

THE CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

School Improvement and Achievement Plan

2018-2020

School Name: Laura Hose Elementary School

School Address: 800 Fairview Ave.

Crawfordsville, IN 47933

School Fax Number: (765) 362-3957

School DOE Number: 6293

Corporation DOE Number: 5855

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School Improvement Committee Membership

<u>Name</u>	<u>Title/Representation</u>
Carol Starlin	Principal
Sarah Hutchison	Kdg./First Teacher
Jacque Voliva	Special ed. Teacher
Brittany Reef	Literacy Coach
Melanie Deener	EL teacher
Diamond Deacon	Kdg. Teacher
Cori Crossley	Parent Rep
Stephanie Timmons	Kdg./First Teacher

Documentation of Support for Professional Development Section of the Strategic and Continuous School Improvement Plan/Title 1 Schoolwide Plan by the Crawfordsville Education Association/Indiana State Teachers Association

As required by 511 IAC 6.2-3-3, we, as the representatives of the Crawfordsville Education Association/Indiana State Teachers Association, have reviewed and are in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan/Title1 Schoolwide Plan for Laura G. Hose Elementary School.

Bronna Utterback	On file	6-5-19
representative	signature	date
		date
representative	signature	
		date
representative	signature	date

SECTION (1)

INTRODUCTION

Narrative Description of the School, Community, and Programs

Crawfordsville is the county seat of Montgomery County, Indiana. Its population is approximately 16,000.

The city is named for William Crawford, a high-ranking national political figure of the 1800's. Crawford appointed Ambrose Whitlock as Receiver of the Lands for a settlement, and Whitlock, in turn, named his new community after his good friend.

Crawfordsville is an industrial-based community with a very diverse socio-economic population. The largest employer is RR Donnelly and Sons Printing, headquartered in Chicago. Other industries include Nucor Steel, Lithonia Lighting, Penguin Random House Publisher, Pace Dairy, International Paper and Sommer Metalcraft. Several Hispanic small businesses including groceries, restaurants, a bakery and a car dealership have located in our community. Our community relies on many public assistance programs such as Food Finders Back Packs, FISH Pantry, REINdear Christmas Gift Program, Pam's Promise and the Crisis Shelter. Crawfordsville is also home to Wabash College, one of only three all-male liberal arts colleges in the country. Wabash has a very good reputation nationally and contributes much to the culture of Crawfordsville.

Crawfordsville Community Schools is the largest of the three school corporations that serve families in Montgomery County. The other two are North Montgomery and South Montgomery School Corporations. The latter two, for the most part, serve families who live outside the city limits, although all three corporations are open tuition to any resident of Montgomery County.

Crawfordsville Schools are comprised of three elementary schools. Laura Hose Elementary serves students in kindergarten and first grade. Meredith Nicholson Elementary is attended by students in the second and third grades, while Mollie B. Hoover Elementary serves families who have children in fourth and fifth grades. A newly built Crawfordsville Middle School is for grades 6-8. Crawfordsville High School is for grades 9-12. Willson Developmental Preschool offers a variety of services.

Hose Elementary School students are provided a core curriculum based on the 2014 Indiana Academic Standards. Language arts and math classes are taught at Special Education self-contained, corrective, general, and advanced levels in accordance with their IEPs. A curriculum map for LA and Math is structured in 9 week intervals for the entire academic year. STEM provides K and First Science Curriculum.

Hose's curriculum is designed to meet the needs of ALL students using the Response to Instruction (RTI) model. English Learners (EL) support services are offered to non-English speaking students. Students with high achievement and motivation for learning are placed in the High Ability (HA) classes. A continuum of special education services are offered for students with IEP's. Title 1 services are provided to students who are performing below grade level. Speech and Language services are provided as well.

Student enrollment at Hose Elementary has slightly increased over the past three years. In 2017-18, the total enrollment is 431. The student population is approximately 51% female and 49% male.

School year	Enrollment
2015-16	427
2016-17	431
2017-18	431
2018-19	421

The socio-economic status of Hose’s students and families has resulted in a large number of students on free or reduced lunch. Based on this need, breakfast is free for all students has been provided for the past three years.

School year	Free and Reduced Lunch %
2015-16	69%
2016-17	65%
2017-18	64%
2018-19	66%

Faculty and Staff

Hose Elementary’s teaching staff consists of 27 teachers and 19 paraprofessionals. The support staff is comprised of 1 administrator, 1 school counselor, and 1 nurse.

One full time and one part time secretary serve in the administrative office. The custodial staff includes 2 full time employee and 2 part time employees working different shifts.

Health Services

School nursing is a specialized practice of professional nursing that advances the well-being, academic success, life-long achievement and health of students. To that end, our school nurse facilitates positive student responses to normal development, promotes health and safety including a healthy environment, intervenes with actual and potential health problems, provides case management services, and actively collaborates with others to build student and family capacity for adaption, self-management, self-advocacy, and learning (NASA, 2010).

The school nurse is the health expert in the school, serving in a number of capacities. She treats and manages the care of students with chronic conditions such as asthma, diabetes, life-threatening allergies, and a range of disabilities. She also evaluates students with acute illnesses and provides first aid for injuries. The nurse teaches about health and prevention topics, and educates staff regarding

individual students' health care needs. The school nurse manages medication administration for many students who have orders for daily medication to be taken during the school day, as well as providing "as-needed" occasional medications. She is a valuable resource for social and emotional development.

The nurse works closely with students, staff and families to create a safe and healthy school environment. She advocates for students with special health care needs and coordinates their health care during the school day. She works with students and families on keeping children healthy and in school, oversees surveillance of communicable diseases, immunizations, vision screening, and attends health related IEP conferences. She works with local health professionals to provide dental and vision support care. In the 2017-18 school year our school nurse had over 5000 clinic visits from 431 students.

Administrative Department

The principal, school counselor, literacy coach and office personnel handle the following areas:

1. Curriculum, instruction, and assessment
2. Student scheduling
3. Special Education
4. School safety
5. Professional development

Technology

In an effort to keep pace with the ever-changing world of technology, our school has a computer lab with 32 computers, a laptop cart available for checkout, and iPads carts. Interactive whiteboards are in all classrooms. Touch screen computers are in a special education classroom. iPads, and Kindles are available for shared use.

Our technology committee is comprised of 6 members includes: two classroom teachers, the media specialist, school superintendent, principal, and the corporation technology coordinator. They meet to discuss the every changing needs of our building and corporation.

Media Center and Guided Reading book room

The media center and guided reading book room provide resources for teachers and students. Library skills, checkout and keyboarding skills are introduced in the media center. Teachers have access to leveled books in the guided reading room.

After-School and Extra Curricular Programs

Twenty-four students are provided with a safe and structured after school program that allows students to have homework help, a healthy snack, extra educational centers, computer time, STEM activities, and free play.

We provide an additional 20 students with an extra 2 hours per week of tutoring in reading and math skills. Teachers provide reading groups, math groups, and literacy based centers to enhance classroom

learning. These students are also provided a healthy snack and time for free play. These programs are funded by the 21st Century Community Learning Center grant.

Parent involvement is encouraged with a family activity such as game day. Parents are also surveyed twice yearly to get their input on the program.

School Attendance

Attendance at Hose Elementary is a priority. We want to help families and students form good habits early. The resource officer, local prosecutor, principal, school counselor, and nurse, work with families to enforce a corporation-wide attendance policy to make parents more accountable for their child's attendance.

School year	Attendance rate
2015-16	95.0
2016-17	95.01
2017-18	95
2018-19	94.9

Description and Location of Curriculum

Hose teachers have made an on-going commitment to ensure that our curriculum is aligned with state standards. Each teacher has the Crawfordsville Community School Corporation (CCSC) Guide to Teaching that includes the Indiana Academic Standards, curriculum maps for language arts and math, and instructional resources. The guide addresses the following academic areas: language arts, mathematics, science, and social studies.

Titles & Descriptions of Assessment Instruments Used

YCAT (Young Children's Achievement Test) screening for incoming K students, provides a test age compared to a real age

Fountas & Pinnell Reading Benchmarking leveling system to evaluate student reading and comprehension ability with reliable and robust universal screening that is aligned to Leveled Literacy Intervention, and determines each child's instruction level for guided reading according to the Fountas & Pinnell A-Z text Level Gradient

ACCESS for EL reading, writing, listening and speaking levels

CCSC Writing Levels- corporation developed checklist of writing prompts and testing dates

NWEA (Northwest Evaluation Association) assessing is completed three times throughout the year for first grade. Assessing is completed twice for Kindergarten. This program assesses literacy and math skills.

SECTION (2)

STATEMENT OF MISSION AND BELIEFS

Hose Mission Statement

Laura Hose Elementary School’s mission is to work in partnership with parents and the community, to build a culture of excellence by fostering academic and social growth while nurturing the emotional and physical wellness of each child.

Hose Goals

- Hose students master Indiana Academic Standards
- Provide a safe learning environment conducive to teaching and learning
- Encourage students to reach their full potential

Montgomery County started PBIS in 6/16 for positive behavior. We are in the process of updating our missions and beliefs.

SECTION (3)

SUMMARY OF DATA

Data, Including Charts, from the Annual Performance Report

Young Children’s Achievement test (YCAT)

2017-2018 ----beg. of year score			18-19
-24 months or lower	8%	17 students	18%
-12 to -23 months	43%	90 students	38%
-6 to -11 months	23%	49 students	26%
-5 to -1 months	14%	28 students	18%
At and above age level	11%	23 students	12%

AT K Roundup YCAT is used for a first assessment. The Reading Dept. uses YCAT as another piece of data for students below grade level and as piece of information in the RTI and referral process.

Fountas and Pinnell Benchmark Reading Assessment

Kindergarten- End of Year

School Year	% reading at or above grade level (C)
2015-2016	73%
2016-2017	88%
2017-2018	80%
2018-2019	78%

First Grade- End of Year

School Year	% reading at or above grade level (I)
2015-2016	75%
2016-2017	80%
2017-2018	72%
2018-2019	64%

CCSC Writing Assessment

Kindergarten- End of Year

School Year	% writing at or above grade level (5)
2015-2016	90%
2016-2017	81%
2017-2018	83%
2018-2019	73%

First Grade- End of Year

School Year	% writing at or above grade level (7)
2015-2016	70%
2016-2017	82%
2017-2018	74%
2018-2019	71%

2019 Added Bridge Class and Boost Class. Retained 24 K students. Adopted new Scholastic Reading Program to focus on Vocabulary and oral language development.

Will start 2019-20 Orton Gillingham as an extra intervention and for Dyslexia screenings.

SECTION (4)

CURRENT EDUCATIONAL PROGRAMMING CONCLUSIONS

Curricular Support for Achievement of Indiana Academic Standards

Student achievement of the Indiana Academic Standards in all content areas and grade levels is supported by our school's curriculum through the following:

- Written curriculum for all content areas and grade levels is aligned to the Indiana Academic Standards.
- Classroom assessments are aligned with the Indiana Academic Standards
- Assessments provide a means for continued focus on areas of improvement in curriculum and student achievement.

Instructional Strategies

Student achievement of the Indiana Academic Standards in all content areas and grade level is supported by our teachers' use of instructional strategies through the following:

- Members of the Hose Elementary Leadership team created a Professional Development for the school year and meet 2 times a month to create a specific plan for each month.
- Teachers attend professional development conferences and training as related to our professional development plan and goals.
- Teachers are held responsible for using research-based instructional strategies in their classrooms through formal evaluations and walkthroughs via the RISE evaluation program.
- Each grade level team meet to discuss curriculum, assessment, strategies, and professional development opportunities.
- Instructional coaching and professional development is provided by the literacy coach.
- K+ class established to allow more intensive learning for the children who score low on the YCAT assessment.
- Kindergarten Bridge class is being developed for the 2018-2019 school year to take the students lowest scoring students on the YCAT assessment as well as students identified to need an additional year of kindergarten to master kindergarten skills.
- A BOOST class is being developed for students for 2018-2019 school year in need of smaller class size with more intense learning geared toward social and personal skills and lagging skills in academic areas so they may adapt to the larger class size.



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Student Achievement

Current student achievement is based on the results of student language surveys, which reveal a need for improvement in oral language development. We are currently using the following strategies to address this need:

- Language development through speech/language special education classes
- EL intervention groups
- Kindergarten emergent language groups
- Comprehensive Intervention Model

Reading benchmark assessment levels reveal a need for improvement in reading for kindergarten and 1st grade. We provide the following strategies to address this need:

- Emergent language literacy groups - for kindergarten
- Guided Reading Plus (component of CIM)
- 1-on-1, small group - for 1st grade

Parent Participation

Teachers and parents work together to develop the parent involvement policy for CCSC specific to Hose.

*See appendix

Technology as a Learning Tool

All classrooms have Interactive Whiteboards which are used by students and teachers for math, writing, reading, physical activity, and classroom management. Also iPads and laptops are used during kindergarten and 1st gr. Center time. Teachers have access to a computer lab for class projects, slideshows and PowerPoints. A laptop cart of 32 laptops is available for checkout for projects to be completed in classrooms. The after school tutoring program uses computers and the interactive whiteboards to enhance literacy and math skills as well as computer skills.

Safe & Disciplined Learning Environment

Hose Elementary strives to provide and maintain a safe and disciplined learning environment for all students. Our corporation has developed a comprehensive safety emergency plan for all schools that is updated annually. Staff and students participate in drills to practice the existing plan for a variety of emergency situations that could occur. We also do extra scenarios with or provide additional information to our certified staff since the age of our students makes them very dependent on adult leadership. While we are predominately an academic institution, we know that feeling safe and having a caring environment directly impact student learning and achievement, as well as discipline and their

attitude about school. Hose Elementary has taken the following steps to make our school a safe and inviting place for young children to learn:

- A school resource officer is employed for the corporation to assist with all school security endeavors.
- The 2015 remodeling process included a front entrance design locked down to student classrooms. SafeVisitor program scans and prints a picture ID for anyone going past the front office. Laminated has been added to glass.
- Each teacher has a copy of emergency procedures and a bag of emergency first-aid supplies in their classroom. A map showing emergency locations is posted in each room to help substitutes and visitors have quick access to plans.
- All exterior doors are locked following bus entry during the school day. Visitors must enter the front doors of the school during the school day using our buzzer system. All employees gain entrance through the use of their electronic key fobs.
- All interior doors are locked during the school day and teachers use magnetic strips to allow children in and out of the room with little disruption. In an emergency, teachers can quickly remove the strip which locks the classroom door.
- All building staff are trained yearly according to our corporation bullying plan to train them how to recognize and report bullying situations appropriately.
- All students receive bullying and conflict management training including the Kelso program and state bullying standards from the counselor before Oct. 15th of each school year in accordance with the state guidelines.
- Our school has a safety team that responds to unsafe student behavior that a teacher may call for at any time. Individuals on the team are all trained in CPI de-escalation and restraint techniques. Our corporation also has a policy in place that guides any restraint or seclusion that occurs with students.
- Background checks are performed by our central office on any adult wishing to volunteer or who will be in a situation where they will be with other children than their own (for example eating lunch in the cafeteria) before they are given access to the school building.

Professional Development

The staff at Hose Elementary believes that professional development should be a continuous process linked directly to the needs of our students. We use our time as efficiently and effectively as possible; including monthly faculty and team meetings, professional development workshops, trainings, webinars, and curriculum alignment sessions to ensure professional growth and development. We use both outside consultants and in-house experts to provide training. PLC's meet twice a month to analyze data and assessments, analyze student learning and instruction, and review curriculum maps. This year's plan will include collaboration with Butler University in March and April 2015 to address student needs in reading. Classroom mapping has been completed. In Related Arts Art and Music have been completed. In 2018 PE and Media will be completed.

SECTION (5)

STUDENT ACHIEVEMENT OBJECTIVES/GOALS

GOAL: IMPROVE STUDENT ACHIEVEMENT IN READING 2% yearly

Fountas and Pinnell Benchmark Reading Assessment

Kindergarten- End of Year

School Year	% reading at or above grade level (C)
2015-2016	65%
2016-2017	67%
2017-2018	69%
2018-2019	72%

First Grade- End of Year

School Year	% reading at or above grade level (I)
2015-2016	75%
2016-2017	78%
2017-2018	80%
2018-2019	80%

GOAL: IMPROVE STUDENT ACHIEVEMENT IN WRITING 2% yearly

CCSC Writing Assessment Kindergarten- End of Year

School Year	% writing at or above grade level (5)
2015-2016	81%
2016-2017	83%
2017-2018	85%
2019-2020	87%

First Grade- End of Year

School Year	% writing at or above grade level (7)
2015-2016	81%
2016-2017	83%
2017-2018	85%
2019-2020	87%

GOAL: ATTENDANCE TO MAINTAIN 96%+ yearly

SECTION (6)

SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

1. Reading
2. Writing
3. Attendance

SECTION (7)

BENCHMARKS FOR PROGRESS

Please see the master school improvement chart at the end of this plan.

SECTION (8)

ACADEMIC HONORS DIPLOMA AND CORE 40

Hose Elementary School students are only in kindergarten and 1st grade so this section is not applicable.

SECTION (9)

PROPOSED INTERVENTIONS BASED ON STUDENT ACHIEVEMENT OBJECTIVES AND GOALS

Please see the master improvement chart at the end of this plan.

SECTION (10)

PROFESSIONAL DEVELOPMENT

Please see the master school improvement chart at the end of this plan.

SECTION (11)

CULTURAL COMPETENCY COMPONENT

Cultural Competency Component of School Plan

- To improve the cultural competency of the school's teachers, administrators, and staff, the English Language Learner (ELL) teacher has provided professional development over our state EL standards, WIDA, and best practices in teaching a student who speaks any language other than English.
- To improve the cultural competency of the school's parents, we keep parents informed by sending letters and newsletters about the WIDA standards, ACCESS testing, and the methods used to help students with their language acquisition. School documents are translated into Spanish, which is our largest language-minority.
- A Home Language Survey (HLS) is used to identify students who are a language-minority.
- Bilingual books are read to Kindergarten groups who speak Spanish to help them develop their language. Book discussions are also completed in students' native language.
- The SIOP model is used by the EL teacher to create lesson plans that make content comprehensible for all students. These lessons include and give close attention to building background on content to be taught, appropriate strategies to make content comprehensible, provides opportunities to interact in both native language and English, and includes time to practice and apply the content they were taught.
- One recommended area for professional development is in giving teachers strategies on development of oral language in the classroom.

SECTION (12)

STATUES AND RULES TO BE WAIVED

Hose does not have any waivers on file with the state of Indiana, and is not seeking any statues or rules to be waived.

SECTION (13)

THREE (3) YEAR TIME LINE

Please see the Master School Improvement Chart

MASTER SCHOOL IMPROVEMENT CHART

SECTIONS (7), (9), (10), (13)

Benchmarks & Indicators of Performance (Section 7)	Proposed Interventions Based on Student Achievement Objectives/Goals (Section 9)	Professional Development Activities (Section 10)	Suggested Timeline (Section 13)	Coordinated By
<p>Goal #1: Improve End of Year Fountas and Pinnell Benchmark Reading levels by 2%</p>	<p>Teachers will create SLO's for their targeted students based on beginning of the year data</p> <p>Teachers will analyze the benchmark data to determine strengths and weaknesses</p> <p>Teachers will have intervention meetings to discuss progress of students that are well below grade level and will develop a strategic plan for them</p> <p>Implement interventions from</p> <p>Students that are below level will join a CIM intervention group for language development, Emergent Literacy, or Guided Reading Plus</p>	<p>A reading consultant, Dr. Susan Adamson (Butler University), will observe the 90 minute LA blocks in classrooms and then provide feedback and professional development in reading strategies</p> <p>Book study of reading strategies and interventions, Apprenticeship in Literacy (Dorn) and One Child at a Time (Johnson)</p> <p>View the Smekens reading webinars 4 teacher pilot Scholastic Reading program</p> <p>Initial course in literacy for new teachers in comprehensive literacy New mentor training 2 PD days</p> <p>Ongoing class for trained teachers in comprehensive literacy-1-PD days with reading coaches</p> <p>The literacy coach will attend the Comprehensive Intervention Model Summer Conference in Arkansas.</p>	<p>Classroom observations (March 2015) and professional development sessions by Dr. Susan Adamson (May 2015)</p> <p>Comprehensive literacy PD, webinars, and trainings 2015-2016</p> <p>2015-2016</p> <p>Mar-May 2019</p> <p>2018-2020</p> <p>2016-2017</p> <p>CIM Summer Conference (June 2015)</p>	<p>Principal and literacy coach</p> <p>Title 1 Coordinator and Literacy coach</p>

	<p>8-12 of the lowest-performing students will receive Reading Recovery or tier 3 interventions</p> <p>Provide interventions for language development</p> <p>Map the reading curriculum</p> <p>Ongoing PD for new Scholastic literacy Program-</p> <p>Students that are below level will attend summer school according to the summer school policy</p> <p>Invite Random House/Penguin Books to read to students in need</p>	<p>Coach will train new interventionists in CIM.</p> <p>Reading Recovery Continuing Contact class</p> <p>Speech therapist will talk about techniques to develop language (vocabulary, social stories, etc.)</p> <p>Dr. Clay will provide PD in curriculum mapping and work with the K-1 team</p> <p>instructional rounds, data analysis at PLC's</p> <p>Train volunteers on how to do read aloud books.</p>	<p>2018-2020</p> <p>2015-2016</p> <p>2015-2017</p> <p>2019-2020</p> <p>June 2017-2020</p> <p>Fall 2015-2017</p>	<p>RR teacher</p> <p>Speech therapist, classroom teachers</p> <p>Dr. Clay and curriculum committee</p> <p>Principal</p> <p>Literacy coach</p>
<p>Goal #2: Improve CCSC Writing Assessment scores by 2%</p>	<p>Teachers will create SLO's for their classroom based on beginning of the year data to identify students with weaknesses</p> <p>Analyze class and student results of the assessment and identify students' strengths and weaknesses</p> <p>Implement Scholastic Writing program</p>	<p>Teachers will participate in professional development in writing during the ongoing and initial course in comprehensive literacy</p> <p>Use Orton Gillinham for intervention</p> <p>A K-1 leadership group will develop a vertical curriculum with 2-5 teachers and present it to the staff</p>	<p>2015-2017</p> <p>2018-2020</p> <p>2018-2020</p>	<p>Literacy coach and curriculum committee</p>

<p>Goal #3: Maintain at or above 96% attendance.</p>	<p>Corporation-wide attendance policies will continue to be enforced and communicated to parents and students.</p> <p>Our SRO (school resource officer) will continue to assist our principal with students who are chronically absent and will be the liaison with the prosecutor</p> <p>The school nurse and counselor will assist families of students with chronic illnesses.</p> <p>Attendance rate will be calculated quarterly to monitor attendance.</p> <p>Quarterly and semester perfect attendance awards will be given.</p> <p>Parents of Students with chronic attendance will be contacted and required to sign an attendance contract.</p> <p>Phone calls are made daily to parents when students are absent and no contact was made with the school.</p> <p>Letters to parents are mailed when students are not complying with the attendance policy.</p>	<p>Counselor and nurse share attendance ideas and suggestions with office staff and SRO for improved attendance.</p> <p>Counselor researches schools with high attendance rates and shares ideas at staff meetings.</p>	<p>2018-2020</p>	<p>Principal, office staff, nurse, counselor, and SRO</p> <p>Counselor</p> <p>School nurse, and counselor</p> <p>Principal, counselor, school nurse</p> <p>Counselor</p> <p>Principal, counselor</p> <p>Principal, counselor</p> <p>Principal, counselor</p>
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Appendix

Crawfordsville: The vision of the Crawfordsville Community School Corporation is to provide each student with a foundation for building a successful future as a responsible, productive citizen in a global society.

As the Student, I agree to carry out the following responsibilities everyday:

Do my homework and read

Talk to my family about my school and share important information.

- Show respect to teachers, classmates, my parents, the school, and myself.
- Come to school with my completed homework, ready to learn, and give my best effort.
- Limit my TV watching, video game playing, and non-school related screen time.

Signed: _____

*****As the Parent, I agree to carry out the following responsibilities everyday:

- Make sure that my child attends school, gets enough sleep, eats healthy, and receives medical care when needed.
- Make sure my child reads and completes homework.
- Check my child's backpack for homework and notices, and sign my student's planner (upper elementary only).
- Monitor my child's progress in school and attend important school meetings.
- Communicate any concerns with the teacher.
- Respect the school, staff, students, and families.
- Follow the American Academy of Pediatrics health guidelines for children of no more than 1-2 hours of screen time per day.

Signed: _____ *****

As the Teacher, I agree to carry out the following responsibilities:

- Show respect for each student and family.
- Meet annually and communicate frequently with each student's family.
- Encourage parents and community members to volunteer and participate at school.
- Provide a safe, supportive, and motivating learning environment.
- Set high expectations and provide high-quality instruction to help every child successfully meet the Indiana Academic Standards. Participate in professional development opportunities that improve teaching and learning.

Signed: _____

PARENT INVOLVEMENT
POLICY FOR
CRAWFORDSVILLE COMMUNITY SCHOOLS

The vision of the Crawfordsville Community School Corporation is to provide each student with a foundation for building a successful future as a responsible, productive citizen in a global society.

Mission of Laura G. Hose Elementary School (LGH)

Laura G. Hose Elementary School's mission is to work in partnership with parents and the community to build a culture of excellence by fostering academic and social growth while nurturing the emotional and physical wellness of each child.

Title I Parent Involvement Policy belief statement:

Parents are essential partners in the educational process. They influence their children's education and their involvement in their children's education makes a difference in student achievement.

The CCSC Title I program invites parents to help plan, evaluate, and improve its goals and programs. Parents are encouraged to be actively involved in their students' education.

In order to promote parent involvement in the education of their children, the faculty and staff of Laura G. Hose Elementary School will:

Hold an annual Title I meeting during the first 9 weeks of school to explain the Title I program.

- The meeting will be at various times to accommodate parents' schedules.
- Parents will learn about their rights and opportunities to be involved.

Answer questions about the Title I program, Indiana Standards, academic assessment, learning goals and strategies, and school curriculum at Title I meetings and workshops, Parent-Teacher Conferences, Meet the Teacher/ Back to School Night and other parent/teacher events.

Parent involvement also includes:

- Meet the Teacher nights before school starts.
- Through newsletters and parent sessions, families will learn about the Indiana standards and achievement goals.

- Parents will also receive information via online registration, school newsletters and websites, parent workshops, emails, the automated school messenger phone call system, parent/teacher conferences, phone calls, the school Facebook page and at Kindergarten Round-up.
- Fine arts night for each grade. This highlights student artwork and included a musical performance.
- Home visits to create a home and school partnership when necessary.
- Individual activities in classrooms to encourage parental involvement.
- Homework folders to communicate homework, school events, and notes from home.
- Scheduling parent/teacher conferences as necessary.

Communicate with parents via various means such as phone, email, school website/facebook, text now app, newsletters, and other publications. Publications will be available in English and other languages, when possible, and written so that parents can understand. Parents may access student grades via Powerschool.

Foster positive relationships between staff and parents through one-to one and small group contact, school events, and at school registration. Staff will encourage parents to volunteer in the school and classrooms.

Provide materials and training to parents on how they can assist their students academically. Reasonable support will be supplied for parent involvement when requested. If grants are secured, students will receive books that they may keep at home. Students will be encouraged to read those books together with their parents. Tips for reading aloud will be provided.

Educate the school faculty and staff on how to build ties between the home and school through the resources such as the Parental Information and Resource Center (PIRC), book study, faculty meetings, professional development, and individual conferences.

Coordinate and encourage educational efforts with other programs in the community both Federal, local, and volunteer agencies and organizations.

- Work with 21st Century Community Learning Centers, Head Start, Willson Developmental Preschool, Healthy Families, First Steps and other groups to help students achieve.
- Connect with community preschools and Head Start through personal visitations. Supply them with information about what is required for kindergarten and information about Kindergarten Round-up.
- Provide Head Start with information and activities to promote readiness for kindergarten. Materials will also be available in Spanish. Parents can do the activities with their student during the summer before Kindergarten begins.
- Coordinate with Wabash College and our school counselor to share Career and College goals and information with students and parents.
- Have visitors to classrooms share how reading, writing, math, and learning are important in their lives.