

PUBLIC LAW

221



**Clay City
Elementary**

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PART 1 COMMITTEE

Members

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PART 2 INTRODUCTION

School Profile

Clay City Elementary School (CCES) is located in a small rural area in Southern Indiana. This close-knit community is one where parents are highly supportive of the school and its activities. It has a very active parent-teacher organization (PTO), as well. Many parents served by the school are self-employed via farming or family-owned businesses. In addition, some parents work in various industries within nearby communities.

CCES is one of seven elementary schools in the Clay Community School Corporation. The enrollment for the 2012-2013 school year is approximately 360 (K-6) students. After completing their sixth grade year, students go on to attend Clay City Jr./Sr. High School, which is located on the same campus.

Situated in a remodeled (1987) and newly renovated (2010) facility, CCES has the capacity to accommodate 21 classrooms, in addition to the art room, music room, computer room, and gymnasium (which is utilized by both elementary and junior/senior high school students).

The faculty consists of 19 teachers comprised of 14 classroom (K-6) teachers, one part-time physical education teacher, one part-time music teacher, and one part-time art teacher. Additionally, one multi-categorical resource teacher, a part-time speech pathologist, and a part-time librarian are also included within the staff. There are eleven instructional assistants working directly with students, as well.

Instruction is presented in self-contained classroom arrangements with some departmentalized teaching in grades 4-6. The curriculum is aligned with state and district curriculum guidelines. Participation in after-school enrichment activities is highly encouraged.

Curriculum Location and Description

Location

Curriculum guides are located in the Clay City Elementary School office.

Description

Clay City Elementary students are provided with the following educational programs:

McGraw-Hill Reading and Language

Holt, Rinehart and Winston Reading and Language

Shurley Language

Saxon Math

Prentice Hall Math

Harcourt Brace Health

Glencoe McGraw-Hill Health

McGraw-Hill Science

Prentice Hall Science

Scott Foresman Social Studies

Prentice Hall World Studies

Scott Foresman Music

Scott Foresman Art

Assessment Instruments

Northwest Evaluation Association (NWEA)

Measures of Academic Progress (MAP)

The NWEA computerized MAP provides teachers, students, and parents with an accurate assessment of student progress in mastering basic skills. This assessment instrument provides individual student and grade level information. Tests are administered in kindergarten through first grades. Tests are given in the fall and spring. Students are tested in reading, language, and math. A Rasch Unit (RIT) score is given in each report to describe student achievement and growth. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval score, like feet and inches, so scores can be added together to calculate accurate class or school average. A RIT score in a given subject area shows the student's current achievement level in that subject. Historical reports can be generated showing students' RIT scores for several years. RIT scores make it possible to follow a student's educational growth from year to year.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are used to measure early literacy development in Kindergarten through Third Grade students. DIBELS are a set of standardized, individually administered tests designed to measure reading fluency by regularly monitoring the development of reading skills. Areas of measurement include development of phonological awareness, alphabetic understanding, and comprehension and fluency. DIBELS are used to aid in identifying students who are not progressing as expected as well as provide feedback toward validated instructional objectives. **Progress monitoring** is done every 2/3 weeks for students below grade level.

Acuity

Acuity is used to predict how students may perform on the ISTEP each year. CCE students in grades 3-6 participate in the predictive assessment. This test is taken throughout the year in the subject areas that appear on the ISTEP. It provides reports at the student, classroom, and school levels for each grade and content area. It also provides instructional resources for guided practice and intervention in reading and math. Starting in 2012-13, 2nd Grade will take Acuity diagnostic in the fall and winter, then predictive in the spring.

Indiana Statewide Testing for Educational Progress (ISTEP+)

Third, fourth, fifth, and sixth grade students at Clay City Elementary are assessed using ISTEP+. ISTEP+ assessments measure the academic performance of students in English/language arts and mathematics in all four grade levels tested. Science skills are tested in fourth grade and sixth grades, and social studies skills are tested in fifth grade. The assessments consist of two major components: the Basic Skill Assessment and the Applied Skills Assessment.

The Basic and Applied Skills assessments (criterion referenced) measure students' mastery of Indiana Academic Standards. Individual student, classroom, grade level, and corporation information are provided.

IREAD 3 / IREAD K-2

Third grade students at Clay City Elementary are assessed using IREAD-3. IREAD-3 measures the reading level of 3rd Grade students and their preparedness as they transition from learning to read to reading to learn. Students in grades kindergarten, first, and second participate in IREAD K-2. Again these students are evaluated and benchmarked to examine reading preparedness.

Classroom Assessment Instruments

Various classroom assessment instruments are utilized by the teachers. These instruments test student knowledge and skill levels. The results of these tests provide teachers the opportunity to review identified areas of weaknesses.

SRA for grades 3-6

Corrective Reading provides intensive direct instruction reading intervention for students in grades 3-6. This direct instruction reading intervention consists of tightly sequenced lesson plans structured around four levels of decoding and four levels of comprehension.

Weekly/bi-weekly assessments for Daily Language and Daily Math **Assessments as components of adopted textbooks** **Support assessments from the Department of Education**

Mission Statement

Clay City Elementary School, in partnership with families and community, strives to create an enriched environment in which students are provided opportunities to develop their lifelong learning skills; thus enabling them to become responsible and productive citizens.

PART 3 SUMMARY OF DATA

Data Related to Performance Indicators

2012 ISTEP RESULTS – PERCENT PASSING

	E/LA	MATH	BOTH	
3 RD GRADE	93	85	83	
4 TH GRADE	79	90	78	
5 TH GRADE	88	90	86	
6 TH GRADE	89	89	82	
TOTALS	87	89	82	

3rd Grade Applied Skills Frequency Distribution – ELA

English/language arts Item #-Session #-Applied Skill	Point s Poss	Total Numbe r of Stdnts	0 Points Obtaine d		1 Points Obtaine d		2 Points Obtaine d		3 Points Obtaine d		4 Points Obtaine d		5 Points Obtaine d		6 Points Obtaine d	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Writing Applications																
1A-2-Writing Applications	6	54			0	0	1	2	1	2	18	33	16	30	14	26
4A-3-Writing Applications	4	54			0	0	0	0	19	35	33	61				
Lang. Conventions																
1B-2-Lang. Conventions	4	54			0	0	1	2	15	28	37	69				
4B-3-Lang. Conventions	4	54			0	0	1	2	19	35	32	59				
Literary Text†																
1-3-Literary Text†	2	54	23	43	21	39	9	17								
2-3-Literary Text†	2	54	31	57	7	13	15	28								
3-3-Literary Text†	2	54	10	19	32	59	11	20								

4th Grade Applied Skills Frequency Distribution – ELA

English/language arts Item #-Session #-Applied Skill	Points Poss	Total Number of Stdnts	0 Points Obtained		1 Points Obtained		2 Points Obtained		3 Points Obtained		4 Points Obtained		5 Points Obtained		6 Points Obtained	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Writing Applications																
1A-2-Writing Applications	6	58			0	0	0	0	4	7	16	28	17	29	20	34
4A-3-Writing Applications	4	58			0	0	1	2	12	21	44	76				
Lang. Conventions																
1B-2-Lang. Conventions	4	58			0	0	0	0	9	16	48	83				
4B-3-Lang. Conventions	4	58			0	0	2	3	23	40	32	55				
Nonfiction/Info Text†																
1-3-Nonfiction/Info Text†	2	58	8	14	23	40	26	45								
2-3-Nonfiction/Info Text†	2	58	10	17	34	59	13	22								
3-3-Nonfiction/Info Text†	2	58	47	81	9	16	1	2								

5th Grade Applied Skills Frequency Distribution – ELA

English/language arts Item #-Session #-Applied Skill	Points Poss	Total Number of Stdnts	0 Points Obtained		1 Points Obtained		2 Points Obtained		3 Points Obtained		4 Points Obtained		5 Points Obtained		6 Points Obtained	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Writing Applications																
1A-2-Writing Applications	6	49			0	0	2	4	3	6	12	24	22	45	10	20
4A-3-Writing Applications	4	49			0	0	2	4	8	16	39	80				
Lang. Conventions																
1B-2-Lang. Conventions	4	49			0	0	3	6	12	24	34	69				
4B-3-Lang. Conventions	4	49			0	0	2	4	9	18	38	78				
Literary Text†																
1-3-Literary Text†	2	49	10	20	27	55	12	24								
2-3-Literary Text†	2	49	7	14	33	67	9	18								
3-3-Literary Text†	2	49	10	20	18	37	21	43								

6th Grade Applied Skills Frequency Distribution – ELA

English/language arts Item #-Session #-Applied Skill	Points Poss	Total Number of Stdnts	0 Points Obtained N %	1 Points Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
Writing Applications									
1A-2-Writing Applications	6	65		0 0	0 0	1 2	18 28	40 62	6 9
4A-3-Writing Applications	4	65		0 0	1 2	18 28	46 71		
Lang. Conventions									
1B-2-Lang. Conventions	4	65		0 0	2 3	5 8	58 89		
4B-3-Lang. Conventions	4	65		0 0	2 3	19 29	44 68		
Nonfiction/Info Text†									
1-3-Nonfiction/Info Text†	2	65	2 3	25 38	38 58				
2-3-Nonfiction/Info Text†	2	65	0 0	29 45	36 55				
3-3-Nonfiction/Info Text†	2	65	18 28	27 42	20 31				

3rd Grade Applied Skills Frequency Distribution – Math

Mathematics Item #-Session #-Applied Skill	Points Poss	Total Number of Stdnts	0 Points Obtained N %	1 Points Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
Number Sense									
1A-1-Number Sense	2	54	1 2	0 0	52 96				
Problem Solving									
1B-1-Problem Solving	2	54	17 31	3 6	33 61				
2B-1-Problem Solving	2	54	20 37	1 2	32 59				
3B-1-Problem Solving	2	54	12 22	24 44	17 31				
4B-1-Problem Solving	3	54	20 37	7 13	8 15	18 33			
Computation									
2A-1-Computation	2	54	8 15	14 26	31 57				
Measurement									
3A-1-Measurement	2	54	12 22	15 28	26 48				
4A-1-Measurement	3	54	24 44	9 17	3 6	17 31			

4th Grade Applied Skills Frequency Distribution – Math

Mathematics Item #-Session #-Applied Skill	Points Poss	Total Number of Stdnts	0 Points Obtained		1 Points Obtained		2 Points Obtained		3 Points Obtained		4 Points Obtained		5 Points Obtained		6 Points Obtained	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Computation																
1A-1-Computation	2	58	9	16	15	26	33	57								
Problem Solving																
1B-1-Problem Solving	2	58	3	5	23	40	31	53								
2B-1-Problem Solving	2	58	33	57	18	31	6	10								
3B-1-Problem Solving	2	58	11	19	8	14	38	66								
4B-1-Problem Solving	3	58	5	9	25	43	20	34	7	12						
Measurement																
2A-1-Measurement	2	58	37	64	0	0	20	34								
4A-1-Measurement	3	58	4	7	5	9	27	47	21	36						
Geometry																
3A-1-Geometry	2	58	4	7	22	38	31	53								

5th Grade Applied Skills Frequency Distribution – Math

Mathematics Item #-Session #-Applied Skill	Points Poss	Total Number of Stdnts	0 Points Obtained		1 Points Obtained		2 Points Obtained		3 Points Obtained		4 Points Obtained		5 Points Obtained		6 Points Obtained	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Number Sense																
1A-1-Number Sense	2	49	5	10	1	2	43	88								
Problem Solving																
1B-1-Problem Solving	2	49	6	12	7	14	36	73								
2B-1-Problem Solving	2	49	7	14	15	31	27	55								
3B-1-Problem Solving	2	49	9	18	23	47	17	35								
4B-1-Problem Solving	3	49	18	37	11	22	8	16	12	24						
Computation																
2A-1-Computation	2	49	10	20	19	39	20	41								
Geometry																
3A-1-Geometry	2	49	0	0	5	10	44	90								
Measurement																
4A-1-Measurement	3	49	7	14	7	14	22	45	13	27						

6th Grade Applied Skills Frequency Distribution – Math

Mathematics Item #-Session #-Applied Skill	Point s Poss	Total Numbe r of Stdnts	0 Points Obtaine d		1 Points Obtaine d		2 Points Obtaine d		3 Points Obtaine d		4 Points Obtaine d		5 Points Obtaine d		6 Points Obtaine d	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Algebra & Functions																
1A-1-Algebra & Functions	2	65	6	9	20	31	39	60								
3A-1-Algebra & Functions	2	65	5	8	58	89	2	3								
Problem Solving																
1B-1-Problem Solving	2	65	25	38	11	17	29	45								
2B-1-Problem Solving	2	65	32	49	17	26	16	25								
3B-1-Problem Solving	2	65	2	3	32	49	31	48								
4B-1-Problem Solving	3	65	15	23	13	20	16	25	21	32						
Computation																
2A-1-Computation	2	65	39	60	6	9	20	31								
Measurement																
4A-1-Measurement	3	65	21	32	14	22	15	23	15	23						

Average % of Students Receiving Top 2 Highest Points Obtained – ISTEP E/LA – Spring 2012
Applied Skills

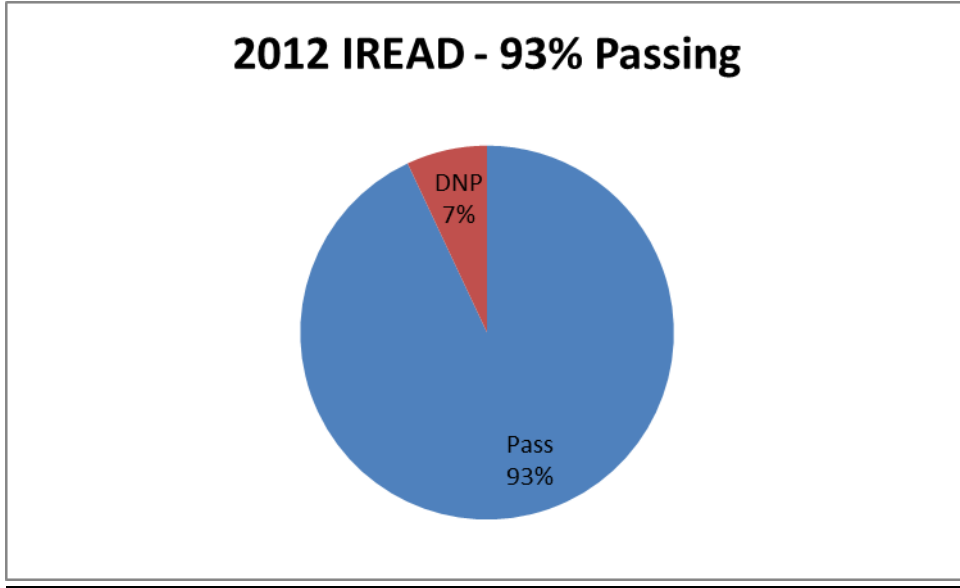
	Writing App.	Lang. Conv.	Literary Text	Info. Text
Third Grade	78	96	59	N/A
Fourth Grade	80	97	N/A	61
Fifth Grade	81	95	81	N/A
Sixth Grade	85	97	N/A	90

Average % of Students Receiving Top 2 Highest Points Obtained – ISTEP MATH – Spring 2012
Applied Skills

	Nmbr Sense	Prob. Solving	Measurement	Computation	Geom	Algebra
Third Grade	96	63	57	83	N/A	N/A
Fourth Grade	N/A	65	59	83	91	N/A
Fifth Grade	90	74	72	80	100	N/A
Sixth Grade	N/A	67	46	49	N/A	92

2012 IREAD-3 Results –Percent Passing

54 students enrolled	50 students Passed	0 ISTAR / Medical Exemptions	93% Passing
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NWEA Breakdown of Students Below Grade Level			
Spring 2012			
	Language Usage	Math	Reading
Kindergarten	N/A	4%	12%
First Grade	N/A	12%	2%
Second Grade	12%	20%	10%

NWEA Average Percentage of Students Who Met or Exceeded Target RIT			
Spring 2012			
	Language Usage	Math	Reading
Kindergarten	N/A	85.45%	85.40%
First Grade	N/A	35.00%	37.50%

Second Grade	48.85%	48.85%	52.90%

Other Information Regarding Educational Programming & Learning Environment

Clay City Elementary School’s curriculum supports the achievement of Indiana’s academic standards, while transitioning to Common Core Standards, through programs and textbooks used by its teachers. The Clay Community School Corporation’s Central Curriculum Committee, which is comprised of administrators, teachers, parents and students must approve of new programs and textbooks, as well as the school board.

Teachers then studied the standards both individually and in grade level meetings, finding any standards/skills that are not adequately covered in our curricular programs. Remediation Guides from the IDOE are online for all teachers in order to learn new strategies to improve ISTEP scores. ISTEP, IREAD, Acuity, NWEA, and DIBELS scores are given to teachers in order for them to know what standards and skills need further attention. Teachers meet in staff and grade level meetings to brainstorm and determine strategies in order to achieve growth in those weakest areas. The following resources are then used to assist in strengthening those areas of weakness.

RTI:

Teachers meet in a small group setting with students who are 1 grade level or more below grade level. Students are given 30 minutes of intervention for each grade level they are behind.

ROCK Tutoring:

The ROCK is a youth center located in Clay City, IN. This organization provides free tutoring for children K-12.

Parent Volunteers:

Parent volunteers are used to teach small groups of students. They drill and practice any skill in which a child is striving to obtain targeted growth.

High School Tutors:

Students from Clay City Jr/Sr. High School volunteer during their study hall, before school and after school to do one-on-one tutoring with elementary students in their area of need.

Working Lunch Program:

Students who were unable to finish their homework at home are provided with the opportunity to finish their work while they eat lunch.

Other Resources

- Teachers and Instructional Assistants offer after school tutoring.
- Rose-Hulman Homework Hotline
- Field Trips
- Read-in for Riley Hospital
- Student Council
- Pizza hut Book It Program
- After school art enrichment
- After school music enrichment (Enthusiasts)
- Veteran's Day Program
- Music programs for the community
- FFA Ag Day
- Jump Rope For Heart
- Field Day
- Open House Night
- Pennies for Patients
- 5th Grade Reading Super Bowl

PART 4 CONCLUSIONS ABOUT EDUCATIONAL PROGRAMMING

School's Curriculum Supports Indiana's Academic Standards

Central Curriculum Committee

Clay Community Schools has a central curriculum committee that developed a curriculum that supports the Indiana Academic Standards. The committee is chaired by the curriculum director for the corporation. Teacher representatives from Clay City Elementary serve on the committee.

Textbook Adoption Committee

Clay City Elementary has parent and staff representatives on the Clay Community School Textbook Adoption Committee. One of the primary goals of the committee is to select textbooks that align with the Academic Standards for the state of Indiana. Many hours are spent by the committee, staff, and parents of each school to select quality textbooks.

Corporation Grade Level Meetings

Grade level meetings are held for the corporation in the fall and spring. Much collaboration occurs at these meetings. This provides teachers time to share information concerning the instructional application of the curriculum. Time is also spent reviewing the curriculum with regard Common Core Academic Standards.

School Strategies

Common Planning Times

Teachers meet during their common planning times with their grade level colleagues. This time is spent looking at curriculum, and planning small group and large group instruction.

Writing Rubrics

An in-service has been conducted to familiarize teachers with Indiana's Writing Rubrics. Writing samples from ISTEP+ are being utilized. Comparisons are being made between student ISTEP scores and NWEA scores.

School Goals

Academic goals for the school have been identified. These goals relate directly to the Indiana Academic Standards and ISTEP+. Instructional strategies were developed for each grade level and classroom. Individualized strategies were also developed for some students.

Indiana Academic Standards Booklets

The Indiana Academic Standards Booklets are utilized by the teachers at Clay City Elementary to plan and prepare goals and objectives related to their teaching strategies. The booklets are used to correlate textbook lessons with the standards.

Common Core Standards

The Common Core Standards has been introduced to each teacher through in-service opportunities. Teachers have begun to incorporate Common Core Standards into lesson plans and assessments. The transition is underway to align NWEA to the Common Core Standards.

Response To Instruction

Clay City Elementary has incorporated K-5 into the RTI process. Our focus continues to concentrate on the Language Arts areas to help increase the reading ability of our students. The staff looks at the sub skills of reading and focusing our tiers based on the need of our students.

Acuity

Our school began using Acuity (Predictive) in the fall of 2010. Grades 3-6 are using the data from the Predictive Acuity tests to focus instruction in weak areas. Students use the Instructional Resources weekly. In the fall of 2012, second grade will begin using Acuity (Diagnostic and Predictive).

Strengths and Weaknesses

These strengths and weaknesses are based on ISTEP+ and NWEA data

<u>Grade</u>	<u>Strengths</u>	<u>Weaknesses</u>
Kindergarten	Number Sense Phonological Awareness	Phonics Comprehension Computation
First Grade	Number Sense Grammar	Diff. Types of Writing Mechanics Computation
Second Grade	Word Recognition Vocabulary Problem-Solving	Comprehension Info. Text Structure Computation
Third Grade	Number Sense Computation Language Conventions	Measurement Problem Solving Literary Text
Fourth Grade	Language Conventions Computation Geometry	Info. Text Measurement Problem Solving
Fifth Grade	Language Conventions Number Sense Geometry	Literary Text Measurement Problem Solving
Sixth Grade	Language Conventions Comprehension Algebra	Writing Application Problem Solving Measurement Computation

Parental Participation

Clay City Elementary School has an array of parents involved in many facets of the school. Parent volunteers assist the classroom teachers K-6 and the resource teacher. The parents' participation includes helping students in small groups or one-on-one. Parents also assist teachers with copying classroom materials and preparing bulletin boards. Volunteers also assist the physical education, music, and art teachers with special programs and activities, both during and after school.

Clay City Elementary encourages parents to prepare their children for the ISTEP+ tests, as well as other tests, with proper nutrition and rest. Parents, in-turn, encourage the students by making sure the students receive adequate rest and by sending nutritious snacks to school for the students. Teachers confer with parents to discuss students' progress on ISTEP+ and in the classroom.

Attendance is a vital part of the learning process. Parents support the school by informing the office and/or teacher when their child is or will be absent, as well as the reason for the absence.

We have a supportive parent-teacher organization. They help coordinate many events and activities for our school.

Technology as a Learning Tool

At Clay City Elementary we have a lab with 31 computers, and each classroom has at least two computers.

Kindergarten-Using Microsoft Word, students type their names, numbers, upper and lowercase alphabet, words, and sentences. They use New Adventures with Buggles, which helps with letter recognition, letter sounds, and word recognition. The Internet has sites available for our reading program that will be used to help enrich their knowledge of the subject in which they are reading about.

First Grade- Students use Adventures with Buggles, Scholastic Reading, RAZkids, and Starfall.com. These programs help first graders review their letter recognition, letter sounds, and word recognition. Also, they help build their writing skills, keyboarding skills, rhyming skills, vocabulary skills, and comprehension skills. The Internet has sites available for our reading program that will be used to help enrich their knowledge of the subject in which they are reading.

Second Grade- Students use several different programs including Adventures with Buggles, Kid Pix, The Learning Company, Microsoft Word, Paint, Word Pad, Cornerstone, Zoo Millions, Reading Counts, and Saxon Math. These programs reinforce skills taught in the classroom and sharpen reading, writing, language, and math skills. Second graders also use the Internet for research and reports, as well as building skills. Some of the internet sites that are used are highlights.com, mathbrain.com, and spellingcity.com.

Third Grade- Third grade uses a variety of programs to enrich their curriculum. Acuity instructional resources are used in Language Arts and Math. Reading Counts is utilized to help build their reading, vocabulary, and comprehension skills. The Internet is used for research papers. Also, the aforementioned programs are used to supplement and reinforce classroom materials and activities.

Fourth Grade- Students use Acuity instructional resources to practice and reviews skills in Language Arts, Math, and Science. Reading Counts and Saxon Math are used to help with reading comprehension and review and reteach their math skills. Microsoft Works is utilized for keyboarding skills and writing papers. Macmillan/McGraw-Hill site is used for Social Studies to help reinforce lessons and activities. The Internet is also used to add to their curriculum with sites such as [spelling city.com](http://spellingcity.com), and Spectruminspire.com.

Fifth Grade- Students use Microsoft Word, Power Point, and the internet and Acuity instructional resources. Microsoft Word reinforces correct format for writing papers, encourages correct spelling and grammar, and also improves keyboarding skills. The Acuity instructional resources are used to reinforce and reteach reading, vocabulary, and comprehension skills, social study skills, and math concepts. Power Point organizes information into a slide show, and encourages creativity. The Internet is used in researching information for reports.

Sixth Grade- Sixth graders take a twelve-week keyboarding class taught by a high school business teacher. They use the Internet for projects, lessons, and researching information for reports. Coolmath.com, which has educational math games, and Terraserver.com, which is used for studying mapping and landforms are also utilized. Acuity instructional resources are used for Math, Language Arts, and Science.

Media Center- Our media center offers the Scholastic Reading Counts program. After reading a Scholastic book, students then take a test on the computer to receive points. Students also use the Automated Circulation Search System to find books. Classroom teachers utilize the following items by checking them out through the media center.

Laptop Computers- 3

Computers on Wheels (COWS) - 24

Digital Cameras- 2

Slide Projector

Video Disc Projector

Tape Recorders

Overhead Projectors

TVs

VCRs

Plusboard Facts

Poster maker

Opaque

SmartBoard

Mimio Boards

The media center also has a few computers, a printer, and a scanner.

Our corporation also uses the NWEA and Acuity testing programs. Each fall, winter, and spring, students take a test on computers to check their academic progress.

All grades use educational videos to supplement areas of study in science, geography, and health. Some examples are Bill Nye and National Geographic. These are obtained from our corporation IMC.

Safe and Disciplined Learning Environment

Corporation Emergency Plan

Clay City Elementary and the Clay Community School Corporation have worked to implement a comprehensive plan that covers several possible emergency procedures. The plan was developed with the intent that a public school must provide a safe and orderly environment for its staff, teachers, and students. In the face of an emergency, the need to maintain this environment is essential.

The plan includes information and procedures for the following:

- Emergency Telephone Numbers
- Fire
- Bomb Threat/Bomb/Explosive
- Earthquake
- Tornado
- Unwanted Intruder
- Hostage Situation
- Accident/Serious Injury/Illness
- Utility Emergencies
- Death/Suicide at School
- Off-Campus Emergency/Pre-Planning
- Overnight Housing for Students
- After-Hours Building Emergency
- Hazardous Materials Incident
- Student Runaway
- Large Event
- Assigned Roles
- Maps for Fire Exits/Tornado Shelter Area/Utility Emergencies

Emergency drills are practiced according to state/corporation guidelines. After students arrive at school, all doors are locked with the exception of the front door. All visitors must enter the front door, which is located by the office, and register. All staff wear identification tags with their names. Students and staff are able to immediately recognize an adult without identification and notify the office. In addition, a security system is used when the building is not in use by authorized personnel.

Clay City Elementary Discipline Plan

The Clay City Elementary School discipline plan consists of suggestions for the classroom teacher and school-wide rules and consequences. Many teachers use assertive discipline methods in their classrooms. Our discipline plan does not dictate, but suggests reasons and ways to use assertive discipline in the

classroom. School rules include expected behavior in the cafeteria, on the playground, in special classes, and general courtesy rules. Consequences are listed in order for teachers and staff to be consistent throughout the building. A progressive discipline plan is followed and communicated to students' parents by way of disciplinary slips.

PBIS & Clay City Elementary Character Education

The Positive Behavior Committee (PBIS) developed a character education program during the 2010-11 school year to be implemented beginning the 2011-12 school year. In 2012-2013 Clay City Elementary will begin implementing our PBIS program. Our program is based on four broad concepts: **Everyone SAFE, Everyone ORGANIZED, Let's be ACCOUNTABLE, and Show RESPECT.** The **Character Counts Everyday** program is an integrated part of our total school environment. The goal of this program is to set behavioral expectations for students and teach basic positive character traits that will be reinforced in their character development for life.

Ten character traits are taught and reinforced during the school year, with a new character trait being introduced each month. The ten character traits are:

Willingness to Learn	Accountability
Responsibility	Honesty
Obedience	Self-Control
Respect	Cooperation
Courtesy	Courage

These ten character traits were chosen based on a survey completed by parents and staff.

Transition from Clay City Elementary to Clay City High School

Many sixth grade students are familiar with our high school through the sixth grade band program. Students may elect to participate in the band program in which they attend class each day in the high school.

All sixth graders are taught keyboarding skills at the elementary by a high school business teacher for one semester. Students visit the high school in the spring. They are given a tour and have lunch in order to become more familiar with the school.

Additional Programs

Clay City Elementary is in partnership with the Hamilton Center in Brazil to offer counseling services to assist students in various ways.

Several parents and teachers volunteer to help students by tutoring after school.

Professional Development

The Clay Community School Corporation offers their teachers a wide variety of professional development opportunities throughout the school. Each elementary and secondary school also creates and provides their own in-services on topics that are relevant to their unique school setting. Professional development is a key component in keeping teachers updated, informed and trained in the constantly changing world of educational reform, requirements and standards. The faculty of Clay City Elementary school will enjoy and be enriched and enhanced by participating in the following staff development opportunities during the 2012-2013 school year:

Clay City Elementary Staff In-service

CCE staff will discuss and review current ISTEP test scores and NWEA data as well as common core standards, Indiana Growth Model, RISE Evaluations, and continued PBIS training.

Saxon Math Training

A Saxon Math representative will present information on the technology and key components of the new math program.

Website / Technology Training

Faculty and staff will work to develop web pages, as well as incorporate Five Star Technologies into their lesson plans. Staff will receive in-service training on newly accessible data reports, as well as incorporate more technology.

CPI Training parts 1 and 2

This in-service consists of training to be certified in Crisis Prevention Intervention.

Curriculum writing for Students with Moderate Disabilities

Teachers who work with students with moderate disabilities will develop curriculum for grades K-12.

Goal Writing for Special Education Teachers parts 1,2,3,4 and 5

These in-services will provide teachers with strategies to improve goal writing and progress monitoring skills.

Textbook Adoption Review

Time will be spent reviewing the new textbook series options for reading.

NWEA and Acuity Data Analysis

Staff will be reviewing the fall NWEA and Acuity results and develop plans and strategies to implement in the classroom.

CPR Training

Lynn Stoelting RN will provide training on CPR.

Grade Level Meetings

Teachers will meet first and second semester with fellow grade level teachers to discuss and share teaching methods and current curriculum.

Professional Leave Days

Teachers are allowed three paid days to pursue professional development conferences outside of the school corporation.

PART 5 STUDENT ACHIEVEMENT OBJECTIVES

Attendance Rate

Clay City Elementary attendance percentages the past eight years have been:

2004-05	96.6%
2005-06	96.2%
2006-07	96.8%
2007-08	96.2%
2008-09	96.6%
2009-10	96.4%
2010-11	96.4%
2011-12	96.8%

Clay City Elementary attendance rate the past eight years has exceeded the state average rate. Attendance is taken twice daily – the first time is at the beginning of the school day and the second time is after lunch. Teachers and office personnel promote good attendance and punctuality.

Parents are informed about the attendance of their child. Letters are sent home when a child reaches 5 absences. When a child reaches 10 absences, a letter is sent home and a call to the parent is made. When a child reaches 15 absences, a conference with the parent is set to discuss attendance issues. Attendance policy, both on the corporation and school levels, is explained in student agendas. Rewards are handed out each grading period. Clay City Elementary recognizes Perfect Attendance and High Attendance (between 96 – 100%). Students receive certificates and classroom recognition.

Goals & Strategies

Goal

Attendance goal for 2012-13: 97.0% attendance rate

Strategies

- Attendance officer will call daily inquiring about absences.
- Establish accurate data collection to identify patterns & trends in absenteeism.
- Send letter home to parents at the beginning of the year to stress importance of school attendance.
- Make attendance percentage visual on staff communication email, at the office entrance and in monthly school newsletter and outdoor sign.
- Send attendance notification to parents per student handbook attendance policy.
- Implement reward system for students achieving proper attendance rate.

PART 6 AREAS IDENTIFIED FOR IMMEDIATE IMPROVEMENT

Based on NWEA and ISTEP data:

English/Language Arts

Kindergarten	Phonics Comprehension
1 st Grade	Writing Comprehension
2 nd Grade	Informational Text: Comprehension Diff. Types of Writing Applications
3 rd Grade	Vocabulary Development Literary Text Informational Text: Comprehension
4 th Grade	Informational Text: Comprehension Writing Process & Features
5 th Grade	Literary Text Writing Process & Features
6 th Grade	Informational Text – Structural Features Writing Application

Math

Kindergarten	Computation
1 st Grade	Number Sense Computation
2 nd Grade	Computation
3 rd Grade	Problem Solving

	Measurement
4 th Grade	Measurement Problem Solving
5 th Grade	Measurement Problem Solving
6 th Grade	Computation Measurement Problem Solving

PART 7 BENCHMARKS FOR PROGRESS

Goals, Strategies, and Interventions

GOAL #1

90% of students in grades 3-6 will pass the English/Language Arts section of ISTEP.

STRATEGIES:

- Continue a 5-10 minute standards based daily language practice.
- Label library books utilizing a lexile list (lexile.com).
- Introduce synonyms when explaining key terms or word definitions.
- Use ISTEP format assessments from reading series.
- Implement writing prompts per grade level per grading period.
- Emphasize phonics mastery in grades K-1.
- Utilize Acuity Instructional Resources, grades 3-6.
- Utilize NWEA practice tests, grades K-2.
- Implement K-6 writing journals.
- Attend workshops for literacy centers.

GOAL #2

91% of students in grades 3-6 will pass the Math section of ISTEP.

STRATEGIES:

- Continue a 5-10 minute daily standards based math practice.
- Emphasize math facts by using Saxon timed tests.
- Continue with a RTI library by sharing math materials/manipulatives.
- Introduce synonyms when explaining key terms or word definitions.

- Schedule upper grade level buddies to reinforce math facts.
- Incorporate multi-step story problems in all grade levels weekly.
- Utilize Acuity Instructional Resources, grades 3-6.
- Utilize NWEA practice tests, grades K-2.
- Reinforce/reteach missed problems/concepts on daily assignments/tests.

Three-Year Objective

By spring, 2015, 95% of students will be at or above grade level in Reading as determined by NWEA and DIBELS scores.

By spring, 2015, 100% of students will pass the Language Arts and Math ISTEP.

Part 8 Professional Development

Collaboration Meetings

Each grade level has two days a week of common planning time. This time is used for lesson planning, RTI planning, and data analysis and interpretation.

In-services

Teachers are provided twelve hours of flexible in-service time per school calendar year. The twelve hours count as two days of the one hundred and eighty-five day contract. In-services are provided in the summer and after school. Teachers may attend in-services of their choosing. Various in-services are provided at each school. Many of the support staff also attends in-services.

Corporation Grade Level Meetings

Grade level meetings are provided for kindergarten - fifth grade teachers in the fall and spring of each school year. The curriculum coordinator plans and conducts the grade level meetings. Teachers are given time to share concerns and ideas. Teachers are also given time to brainstorm solutions for problems encountered. Textbooks, Indiana Academic Standards, and teaching strategies are reviewed. These meetings have been very well received by the teachers.

Professional/Excused Leave

According to the Master Contract, teachers may be granted three professional leave days. Teachers shall be reimbursed for each workshop, seminar, or conference a maximum of \$300 per day for documented registration fees and mileage. Teachers are encouraged to share information with the staff. Teachers are also provided excused leave days. Excused leave days are granted when an administrator requests that a teacher attend a workshop, seminar, or conference. The same reimbursements are made as with professional leave.

Other Meetings

Meetings are scheduled for teachers to share information gained at workshops and for general information. Staff meetings are also used to introduce faculty to IDOE updates and changes such as the Indiana Growth Model, RTI, and Common Core Standards.

Part 9 Review and Revision

The Clay City Elementary School Improvement Team will review their PL221 plan each spring. The team will receive input from the staff as to how we achieved our goals, and why goals were not attained. The team will look at data (ACUITY, ISTEP, DIBELS, NWEA, and attendance rate) to assist in the review and revision process.

Part 10 Cultural Competency Component

Ninety-eight percent of our students are Caucasian. Forty-six percent are on free or reduced lunches.

Strategies and Interventions

- Encourage staff, parents, and community members to attend workshops offered by the county or state relating to poverty and education.
- Educate staff members on the cultural differences of the ELL student currently enrolled.
- Provide a tutor for the ELL student.
- Include units of study on foreign and diverse cultures.
- Invite guest speakers who will provide students will culturally diverse experiences.
- Students learn about various cultures through art and music.

Part 11 Technology Plans

Professional Development

- Instruction will be provided to staff to learn how to use the new projectors and screens that have been installed in classrooms.
- Instruction will be provided to staff to learn how to implement new technologies into the classroom.
- In-services will be held to introduce staff on data reports and analysis with ACUITY Advanced Training.
- Provide an opportunity to gather after school to search the web for educational resources and to ask questions of any website.

Technology Needs

- Our computer lab of 31 computers is small with an enrollment of 359 students.
- We need an additional mini-computer lab to accommodate our large enrollment.
- COWS will be needed in each classroom.
- A yearly survey is given to staff from the corporation technology coordinator to help assess and evaluate technology resources.

- Online computer testing is a concern given the limited number of computers available at a given time. Scheduling of testing with such a small number of computers is a challenge.