School Improvement Plan
Brown County Schools
March 1, 2016

Helmsburg Elementary
Kelli Bruner, Principal

David Shaffer, Superintendent
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Judy Hardwick, School Board President

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CONTINUOUS SCHOOL IMPROVEMENT TEAM

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INTRODUCTION (AdvancED Standards 1-5)

A. Narrative description of the school, the community, and the educational programs

Helmsburg Elementary serves 225 students grades Preschool – 4 and is located in the northwest corner of Brown County, Indiana. Helmsburg Elementary is one of three elementary schools in Brown County Schools. The school day begins at 7:50 a.m. and ends at 3:30 p.m.

Enrollment at Helmsburg is racially homogeneous with 92.7% of its students Caucasian, <1% Asian/Pacific, 3.6% Hispanic, <1% American Indian, < 1% black and 1.8% multiracial. Approximately 55.7% of the student population participates in the free and reduced lunch program.

Preschool operates five days a week with a morning/afternoon session or an all-day session. It is staffed by one Preschool teacher and two paraprofessionals. Each class averages 20 per session. Grades K-4 are staffed by two teachers per grade level with an average ratio of 19 students per class. All Kindergarten students at Helmsburg Elementary School attend our full day program.

We have one full-time certified Title I teacher and a Title one paraprofessional. The Title I program is a school wide program serving students in grades K-4. There are two Special Education Resource teachers and eight aides. Title I also serves special education students based on their selection ranking. There are four building based instructional coaches in the area of math, literacy, high ability, and technology. Helmsburg also has a full-time library assistant, health assistant, secretary, before school care provider, after school care provider, and a building principal. Support staff also includes two full-time custodians, two kitchen assistants, and one kitchen manager. A certified Speech-Language Pathologist for K-4 and one for Preschool, School Counselor, Occupational Therapist, and two Registered Nurses, and a Hearing and Vision Consultant and Physical Therapist available through the Special Services Cooperative. Music, Art, and Physical Education teachers are shared with another elementary and are at Helmsburg half of the time.

Helmsburg Elementary school facility has one classroom dedicated for preschool and two classrooms per grade level K-4. Rooms are also available for special education, counseling, speech-language therapy, and reading resource instruction. In addition, the school facilities
include a STEM lab, music classroom, art room, outdoor lab, playground, shelter house, library, cafeteria/gymnasium, office, and teacher workroom. The school benefits from being located close to Indiana University. We are host to many university students each year. This enables us to gain insight into current research and teaching strategies.

The school is the focal point for many community activities. Facilities are used throughout the year for family reunions, basketball, softball, baseball, volleyball, soccer, 4-H, Boy Scouts, Girl Scouts, and adult recreation. In addition, the school is used as a polling station on Election Day and as a site for the Brown County Schools Before and After-School Care Program.

BCS AdvancED School Level Standards Committee Structure:

Objective: To provide stakeholders at each school (staff, students, parents, and community) the opportunity to participate in a process for continuous school improvement using a shared committee structure aligned to the following five AdvancED Standards for Schools.
    (1) Purpose and Direction;
    (2) Governance and Leadership;
    (3) Teaching and Assessing for Learning;
    (4) Resources and Support Systems; and
    (5) Using Results for Continuous Improvement.

School level AdvancED standards committees are listed in the PL221 Plan for each school. Each building has a five committees, one for each standard. All staff within the building serve on at least one committee. Each committee has one chairperson or two co-chairs. Committee chairs and co-chairs) also serve on the building's PL221 team. This structure assures a connection between Indiana's school improvement process (PL221) and continuous improvement through AdvancED accreditation.

Building Standards Committee Structure					
Role	**Standard 1**	**Standard 2**	**Standard 3**	**Standard 4**	**Standard 5**
Chair(s):	Karen Hedrick	Ryan Oliver	Staci Harden	Alyssa Stanley	Natalie Robison
Members:	Donna Duff	Theresa Love	Michelle Joy	Terri Whitcomb	Sara Draper
	Sarah Lynch	Malini Stiles	Olivia Hobbs	Jill MIller	Carol Tuggle
		Natalie Van Zuiden	Holly Bales-Hall	Shelley WIlliams	Brenda Ely
			Teresa Fultz		

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)				
Role	**Standard #1**	**Response**	**Powerful Practices/Evidence**	**Rating**
Chair(s): Karen Hedrick				
Members (Teachers, Staff, Parents): Donna Duff Sarah Lynch	1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	* Mission statement * Survey results * Examples of communication to stakeholders about the school's purpose (i.e. website, newsletters, student handbook *Vision statement *Morning announcements *Agendas *Teacher websites *Skyward	3
	1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly	*District strategic plan * Survey results * School improvement plan *Bullying Hurts curriculum	3

		reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	*Mission statement *Vision statement *Coaches in math, literacy, technology, high ability *General Education Intervention documentation *IEP's *Faculty meetings	
	1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the	* School data profile * Survey results * District strategic plan * School improvement plan	3

			conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the	*District curriculum unit plans *Common assessments *Student laptops, Ipads *Staff laptops *Faculty meetings *Principal easily accessible *Updated building	

		implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.		

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)				
Role	**Standard #2**	**Response**	**Powerful Practices/Evidence**	**Rating**
Chair(s): Ryan Oliver				
Members (Teachers, Staff, Parents): Theresa Love Malini Stiles Natalie Van Zuiden	2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for and oversight of fiscal management	* Student handbook * School Policies on School Website * Posted Classroom Rules * Discipline Forms * Behavior Charts * Communications with stakeholders * School Safety procedures * School Board agendas *Internet use policy *Discipline forms *Skyward management system	3

2.2 The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.	* Staff Coaches available to staff: -Math -Language Arts -High Ability -Technology * Regular, informal meetings among stakeholders, about behavior, and academic progress * Time management tools -Special schedules -Library schedule -Classroom schedule -Lesson plans * Technology help sessions	3
2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports and respects the autonomy of school leadership to	* School improvement plan developed by the school	

		accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	* Lead teachers in K-2 and 3-4 hallway * Instructional Coaches *GEI Case Conference team members * Stakeholders input and feedback * Agendas and minutes of meetings *Staff led professional development *Outlook calendar	

	2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning.	* High expectations
			* Continuous assessments to monitor growth
			    -Running Records
			    -Spelling Inventory
			    -Math Needs Assessment Chart
			* Flexible grouping of students to address each student's needs
				3

		School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	* Rooms are clean and ready for learning
			* Upper grades are departmentalized
			* Needs of students are met
			   -Meals served
			   -Food backpacks
			   -Clothing available
			   -Family crisis assistance
			   -Bus drivers and staff collaborate to support students
			
			* Web based learning
			   -IXL
			   -Study Island
			   -Sumdog
			*PBIS Action plan	

	2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for	* Parent Teacher Conferences * Grade-Level Family NIght * PTO Functions * Title 1 Compact	3

		stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide all support meaningful leadership roles for stakeholders. School leaders proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	* Learning/ Behavior Contracts
			* Book Fair
			* Involvement of stakeholders in a school improvement plan
			*Parent/Teacher conferences
			*Foster Grandparent program
			*Staff meetings and agendas
			*School counselor
			*Staff bonding
			  -pitch ins
			  -exercise group
			  -holiday celebrations	

	2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision	* Evaluations list areas in which improvement can be made as well as positive remarks * Pre and Post evaluation	3

		and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	discussions between teacher and evaluator * Classroom walk throughs * Rise Evaluations	

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)				
Role	**Standard #3**	**Response**	**Powerful Practices/ Evidence**	**Rating**
Chair(s): Staci Harden				
Members (Teachers, Staff, Parents): Michelle Joy Olivia Hobbs Holly Bales-Hall Teresa Fultz	3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.	*Survey results *Lesson Plans *Posted State Standards *Curriculum calendar and unit maps *Flexible ability grouping	4

		There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	*Workshop model of teaching *Student abilities matched to appropriate instructional level materials for reading and word study.	
	3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction and/or	*Curriculum calendars and unit maps *Survey results *Lesson plans aligned to the curriculum maps and state standards *RISE-teacher evaluation model *Common assessments- Fountas & Pinnell Reading Record, Words Their Way Spelling Inventory, STEEP- *ISTEP results	3

		assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.	*IREAD results *Kingore results *COGAT results *Teacher SLO's	
	3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other	*Survey results *RISE *Workshop model of teaching *Student work posted which demonstrates the application of knowledge *Examples of teacher use of technology as an instructional resource (Reading A-Z, BrainPopJr) *Examples of student use of technology as a learning tool	4

		disciplines and use technologies as instructional resources and learning tools.	(Study Island, IXL, Sumdog)	
	3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.	*Survey results *Professional development and coaching support by building-level instructional coaches: high ability, literacy, math, and technology *Curriculum calendar and unit maps *RISE-Administrative informal and formal observations *Common planning time	4
	3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and	*Survey results *Collaborative planning time built into schedule *GEI meetings *Peer Coaching with building-based instructional coaches	3

		content areas. Staff members promote discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities	*Case conferences	
	3.6 Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing	*Survey results *Lessons aligned with standards *Standards posted *Lesson plans that include expectations of performance *Examples of assessments that prompted modification in instruction *Student handbook	4

		modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.		
	3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for school personnel.	*Survey results *Instructional coaches *IMAP *Balanced Literacy Workshop Training *New hire orientation	2
	3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	*Survey results *Parent-Teacher Conferences *PTO program *One Book, One School program *Varied activities and communications modes with families,	3

			e.g., teacher websites, online newsletters, open house, weekly teacher newsletters, monthly school newsletters and calendar, science fair, book fair, GEI meetings, online gradebook, family nights per grade level *Progress reports and midterms * Some grade levels are using Class Dojo *Skyward *Field trips *Movie Night	
	3.9 The school has formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	*Survey results *Homeroom teacher	1

	3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	*Survey results *Teacher created rubrics *Consistent grading categories across grade levels *Fountas and Pinnell benchmark grades *Words Their Way Spelling benchmark grades *Report cards *Progress Reports *Grading scale listed in the handbook *STEEP math and english/language arts grade level assessment results available for parent conferences	2
	3.11 All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds	*Survey results *Professional development can be accessed based on individual requests *Building level instructional coaches available upon need	2

		capacity among staff members who participate. The program is regularly evaluated for effectiveness.	*RISE - Evaluation tools for professional learning *Bullying Hurts curriculum *Professional books	
	3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	*Survey results *Flexible ability grouping *Title 1 *G/T High Ability Program *Counseling *After school tutoring-Literacy Coalition *After school tutoring-ISTEP and iREAD *Speech/Language/ Hearing services *OT and PT services *Visual and Hearing Impairment services *Developmental Preschool *Special education services *ESL services available	3

			*Centerstone counselors *GEI team	

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)				
Role	**Standard #4**	**Response**	**Powerful Practices/ Evidence**	**Rating**
Chair(s): Alyssa Stanley				
Members (Teachers, Staff, Parents): Terri Whitcomb Jill Miller Shelley Williams	4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs,	* Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff * Documentation of highly qualified staff * School budgets for the last three years. * Job applicants are interviewed by a team, including several members of the school staff.	3

		and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.		
	4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging	* Examples of efforts of school leaders to secure necessary material and fiscal resources. * School schedule * Alignment of budget with school purpose and direction. * School calendar *Length of school day 7:50 - 3:30 *Leveled libraries *Math manipulatives *Laptops/Ipads	3

		learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.		
	4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel	* Documentation of compliance with local and state inspections requirements * Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures * System for maintenance requests * Maintenance schedules * Teachers and staff have been issued key cards to gain access to the main and secondary entrances to the school. * The main entrance is secure, with visitors having to check in the main office to gain entrance to the school. * Corporation-wide active shooter training was conducted in December 2015. * An additional security "walk-thru" was conducted at HES to answer specific staff questions and to offer	3

		as necessary to improve these conditions. Results of improvement efforts are evaluated.	suggestions to improve building security and safety procedures. *Camera system installed *Office buzz in system *Safety box for law enforcement	
	4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	* Budget related to media and information resource acquisition * Data on media and information resources available to students and staff * Study Trip information and requests * Study Island * Rocket Math * Flocabulary * Brain Pop * IXL * STEEP testing *Teacher webpages *Skyward *School messenger	3
	4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning and operational needs of most stakeholders. School personnel have a technology plan to improve technology	* Technology available in every classroom. * Policies relative to technology use. * "Dedicated" technology support staff member that is available weekly at HES. *Skyward *Ipads/laptops *Document cameras	3

		services and infrastructure.	*School Messenger *Projectors	
	4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	* List of support services available to each student * Agreements with school community agencies for student-family support * Social classes and services, e.g., bullying, character education * Student assessment system for identifying student needs * Schedule of family services, e.g., parent classes, survival skills * Survey results * Mailbox available for students to report incidences of bullying * Posters in each classroom to help students identify bullying behaviors *School counselor *OT *Centerstone collaboration *District RN *Health Room Assistant *Bullying mailbox that is confidential *Backpack program *Teacher of visually impaired	3

	4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	* List of services available related to counseling, assessment, referral, educational and career planning * Description of referral process * Description of IEP process * Budget for counseling, assessment, referral, educational and career planning * Survey results * Centerstone *GEI meetings *History Day *Math Bowl *Science Bowl *Spell Bowl *Science Fair *Spelling Bee *Geography Bee *High Ability Coach	3

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)				
Role	**Standard #5**	**Response**	**Powerful Practices/ Evidence**	**Rating**
Chair(s): Natalie Robison				
Members (Teachers, Staff, Parents): Sara Draper Carol Tuggle Brenda Ely	5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses.	* Survey results * Grade level curriculum unit maps * Brown County Schools assessment calendar *Documentation or description of evaluation tools/protocol * Evidence that assessments are reliable and bias free * School Improvement Plan *Study Island	3

		Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	*Achievement testing (WIATT) *IOWA test of Basic Skills *Kingore *ISTEP+ *IREAD 3 *STEEP *WIDA *Fountas and Pinnell *Words their Way	
	5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the	* Survey results *Agenda, minutes from staff meetings indicate data systems and drive instructional planning discussions * Examples of student work are displayed * Steep, Dibels, ISTEP+, IREAD,Get-It-Got-It-Go!, Fountas & Pinnell Benchmark Assessment System, Spelling	3

		conditions that support learning. School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.	Inventories, Narrative Story Retellings, Kindergarten Writing Development Scale, Rubrics, and Reading Logs *Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning	

| | 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data. | * Survey results
* Agenda, minutes from staff meetings indicate data systems and drive instructional planning discussions
* Agendas from corporation meetings
* Agendas/notes from various professional development opportunities
* Assessment instruments- Steep, Dibels, ISTEP+, IREAD,Get-It-Got-It-Go!, Fountas & Pinnell Benchmark Assessment System, Spelling Inventories, Narrative Story Retellings, Kindergarten Writing Development Scale, Rubrics, and Reading Logs
* ISTEP+ Data from previous years | 2 |

		* Policies specific to data training Training materials specific to the evaluation, interpretation, and use of data	
	5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	* Survey results * Individualized Education Plan *GEI - General Education Intervention team *504 * High ability coach * High ability assessments-Kingore, Iowa, CogAT * Data reports verify growth in student performance * Data reports disaggregate student performance growth C*A Helmsburg practice-Helmsburg staff can identify strategies for	3

			increasing student performance * A Helmsburg practice- Helmsburg can identify reasons why student performance has increased/decreased * Transition conferences for 4th graders with IEP's * 4th grade intermediate school field trip	
	5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	* Survey results * School handbook * School newsletters * Classroom newsletters * School website-online calendar, schedule, and news/updates * Classroom websites * Agenda, minutes, calendar of parent meetings * Parents and community members	3

			volunteer time (at Helmsburg) * Parent-teacher conference participation data * Parents and students are informed and involved in developing * Individualized Education Plans for students * Skyward parent and student portal * Report cards * District staff affirm the use of various communication methods to report student performance (a Helmsburg practice) * Communication from superintendent to stakeholders	

B. Description and location of curriculum

The academic curriculum at Helmsburg Elementary is aligned with the Indiana Academic Standards. The state standards for Language Arts, Math, Science, and Social Studies are the foundation of all core curriculum including assessments. Information regarding research-based practices informs ongoing revisions to core curriculum and the selection of standard protocols for intervention. Assessment practices are aligned with curriculum. They provide data to support differentiation and assure that ALL students engage in learning, grow intellectually, and achieve at high levels.

The Helmsburg Elementary School faculty and staff believe that it is imperative to support adopted texts with classroom libraries and supplemental materials so that the Indiana Academic Standards may be fully addressed. Teachers at Helmsburg Elementary monitor their progress toward teaching the standards by consulting local curriculum guides aligned with standards by grade level. Local curriculum guides are working documents with curricular calendars developed collaboratively by grade level across the district. They are updated annually and kept in a variety of forms including electronic folders on the school's server and in three-ring binders in classrooms. The curriculum documents are primary resources for designing and implementing weekly lesson plans. Curriculum is housed electronically in Curriculum Loft.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP+

STEEP (System to Enhance Educational Performance)
STEEP is a comprehensive system to assist teachers, administrators and other professionals to provide the right type of assistance to the right students at the right time. It provides evidenced based tools that help schools to implement the ambitious goals set forth in NCLB and IDEA. The first phase of the STEEP RTI process focuses on prevention and early detection of academic issues through universal screening using curriculum-based measures in reading, math, and writing. STEEP assessments are a foundation for implementing a school wide model of determining each student's unique needs and if academic intervention is needed to enhance classroom instruction.

Fountas and Pinnell Benchmark Assessment System

The *Fountas & Pinnell Benchmark Assessment System* is a formative reading assessment comprised of 58 high-quality, original titles, or "little books" divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 8th grade. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

Spelling Inventories

Spelling assessments are drawn from Donald Bear's *Words Their Way*. Two levels of spelling inventory are used with students K-4 to determine a level of spelling development. The Primary Spelling Inventory is used with students in Kindergarten -1, the Elementary Spelling Inventory is administered to students Grade 2, Grade 3, and Grade 4. Following administration of the grade level inventory, teachers maintain the flexibility to use any inventory that corresponds to a level above or below a student's grade level grouping to further determine instructional needs.

Common Formative Assessments

Narrative Story Retelling

Children who are able to use narrative frameworks to guide their comprehension of narratives they read or hear have better recall for information and are able to focus on what is important, (Hudson & Nelson, 1983; Lahey & Bloom, 1994; Nelson & Gruendel, 1986). This suggests that a child's ability to use a narrative framework will impact classroom performance, whether the task involves reading comprehension or composing a story. Kindergarten teachers in collaboration with Speech Language Pathologists assess familiarity with narrative structure using an episodic story retelling task. This allows staff to find children who need to develop narrative frameworks as a foundation for story writing, listening comprehension, and reading comprehension for stories and intervene.

Kindergarten Writing Development Scale

Kindergarten teachers document stages of writing development each grading period using a teacher developed tool. Writing stages are pictured using standard kindergarten work samples to which each student's work is compared. The sample representing each new stage of writing development has descriptors. Teachers use the tool to help parents see

the indicators teachers watch that signal the development of print awareness, the alphabetic principle, and early writing conventions.

Rubrics and Reading Logs

Brown County teachers K-4 have started working to develop a continuum of rubrics and reading logs that can be used as resources for assessing student work with increased reliability and validity within reading and writing across grade levels. Drafts will be linked by a common purpose for each tool and a set of expectations of expectations driven by the Indiana Academic Standards.

STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS (AdvancED Standards 1-5)

A. School Vision: **Brown County Schools will prepare students to achieve success through quality instruction.**

B. School Mission: **Brown County Schools provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goals.**

C. School's Collective Commitments and Norms

Helmsburg Elementary is committed to all students and staff being on task and using time wisely through academic tasks, transitions, and procedures; class schedules, lesson plans, student schedules based on individual needs, support staff schedules, etc. Helmsburg is committed to school safety in documented scheduled fire drills, tornado drills, and lock-down drills. Also, school safety for our students is demonstrated through office documentation including parental note, sign in/out sheets. Helmsburg is committed to training for all staff members including support staff and new staff through mentor teachers, participation in the Active Shooter Training; confidentiality and general information training in the fall and CPI (Crisis Prevention Institute:safe management of disruptive and assaultive behavior); informal training based on student needs (i. e. how to do phonemic awareness tasks, ways to help students with reading: and staff meetings for

all certified staff. Helmsburg is committed to meeting all students' individual needs in pursuing their personal best. We meet students' individual needs through ability grouping, IEPs, 504s, departmentalization of subjects, grouping within the classroom, GEIs, lesson planning, individual and small group tutoring, academic teams and opportunities for enrichment, etc.

COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT (AdvancED Standards 2-5)

A. Summary of data (AdvancED Standards 3, 5)
   a. Data, including graphs, from the annual performance report

Indicator	School Results			
	'11-12	'12-13	'13-14	'14-15
Student Enrollment	235	236	225	233
Grade 3 Percent Passing ISTEP+ Math Standard	83.3	96.7	97.1	
Grade 3 Percent Passing ISTEP+ Language Arts Standard	94.3	96.7	100.0	
Grade 4 Percent Passing ISTEP+ Math Standard	100.0	91.2	92.5	
Grade 4 Percent Passing ISTEP+ Language Arts Standard	86.2	85.3	92.7	
Grade 4 Percent Passing ISTEP+ Science Standard	93.1	85.3	92.7	
Pupil Enrollment to Full Time Employee Ratio	17	15	13	
Attendance Rate	95.5	95.5	96.2	

- Students at Helmsburg Elementary have consistently performed above state averages in English/Language Arts and Math.
- The Annual Performance report indicates that the student/teacher ratio has delclined. The average class size is 16-18.
- The attendance rate has improved slightly over the state average of 96.2.
- During the 2013 school year Brown County Schools underwent a restructuring plan. This caused a decline in our enrollment of about 50 students.
- The number of students with more than 10 unexcused absences has shown a significant decline over the past three years.

b. Data related to performance indicators other than those included in the annual performance report

- The number of 3rd grade students, at Helmsburg Elementary, passing the IREAD-3 has consistently been above the state average:
  - 2011-2012 school year: 80% passed (State average = 85%)
  - 2012-2013 school year: 94.1% passed (State average = 91.1%)
  - 2013-2014 school year: 92.1% passed (State average = 90.5%)

- The number of Special Education students that passed both math and language arts on the state alternative assessment, IMAST, has consistently been above the state average:
  - 2010-2011 school year: 93.3% passed (State average = 52.4%)
  - 2011-2012 school year: 93.8% passed (State average=53.9%)
  - 2012-2013 school year: 63.2% passed (State average = 53.1%)
  - 2013-2014 school year: Sub group was too small to report

c. Other information about educational programming and the learning environment
(Progress Monitoring, Preschool and K assessments)
- ISTAR-KR is used with Preschool Special Education students to measure their progress.

- In addition to state, local, and classroom level assessments, the progress of Special Education students in grade K-4, is monitored on a regular basis using the Progress Monitoring tool in Indiana IEP.
- General education students that receive supplemental reading and/or math instruction are progress-monitored using teacher-made assessments.

A Data Walkthrough of the School Community (AdvancED Standards 3, 5)					
Attendance Center:					
Student Achievement Results					
Indicator		**Year: 2012-2013**	**Year: 2013-2014**	**Year: 2014-2015**	**Facts About Our Data**
State Assessment Data					
White	Reading	95.9	95.9	84.5	*Students have consistently performed above state average until 2014-2014. *In 2014-2015 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.
	Math	94.7	94.7	63.6	
Black	Reading				*Due federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.
	Math				
Hispanic	Reading				
	Math				
Asian	Reading				
	Math				

Multiracial	Reading				
	Math				
SES (F/R)	Reading	84.9	92.7	65.5	*Students in this subgroup performed above state average until the new test in 2014 which is not comparable.
	Math	87.8	90.5	42.1	
Special Education	Reading	65.2	85.7	40.0	*Students have consistently performed above state average until 2014-2014. *In 2014-2015 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.
	Math	79.2	79.2	57.4	
Grade 3 Cohort	Reading	96.7	100	66.7	*In 2014-2015 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.
	Math	96.7	97.1	55.3	
Grade 4 Cohort	Reading	85.3	92.7	76.9	
	Math	91.2	92.5	71.8	
Student Engagement Data					
Average Daily Attendance		95.6	95.6	96.1	*Students maintain a high daily attendance rate.
Percentage of Students in Extracurricular Activities					
Student Discipline					
Number of Out-of-School Suspensions					
Number of Expulsions					
Survey Data (Not required for INSIP)					

Student Satisfaction or Perception Assessment				
Alumni Satisfaction or Perception Assessment				
Parent Satisfaction or Perception Assessment				
Teacher Satisfaction or Perception Assessment				
Administration Satisfaction or Perception Assessment				
Community Satisfaction or Perception Assessment				
Student Demographic Data				
Total Number of Students Enrolled	236	225	233	
Percent Free and Reduced	66.5	65.8	68.7	
Percent Mobility				
Percent Special Education	24.6	28.4	24.9	
Percent English as a Second Language	1.7	.4	.9	
Percent White	93.6	93.3	92.7	
Percent Black		.4	.4	
Percent Hispanic	1.7	3.6	1.7	
Percent Asian	.4	.4		
Percent American Indian		.9	1.3	
Percent Native Hawaiian or Other Pacific Islander				
Percent Multiracial	4.2	1.3	3.9	

B. Conclusions about the current educational programming (AdvancED Standard 3)

a. Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

The staff at Helmsburg Elementary School follow the units of study, including all content areas, designated in the curriculum calendars for each grade level. Each unit has been aligned to the Indiana's College and Career Readiness Standards.

b. Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

The staff at Helmsburg Elementary School follow the Lucy Calkins's workshop model for reading and writing. This model was merged with the units of study which are aligned to Indiana's College and Career Readiness Standards. Ability grouping is used for word study so students will achieve the appropriate Indiana College and Career Readiness Standards.

c. Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies

Helmsburg Elementary student ISTEP+ scores were on an upward progression until the 2014-2015 ISTEP+ new assessment was administered. In addition to the new test, the IMAST assessment was not administered for students with disabilities, as a result their scores were factored into the overall school performance.

d. Parental participation in the school (AdvancED Standards 2, 4, 5)
   - Open House
   - Parent/Teacher Conferences
   - Monthly IAT Meetings
   - PTO events
     - Fall and Spring Book Fair Event
     - Fall Festival
     - Movie Nights
     - Santa Shop

- ○ Spring Fling
- Grade level family nights
- Science Fair parent meetings and open house
- Parent volunteers
  - ○ Reading with students
  - ○ Making copies
  - ○ Field Trips
- AdvancED Team
- Anti-Bullying Information Meetings
- Title I Information Meetings
- Weekly Classroom Newsletters
- Monthly School Newsletters
- Class Dojo
- School and Teacher Websites
- Quarterly Award Assemblies
- School Spelling Bee and Geography Bee
- Home Reading Logs
- Agendas

e. Technology as a learning tool (AdvancED Standards 3, 4)

Description of how HES will integrate technology and Internet into the Curriculum.
- · Interactive BrightLink 450 projectors and Epson document cameras connected to the internet used in all classrooms.
- · Ipads are available for use.
- · Interactive software used in all classrooms.
- · Software programs utilized on mobile laptops.

- Teachers will use laptops to access internet sites that will enrich and/or support the Indiana Academic Standards and the Brown County Schools local curriculum.
- Destiny will be used as a media center resource. Various links to sites for research are readily available through this system.
- Students will use laptop computers to develop their skills in computer applications, word processing, keyboarding, and multi-media presentations (Power Point, Publisher, etc.).
- A Technology Coach will provide information and instruction for staff members.

Professional Development strategies to be used in providing in-service to staff and teachers:
- Building instructional technology coach will provide training for staff on all new pieces of software and/or hardware.
- The technology team will assess needs from staff and base training upon the results of that assessment.
- Teachers will attend in-service training offered by the building instructional technology coach, corporation technology team and/or media assistant.
- Professional development opportunities may take place during outlying building release times, after-school sessions, and faculty meetings.

The process for assessing Internet, telecommunication and other technology needs at
HES will include:
- An informal needs analysis will be given each year to determine goals for the upcoming year of technology instruction. This assessment includes input from students, staff, and parents.
- The information collected from the needs analysis will be combined with data collected for the yearly School Improvement Plan review. This comprehensive information will be used to make a final determination of technology goals and allocation of resources for staff development.
- The evaluation process will be implemented and completed by May of each school year.
- The technology team will meet frequently to discuss design, implementation, and review of the survey and to plan appropriately for professional development topics and opportunities.

How the program will be continuously assessed and evaluated.
- · There will be a yearly needs analysis conducted of the technology and Internet curriculum.
- · School Improvement Goals, data analysis, Indiana Academic Standards, and Brown County Schools Curriculum will help evaluate and determine the direction of the programs.

f. Safe and disciplined learning environment (AdvancED Standard 4)

Helmsburg Elementary offers a safe learning environment
All entrances are locked at all times.
- All visitors sign in and receive an ID badge
- Knox box in the back of the building
- 2 lead teachers that take the role of principal when the principal is out of the building
- Corporation safety committee
- School system offers CPR classes
- "Bullying Hurts" anti-bullying curriculum.

Helmsburg Elementary offers a disciplined learning environment
- 2 Special education teachers for the building.
- Instructional coaches that are building based in the areas of Literacy, math, high ability, and technology
- Title one teacher, and assistant for the building
- Offer counseling, occupational, and speech therapy
- All teacher must be highly qualified.
- PBIS committee working to create school-wide behavior goals
- Perfect attendance awards are given for each nine-weeks to encourage good attendance habits
- All teachers communicate classroom happenings to parents via weekly newsletters

g. Professional development (AdvancED Standard 3, 4)
- Technology training provided by instructional technology coach
- Staff Book Studies
- ISTEP+ Training
- Anti-Bullying Training
- High Ability Training by building level High Ability Teacher
- Instructional coaches available for professional development in language arts, math
- PBIS Training
- Active Shooter Training
- Paraprofessional Training
- Crisis Prevention Training

C. Specific areas where improvement is needed immediately (AdvancED Standards 3. 5)

Based on survey results and assessment data, the following items have been identified as areas where improvement is needed: ISTEP+ scores, collaboration, mentoring/coaching/induction programs and professional development. Immediate steps have been taken to improve ISTEP+ scores. A tutoring program is in place during the spring semester along with using the Study Island program. Math and Language Arts teachers also use the IXL program for review in the classroom.

Standard 3: The school needs to implement a formalized student advocate program and increase professional development for staff.

Standard 5: The school needs to implement a training program for professional and support staff to address evaluation, interpretation, and use of data. The information below addresses this indicator for a survey rating of a four.

Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.

Schoolwide Goals (AdvancED Standard 3)				
Corporation Goals:		**1. Students will demonstrate growth in literacy (90% proficiency).**		
		2. Students will demonstrate growth in mathematical skills (90% proficiency).		
Building Goals:		**1. Improve ISTEP+ Math Pass Rates**		
		2. Improve ISTEP+ ELA Pass Rates		
		3. Create a positive behavior intervention program.		
Goals	**Strategies and Action Steps**	**Who is Responsible**	**Target Date or Timeline**	**Evidence of Effectiveness**
Current Reality: **Goal 1:**	1. After school tutoring for those who did not pass and those who barely passed. 2. Continue Rocket Math at all grade levels.	1. Classroom teachers	1. 2016-2018 ISTEP+ math results.	1. Consistent improvement on Rocket Math challenges. 2. ISTEP+ math pass rates.

	3. Professional development in math critical thinking.			
Current Reality: **Goal 2:**	1. After School Tutoring for students who did not pass or barely passed E/LA ISTEP+ and/or IREAD 3. 2. Increase time for students who are below grade level in reading.	1. Classroom teachers.	1. 2016-2018 ISTEP+ results.	1. Percent increase in students at or above grade level in reading according to Fountas and Pinnell leveling system. 2. ISTEP+ pass rates and IREAD 3 pass rates.
Current Reality: **Goal 3:**	1. PBIS committee creation. 2. PBIS Action plan created.	1. PBIS committee Members: Kelli Bruner, Alyssa Stanley, Terri Whitcomb, Olivia Hobbs. 2. The staff will implement the action plan.	1. Implement PBIS initiatives at the start of the 2016 school year.	1. Office referrals will decrease by 20% over the three year implementation timeline. 2. There will be an increase in positive behavior rewards.

A. Professional Development (aligned with Benchmarks for Progress and Strategies/Proposed Interventions) (AdvancED Standards 3, 4)

Hemsburg Elementary teachers participate in numerous professional development opportunities that support our school improvement goals. These professional opportunities include:
- Math professional development provided by our math and high ability coaches.

- AdvancEd Conference - all subject area teachers
- Building based professional development by our Literacy Coach.
- Active Shooter Training by State Police

B. Aligns with the core principles of professional development (AdvancED Standards 3, 4)

Goals and plans for continuous school improvement should align to the following five core principles of professional development cited in the 2013 Center for Public Education Report, "Teaching The Teachers; Effective Professional Development in an Era of High Stakes Accountability".

Principle 1: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with issues of implementation.

Principle 2: There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

Principle 3: Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

Principle: 4 Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.

Principle: 5 The content presented to teachers shouldn't be generic, but instead grounded in the teacher's discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

C. Includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students (AdvancED Standards 3, 4)

We are always trying to improve our professional development opportunities for our staff. We have significant room for improvement according to our Self Assessment survey.

Standard 3: The school needs to implement a formalized student advocate program and increase professional development for staff.

D. Highly Qualified Teachers and Paraprofessionals

Teacher Name:	Teaching Assignment:	**Indicator of HQ status on Verification Form:** □ Bachelor's Degree earned? □ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? **Plus one of the following:** □ Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? □ Passed the NTE (National Teacher Exam) "Education in the Elementary School"? □ Considered HQ in another state? □ NBPTS Certification? □ *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:
Bales-Hall, Holly	Music K-4 0440	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Draper, Sarah	Grade 2 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Duff, Donna	Grade 1 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files

Ely, Brenda	Grades K-4 0460	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Fultz, Teresa	Grade 1 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Harden, Staci	Special Education	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Not primary instructor for core subject	District Office Files
Hedrick, Karen	Grade 2 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Hobbs, Jennifer	Grade K 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Lynch, Sarah	Grade 3-4 0420 0480 0470	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Miller, Jill	Grade 3-4 0430	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Oliver, Ryan	Special Education	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Not primary instructor for core subject	District Office Files

Robinson, Natalie	Grade K 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Stanley, Alyssa	Grade 3 0420 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Joy, Michelle	Grade 4 0420 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Stiles, Malini	Title I	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Tuggle, Carol	0450	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Not core subject	District Office Files
Van Zuiden, Natalie	Art K-4 0410	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Williams, Shelley	Speech and Language	Master's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Non core subject Equivalent to NTBS Certification	District Office Files

Paraprofessional's Name:	Assignment:	Indicator of HQ status: ❑ Associate's Degree ❑ Transcripts showing at least two years of college or more ❑ Passed the Praxis ParaPro Exam	Location of documentation of HQ status:
Sindy Woolems	PK	Passed the Praxis ParaPro Exam	District Office Files

George Slaybaugh	K-2	Passed the Praxis ParaPro Exam	District Office Files
Julie Adams	1-2	Passed the Praxis ParaPro Exam	District Office Files
Karen Melahn	3-4	No information at this time	District Office Files
Cortney Hitchcock	K-2	States Associate Degree	District Office Files
Amy Kakavecos	PK	Passed the Praxis ParaPro Exam	District Office Files
Dawn Siedel-Barnett	Title I	Passed the Praxis ParaPro Exam	District Office Files
Brandi Lunsford	K-2	Passed the Praxis ParaPro Exam	District Office Files
Carrie Lookebill	3-4	Passed the Praxis ParaPro Exam	District Office Files

E. Strategies to attract High Qualified Teachers and Paraprofessionals

Administrator attend various college fairs to interview and attract high qualified teachers. Mentors are assigned to new teachers and a lot of support is given by building coaches and principal. Our salary schedule is competitive with surrounding districts.
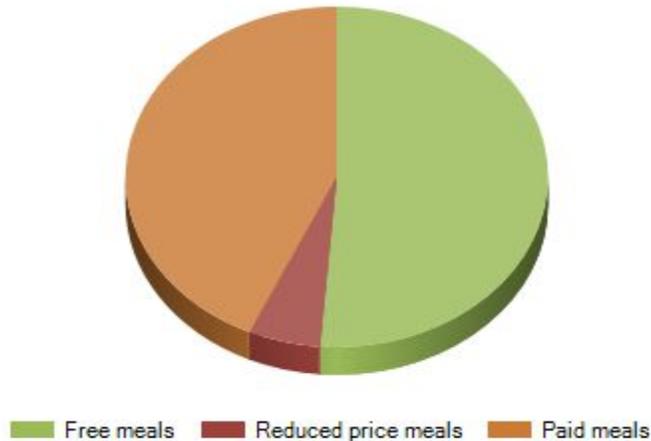
A. Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually)
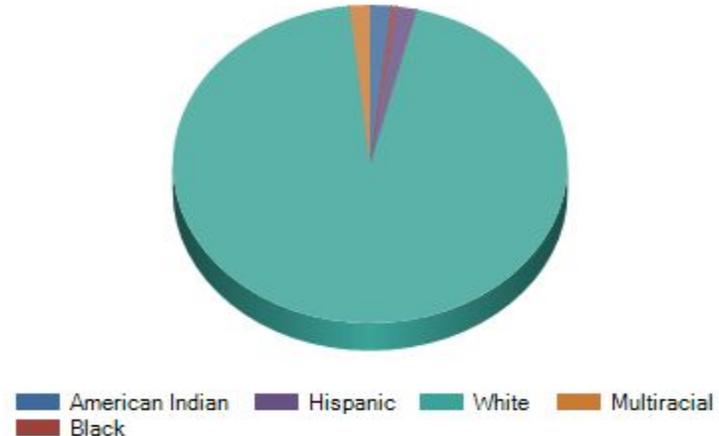
Enrollment 2015-16

236 students

Enrollment 2015-16 by Free/Reduced Price Meals

Free meals | Reduced price meals | Paid meals

Enrollment 2015-16 by Ethnicity

American Indian | Hispanic | White | Multiracial
Black

The majority of the Helmsburg Elementary School population is represented within the White category for ethnicity. We appreciate the diversity that is a part of our population and work extremely hard to bring a variety of cultural opportunities to the school so that multicultural experiences and knowledge may be better understood and valued.

B. Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

Cultural competence is defined as a set of congruent behaviors, attitude, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989, Isaacs and Benjamin, 1991). Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes (Davis, 1997 referring to health outcomes).

There are five essential elements that contribute to a system's ability to become more culturally competent. The system should
1. Value diversity
2. Have the capacity for cultural self-assessment
3. Be conscious of the "dynamics" inherent when cultures interact
4. Institutionalize cultural knowledge
5. Develop adaptations to service delivery reflecting an understanding of the diversity between and within cultures

41 Cross T., Bazron, B., Dennis, K., & Isaacs, M. (1989). Towards a culturally competent system of care, volume I. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.

Isaacs, M. and Benjamin, M. (1991). Towards a culturally competent system of care, volume II, programs which utilize culturally competent principles. Washington D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.

C. Professional development necessary to increase cultural competency in the school's educational environment.

CULTURAL COMPETENCY PLAN
(As recommended by the National Center for Cultural Competence)

1. Convene a cultural competence committee or task force within your program or organization. The Leadership Team for Helmsburg Elementary School (Bruner, Ely, Joy, Stanley, Robison, Harden, Hedrick, Oliver, Whitcomb) will serve as the task force that addresses cultural competence issues.
2. Ensure that the organization has a mission statement that commits to cultural competence as an integral component of all its activities.
3. Network and dialogue with similar organizations and programs that have begun the journey toward developing and implementing culturally competence service delivery systems.
4. Determine the culturally, linguistically, racially, and ethnically diverse groups within the locale serve by the organization.

Cultural groups within the Helmsburg Elementary School community:
- Special Education Students
- Non-Special Education Students
- Students who receive a Free or Reduced Lunch
- Students who pay full price for lunch
- Female Students o Male Students
- Students who reside with one parent
- Students who reside with two parents
- Students who reside with a family member other than a parent
- Students who live in foster care placement
- Students who are transient
- Students who remain at HES for their school career
- Students who are raised by a caregiver(s) with limited education
- Students who are raised by a caregiver(s) with high school or advanced education

Racial groups within the Helmsburg Elementary School community
- Caucasian
- African-American
- Hispanic

- Asian

Ethnic groups within the Helmsburg School community
- A wide variety of religious representations
- Limited, but evident, variety of international representations

5. Implement long-term plan for cultural competence as determined by the HES Leadership Team and the entire staff of Helmsburg Elementary School. Summary of classroom initiatives that are currently being implemented that address issues of cultural competence:
- Use of one Title I funded reading teacher – This teacher provides additional instruction for grades K-4 in small pull-out groups and in the classroom. Instruction is carefully planned to meet individual learning needs and accelerate academic growth. These children are offered books on their appropriate reading levels to take home for extra practice with parents.
- HES reaches out to parents of children with exceptional learning needs. Information is shared with parents about how to help their children at home during parent/teacher conferences, GEI conferences, case conferences and other school events.

STATUTES AND RULES TO BE WAIVED (Section 4 Executive Summary ASSIST)

At this time Helmsburg Elementary is not applying for any waivers.

THREE-YEAR TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION (Goals and Plan Builder)