Sharp Creek Elementary School
2024-25

PL221 School Improvement Plan
& Title I School-Wide Plan

Dream Big . . .Work Hard

Metropolitan School District of Wabash County

Sharp Creek Elementary School

Mission:
Inspiring a community of learners to discover and achieve their passion and potential.

Vision:

MSDWC: Innovators and thinkers that are successful in life and enrich the lives of others.
We are.......
● Creative problem solvers
● Driven to take initiative and ready to roll up our sleeves and get the job done
● Resilient and unafraid to fail.... Try – Fail – Learn – Try again!
● Self-reliant
● Ethical, honest and trustworthy

Tagline:

DREAM BIG WORK HARD

2023-24 School Improvement Team Members
Mr. Joel Martin, Principal
Miss Ariel Miller, Third Grade Teacher
Mrs. Kelly Ross, Fourth Grade Teacher
Mrs. Amber Bretzman, Fifth Grade Teacher
Mrs. Tammy Shafer, Sixth Grade Teacher
Ms. Tara Haupert, Special Education Teacher
Mrs. Brenda MacOwan, Title I Teacher
Mrs. Alison Rosemeyer, Parent Representative

Table of Contents

Narrative Description

The mission statement of Metropolitan School District of Wabash County and Sharp Creek Elementary was developed during the 2015-16 school year:

Inspiring a community of learners to discover and achieve their passion and potential.

An **analysis of our data** indicates a need to continue improving strategies for supporting our students in reading, writing and math. The data has been reviewed to determine specific grade level areas of concern and focus. In ELA

Our attendance data indicates another area in which to continue our improvement efforts. We would like to maintain our attendance percentage at 97% or above. Student attendance is vital to reaching our academic goals.

Our school culture and climate data shows success in providing a safe and supportive learning environment. We are determined to continue revising and improving our PBIS Sharp Creek Citizenship Guidelines to reflect the school and district mission and vision statements.

Sharp Creek Elementary adheres to the prescribed curriculum of the Indiana State Department of Education and the MSD of Wabash County School Corporation.

The **curriculum for MSD of Wabash County** traditionally has been reviewed and modified on a subject-by-subject basis in conjunction with the selection/adoption of new textbooks, materials, and resources. Our district curriculum director leads the process of reviewing curriculum guidance and standards provided by the state and our implemented at the local level.

The Indiana Academic Standards serve as the framework around which our curriculum is designed.

Curriculum and Standards for grades three through six may be found at: https://www.in.gov/doe/students/indiana-academic-standards/

Name and Description of Assessments:

A variety of formative and summative assessments are utilized at Sharp Creek Elementary School to inform and drive instruction. The summative assessments are long-term in nature and provide information relating to student academic gains over long periods. The formative assessments are short term and inform our daily instruction of students. The formative assessments are used to progress monitor students through our Multi Tiered Systems of Support process.

1. Summative assessment:
- *ILEARN*; Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:
  - English/Language Arts (ELA) (Grades 3-8)
  - Mathematics (Grades 3-8)
  - Science (Grades 4 and 6)
  - Social Studies (Grade 5)
- Classroom specific summative assessments

2. Formative/Progress Monitoring Assessments include:
- *NWEA Measures of Academic Progress (MAP)* are a comprehensive assessment solution that deliver formative and interim assessment to target instruction and effectively impact student achievement in the areas of math and reading/language arts. The assessments are administered two times per year and teachers utilize data to plan instruction.
- *Classroom Specific Assessments:* Assessments available and used by specific teachers (includes pre-post testing)drives daily instruction while informing teachers of student mastery and the need for possible re-teaching and remediation.
- *Reading Level Benchmarking of each student at 3rd grade*
- *Writing and Reading Units of Study On-Demand Writing Tasks:* assess a student's progress as a writer/reader of information, opinion/argument, informational and narrative writing. Scored utilizing a rubric, the on-demand writing/reading tasks provide information for teachers to set student and class goals, inform writing instruction and assess progress on the writing continuum. The on-demand writing/reading tasks are also designed to collect data across grade years.

English / Language Arts Goal and Data:

Areas of Greatest Concern based on data analysis (NWEA, ILEARN, and teacher observations/records):

- **Reading:**
  - o 3rd = Comprehension (Benchmarking / guided reading)
  - o 4th = comprehension (NWEA)
  - o 5th =Literary Concepts (NWEA)
  - o 6th = Vocabulary, Writing, Pronouns (ILEARN and NWEA); trend over several years

- **Writing:**
  - o 3rd = Conventions and sequencing/organization (NWEA teacher observation)
  - o 4th = proper sentence structure, parts of speech (teacher observation)
  - o 5th = Mechanics/Conventions and the revision process
  - o 6th = Complete process of writing, revising and putting a written piece together

ILEARN Improvement Goal: The students at each grade level will meet or exceed the ILEARN cut score for English Language Arts at the following rates:
  - ★ **50%** passing in Spring 2023
  - ★ **52%** passing in Spring 2025
  - ★ **54%** passing in Spring 2026
  - ★ ?New test in Spring 2026?

Historical ELA ILEARN data:

	Percent Passing **ILEARN** ELA Spring 2019	Percent Passing **ILEARN** ELA Spring 2021	Percent Passing **ILEARN** ELA Spring 2022	Percent Passing **ILEARN** ELA Spring 2023	Percent Passing **ILEARN** ELA Spring 2024
Grade 3	46% (MNE)	32% (MNE)	16%	25%	29.2%
State Average	46%	39%	41%	40%	38.6%
Grade 4	51%	40%	34%	36%	31.2%
State Average	45%	40%	41%	40%	41.8%
Grade 5	47%	43%	49%	47%	37.9%
State Average	47%	40%	41%	40%	40.3%
Grade 6	51%	49%	41%	32%	43.5%
State Average	47%	40%	39%	40%	41.4%

IREAD 3 Improvement Goal: 3rd grade students will pass the IREAD 3 test at these percentage rates...
1. **85% passing in Spring/Summer 2023**
2. **88% passing in Spring/Summer 2024**
3. **91% passing in Spring/Summer 2025**
4. **95% passing in Spring/Summer 2026**

Historical IREAD 3 data:

Year	Sharp Creek % passing	State Avg.
2022	**83.6%**	**81.6%**
2023	**90.1%**	**81.9%**
2024	**95.2%**	**82.5%**

Mathematics Goal and Data:

Areas of Greatest Concern based on data analysis (NWEA, ILEARN, and teacher observations/records):

- 3rd = Skip counting and multiplication
- 4th = Computation and Number Sense
- 5th = Algebraic Thinking and Geometry and Measurement
- 6th = Geometry and Measurement

ILEARN Improvement Goal: The students at each grade level will meet or exceed the ILEARN cut score for Mathematics at the following rates:

- ★ **55% or more** passing in Spring 2023
- ★ **58% or more** passing in Spring 2024
- ★ **62% or more** passing in Spring 2025
- ★ ?New Test in Spring 2026?

Historical Math ILEARN results:

Grade Level	Percent Passing **ILEARN** Math Spring 2019	Percent Passing **ILEARN** Math Spring 2021	Percent Passing **ILEARN** Math Spring 2022	Percent Passing **ILEARN** Math Spring 2023	Percent Passing **ILEARN** Math Spring 2024
Grade 3	57%(MNE)	46% (MNE)	36%	54%	46.2%
State Average	58%	49%	52%	53%	52.4%
Grade 4	52%	61%	53%	45%	48.1%
State Average	53%	44%	48%	49%	48%
Grade 5	51%	53%	62%	58%	56.9%
State Average	47%	39%	41%	41%	40.8%
Grade 6	45%	48%	51%	39%	45.2%
State Average	46%	33%	36%	38%	38.1%

Interventions and Strategies

English Language Arts Interventions				
Intervention	**Grade(s)**	**MTSS Tier**	**Frequency**	**Duration**
Leveled Literacy Intervention	3-6	2	5 days/week	30 minutes
Read Naturally	3-6	2	3 days/week	30 minutes
Additional Guided Reading Groups	3-6	2	1-4 times/week	30 minutes
Rave-O	3-6	3	as needed	

English Language Arts Assessment Plan
Formative Assessments: ● NWEA Measures of Academic Progress (MAP)   ● Literacy Checklists   ● On-Demand Writing Tasks
Progress Monitoring: ● NWEA MAP Skills Assessments   ● Anecdotal Notes from Reading Conferences   ● Anecdotal Notes from Small Group Reading Instruction
Summative Assessments: ● ILearn

English Language Arts Grade Level Goals
The goal for each child is reading at or above grade level (as determined by the Instructional Level Expectations for Reading, *see below*). The Multi Tiered Support Systems (MTSS) process is utilized to support students not meeting or exceeding the Instructional Level Expectations for Reading. The MTSS process includes discussion and strategy development during MTSS collaboration meetings to determine additional methods to intervene. Progress monitoring occurs frequently to measure growth and progress within the intervention. The instructional needs of high ability students are met through differentiation within the classroom. Differentiation provides instruction with increased rigor for high ability students.

Reading Strategies and Action Steps

Strategies and Action Steps	Person(s) Responsible	Target Date or Timeline	Evidence of Effectiveness
Ensure grades 4 - 6 have at least a 60 minute reading block for instruction. (90 minutes for 3rd grade)	● Principal ● 3-6 Teachers	● Aug., 2018	● Classroom Schedules ● Observation
Implement a Comprehensive Language and Literacy Framework that includes the following structures: ● Language & Word Study ● Reading Workshop ● Writing Workshop	● Classroom Teachers ● Principal	● Ongoing	● Classroom Schedules ● Observation ● Anecdotal Notes ● Student Work
Provide explicit and intentional instruction on the processes of reading through mini-lessons focusing on the systems of strategic actions: ● Solve Words ● Monitor and Correct ● Search for and Use Information ● Summarize ● Maintain Fluency ● Adjust ● Predict ● Make Connections ● Synthesize ● Infer ● Analyze ● Critique	● Classroom Teachers ● Principal	● Ongoing	● Observation ● Lesson Plans ● Anecdotal Notes ● Student Work ● MAP Data from NWEA
Support and conference with students as they read a variety of self-selected and teacher selected texts for extended periods implementing the systems of strategic actions.	● Classroom Teachers ● Principal	● Ongoing	● Observation ● Lesson Plans ● Anecdotal Notes ● Student Work ● MAP Data from NWEA

Provide differentiated instruction through small group reading based on student data and teacher observation.	● Classroom Teachers ● Title I Teachers ● Spec. Educ. Teacher ● Para-professionals ● Principal	● Ongoing	● Observation ● Lesson Plans ● Anecdotal Notes ● Student Work ● MAP Data from NWEA
Deliver teaching and praise points during all instructional structures (conferencing, small group instruction, modeling) in response to the implementation of systems of strategic actions during student reading.	● Classroom Teachers ● Title I Teachers ● Spec. Educ. Teacher ● Para-professionals ●	● Ongoing	● Observation ● Lesson Plans ● Anecdotal Notes ● Student Work ● MAP Data from NWEA
Teach classroom language lessons focusing on the big ideas of reading (phonics, phonemic awareness, vocabulary, comprehension, fluency)	● Classroom Teachers ● Title I Teachers ● Spec. Educ. Teacher Para-professionals	● Ongoing	● Classroom Schedules ● Observation ● Anecdotal Notes ● MAP Data from NWEA
Integrate appropriate technology with reading and writing instruction.	● Classroom Teachers ● Title I Teachers ● Spec. Educ. Teacher ● Para-professionals	● Ongoing	● Classroom Schedules ● Observation ● Anecdotal Notes ● Student Work
Provide students and parents with information and strategies to support reading outside of school.	● K-3 Teachers ● Title I Teachers ● Spec. Educ. Teacher	● Ongoing	● Individual Student Reading Logs ● Classroom Newsletters ● Read-a-Thon participation
Teach writing with explicit instruction and ample time to practice daily for 50-60 minutes.	● Principal ● Classroom teachers	● Ongoing	● Observation ● Lesson Plans
Provide students with opportunities to write to real audiences for real purposes on topics of their choice and passion.	● Principal ● Classroom teachers	● Ongoing	● Observation ● Lesson Plans

Provide explicit instruction in qualities and strategies of writing, as well as in spelling and conventions.	● Principal ● Classroom teachers	● Ongoing	● Observation ● Lesson Plans
Support and conference with writers as they cycle through the writing process: rehearsing, drafting, revising, editing, publishing.	● Principal ● Classroom teachers	● Ongoing	● Observation ● Lesson Plans
Utilize on-demand writing tasks to establish goals and measure growth of writers.	● Principal ● Classroom teachers	● Ongoing	● Observation ● Lesson Plans
Collaborate monthly to discuss and monitor the effectiveness of interventions of struggling students.	● Principal ● Classroom teachers ● Title I Staff ● Special Education Teacher	● Monthly	● Observation ● Intervention Notes

Mathematics Strategies and Action Steps

Strategies and Action Steps	Person(s) Responsible	Target Date or Timeline	Evidence of Effectiveness
Develop a district-wide Math Lead Team to assist in delivery of professional development and provide ongoing support.	• MSDWC Curriculum Director • Principal • Math Lead Team Members	• Ongoing	• Sign-in Sheets • Feedback from teachers • Feedback from Lead Team members
Participate in math professional development to build an understanding of mathematical practice standards and best practices in math instruction.	• Principal • Classroom teachers	• Ongoing	• Sign-in Sheet • Observation of implementation
Utilize district math curriculum to plan and deliver math instruction.	• Principal • Classroom teachers	• Ongoing	• Observation of implementation • Lesson Plans
Implement strategies and practices to support understanding of mathematical practice strategies and best practices in math instruction.	• Principal • Classroom teachers	• Ongoing	• Observation of implementation • Lesson Plans
Administer Math NWEA Measures of Academic Progress (MAP) Assessment at the beginning of the year and middle of the year, and end of the year.	• Principal • Classroom teachers	• Ongoing	• Student/Class Assessment Reports
Participate in NWEA Measures of Academic Progress (MAP) professional development on accessing reports and utilizing data for differentiating instruction.	• Principal • Classroom Teachers	• Sept., 2017	• Sign-in Sheet • Observation of Implementation • Lesson Plans
Administer math module pre-module, mid-module and post-module assessments.	• Principal • Classroom Teachers	• Ongoing	• Observation of Implementation • Assessment Data
Utilize math pre-module, mid-module, and post-module assessment data to implement math intervention and enrichment groups.	• Principal • Classroom Teachers	• Ongoing	• Observation of Implementation • Lesson Plans
Administer quarterly or semester summative assessments to monitor student progress.	• Classroom teachers	• Quarterly	• Observation of Implementation • Lesson Plans • Assessment Data
Utilize grade-level data to identify areas of concern to address during math intervention time.	• Classroom teachers	• Ongoing	• Observation of Implementation

			● Assessment Data ● Lesson Plans
Provide explicit and intentional instruction on math topics through modeling, guided practice, independent practice, and ongoing feedback.	● Classroom teachers	● Ongoing	● Observation of Implementation ● Lesson Plans
Utilize classroom anchor charts to illustrate mathematical practices and steps in math processes.	● Classroom teachers	● Ongoing	● Lesson Plans ● Observation of Implementation ● Anchor Charts
Provide differentiated math instruction through small group structures to supplement, enrich, or intervene based on classroom assessments.	● Classroom Teachers ● Support Staff ● Para-professionals	● Ongoing	● Lesson Plans ● Observation of Implementation
Provide students and parents with information and strategies to support mathematical practices outside of school.	● Principal ● Classroom Teachers	● Ongoing	● Newsletters ● Parent Tip Sheets
Provide STEM opportunity for students	● Library para	Ongoing	Library lesson plans

ATTENDANCE GOAL, DATA, and STRATEGIES:

2023-24 SCHOOL WIDE IMPROVEMENT GOAL:
During the 2023-24 school year, Sharp Creek Elementary will have a school-wide attendance rate at or above **97%**.

Current Attendance Data	
2023-24	**95.8%**
2022-23	95.4%
2021-22	95.5%
2020-21	96.6%
2019-20	97.1%
2018-19	97.3%

Strategies & Action Steps	Person(s) Responsible	Date of Completion
Graph weekly grade level attendance data and display on a bulletin board in each grade level area.	● Social Worker	Ongoing
Include information about attendance awards in the school-wide newsletter.	● Principal	Monthly
Recognize students achieving perfect attendance in a school year.	● Principal ● Social Worker	End of each school year
Recognize students achieving perfect attendance in a quarterly period.	● Principal	Every Nine Weeks
Recognize students achieving yearlong perfect attendance.	● Principal	May, 2018
Conduct an attendance audit at the end of each month to check for students who have missed a large number of days.	● Principal	Monthly
Send attendance letters and/or hold attendance meetings with parents of students with excessive absences.	● Social Worker ● Principal	Monthly

Safe and Disciplined Learning Environment

- Sharp Creek Elementary acknowledges that students achieve better in an environment in which they feel safe. Toward this end we have:
- We have a full time Social Worker
- We share a Student Resource Officer with two other buildings.
- PBIS(Positive Behavior Intervention Supports) a school-wide system of procedures for behavior in every area of the building along with rewards for positive behavior and consequences for negative behavior.
- Teachers have classroom management plans and procedures which follow state and federal laws
- Many teachers have been trained in the Fred Jones Classroom Management Training
- A corporation and building level School Safety Team (building team meets once a month)
- A corporation and building level School Safety Plan
- A corporation and building level Crisis Intervention Plan (Handle with Care)
- Trained School Safety Specialist on site (Principal)
- Safety drills for fire, tornado, and lock down are practiced routinely
- Safe School Helpline for anonymous reporting of potential problems
- Video Cameras in strategic places of the building
- ID tags for all school staff
- A trained counselor/social worker is available to all students to deal with personal issues and to teach conflict resolution, social skills, and anger management
- Anti-Bullying programming
- Safety Program for all students
- Introduced Parent Pick up name tags for safety (and efficiency)
- Annually publish traffic flow expectations
- Require all school volunteers to complete a background check
- Provide resources and an anonymous bullying reporting feature on our website

Staff and students have aligned our **Good Citizen** Guidelines (Follow Directions, Show Respect, Use Manners, and Stay Safe) with our MSDWC Mission and Vision. Students and staff utilize the **Good Citizen** Guidelines to maintain a safe and disciplined learning environment with clear expectations, procedures and a common, shared vocabulary.

- Our goal is that every student receives at least one **Good Citizen** Slip each year.

Current Data (Number of Good Citizen Slips)	
Year	**Total #of Good Citizen Slips**
2023-24	**1,128**
2022-23	599
2021-22	492

Strategies & Action Steps	Person(s) Responsible	Date of Completion
Integrate SCE Good Citizen focus items and MSDWC mission and vision into classroom lessons and building routines	● Principal ● Classroom Teachers	Ongoing
Integrate Good Citizen focus and MSDWC mission and vision in the classroom guidance lessons	● Counselor	Ongoing
Use Good Citizen slips to recognize characteristics and behaviors that support good citizenship	● Staff Members	Ongoing
Post Good Citizen slip drawing winners on FB page and offer a small prize	● Office Staff	Ongoing

Professional Development - ELA/Reading

ELA / Reading Professional Development	Participants	Date/ Timeline
IXL Live	Mrs. Baer	Sept. 2024
High Ability Boot Camp	Mrs. Baer	Aug. / Sept. 2024
MagicSchool Artificial Intelligence	Mrs. Shafer	Summer 2024
Teaching "Instructional Tools for the Teaching of Reading" (Science of Reading)	Mrs. Wynn	
Keys for Literacy	Mrs. Bretzman Ms. Haupert	Summer 2024
Close the Decoding Gap	Mrs. MacOwan	May 2024
LETRS training	Mrs. Watkins	Sept. 2024 and Prior
Science of Reading opportunities as available	3rd grade, Special Education, and Title teachers	As available
Analyzing ongoing reading data and adapting lessons and intervention groups in response to students' needs, altering classroom goals or objectives, and modifying student-grouping arrangements.	Classroom Teachers	Ongoing
Implementing the Leveled Literacy Instruction intervention with fidelity and maximizing student achievement.	Title I Teachers Sp. Ed. Teacher Paraprofessionals	Ongoing

FastForWord Computer Program	Mrs. MacOwan Mrs. T. Haupert	August 2021
TCRWP (Calkins)	Mrs. Bretzman, Mrs. J. Haupert	Summer 2021
Bright Space Online Training	Mr. Brown, Mrs. Campbell, Mrs. Saunders, Mrs. Shafer, Mrs. J. Haupert	2020-21
Orton Gillingham training	Mrs. MacOwan Spec. Ed. Tchr.	2019 Sept. 2020
Deepening our understanding of effective Tier I core reading instruction focusing on responsive instructional decision-making.	Classroom Teachers	Ongoing
Participating in various on-line professional development opportunities including the Fountas and Pinnell Classroom Webinars and Lucy Calkins's Office Hours discussions.	Classroom Teachers	Ongoing
Attending, participating and implementing information from local and state-wide professional development opportunities focusing on components of the ILEARN assessment.	Grade 3 - 6 teachers	Ongoing

Professional Development - Mathematics

Mathematics Professional Development	Participants	Date/ Timeline
IXL Live	Mrs. Ross	Sept. 2024
High Ability Boot Camp	Mrs. Rice	Aug. / Sept. 2024

Addition of STEM for licensing	Mrs. Bretzman	Spring / Summer 2024
Mastery of Math Facts online workshop	Mrs. Wynn and Mrs, Kelly Ross	October 2023
Training on components of new Eureka Great Minds and McGraw Hill Reveal math resources (teacher and student resources)	Math teachers	August 2022
Attending, participating and implementing information from local and state-wide professional development opportunities focusing on components of the ILEARN assessment.	Grade 3 - 6 teachers.	Ongoing

Other Professional Development

MSDWC believes that our teachers are our most important asset; therefore, professional learning communities (PLC) are an important component of our professional development. PLC collaboration centers on the following critical questions:
1. What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?

MSDWC structures for providing professional learning opportunities include:
· District-wide weekly collaboration time for PLCs eachTuesdays with additional weekly time determined by each building
·Offering Differentiated iPad training for teachers to develop quality instructional use skills and Differentiated Google Classroom training offerings as teachers work to be well prepared for efficient high quality instruction during a potential substantial virtual instruction time.
Elementary schedules with daily common planning time for teachers of the same grade level
· Funding Sources for Professional Development include:
o Title II High Quality Teacher grant
o High Ability Grant
o Title I Grant
o Competitive Grants
o MSDWC General Fund
o Indiana Early Literacy Intervention Grant

Other Professional Development

*ECA Workshop	9/27/23	Mrs. Rosemeyer
*IASP Epic MTSS episode	9/26/23	Mr. Martin
*Dr. Thomas Blackwell training on the power of words	9/8/23	all corporation staff
*Dr. Michelle Grewe IDOE resources training	Fall 2023 and Spring 2023	All ILEARN grade level teachers.
*PLTW training	July 2022	Mr. Watkins
*Digitarium Training Region 8	Oct. 2022	Mr. Watkins
*Apple Certified Learning Coach	2022-23	Mrs. Shafer
* Acting Right (Focus Five)	July 2023	Mrs. Schenkel, Mrs. Baer, Mrs. Ross
* Handle With Care	annually	all HWC team members
*Adam Drummond, "Building a Collaboration of "Yes for Kids"	Sept. 2021	All Teachers
*PATINS Committee Work	Summer 2021	Mrs. Bretzman
*Project Lead The Way	August 2020	Mrs. Saunders, Mrs. Baer, Mrs. Ross
*Project Lead The Way	Summer 2022	Mr. Watkins
* VEX Robotics training/PLTW	July/August 2022	Mrs. Bretzman
*Digitarium Training (Region 8)	September 2022	Mr. Watkins
*Apple Classroom Trainings	September 2022	Mrs. Ka Ross, Mr. Watkins, Mrs. Aderman, Mrs. MacOwan
*2 Apple Trainings	Summer 2022	Mrs. Shafer
*Smekens Writing Workshop	Summer 2022	Mrs, Shafer
*LLI training by Mrs. Haupert	August 2022	All paraprofessionals
*School Safety Specialist Conf.	Sept. 2022	Mr. Martin

Maximizing Parental Participation

- Parents all have access to our Skyward student data system.(Grades, Fees, Lunch money, attendance, etc.)
- Parents will receive NWEA assessment results. This resource is discussed at parent/teacher conferences and in classroom newsletters.
- Grade level report cards are sent quarterly and midterm notes sent each quarter.
- Parents of children participating in a literacy intervention receive a letter informing them of the intervention program.
- All grades have an online plan book which parents can access to see what all the students are doing in their classes and get access to helpful links.
- Parents will receive NWEA assessment results. This resource is discussed at parent/teacher conferences and in classroom newsletters.
- Parents have access to math parent tip sheets and video segments to support math homework and assignments.
- Parent conferences, midterms, and report cards explain student progress to parents.
- Each family is provided with a copy of The MSDWC Elementary Student Handbook upon registration.
- Relevant information is shared via our school Facebook page and email.
- Perfect attendance award winners' names are submitted to the local newspaper each nine weeks.
- Attendance conferences are held with parents, teacher, and principal as needed.

- Attendance letters are sent as needed.
- Good Citizen slips are handed out and sent home with students for at home recognition.
- A drawing is held each week to award students a prize for being caught being a Good Citizen.
- Teachers utilize social media providing parents a frequent view of classroom activities, celebrations and learning.
  - o Creation of grade level and subject area websites
  - o Teachers are making use of the Remind App
- Parent-Teacher Conferences are held in October to inform parents of their child's progress.
- Parents will receive NWEA assessment results. This resource is discussed at parent/teacher conferences and in classroom newsletters.

Technology Initiatives

Technology Tools:
Sharp Creek Elementary School supports a one-to-one (1:1) technology environment with the use of iPads by all 3rd -6th grade students.

Technology is integrated into daily lesson plans and instruction. Classrooms utilize data projectors, document cameras, and Apple TV.

Google Classroom is the Learning Management Systems (LMS) that teachers utilize to provide students with secure, social learning platforms enabling them to connect, collaborate, share content, and access homework, grades and school notices.

Sharp Creek Elementary is currently incorporating Google Drive, Dropbox, YouTube, Microsoft Office Suite, iLife and iWork suites, eBooks, iBooks Author, Book Taco and a plethora of interactive websites and applications.

Curriculum is adopted primarily from Internet and online sources. A school-wide plan has been created to ensure scaffolded learning of technology skills at each grade level. Students are incorporating Internet-based research in their classes and are becoming proficient in using the web as a learning tool, including the use of Google applications.

Technology Learning Resources:.
Think Central is a private learning environment accessed via the Internet using a subscription account. Students receive direct reinforcement of classroom lessons

based on Scott Foresman textbooks through interactive skill reviews, games, and randomly generated chapter/unit practice, and state and national standardized assessment tests, which are designed to instill confidence in students prior to taking assessments in classrooms.

myOn is a complete literacy solution that reinvents the ways in which students and teachers interact with text. myON provides anytime, anywhere access to a library of more than 7,000 enhanced digital books with multimedia supports, real-time reporting and assessments and embedded close reading tools. The innovative digital literacy platform allows students not only to read, but to read closely, to engage with digital texts in new ways to enhance the learning process. Sharp Creek will provide a way for struggling readers to have access to myOn.

Destiny Discover allows students to browse our library inventory, create reading lists, and place books on hold. It also allows for access to ebooks on their devices.

Technology Extended Learning:
Outside of the school day, students are able to access educational websites located on the school website, educational resources, as well as Google Classroom and planbook pages. Students in grades 3 -6 all take the iPads home each day. IXL and Study Island are available to students.

Strategies to Attract and Retain Highly Qualified Teachers – Title I School-wide Component 5

The Metropolitan School District of Wabash County offers a very competitive overall salary and benefit package. Our insurance costs are much lower than surrounding corporations, and it has been an important part of attracting great candidates for our teaching positions. We also offer many professional development opportunities through onsite workshops, coaching, and conference attendance. This again is more than our surrounding corporations. These two factors, our relative locations with respect to Manchester University, closeness to Fort Wayne for college and entertainment combined with our small school community atmosphere have given us ample applicants for our positions.

Sharp Creek Elementary is often asked to host student teachers. The comment is often made that we are on the cutting edge in education, and they want their students to experience the best practices in education. Student teachers often want to obtain teaching positions at Sharp Creek Elementary School.

Sharp Creek and MSDWC hire Highly Qualified teachers by interviewing and extending positions to individuals that hold current teaching licenses achieved by passing the Praxis and completing the necessary prerequisites for licensing. We

encourage their continued professional development, while also providing our own staff development and a mentoring program.

Early Childhood Transition – Title I School-wide Component 7

Sharp Creek works in coordination with Metro North Elementary. Metro North is the primary school (PK-2) and then students come to Sharp Creek Elementary(3-6). Metro North Elementary hosts a Kindergarten Round-Up each spring. Parents are given information about the school by the school team and health services team. Once parents indicate they have a child ready to start PK or kindergarten, a personal contact is made to confirm attendance at kindergarten Round-Up. Round-up information is shared with area preschools, daycares, and is sent to local news media.   Prospective Head Start kindergarten students visit our building and are given a tour. Parents who have attended Round-Up are invited back for an informational meeting prior to school starting. Information is shared on classroom schedules, academic expectations, health services, attendance, school hours, speech and language services, counseling services, and early literacy. Teachers are introduced. While the parents are involved with this orientation, the children are involved in craft and play activities in the kindergarten rooms.

For this coming summer, incoming kindergarteners that have not had the opportunity for a preschool experience are invited to participate in "Begindergarten" during July and August. This is a half-day program (lunch included) to help them learn school routines and basic information needed for a successful start to kindergarten such as colors, shapes, letters, etc.

A group of MSD staff members, including kindergarten teachers, meet regularly with area preschool directors to discuss what children need to learn in preschool to be successful in kindergarten.

Assistance for Struggling Students – Title I School-wide Component 9

Sharp Creek Elementary has implemented the Response to Instruction (RtI) model (Now MTSS). This is a three-tiered model for instruction. Teachers work with other teachers, special education teachers, high ability staff, and Title I staff to provide different levels of support for students through a differentiated curriculum. Our school RtI Team supports teachers in this process and comes together to meet regarding students as necessary. Each goal identified in our PL221 plan has sections on meeting the needs of struggling learners.

Communication is a key component of our tier model of support. Classroom teachers, special education teachers, high ability coordinator, and Title I staff members collaborate on a regular basis to create a fluid instructional program for

28

all students. The high ability coordinator works to meet the needs of the high ability learners. This coordinator communicates with all teachers to support differentiation efforts to meet the needs of our high ability learners.

The needs of high ability learners are met through activities such as the workshop approach to reading and writing and math differentiation.

There are various levels of support available to teachers. Teachers often work with grade level teams and cross-grade level teams to determine how best to meet the needs of their students. The RtI leadership team provides support in knowing the next step for students.

Data is initially used to identify students with instructional and behavioral needs not met through the general curriculum (Tier I). Data is further used to develop a plan of action to meet each student's needs.

Consolidation of Funding – Title I School-wide Component 10

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.
Coordinated programs may include the following:
- Title I –Part A
- Title II – Part A (Preparing, Training and Recruiting HQ Staff)
- IDEA –Individuals with Disabilities Act
- Other federal, state, or local programs, as applicable

Cultural Competency

Sharp Creek Elementary School has an enrolled student population of approximately **265** students.

Category	Percentage of Students	Strategies
Racial Make-Up	Caucasian – 95.5% Other – 4%	Currently, the percentage of non-white students is very small. Each student's needs are considered on an individual basis and interventions are provided as appropriate.
Language Minority	>1%	Language minority students are assessed using WIDA. Once language proficiency is determined, an Individual Learning Plan is developed for each student to meet specific needs. Interventions such as Leveled Literacy Intervention, and peer tutors are utilized.
High Ability	5%	Identified high ability students are invo3lved in a Cluster Grouping Model class model which involves deliberate efforts to discover, develop, and apply the many talents of our students. We believe that it is important for the school, the home, and the community to work together to provide appropriate and challenging learning experiences for children.
Special Education	17%	Sharp Creek Elementary offers a full continuum of special education services designed to meet the needs of students with a diagnosed disability. The goal is to minimize the gap between the achievement of the special education students and the general education students. This percentage includes students who are receiving speech and/or language services.
Free & Reduced Lunch	53%	In the past several years, the percentage of free and reduced has increased. To meet the needs of these students, Sharp Creek Elementary has partnered with a variety of community agencies to provide medical care, meet clothing and housing needs, meet dental and vision needs, etc. The services of Wabash County Public Transit are made available to parents to assist them in attending school functions.

Statutes and Rules to be Waived

There are no statutes or rules to be waived by the Indiana Department of Education.

Plan for Review and Revision of this Plan

Implementation: Implementation of this plan by Sharp Creek Elementary School staff members will continue throughout the **2022-25** school years.

Review: The Sharp Creek Elementary School Improvement Team will meet during the 2022-23, 2023-24, and 2024-25 school years to review and evaluate progress and update the document.

Appendix A: Comprehensive Needs Assessment

Many components added during the 2017-18 School Year and some Components to be updated during 2018-19 School Year

Title I School-wide Component 1

Data Guide: Curriculum & Instruction

Guiding Questions	Evidence
CURRICULUM Has your school or corporation developed a curriculum? ▪ Is the curriculum horizontally and vertically aligned? How do you know? MSD of Wabash County has developed a curriculum. Grade level teachers have worked in teams to develop it and it has been shared across grade levels. ▪ Is your curriculum linked to Indiana Academic Standards? Yes. At the start of the 2015-16 school year, the state of Indiana had developed new College and Career Ready Academic Standards for 4th -6th grade. The curriculum and all adopted materials/resources ever since have been aligned with these new standards. Our staff used the state provided curriculum and alignment maps to incorporate the standards into the daily curriculum.	**Evidence:** **Indiana Academic Standards and their match to different parts of the curriculum** **Curriculum documents housed in the office of the Chief Assessment Officer at the Central Office.**
CURRICULUM Based on a random sampling from two intermediate (4-6) classes, are daily reading lessons tied to curriculum? Brief classroom observations over the 2017-2018 school year indicate that the daily reading lessons ARE tied to the curriculum. Teachers are very intentional in their planning and instruction.	**Evidence:** **Emails to teachers following brief classroom observations.**
CURRICULUM Based on a random sampling from two intermediate (4-6) classes, are daily math lessons tied to curriculum? Brief classroom observations during the 2017-2018 school year indicate that the daily math lessons ARE tied to the curriculum. In 2017-18 , we adopted the Eureka Math curriculum and teachers have studied it carefully and ordered it to meet the IAS.	**Evidence:** **Emails to teachers following brief classrooms observations.**
INSTRUCTION Does instruction include higher order thinking skills? Classroom observations indicate that higher order thinking skills are addressed on a daily basis.	**Evidence:** **Emails to teachers following brief classroom observations.**
INSTRUCTION Do classrooms have adequate instructional materials? ▪ Do classrooms have appropriate textbooks? All classrooms have adequate instructional materials, as evidenced by the end of the year inventory sheets. We also	**Evidence:** **End of the year inventory sheets.** **Leveled library-in staff lounge**

have a fairly large leveled library for the staff to use for guided reading groups. - Are there supplementary materials for intervention/enrichment? We have supplemental materials available for reading interventions. These materials include: Leveled Literacy Intervention, Seeing Stars, Visualizing and Verbalizing, and Read Naturally. High ability students have their needs served through our Cluster grouping program/model. They work on enrichment reading as well as get math instruction at their level. - Is technology integrated into instruction? Technology is integrated into instruction. Sharp Creek is a 1:1 school utilizing Apple Ipads for all students and staff. Staff members use Google Classroom as their primary learning management system(LMS), and all staff and students have access to gmail and google docs and drive.	**Intervention materials in the Title I room and special education room** **High Ability material and the cluster grouping model** **Pictures of students using technology** **Lesson plans integrating technology**
INSTRUCTION/TECHNOLOGY - What kind of technology is used in classrooms? In 2017-18, all our students have their own school issued MacBook Air. This has been the case since the 2012-13 school year. All but one classroom has a Smartboard and they are used on a regular basis for many subjects. - How often is technology used in classrooms? Technology is embedded every day and is part of what we do. - What training or support on technology is available to teachers? We have a 21st Century Learning Coach who provided embedded professional development for our teachers. We also have a Technology Integration Specialist who assists teachers with a integrating technology into their daily activities. Hardware support is provided through our IT department and building technology aides. - Are there patterns of use among grade levels or subjects? As the students get older it seems each year they use their MacBook more and more. Sixth grade has had success with students, staff, and parents utilizing and online plan book, so we may encourage all grade levels to use it.	**Evidence:** **Lesson plans** **Classroom innovation grant** **Schedule of PD offered by the 21st Century Learning Coach**

READING INSTRUCTION
Choose one Reading strategy that all teachers are expected to be using regularly:
    ▪ Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly?
        All teachers are expected to be implementing the Readers' Workshop lessons/Lucy Calkins Units of Study. Part of these units is for each teachers to plan daily a 15 minute skill lesson, then give students time to read. While students are reading teachers are to conference with students on what they are reading or be doing guided reading groups and/or book club groups.
	Evidence:
	
	Observations indicate that these Calkins Units and lessons are being followed.

MATH INSTRUCTION
Choose one Math strategy that all teachers are expected to be using regularly:
    ▪ Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly?
        All teachers are expected to be using the Eureka Math Program in 4th and 5th grade. This Math curriculum was purchased because it aligns with the new standards and emphasizes the standards for Mathematical Practice. Specifically students should be exposed to more problem solving and using models to help solve problems.)
	Evidence:
	
	Brief classroom observations

Data Guide: Family & Community Involvement

Guiding Questions	Evidence
POLICIES, PROCEDURES & EXPECTATIONS Does your school have a clearly articulated family involvement policy and compact? The Sharp Creek Parent Involvement Policy is included following the Family & Community Involvement Data Guide. ● How were the policies and compacts developed or revised? The policies and compacts were developed/revised by looking at samples from other schools and discussing what would work best for our school. ● How many current teachers, parents, and staff were involved in the development or revision of the parent policy? All Sharp Creek parents and staff members were invited to offer suggestions for the revision. The Assistant Superintendent for Curriculum and Instruction for MSDWC was also involved.	Evidence: Completed Parent Involvement Guide and Title I Compact
POLICIES, PROCEDURES & EXPECTATIONS Are the expectations for your students understood by parents? ● Are parents aware of the academic expectations for their student(s)? In our family survey, 84% of parents indicated that they receive information concerning what is happening academically in their child's classroom. ● Are parents aware of how to volunteer in or visit their child's classroom? Sharp Creek has some volunteers that are integral to our success with students. Parents volunteer in classrooms, working with individual students, preparing materials for students, chaperoning trips, and helping with PTO projects. Teachers explain how to volunteer at the Open House in the fall. ● Are expectations for parent involvement explicit? Yes. ● Is parent involvement, including communication, training, opportunities for participation and community partners, important to your school? How do you know? Many activities with students could not be done without the support of our parent volunteers. We have an excellent working relationship with our YMCA. We are partnering together on many activities and events. They help our children succeed academically through their summer literacy camp. The YMCA also runs an after school program at Sharp Creek for help with school work and watching students until parents get off work and can pick them up.	Evidence: Evidence of the communication of academic expectations are found in the classroom newsletters and school newsletter. Evidence of the awareness of how to volunteer is the large number of volunteers that can be found in the visitor sign-in log in the office. All volunteers undergo a limited criminal history check before working with children.
COMMUNICATION How does a class, the school or the district communicate with parents?	Evidence: Copies of classroom and school newsletters

• How often and by what method are parents communicated in one week? (Include all information that comes from the teacher as well as incoming information such as notes from parents) 　　○ Classroom teachers do weekly Facebook Page updates. 　　○ A school newsletter is sent home on a monthly basis. 　　○ Parents send notes to teachers as needed and vice versa. This happens on a daily basis. 　　○ Phone calls are made to and from parents as appropriate – daily. 　　○ Sharp Creek maintains an up-to-date webpage and Facebook presence. 　　○ Parent conferences are held in October and additional conferences are held as needed. 　　○ Our student information system, Skyward, is used by parents to see up to the day updates of grades, lunch money, attendance, etc. Skyward can be accessed via and app for a smart phone or via a computer on the web. 　　○ All teachers communicate to parents via email, note, or phone call at each quarter midterm if a student has less than a 70% in a subject. 　　○ Teachers call parents to set up Homework Help program. • Is information to parents sent in another language? At this time, there is not a need to send information in a language other than English. • Is information sent to parents in an understandable language (i.e., no jargon)? Staff members strive to share information in a manner that is understandable to parents and is free of educational jargon.	Log of parent phone calls School webpage (sce.msdwc.k12.in.us) School Facebook Page (Sharp Creek Elementary School) Teacher data sheets from parent-teacher conferences Report Cards
OPPORTUNITIES FOR INVOLVEMENT What opportunities are available for parents? Are those opportunities successful? • What activities were offered during the previous school year? Please see the chart following this data guide. • How many parents attended each activity? Please see the chart following this data guide. • How many activities included specific information related to academic achievement (e.g., showing a new reading series, modeling a lesson or strategies, participating in a reading or math activity with their child)? • What accommodations are made to make their school visits more successful (e.g., having a translator available, providing transportation or childcare)? Parents needing transportation were given access to the Wabash County Public Transit system.	Evidence: Teacher data sheet on parent-teacher conferences, programs, PTO notes
EDUCATING EDUCATORS	Evidence: Collaboration notes

What support is provided to teachers to facilitate more effective parental involvement? ● What activities are offered and available for teachers related to learning how to more effectively work with parents (e.g., formal professional development or professional dialogue during collaboration time)? Teachers collaborate during their regularly scheduled collaboration times (Tuesdays during specials). They often discuss the best way to share information with parents. Support is provided in developing teacher websites to share information with parents. Teachers collaborate and receive assistance and feedback on report card development. Each grade level has their own Facebook page to post info about what is going on in the classes. ● Does your school have a parent liaison? We do not have a parent liaison, although our at-risk counselor works extensively with parents.	Counselor's notes
COMMUNITY Are outreach services readily available to families in your school? Does your school provide support services, such as health care, to parents and families? ● Parents are provided with information on Hoosier Healthwise. ● Free visits are offered to Bowen Center, a mental health facility. ● Community nurse shared parent information on asthma. ● Counselor works with parents on parenting skills. ● Families are directed to agencies to help with housing, women's shelters, and food banks. ● Coats and other clothing are provided as needed through donations from community agencies. ● School supplies are provided as needed through donations from community agencies. What community partnerships currently exist with the school? ● Sharp Creek has a weekly homework help program on Tuesdays and Thursdays to help parents and students with assignments. ● Sharp Creek Elementary partners extensively with the local YMCA. ● We work in partnership with the Wabash County Sheriff's Department. ● We work extensively with the Bowen Center. ● We work with the Department of Family and Children's Services. What type of support is provided to the school from community partnerships? ● The YMCA provides scholarships to some of our students to attend their summer literacy camp. They also work with us to help students become involved in activities outside of school such as sports. They will provide our latch-key services next year. ● The sheriff's department helps us as part of our school safety plan. They also have serious talks with students as needed and appropriate..	Evidence: Bowen Center Flyer Community nurse schedule Flyer for coats and clothing YCA meeting dates and emails Karsyn Kares materials YMCA summer literacy camp flyer

● The Bowen Center provides mental health services to our students. Some students receive counseling at school, some receive wrap-around services, some have behavior coaches with them at school, etc. ● The Department of Children and Family Services helps us to meet the needs of all our students and coordinates services for foster children in our school. What activities are offered and available for teachers related to learning how to more effectively work with parents?	

Sharp Creek Elementary School Improving Student Achievement
TITLE I School-Parent Compact

TITLE I Curriculum and Instruction:
The TITLE I program is for students struggling in the area of reading. It is a pullout program where students go with the TITLE I teacher for approximately a 30 minute block of time every day to work on specific skills and strategies designed to increase the student's reading ability. The Title I program utilizes the following curricula:
- Leveled Literacy Intervention is a scientifically based reading intervention utilized to support students presenting deficits in phonemic awareness, phonics, comprehension, fluency, and vocabulary.
- Read Naturally is a scientifically based reading intervention utilized with students needing additional support in comprehension, fluency and vocabulary.
- Orton-Gillingham is a highly structured multi-sensory approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time.

TITLE I Intervention Program Goals:
1. To provide high-quality curriculum and instruction to struggling readers in a supportive and effective learning environment
2. To increase reading and writing skills
3. To develop independent strategies for self-checking when reading
4. To provide student with additional support in mastering grade-level Indiana College and Career Readiness Standards for English Language Arts

The TITLE I teachers will:
- Model, practice and review effective reading and writing strategies
- Encourage independent, self-monitoring when reading and writing
- Report child's progress to classroom teacher and parent(s) through various ways, such as parent-teacher conferences and progress reports
- Communicate with parents throughout the school year
- Meet with parents at least annually to communicate this compact as it relates to the student's individual achievement
- Allow parents to volunteer and serve

Parents will:
- Ensure their student is on time to school each day
- Assist their student in completing and returning classroom homework on time
- Attend school functions, such as Family Reading Nights and parent-teacher conferences
- Contact teachers with questions and concerns
- Listen to your child read several times a week

Students will:
- Listen and participate during lessons
- Practice skills at home and school often
- Use reading and writing strategies independently

Sharp Creek Elementary School
Title I Parent Involvement Policy

Purpose of Parent Involvement
Sharp Creek Elementary School's mission is to provide high-quality curriculum and instruction to all students. To put it simply: Learn. Grow. Achieve. Parental support and involvement is crucial for children's success at every step. We believe parents are the first and foremost teachers and are the key to a child's success in school. Sharp Creek values parent involvement in our school and is committed to establishing partnerships with parents and the community.

Coordination of Efforts
Sharp Creek strives to coordinate and integrate parent involvement activities that promote a clear, consistent direction in helping students achieve in school. There are many ways the school will work to help encourage the highest amount of parental involvement possible. SCE will provide assistance to parents by offering parent information that focuses on topics such as the Indiana College and Career Readiness Standards, the types, content and structure of student assessments completed, how to monitor the student's academic progress, and how to work with the student's teacher(s) to ensure student success. Knowing the value of these and other topics, SCE will ensure that information related to all school and parent programs, meetings and other activities are given to parents in a format that is easily understood.

SCE will coordinate efforts with the Wabash-Miami Area Program, the local preschool programs, Head Start, Parents as Teachers and the Wabash County YMCA to ensure all parents are encouraged and supported in fully participating in the education of their children. Information and resources are available to these organizations that outline the school's program and offerings, as well as the school's contact information. SCE will coordinate efforts with Metro North Elementary (MNE) to ensure a smooth transition from third to fourth grade. Each spring, the third grade students will participate in a visit to SCE. Students will tour the building and learn the following school year. Parents are encouraged to attend these tours if they are not familiar with SCE. In the fall, students and parents may participate in an open house held at SCE.

To ensure all staff members at SCE understand the value and usefulness parents are to their student's success in school, the principal will strive to continually bring teachers and parents together to discuss how to reach out, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build lasting ties between the parents and the school. This bringing together of teachers and parents is primarily coordinated through the PTO meetings; however, other avenues, such as Family Reading Nights, are utilized as well. New ways of bringing these groups together are continually evaluated, discussed and planned.

Types of Parent Involvement

There are many ways in which a parent can become involved in their child's education, both at home and at school. Sharp Creek values all types of parent involvement, no matter where it takes place. The following are some of the ways parents can become involved in their child's education:

- At Home
    - Read to or with your child
    - Check your child's homework
    - Have a family dinner together and talk about what happened during the day
    - Turn off the TV and have a game night
- At School
    - Attend school functions, such as Family Reading Nights, field trips, etc.
    - Attend parent-teacher conferences
    - Volunteer in your child's classroom
    - Supply items for the classroom
    - Serve on a school committee, such as PTO or the school planning team

Annual Parent Meetings

An annual Title I parent meeting will occur each fall during the first Parent-Teacher Organization meeting. Knowing that parents have various schedules, the school will provide individualized meetings during different times throughout the day so every parent has the opportunity to participate in the planning, review and improvement of the MNE Parent Involvement Policy. Parents will receive written notices about the meetings, and their option to have an individualized meeting that fits their personal schedule.

At the annual meeting, parents will receive information about the program, including any new program guidelines or requirements, the parent involvement policy, the school-parent compact, and any other applicable information. Parents will spend time during this meeting reviewing the parent involvement policy and the Title I programs to identify any areas of improvement and then helping plan how to address those areas. Attention is paid to ensure that all information related to school and parent programs, meetings and other activities are sent in a parent friendly format that is practical and easily understood.

Parents attending will spend time talking with educators at the meetings about how they can better reach out to, communicate with and work with parents as equal partners in the student's education. If for some reason the school-wide program is not found to be satisfactory by the parents of participating children, these comments are presented to the Metropolitan School District of Wabash County Title I office by the building principal so the concerns are addressed.

To ensure parents have every opportunity to attend, the school will coordinate transportation with the Wabash County Transit if requested. Parents in need of

transportation will inform the school through a phone call or a written note at least two days prior to the meeting, allowing the school time to set up the pick up/drop off with the transit system.

School-Parent Compact

Sharp Creek Elementary School must share responsibility with parents for high student performance. This responsibility is made evident through the school-parent compact. The compact outlines how Title I staff, parents and students share the responsibility for promoting high student achievement. Parents will receive the compact from the school when attending their child's fall conference. The compact will specify the responsibilities that teachers, parents and students will have for helping students achieve their goals. Parents should discuss the compact with their children.

School-Wide Planning Committee

The school-wide planning committee is the group of school personnel and parents who jointly review what is occurring in the school programming and make adjustments as needed. This committee is designed so the parents can work along side school personnel to jointly review, evaluate and develop the school-wide plan, the parent involvement policies, the school-parent compact and other important decisions about the school.

The School-Wide Committee will…
- Consist of both school personnel and parents
- Review the following at least once per year:
  - The services provided to students and their parents,
  - The program's ability to work effectively with parents and to plan the appropriate professional development for educators on working effectively with parents,
  - The effectiveness of the current plan,
  - The data that has been collected concerning school and student achievement,
  - The school parent involvement policy and school-parent compact,
  - Any other applicable topics concerning parental involvement in the school's programs.

School Curriculum, Assessment and Benchmarks

The Title I program utilizes the following curricula:
- Leveled Literacy Intervention is a scientifically based reading intervention utilized to support students presenting deficits in phonemic awareness, phonics, comprehension, fluency, and vocabulary.
- Read Naturally is a scientifically based reading intervention utilized with students needing additional support in comprehension, fluency and vocabulary.
- Orton-Gillingham is a highly structured multi-sensory approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time.

All grade levels at SCE (4-6) utilize the assessments in the Calkins Units of study as well as NWEA MAP data to assess students' reading achievement. Information from all assessments is sent home to parents as appropriate.

School-Parent Communication
Sharp Creek distributes a monthly newsletter that includes information about upcoming events in the school and community. Our 6th grade HA students help put together this monthly newsletter. Special announcements for the Title I programs and activities are sent to parents.

Title I teachers are always available for parent conferences. During fall conferences parents will receive a copy and interpretation of any relevant assessment information, a description and explanation of the classroom and the Title I curriculum, and how student progress is assessed and monitored. Parents are encouraged to take the initiative in calling their child's teacher when they are concerned about a problem. They may also call the school office and ask for a translator for conferences.

Family Resource and Advocate
When parents need materials or help they can contact the Title I teacher to set-up a conference. The Title I teacher will facilitate and assist the parent in gathering resources they need to ensure and help their student succeed.

The Title I teacher will…
- Train parents concerning ways to foster their students' improvement,
- Make referrals to the school counselor for parents in need of social agency services that extend beyond the school,
- Advocate during parent-teacher conferences to assist parents in understanding the information shared by the classroom teacher, and
- Offer any other reasonable support for parental involvement activities as parents request, such as special appointments to meet one-on-one with parents

Evaluation
The purpose of the Title I program evaluation is to continually improve instructional methods and program design to maximize student achievement. Evaluation information is collected in a variety of ways including parent and staff questionnaires, class observations and review of school achievement progress.

The annual evaluation of the Title I Parent Involvement Policy will focus on how to increase parental involvement and identify any barriers to parental participation. The Sharp Creek school-wide planning committee will utilize the collected information collected to complete the following: design any necessary strategies for school improvement, educate teachers in effective ways to communicate and work with parents to build ties between home and school, and revise the Title I Parental Involvement Policy and Compact as needed.

Date of Revision: September 2018

Opportunities for Parent Involvement:

Activity	Approximate number of parents attending	Approximate number of teachers attending	Academic Focus
Back to School Night	300	12	Yes
Parent/Teacher Conferences	280	12	Yes
Homework Help Tues/Thurs each week for an hour	Around 10 weekly	12	Yes
Winter Program	200	5	Yes
Field Trips	75	20	Yes
PTO Meetings	350	12	Yes
Spring Program	350	4	Yes
Field Day	5	12	No
Fundraiser Activities	8	12	No
Parent Classroom Volunteers	5	12	Yes
6th Grade Genius Hour Fair	50	3	Yes

Data Guide: Professional Development

Guiding Questions	Evidence
HIGHLY QUALIFIED STAFF Are all teachers and paraprofessionals highly qualified? Yes they are. Please see the chart that follows at the end of the Professional Development Data Guide.	Evidence: Chart summarizing paperwork on file in personnel folders
OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT How do you identify high quality professional development opportunities? We believe that the best professional development is embedded and ongoing. This is also supported by research. To implement this embedded professional development, we have a literacy coach that we share with the rest of the corporation and a 21st Century Technology Coach that is shared. We embed professional development into our staff meeting, and staff members share what they have learned at professional development opportunities. - How do you ensure that professional development opportunities for staff focused on the needs of both students and teachers? We look at our data to see where we need to improve, then choose professional development accordingly. - How many activities included specific information related to academic achievement? All of them.	Evidence: Please see the sample staff meeting agenda following this data guide.
OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT What type of professional development is the most successful in your school? Professional Development that is embedded is the most successful. When the coaches can work with the teachers to model and follow up, that is very successful. It is also successful when teachers go to training, then come back and work with the coach to implement what has been learned. Circle all methods of professional development offered in your school. *Travel to conferences *Providing in-house training with an outside consultant (district initiative) *Providing in-house training with an outside consultant (school initiative) *Coaching or mentoring in classrooms	Evidence: Implementation of strategies learned in the classroom has been observed during brief classroom visits.

EVALUATION How are professional development activities evaluated? They are evaluated on an informal basis. Based on random sampling of classrooms, do all teachers (100%) implement this strategy regularly? No, we do not evaluate our professional development on a regular basis. (Data collection methods include but are not limited to: a teacher survey or a brief classroom observation.) - How many teachers attended each activity? - What were the explicit goals for each activity? Were goals met? If yes, please attach a copy of an evaluation tool. If no, develop a short evaluation for teachers to use during 2018-2019.	
COLLABORATION/COMMUNICATION Do teachers have common planning/collaboration time on a regular basis? YES – each day while their students are at Art, Music, or P.E.	**Collaboration Agendas** **Staff Meeting Agendas**

Sharp Creek Elementary School Staff Meeting Agenda
September 14, 2017 @ 7:30AM

Sharp Creek Elementary

**Sharp Creek
Teacher's Meeting
Thurs., Sept. 14, 2017
7:30 – 8:00**
Convener: Mr. Snyder
Facilitator: Mr. Snyder

Purpose:	Teachers will collaboratively optimize their energies and resources to improve student learning with a focus on results.
Protocols:	In order to facilitate our work together, we agree to: • Begin and end on time • Listen for understanding and avoid sidebar conversations • Contribute individual perspectives and interests openly • Respect the perspectives of others • Make and keep rigorous promises • Complain only to someone who can do something about it or to someone who can help us complain • Embrace humor

Topic	Outcomes	Leader
Parent Teacher Conference Plan	All know the plan and times for conferences on 10/12/17 / Communication out by end of next week.	Snyder – 10 or less minutes
Donors Choose	Teachers get info and help on how to strategically use Donors Choose to get things they want for classroom, clubs, school, etc.	Derek Decker – Horace Mann – 15 - 20 minutes

MSD of Wabash County Mission

Inspiring a community of learners to discover and achieve their passion and potential.

DREAM BIG WORK HARD

Data Guide:
School Context & Organization

Guiding Questions	Evidence

VISION
What is your school/district vision?
    Inspiring a community of learners to discover and achieve their passion and potential.
 	
How was the vision developed or revised?
    We began forming the mission and vision during our district administration meetings through conversations and professional reading. After several drafts were composed, each administrator was charged to get feedback from their staff.
 	
    At Sharp Creek, this process included watching the movie trailer for *Most Likely to Succeed.* Our staff then collaborated and identified key words and phrases from the trailer that supported how we vision the future of Sharp Creek Elementary School. Staff members then read the article *Need a Job? Create It.* Staff continued to add information to chart paper shaping our vision of Sharp Creek/MSD of Wabash County.
 	
    The vision session concluded with sharing the drafts of the district vision statements and allowing staff members to revise and edit. These samples were then shared with the administration team and a final vision statement was drafted.
 	
How many current teachers, parents, and staff were involved?
    At Sharp Creek, the following were involved in the process:
        12 Teachers
        4 Paraprofessionals
        1 Administrator
 	
    The process was utilized throughout the district and involved all classified staff members, bus drivers, cafeteria staff, and certified staff.
	Notes from staff brainstorming
	(in the next few pages)

|	
LEADERSHIP What is a typical day for an administrator? Please see the principal's schedule that follows in the next few pages. Record one day and identify the following: ▪ How much time is spent in classrooms? Around 2 hours. ▪ How much time is spent with teachers? Around 3 hours. ▪ How much time is spent with students? Around 3 hours. ▪ How much time is spent with parents? Around 2 hours.	**Evidence :** **Principal's typical daily schedule**
CLIMATE AND ATTITUDES What are the attitudes and climate within your school, among students, parents, and staff? ▪ Is the school safe? Yes- see updated survey results. ▪ Is communication clear and regular? Yes. Teachers would prefer less email communication and more face-to–face communication from the principal. ▪ Is instruction challenging? Yes-see survey results.	**Evidence:** **Parent survey, questions 3, 4, and 9** **17-18 School Survey** - **93% of families responded their children felt safe physically and emotionally.** - **90% of families responded there is positive communication with their child's teacher.**
COMMUNICATION How does the school regularly communicate with students, parents, and stakeholders? ▪ Is there a preferred method of communication (e.g., phone, notes, internet, face to face?) Various means of communication are used to meet the varying needs of our families. Communication occurs through newsletter, phone calls, face-to-face meetings, notes, Facebook, our school webpage, emails, newspaper articles and pictures, Edmodo pages, Skyward, etc. ▪ How often and for what purpose do teachers communicate with parents? Teachers communicate with parents to share academic information and ways the parents can support their children, to share what the class is learning/studying, to	**Evidence:** **Facebook page: Search for "Sharp Creek Elementary School"** **School webpage: Link http://sce.msdwc.k12.in.us/** **Principal's and secretaries phone log and books and notes** **Copies of school newsletters(also available**

discuss special needs, to communicate about homework completion, to set up the field trips, to set up volunteer opportunities. Teachers communicate at least weekly with parents through their newsletters. Many parents are communicated with more often depending on the needs of the child and family.	**on the school webpage) and classroom newsletters** **Copies of newspaper articles and pictures**
▪ How are teachers accessible to parents? Phone calls, emails, face-to-face meetings	
▪ Do families have access to internet? Many, but not all families have access to the internet.	
▪ Does the school participate in any social media (e.g., Facebook, Twitter) to share information with parents? Facebook is used.	**We have Skyward Student and family data system that has a call and messaging system for parents. It will call for school delays, cancellations, low balance on food service accounts, etc.**
▪ Does the school utilize any electronic means of communication with parents (e.g., podcasts, automatic phone messaging systems)? An automatic phone messaging system is used. Email is used. We have a message system through Skyward.	
USE OF TIME (INSTRUCTIONAL) What is a typical day in a classroom? ▪ What instructional time is protected (e.g., 90 minute reading block)? All classes have at least 90 minutes or more of language arts instructional time. How often and for what purpose is instructional time interrupted (e.g., fire drills, convocations, late arrivals, absences)? Instructional time interruptions are kept to a minimum. We occasionally have convocations that occur outside of the ELA Block. We participate in the required tornado, fire, and intruder drills. Some children do arrive late, but they check in at the office then go directly to their classrooms and join in. ▪ Are transitions minimized (e.g., movement to specials, restroom breaks, lunch/recess breaks)? Students move quickly, quietly and efficiently to and from specials. Lunch and recess breaks are kept to a minimum. The amount of recess time depends on the students' age and the time of year. Whole class restroom breaks are	Evidence: Classroom schedules (available in the office) 60 minute schedule each day of Reading, Writing, and Math –please see the next few pages School-wide schedule-please see the next few pages Recess Schedule-please see the next few pages

kept to a minimum. Most classes have restroom passes to use as needed so instruction is not interrupted.	

USE OF TIME (PROFESSIONAL)
What is a typical staff meeting like?
 	
▪ Based on a recent staff meeting:
  September, 14 2017
▪ How many topics listed were directly related to student achievement?
  2
▪ How many topics were directly related to curriculum or instruction, professional development, or family involvement?
  2
▪ How many items could be considered "house-keeping?" 0
	Evidence:
	
	Please see the staff meeting agenda in the next few pages

POLICIES AND PROCEDURES
Are expectations consistent within your school?
 	
▪ What policies are consistently posted in classrooms?
  PBIS guidelines are posted in all classrooms, the hallways, restrooms, etc. Classroom rules and procedures are posted. Emergency procedures for Intruders, Fire and Tornado are also posted in each classroom and other area.
▪ How many policies are related to fire and safety, behavior, and classroom procedures?
  All of them.
	Evidence:
	Postings in classrooms

POLICIES AND PROCEDURES
What is the experience of a visitor to your building?
 	
▪ Is the parking lot clearly identified for visitor parking?
  There is only one parking lot available during the day.
▪ Is the building easily accessible (i.e., the main entrance is clearly identified; procedures for entry are explicit)?
  Yes, the main entrance is clearly identified and easy to find.
▪ Is the main office easy to locate?
  Yes, it is right inside the front doors.
▪ Who welcomes a visitor to the school?
  Office staff members
▪ Are there clear procedures for signing in/out, wearing name badges, and moving through the building?
	Evidence:
	Photo of school on the front of this plan
	Visitor sign in/out log
	Visitor badges

Each visitor signs in, receives a nametag, and is asked where they are going, and signs out and returns the name tag when leaving.	

SAFETY
How safe is your school?
 	
Using your school's School and Corporation Data Reports (http://www.doe.in.gov/data/reports.html), determine the following:
 	
   ▪ How many students had unexcused absences?
      53
   ▪ How many students were suspended?
      0
   ▪ How many students were expelled?
      0
	Evidence:
	Skyward Reports

Mission & Vision Collaboration - January 19, 2016

Learning Club Collaboration - Response to Most Likely to Succeed Clip & Professional Reading – Need a Job? Create It!
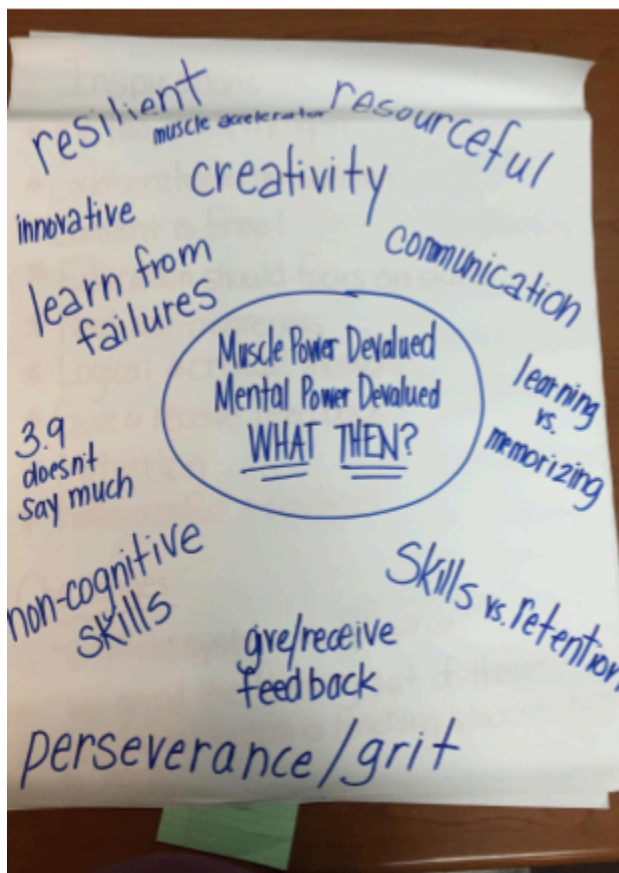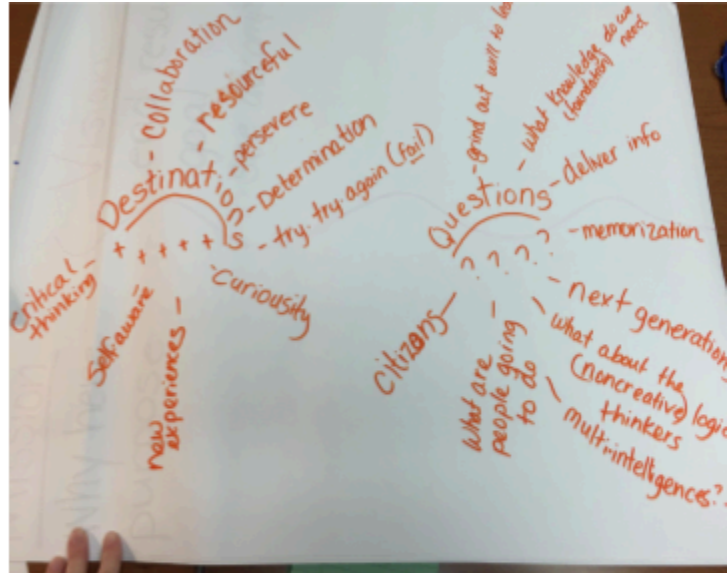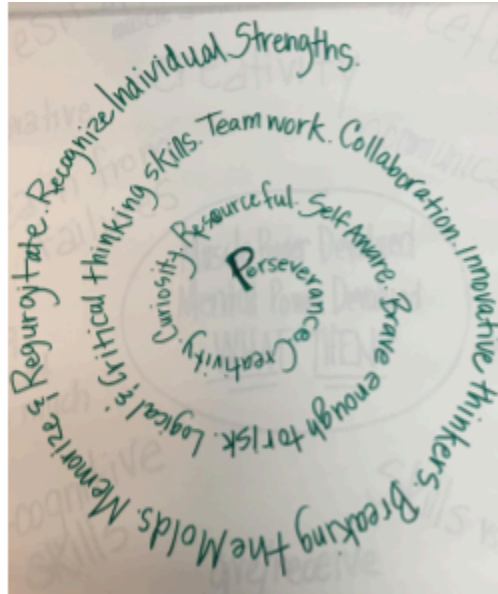
Group brainstorm . . . future MSD classrooms –

- Hands-on learning
- Project-based learning
- Student choice!
- Open-ended activities
- Students collaborating
- Organized chaos
- Peer teaching
- Try -> Fail -> Learn -> Try Again.
- Productive struggles
- Resource-rich environments
- Project-based evaluation/assessment
- Opportunities for exploration
- Valuable and orchestrated "play" or exploration
- Applied & relevant cross-curricular connections
- Problem solvers
- Creative projects
- Intrinsic motivation & desire to learn/grow
- Community mindset

Mission Drafts/Revisions/Thoughts:

MSD is a community of families inspiring learners to explore their passions and developing their potential to become innovative citizens.

MSDWC – a community of problem solvers and coaches continuously learning and accomplishing goals.

Inspiring a community of problem solvers to discover and (achieve, use, utilize) their potential.

MSDWC will inspire individuals to discover and achieve their passions and potential within our community.

MSDWC is an educational community that exists to provide an experience-rich environment in which students are able to think, imagine, inquire and take risks.

Tagline Ideas:

Discover – Inspire – Achieve

Inspiring innovation and imagination!

MSDWC will inspire!

-

Typical Principal's Daily Schedule – Sharp Creek Elementary School

7:00-7:30	Answer email, work on reports, etc.
7:30-8:00	Greet staff members, attend meetings, etc.
8:00-8:10	Greet students arriving on buses / bus supervision
8:10-8:15	Address bus discipline issues, help supervise announcements/halls
8:15-8:20	Review morning announcements, talk with parents in the office
8:20-8:30	Finish up dealing with bus discipline issues, return parent phone calls, monitor 6th grade getting to band and other special classes
8:20-10:45	Struggling Student Meetings 1 time per month) with grade teams
8:30-9:45	Classroom visitations
9:45-10:00	Finish up notes to teachers whose classrooms were visited/SFS
10:00-11:00	Paperwork in office, phone calls to other principals
11:00-1:15	Help with cafeteria/recess supervision / eat lunch with students / sometimes conferences
1:15-3:10	Classroom visitations
1:15-3:10	Finish up notes to teachers whose classrooms were visited / SFS
1:15-3:10	Parent phone calls regarding bus discipline
1:15-3:10	Office work time/discipline
3:10-3:20	Supervise dismissal and bus departure
3:20-4:00	Talk to individual teachers – concerns, answer questions, give advice, read and reply to email
4:00-5:00	Answer email, work on reports, prepare weekly calendar and communication to staff, work on meeting agendas, etc.
8:00-9:00	Finish up email, work on projects that need finished

Sharp Creek Elementary
2018-19 Schedules
School Day for Students 8:00-3:15
Teacher Day 7:30-3:30

2018-2019 Sharp Creek Elementary Master Schedule

4th Grade	7:30-3:00 PLC Meetings on Tuesdays	7:30-8:00 Committee Meetings, Teacher Meetings, etc. (M,W,TH,F)	7:55-8:10 Student Arrival and Breakfast	8:10-9:10 Switch 1 — 3 Switches daily	9:10-9:55 Special Classes	10:00-11:05 Switch 2 — Math, Reading, Science	11:05-11:15 Back to homeroom — Read/ Help with work	11:15-12:15 Restroom, Lunch Recess	12:15-1:20 Switch 3 — Math, Reading, Sci.	1:20-2:25 Writing — Writing in Homeroom	2:30-3:00 Wildcat Time — Intetervention/Enrich.
5th Grade				8:00-9:30 Switch 1 — 90 Minute each of ELA, Math, SS/SCI	9:30-10:00 Switch 2	10:00-10:45 Special Classes	10:45-11:45 Finish Switch 2	11:45-12:45 Restroom, Lunch Recess	12:45-1:15 Wildcat Time — Intervention/Enrich.	1:15-2:45 Switch 3	2:45-3:10 Study / Work Time — Read
6th Grade				8:20-9:05 Special Classes	9:05-12:15 - Instructional Block — 3 switches 60 minutes each of: Math, Reading, Writing		12:15-1:15 Restroom, Lunch, Recess	1:15-1:45 Wildcat Time — Intervention/Enrich.	1:45-2:45 Social St/Science Block	2:45-3:10 Study / Work time — Read	All grades use last 10 minutes to get work completed, housekeep

2018-2019 Special Rotation

4th Grade	9:10-9:55					
	Monday	Tuesday	Wednesday	Thursday		Friday
Blue(Schenkel)	Art	Library	Music	P.E.		Rotating
Green(Dale)	Library	Music	P.E.	Art		Friday's
Red(Ross)	Music	P.E.	Art	Library		to equal
Yellow(mixed)	P.E.	Art	Library	Music		out for
						delays/
5th Grade	10:00-10:45					holidays/
						etc.
	Monday	Tuesday	Wednesday	Thursday		
Blue(Mostly Bair)	Art	Library	Music	P.E.		Check
Green(Mostly Bretzman)	Library	Music	P.E.	Art		Calendar
Red(Mosly Wynn)	Music	P.E.	Art	Library		
Yellow(Mixed Group)	P.E.	Art	Library	Music		
6th Grade	8:20-9:05					
	Monday	Tuesday	Wednesday	Thursday		
Blue(mixed)	Art	Library	Music	P.E.		
Green(mixed)	Library	Music	P.E.	Art		
Red(mixed)	Music	P.E.	Art	Library		
Yellow(mixed)	P.E.	Art	Library	Music		
Band	Percussion	Brass	Woodwind	Full Band		Full Band
	(Separate Schedule/Class List for band students)					

Mr. Nevil/Snyder with the input from the other special teachers will be in charge of deciding what schedule we follow each Friday.

Data Guide: School Context & Organization

Guiding Questions	Evidence
How did students perform on the most recent ISTEP+ assessment? This data is all included on previous pages of this plan(pages 9-15). ● What subgroups made AYP? ● What subgroups did not make AYP?. ● Are there patterns in student performance?.	Evidence: ISTEP results
● How many students are needed to make safe harbor on the next ISTEP+ assessment? (School grading system has changed / we are moving to ILEARN / We usually fluctuate between a B and C depending on growth points. ● How will you identify those students? We will look at the students who are struggling according to our formative assessments and benchmarking and will provide interventions in a timely manner. ● What support is currently in place for those students? Title I, Leveled Literacy Intervention, Read Naturally, Orton Gillingham, Summer School, YMCA Summer Literacy Program	Evidence: Benchmarking results Intervention group make-up Collaboration notes YMCA flyer
Does your school have annual measurable goals for student achievement? Yes ● Are parents, teachers and students made aware of these goals? Parents and teachers are made aware of the goals. Our PL221 plan is posted on our school website. The students just know that they are working to improve their reading and math skills. They are too young to understand percentages and the actual goals. ● Are goals articulated in the school's improvement plan? Yes. ● Are goals revised regularly? Yes. The plan is reviewed on an annual basis. ● Does your school use benchmarks as a progress monitoring tool? Yes. We use Fountas and Pinnell Benchmarking to progress monitor our students'' reading progress.	Evidence: PL221 Plan Reading benchmark records
How does your school regularly review and discuss data? We often do this at grade level collaboration and sometimes at staff meetings. We discuss PBIS data at every staff meeting and at our PBIS committee meetings. ● Does your school utilize a data wall or similar method to collect, analyze and make decisions about student achievement? We use an electronic data wall on google drive for our students. ● Do you talk about data during staff meetings or teacher collaboration time? Yes. ● How is teaching impacted by looking at data? We make instructional decisions based on our data. It helps us to know which students need interventions and enrichment. It helps us target the needs of each student. We use the data to set our goals.	Evidence: Electronic data wall Flexibility of intervention groups

|	
For high schools, what is your current graduation rate compared to the state average? N/A	
What is your school's attendance rate? The most current year available on the state website is 2016-17. The attendance rate that year was 96% • Is your school meeting the state's attendance goal? Yes • Are there patterns to student absences? Not that we could discern. • Is there a clear attendance policy in place? Yes in our student handbook • How is the attendance policy shared with parents? It is shared through the handbook. When a student has attendance issues, the principal contacts the parents through a phone call. If the issues continue, the parent receives a letter. The next step is an attendance conference with the principal, parent and teacher to try to find ways to assist the parents. • What is the attendance rate for teachers? We don't keep this data as it is not a problem. • Are there issues with teacher absences? No.	Evidence: State Compass website Student handbook – attendance section Attendance letters
What intervention services are available to students? We have a 30 minute intervention and extension time available at each grade level. During that time, students may be involved in any of the following interventions: • Speech & language services • Social groups • Leveled literacy intervention • Read Naturally • Visualizing and Verbalizing • Seeing Stars • RTI • Additional Guided Reading Groups • Test Taking Skill Groups • How are students selected for participation? Each student is looked at individually. Some students participate on the basis of their IEP. Other students are selected for participation based on their formative data. Reading Teachers and Title I teacher meet with intervention group leaders to collaborate to make decisions. Students with significant concerns are taken through the RTI process and may be identified for interventions through that process as well. Following the administration of IREAD 3 at MNE, some students may start to receive additional interventions. • How many students participate? The groups are very flexible, so the number of students participating varies. Approximately 6 students may be participating in an intervention group at one time. • Is there measurable growth from students that participate? It depends on the student, but the answer is "yes" for the majority of students.	Evidence: Wildcat Time daily schedule RTI packets for some students Collaboration notes between intervention group leaders and classroom teachers Benchmark results Summer School attendance records

• Are there barriers to participation? Transportation is difficult for some students attending summer school, but most figure out a way to be in attendance. We are very creative with our scheduling during the school year and work hard to meet the students' needs.	
What enrichment services are available to students? The cluster grouping class assignment and scheduling model is used. The services are concentrated in the areas of English Language Arts and Math, although research projects in other areas are pursued as well. There are summer art and theatre programs available to our students. • How are students selected for participation? The MSDWC High Ability Identification process is followed. SAGES, CoGAT, KOI, Benchmark level, and NWEA are used. There is flexibility in the program in that a student with a special interest in a topic may participate when that topic is being covered. • How many students participate? This is flexible, but approximately 20 students. • Is there evidence that enrichment has a positive impact on student achievement? Reading benchmarking. • Are there barriers to participation? The majority of the program occurs during the school day, so there are no barriers to participation. The summer art and theatre programs are available to third graders, and transportation is not provided.	Evidence: Our class lists and schedules Lesson plans MSD identification process Visual and Performing Arts Cooperative flyer

17-18 Family Survey Responses

Literacy (reading and writing) is a priority in our school.
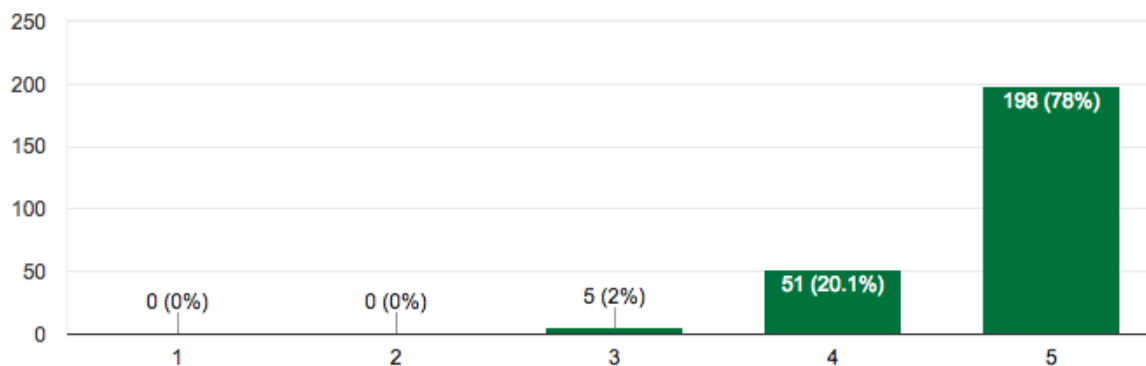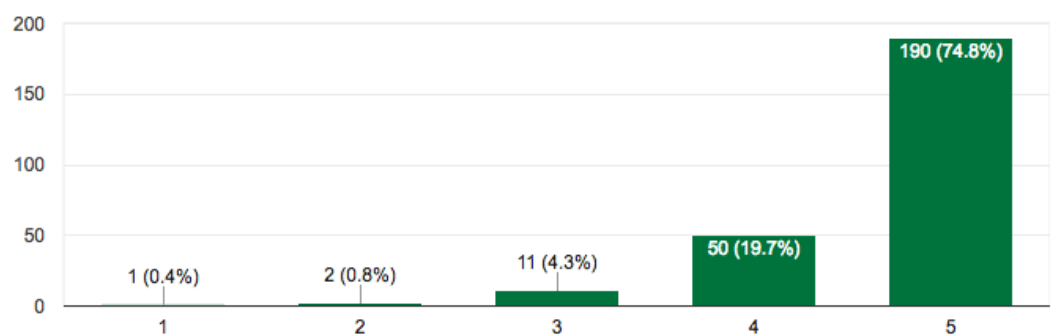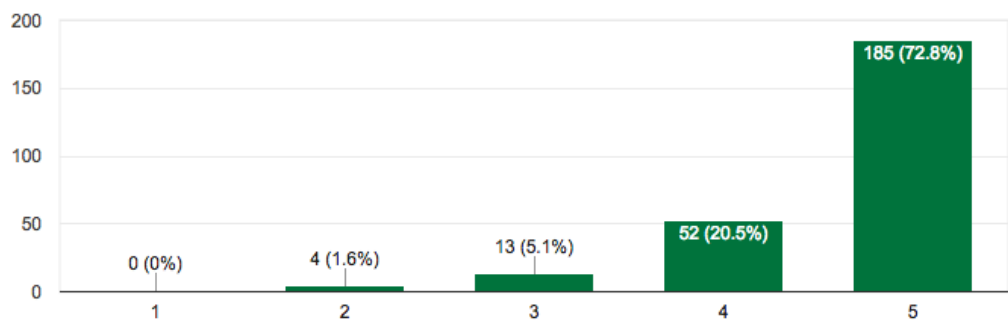
254 responses

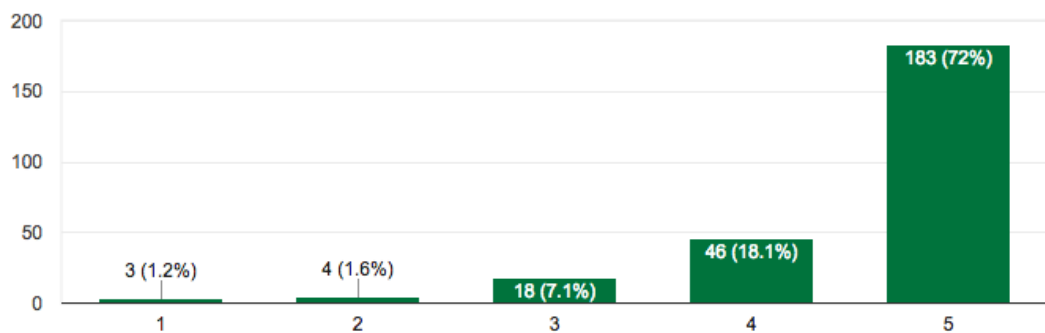## Math is a priority in our school.

254 responses

My child feels safe (physically and emotionally), allowing everyone to focus on learning.

254 responses

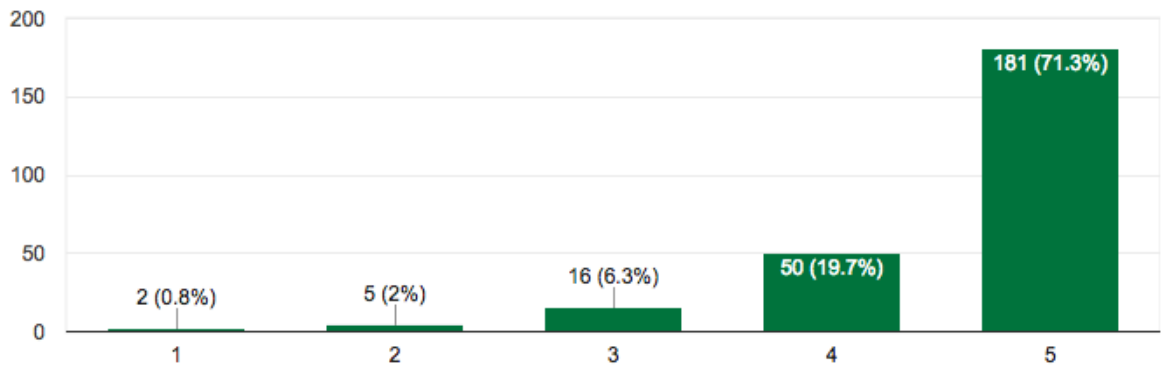## I feel that there is positive communication occurring with my child's classroom teacher.

254 responses

My child is encouraged to do his/her best and is stretched with rigorous and meaningful academic goals.

254 responses

Bar chart:
- 1: 2 (0.8%)
- 2: 5 (2%)
- 3: 16 (6.3%)
- 4: 50 (19.7%)
- 5: 181 (71.3%)

I feel welcome in our school.

254 responses

Bar chart:
- 1: 0 (0%)
- 2: 2 (0.8%)
- 3: 6 (2.4%)
- 4: 34 (13.4%)
- 5: 212 (83.5%)