School Improvement Plan - 2022-23

White River Valley Elementary School (2460)

White River Valley School District   (2980)

White River Valley Elementary
484 West Main Street
Worthington, Indiana 47471

Principal – Rachel Guthrie
812-875-3839

This plan will be revised annually.

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School Profile

White River Valley Elementary is located in Worthington, Indiana, and is part of White River Valley School Corporation. White River Valley came into existence as a separate entity, in August 1990, as a result of the physical consolidation of Central School at Switz City, L & M School at Lyons, and Worthington-Jefferson School at Worthington. In 2016 White River Valley School Corporation reconfigured its structure to include a PK – 4 building at Worthington which is the elementary school, a 5-8 building at Lyons which is the middle school, and a 9-12 building at Switz City, which is the high school. This restructuring allowed all three locations to remain in use while allowing each age level of students to have a building dedicated to educating them appropriately and effectively.

White River Valley Elementary is in Greene County. There are approximately 276 students in grades kindergarten through fourth, approximately 40 PK students, and approximately 45 staff members. The staff includes a principal, secretary, counselor, nurse, elementary teachers, instructional assistants, and support staff.

Diverse and innovative methods of instruction are implemented in a safe environment to ensure quality educational opportunities for all students. The curriculum surpasses state requirements in many areas and standardized test scores indicate academic achievement above average to superior. Students are well prepared in academic areas to meet the challenges of middle and high school.

The average family income in this district is low, the rate of unemployment is high and a significant percentage of area residents are retired and living on modest fixed incomes. Economic and cultural opportunities in the White River Valley school district are minimal. There are a few visible industries in the immediate area.

There are a very limited number of cultural and artistic endeavors in the immediate area. However, Indiana University, Indiana State University, Vincennes University, and two Ivy Tech Colleges are within a fifty-mile radius of this area, allowing residents to travel a short distance and engage in new experiences. The rural area does provide many opportunities for outdoor leisure with locations like Goose Pond Nature Preserve and Greene Sullivan State Forest. As with most small rural communities, the school environment predominately provides the social, cultural, recreational, and intellectual needs of its patrons.

School Improvement Plan Introduction

White River Valley Elementary School

This school improvement plan was developed using a vision-based and data-driven process. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of PL 221 and Title I School-wide.

Participation

The following people were involved in developing this School Improvement Plan

    Teachers

    Students representatives

    Parent representatives

    Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions and meetings to achieve the following:

1. Establish a local culture of high expectations
2. Create, understand, and strive toward our common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze survey data and identify concerns.
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

Our school improvement planning process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Survey Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

The School Improvement Plan will be placed on the school website and a hard copy can be found in the school office.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan including staff, students, parents, and community members.

Groups and Roles

The **SIP Team** is comprised of educators, a parent, and a business representative. The SIP Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach a consensus on decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body Council** includes student representatives enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council. A survey will be given to all students enrolled but the student body council will be utilized for the majority of the input by students.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.
Meeting 1: Vision for Student Success and Achievement Data Analysis and Achievement Goals
Meeting 2: Survey Results, Areas of Concern, Student Needs, and Review of Targets
Meeting 3: Strategy Selection

SIP Team

Rachel Guthrie - Administrator
Sue Quakenbush – Administrative Assistant
Jill Staggs - Teacher
Amy Jackson - Teacher
Rhoda Davis - Student Services
Ashton Ison - Elementary Parent
Stephanie Book – Elementary Parent
Debra Nolting – Community Representative
Debbie Bender - Community Representative
Megan Stogsdill - Community Representative

Strategy Chairs

Debbie Bender
Rhoda Davis
Amy Jackson
Rene Welch
Sue Quakenbush
Rachel Guthrie

Community Council

Debbie Bender – Business
Ashton Ison – Elementary Parent
Megan Stogsdill- Community
Cord Quakenbush - Community
Samantha Book - Elementary Parent
Jessica Egnolf – Elementary Parent

Vision/Mission Statement

Vision: To be the best educational choice for our patrons in this state

Mission; To promote academic achievement through a focus on rigorous and relevant curriculum and the fostering of positive relationships.

RIGOR – Our use of rigor is not meant to reference difficult or hard but pertains to providing our students with a curriculum that pushes each student beyond his/her comfort zone.

RELEVANCE – Our use of relevance pertains to the curriculum which emphasizes skills of inquiry, team-building, problem-solving, and analysis that each student needs to become a contributing member of society.

RELATIONSHIPS – We are the Wolverine family. The faculty must model for and foster positive relationship skills within our students. Every person within our school community matters: students, school personnel, parents/guardians, and patrons. By building positive relationships, each individual will gain the support necessary to reach his/her own highest potential.

This Vision and Mission was written by a committee comprised of members of all three building's SIP teams as well as community members in the school district led by our superintendent. This Vision and Mission were board approved and are for all schools in the White River Valley School District.

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the Force Field Excerpts section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.
How does this data compare to our vision (ideal) data?
What specific data fields disturb us?
What specific data fields please us?
Where do we observe achievement gaps?

The Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas, these are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of the next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:
- The group of students targeted to meet the
- goal the benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

3rd grade free/reduced students - on or above grade level in MATH based on results from the NWEA Test

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-23		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
98	96	98	95	98	96	98	94	99	81	98		100

4th grade students - on or above grade level in READING based on results from the STAR Test

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-23		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
97	92	97	95	97	96	98	95	98	81	98		100

2nd grade free/reduced students - Mastering MATH standards

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-23		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100	96	100	97	100	96	100	96	100	82	98		100

All Students - Promotion Percentage

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-23		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
98	96	98	98	98	96	98	94	99	97	99		100

Grades 3 students - reading at or above grade level based on the STAR test

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-23		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
98	90	98	88	98	92	98	93	99	90	98		100

Special Education students - reading on grade level based on the STAR test

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-23		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	70	74	73	78	78	88	80	99	32	60		100

Comprehensive Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance, and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open-ended question, "What is interfering with learning at our school?"

Using a consensus-based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these Areas of Concern through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Areas of Concern

We are concerned that... Annual Parent Meeting
We are concerned that... Attracting Highly Qualified Teachers
We are concerned that... Educator Training - Parent Involvement
We are concerned that... Instruction by Highly Qualified Paraprofessionals
We are concerned that... Instruction by Highly Qualified Teachers
We are concerned that... Outreach to Preschool Parent Involvement Programs
We are concerned that... Parent Information Resource Center Website
We are concerned that... Parent Involvement
We are concerned that... Parent Notice - Assessment Results
We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher
We are concerned that... Parent Right-to-Know Letter - Qualifications
We are concerned that... Parental need for activity information Parent is concerned with receiving school information.
We are concerned that... Parents and students believe that attendance is critical for students' achievement.
We are concerned that... Reading Communication to Parents
We are concerned that... School-Parent Compact
We are concerned that... School-Parent Involvement Policy
We are concerned that... Student Transition
We are concerned that... Students need a safe and disciplined learning environment to succeed in school.
We are concerned that... Technology and the use of technology are lacking in classrooms.
We are concerned that... Timely Additional Assistance
We are concerned that... Encourage Rigorous Curriculum
We are concerned that... Attendance
We are concerned that... Focused Academic Area
We are concerned that... Focused Student Group
We are concerned that…Exposure to Career Readiness

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to the Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus-based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Strategies

Annual Parent Meeting

WRV Elementary's principal and staff members will hold an annual parent meeting on two different dates in August. On each date, a morning and evening session will be provided. At this meeting, parents will be informed of how they can participate or be involved in the school and in programs like PTO, Family Fun, volunteering, and TITLE I. The first of these meetings will be held at the Back to School Bash so we can get as many parents in attendance as possible.
Impact Level: Low Impact
Focus: General

Attendance

Using the Harmony Program, all teachers will turn in absences by 9:00 am daily and the nurse will make contacts for any absences that need to be verified. The nurse will mail 6 and 10-day notices of unexcused absences.
Impact Level: High Impact - Inside
Focus: General

Attracting Highly Qualified Teachers

WRV Elementary will assist the WRV central office with developing a brochure to attract highly qualified teachers to our school district. WRV Elementary will interview and hire from a list of highly qualified teachers provided by the central office.
Impact Level: Low Impact
Focus: General

Educator Training - Parent Involvement

During collaborative meetings, teachers and other staff, with the help of parents, will be educated about the value of parent contributions and about how to reach out, communicate and work with parents as equal partners, to coordinate and implement parent programs, and to build ties between home and school. Representatives from the instructional staff will gather data and use this information with in-service colleagues. One or two of these topics will be discussed during the Title 1 Family Night events. The Title I director, will schedule and conduct these meetings. These meetings will occur three times a year.

Impact Level: High Impact - Outside
Focus: General

Encourage Rigorous Curriculum - Reading Assessments

Multiple reading assessments will be implemented by the special needs teacher, Title 1 teacher, general instructional staff, and/or instructional assistants throughout the school year. NWEA and STAR testing will be conducted at the beginning, middle, and end of each school year. The Star Reading Test will be administered by the technology instructor during computer class. NWEA is a Reading and Math formative assessment that is given by teachers to students individually three times per school year. STAR assessments is a computer-generated testing program for reading comprehension and is given three times a year by the technology coordinator. Student progress will be monitored monthly and dictate individual interventions. IREAD is a state-mandated test in 3rd grade for reading skills. The NWEA and STAR assessments will be used to determine the instruction prescribed for each student. These tests will also guide teachers in determining student placement in Tier 2 and 3. These tests will also guide teachers in determining which students require assistance and which students require enrichment. Evaluative reports will be sent to parents upon the conclusion of each test.

Impact Level: High Impact - Inside
Focus: Specific

Encourage Rigorous Curriculum: Higher Order Thinking Questions and Activities

Teachers will implement the use of higher-order questioning in the classroom weekly. They will collaborate with grade-level peers and work to write higher-level questions for their weekly assessments as well as create higher-level, rigorous tasks to complete monthly.

Impact Level: High Impact - Inside
Focus: Specific

Focused Academic Area - Reading

Tier 1 reading instruction, based on McGraw Hill-Wonders reading series, will be provided by general education staff and instructional assistants. Services will be provided daily during an uninterrupted 90-minute block. All students will be accessing the core reading program with differentiated instruction for those students in each area: accelerated learners, strategic learners, and those learners that require intensive services. Students will be using the core reading series, and other materials to develop skills in phonemic awareness, phonics, comprehension, fluency, and vocabulary. This will be accomplished through whole group instruction, small group instruction, and learning stations and activities. The general education teacher and teaching assistants along with the special education teacher and Title 1 teacher may be helping in the delivery of these services.

Impact Level: High Impact - Inside
Focus: Specific

Focused Academic Area - Tier 2 Reading

Tier 2 reading instruction will utilize materials provided by the McGraw Hill reading program along with interventions including Orton Gillingham, IXL, ABC Mouse, Khan Academy, and EPIC. Tier 2 services will include an extra 30-minute block daily provided outside the 90-minute uninterrupted instructional block by the special needs teacher, Title 1 teacher, and/or instructional assistants.

Impact Level: High Impact - Inside
Focus: Specific

Focused Academic Area - Tier 3 Reading

Tier 3 students will be provided interventions: Orton Gillingham, IXL, ABC Mouse, Khan Academy, and EPIC. Tier 3 Services will include an additional 60 minutes daily provided outside the 90-minute uninterrupted instructional block by the special needs teacher and/or instructional assistants. Other interventions which provide phonemic awareness, phonics, comprehension, vocabulary, and fluency will be added. We are in the process of reviewing materials to determine which programs will best suit the needs of our students.

Impact Level: High Impact - Inside
Focus: Specific

Focused Student Group - Students with IEP

Based on student IEPs, the inclusion of special needs students into core classroom activities (all or select curricular areas) will occur on a daily basis utilizing special instructional strategies and providing aides as support for the students. Special needs students will be included in their grade-appropriate non-core classroom activities (Music, Art, PE, Library, Computers, class parties, and field trips) on a daily basis. Students with IEPs will be exposed to grade-level curriculum and take grade-level assessments unless they meet qualifications by the state to take the alternate assessment.

Impact Level: High Impact - Inside
Focus: Specific

Instruction by Highly Qualified Paraprofessionals.

WRV School Corporation will seek, hire, and place paraprofessionals who have either 2 years or more of college and/or have passed the paraprofessional test.
Impact Level: High Impact - Inside
Focus: General

Instruction by Highly Qualified Teachers

WRV School Corporation will seek, hire, and place teachers in their licensed area only. WRV Elementary will hire teachers from the list of these "Highly Qualified Teachers" from the central office.
Impact Level: High Impact - Inside
Focus: General

Outreach to Preschool Parent Involvement Programs

We now have two preschool programs located in the school so 40+ parents of preschool-age students are being reached out to on a daily basis but we are also continuing to do the following. The Greene County Special Education Cooperative administrates/implements the early childhood services for all at-risk children, ages 3-6, who reside within the WRV-Elementary's attendance area throughout the school year. Services are coordinated with Head Start, pre-schools, etc. to produce smooth transitions, proper placements, and academic tracking. The Title 1 teacher will meet with Head Start and other area preschool directors in the early spring to discuss and formulate ideas for a smooth transition into elementary school and provide parents with at-home activities for math and reading. Parents will also be invited to attend and give input at this meeting. (Kindergarten Round-Up) School personnel and parents meet to share background information, expectations, and procedures. The importance of parent involvement will be stressed as a means for their child to achieve satisfactory academic performance. A copy of the Kindergarten Academic Standards or directions of going online to www.in.gov to access standards will be given to parents-- assisting with the preparation of students. Kindergarten Round-up will occur annually in the month of March at WRV Elementary School. Since WRV Elementary houses two PK programs, we will work to ensure these students along with other local programs students are provided the necessary information.

Impact Level: High Impact - Outside
Focus: General

Parent Information Resource Center Website

WRV Elementary's technology coordinator will provide and update a parent information website. This website will make parents aware of all activities at WRV as well as links to educational sites. This website will also provide a link to PIRC at wwww.fscp.org
Impact Level: Low Impact
Focus: General

Parent Involvement

WRV Elementary will continue to implement its school-parent involvement policy which satisfies TITLE I SW guidelines. This policy will include State Form 442IR each year.
Impact Level: Low Impact
Focus: General

Parent Notice - Assessment Results

At the beginning of the year K-4 students will be given assessments appropriate for their grade level. The results from these assessments will be sent home to parents. A notice will be attached stating if parents are unable to understand these results or have questions they can contact the school and set a time to have the results reviewed with them. This will reoccur at the end of the school year.

Impact Level: Low Impact
Focus: General

Parent Right-to-Know Letter - Non-Qualified Teacher

WRV Corporation's "Highly Qualified Teacher" Policy ensures that only highly qualified teachers with full certification, a bachelor's degree, and demonstrate competence in subject knowledge and teaching skills are hired. Should students be taught 4 or more consecutive weeks by a teacher who is not highly qualified, their parents will receive a timely notice sent home by the school principal.

Impact Level: Low Impact
Focus: General

Parent Right-to-Know Letter - Qualifications

WRV Corporation's "Highly Qualified Teacher" Policy ensures that only highly qualified teachers with full certification, a bachelor's degree, and demonstrate competence in subject knowledge and teaching skills are hired. Should students be taught 4 or more consecutive weeks by a teacher who is not highly qualified, their parents will receive a timely notice sent home by the school principal.

Impact Level: Low Impact
Focus: General

Reading Communication to Parents

Parents will be sent reading assessment results. They will also receive an outline of the reading plan for their child's grade level. In this plan, we will outline the teacher's responsibility, what is expected of the student and what the parent's responsibilities will be in order to support their child while we are working toward their individual goal. Students who do not meet the benchmark in NWEA or score below grade level on Star Reading will be considered as possible candidates for Tier 2 and Tier 3 and parents will be contacted. Enrichment students' parents will be contacted by the regular classroom teacher.

Impact Level: Low Impact
Focus: General

Safe and Disciplined Learning Environment - School Safety

Severe weather, fire, and lockdown drills will be conducted by all faculty, staff, and students on a schedule set by the administration. A full-time nurse will be provided to address the health care needs of students during the school day. This strategy is shown as a full plan for the purpose of providing professional development to the school nurse.

Impact Level: Low Impact
Focus: General

School-Parent Compact

Each year, the School-Parent Compact will be reviewed and amended, as needed, during our Annual Parent Meeting. The School-Parent Compact will be included in the WRV Elementary Handbook. The School-Parent Compact will outline the responsibilities of parents, students, and WRV Elementary staff for improved student achievement for all students. The School-Parent Compact will be provided to the parents of each child enrolled at WRV Elementary School annually. Indiana Academic Standards will be distributed to each child in the fall of each school year or a link provided. All parents will be informed of scheduled SIP meetings and strongly encouraged to play an active role in the improvement of our educational program.

Impact Level: Low Impact
Focus: General

School-Parent Involvement Policy

The school-parent involvement policy will be reviewed and revised annually by parents and WRV Elementary staff during our annual parent meeting. The school involvement policy will be provided to parents at the beginning of each school year. Parents will continue to be informed of the responsibilities and academic progress of WRV, the LEA, and the SEA through informational packets distributed at the time of enrollment, the weekly newsletter, etc.
Impact Level: Low Impact
Focus: General

Student Transition

The Greene County Special Education Cooperative administrates/implements the early childhood services for all at-risk children, ages 3-6, who reside within the WRV's attendance area throughout the school year. Services are coordinated with Head Start, pre-schools, etc. to produce smooth transitions, proper placements, and academic tracking. The Title 1 teacher will meet with Head Start and other area preschool directors in the early spring to discuss and formulate ideas for a smooth transition into elementary school. Parents will also be invited to attend and give input at this meeting. (Kindergarten Round-Up) School personnel and parents meet to share background information, expectations, and procedures. The importance of parent involvement will be stressed as a means for their child to achieve satisfactory academic performance. A copy of the Kindergarten Academic Standards or directions for going online to www.in.gov to access standards will be given to parents--assisting with the preparation of students for future ISTEP testing. Kindergarten Round-up will occur annually in the month of March and April at WRV Elementary School.
Impact Level: Low Impact
Focus: General

Technology as a Tool

Teachers will use technology as a learning tool for students in their classrooms on a daily basis. This could be by making use of their Smart-board, IPADS, the computer lab, or classroom computers.
Impact Level: High Impact - Inside
Focus: Specific

Timely Additional Assistance

During the school year, students needing additional assistance will be given extra help during the school day. Trained staff members and/or volunteers will provide this assistance on daily basis in small groups, one-to-one, or technology-based one-on-one tutoring. The time during the day that will be utilized to meet student needs will be before school, during the noon hour, during recess, during special classes such as art, PE, music, library, and during transitional periods. As part of this strategy, we will provide instruction designed to accommodate the needs of various learning styles and meet specific needs as outlined within RTI plans.
Impact Level: High Impact - Inside
Focus: Specific

Weekly Parent Newsletter

A weekly newsletter prepared by office staff will be emailed or sent home with each student on Fridays.

Impact Level: High Impact - Outside
Focus: General

Career Readiness and Exposure

Students will be exposed to careers through the use of XELLO software in the general education classroom. This software will build skills that lead to future success. They will also explore careers through the STEM program and other avenues.

Impact Level: High Impact- Inside

Focus: General

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Encourage Rigorous Curriculum: Higher Order Thinking Questions and Activities

Percentage of classroom teachers using Higher-Order strategies in their classroom weekly.

Baseline 18-19	Follow Up 19-20		Follow Up 20-21		Follow Up 21-22		Follow Up 22-23	
Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
85	90	88	95	94	100	100	100	

Technology as a Tool

Percentage of classroom teachers using Technology in their classroom daily.

Baseline 18-19 (15 teachers)	Follow Up 19-20		Follow Up 20-21		Follow Up 21-22		Follow Up 22-23	
Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
80	90	92	95	92	100	100	100	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Team. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Encourage Rigorous Curriculum - Reading Assessments

Aug 16, 2022: training on testing **Person**: Rachel Guthrie

Aug 2022: Star testing **Person**: computer-tech

Sept 2022: NWEA testing **Person**: classroom teacher
Oct 2022: Star testing **Person**: computer-tech
Dec 2022: Star testing **Person**: computer-tech
Jan 2023: NWEA testing **Person**: classroom teacher
Feb 2023: Star testing **Person**: computer-tech
Mar 2023: I READ 3 **Person**: classroom teacher
Apr 2023: Star testing / ILEARN **Person**: computer-tech
May 2023: NWEA testing **Person:** classroom teacher

Encourage Rigorous Curriculum: Higher Order Thinking Questions and Activities

Nov 30, 2022: Collect fall data: Percentage of classroom teachers using Higher-Order strategies in their classroom weekly.
Person: Rene Welch
Apr 30, 2023: Collect spring data: Percentage of classroom teachers using Higher-Order strategies in their classroom weekly. **Person**: Rene Welch

Technology as a Tool

Nov 30, 2022: Collect fall data: Percentage of classroom teachers using Technology in their classroom daily. **Person**: Rachel Guthrie
Apr 30, 2023: Collect spring data: Percentage of classroom teachers using Technology in their classroom daily. **Person**: Rachel Guthrie

Focused Academic Area - Reading

Aug 16, 2022: Summer Reading Training **Person**: Jill Staggs & Amy Jackson
Oct. 2022: Staff training on reading strategies **Person**: Rachel Guthrie
Jan. 2023: Staff training on reading strategies **Person**: Rachel Guthrie
Feb. 2023: Staff training on reading strategies **Person:** Rachel Guthrie
Apr. 2023: Staff training on reading strategies **Person**: Rachel Guthrie

Focused Student Group - Students with IEP

Aug. 2022: Beginning of the year meeting **Person**: Rachel Guthrie

Jan. 2023: Progress monitoring meeting **Person**: Rachel Guthrie

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educators' knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for strategies that identify the degree to which the strategy has brought about a positive change in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including ongoing professional development activities, anti-resistance, and evaluation activities, 2) providing ongoing mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty if the strategy should be sustained.

Encourage Rigorous Curriculum - Reading Assessments

Brief Description: **Staff training on testing -** Rachel Guthrie will demonstrate how to access and print reports that will group students according to their abilities. Rachel Guthrie will supervise Online training that will be utilized for NWEA.

Intended Participants: Teachers   **Date**: Sept 2022

Activity Purpose: Information, Skill Building   **Activity Format**: Presentation

Funding: no funding needed   **Does this activity occur during the school day?** Yes/ and after school

Encourages Rigorous Curriculum: Higher Order Questions and Activities

Brief Description: Rachel Guthrie will provide training.

Intended Participants: Teachers   **Date**: Sept 2022

Activity Purpose: Information, Skill Building   **Activity Format**: Presentation

Funding: no funding needed   **Does this activity occur during the school day?** No

Focused Academic Area - Reading

Brief Description: **Staff training on reading strategies -** Staff training on reading strategies

Intended Participants: Teachers, Administrators   **Dates**: Oct 2022; Jan. 2023; Feb. 2023;
Activity Purpose: Information   A**ctivity Format**: Presentation

Funding: no funding needed

Does this activity occur during the school day? Yes

Reading Training –New Staff

Brief Description: Mrs. Guthrie will train staff on new reading strategies every nine weeks.

Intended Participants: Teachers   **Date**: Aug. 2022

Activity Purpose: Skill Building   **Activity Format**: Presentation, Peer Coaching

Funding: no funding needed   **Does this activity occur during the school day?** Yes and after school

Focused Student Group - Students with IEP

No professional development is needed for this strategy.

Relationship Report

Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

We are concerned that... Annual Parent Meeting

Data Targets Influenced by This Concern: All Students -- Promotion Percentage

Strategies to Impact This Concern: Annual Parent Meeting

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern: All Students – Promotion Percentage

Strategies To Impact This Concern: Attracting Highly Qualified Teachers

We are concerned that... Educator Training - Parent Involvement

Data Targets Influenced by This Concern: All Students -- Promotion Percentage

Strategies to Impact This Concern: Educator Training - Parent Involvement

We are concerned that... Instruction by Highly Qualified Paraprofessionals

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Instruction by Highly Qualified Teachers

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Instruction by Highly Qualified Teachers

We are concerned that... Outreach to Preschool Parent Involvement Programs

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

Data Targets Influenced by This Concern: All Students- Promotion Percentage

Strategies to Impact This Concern: Parent Information Resource Center Website

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern: All Students - Promotion Percentage

Strategies to Impact This Concern: Parent Involvement

We are concerned that... Parent Notice - Assessment Results

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Parent Notice - Assessment Results

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

Data Targets Influenced by This Concern: 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test

Strategies to Impact This Concern: Parent Right-to-Know Letter - Non-Qualified Teacher

We are concerned that... Parent Right-to-Know Letter - Qualifications

Data Targets Influenced by This Concern: 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test

Strategies to Impact This Concern: Parent Right-to-Know Letter - Qualifications

We are concerned that... Parental need of school activity information

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Weekly Parent Newsletter

We are concerned that... Parents and students believe that attendance is critical for students' achievement.

Data Targets Influenced by This Concern: All Students -- Promotion Percentage

Strategies to Impact This Concern: Attendance

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern: 4th-grade students -- on or above grade level in reading based on results from the STAR Test grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Reading Communication to Parents

We are concerned that... School-Parent Compact

Data Targets Influenced by This Concern: Students -- Promotion Percentage

Strategies to Impact This Concern: School-Parent Compact

We are concerned that... School-Parent Involvement Policy

Data Targets Influenced by This Concern: All Students -- Promotion Percentage

Strategies to Impact This Concern: School Parent Involvement Policy

We are concerned that... Student Transition

Data Targets Influenced by This Concern: All Students -- Promotion Percentage

Strategies to Impact This Concern: Student Transition

We are concerned that... Students need a safe and disciplined learning environment to succeed in school.

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Safe and Disciplined Learning Environment - School Safety

We are concerned that... Technology and the use of technology is lacking in classrooms.

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Technology as a Tool

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern: Grades 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Timely Additional Assistance

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern: grade 3 students -- reading at or above grade level based on the STAR test

Strategies to Impact This Concern: Encourage Rigorous Curriculum - Reading Assessments
Encourage Rigorous Curriculum: Higher Order

We are concerned that... Attendance

Data Targets Influenced by This Concern: All Students -- Promotion Percentage

Strategies to Impact This Concern: Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern: 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test

Strategies to Impact This Concern: Focused Academic Area - Reading Focused Academic Area - Tier 2 Reading
Focused Academic Area - Tier 3 Reading

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern: 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test
Special Education students -- reading on grade level based on the STAR test

Strategies to Impact This Concern:
Focused Student Group - Students with IEP

We are concerned that….Career Readiness and Exposure

Data Targets Influenced by This Concern: 4th-grade students

Strategies to Impact This Concern: STEM program and use of Career Application

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I School-wide.

A. Where is the public copy of your school's curriculum located?	Office
B. What rules or statutes would you like to waive in order to promote student learning? Identify the specific statute and/or rule you wish to waive. Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statutes and rules. Explain the benefit to student achievement. Describe the evaluation process that would be used to measure the success of these strategies.	NA
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes-we will continue to track attendance -send notices, and provide incentives
D. List the titles of the assessment instruments that are used in addition to ILEARN / ECA and give a brief description of each.	STAR Reading (computerized assessment test that measures student reading level) STAR Math (computerized assessment test that measures student math level) NWEA (computerized assessment)
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	NWEA, ILEARN, IREAD, STAR READING, & STAR MATH Student and Parent Surveys
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	Transition Reading Plan Parent Involvement

White River Valley – Elementary

Title I School-wide

Teacher Roster • Indiana Highly Qualified Status

The information required to complete this form should be available from your central office. Your school corporation is required to submit data to the Indiana Department of Education regarding the Highly Qualified" status of each teacher via the DOE Application Center.

To meet the highly qualified standard, veteran teachers must have 1) completed requirements for a valid Indiana teaching license (or be in an approved alternative certification program) and 2) demonstrated subject matter knowledge in one of the ways identified below.

NBPTS =   National Board for Professional Teaching Standards
  NTE   =   National Teacher Exam
  CAS   =   Core Academic Subjects / The CAS are defined as the following: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts (music, art, and theater).
Earn 100 Points on the HOUSE Rubric

Note: All Title I School-wide schools should include strategies to assist non-highly qualified teachers in meeting the highly qualified teacher requirements, or if all teachers in the building are highly qualified, to ensure that new teachers are also highly qualified.

Name	Grade Level Teaching Assignment(s)	CHECK ALL THAT APPLY			
		ALL	DEMONSTRATE SUBJECT MATTER KNOWLEDGE IN ONE OF THE FOLLOWING WAYS		
			GRADES K-4		
		Valid Indiana Teaching License	PRAXIS II Exam	NTE "Education in the Elementary School" Exam	HOUSE – 100 points
Amy Jackson	Kindergarten	X		X	
LuAnne Allen	Kindergarten	X		X	X
Camryn Deschamp	Kindergarten	X	X		
Savannah Hogg	Grade 1	X	X		
Amy Gilmore	Grade 1	X		X	X
McKenzie Booher	Grade 1	X			
Debra Davidson	Grade 2	X	X		
Sabra Stoner	Grade 2	X		X	X
	Grade 2	X			
Angie Earle	Grade 3	X	X		
Rene Welch	Grade 3	X		X	X
Matt McCammon	Grade 4	X		X	X
Jill Staggs	Grade 4	X		X	X
Bryan Ford	Resource/ SLD	X	X		

Continuous Improvement Timeline

DISCUSSION TOPIC	(SIP Team) and Faculty and Community Council		
	ORIGINAL PLAN	REVIEW & REVISE	
	1st Year	2nd Year	3rd Year
Annual Update Meeting - Parent	August	August	August
Principal and SIP Team Member Training	August	August	August
Vision, Achievement Data Analysis and Goals	Session 1 – Oct	Session 1 – Oct	Session 1 – Oct
Survey Results, Data Targets, and Areas of Concern	Session 2 - Nov	Session 2 - Nov	Session 2 – Nov
Strategy Selection, Strategy Title, and Strategy Description	Session 3 - Jan	Session 3 - Jan	Session 3 – Jan
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Strategy Chair Training

Our school will complete these tasks every three years
We are next scheduled to repeat these tasks as if in year one during the 2023-2024 school year.

E-Learning Policy

White River Valley Schools is a 1:1 Apple technology district. WRV provides two types of E-Learning programs: our adopted policy provides for missing days because of inclement weather or short-term emergencies.

1. The superintendent will announce that the school is closed and that WRV will be using the E-Learning Day

program. **E-Learning will take place in real-time and be conducted by teachers for 50% of the school day (3 hours & 25 minutes).**

2. Teachers will conduct live lessons via the Google Meet platform in the areas of Reading and Math. There will also be activities posted to Google Classroom for each special area.

3. Building principals will monitor teacher assignments with guidelines set in place prior to the start of the school year.