02/17/2016	06/09/2017	\$2250	All Staff.
Total					\$10062	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Indiana School Improvement Plan

Henry S. Evans Elementary School

All staff will instruct the process standards either individually or in small group.	Teachers will use the following to enhance math instruction: flash cards, manipulatives, research-based math websites, Rocket Math, and Skills Navigator.	Academic Support Program	02/18/2016	06/01/2019	\$0	All grade level teachers and Title 1
Teacher will use progress monitoring and diagnostic testing to continue to monitor students.	Teachers will use this resource for the pre-testing and post-testing of the students.	Academic Support Program	02/18/2016	06/01/2019	\$0	All grade level teachers and title staff.
Accelerated Reader 360	The Staff will utilize Accelerated Reader 360 to compliment the classroom core instruction in reading.	Academic Support Program	09/01/2016	06/09/2017	\$5000	All 1st through 5th Grade staff.
Teachers will use resources to rehearse the Indiana Academic State Standards.	Teachers will use this resource for ongoing daily remediation.	Academic Support Program	02/18/2016	06/01/2019	\$600	All grade level teachers and title staff
Intervention Training	Evans Staff will have sustained training with our District Literacy Coach. There will be a review of interventions in our district RTI Committee. Staff will utilize Mindplay. The staff will also use Units of Study for Teaching Reading (Grades 1 + 2) with Trade Pack Books and Training.	Professional Learning	02/17/2016	06/09/2017	\$1500	All Staff.
Math Connections	Staff will utilize Math Minutes during small group instruction.	Academic Support Program	02/18/2016	06/01/2017	\$0	Teachers and Title staff
Total					\$7100	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

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