



Indiana School Improvement Plan

Clinton Central Elementary

Clinton Central School Corp.

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Clinton Central Elementary School (CCES) is the only elementary school (Preschool-6) in the Clinton Central School Corporation (CCSC). It was built in 1970. Students matriculate into Clinton Central Jr./Sr. High School (CCHS) upon completion of 6th grade. The enrollment at CCES remains consistently around 500 students with approximately 50% male and 50% female. The school serves a rural, agricultural community that is populated with families involved in agricultural occupations and some community members holding management and professional positions. Approximately 50% of the students receive free or reduced lunches. The majority of the student population speaks English with less than 1% of our students speaking a language other than English. CCES is located on State Road 29 two miles south of Michigantown and serves the educational needs of six townships on the eastern side of Clinton County. The attendance area encompasses 180.5 square miles. Parents are involved in various activities at CCES including participation on the Parent Teacher Organization, High Ability Broad-Based Planning Committee, School Improvement Planning Team, and classroom volunteers.

The CCES faculty and staff consist of 58 members. The school has a principal, assistant principal, two secretaries, nurse, general education teachers, special education teachers, speech/language pathologist, swimming, physical education, robotics, music, band, and library teachers along with technology staff, instructional assistants, contracted school counseling services, and Early Kindergarten programming.

School's Purpose

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

Clinton Central School Corporation has become a 1:1 school with iPads for each student in grades Early Kindergarten through 12th Grade. Each school in the district has wireless accessibility and utilizes technology to enhance the Indiana State Standards and increase student instructional engagement.

Educational Programs:

Clinton Central Elementary School provides full day Early Kindergarten and Kindergarten programs. CCES has implemented Guided Reading to assist in the early intervention of developing literacy skills. Remediation is provided for students in grades K-6. Remediation provides students the opportunity to receive standards-based remedial instruction in a small group setting. At CCES, teachers are providing ELA and Math instruction through uninterrupted blocks of time. CCES has implemented a Blended Learning model with the 1-to-1 use of iPads. Additionally, data is gathered and used to drive individual student learning through NWEA BOY, MOY, and EOY assessments. Our 5th and 6th grades are departmentalized to help with the transition from the elementary to the Jr. / Sr. High School.

Vision

Clinton Central School Corporation empowers all students to meet or exceed individual expectations for academic, social and emotional growth and success.

Mission

Clinton Central School Corporation will provide an educational setting that promotes rigor, relevance, and relationships to develop a student's full potential in a safe and stimulating environment.

Notable Achievements and Areas of Improvement

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

Clinton Central School Corporation is a 1:1 technology school district with iPads for each student in grades Early Kindergarten through 12th Grade. E-Learning Days were implemented beginning at the start of the 2016-2017 school year.

Digital platforms, such as, IXL and Accelerated Math for Math and Accelerated Reader and Reading A-Z for Language Arts will enhance the instructional opportunities for our students. NWEA's Skills Navigator will help provide differentiated instructional options to reinforce academic instruction in both Math and Reading.

CCES has committed to three years (2016-19) of CLASS training to strengthen and develop our school culture and instructional strategies.

CCES has implemented (2016-17) the use of Indiana Standards-based report cards and will continue to develop this reporting method.

Additional Information

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

Clinton Central Elementary is committed to improving overall academic achievement of it's students. The School Improvement Plan contains targeted improvement areas within Reading and Math that the staff is committed to working intensely and extensively during the 2016-17 year.

Clinton Central Elementary School has adopted an Indiana State standards-based instructional approach to academic improvement. NWEA data is used throughout the school year to drive instruction and offer academic remediation/maintenance/enrichment opportunities.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Consistent communication between the school, home, and community is necessary to build the appropriate relationships. Parent meetings, parent/teacher conferences, weekly emails, web page, social media, and outreach calls will be utilized on a regular basis. Community-wide meetings will be held to identify major factors that significantly affect the academic achievement of the students in the school. Data-based, standards-driven parent/teacher conferences will be held in the first and second semester. Weekly communications will be utilized for the parents via teacher newsletters. Monthly newsletters will be communicated to the community via the school's webpage and directly e-mailed to CCES families.

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

The School Improvement and Leadership teams met multiple times in the Spring and Fall of 2016 to create, revise, and modify the existing improvement plan. Coordination and communication was had with the IDOE Priority School consultant assigned to CCES to clarify and provide feedback as the plan was created.

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

The final School Improvement Plan will be reviewed and approved by the Clinton Central School Corporation School Board. The final board-approved plan will be available to all stakeholders via the CCES web page.

Plan for Indiana School Improvement Plan

Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	By May 2017 Clinton Central Elementary will raise their overall math proficiency of 56.2% to 63.2% performance rating as measured by ISTEP+.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000
2	By May 2017 Clinton Central Elementary School will increase overall proficiency in English Language Arts from 63.9% to 68% growth increase as measured by ISTEP+.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000

Goal 1: By May 2017 Clinton Central Elementary will raise their overall math proficiency of 56.2% to 63.2% performance rating as measured by ISTEP+.

Measurable Objective 1:

60% of All Students will demonstrate student proficiency (pass rate) 60% performance rating as measured by ISTEP+ in Mathematics by 05/01/2017 as measured by performance on ISTEP+.

Strategy 1:

IXL Math and Accelerated Math - In our primary grades the staff will be using IXL Math as part of their daily math instruction. The teachers will use immediate feedback that is provided through the IXL program to remediate / enrich the daily math concepts being taught.

In our intermediate grades the staff will be using Accelerated Math as part of their daily math instruction. The teachers will use immediate feedback that is provided through the Accelerated Math program to remediate / enrich the daily math concepts being taught.

Research Cited: It is a proven method throughout the state of Indiana because they're standards based, data driven, interactive programs with immediate feedback that provides data that can provide data for immediate remediation and enrichment.

Evidence of success: IXL and accelerated math assessments.

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Immediate feedback from test results to group students in differentiated groups.	Direct Instruction, Academic Support Program	10/03/2016	05/31/2017	\$15000	General Fund	Primary and Intermediate Math Teachers

Goal 2: By May 2017 Clinton Central Elementary School will increase overall proficiency in English Language Arts from 63.9% to 68% growth increase as measured by ISTEP+.

Measurable Objective 1:

A 39% increase of All Students will increase student growth from 26.8% to 39.8% as measured by ISTEP+ in English Language Arts by 05/31/2017 as measured by ISTEP+.

Strategy 1:

Fountas and Pinnell - Fountas and Pinnell will be used to benchmark reading levels at the beginning of the year and reaches the middle, and end of the year for grade levels EK-6. Teachers will implement guided reading based upon benchmarking data. Teachers will use leveled books, LLI, Raz Kids, Read Theory, and / or Newsela to

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differentiate instruction.

Research Cited: Fountas and Pinnell is used throughout the state of Indiana and is a proven method.

Evidence of success: The individual students reading level.

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be using Fountas and Pinnell data to guide the use of guided reading groups during daily instruction.	Direct Instruction	08/15/2016	05/31/2017	\$15000	General Fund	Primary and intermediate English Language Arts teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Math Instruction	Immediate feedback from test results to group students in differentiated groups.	Direct Instruction, Academic Support Program	10/03/2016	05/31/2017	\$15000	Classroom Teachers
Fountas and Pinnell	Teachers will be using Fountas and Pinnell data to guide the use of guided reading groups during daily instruction.	Direct Instruction	08/15/2016	05/31/2017	\$15000	Classroom Teachers
Total					\$30000	

Curriculum Maps

Overview

Plan Name

Curriculum Maps

Plan Description

Teachers have designed instructional calendars with lessons that are designed to meet the standards in addition to each students' academic needs based on data. Resources will include ISTEP and NWEA results.

Grade Level teams will meet with the administrative team every four weeks to discuss data that has been gathered to plan differentiation / remediation that needs to be offered.

Walkthroughs and formal observations are used to further guide Professional Learning needs of the instructor as well as ensuring lessons are aligned to meet the needs of all learners.

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Research Cited: It is a proven method throughout the state of Indiana because they're standards based, data driven, interactive programs with immediate feedback that provides data that can provide data for immediate remediation and enrichment.
Evidence of success: IXL and accelerated math assessments.

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Immediate feedback from test results to group students in differentiated groups.	Direct Instruction, Academic Support Program	10/03/2016	05/31/2017	\$15000	General Fund	Primary and Intermediate Math Teachers

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Research Cited: Fountas and Pinnell is used throughout the state of Indiana and is a proven method.

Evidence of success: The individual students reading level.

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Differentiated Math Instruction	Immediate feedback from test results to group students in differentiated groups.	Direct Instruction, Academic Support Program	10/03/2016	05/31/2017	\$15000	Primary and Intermediate Math Teachers
Total					\$30000	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	The Needs Assessment was completed in 2015.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Curriculum maps, standards-based report cards, formative assessments, and CLASS training are school-wide reform strategies that will be implemented throughout the 2016-17 school year.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will	Yes	CLASS Instruction, Guided Reading implementation and Utilization of curriculum maps use. Workshops have been planned on CFU, CFA, and DOK with our IDOE consultant	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Our base pay for new teachers and teachers with experience is competitive with the surrounding districts. Teachers attend numerous gr. level meetings as well as on-going professional development workshops/activities throughout the year.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Parent meetings and informative weekly emails from classroom teachers are provided to keep parents aware of the academic improvements and priorities of the building. Monthly building newsletters are sent to parents, as well.	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	NWEA data is provided for all parents at the beginning, middle, and end of the year in addition to the Standards-based report cards each 9 weeks.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parents are invited to informative meetings, as well as invited to be a part of the school improvement team.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	Yes	Clinton Central Elementary houses an Early Kindergarten program.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Formative assessments as well as NWEA/ISTEP data talks take place with the staff and administration. Decisions are made for individual, small group, and whole groups of learners to maximize the growth of all learners.	

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Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	We currently utilize Reading Eggs/A-Z Reading and IXL/Accelerated Math software to additionally address ELA and Math remediation needs.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	CCSC receives state, local, and federal grants.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	N/A		

SAP Turnaround Principles

Introduction

The Summative Turnaround Diagnostic is a self-assessment tool to help schools develop a common understanding of the “big picture” of their current state, related to key strands, standards and indicators from the School Improvement Framework.

Turnaround Principle 1: School Leadership

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community.			

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.			

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.			

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Indicator	Statement or Question	Response	Evidence	Rating
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.			

Indicator	Statement or Question	Response	Evidence	Rating
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are			

Indicator	Statement or Question	Response	Evidence	Rating
1.6	The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.			

Indicator	Statement or Question	Response	Evidence	Rating
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students.			

Indicator	Statement or Question	Response	Evidence	Rating
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.		•Master schedule	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.			

Indicator	Statement or Question	Response	Evidence	Rating
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement.			

Turnaround Principle 2: School Climate and Culture

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The school community supports a safe, orderly and equitable learning environment.			

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.			

Indicator	Statement or Question	Response	Evidence	Rating
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them.			

Turnaround Principle 3: Effective Instruction

Indicator	Statement or Question	Response	Evidence	Rating
3.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	Improvement Necessary- Teachers pose and explain student learning objectives, though they are not always clear and measurable. Students can articulate what the learning objective is, but not always why it matters to their learning and growth. Lesson objectives are not consistently aligned to the standards-based curriculum.	<ul style="list-style-type: none"> •Informal and formal teacher observations •Administrative walkthrough data •Lesson plans •Posted lesson objectives 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	Improvement Necessary- Teachers use a few instructional and response strategies and students are moderately engaged. The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	<ul style="list-style-type: none"> •Examples of student work •Lesson plans •Informal and formal teacher observations •Administrative walkthrough data 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.	Improvement Necessary- Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives. Instructional strategies and groupings remain largely fixed even while the teacher seeks to address gaps in student understanding. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice. Administrators occasionally monitor the use of CFUs as an instructional strategy, and occasionally provide input to foster teacher's effective use.	<ul style="list-style-type: none"> •Walkthrough observations •Student grouping plan •Lesson plans 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.4	Teachers demonstrate necessary content knowledge.	Improvement Necessary- Teachers rely heavily on text to deliver lessons that are factually accurate, though not always made relevant for students. There is little evidence that teachers plan and use strategies that engage various learning styles in the instructional delivery. Some students are engaged and on task, others are passive or confused.	<ul style="list-style-type: none"> •Walkthrough observations •Lesson plans 	Improvement Necessary

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.	Effective- Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis. Multiple measures of data are present and reviewed in every teacher meeting. Lessons include re-teaching and spiraling based on CFUs and evidence of student learning. Data is reviewed regularly with staff to identify students who are not mastering basic skills and are provided with appropriate diagnostic assessments to target learning needs.	<ul style="list-style-type: none"> •Content/grade level meeting agendas and minutes •Data protocols 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	Improvement Necessary- High quality work and meaningful feedback is not evident. School rules and routines are enforced with consistent responses to and consequences for misbehavior.	<ul style="list-style-type: none"> •Student/parent handbook •Formative and summative assessment data •Administrative walkthrough data •Discipline reports 	Improvement Necessary

Turnaround Principle 4: Curriculum, Assessment and Intervention Systems

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The district or school curriculum is aligned with Indiana Academic Standards.	Effective- The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards. The instructional sequence is mapped and calendared across all grade levels. Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum.	<ul style="list-style-type: none"> •Curriculum Maps •Walkthrough observations •Lesson plans •IN State Standards 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum.	Effective- All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms. Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing. Teachers are using curriculum maps with sequences student learning objectives to plan instruction. Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards.	<ul style="list-style-type: none"> •Grade level meeting agendas •Assessments •Administrative walkthrough data •Lesson plans •Informal and formal teacher observations and evaluations 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.	Effective- Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels link to the Indiana Academic Standards aligned curriculum. A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms. Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction. The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.	<ul style="list-style-type: none"> •Professional development plan/agenda 	Effective

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Instructional materials and resources are aligned to the standards-based curriculum documents.	Effective- All teachers have access to and are using engaging Instructional materials and resources aligned to the Indiana Academic Standards. The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.	<ul style="list-style-type: none"> •Lesson plans •District and/or State model curriculum •Inventory of instructional materials and resources 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	Effective- Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics. All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs. Time is allocated to ensure program fidelity. Whole group and small skill group instruction is being employed. The strategies are aligned with best practices.	<ul style="list-style-type: none"> •Data protocol and discussion results •Master schedule •School improvement plan •Meeting agendas and minutes •Walkthrough observations 	Effective

Turnaround Principle 5: Effective Staffing

Indicator	Statement or Question	Response	Evidence	Rating
5.2	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes.			

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.			

Indicator	Statement or Question	Response	Evidence	Rating
5.4	Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.			

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.			

Turnaround Principle 6: Enabling the Effective Use of Data

Indicator	Statement or Question	Response	Evidence	Rating
6.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Effective- Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades). Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement.	<ul style="list-style-type: none"> •Discipline and referral data •Attendance data 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	Effective- Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data. Teachers have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by the data. Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan.	<ul style="list-style-type: none"> • NWEA, ISTEP, Fountas & Pinnell, IXL/Accel. Math, Standards-Based Report Cards 	Effective

Indicator	Statement or Question	Response	Evidence	Rating
6.3	A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.	Effective- Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data. As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs. Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented.	<ul style="list-style-type: none"> •NWEA/ISTEP *Gr. Level data meetings 2 x a month * Master Schedule 	Effective

Turnaround Principle 8: Effective Family and Community Engagement

Indicator	Statement or Question	Response	Evidence	Rating
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.			

Indicator	Statement or Question	Response	Evidence	Rating
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.			

Evidence

Label	Assurance	Response	Comment	Attachment
9.1	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 1: Effective Leadership.			

Label	Assurance	Response	Comment	Attachment
9.2	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 2: Climate and Culture.			

Label	Assurance	Response	Comment	Attachment
9.3	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 3: Effective Instruction.		Teachers need further professional development in CFU, CFA, DOK, and unpacking the IN State Standards.	

Label	Assurance	Response	Comment	Attachment
9.4	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 4: Curriculum, Interventions, Assessment.		Remediation instruction needs to be differentiated to meet the needs of all learners.	

Label	Assurance	Response	Comment	Attachment
9.5	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 5: Effective Staffing.			

Label	Assurance	Response	Comment	Attachment
9.6	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 6: Effective Use of Data.		Kindergarten through sixth grade are using NWEA data to drive instructional strategies for all students. Fountas and Pinnell and Guided Reading levels, along with IXL/Accel. Math, Reading Eggs/A-Z Reading/Accel. Reading are in their 1 st year of use.	

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Label	Assurance	Response	Comment	Attachment
9.7	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 7: Effective Use of Time.			

Label	Assurance	Response	Comment	Attachment
9.8	As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 8: Family & Community Engagement.			

Next Steps

As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.

Our school has worked to disaggregate data to identify weak and strong objective areas. CCES has created Curriculum Maps that encompasses all academic standards and provide a pacing guide for instruction based on ISTEP standardized testing.

1. Delivery of lessons that target the specific needs of students through the use of the IN State Standards-developed Curriculum Maps.
2. Utilizing more targeted and differentiated instruction (remediation/enrichment) in an individualized manner.

Conclusion

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