

Dollens Elementary School

North Lawrence Community Schools



Comprehensive Plan for School Improvement

*Including:
Title I Schoolwide – PL 221*

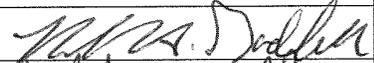
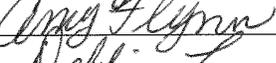
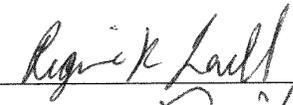
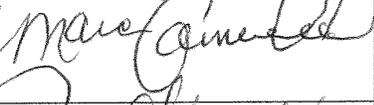
SCHOOL IMPROVEMENT PLAN REPORT

Report Date: September 28, 2012

Name of School: Dollens Elementary School
School District: North Lawrence Community Schools
Address: 903 Hoosier Avenue
Oolitic, IN 47451
Phone: 812-275-3885
Principal: Mr. Kurt H. Godlevske
Superintendent: Dr. Dennis D. Turner

By signing this document, I demonstrate my support for the School Improvement Plan submitted by the above-mentioned school district.

School Improvement Team Members:

Name	Affiliation	Signature	Date
Dennis D. Turner	Superintendent		
Kurt H. Godlevske	Principal		9/13/12
Melody Allen	Gr. 5 Teacher		9/13/12
Amy Flynn	Kindergarten		9/17/12
Debbie Lewis	Gr. 4 Teacher		9/17/12
Regina Lovell	Title I Instructional Aide		9/13/12
Marci Carmichael	Title I Instructional Aide		9/17/12
Joni Stigall	Parent		9-17-12

Dollens Elementary School

North Lawrence Community Schools

Comprehensive Plan for School Improvement

Including

Title I Schoolwide Plan - PL221 Plan

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Introduction

Plan for Submission

(PL221 #12)

SWP Team Members

MEMBER NAME	REPRESENTATION	POSITION
Shelley Deutscher	District Consultant	Team Member
Kurt Godlevske	Principal	Facilitator
Amy Flynn	Kindergarten	Team Member
Melody Allen	Fifth Grade Teacher	Team Member
Regina Lovell	Title I Teacher	Team Member
Joni Stigall	Parent	Team Member
Marci Carmichael	Title I Teacher	Team Member

The Dollens Elementary School (DES) Schoolwide Planning Team (SWPT) was established in September of 2009 for the purpose of developing a plan for transitioning the school from the classification of a Targeted Assistance Title I School to a Schoolwide Title I School. At the initial meeting, the SWPT decided to meet as a group on a monthly basis during the 2009-2010 school year. In addition, the group met with similar teams from sister elementary schools within our district, North Lawrence Community Schools (NCLS), a total of three times during the course of the school year. As a result of these meetings, a single document that included all components needed for the PL221 Plan and the Title I Schoolwide Plan would be generated.

During regularly-scheduled Faculty and Staff meetings on the first Wednesday and Thursday of each month, updates were shared with each group regarding the Schoolwide Planning process. Input and questions were encouraged throughout this time to ensure a broad range of involvement. The members of the Dollens SWPT and their colleagues worked collaboratively from September, 2009 through March, 2010 to produce our Comprehensive Plan for School Improvement.

SWP Process Meetings

Date	Group Involved	Meeting Purpose
September 11, 2012	DES SWPT	Discussion of SWP Purpose and Process
October 9, 2012	DES SWPT	CNA, Survey Development
October 29, 2012	NLCS SWPT's and Consultant	Analyzing school data, Implementation of Strategies
November 13, 2012	DES SWPT	Analysis of surveys, SWP Process
December 18, 2012	NLCS SWPT's and Consultant	Parent Involvement Review, Narratives
January 8, 2012	DES SWPT	SWP Development, Narratives
January 18, 2012	NLCS SWPT's and Consultant	SWP Strategies, Prof. Development Plan
February 5, 2012	DES SWPT	Review/Edit Plan
February 18, 2012	DES SWPT	Review/Edit Plan
March 1, 2012	DES SWPT	Review/Edit Plan
April 1, 2012	DES SWPT	Make any necessary revisions
May 3, 2012	DES SWPT	Make any necessary revisions
June, 2012		Make additional changes with new data

Statement of Vision, Mission, and Core Beliefs

(PL221 #2)

Mission

The Dollens community is a child-centered learning environment enriched through the use of proven instructional practices. We strive to develop life-long learners who apply practical and higher order thinking skills.

Vision

Dollens Elementary is an exemplary school where students think independently, set and meet goals, believe in themselves, and achieve to their potential. As a participant of the C.L.A.S.S. school improvement model, we provide a brain compatible environment where there is:

- ❖ absence of threat,
- ❖ meaningful content,
- ❖ student choices,
- ❖ adequate time,
- ❖ enriched environment,
- ❖ collaborative atmosphere,
- ❖ immediate feedback, and
- ❖ mastery of content/application of learning.

Beliefs

At Dollens Elementary we believe:

Curriculum should:

- ❖ follow the Indiana Academic Standards, and Core Curriculum
- ❖ include real world connections and applications across content areas, and
- ❖ be developmentally appropriate.

Instruction should:

- ❖ be brain compatible using a variety of techniques,
- ❖ be individualized and child-centered,
- ❖ provide adequate time and opportunity for mastery of concepts and skills,
- ❖ be organized thematically providing for student choice, and
- ❖ be cognizant of multiple intelligences.

Student learning should:

- ❖ occur in a safe and secure environment,
- ❖ encourage active participants to become independent, life-long learners, and
- ❖ promote accountability and encourage students to do their personal best

Assessment should:

- ❖ measure student achievement for the purpose of increasing student learning and
- ❖ allow for individual strengths (Multiple Intelligences) by utilizing a variety of appropriate assessments

Narrative Description of the Community

(PL221 #1)

Lawrence County is situated in South Central Indiana, some 70 miles equidistant of Indianapolis, Indiana and Louisville, Kentucky. The county population of 46,398 people is spread across 449 square miles, consisting mostly of rolling farmland, and includes several small communities and towns. The city of Bedford, located in the northern half of the county, is the county seat. It is Lawrence County's largest city and home to 14,386 people.

Lawrence County realized a 7.2% growth in population from 1990 to 2000, but is projected by the U.S. Census Bureau to remain near current numbers through the year 2025. The most recent census showed a trend toward an older population base: 23.4% aged 5-24, 26.9% 25-44, and 44.0% 45-65+, with a median age of 47. This may help account for the fact that 60% of the households in Lawrence County did not contain school-aged children in 2000.

Another likely factor affecting a growing trend of households without children is the fact that the unemployment rate for Lawrence County remained quite high over the past five years, ranging from 5th to 18th highest. Two large manufacturing companies, Carpenter and Visteon, have recently closed their doors and the largest manufacturer, GM Powertrain, continues to reduce their number of workers.

Population estimates by Race or Hispanic origin in 2008 indicated that Lawrence County followed the statewide trend of having its largest distribution of population in the White alone group, comprising 97.7% of the county total. Next highest was the Hispanic or Latino population, at 1.1%, followed by Black alone at 0.6%. The 2000 census showed that of the adults' aged 25 or higher, 77.4% graduated from High School and 10.7% held a B.A. or higher degree. Both groups are below state averages. The median household income of \$43,165 in 2008 was also below the state average, while the county poverty rate of 14.3% is above the state average.

Lawrence County is home to two school districts, centered on the only two incorporated cities of Bedford to the north and Mitchell to the south. North

Lawrence Community Schools serves the northern half of the county and Mitchell Community Schools serves the southern half.

The town of Oolitic, formerly known as Limestone, was incorporated in 1901 and is the location of Dollens Elementary School. Oolitic's development was directly related to the growth of the limestone industry in the late 1800's, following the Chicago fire. The durable limestone, unique to this area, was recognized as a superior building material. As the industry grew and the number of workers increased, suitable housing areas were needed. Oolitic's history is steeped in limestone tradition. Limestone from the local quarries was used on many well-known buildings including the Empire State Building, Pentagon, Washington National Cathedral, and several others in the Federal Triangle in Washington, D.C.

Lawrence County is well represented in service to the United States of America through its providing sons and daughters to the Armed Forces for more than a century. In addition, Lawrence County is represented in the National Aeronautics and Space Administration (NASA) by three favorite sons, astronauts Virgil I. Grissom, Charles Walker, and Kenneth Bowersox.

Narrative Description of the School

(PL221 #1)

Dollens Elementary School is a K-5 school located in Oolitic, Indiana, a town of approximately 1,200 people, and situated in northern Lawrence County. We are one of ten elementary schools in the North Lawrence Community School Corporation, which also includes three middle schools and one high school. Our student population includes children from the town of Oolitic as well as from surrounding rural areas. The district consists of single-family homes, apartments, small businesses and farms.

A brief history shows that Dollens began as a building for primary grades 1-3 in 1959. The intermediate students, junior high students, and high school students shared the facility several blocks north of the Dollens location. In 1974, Oolitic High School students were consolidated into the present Bedford North Lawrence High School located on Stars Boulevard. The intermediate grades moved to the present location in 1981 and Oolitic Junior High moved in during 1986, each following extensive remodeling and additions to the building.

The Dollens facility presently has 12 General Ed classrooms, an art/music room, computer lab, library, teacher workroom, Speech and Language room, Reading Remediation room, Title I room, Resource room, Conference room and multi-purpose room. All North Lawrence junior high schools adopted the middle school concept during the 2003-2004 school year. As such, we share our cafeteria with Oolitic Middle School.

In 2003, the sixth graders from Springville Elementary School and Needmore Elementary School moved to Oolitic Middle School. Six more classrooms were built and some remodeling was done to accommodate the additional students.

Dollens students come from predominantly low to low-middle socio-economic families. The building currently houses 243 students in an inclusion setting. Of the student population, 226 students (93%) are White, not of Hispanic Origin; 8 students (3%) are Multiracial; and 8 students (3%) are Hispanic. The student population also includes students identified as learning disabled, mildly mentally handicapped, emotionally handicapped, and orthopedically impaired.

Currently, within our school's boundary, there is little room for expansion or development of new housing. The unemployment rate for Lawrence County has risen drastically in recent years due to downsizing, closing of local factories and businesses, and seasonal employment. As a result, the area continues to experience a lack of growth. In conjunction with the lower economic status of many of our citizens the impact upon education remains negative.

There are a number of day-care facilities within our school district that utilize Dollens' Full day Kindergarten classes as a major supplement to their educational program. The school corporation provides pre-school classes for special needs students at Parkview Primary, in addition to Head Start and some privately owned and operated pre-schools in our district as well. A growing partnership between NLCS elementary schools and the pre-schools through visitation and meetings has allowed the pre-school experience to become quite beneficial to a successful beginning in our elementary schools.

DES has 39% of its students on free lunch, 14% on reduced-price lunch and 47% of the students on paid lunch. This follows the growing trend of increased percentages of students on Free or Reduced Lunch plans, and is the first time that DES has had more than 50% of its student population in this category.

Dollens has consistently had a number of students whose parents transfer their children from other districts within the North Lawrence Community School Corporation. The predominant reason given for requesting a transfer is that our faculty is well respected throughout the corporation and the school is recognized as having a strong family-like atmosphere. In addition, within the past year, DES began receiving students from Lincoln and Stalker Elementary who sought transfer due to the schools failing to meet AYP for three consecutive years. We currently have 35 transfer students, which is 15% of our current student population.

In addition to the general education curriculum within each K-5 classroom, Dollens provides a special education resource program and qualifies for both Title I and Prime Time Aides. Speech and Language Development, Physical and Occupational Therapy, General Educational Intervention, remediation and advanced programs are also available to eligible students based upon a variety of assessments.

In our special education resource program, consisting of a certified teacher and an instructional resource assistant, 39 students are supported in academic areas based

upon their individual needs. A committee of teachers, parents and testing professionals develop an Individual Education Plan (IEP) which determines the areas of academic concentration that will take place during the resource time. The amount of service and Least Restrictive Environment (LRE) are determined by the committee.

Title I is a federally funded program designed to assist classroom teachers with instruction of reading and math skills. The program currently serves students with the greatest need for assistance. The responsibilities of the Title I assistant are determined by the classroom teacher based upon daily needs.

Our Prime Time teacher assistant's work with students in Kindergarten and Second Grade, providing one-on-one tutoring and small group instruction for the students under the guidance of the classroom teacher. Additional responsibilities are determined by the classroom teacher based upon daily needs.

The General Educational Intervention (GEI) team is designed to meet the educational needs of students who are struggling academically and yet have not qualified for an Individualized Educational Plan (IEP). This group has actually morphed into our Response to Intervention (RTI) team this year. The RTI team attended a seminar in Indianapolis conducted by a teacher who is an expert on the RTI process and recognized nationally for his efforts to bring understanding to this vital and necessary piece of the educational process. In addition, NLCS employs other individuals who may not have national recognition, but who share in the ability to bring needed advice and recommendations to the development of the RTI process at Dollens. Having utilized the resources that were made available to DES, there is now a useful RTI process in place. On-going analyses of its effectiveness by the teachers at DES helps make this process a success.

Utilizing an organized approach to the problems individual students have with their learning, the team meets bi-monthly to design a program that will assist the student in surpassing a learning difficulty. The approach involves establishing baseline data, tracking assessments, assigning appropriate interventions, monitoring the progress of the student, and making further decisions based upon student response to the interventions. DES finds the RTI procedures and team to be quite beneficial to the success of our students.

The computer lab consists of twenty-seven networked computers. Due to budget cuts last year, we no longer have a computer lab instructional aide. Our students continue to have one hour per week in the lab with the classroom teacher serving

as the instructor. The lab provides students with a variety of learning opportunities based upon the software which is made available to them. Instruction in language arts and math through Indiana Acuity is most often utilized in grades 3-5, while Accelerated Reader and Accelerated Math are also used to enhance instruction.

The following data from the Indiana DOE CE/CP report describe our school:

<u>Year</u>	<u>Full-time Equivalent</u>	<u>Average Age</u>	<u>Years of Experience</u>	<u>Supplemental Salary</u>	<u>Students per teacher</u>
1999-00	14.0	49.7	23.5	\$324	18.3
2000-01	13.8	48.2	21.1	\$302	17.7
2001-02	13.5	47.8	19.7	\$325	18.9
2002-03	14.1	48.3	20.3	\$166	17.9
2003-04	13.7	49.5	21.5	\$453	18.4
2004-05	13.4	50.4	22.4	\$219	19.3
2005-06	13.7	49.5	22.4	\$165	18.1
2006-07	13.6	50.4	23.3	\$176	18.5
2007-08	13.4	49.1	21.2	\$223	17.2
2008-09	13.7	49.1	19.3	\$115	16.9
2009-2010	13.7	42	15.4	\$119	19.9
2010-2011	16.0		14.75	\$	18.1

The school building houses two Kindergarten classroom and two classrooms per grade level in Grades 1 through 5. For grades K-5 we have 12 classroom teachers. We share one traveling art teacher and one general music teacher who each teach grades k-5. Physical education is taught to all students in grade k-5. Dollens shares a building with Oolitic Middle School, a school with a grade 6-8 configuration.

Our school provides many opportunities for our students through programs including D.A.R.E. for grades 3 and 5, Basic Aid Training (BAT) for grade 4, Community Reading for grades 1 and 3, Agriculture Day for grade 3, Fire Safety for all grades, Outreach Services from the Bedford Public Library for grades 1-5. In conjunction with Indiana University, college students participate in classrooms through practicum and internship. Cadet teachers from BNLHS also participate in the classroom. Extracurricular activities include Math Bowl, Spell Bowl, Spelling Bee, Student Council, basketball, cheerleading, and dance teams.

Teaching Staff

Highly Qualified Teachers in All Content Area Classes

(SWP #3)

Elementary school teachers throughout the North Lawrence Community School (NLCS) district have teaching credentials that are in accordance with Indiana Department of Education license requirements. Each teacher working at Dollens Elementary School (DES) qualifies as a Highly Qualified Teacher according to the latest requirements of the federal government's No Child Left Behind (NCLB) legislation. NLCS teachers continue their professional training through a variety of in-service and professional development activities. Many teachers hold a Master's Degree as well as participate in the CRU program to keep their Professional License up-to-date and valid.

NLCS teachers with more than five (5) years of experience are considered permanent teachers and are evaluated on a three-year cycle. NLCS teachers with less than five (5) years of experience are evaluated each semester of the school year.

NLCS participates in the Mentor Teacher Program which pairs new teachers with a more experienced peer who serves as a guide for the first two years of the new teachers' career. This program is conducted within the established guidelines of the Indiana Department of Education. (IN DOE) Also in accordance with IN DOE guidelines, parents of a child who will be taught by a teacher for four or more weeks who has not met the requirements of the federal government's NCLB legislation are promptly notified. This situation has not ever occurred at DES.

All Paraprofessionals with instructional responsibilities employed by NLCS also meet the requirements of the NCLB legislation and are also Highly Qualified. This is accomplished in one of two ways: having obtained 60 or more college credit hours through an accredited college or university, or having passed the ParaPro assessment.

All supporting documentation of the above statements concerning NLCS personnel is on file in the NLCS Assistant Superintendent's office.

DES Teaching Staff

Teacher Name	Core Content Area	Grade	Years Exp.	Highest Degree	Praxis	HOUSSE
Kurt H. Godlevske	Principal	K-5	9	Specialist		x
Rebecca Acton	Gen. Ed.	K	35.5	Master's		x
Megan Gillespie	Gen. Ed.	K	1	Bachelor's		x
Jennifer Hert	Gen. Ed.	1	34	Master's		x
Rita Jenkins	Gen. Ed.	1	11.5	Master's		x
Damon Hall	Gen. Ed.	2	33.5	Master's		x
Janelle Deckard	Gen. Ed.	2	4	Bachelor's		x
Lori Cummings	Gen. Ed.	3	5	Bachelor's		x
Amy Flynn	Gen. Ed.	3	8	Master's		x
Hilary Gilbert	Gen. Ed.	4	9.5	Master's		x
Debbie Lewis	Gen. Ed.	4	31	Master's		x
Melody Allen	Gen. Ed.	5	7	Master's		x
Allie Crouch	Gen. Ed.	5	1	Bachelor's		x
Marileigh Foster	Sp. Services Learning Disability	K-5	32	Master's		x
Cheryl Gross	Sp. Services Comm. Disorder	K-5	22	Master's		x
Ashley Callahan	Music	K-5	6	Bachelor's		x
Michelle Cox	Art	K-5	3	Bachelor's		x
Thomas Sowders	P.E.	K-5	35	Master's		x

Strategies to Attract High Quality, Highly Qualified Teachers

(SWP #5)

Strategy (Recruit & Retain Highly Qualified Teachers)	Resource	Formative Assessment	Summative Assessment	Persons Responsible
Improve hiring practices by streamlining the process using the District website.	NLCS District Website	Applicant numbers are monitored throughout the year to determine effectiveness and need for modification.	Number of applicants via the site is documented as well as how many are hired at the end of each year. Successful student achievement.	NLCS Personnel Dir. NLCS Tech. Dept.
NLCS will work with a variety of College/University Dept's. of Educ., attend Job Fairs.	Various Colleges & Universities	NLCS Growth & Development Form is used to guide and direct teachers toward Mastery Level. NLCS contacts various resources in regard to success of candidates to determine future modifications in the recruitment program.	Documentation of newly hired teachers and use of NLCS Teacher Evaluation Form to determine overall program effectiveness. Successful student achievement.	NLCS Personnel Director, Various Resource Personnel
NLCS schools will work with IU Field Experience Personnel to place students in the classroom.	IU Field Experience Program	IU-developed assessment and observation process is used by the IU Supervisor in conjunction with the classroom teacher.	End of Program Assessment provided by IU is given to the classroom teacher to determine effectiveness of student and overall program.	IU School of Ed. NLCS Personnel Director, NLCS Principals
NLCS Central Office will review applicant qualification to verify all State requirements are met.	NLCS Central Office Screening	NLCS Growth & Goal Form is used to guide and direct each teacher towards Mastery Level.	NLCS Teacher Evaluation. Successful student Achievement.	NLCS Superintendent, NLCS Personnel Director, NLCS Principals
Teacher Mentor will assist, direct, coach, provide support, and model best practices.	State-mandated Mentoring Program	State and local assessments as directed by state and local mandates. NLCS Growth and Goal Form is used to guide and direct the teacher towards Mastery Level.	End of Program Assessment as directed by state and local mandates is used to determine the effectiveness of the new teacher. Successful student achievement.	Indiana DOE NLCS Superintendent NLCS Personnel Dir. NLCS Principals NLCS Teacher Mentor
NLCS will accept Student Teachers into its classrooms to work with Professional Staff and students.	Partnership with colleges/universities to provide Student Teacher placements.	Higher Ed-developed assessment and observation process is used in conjunction with the classroom teacher.	End of Program Assessment provided by college/university is given to the classroom teacher to determine effectiveness of program and student teacher.	College Ed. Prep. Dir. NLCS Superintendent NLCS Personnel Dir. NLCS Principals NLCS Teaching Staff
BNL High School will notify students of cadet teaching program and encourage participation of interested students.	BNL High School cadet teaching program.	Cadet Teacher Director and classroom teacher will use current assessments to determine effectiveness of program and cadet teacher.	End of Program Assessment will be used to determine effectiveness of the NLCS Cadet Teacher Program.	BNL Cadet Teacher Dir. NLCS Principals NLCS Teaching Staff

Curriculum, Programs, Assessment Instruments

Curriculum and Indiana State Standards

(PL221 #4)

Teaching staff at Dollens Elementary uses curriculum that is aligned with the Indiana Academic Standard adopted by the Indiana State Board of Education. Curriculum maps have been developed as a part of our C.L.A.S.S. School Improvement model for K-5 in all content areas to serve as a guide for instruction and assessment.

Location of Curriculum

(PL221 #1)

Copies of the curriculum for NLCS Elementary schools are available in the Curriculum Director's Office at the Administrative and Service Center located at 460 W Street in Bedford. Curriculum maps have been developed in conjunction with our Connected Learning Assures Successful Students (C.L.A.S.S.) Coach as a part of our school improvement plan in past years, and are available in the Principal's Office at Dollens. Parents are given access to the curriculum as requested and are given copies of various sections if so desired. Indiana Academic Standards are routinely distributed to parents at each grade level. Parents are asked each year to inspect them in order to see the connections between the opportunities for learning in the current year versus what has occurred in previous years of schooling.

Educational Programs and Curriculum Description

(PL221 #3)

The Dollens Elementary School (DES) curriculum is closely tied to the curriculum for the NLCS school district. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at DES, under the direction of the building principal, provide enrichment of the curriculum with the assistance of district-wide personnel and through the use of instructional techniques designed to expose students to real world, "being there," experiences.

The curriculum implemented by DES teachers provides balanced instruction in reading (whole group guided reading, self-selected reading, working with words/vocabulary, writing, and small group reading); specific writing instruction as provided in the 6 Traits Writing curriculum; differentiated instruction throughout the school day; and a balanced Mathematics model. Guided and independent practice, daily review, problem-solving, and integrated writing in math are provided for students by using the Envision Math Program. Envision focuses on the Common Core State Standards for mathematical content.

Students attend three related arts classes each week (Art, Music, Physical Education), plus one hour of computer lab and library weekly.

All DES students benefit greatly from our continued participation with the C.L.A.S.S. (Connected Learning Assures Successful Students) program, a comprehensive school improvement model that connects curriculum, content, and climate. DES has enjoyed this partnership for over ten years. Teachers met regularly with the C.L.A.S.S. coach to organize curriculum into a thematic integrated approach to enhance understanding and increase real-world connections for student learning across all content areas.

Title and Descriptions of Assessment Instruments

(PL221 #1)

STAR Reading – A program within Accelerated Reader, part of the Renaissance Learning suite of products; given a minimum of three times each year to provide a common method of tracking student success in reading across all grade levels.

STAR Math – A program within Accelerated Math, part of the Renaissance Learning suite of products; given a minimum of three times each year to provide a common method of tracking student success in math across all grade levels.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – A program provided by mCLASS Wireless Generation; given three times per year in Kindergarten – Grade Two; DIBELS measures assess the 5 Big Ideas in early literacy identified by the National Reading Panel: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. Students are placed into learning groups based upon assessment results; provides targeted interventions to help struggling readers.

mCLASS Math – A program provided by mCLASS Wireless Generation; given three times per year in Kindergarten – Grade Two; tracks student success in math.

Acuity – A program provided by the Indiana DOE; DES students in Grades 3-5 take the Diagnostic Assessment three times each year; tracks student success in Reading and Math; remediation and enrichment activities are available based upon assessment results.

District Writing Prompts – given three times per year; district-wide rubrics are used; student progress tracked from K-5; classroom instruction reflects assessment results.

Benchmark Assessments – given at the start of each year as part of the Reading Streets reading curriculum in order to develop remedial groups for additional reading instruction outside of the classroom.

Teacher Created Assessments

Textbook Assessments

Teachers as Decision-Makers Regarding Assessment Results

(SWP #8)

Data-driven instruction is the norm at DES. Assessments are given throughout the school year from a variety of sources, as noted in the previous section. The purpose of assessment is two-fold: to track student progress and to inform instruction. DES teachers are given the task of analyzing the data that is gathered and making the decisions necessary to adjust instructional practice. This is done sometimes by an individual teacher decision, but often in collaboration with the principal in grade level or faculty-wide meetings, held on a monthly basis. Discussions about effectiveness of instruction, and programs or curricula that inform that instruction are now centered upon assessment data rather than teacher, student, parent, or administration opinion. This provides an anchor to the decision-making process that almost instinctively follows an analysis of the assessment data.

Assessments are vital to this overall process and are frequent enough that a timetable is necessary to provide structure to both assessment and instruction. This allows DES to “live” within a normal on-going schedule of assess-gather data-analyze-adjust instruction at any point during the school year. Assessments are prepared in advance by both the teachers and the principal, according to the process involved with each assessment. Some are hard-copy and prepared by the teacher, some are on-line and require preparation by the teacher and/or principal.

The decision to include or drop an assessment is made at both the school and district level. Teacher input is sought in either case. Duplication of data and the effort to gather it is not beneficial to the overall scheme of data driven instruction. It is possible to spend so much time gathering and analyzing data that classroom instruction is negatively impacted. Input from teachers is vital to the process of streamlining assessments since they are “on the front lines” and actively engaged in the assessment procedures. Decisions affecting classroom instructional time must, out of obvious necessity, involve teachers to a large extent. This leads to information gathering that is used by building-level principals and central office personnel to eliminate extraneous sources of similar data.

Comprehensive Needs and Data

Comprehensive Needs Assessment

(SWP #1)

A comprehensive needs assessment of all DES students was used to review and revise the information found within previous PL221 plans. Data collection through the use of a survey and its analysis informed decisions pertaining to changing various aspects of our school day. In addition, DES staff has completed similar survey instruments that also impacted the school day. In particular, student behavioral issues and communication were noted as areas of needed attention. The process of gathering information from important subgroups within the DES family proved to be very useful in bringing about beneficial changes.

In completing this current Comprehensive Plan for School Improvement, a similar process was utilized. Surveys for DES students, parents, and staff were developed, distributed, and completed. Well over half of the surveys were returned to the school, which is indicative of the family-like atmosphere at DES and a willingness to take an active role in bringing areas of need to the surface for inspection. The surveys included evaluative statements in the areas of school safety, discipline, communication, effectiveness, and overall school climate. Results of each survey were tallied and in every case showed tremendous approval of with the current state of affairs at DES. Comments were wide-ranging, but included: “Special needs students are valued here”, “New painting around classroom doors and artwork in the hallways really brighten the building”, “I like the teachers – they help you”, “I think there should be harder tests”, “We appreciate the weekly teacher update and monthly school newsletter”, and “Dollens was my choice for my children – we don’t live in the district but I transferred my kids there.” (See Appendix E)

An analysis of the surveys found overwhelming support of what DES is doing at the current time to bring high quality education to each student, so there was not any one particular trend or issue that was brought to the surface for needed change. As a result, the principal and staff at DES decided to continue placing emphasis on those things that were brought to light as being valuable and appreciated: strong teaching, fair discipline, open communication, and attention to individual needs.

Summary and Analysis of Student Achievement on ISTEP+ and Other Assessments

(PL221 #3, #4)

Student Performance Data

The Table below shows the results for Dollens Elementary School (DES) from the past five ISTEP+ tests for E/LA and Math. Due to the fact that the last test in the series is the only test given in the spring, one cannot make a comparison between its results and the previous four tests. However, it will be used as a benchmark for the years ahead, assuming that the practice of administering the ISTEP+ tests in the spring remains unchanged.

An analysis of this data shows that the passing rates for all students in Grades 3-5 generally fell in the 70's and 80's, with a few dips into the 60's and one rise into the 90's. Looking at the subgroups, one can see that with only two exceptions, Special Education students had the lowest passing rate in E/LA and Math each year of testing. It is very interesting to note that males outscored the females in all but three categories in Grade 3, but by Grade 5, the females had most often easily outscored the males in all but one category, which was a tie.

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Longitudinal ISTEP+ Data

Group	07-08	08-09	09-10	10-11	11-12	07-08	08-09	09-10	10-11	11-12
	% Pass E/LA	% Pass Math	% Pass Math	% Pass Math	% Pass Math	% Pass Math				
3rd All	71	80/77	82	89	78	65	77/71	88	86	86
Sp. Ed.	30	NA	NA	NA	36	70	NA/NA	NA	NA	73
Fr. Lun.	71	71/65	69	83	74	65	65/71	81	83	87
Male	63	82/80	79	88	80	81	82/93	93	83	87
Female	78	78/75	84	90	77	50	72/55	84	90	86
4th All	75	65/67	84	80	79	75	78/87	92	90	83
Sp. Ed.	50	18/29	NA	NA	40	50	64/79	NA	NA	70
Fr. Lun.	65	53/62	77	77	68	71	65/81	86	85	77
Male	68	75/56	88	58	79	72	88/89	88	83	79

Female	81	53/76	82	94	78	77	70/86	94	94	89
5th All	86	73/73	76	81	82	92	88/86	95	93	94
Sp. Ed.	NA	45/NA	40	NA	NA	NA	82/64	90	NA	NA
Fr. Lun.	88	62/59	74	67	86	88	81/77	100	90	86
Male	81	62/71	82	88	80	90	83/86	100	94	100
Female	94	85/75	50	76	84	94	93/86	92	92	89

Longitudinal Grade Equivalent Data using STAR Assessments

Grade / Subject	07-08			Overall Growth	08-09			Overall Growth	09-10		Overall Growth
	Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	
One / Reading	1.0	1.5	2.1	+1.1	NA	1.5	2.4	+0.9	1.2	1.6	+0.4
One / Math	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two / Reading	2.1	2.6	2.9	+0.8	2.3	NA	3.2	+0.9	2.2	2.7	+0.5
Two / Math	NA	NA	NA	NA	NA	2.3	3.2	+0.9	2.0	2.5	+0.5
Three / Reading	2.9	3.4	3.5	+0.6	3.0	NA	3.9	+0.9	3.1	3.9	+0.8
Three / Math	NA	NA	NA	NA	2.8	NA	4.1	+1.3	2.7	3.5	+0.8
Four / Reading	3.9	4.7	5.0	+1.1	3.8	NA	5.2	+1.4	3.8	5.0	+1.2
Four / Math	NA	NA	NA	NA	3.6	NA	6.1	+2.5	3.9	5.1	+1.2
Five / Reading	5.4	6.1	6.1	+0.7	5.0	NA	5.9	+0.9	5.2	6.1	+0.9
Five / Math	NA	NA	NA	NA	4.5	NA	6.2	+1.7	4.7	5.5	+0.8

STAR Reading and STAR Math are computerized assessments available as part of our contract with Renaissance Learning. These computer-adaptive tests are useful assessments in that the 25 questions only take about 10 - 15 minutes per student and provide a multitude of scores to assist in evaluating student progress and informing instruction. Reportedly, STAR Reading is the most widely used national norm-referenced reading test today. It received the highest rating of all screening assessments, and among the highest ratings of all progress monitoring tools reviewed by the National Center on Response to Intervention. STAR Math received similar ratings and meets the National Center on Student Progress Monitoring's criteria for scientifically based progress-monitoring tools.

Consider first the STAR Reader results. When and where available, the benchmark Fall scores show that DES students are beginning the year at or above grade level. As students move through the year and take a final assessment, the data shows that they typically make a minimum of a nine-month improvement, as one would hope.

Grade Four shows the highest one-year gains in reading for the two and one-half years that Dollens has used STAR Reading.

Looking at the STAR Math results, it is obvious that Dollens has not used this assessment as often as STAR Reading. This reflects our planned rollout of these assessments. We wanted to familiarize ourselves with the reading tools before moving on to Math. The data that has been collected does show that, on average, the students are progressing faster in Math than they are in Reading.

Taken together, the data is very encouraging. DES classrooms are beginning the year at or above grade level and making steady progress throughout the year. It is nice to see that students at DES do not suffer greatly from summertime lag, as seen in the data from spring of one year to fall of the next.

These are classroom averages, meaning that within any given DES classroom, there are students above and below grade level. There are some instances of students progressing three or more grade levels in one academic year. However, there are also students who begin and finish the year below grade level. These students represent only a small portion of our total population, but they are our greatest concern.

Student Percentage Meeting Standards

(PL221 #5)

Student Proficiency on Indiana Academic Standards

ENGLISH / LANGUAGE ARTS					
Standard	2007-08	2008-09	2009-2010	2010-2011	2011-2012
3 rd – Vocabulary	71	80/74	80	87	78
3 rd – Comprehension	71	80/71	80	87	79
3 rd – Literary Response/Analysis	71	80/74	81	86	74
3 rd – Writing Process	71	80/77	82	86	78
3 rd – Writing Applications	71	80/74	80	83	79
3 rd – Language Conventions	65	80/71	80	83	79

4 th – Vocabulary	70/67	79	79	83	78
4 th – Comprehension	78	65/68	80	85	79
4 th – Literary Response/Analysis	76	65/67	77	80	74
4 th – Writing Process	78	76/69	80	83	78
4 th – Writing Applications	72	64/68	81	81	79
4 th – Language Conventions	74	64/68	81	80	79
5 th – Vocabulary	89	77/79	69	70	73
5 th – Comprehension	89	73/73	69	71	72
5 th – Literary Response/Analysis	86	73/71	70	70	71
5 th – Writing Process	86	70/77	70	73	73
5 th – Writing Applications	89	70/76	70	74	74
5 th – Language Conventions	86	77/75	72	74	73
6 th – Vocabulary	68	76/78	NA	NA	
6 th – Comprehension	72	76/	NA	NA	
6 th – Literary Response/Analysis	70	73	NA	NA	
6 th – Writing Process	68	69/68	NA	NA	
6 th – Writing Applications	61	62/68	NA	NA	
6 th – Language Conventions	76	79/79	NA	NA	
6 th – Nonfiction/Informational Text	-	56	NA	NA	
6 th – Literary Text	-	79	NA	NA	

With the change in the administration of the ISTEP+ test from fall to spring in 2008-09, it is not possible to compare results of this test to past years. Having said that, however, it should also be said that the results for the latest test are not where the staff and administration at Dollens believe they should be. We will continue to work hard at each grade level to meet the goals as stated on pages 65-68 of this report.

MATHEMATICS					
Standard	2007-08	2008-09	2009-2010	10-11	11-12
3 rd – Number Sense	65	74/66	86	85	76
3 rd – Computation	65	71/80	86	82	72
3 rd – Algebra	62	69/74	82	81	73
3 rd – Geometry	68	77/69	83	81	72
3 rd – Measurement	65	74/74	83	83	72
3 rd Data analysis & prob.					70
3 rd – Problem Solving	68	77/69	86	85	74
4 th – Number Sense	76	76/82	80	85	76
4 th – Computation	75	81/87	81	86	72
4 th – Algebra	75	84/79	80	84	73
4 th – Geometry	71	76/82	81	88	72
4 th – Measurement	75	81/89	83	90	72
4 th Data analysis & Prob				83	70
4 th – Problem Solving	67	86/82	82	90	74

5 th – Number Sense	92	82/84	87	87	83
5 th – Computation	94	89/88	88	87	83
5 th – Algebra	88/80	86	86	84	84
5 th – Geometry	92	82/87	88	88	82
5 th – Measurement	94	89/87	88	89	84
5 th – Data Analysis/Probability	92	84/84	85	86	83
5 th – Problem Solving	94	86/89	87	87	86
6 th – Number Sense	69	58/54	NA	NA	
6 th – Computation	66	68/50	NA	NA	
6 th – Algebra	74	68/56	NA	NA	
6 th – Geometry	51	63/49	NA	NA	
6 th – Measurement	76	69/46	NA	NA	
6 th – Data Analysis/Probability	59	60/40	NA	NA	
6 th – Problem Solving	36	53/34	NA	NA	

As stated after the previous table, it is not possible to make a comparison of the 2008-09 spring scores with those from any previous year. However, in looking at the results for Math as compared to English/Language Arts for the most recent test, it is observed that the Math scores are generally higher, in some cases, much higher in some grades. Grade Five in particular did very well, achieving results that are very close to our goals as stated on pages 65-68 of this report. Although it is not comparing apples to apples, the only other time Math results for Dollens students were any higher happens to have also been Fifth Grade scores, in 2007-08.

Annual Measurable Objectives for Progress
by All Student Groups and
Areas Needing Improvement

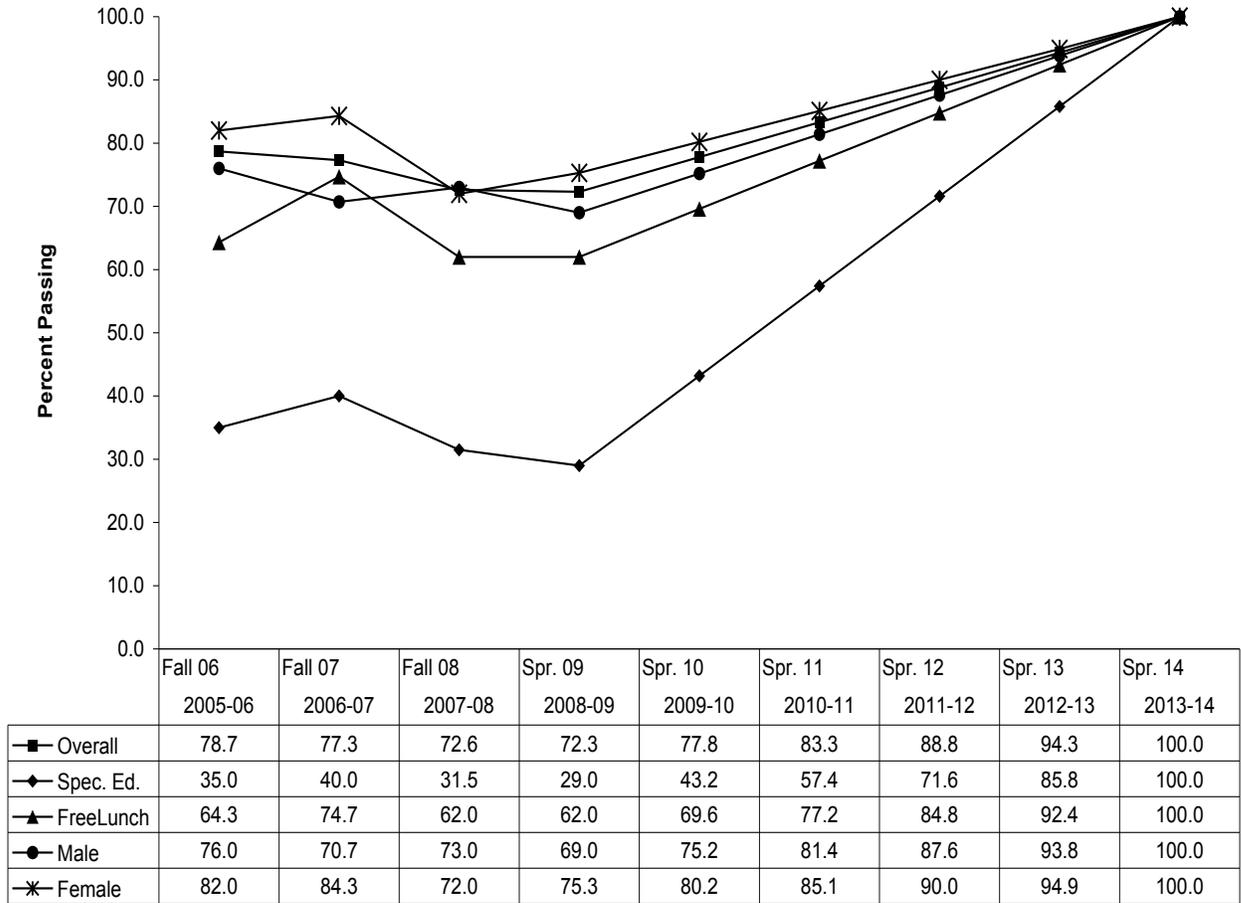
(PL221 #5, #6, #7)

Unless changes are made to the No Child Left Behind legislation in the coming years, all students nationwide are called upon to pass statewide testing assessments

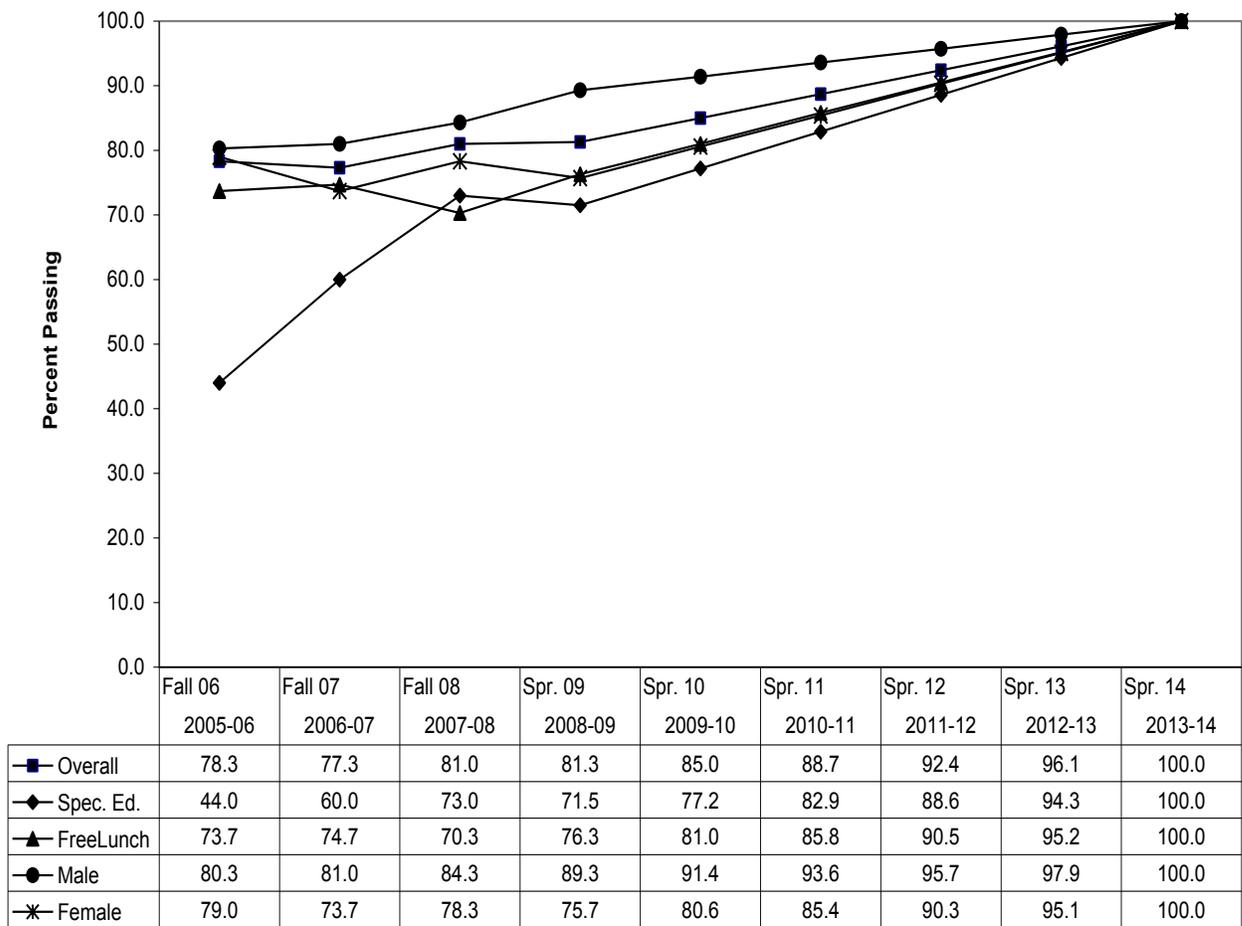
by the 2013-14 school year. Detailed below are the yearly gains necessary within each subgroup in order for DES students to meet this rather lofty goal.

Projected ISTEP+ Passing Rates for DES

English/Language Arts



Mathematics



Dollens Elementary School developed the following goals in response to the specific needs of our students, based upon the proficiency projections:

1. All students will improve in the area of reading.
Benchmark: The school average in English/Language Arts as measured by ISTEP+ scores will increase to 77.8% for the 2009-10 school year.

2. All students will improve in the area of mathematics.
Benchmark: The school average in Math as measured by ISTEP+ scores will increase to 85% for the 2009-10 school year.

Student Achievement Goals

(PL221 #5)

See Goals beginning on page 65 of this report.

Benchmarks for Progress

(PL221 #7)

DIBELS Data

Dollens Elementary School is one of the many schools nationwide that utilize mCLASS Wireless Generation. In Indiana, this program is currently provided free of charge through the Department of Education. Dollens entered into this partnership beginning in the 2009-10 school year. A large part of the package is the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to measure progress in early literacy.

The DIBELS measures assess students in the 5 Big Ideas in early literacy identified by the National Reading Panel: phonemic awareness (*Initial Sound Fluency* and *Phoneme Segmentation Fluency*), alphabetic principle (*Nonsense Word Fluency*), accuracy and fluency (*Oral Reading Fluency*), vocabulary (*Word Use Fluency*), and comprehension (*Oral Reading Fluency* and *ReTell Fluency*).

The DIBELS measures are given according to a recommended administration schedule, as follows:

WUF – from beginning Preschool through the end of Third Grade

ISF – from beginning Preschool through the middle of Kindergarten

LNF – from beginning Kindergarten through the beginning of First Grade

PSF – from the middle of Kindergarten through the end of First Grade

NWF – from the middle of Kindergarten through the beginning of Second Grade

ORF & RTF – from the middle of First Grade through the end of Third Grade

The DIBELS measures are provided by mCLASS Wireless Generation and administered by faculty and staff at Dollens. The faculty at Dollens appreciates the information that is made available and looks forward to the continued use of this program in the coming years. Due to the rushed nature of starting this program of assessments so early in the school year, not all data was collected for the beginning

of the year measures. In addition, technical difficulties with hardware prevented all of the middle of the year measures to be administered in Grade Two.

The partial data below represents the information available at the time of this report and reflects the percentage of students who were at Low Risk or who met expected Benchmarks for the specific measure.

2011-2012

Kindergarten: % of students meeting benchmark

Measure	Beginning of Year	Middle of Year	End of Year
ISF	NA	65	68
LNF	NA	49	40
PSF	NA	71	94
NWF	NA	NA	NA

First Grade: % of students meeting benchmark

Measure	Beginning of Year	Middle of Year	End of Year
LNF	NA	Not administered	Not administered
PSF	48	77	50
NWF	55	54	68
ORF	Not administered	75	73

Second Grade: % of students meeting benchmark

Measure	Beginning of Year	Middle of Year	End of Year
NWF	56	Not administered	Not administered
ORF	53	63	60

Third Grade: % of students meeting benchmark via STAR estimated ORF

Measure	Beginning of Year	Middle of Year	End of Year
ORF	69	75	Not yet measured

Fourth Grade: % of students meeting benchmark via STAR estimated ORF

Measure	Beginning of Year	Middle of Year	End of Year
ORF	65	88	Not yet measured

Given the fact that DIBELS measures assess students in the 5 Big Ideas in early literacy identified by the National Reading Panel, and that our recently initiated RTI Program is able to provide interventions in these same areas, it is our intention to become highly proficient in the administration of the assessment. In this way,

every student who is identified as having some level of deficiency in one or more of the assessed measures will have additional direct instruction as needed on a daily basis until the level of risk is determined to be low.

Oral reading fluency (ORF) is the final measure, so to speak, of a student's ability to read at a given grade level. It is first measured in the middle of the year in First Grade and continues to be measured for the remainder of a student's elementary years. This assessment measures the number of words read per minute. The targets for the hoped-for Low risk category are as follows for the end of year assessments: First Grade, 40 wpm; Second Grade, 90 wpm; Third Grade, 110 wpm; Fourth Grade 118 wpm; and Fifth Grade, 124 wpm.

At the current time, we do not directly administer the DIBELS assessment in Grades 3 and 4, but instead use an estimated ORF that is given as a part of the results for these two grade levels from the STAR Reading assessment. In this way, we can begin to have a sense of where all of our elementary students are in terms of achieved levels of reading ability in Grades 1 - 4. We did not have a way to measure ORF directly or indirectly in Grade Five this year, but plan to measure it next year in order to have a common assessment for each student in Grades 1 – 5.

Looking at the tables for the 2011-2012 DIBELS and STAR Reading results, is apparent some classroom focus needs to be addressed. Our staff attended the smekens workshop to focus on reading. Our hope is to see improvement with these new classroom strategies. The staff would like to see the 2012-2013 percentages higher in those categories mentioned.

Withi the data available to the classroom teacher for individual students, teachers are able to provide interventions to the few students in each class who are shown to be in the higher risk groups of this assessed measure.

Benchmark: 90% of our students in each grade level will meet the benchmark in each category each year by the time it is no longer administered or the end of a given school year.

STAR Math Data

Star Math is the assessment arm of the Accelerated Math Program which Dollens uses in Grades 2 – 5. This assessment was started in earnest during the 2008-09

school year and continued this year. The end of year data for the current school year has not yet been collected.

Overall growth from the beginning of the year to the end of the year should reflect a year's worth of growth, or a positive change of 0.9, if our math instruction is found to be successful in advancing our students through any given grade level. This value reflects nine months of growth, which is the length of our school year.

Longitudinal Grade Equivalent Data using STAR Assessments

Grade / Subject	07-08			Overall Growth	08-09			Overall Growth	09-10		Overall Growth
	Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	
One / Reading	1.0	1.5	2.1	+1.1	NA	1.5	2.4	+0.9	1.2	1.6	+0.4
One / Math	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Two / Reading	2.1	2.6	2.9	+0.8	2.3	NA	3.2	+0.9	2.2	2.7	+0.5
Two / Math	NA	NA	NA	NA	NA	2.3	3.2	+0.9	2.0	2.5	+0.5
Three / Reading	2.9	3.4	3.5	+0.6	3.0	NA	3.9	+0.9	3.1	3.9	+0.8
Three / Math	NA	NA	NA	NA	2.8	NA	4.1	+1.3	2.7	3.5	+0.8
Four / Reading	3.9	4.7	5.0	+1.1	3.8	NA	5.2	+1.4	3.8	5.0	+1.2
Four / Math	NA	NA	NA	NA	3.6	NA	6.1	+2.5	3.9	5.1	+1.2
Five / Reading	5.4	6.1	6.1	+0.7	5.0	NA	5.9	+0.9	5.2	6.1	+0.9
Five / Math	NA	NA	NA	NA	4.5	NA	6.2	+1.7	4.7	5.5	+0.8

The data shows that during the 2008-09 school year, the overall growth in each grade level was +0.9 or higher. It is our hope that once the end of year data is collected for 2009-10, we will see the same results.

Benchmark: Each grade level will show an overall growth of +0.9 or higher at the end of each school year.

mCLASS Math Data

The math portion of the Wireless Generation mCLASS program provides another form of assessment that can be utilized to determine specific areas of need for the

individual student as well as instructional needs for the classroom as a whole. Data is collected for Kindergarten through Grade Two.

% of Students by Risk Category via mCLASS Math Assessments

	Kindergarten			First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Overall									
Low Risk	*	33	47	32	53	48	16	21	64
Some Risk	*	34	23	50	33	36	70	64	22
At Risk	*	33	30	18	14	16	14	15	14
Counting									
Low Risk	*	25	14	43	37	4	NA	NA	NA
Some Risk	*	50	48	26	57	90	NA	NA	NA
At Risk	*	25	38	21	6	6	NA	NA	NA
Number ID									
Low Risk	*	27	27	36	27	10	NA	NA	NA
Some Risk	*	30	38	57	70	86	NA	NA	NA
At Risk	*	43	35	7	3	4	NA	NA	NA
Missing Number									
Low Risk	*	45	40	18	40	45	18	26	30
Some Risk	*	39	41	75	53	53	52	55	40
At Risk	*	16	19	7	6	2	30	19	30
Qty. Discrimination									
Low Risk	*	37	30	39	64	33	27	9	22
Some Risk	*	52	67	50	33	55	64	74	51
At Risk	*	11	3	11	3	12	9	17	27
Next Number									
Low Risk	NA	NA	NA	43	50	27	NA	NA	NA
Some Risk	NA	NA	NA	43	50	67	NA	NA	NA
At Risk	NA	NA	NA	14	0	6	NA	NA	NA
Number Facts									
Low Risk	NA	NA	NA	29	40	43	7	17	59
Some Risk	NA	NA	NA	43	33	45	50	64	30
At Risk	NA	NA	NA	29	27	12	43	19	11
Computation									
Low Risk	NA	NA	NA	NA	NA	NA	16	13	35
Some Risk	NA	NA	NA	NA	NA	NA	73	77	54
At Risk	NA	NA	NA	NA	NA	NA	11	10	11
Concepts									
Low Risk	NA	NA	NA	NA	NA	NA	16	9	22
Some Risk	NA	NA	NA	NA	NA	NA	70	65	48
At Risk	NA	NA	NA	NA	NA	NA	14	26	30

* = was not assessed as scheduled due to technical difficulties

NA= Not Assessed at this level

TBD = To Be Determined during next assessment window

BOY = Beginning Of Year

MOY = Middle Of Year

EOY = End Of Year

In looking at the data for our mCLASS Math assessments, the hoped-for trend is for percentages in the at-risk category to decrease from the BOY assessment to the EOY assessment. Kindergarten had some technical difficulties and lack of teacher training to conduct the BOY assessment, so no trend is yet possible.

In the First Grade, of the seven areas examined, in every case the percentage of students in the at-risk category decreased from the BOY assessment to the MOY assessment. The largest drop was observed in Counting and Next Number, with the Next Number at-risk percentage dropping to zero in the MOY Next Number assessment. At the MOY assessments for First Grade, only one category, Number Facts, has a percentage in the double digits.

Unfortunately, in the Second Grade data, one notes that the at-risk percentages actually increased from the BOY assessment to the MOY assessment in the overall, quantity discrimination, and concepts categories. One is also able to deduce from the Second Grade data that in not one instance did the some-risk percentages noticeably decrease while causing a related increase in the low-risk category.

Taken as a whole, this data indicates that the First Grade students made good progress in Math over the course of the First Semester while the Second Grade students made less. This may indicate a need to adjust teaching strategies since there is a general lack of progress in Math for the Second Grade students. Further data from future assessments will help indicate whether or not adjustments such as this will become necessary.

Just as Kindergarten students come in all shapes and sizes, so too does the reading and math achievement levels of these students, with up to 40% entering school one to three years behind their peers. Dollens has programs in place to assist these students in getting caught up, but it often takes up through third grade before this occurs. As such, there are likely going to be more students in the top two risk categories in Kindergarten than in Grade One, and more in Grade One than in Grade Two.

Benchmark: The percentage of students in the overall at-risk category by the end-of-year assessment will decline from 30% in Kindergarten, to 20% in Grade One, to 10% in Grade Two.

**Activities/Programs to Ensure Students Having Difficulty
Mastering Proficient and Advanced Levels of Academic
Achievement Receive Additional Assistance**

(SWP #9)

Students at Dollens Elementary who are not meeting academic achievement standards participate in individual and small group interventions that are specifically designed to help meet their needs. After a short period of time, progress monitoring assessments are administered to these students to determine the effectiveness of the chosen intervention. If the assessment results show that the student is performing at a rate that leads to meeting the standard by the close of the intervention period, the intervention is discontinued. If the assessment results show that the rate of performance is below what is needed to meet the standard, the frequency, or intensity, of the intervention is increased. When further progress monitoring indicates that the rate is still below par, the intervention is discontinued and another one is chosen. This cycle continues until the rate of progress is sufficient for the student to successfully meet the specific standard.

The process described above is our Response to Intervention process. It is designed to support each student that is experiencing difficulty in meeting state or local standards. Students across our K-5 classrooms are assessed a number of different ways to identify those needing additional instruction: mCLASS Reading and Math, as well as DIBELS, in Kindergarten through Grade Two; ISTEP in Grades Three through Five; Indiana Acuity in Grades Three through Five; Reading Streets in Kindergarten through Grade Five; STAR Reading in Grades One through Five; and STAR Math in Grades Two through Five.

All students initially receive full class instruction, referred to as Tier 1 support. It is our belief that when properly delivered, this instruction will allow 75-80 % of the students to meet academic standards. During the first few weeks of the school year, assessment results will indicate that particular students are struggling with success. Students who are identified as needing additional instruction in Reading and Math are moved to the Tier 2 support level. This level of instruction is provided by support staff in groups of three to four students for short periods of time throughout the school day. Various types of interventions are used as a means of providing targeted instruction to individual students based upon specific needs. Some interventions include a wide variety of instructional activities associated with the mCLASS Reading and Math program, as well as numerous targeted activities found on the web, such as those from the Florida Center for Reading Research or Intervention Central.

The process described in the first paragraph on this page is followed throughout the school year. Students in the lower 20% of any grade level are likely to find themselves in Tier 2 at some point during the year. Some Tier 2 students may go back and forth between Tier 1 and Tier 2 in either Reading or Math, or even both in some cases and some may spend the entire year in Tier 2. Additional instruction is provided on a daily basis for periods ranging from thirty minutes to an hour.

When assessment data for a given student show a flat rate of progress toward achieving the rate necessary to meet an academic standard, the student is moved to the Tier 3 level of support. At this level, students are evaluated for inclusion within the Special Education program at Dollens. The support provided here is very specific, and determined by a Case Conference Committee composed of educators and the parents of the student. Additional instruction is provided on a daily basis for periods of time determined at the Case Conference and ranging normally from thirty minutes to several hours. This level of support is continued for as long as the Case Conference Committee deems necessary, in some cases for a student's entire educational career and in some cases much less.

Attendance Rate

(PL221 #5)

Dollens Elementary continues to have consistently high attendance rates. The past three years are charted below, but examination of Indiana DOE records for DES shows that our attendance for each of the past ten years has been above 95%. DES has met AYP for attendance rate since adequate yearly progress was first measured.

Year	Attendance Rate
2008-09	96.0%
2009-2010	95.51
2010-2011	94.9
2011-2012	96.1%

The current procedures for monitoring student attendance include making contact with the parent or family of absentees if contact is not made from home first; sending letters to the homes of students who miss more than five days of school with an unexcused absence; and submitting the names of students with excessive absence problems to the Lawrence County Prosecutor's Truancy Intervention Program.

Students who maintain either yearly Perfect Attendance (not a single minute of absence or tardiness) or Outstanding Attendance (not absent or tardy more than three times each nine week grading period) are recognized at the Honor Day Program on the final day of school and receive a certificate appropriate to the level of attendance attained.

In addition, throughout the year, classrooms which have maintained Perfect Attendance for an entire week are recognized on the morning announcements. The class is given the opportunity to line up first for lunch each day of the following week.

Schoolwide Reform Strategies

Implementation of Schoolwide Reform Strategies

(PL221 #4, #9)

(SWP #2)

Academic Opportunities for all Students

Schoolwide reform strategies at Dollens Elementary are designed to provide each student with multiple opportunities to use individual learning styles in order to meet the Indiana Academic Standards that guide our curriculum. Our Response to Intervention program ensures that each student is regarded as an individual learner whose needs are met through the use of an organized plan of action that guides daily instructional practice. The strength of the plan is its continual measurement of a student's level of success, through progress monitoring, which is timed appropriately to accurately assess the effectiveness of learning activities known as interventions.

Students who need additional instruction in Reading are given the opportunity to learn in small pull-out groups of three to four students, taught daily by a certified teacher for a period of thirty minutes. Teachers at Dollens Elementary are committed to teaching every single student to become not only a reader, but a student who reads well, since 85% of public school curriculum is said to be delivered by reading textbooks, whiteboards, worksheets, and computer screens. (Annual Growth for all Students, Catch Up Growth for those who are Behind, 2007; Fielding, Kerr, and Rosier.)

Using Best Practices to Guide Daily Instruction

Teachers at Dollens Elementary continue to enhance the opportunities for each student to become a successful reader by the end of Third Grade, as outlined in the No Child Left Behind Act. We use research-based programs, such as our Reading Streets curriculum, as well as incorporating the ideas of reading experts, including those at the Florida Center for Reading Research at Florida State University. At Dollens, teachers work to provide consistently high quality initial instruction along with small group instruction that is differentiated according to student needs; use data, such as DIBELS assessments, to help make instructional decisions for students; and provide interventions for struggling readers in order to accelerate their reading development toward grade level standards.

The Response to Intervention model at Dollens follows the three-prong approach to addressing student learning in all grades by ensuring that classroom teachers utilize instructional practices that meet the diverse needs of their students, use ongoing assessments to identify students in need of additional instruction, and have access to a wide variety of interventions so that the needs of each student are properly addressed.

Student engagement in the learning process is effectively met within each of our classrooms through the presence of a positive learning environment, emphasis upon classroom organization, continuous assessment and varied instructional practices. Using data to inform instruction is achieved through the use of ISTEP+, DIBELS, district writing prompts, mCLASS Reading and Math, STAR Reading and STAR Math, and teacher-designed assessments.

Strengthening the Core Academic Environment

Dollens Elementary has been a C.L.A.S.S. school since March of 1998. C.L.A.S.S., which is an acronym for Connected Learning Assures Successful Students, is a program that combines the use of cooperative learning, social skills development, hands-on activities, and thematic instruction to build a community of lifelong learners.

An important part of the C.L.A.S.S. program is helping teachers understand how to establish and maintain a Brain Compatible classroom environment. It consists of eight brain compatible elements:

1. Absence of threat – uses the bonding relationship between student and teacher; establishment of clear ground rules, procedures and a powerful and ready to go curriculum; and behavior guidelines to develop a safe learning environment.

2. Meaningful content – avoids teaching skills and concepts in meaningless isolation. Content that is creative, useful, and establishes an emotional bridge between teacher and learner is utilized.

3. Choices – how learning new knowledge is approached; students are immersed in “real life” and “being there” experiences; the multiple intelligences are brought into focus in each learning activity.

4. Adequate time – emphasizes helping children “learn how to learn” as we move deeper into the information age; learning in real world settings replaces schedules based solely on rigid time blocks.

5. Enriched environment – incorporation of first hand sources whenever possible in order to immerse students in “being there” experiences; hands on experiences are commonplace.

6. Collaboration – working together towards a common goal using problem solving, decision making, and communication with peers.

7. Immediate Feedback – accurate and immediate feedback is provided to the student as s/he is building her/his mental program in order to ensure that the program is accurate.

8. Mastery – determined by three criteria: complete, correct, and comprehensive; students show what they have learned to the real world.

There were many discussions in the past dozen years in our Faculty Meetings and in a number of professional development activities about how the human brain learns that helped establish overall acceptance of the reasoning for moving Dollens from a traditional school to a C.L.A.S.S. school. The wide variety of articles, books, and video series that were used can be found in the attached bibliography. The information, discussion, and study done by our faculty on this topic helped establish the sense of urgency on our part to provide the means to meet individual student needs. C.L.A.S.S. has served as the vehicle to help guide Dollens in this direction ever since.

This urgency has remained over the years and we continue to strive to meet the needs of our students across the entire curriculum. Dollens successfully piloted the Reading Streets curriculum for two years, during which data showing rapidly advancing reading scores helped shape its adoption system-wide. Math scores have leveled off at a point too low for acceptability and as a result one-third of our classrooms are now piloting a new math curriculum that is showing some exciting assessment results. Adoption of system-wide writing prompts and professional development in Six Trait Writing during this school year have boosted student confidence in writing and resulted in higher scores as measured by writing rubrics common to all schools in our district.

Underserved Populations

Students living within a background of poverty are found in every one of our classrooms at Dollens. Their needs are addressed by the classroom teacher as well as each member of the support staff with whom the student comes into contact. Most often their academic needs tend to be addressed with additional learning time and opportunity to use curricular materials matched to individual level of need. Physical needs are met within the weekly free food items in the Blessings in a

Backpack program and our Community Room that provides free clothing to any student or family member of any student at Dollens.

Students able to reach high levels of academic achievement are also found in every one of our classrooms. Their needs are also addressed by the classroom teacher and our support staff. Students are shown by testing to be able to move beyond the normal requirements of the class and are given opportunities to expand their knowledge and explore new areas of learning through more rigorous levels of instruction.

Determining if Needs Have Been Met

The depressing state of our local economy has resulted in a rapid increase in the percentage of students on free/reduced lunch at Dollens over the past two years. The faculty and staff at Dollens long ago adopted the philosophy that we are all in this together and as a result students are treated as individuals and needs are met as individuals rather than as a specific population type.

Determination of whether academic needs have been met is addressed through ongoing assessment in reading and math. Data determines need, and as students are determined to be in need of additional instruction in order to successfully meet state standards, the need is met through small group instruction conducted by highly trained personnel. Progress monitoring determines the effectiveness of this instruction, and adjustments are made accordingly. In addition, other regularly scheduled performance based assessments and teacher made assessments serve to strengthen the determination of how well individual needs are being met.

Cultural Competency

(PL221 #10)

Dollens Elementary serves a small, rural population of low to middle-income families. Students living in poverty are found in each classroom, with approximately half of the students on free or reduced lunch. Ethnic and racial diversity is nearly non-existent, with less than 5% of the student population being something other than Caucasian.

Achievement gaps do exist among our student groups. Teachers at Dollens recognize the need on their part to be attentive to this disconnect between themselves and a portion of their students. Developing and practicing culturally competent communication is the key to shrinking the achievement gaps over any sizeable length of time. It is clear that background and experience do affect the teaching and learning process. The teacher must do all that is possible to bridge the gap between what the student already knows and what she needs to know in order to become a successful learner. Teachers at Dollens recognize their role as cultural workers and strive to use personal experience and gained knowledge to bring their students to appropriate understandings when a cultural barrier stands in the way of successfully meeting a learning need.

Technology as a Learning Tool

(PL221 #4)

Dollens Elementary currently has on-demand access to Dell computers which have a network infrastructure that ensures connectivity and ability to use future technologies. We have high-speed T-1 internet access for all learners and educators that allow online, on-target, on demand resources and information. Dollens Elementary provides appropriate school information and resources to the public, including parents and families, via our web page. NLCS web pages link to the Bedford Public Library where students and teachers may check out books electronically.

The district realizes that technology is not an end in itself. The district technology plan provides for technology as a means to assist with the daily curriculum. At Dollens, students enjoy a computer lab with twenty-seven networked computers as well as computers in each classroom. The corporation employs classroom technology specialists who provide assistance to the classroom teachers and provide planned professional development to all staff. They also assist in computer maintenance when needed. In addition to computers, we use Smart Boards, digital cameras, scanners, networked printers, school wide closed circuit TV, and a wide-format printer for curriculum support.

All students at Dollens Elementary have access to educational multimedia resources such as LCD projectors, digital cameras, and scanners for classroom learning opportunities. The computer lab is set up to coordinate class activities with the intended curriculum. Students are able to use technology to demonstrate mastery of basic essential skills. Students and teachers at Dollens Elementary have access to educational software such as Kidspiration, Inspiration, Animated Typing, Accelerated Reader, and various other software programs which are all aligned with the Indiana Academic Standards.

Content taught in the lab environment at Dollens Elementary has high standards that encompass higher level thinking, problem-solving, and information processing skills. These activities continue to be aligned with the Indiana Academic Standards in the content areas of social studies, science, mathematics, and language. The use of these varied resources allows the students at Dollens Elementary to work toward mastery of the proficiencies in the NLCS K-12 technology plan. The classroom teacher delivers the NLCS K-12 Technology Plan in the computer lab.

Dollens is pleased to have been selected to participate in the 2nd Grade Laptop Project offered by the Indiana Department of Education. This project runs from January 2009 through June 2010 and has been a source of new instructional practices on the part of our teachers and hopefully increases in student achievement on the part of our students. This grant allows one-to-one computing for each second grader. Teachers have found numerous ways in which to incorporate the laptops into already existing curriculum as well as expanding their own learning in using the computer to enter the world of twenty-first century technology. Students use the computers daily and are quite comfortable in using them to enhance their learning in innovative ways.

North Lawrence Community Schools just recently was awarded another technology grant that, for Dollens, will mean the addition of one-to-one laptop

computing to our Third Grade. A particularly exciting portion of the grant is a partnership with Southwest Dubois Schools that will allow our third graders to interact digitally with a third grade classroom there. The possibilities are nearly endless when considering the potential for this initiative to enhance learning, close achievement gaps, and engage the individual student in new ways.

Dollens is now a wireless school, which will allow our second and third grade students to take their laptops with them as they enter the various learning areas of the school. In the library, students will be able to access research tools to gather information on group projects. In art class, students will be able to access interactive sites at art museums around the world in order to enhance their knowledge of world-renowned artists and their art. In music class, students can download and use music from any genre that will be a part of the music lesson that day and then listen at any other time to enjoy the music or share it with others. Writing projects can be completed anywhere in the building that might open students to new ideas based upon setting. Science projects that involve gathering data outdoors may be enhanced by the presence of a student with a computer on which results can be recorded and analyzed on the spot.

In an effort to close an achievement gap related to poverty issues, students will be able to take the computer home in order to share its usefulness and ability to bring learning experiences home as well. Students will be able to share with siblings and parents alike how the computer engages learners. Experiences that would not typically be available to the family can be brought into the home, such as the virtual trip to the art museum in a distant state or country.

It is our intention at Dollens to continue to emphasize the importance of bringing technology into the classrooms for the purpose of enhancing the learning experiences of our students. Helping students understand that learning takes place both inside and outside the walls of their school will allow them to see that technology is a pathway to learning no matter where they might be along that path.

Safe and Disciplined Learning Environment

(PL221 #4)

Dollens Elementary operates under the safe school plan adopted for our home district, North Lawrence Community Schools (NLCS). All doors to the school remain closed and locked while school is in session. Visitors are required to be buzzed into the building and then must still report to the office to sign in and receive a visitor's badge before proceeding to other areas of the building.

All administrators in the corporation have been furnished with two-way radios so that communication may be readily accessible. Each classroom has a telephone and a public address system speaker to receive information from the office. Teachers are permitted to have personal cell phones for emergency use. Classroom doors remain open, but locked, throughout the day, with a small set of magnets on the doorframe that can quickly be removed by the teacher in the event of an intruder. This prevents the teacher from having to enter the hallway in order to lock the door with the possibility of an intruder nearby.

The school employs the existence of fire extinguishers, fire doors and stairwells, and an alarm system with telephone dialer for fire and police assistance. Maps indicating two safe exit routes are posted near the inside of each classroom door. A fire safety program is presented annually for the entire student body.

In accordance with state regulations, Dollens conducts the required number of emergency drills for fire, earthquake, tornado/violent weather, and violent intruder/forced takeover.

The Material Safety Data Sheet (MSDS) book, AHERA Asbestos Re-inspection and Management Plan and Crisis Response Manual are centrally located in the office and available to staff as needed.

The ongoing use of our C.L.A.S.S. Lifeskills and Life Goals to treat people right and do the right thing help maintain a very well behaved student body. Procedures for normal student activities, such as walking down the hall and using the water fountain, are well established and in practice on a daily basis. Each classroom set of rules and procedures is understood by our students to allow learning to take place in a safe and orderly manner.

Professional Development

High Quality and Ongoing Staff Professional Development

(PL221 #4)

(SWP #4)

The staff believes that targeted professional development activities are the key to improving student achievement by focusing instruction more specifically on the needs of students. How much professional development is provided depends upon the funding provided by the state. The amount available to Dollens has been decreased to the point that not all requests to attend conferences and meetings are able to be approved in order to remain within our budget.

Teachers are expected to participate in each of our C.L.A.S.S. coaching sessions, which are designed and conducted by highly qualified instructors who serve as representatives of the C.L.A.S.S. organization. The number of coaching sessions varies from one year to the next due to funding issues, but in the past has ranged from three to six per year.

Based on analysis of student data, staff development activities are selected and designed to allow staff to understand and meet a variety of student needs. Maintaining high standards of professional development is expected of all staff. Opportunities are provided for all staff to participate in ongoing development activities to meet corporation expectations and meet the individual needs of the building or classroom. Teacher collaboration time is structured into each school day.

Through C.L.A.S.S., peer collaboration, and on-going support, the staff will be provided with meaningful in-service opportunities. We plan to understand and master the essential concepts and principles of brain-compatible learning.

Professional Development Plan

(PL221 #10)

(SWP #4)

The plan is based on performance indicators. The need for in-service will be determined by the results of our assessments and by requests of staff members. The staff will have the opportunity to plan and share in the implementation of staff development activities. All in-service activities will be evaluated according to applicability, quality of information, and quality of presentation.

The staff will discuss in-service activities at regularly scheduled faculty meetings. They will describe the method of implementation of new techniques or the need to find new techniques to implement change. Staff will be encouraged to collaborate in using new strategies to increase student learning.

Our corporation has developed a five year technology plan designed to allow staff to integrate technology into the existing curriculum. A full time technology coordinator and a committee of staff members from each building monitor the program. The plan is reviewed and adapted annually to incorporate new technology into our curriculum and provide training based on a survey of teachers and administrators needs.

Professional Development activities for staff to understand and use those tools provided to them (i.e. Lap-tops, Smart Boards, LCD projectors, Student Response Systems, and Moodle) will be done in a variety of ways including workshops during the school day, after school sessions, summer workshops, and distance learning activities between NLCS and SWDCS.

These trainings will follow a Train-the-Trainer model. The staff members that attend these sessions will be trained to turn-key the content to additional school and corporation staff. This will allow development of technology "leaders" in each participating school, who in turn will provide ongoing professional development to their school staff.

Southwest Dubois County School Corporation and our district are partnered together in a recent technology grant that will allow schools in both districts to share information and experiences related to technology in the classroom. We will

use teleconferencing gear to facilitate joint professional development and to expand into the Intel Teach project-based learning model. We will also integrate with our host school, which currently has teleconferencing equipment. We will help that partner school in facilitating classroom integrations of Airliners/Mobis, Skype, and project-based learning pedagogies.

Our goal remains to provide professional development that will help teachers meet the needs of all students. Opportunities will be provided for all staff to participate in ongoing development activities to improve classroom instruction and help teachers meet our RTI model of classroom instruction through a true hybrid approach to classroom instruction.

Professional Development Plan 2010-11

MONTH	STAFF MEETING	TEAM MEETING
AUGUST	C.L.A.S.S. : Procedures	Data Review: mCLASS, ISTEP
SEPTEMBER	C.L.A.S.S.: Setting Up Your Classroom with C.L.A.S.S. Strategies	Plans for using Accelerated Reading and Accelerated Math
OCTOBER	C.L.A.S.S.: Website Resources	Writing Prompt Analysis
NOVEMBER	C.L.A.S.S.: Collaboration	Data Review: mCLASS, Acc. Reading
DECEMBER	C.L.A.S.S.: Hallway Greetings	Interventions for Reading and Math
JANUARY	C.L.A.S.S.: Best Books	Writing Prompt Analysis
FEBRUARY	C.L.A.S.S.: Literacy Links for Parents	Data Review: mCLASS, Acc. Math
MARCH	C.L.A.S.S.: Science Resources	Six Trait Writing
APRIL	C.L.A.S.S.: Integrating Technology	Writing Prompt Analysis
MAY	C.L.A.S.S.: Reflection	Data Review: mCLASS, Acc. Reading

Staff meetings are held after school on the first Wednesday of each month. All teachers attend and regularly contribute to the meeting by sharing ideas and making presentations related to the topic at hand. Team meetings are held with grade-level and across-grade-level teams on a monthly basis during common planning times built into the daily schedule.

Family Involvement

Strategies to Increase and Promote Effective Family Involvement

(PL221 #4)
(SWP #6)

Involvement of our families at Dollens is an area where improvement is warranted. While it is our belief that family involvement is important to the overall success of our students, we have not been as diligent as we should be in following through with our belief. It will be important to establish a plan for the coming year that will establish a minimum of one event per month. We need to establish a committee that will provide a purpose for the content that will be covered at each event. A solid plan to promote these events must also be a part of the planning process.

We have had some family involvement events that can be used as a starting point for a full-year plan of activities. Family involvement events that may likely continue or undergo minor transformations are:

Event	Target Audience
Meet Your Teacher Night	All families
Title I Informational Meeting	Title I families
Back to School Cookout	All families
Family Movie Night	All families
PTO Family Sports Night (Bearcat Shootout)	All families
PTO Family Carnival (Bearcat Bash)	All families
Title I Transition to First Grade Meeting	Current year Kindergarten families

Our Title I Program has made great strides in providing opportunities for family involvement. There are multiple events throughout the year at which this important section of the Dollens family may become involved. (See Appendix D)

Strategies that might be considered by such a committee include:

- a. Increased communication of events using our Schoolwide notification software
- b. Conduct parent surveys seeking areas of interest for event topics
- c. Establish event list around varied purposes: social/fun as well as informational/educational

- d. Create a parent resource center with books and materials that parents can either check out or keep
- e. Develop a resource booklet about Dollens and our programs

Providing Academic Assessment Results to Families

(SWP #6a)

Dollens Elementary provides important assessment feedback to our parents in order to keep them informed of their students' academic progress. A Midterm Report is sent home in the fifth week of each nine-week grading period that details the current grade in each subject area as well as behavioral marks from the classroom and specials areas teachers. At the conclusion of each grading period a Report Card is sent home for parents to inspect and sign for return to the teacher. Parents are encouraged through messages in the school newsletter to always use these two times each grading period to help the student review any goals that were previously set and then take the time to assist the student in establishing new goals for the next time an assessment is to be sent home.

Conferences for parents are held in the fall of each year, during which time the teacher reviews the academic progress of each student with the parent. There are additional opportunities for the teacher and parent to review student progress toward meeting state and local standards once the various assessments are given and scores returned to the school. Dollens teachers make good use of parent report forms generated by the Accelerated Reading, Accelerated Math, and mCLASS programs at the beginning, middle, and end of the year. These provide nice details about student progress and give suggestions that will lead to further improvement. Our teachers make themselves available to the parent if they would like to come in and review these reports together.

The increased use of programs delivered over the internet also make it possible for parents to access student reporting data via secure pathways so that constant monitoring can take place throughout the year. This has been well received by our parents and actually adds a plus to the reasons for the expense of some of these online programs. It also serves as another way for Dollens to emphasize the use of technology to enhance student learning by involving the parent in a way that will lead to discussions with the student about the programs themselves.

Involving Families in Planning, Review, and
Improvement of Schoolwide Plan

(SWP #6b)

Family collaboration is sought through the following documents:

Title I Parent Involvement Policy (See Appendix B)

This document is reviewed each year by school personnel and parents with the intention being to provide further clarity.

Dollens Elementary Family-School Agreement (See Appendix C)

This document is reviewed each year by school personnel and parents with the intention being to provide further clarity.

Note, too, that one of our parents is a member of the SWP committee. Parental input in the formulation of this plan was vital and much appreciated. The PTO will share the final Schoolwide Plan with parents at a meeting in September 2010.

Plans for Transition of Preschool Children

(SWP #7)

Preschool children in Lawrence County attend class at Parkview Primary, Hoosier Uplands Head Start, and in many privately owned entities. In all cases, no matter where a child attends Preschool, one of the main purposes of a child to attend is to ready the child for life at school, in particular, Kindergarten.

It is our belief at Dollens Elementary that making connections with these entities that serve our future students is a worthwhile endeavor. At various times throughout the year written information is made available to them in regards to preparation for Kindergarten. Dollens families with Preschool-aged children are identified through the efforts of our Kindergarten and First Grade teachers during conversation with parents and siblings during the school year.

In addition, many times a relationship between the Preschool-aged student and school personnel is established when the student accompanies the parent to school in order to pick up an older brother or sister for an appointment of some sort. There are times when students are first introduced to the school as newborns and continue to become more aware of the meaning of school as further visits are made for various reasons as the child continues to grow. During these impromptu visits, efforts are made to not only establish an early relationship with the child, but to provide the parent with a variety of information that will assist the parent in preparing the child for school. Pamphlets from various local agencies, the state and federal government, and Dollens itself are available to parents during these visits and at all other times as well. An example is information about helping toddlers to read, ordered from an agency such as the National Institute for Literacy. Parents have informed the school that such information has proven to be of great benefit in helping to prepare the child for Kindergarten.

Another point where multiple pieces of information are made available is at our annual Kindergarten screening event held in April. During the screening event, when the child is busy with school personnel at one of the various stations in our gathering room, the parents receive information about the school, hear from the Kindergarten teacher and school principal, and have an opportunity to ask

questions. Each parent takes home a bag nearly overflowing with information on activities and suggestions for ways that parents can prepare their child for the big step of attending Kindergarten.

Statutes and Rules to be Waived

(PL221 #11)

Dollens Elementary School is not applying for any waivers.

Coordination/Integration of Federal, State, and Local Funds

(SWP #10)

Dollens Elementary School will not consolidate program funds at this time. Therefore, we will ensure that all Title I, Part A funds are used to address specific educational needs of children as well as the goals outlined in the Schoolwide Plan. In addition, all children are allowed to participate in activities funded by Title I, Part A funds aligned with the Schoolwide Plan.

List of Programs Consolidated Under the Schoolwide Plan

(SWP #10a)

N/A

Goals

Goal #1: Student Percentage Meeting Language Arts Standards

During the 2012-2013 school year, non-proficient students at Dollens Elementary (as indicated by the ISTEP+ tests) will improve their proficiency rate by an increase in the percentage of students scoring in the “Pass” and “Pass +” levels.

2012-2013 Performance Targets (% Passing):

	2012-2013
<i>All students</i>	84
<i>Free Lunch</i>	77
<i>Male</i>	80
<i>Female</i>	80.

ISTEP+ English/Language Arts data from the 2011-2012 school year indicate the following student subgroup performance proficiency levels:

- All Students: 83 % Proficient
- Free Lunch: 76% Proficient
- Male: 79.6% Proficient
- Female: 79.6% Proficient

This goal will be measured by the attainment of the proficiency level targets identified in the table above showing target rates for the 2012-2013 ISTEP+ English/Language Arts assessment.

Goal #2: Student Percentage Meeting Math Standards

During the 2012-2013 school year, non-proficient students at Dollens Elementary (as indicated by the ISTEP+ tests) will improve their proficiency rate by an increase in the percentage of students scoring in the “Pass” and “Pass +” levels.

2012-2013 Performance Targets (% Passing):

	2012-2013
<i>All students</i>	88%
<i>Free Lunch</i>	84%
<i>Male</i>	89%
<i>Female</i>	89%

ISTEP+ Math data from the 2011-2012 school year indicate the following student subgroup performance proficiency levels:

- All Students: 87.6% Proficient
- Free Lunch: 83.3% Proficient
- Male: 88.6% Proficient
- Female: 88% Proficient

This goal will be measured by the attainment of the proficiency level targets identified in the table on the previous page showing target rates for the 2012-2013 ISTEP+ Math assessment.

Goal #3: Student Percentage Meeting DIBELS Benchmarks

During the 2012-2013 school year, students in Kindergarten through Grade Two will improve in the percentage meeting established DIBELS benchmarks in each category by the time that it is no longer administered or by the end of the year.

2009-10 Performance Targets

KINDERGARTEN		
<i>DIBELS Measure</i>	<i>Benchmark</i>	<i>% Meeting Benchmark</i>
<i>Initial Sound Fluency</i>	25 or more initial sounds per minute by MOY	90
<i>Phoneme Segmentation Fluency</i>	35 or more phonemes per minute by EOY	90
<i>Nonsense Word Fluency</i>	20 or more letter sounds per minute by EOY	90
<i>Letter Naming Fluency</i>	40 or more letters per minute by EOY	100
FIRST GRADE		
<i>DIBELS Measure</i>	<i>Benchmark</i>	<i>% Meeting Benchmark</i>
<i>Phoneme Segmentation Fluency</i>	35 or more phonemes per minute by EOY	100
<i>Nonsense Word Fluency</i>	50 or more letter sounds per minute by MOY	95
<i>Oral Reading Fluency</i>	40 words per minute by EOY	95
SECOND GRADE		
<i>DIBELS Measure</i>	<i>Benchmark</i>	<i>% Meeting Benchmark</i>
<i>Oral Reading Fluency</i>	90 words per minute by EOY	95

MOY = Middle of Year EOY = End of Year

Goal #4: Student Percentage Meeting mCLASS Math Benchmarks

During the 2012-2013 school year, students in Kindergarten through Grade Two will improve in the percentage of students in the Low-risk classification within established mCLASS Math benchmarks in each measured category from the beginning to the end of the year.

2012-2013 Performance Targets (% of Students at Low Risk)

Measure	Grade Level			
	K	1	2	3
Counting	83 numbers/min by EOY	118 numbers/min by EOY	Not Measured	Not Measured
<i>BOY, MOY, EOY</i>	30, 60, 90	30, 60, 90	-----	-----
Number Identification	31 numbers/min by EOY	65 numbers/min by EOY	Not Measured	Not Measured
<i>BOY, MOY, EOY</i>	30, 60, 90	30, 60, 90	-----	-----
Quantity Discrimination	25 numbers/min by EOY	40 numbers/min by EOY	40 numbers/min by EOY	40 numbers/min by EOY
<i>BOY, MOY, EOY</i>	30, 60, 90	30, 60, 90	30, 60, 90	30, 60, 90
Missing Number	13 numbers/min by EOY	23 numbers/min by EOY	23 numbers/min by EOY	23 numbers/min by EOY
<i>BOY, MOY, EOY</i>	30, 60, 90	30, 60, 90	30, 60, 90	30, 60, 90
Next Number	Not Measured	23 numbers/min by EOY	Not Measured	Not Measured
<i>BOY, MOY, EOY</i>	-----	30, 60, 90	-----	-----
Number Facts	Not Measured	11 numbers/min by EOY	11 numbers/min by EOY	11 numbers/min by EOY
<i>BOY, MOY, EOY</i>	-----	30, 60, 90	30, 60, 90	30, 60, 90
Computation	Not Measured	Not Measured	24 digits/2 min by EOY	24 digits/2 min by EOY
<i>BOY, MOY, EOY</i>	-----	-----	30, 60, 90	30, 60, 90
Concepts	Not Measured	Not Measured	15 digits/2 min by EOY	14 digits/2 min by EOY
<i>BOY, MOY, EOY</i>	-----	-----	30, 60, 90	30, 60, 90

BOY = Beginning of Year MOY = Middle of Year EOY = End of Year

Goal #5: Attendance Rate

During the 2012-2013 school year, students at Dollens will show an improvement in the overall school attendance rate.

2012-2013 Performance Target

School Year	Attendance Rate
2007-08	95.8%
2008-09	95.8%
2009-10	95.5
2010-2011	94.9
2011-2012	96.1%
2012-2013	96.5%

Attendance data for the previous four years is shown in the above table, along with the 2012-2013 Performance Target.

Attainment of this goal will be measured by achieving an overall attendance rate of 96.5% at Dollens Elementary for the 2012-2013 school year.

Appendix

**Dollens Elementary
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Appendix A

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**Appendix B
Title I Parent Involvement Policy**

Dollens Elementary School
Title I
Parent Involvement Policy
2012 - 2013

At Dollens Elementary, we work to establish regular two-way, meaningful communication between parents and school personnel. Dollens Elementary is committed to building a strong school-parent-student partnership. It is important that our school receives parental input and involvement in matters that affect children's education. This commitment to family involvement is essential for the success of our students.

Dollens Elementary will convene an annual Title I meetings early in the school year at times that will be convenient for parents. Meetings will be advertised well in advance. Sign in sheets will be used to document meetings. Families will be given information about Title I participation, requirements, services and of their

rights to be involved. Raffle baskets and free school supplies will be offered to encourage attendance at these meetings.

The Dollens Elementary Parental Involvement Committee will jointly develop a school-parent agreement that applies to every Title I student. This policy will be provided in the welcome packets at the beginning of every school year. The compact will outline how staff, parents, and students will share responsibilities for improved student academic achievement. Staff and parents will build a partnership to sustain learning opportunities. Staff will discuss the agreement with parents of Title I children. There will be an annual evaluation of the content and effectiveness of the Title I Parent Involvement program. Parents will be asked for their input.

There are many ways in which parents can become involved with their children's education. Annual parent meetings in October, workshops, assignment notebooks, parent volunteers, monthly newsletters and various activities involving parents are designed to encourage communication. Dollens Elementary values both the at-home contributions and those which take place at school and in the community. Many types of parental involvement are needed in a school-home community partnership to facilitate the success and growth of our children.

It is important that our school receives parental input and involvement. All shared information will be, to the extent practicable, in a language everyone can understand. Parents may request other reasonable support when necessary. Parents will be involved in student academic learning and other school activities to ensure:

- ❖ Parents play an integral role in assisting their child's learning
- ❖ Parents are encouraged to be actively involved in their child's education at school
- ❖ Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees

Dollens Elementary School will assess the needs of parents and children to tailor parent involvement programs to meet the needs of the community. We partner with L.I.F.E. Food Pantry and the local Kiwanis Club. To the extent feasible, Dollens Elementary will invite parents of students attending Head Start and all

other parents of preschool age children to participate in activities that help children have a smooth transition to kindergarten. These activities include family nights, open house, and Kindergarten Round-Up. Parents may call Dollens School (275-3885) at any time to express an interest in a particular workshop or to make suggestions.

Dollens Elementary School will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by email, voice-mail, letter or phone. Communication with parents will include fall parent conferences, phone calls, emails and monthly newsletters. Parents are encouraged to take the initiative in contacting their child's teacher when they have concerns. Dollens Elementary will educate all staff members regarding the value of parent involvement and the positive impact it has on student achievement. Collaboration will occur between parents and educators. Dollens Elementary will make our school open and inviting to parents. Parents will be invited to open house and encouraged to participate in the Parent Teacher Association meetings and activities. Establishing a strong communication between family and school is a key component of our Parent Involvement Policy.

Dollens Elementary will provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic standards as follows:

- ❖ Students are assessed numerous times throughout the school year. Using this data and teacher data, students receive support in areas of weakness by highly qualified personnel. Intervention specialists will monitor progress. Tests will include STAR Reader, DIBELS, ISTEP and benchmark tests.
- ❖ Parents are provided frequent reports on their child's progress. Specifically, the school will provide progress reports sent home in September, November, February and April. Report cards are received at the end of each grading period.
- ❖ Each parent of children in grades three, four and five will receive an individual report about the performance of their child on the Indiana

Statewide Testing for Educational Progress (ISTEP) in at least language arts, reading and math.

- ❖ Curriculum and standards are posted in the NLCS office and are available to all parents and students.

Parents may contact Dollens Elementary at any time to make suggestions or discuss concerns. Annual surveys will give parents the opportunity to provide suggestions and participate in decisions relating to the education of their children. Survey results will be tallied and improvement decisions made accordingly.

Parent Information Resource Center (PIRC) www.fscp.org

This website offers information about workshops for parents to attend. Resource materials related to state and federal guidelines are also available. This is a good source for general information for parents who want to become more involved in their child's education.

The toll free number is 1-866-391-1039

They are located at 921 E. 86th Street, Suite 108, Indianapolis, Indiana 47240

Parents can email for information at: info@fscp.org

**Dollens Elementary
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Appendix C

Dollens Elementary Family-School Agreement

Dollens Elementary Family-School Agreement

This year we will become partners in an important job – helping students to become all they can be. It is an exciting, challenging, and rewarding task. To accomplish this task, parents, teachers, and students must work together.

Instructional Assistant Checklist

I will do my personal best to:

1. Provide a safe and caring learning environment.
2. Help children begin to be responsible for their own behavior and learning.
3. Help children follow school and classroom rules.
4. Keep you informed of your child's progress on a regular basis.
5. Teach, model, and reinforce Lifeskills and Lifelong Guidelines.
6. Attend school functions.
7. Provide help to parents in assisting the student at home.
8. Encourage high expectations for all students.
9. Provide a challenging/stimulating learning environment.

We look forward to an exciting year and a rewarding partnership.

Students are responsible for their own learning by:

1. Attending school regularly.
2. Being prepared for school each day with completed assignments and proper supplies.
3. Working cooperatively to increase their learning and that of their classmates.
4. Respect others.
5. Follow school and classroom procedures.
6. Demonstrate Lifeskills and Lifelong Guidelines.

Parent/Guardian Checklist:

I will do my personal best to:

1. Make my child's education a priority in our home.
2. Help my child develop a positive attitude about school by ensuring my child attends regularly.
3. Reinforce and model Lifeskills and Lifelong Guidelines.
4. Contact the school if a concern develops.
5. Provide a quiet place for my child to complete homework.
6. Monitor my child's homework.
7. Attend Parent/Teacher conferences.
8. Attend school-sponsored events as often as possible.

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Appendix D

**Title I Parent Involvement
Dollens Elementary 2009-2010**

Title I Parent Involvement Dollens Elementary 2012-2013

August

Annual Title I Parent Meeting, August 21st, 5:30
Welcome Letter
Reading Connection Newsletter sent home
Parent Advisory Committee Meeting

September

Notification of student participation via letter to parents
Information about Title I and Parent Compact forms sent
Title I information packets sent to all Title I parents
Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home

October

Parental contact made and gift bags, containing teaching tools and school supplies offered to parents
Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home

November

Title I Newsletter and activity pages sent home
Reading
Connection Newsletter sent home
Parent packets with homework and learning tips sent home

December

Parent letter with suggestions for Christmas Break sent home
Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home

January

Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home

Title I Winter contest conducted

February

Parent Information letter with reading activities
Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home

March

Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home
Books to keep sent home with Title I students in Grades K, 1, and 2

April

Kindergarten “Get Acquainted with First Grade” Title I meeting
Book Fair with Title I staff available to help parents choose age appropriate material and books
Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home

May

Title I Newsletter and activity pages sent home
Reading Connection Newsletter sent home
Parent Advisory Committee meeting
Reading Awards presented
Summer learning packet sent home

**Dollens Elementary
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**Appendix E
Survey Forms**

NORTH LAWRENCE COMMUNITY SCHOOL CORPORATION

Dollens Climate Survey – Student

Please place a check in the appropriate box.

<i>As a student at Dollens, I believe that...</i>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
	148/200 Surveys Completed (74%)		
1. I belong.	83% <input type="checkbox"/>	16% <input type="checkbox"/>	1% <input type="checkbox"/>
2. I am safe.	92% <input type="checkbox"/>	5% <input type="checkbox"/>	3% <input type="checkbox"/>
3. I have fun learning.	82% <input type="checkbox"/>	14% <input type="checkbox"/>	4% <input type="checkbox"/>
4. I like this school.	89% <input type="checkbox"/>	7% <input type="checkbox"/>	3% <input type="checkbox"/>
5. I have choices in what I learn.	65% <input type="checkbox"/>	25% <input type="checkbox"/>	10% <input type="checkbox"/>
6. My teacher treats me with respect.	95% <input type="checkbox"/>	3% <input type="checkbox"/>	2% <input type="checkbox"/>
7. My teacher cares about me.	95% <input type="checkbox"/>	3% <input type="checkbox"/>	1% <input type="checkbox"/>
8. My teacher thinks I will be successful.	90% <input type="checkbox"/>	7% <input type="checkbox"/>	3% <input type="checkbox"/>
9. My teacher listens to my ideas.	79% <input type="checkbox"/>	16% <input type="checkbox"/>	6% <input type="checkbox"/>
10. My principal cares about me.	97% <input type="checkbox"/>	1% <input type="checkbox"/>	2% <input type="checkbox"/>
11. My teacher is a good teacher.	95% <input type="checkbox"/>	4% <input type="checkbox"/>	1% <input type="checkbox"/>
12. I am challenged by the work my teacher asks me to do.	72% <input type="checkbox"/>	20% <input type="checkbox"/>	9% <input type="checkbox"/>
13. I am a good student.	86% <input type="checkbox"/>	13% <input type="checkbox"/>	1% <input type="checkbox"/>
14. I behave well at school.	80% <input type="checkbox"/>	18% <input type="checkbox"/>	2% <input type="checkbox"/>
15. Students are treated fairly by teachers.	78% <input type="checkbox"/>	18% <input type="checkbox"/>	4% <input type="checkbox"/>
16. Students are treated fairly by the principal.	93% <input type="checkbox"/>	5% <input type="checkbox"/>	1% <input type="checkbox"/>
	66%	22%	12%

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 17. Students at Dollens treat me with respect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 82% | 10% | 8% |
| 18. I have lots of friends. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 88% | 9% | 3% |
| 19. I have support for learning at home. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
<i>As a student at Dollens, I believe that...</i>			
	95%	2%	3%
20. My family believes I can do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	100%		
21. My family wants me to do well in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	91%	7%	2%
22. Our school is clean and well kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you like about Dollens?

What general comments would you like to make about Dollens? (Cafeteria, playground, buses, library, computer room, teachers, staff, classrooms)

What is one of the neatest things a teacher at Dollens has ever done?

As good as Dollens is, what is one thing that could help the school improve?

Do you have a computer at home that can access the internet? Yes No

Please give Dollens a grade: 71% 16% 8% 3% 2%
 A B C D F

NORTH LAWRENCE COMMUNITY SCHOOL CORPORATON

Dollens Climate Survey - Faculty & Staff

Please place a check in the appropriate box.

		26/35 Surveys Completed (74%)		
		<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
1.	I feel like this school is a good fit for me.	92% <input type="checkbox"/>	8% <input type="checkbox"/>	<input type="checkbox"/>
2.	I feel that learning is fun at this school.	88% <input type="checkbox"/>	12% <input type="checkbox"/>	<input type="checkbox"/>
3.	I work with people who treat me with respect.	92% <input type="checkbox"/>	8% <input type="checkbox"/>	<input type="checkbox"/>
4.	I work with people who listen to my ideas about doing things better.	76% <input type="checkbox"/>	24% <input type="checkbox"/>	<input type="checkbox"/>
5.	My administrator treats me with respect.	96% <input type="checkbox"/>	<input type="checkbox"/>	4% <input type="checkbox"/>
6.	My administrator facilitates communication effectively.	88% <input type="checkbox"/>	8% <input type="checkbox"/>	6% <input type="checkbox"/>
7.	My administrator allows me to be an effective instructional leader.	88% <input type="checkbox"/>	12% <input type="checkbox"/>	<input type="checkbox"/>
8.	I have the opportunity to think for myself, not just carry out instructions.	88% <input type="checkbox"/>	8% <input type="checkbox"/>	4% <input type="checkbox"/>
9.	I work effectively with special education students.	72% <input type="checkbox"/>	24% <input type="checkbox"/>	4% <input type="checkbox"/>
10.	I believe student achievement can increase through effective parent involvement.	100% <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I believe student's achievement can increase through the use of computers.	76% <input type="checkbox"/>	20% <input type="checkbox"/>	4% <input type="checkbox"/>
12.	The school provides an atmosphere where every student can succeed.	92% <input type="checkbox"/>	4% <input type="checkbox"/>	4% <input type="checkbox"/>
		61%	35%	4%

13. I communicate with parents often about their child's progress.
14. The student outcomes for my class are clear to me and my students.
15. Teachers in this school communicate with each other to make student learning consistent across grades.
16. How is every student made to feel important?
17. What suggestions do you have for improving Dollens this year?
18. When you think of Dollens what gives you a sense of pride?
19. How well do teachers work together here?
20. How might this school utilize you more effectively?
21. What general comments would you like to make about: (teachers, staff, cafeteria, playground, buses, library, computer room, classrooms)?
22. What is your most perplexing problem? If it is important to solve, how would you do it?
23. Please give Dollens a grade: (No response: 16%)

NORTH LAWRENCE COMMUNITY SCHOOL CORPORATON

Dollens Climate Survey - Parent

Please place a check in the appropriate box.

66 Surveys Completed (~40%)

	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
1. I think what my child is learning at Dollens is important.	99% <input type="checkbox"/>	1% <input type="checkbox"/>	<input type="checkbox"/>
2. The teachers and staff whom I know at Dollens are friendly.	100% <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My child gets along well with other students at Dollens.	94% <input type="checkbox"/>	5% <input type="checkbox"/>	1% <input type="checkbox"/>
4. I feel that my child is safe at Dollens.	100% <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel that it is important for my child to obey the classroom and school rules.	100% <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The teachers at Dollens are excited about their work.	88% <input type="checkbox"/>	11% <input type="checkbox"/>	1% <input type="checkbox"/>
7. I feel welcome at Dollens.	96% <input type="checkbox"/>	4% <input type="checkbox"/>	<input type="checkbox"/>
8. I am satisfied with my child's academic process.	85% <input type="checkbox"/>	12% <input type="checkbox"/>	3% <input type="checkbox"/>
9. I can talk to my child's teacher easily.	91% <input type="checkbox"/>	9% <input type="checkbox"/>	<input type="checkbox"/>
10. My child's teachers reward good student choices and behavior.	94% <input type="checkbox"/>	5% <input type="checkbox"/>	1% <input type="checkbox"/>
11. I feel that my child fits in at Dollens.	97% <input type="checkbox"/>	<input type="checkbox"/>	3% <input type="checkbox"/>
12. The principal at Dollens is usually available to speak with me.	96% <input type="checkbox"/>	4% <input type="checkbox"/>	<input type="checkbox"/>
13. When it comes to discipline at Dollens, my child has been treated fairly.	90% <input type="checkbox"/>	8% <input type="checkbox"/>	2% <input type="checkbox"/>
14. The teachers at Dollens keep me informed about how my child is doing.	93% <input type="checkbox"/>	6% <input type="checkbox"/>	1% <input type="checkbox"/>
	84%	9%	2%

15. The teachers at Dollens give me ideas about How I can help my child do his or her best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	99%	1%	
16. I think Dollens is a friendly place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Agree	Neutral	Disagree
	94%	3%	3%
17. The principal and teachers at Dollens make me feel good about visiting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	88%	9%	3%
18. I think the assemblies, PTO activities, and other extras at Dollens are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	91%	6%	3%
19. I am satisfied with my child's progress in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	88%	8%	2%
20. I am satisfied with my child's progress in math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the source of most of your information at Dollens?

Do you have a computer at home that can access the internet? Yes No

How would you like to be involved in the academic life of your child?

What does Dollens do especially well?

What is it about Dollens that gives you a sense of pride?

What general comments would you like to make about Dollens (Cafeteria, playground, buses, library, computers, and classrooms)?

How do you feel about your son's or daughter's achievement at Dollens?

52% 16% 27% 2% (No Response: 3%)
Please give Dollens a grade: A B C D F

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Appendix F

Assessments at Dollens Elementary 2009-10

Table of Assessments / Dollens Elementary 2009-10

<i>Month</i>	<i>Reading Assessment</i>	<i>Math Assessment</i>
August	mCLASS DIBELS: BOY, My Sidewalks Benchmark	
September	STAR Reader	STAR Math, mCLASS Math: BOY
October	Indiana Acuity	Indiana Acuity
November	----	----
December	STAR Reader	STAR Math
January	mCLASS DIBELS: MOY, Indiana Acuity	Indiana Acuity
February	----	mCLASS Math: MOY
March	ISTEP+ Applied Skills, Indiana Acuity	ISTEP+ Applied Skills, Indiana Acuity
April	STAR Reader, ISTEP+ Multiple Choice, mCLASS DIBELS: EOY	STAR Math, ISTEP+ Multiple Choice, mCLASS Math: EOY
May	Indiana Acuity, My Sidewalks EOY	Indiana Acuity, My Sidewalks EOY

