

Meredith Nicholson Elementary School (6301)

Crawfordsville Community School Corporation (5855)

PL 221 Plan

Title 1 School Improvement Plan

2015-2018

READING



KNIGHTS

Table of Contents

Content	Page
Section 1: Community and Expectations of Meredith Nicholson Elementary School	1
Core Values	1
Mission Statement	1
Mottos	2
Objectives/Outcomes	3
Our Community	3
Our Families	5
Parental Involvement	5
Our School: Meredith Nicholson Elementary	7
CCSC Organization	7
Transition Plans	7
Highly Qualified Teachers	8
Professional Learning Community	10
Section 2: Curriculum, Assessment, and Research-Based Instructional Practices	12
Curriculum	12
Assessment	15
Research-Based Instructional Practices	17
Section 3: School Improvement Process	22
8-Step Process	22
School Improvement Team Process	23
ISTEP+ Reflections	25
IREAD3 Reflections	26
School Improvement Plan Goals	27
Indicators for Success and Measurement for Goals	29

Section 1: Community and Expectations of Meredith Nicholson Elementary School

Core Values

Core values of Meredith Nicholson Elementary School (MNES) include providing a safe and caring environment with high expectations for student learning for all students and adults. We use the Character Counts!™ program to teach and model the “pillars” of character. The staff of Nicholson Elementary has implemented the use of a school-wide positive behavior intervention and support (PBIS) to reinforce behavioral expectations taught through the Character Counts!™ model. We provide a standards-based and researched-based, school-wide curriculum, along with a school-wide tiered intervention system, to ensure every student makes progress in his/her ability to read and to demonstrate skills and knowledge of Indiana College and Career Ready Academic Standards. We strive to create a collaborative, professional environment prepared to meet every student’s need. Our beliefs and actions align well with the fundamental Title I principles of accountability for results, research-based practice, and school and community engagement.

Mission Statement

The MNES staff developed the following mission statement.

The Nicholson Elementary School Staff, in partnership with parents and the community, strive to meet the social, emotional, and educational needs of their learners in a safe, secure, and caring environment.

Mottos

Staff: **“Improving Tomorrow by Learning Today.”**

Students: **“Every Knight Reads 15 Minutes Every Night”**

Objectives - Outcomes

By June 2016, MNES will be recognized as a high performing elementary school by achieving/maintaining the following performance measures:

1. 90% of grade 3 students will pass the IREAD test.
2. 80% of grade 3 students will pass the Language Arts and Math portions of the ISTEP+ test.
3. 90% of grades 2-3 students read at or above grade level with AYP groups showing no significant differences; 100% of students show progress (measured by Fountas and Pinnell Benchmarking program).
4. 90% of grades 2-3 students demonstrate proficient levels of writing with AYP groups showing no significant differences; 100% of students show progress.
5. 85.5% of students demonstrate appropriate behaviors and character traits.
6. Overall student attendance rate reach 97.5%

The School Improvement Plan Committee considered the strengths, weaknesses, opportunities, and challenges of MNES and our community in creating this school-wide plan. We hope to maximize our success as we build on strengths and opportunities, eliminate weaknesses and respond to challenges.

Our Community

Crawfordsville is the county seat of Montgomery County and is the home to approximately 15,915 residents. Montgomery County's population is 38,173. The largest employers are R.R. Donnelley & Sons and Acuity Lighting Company. Nucor Steel and other smaller industries are also located in the county. A full range of retail businesses and restaurants—both locally owned

and chain-operated serve area citizens. The local Ivy Tech branch serves approximately 400 students from the area. Wabash College is an all male Liberal Arts College located in the heart of the city. There are currently 902 men enrolled. Montgomery County has some of the richest farmland in the state and its farmers produce corn, soybeans, wheat, hay, hogs, and cattle. Concerned citizens and government officials are launching an all-out effort to revitalize Crawfordsville's downtown, which struggles to maintain viable retail establishments.

The median household income based on 2010 data for Montgomery County is \$39,196. The 2010 figures also indicate 12.9% of the children are below poverty level. The Hispanic population in Crawfordsville is growing. There are presently three Mexican grocery stores, four Mexican restaurants, and a Hispanic Resource Center located in the Wabash Avenue Presbyterian Church. Many churches offer services in Spanish as well as English.

Outdoor recreation is centered on Sugar Creek, which runs through the southern section of the county and provides opportunities for canoeists and fishermen. Outdoor recreational venues such as our Rails to Trails -- a 4 ½ mile walking and biking path, Shades State Park, and Milligan Park and Pool offer additional recreational opportunities. The Crawfordsville High School Aquatics Center is open year-round to all county residents. There are four major indoor fitness centers: The Crawfordsville Community Center; Planet Fitness, The Athena Fitness Center, a privately owned facility housed in the old Crawfordsville High School; and the Allen Center primarily for Wabash College staff and students.

Key community factors that appear to impact the MNES student achievement pass rates on ISTEP+ are an increasing number of students in poverty, a growing English Language Learner (EL) population, and a special education student population that is 18% of our student

population. State-wide results indicate we must continue to improve our strategies for meeting the needs of these students.

Our Families

Currently, 62% (1542 students in 2013-2014) of Crawfordsville students participate in the federal free and reduced lunch program. This is the greatest challenge our school faces.

Homeless children come to school unprepared for learning. When students have survival issues on their minds, it is unrealistic to expect them to focus on education as their most important priority.

Many programs are being provided to assist children in poverty. An after-school tutoring program is designed to help those who need assistance with academics. We also have children participating in the 21st Century After-School Program. This program provides help with homework, a hands-on activity or craft, and time on the SuccessMaker and IXL computer programs. All of these programs are free of charge to students. A Title I program offers additional support to those students struggling with reading. Counseling and special education services are also available.

Some of the children of Hispanic descent (380 students, 15%) were born inside the United States and speak fluent English. The parents, however, need assistance with translation services for parent conferences and other communication. EL students receive help from a bilingual certified teacher. The teacher is also available to translate newsletters and notes, take parent phone calls and translate during Parent-Teacher Conferences and student enrollments.

Parental Involvement

We understand that one of the key correlates of the effective schools research is parental involvement. In schools where parents are involved in their child's learning, student achievement tends to be higher. During the past few years, we have created a number of mechanisms that have improved parent involvement:

- We hold an "Open House" event during the first week of school.
- Our website provides important information for parents.
- We implement social media (Twitter, Facebook) to inform community members of events or to spread good news.
- Phone calls and e-mails help us maintain good communication with parents.
- We have Spanish-speaking staff to translate important communications for Hispanic parents (including the parent survey that was part of our needs assessment).
- We have created a Bilingual Parent Compact that explains how parents should be involved in their child's education. This year, 89% of parents signed the Compact.
- MNES parents are able to use PowerSchool to access vital information regarding their child's academic progress.
- We offer the following parent involvement activities: winter music program, spring fine arts and music program, home visits to families to create school partnerships (providing reading resources and parental training in how to help children be successful at school), individual classroom activities (plays and other events to which parents are invited), planners signed by parents (reading and math homework).
- Title 1 offers parent and family nights throughout the year providing opportunities for families to play games together and for parents to learn how to better assist their children at home with both reading and math strategies.
- We have one parent/teacher conference in the fall, and many teachers schedule more frequent meetings for students who are struggling. ISTEP+ results are discussed with parents following receipt of this information.

Our School: Meredith Nicholson Elementary School (MNES)

MNES is located in the city of Crawfordsville. We are a part of the Crawfordsville Community School Corporation. Our corporation educates approximately 2472 students in a K-12 setting. We host the West Central Special Education Co-op for students with moderate cognitive disabilities, severe and profound disabilities, and multiple disabilities.

CCSC Elementary Organization

CCSC has K-5 organized in pre K, K-1, 2-3, and 4-5 grade-level buildings. Laura Hose Elementary, K-1 building, has 412 students; Meredith Nicholson Elementary, 2-3 building, has 358 students; and, Mollie B. Hoover Elementary, 4-5 building, has 367 students (enrollment numbers as of 5/24/2013). Related Free-Reduced populations are listed in table below.

Table 1.1 CCSC Elementary School Organization and Composition

School	Grades	Students	Free-Reduced Population (Feb 2013)*
Laura Hose Elementary	K – 1	412	69%
Meredith Nicholson Elementary	2-3	358	68%
Mollie B. Hoover Elementary	4-5	367	65%

Transition Plans

Since MNES houses the second and third grade students for all of Crawfordsville Community School Corporation, we are especially intent on aligning our activities with our feeder school, Hose Elementary (K-1). Principals and teachers at MNES collaborate with the staff at Hose regularly to discuss performance data and programming. In the spring, Hose first grade students visit MNES to tour the school; in the fall, we invite all MNES students to tour their classrooms and the school with parents before school begins. Teachers from Hose share student data about reading levels, math levels, and special services with MNES second grade teachers. Beginning the 2014/2015 school year, teachers from all three elementary schools began to meet monthly to work towards aligning our writing curriculum.

We maintain similar connections with Hoover Elementary where our third grade students continue their education in fourth grade. Teachers from MNES share student data about reading levels, math levels, and special services with Hoover fourth grade teachers in order to ensure a smooth transition. Each May, teachers and students visit Hoover.

In May of each year, the principals and counselors of each elementary meet to discuss special education students, those who are in the RtI process, EL students, and any other children who require special attention in order to help them transition to their receiving school.

Highly Qualified Teachers

We are a **highly qualified** and professional staff, and we have the best interests of our students at the center of what we do on a daily basis. Table 1.2 shows our qualifications:

Table 1.2 Highly Qualified Teachers and Paraprofessionals

Teacher's Name	Teaching Assignment	Indicator of Being HQ
Garvin, Dana	Art Teacher	Masters
Brooks, Emily	3rd Grade Teacher	Praxis II
Coyle, Jennifer	Principal	Masters, Praxis II, Building Administrator's License
Peacock, Leslie	Director of Student Services	Masters
Drake, Shelly	3rd Grade A & E Teacher	Masters
Davis, Claudia	Special Ed Teacher	Praxis II
Caplinger, Cara	2nd Grade Teacher	Praxis
Brown, Angie	3rd Grade Teacher	Masters
Fisher, Lisa	Title 1 Teacher/Reading Coach	Masters
Hale, Angie	Media Specialist Teacher	Masters
Plunkett, Heidi	Special Ed Teacher	Praxis II
Foster, Megan	2nd Grade Teacher	Praxis II
Jones, Kristi	2nd Grade A & E	Masters
Lawson, Heather	3rd Grade Teacher	Praxis II
Lawson, Kim	2nd Grade Teacher	Housse
Petrie, Emily	Special Ed Teacher	Praxis II
Yoder, Lauren	School Counselor	Masters
Minch, Susan	2nd Grade Teacher	Masters
Newman, Laura	PE Teacher/Special Ed Teacher	Housse
Patton, Maranda	2nd Grade Teacher	Masters
Hargis, Kandora	Special Ed Teacher	Praxis II
Rooze, Ellen	3rd Grade Teacher	Masters
Starnes, Sheryl	3rd Grade Teacher	Housse
Ward, Lori	2nd Grade Teacher	Praxis II
Warner, Kerri	EL Resource Teacher	Not Required
Wheeler, Shelle	2nd Grade Teacher	Praxis II
Yerkes, Jerilyn	Music Teacher	Housse
Tunin, Carolyn	Speech Teacher	Masters
Prasser, Leisa	Nurse	
Paraprofessional's Name	Assignment	Indicator of Being HQ
Gilland, Erin	Computer Lab	60+ Hours
Williams, Abbie	Aide	60+ Hours
Pittman, Janet	Aide	60+ Hours
Akers, Janan	Aide	Para Pro
Walbert, Tianna	Aide	Para Pro

Grimes, Cindy	Aide	Housse
Hernandez, Felicia	Aide	Para Pro
Beach, Melanie	Speech	Bal in Speech Path
Pesich, Samantha	Aide	Para Pro
Winings, Courtney	Aide	Para Pro
Hieston, Dawn	Aide	Para Pro
Ranard, Kelly	Aide	60+ Hours
Shelton, Jennifer	Aide	Para Pro

All teachers must be certified by the State in the content area to be considered for a position with the Crawfordsville Community School Corporation. Teachers who are hired from out of state must have received their Indiana State Teacher’s License or have applied for an emergency license. When searching for new teachers, the school corporation lists the vacancy and key requirements (licensure, resume of experiences, transcripts, letters of recommendation, and specific abilities related to our best-practice instructional strategies) on the IDOE website. We also share the information with nearby colleges and universities. We contact references and conduct criminal history checks.

Paraprofessionals must pass their Para Pro exam or have accumulated at least 60 hours of college credits. MNES paraprofessionals receive professional development from our literacy coach, and they are invited to attend all ongoing training activities.

Professional Learning Community

With one of our guiding core beliefs being teamwork, we routinely involve all member groups of our school community in meaningful decision-making that is linked to improving our performance. The following are only a few examples that show how teachers help us chart a path forward:

- A team of teachers helped create our school-wide improvement plan by serving on the school-wide plan team.
- All teachers employed at MNES helped analyze data and identify best instructional practices (through book studies).
- Teachers meet in grade level teams to plan curriculum maps of the standards, develop 12-week assessments, review the results of formative assessments (such as Acuity), and select weak skills for re-teaching and intervention. Data are used to guide curriculum and instruction.
- Teachers use reading data (Fountas and Pinnell and running records) and writing data (state rubric and common prompts - Smekens) to design more effective interventions in collaboration with support programs.
- Teachers review the data from Acuity, IREAD3, and ISTEP+ in teams and use the information for planning.
- Teachers meet monthly for professional development based on current needs of the students. This year the focus is on writing primarily using the curriculum designed by Smekens. Teachers also collaborate with the literacy coach to set goals and reflect on teaching. New teachers receive training on teaching practices used at MNES.

Positive Behavioral Intervention and Support (PBIS)

MNES has implemented positive behavioral interventions and supports (PBIS). PBIS is a framework for choosing academic and behavioral practices and interventions that are proactive, supportive, and engaging rather than reactive and aversive. These interventions are evidence-based and have proven to help students succeed academically and behaviorally. Examples of PBIS strategies include the Rick Morris positive classroom management charting (“Clip Up, Clip Down” system), and positively worded rules and procedures.

As a part of MNES character development, students may earn pillar cards representing the six pillars of the Character Counts!TM program. The Pillars are Trustworthiness, Caring,

Respect, Fairness, Responsibility, and Citizenship. Pillar cards are given to students by the entire staff as an incentive for making good character choices. When a student has received 3 different pillar cards, his/her name is announced during morning announcements and the child is able to select a prize. When a student receives all six pillar cards he/she is knighted in a ceremony before the entire school, family, and friends. These Nicholson Knights have their pictures taken which are hung in the hallway and take part in a year-end celebration.

Section 2: Curriculum, Assessment, and Research-Based Instructional Practices

Curriculum

Alignment: National, State, Vertical, and Horizontal

The curriculum objectives are aligned with the Indiana College and Career Ready Academic Standards. As of 2014-2015, 2nd grade content was aligned to Indiana College and Career Ready Academic Standards. 2nd and 3rd grade math and language arts are mapped to meet Indiana College and Career Ready Academic Standards. Teachers participated in the school-wide creation of a standards-based curriculum map for the 2nd and 3rd grade in the following areas:

- Reading
- Phonics/Spelling
- Writing
- Grammar
- Math
- Social Studies & Science
- Field trips & Supporting Activities

Teachers continue to work to provide both vertical and cross-content alignment-- even including field trips and activities.

Copies of the MNES curriculum maps are shared in an electronic folder available on every teacher's desktop when logged into a school computer. Binders with hard copies are also provided to teachers. Teachers have monthly curriculum meetings to discuss progress, to determine needs for revision/adaptation, and to celebrate success. A master, hard copy is kept in the office.

Daily Instructional Schedule

While great focus is placed upon all students that will be tested on state-wide standardized tests being exposed to instruction and tier time at grade level in math and language arts, MNES continues to take pride in providing students a well-rounded education involving five related arts classes, science, and a dedicated writer's workshop. 2nd and 3rd grade students daily have:

- 90 minute reader's workshop
- 60 minutes of math
- 30 minutes of tiered, standards-based Language Arts
- 30 minutes of tiered, standards-based math
- 60 minutes of writing and or science
- 50 minutes of related arts (music, art, PE, computer, library)

Fountas & Pinnell Benchmark Reading Levels

MNES is currently using the Fountas & Pinnell Benchmark Assessment System to determine reading levels of students. Our Literacy Coach and Title I funds are essential in providing ongoing professional development and support. The Fountas and Pinnell System consists of a

series of carefully designed benchmark books that measure the level of difficulty at which a student is able to read fiction and nonfiction texts. The books range in difficulty from those for beginning readers (A) to those for advanced readers (Z). They are accompanied by an extensive document, *The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, and Support* (Fountas and Pinnell, 2007), which lists text characteristics, reading behaviors, and features of comprehension along a grade-by-grade developmental continuum. The assessment is based on empirical research on language development, vocabulary expansion, reading acquisition, and reading difficulties. In particular, the F & P Benchmark Assessment System assesses the five elements of reading that are described by the National Reading Panel: phonological awareness, phonics, vocabulary, fluency, and comprehension. In addition, it addresses issues of student motivation and interest in reading. A major goal of the assessment system is to estimate students' reading levels in order to provide appropriate instruction. Matching books to a reader's abilities means that progress can be made along a gradient of text. Research indicates that fluent reading "develops as a result of many opportunities to practice reading with a high degree of success."

Journeys

In the spring of 2012, after failing to reach 90% on IREAD3, MNES was required to adopt a state-approved basal series. MNES adopted Journeys for our Language Arts curriculum. At that time, Indiana was transitioning to the Common Core standards; therefore, Journeys Common Core series was selected. Differentiation materials aligned well with the MNES vision of tiered intervention. The 2012-13 school year was the year of implementation. For further details see:

<http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys>

Everyday Mathematics

Everyday Mathematics is a comprehensive Pre-Kindergarten through sixth-grade mathematics curriculum embracing many of the traditional goals of school mathematics as well as two ambitious goals for the 21st century:

- To substantially raise expectations regarding the amount and range of mathematics that students can learn; and,
- To support teachers and students with the materials necessary to enable the students to meet these higher expectations.

The Everyday Math program emphasizes conceptual understanding while building a mastery of basic skills, it explores a broad mathematics spectrum, not just basic arithmetic, and it is based on how students learn and what they're interested in while preparing them for their future mathematical needs. MNES also implements the math program ALEKS to supplement A/E math curriculum. MNES has also purchased a building license for IXL Math to supplement math curriculum. For further details see: <http://www.everydaymath.com/>.

Writer's Workshop

In 2013, MNES teachers committed to focusing professional development on strengthening our writer's workshop. Our Literacy Team, with the direction of our Literacy Coach, is facilitating the improvement and continuity of our writing curriculum. During the 2013-14 school year, teachers are studying *Launching the Writer's Workshop* (Smekens and Scane) for 2nd and 3rd grade. Title I funds are being used to provide training, materials, and resources for this step of improvement. In 2014, teachers continue to work together amongst the three elementary schools

during a monthly writing meeting to align curriculum. Teachers have also attended workshops put on by Kristina Smekens and have also viewed webinars produced by the corporation.

Assessment Instruments

IREAD3

The purpose of the Indiana Reading Evaluation and Determination (IREAD3) assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010). IREAD3 “requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four.” IREAD3 is an end of the year test administered in March. IREAD3 makes sure students are proficient in the reading skills of word development & comprehension in literary and informational text. Students who do not pass IREAD3 in the spring have an opportunity to retest in the summer. Students who do not pass the spring or summer administrations of IREAD3 will continue to receive instruction in Grade 3 Reading, will be officially reported as a third grader, and will fully participate in the Grade 3 ISTEP+ assessment. Nicholson must provide Reading/Literacy Instruction/Intervention to students who do not pass IREAD3.

ISTEP+

Each spring, we administer the Indiana Statewide Testing for Educational Progress Plus (ISTEP+), an annual standardized, criterion-referenced test mandated by the state for all students in grade 3. The test is given in two portions, Applied Skills and Multiple Choice, at two different

times during the spring. The scores for grade 3 students are the basis for determining Adequate Yearly Progress.

Acuity

The purpose of the Acuity assessments is to provide readiness measures for our 3rd grade students in English/language arts and mathematics. Assessment reports provide standards-aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. At MNES both our teachers and intervention specialists use this information to prepare lessons, activities, and interventions for our students.

WIDA English Language Development for English Language Learners

WIDA English Language Development is administered to all English Language Learners early in the Spring Semester every year to measure their progress from year to year. The test is mandated by the state of Indiana and is designed to assess the academic and social language skills of EL students in the areas of reading, writing, speaking, listening and comprehension. The results of WIDA assessments are used to help determine modifications and accommodations that EL students will need in order to be successful in the classroom. The scores are used by the State in determining which schools have met their Annual Measureable Achievement Objectives (AMAOs).

Research-Based Practices and Interventions

Tier Time

The purpose of Tier Time is to provide data-based, essential interventions for students based upon their current level of performance. We believe our Tier Time should provide intervention and enrichment. Teachers use IXL Math Assessments, Acuity Readiness Form 1 in language arts and math, and Fountas & Pinnell to determine student levels and to assess student needs. Students are tiered into small groups for intervention based upon their assessment levels in math and Language Arts. Daily, tier time has a 30-minute math block and a 30-minute language arts block to provide students standards-based and research-based interventions in small groups.

Response to Intervention (RtI)

Our Response to Intervention Process (RtI) “integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.” The RtI team consists of teachers, EL and reading interventionists, special education specialists, speech therapist, and administrator. The RtI team works to provide strategies to improve student learning and behavior, and to collect data to determine success of interventions. Interventions are established for both Tier 2 and Tier 3 interventions. Positive Behavioral Intervention and Supports (PBIS) strategies are also used by the RtI team to promote student success. If a student does not demonstrate growth or success through data-driven interventions, the team shall consider referral for special education testing.

Our Reading Support Model

Reading is critical to student success in school and life. MNES professional development is focused on effective literacy practices, programs, and tools. Title I and our Literacy Coach are essential to providing successful instruction and practices in reading support.

MNES uses a balanced approach for teaching language arts which consists of a reading workshop, writing workshop, and word study. The 90-minute reading workshop consists of standards-based instruction and assessment; whole group shared read-alouds; small-group, strategy based guided reading; groups, and independent reading along with individual conferences.

The writing workshop consists of whole group shared and interactive writing, whole group and small group mini lessons, and independent writing with individual conferencing.

SuccessMaker

SuccessMaker provides a digitally driven reading and math learning experience that is focused on the needs of each individual student. The differentiated instruction includes reading content that integrates social studies, science and interdisciplinary themes and mathematics content that combines instruction in fundamental skills with development of higher-order thinking strategies. SuccessMaker reports allow for customized real-time analysis of student learning.

IXL Math

IXL Math is an online assessment system designed to work within the Response to Intervention system. IXL Math includes a combination of benchmarking, progress monitoring, and

comprehensive reporting. Students work towards mastery of math standards. This enables teachers to make informed intervention and instructional decisions.

Curriculum & Data Meetings

At least once a month, teachers meet with the principal to discuss student data in all academic areas. These meetings focus on the use of student data to drive instruction. Curriculum meetings between grade level teams and the administrator are held to ensure continuity of instruction.

Communication of Assessment Data and Student Progress

Every nine weeks, parents receive a report card. Grades are based on percentage of mastery. Report cards indicate to parents if a student is performing below grade level in reading, language arts, and math. Parents also have access to PowerSchool, a program that allows them to review grades and attendance. ISTEP+ results will be provided online by IDOE. Parent/teacher conferences are held annually in October, and many additional conferences will be held throughout the year based on student need.

After School Programs

The 21st Century Community Learning Center grant supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.

The 21st Century Grant provides funding for three after school groups at Nicholson:

- Breakfast Club provides a safe and caring start to the day for selected students. The staff provides support for social/emotional needs in order for students to focus on academics during school hours.
- After School Club provides students with homework help, enrichment activities tied to academics, SuccessMaker tutoring, and individual and small group reading with Nicholson staff.
- SuccessMaker and IXL Tutoring provides students who have been identified for the program with a combination of teacher-led small group tutoring and SuccessMaker tutoring opportunities twice a week throughout the school year. Participants for this group are identified by teacher recommendation and Acuity scores.

All 21st Century staff members are licensed teachers or teacher aides at Nicholson, providing students and staff with opportunities for interaction outside of normal school hours.

Parent Involvement

MNES teachers and parents are interactive in their quest to give Nicholson students the best learning experience possible. We, at Nicholson, ask that our parents foster the importance of learning at home, and that they ensure that their children have good school attendance. Parents are asked to allow time to “listen” to their child talk about their learning, and also to make time and space a priority for reading and homework. Parents and teachers communicate frequently via notes, emails, classroom letters, and phone calls. Parents are also given the opportunity to “like” our school’s Facebook page. It is updated frequently with news and positive happenings of the school.

Summer School

MNES provides four weeks of summer school for students most in need of services that meet one of the two the following guidelines:

- K-2nd grade students who are below grade level in reading as measured by Fountas and Pinnell end-of-year benchmarking.
- 3rd through 8th grade students who have not mastered minimum proficiency levels in Language Arts and Mathematics as measured by passing scores on the ISTEP+ and/or IREAD3.

Students with Individualized Education Plans (IEP) may be exempt from summer school if stated within their IEP. Parents may request exemptions to the Crawfordsville Community School Corporation Summer School/Retention Guideline by submitting request in writing to the Superintendent no later than June 1st. Exemptions must show a documented legal and/or financial basis for the request to be considered. Alternative remediation opportunities may be approved by the Superintendent and paid for at the parent's expense.

Section 3: School Improvement Process

Prior to preparation for rewriting our School Improvement Plan, MNES has used an adapted version of the **8-Step Process** to make data-driven decisions. Intervention strategies that have been implemented and shall be implemented and are discussed in this document come from the 8-Step continuous improvement model and the **Plan-Do-Check-Act** (PDCA) cycle. We believe that together we are able to determine the needs of all of our students and improve our plan, strategies, and instruction to meet their needs and address low student achievement.

Step 1: Data Disaggregation

MNES uses data to guide decisions for instruction and interventions. Data driven RtI meetings, team meetings, curriculum meetings, and special education referrals.

Step 2: Curriculum Calendar

MNES has a curriculum map that identifies state standards for math, Language Arts, writing, and science. Teachers progress monitor students in weekly reading comprehension, vocabulary/phonics, and math. Reteaching occurs for students that are not successful.

Step 3: Focus on Instruction

MNES has ensured the “first dose” (grade-level, standards based instruction) aligns with the “second dose” (strategy-based support for grade-level instruction) and aligns with the “third dose” (student-level support for content area). This ensures that students are working with the same terminology, standards and strategies throughout their day.

Step 4: Assessment

MNES uses formative assessments to determine grouping and alignment of strategies as discussed in Steps 1-3.

Step 5: Tier Grouping, “2nd dose”

Flexible, tiered grouping allows for students to work on grade-level standards with peers performing at the same level and with the same gaps or strengths in standards-based performance.

Step 6: Enrichment

Flexible, tiered grouping allows for students demonstrating high levels of success to work on enrichment in groups of peers performing above grade-level.

Step 7: Maintenance

MNES has raised the bar for students and teachers and must continue to do so.

Step 8: Monitoring

Monthly Data and Curriculum meetings are used to ensure that Steps 1-7 are continually involved in the MNES PDCA process.

School Improvement Plan Process

In the spring of 2015 a School Improvement Plan was revised. Data of the previous four years were reviewed, and programs were outlined. In the spring of 2015, the plan was modified with the most recent data and strategies. June 2015 the plan was submitted for board approval. Plan team members (listed below) reviewed the plan before submission to the superintendent.

Table 3.1 MNES Title I School-wide Plan Team Members

<i>Name</i>	<i>Position</i>	<i>Team Role</i>
Kristi Jones	2 nd Grade Teacher	Teacher, High Ability Program
Kerri Warner	EL Specialist	EL Specialist, RtI Specialists
Maranda Patton	Parent, 2 nd Grade Teacher	Parent and Community Member
Jerilyn Yerkes	Music Teacher	Teacher and Community Member
Shelly Drake	3 rd Grade Teacher	Teacher, High Ability Program
Shelle Wheeler	2 nd Grade Teacher	Teacher, Writing Program
Matt Ridenour	Principal	Curriculum Specialist, Data and Assessment Specialist
Lisa Fisher	Title I/Literacy Coach	Teacher, Literacy Coach, Curriculum Specialist, Data and Assessment Specialist
Jennifer Coyle	Title I Teacher	Teacher, Curriculum Specialist, Data and Assessment Specialist
Claudia Davis	Special Needs Teacher	Teacher, RtI Specialist
Lauren Yoder	School Counselor	School Counselor, RtI Specialist

Table 4.1 Historical IREAD3 and ISTEP+ and 2015 Goal

ASSESSMENT:	IREAD3		ISTEP+		
	Passed	# Good Cause Exemptions	Passed L/A	Passed Math	Passed Both
Spring 2010	N/A	N/A	71%	73%	64%
Spring 2011	N/A	N/A	77%	82%	73%
Spring 2012	80%	30	78%	76%	69%
Spring 2013	93%	14	87%	81%	77%
Spring 2014	87%	18	78.6%	77.6%	71.4%
2015 SIP GOAL	> 90%		> 85%	> 80%	> 77%

Table 4.2 Historical LAS Links results

ASSESSMENT:	LAS LINKS									
	Level 1 Beginning		Level 2 Early Intermediate		Level 3 Intermediate		Level 4 Advanced		Level 5 Fluent English Proficient	
Spring 2010	2.7%	1	16%	6	35%	13	41%	15	5%	2
Spring 2011	2.4%	1	10%	4	37%	15	27%	11	24%	10
Spring 2012	2.5%	1	10%	4	30%	12	38%	15	20%	8
Spring 2013	N/A	0	4%	2	20%	10	44%	20	32%	16
Spring 2014	N/A	0	4.2%	2	18.8%	9	52.1%	25	25%	12

**Meredith Nicholson Elementary
IREAD and ISTEP+ Disaggregated Data**

Table 4.3 Disaggregated ISTEP+ Data

ASSESSMENT:	ISTEP+ Passed Both		
	Free/Reduced	Special Education	EL
Spring 2010 % Pass	48%	31%	42%
Spring 2011 % Pass	62%	56%	29%
Spring 2012 % Pass	61%	39%	52%
Spring 2013 % Pass	72%	36%	40%
Spring 2014 % Pass	64.8%	27.3%	50%

Table 4.4 Disaggregated ISTEP+ Math Results

ASSESSMENT:	ISTEP+ Passed Math		
	Free/Reduced	Special Education	EL
Spring 2010 % Pass	60%	51%	58%
Spring 2011 % Pass	75%	72%	47%
Spring 2012 % Pass	68%	54%	57%
Spring 2013 % Pass	76%	55%	47%
Spring 2014 % Pass	73.2%	47.8%	65%

Table 4.5 Disaggregated ISTEP+ LA Results

ASSESSMENT:	ISTEP+ Passed Language Arts		
	Free/Reduced	Special Education	EL
Spring 2010 % Pass	55%	41%	47%
Spring 2011 % Pass	66%	56%	35%
Spring 2012 % Pass	74%	46%	52%
Spring 2013 % Pass	82%	41%	67%
Spring 2014 % Pass	71.3%	31.8%	65%

Table 4.6 Disaggregated IREAD3 Results

ASSESSMENT:	IREAD3		
	Free/Reduced	Special Education	EL
*Spring 2012 % Pass	74%	41%	55%
Spring 2013 % Pass	89%	67%	80%
Spring 2014 % Pass	83.7%	40%	85%
GOAL Spring 2015 % Pass	85%	60%	80%

*2012 was first year for IREAD3

Section 5: Goals and Indicators for Success

School Improvement Plan Team Goals:

1. Increased use of data by teachers and administration to guide instruction and intervention
2. Improved student writing
3. Improved ISTEP+ Language Arts pass percentage
4. Improved ISTEP+ Math pass percentage
5. Improved student behavior

Table 5.1 Indicators for Success and Measurement for Improved Student Writing

SUCCESS INDICATORS	Leading Measures	Frequency
Percent of grades 2-3 students demonstrating proficient levels of writing/mastery of English standards	CCSC (state) writing rubric (number achieving at level 3/4 and 4/5/6)	prompts every nine weeks
	2nd Grade: SuccessMaker	Every 9 weeks
	3rd Grade: Acuity LA Readiness 1, 2, and 3	Acuity Readiness 1, 2, and 3

Table 5.2 Indicators for Success and Measurement for Improved Student Reading

SUCCESS INDICATORS	Leading Measures	Frequency
Percent of grades 2-3 students reading at or above grade level by AYP groups	Fountas & Pinnell Benchmark Kits (running records and leveled books)	Every 9 weeks (or as needed for “at” or “below” grade level)
	Title 1: Guided Reading Groups	Daily
	IREAD3	Annual
	ISTEP+ Language Arts Results	Annual

Table 5.3 Indicators for Success and Measurement for Improved Student Math Performance

SUCCESS INDICATORS	Leading Measures	Frequency
Percent of grades 2-3 students mastering Indiana academic standard in math	2nd Grade: SuccessMaker math assessment	Every 9 weeks
	3rd Grade: Acuity Math Readiness 1,2, and 3	Acuity Readiness 1, 2, and 3
	MNES Addition/Subtraction Facts Mastery Check	Every 12 weeks
	3 rd Grade ISTEP+ Math Results	Annually

5.4 Indicators for Success for Improved Student Behavior

SUCCESS INDICATORS	Leading Measures	Frequency
Percentage of Students Exhibiting Expected Behavior	School-wide PBIS implementation - Classrooms using school-wide PBIS	yearly
	Students "Knighthood" for receiving six pillar cards	Monthly
	MNES report regarding office referrals by category, including unsafe actions and bullying	Daily, weekly, monthly

2015 Goals and Update:

Areas of focus and improvement:

Meredith Nicholson Elementary will continue to pursue an I-READ 3 passing rate that is above the state average. This school year we are also focusing on improving math fundamentals and interventions. A whole-school IXL license was purchased this year to supplement instruction. This program has been proven successful at another elementary in our corporation. We are using this program, in conjunction with SuccessMaker, to not only supplement instruction, but to expose students to technology during instructional time.