

School Improvement Plan



**Clinton Prairie School Corporation
Corporation ID: 1160**

**Clinton Prairie Elementary School
School #0981
Clint Wilson, Principal**

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Steering Committee Membership 2018-2019

**The following committee members comprise the School Improvement Committee
and School Wide Planning Team**

_____, Principal/Chairperson/Title 1 Coordinator
Clint Wilson

_____, Admin Intern
Becky Boddicker

_____, Teacher
Elaine Schoonveld

_____, Teacher
Annette Neal

_____, Teacher
Terri Myers

_____, Parent
Jessica Brovont

_____, Teacher
Shelley Carter

_____, Teacher
Katy Panozzo

The following is Clinton Prairie Elementary School's Mission Statement:

“The Clinton Prairie Elementary School staff, along with parents and community, believes that learning is a life-long process. Therefore, it is the responsibility of this school and community to provide a safe educational environment that promotes strong values and social skills, academic and artistic achievement, and physical growth. Each student is encouraged to aim for his or her highest learning potential.”

School Profile

Location: Clinton Prairie Schools are located in Clinton County about five miles southwest of Frankfort, Indiana. Clinton County has approximately 34,000 residents about half of which live in Frankfort; the other half live in smaller towns and rural areas. The Clinton Prairie School Corporation is mostly rural but includes the towns of Mulberry, Colfax, Jefferson, and Antioch. Clinton County has a variety of employment opportunities. There is a large industrial park on the West Side of Frankfort that is home to several large factories. These factories employ people from Clinton County as well as surrounding counties. Farming has long been a rich tradition among many of the families who live in Clinton County. The county's hog and grain production rank among the highest in the state. Some of our state's best farmland is found in our county. The Clinton Prairie School Corporation is located about twenty miles southeast of Lafayette. Because of the rapidly growing economic base of Tippecanoe County, the school has experienced statistical gains in social and economic areas. The elementary school, built in 1984, is connected to Clinton Prairie Junior – Senior High School. It is located on approximately eighty acres which includes all student and physical buildings and athletic fields. The corporation's administration building is located in the nearby town of Jefferson. The elementary school benefits by being in close proximity to the secondary school. High school students gain experience while providing assistance to the elementary school staff and students by participating in various programs and for-credit high school classes. Access to various high school facilities such as the science labs, media center, and computer labs provides increased educational opportunities to the elementary staff and students. Both schools share an auditorium, cafeteria, nurse's clinic, and athletic facilities. This arrangement allows Clinton Prairie Elementary access to a wide range of facilities, resources, and programs that many rural elementary schools do not have. All elementary students receive instruction in art, information skills, and physical education from highly qualified instructors in those areas. Music is also taught for students in grades 2-6. The extensive media center is well equipped with print and non-print media. A large and diverse collection of audio-visual and computer equipment is available from the computer department and the media center. The school corporation has access to a large collection of videos and instructional materials through the Learn360 website and Canvas and other online media sources. 5 The computer lab, one of the first of its kind in Indiana, houses enough networked computers for an entire class. Each classroom in the elementary has at least one networked internet capable computer. Each teacher has been issued a laptop computer to assist in classroom management and instruction. A wireless local area network is available to assist in the exchange of information inside as well as outside the building. A second classroom computer lab has been set-up for usage by the elementary students. In addition to the two labs, we have carts of laptops and tablets that can be used in classrooms as needed throughout the school. Clinton Prairie Elementary is staffed by a principal, assistant principal, school counselor, thirty-four full time licensed teachers, and nineteen instructional support staff members. The support staff includes the school secretary, treasurer, instructional assistants, Title I staff, computer staff, art instructor, library media assistant, special needs assistants, as well as numerous custodial, maintenance, and cafeteria personnel. Special education students receive services as indicated by their individual education programs in classrooms in our school and within our special education cooperative. In addition to our three resource rooms, we have a Life Skills classroom to meet the needs of students who are severely disabled. A full-time Speech Language Pathologist works with students who have needs in those areas. Our high ability students participate in a morning pull-out program for language arts. Classroom teachers differentiate instruction in other content areas, especially math, in which students demonstrate high ability. A full time licensed nurse divides her time

between the elementary and junior- senior high school students. She also is active in instructing students on health related matters. A full-time licensed school counselor is available to assist students, parents, and teachers with problems arising at home or at school. In addition to providing social/emotional, academic, and college and career support to staff and students, the counselor also teaches classroom guidance classes to focus on topics related to character development, peer relationships, and academic study skills. Small group as well as individual personal counseling takes place on an as needed basis. Clinton Prairie Elementary School is proud of the many fine programs, services, and facilities provided to our students, staff, and community.

Student Population and Demographics: Clinton Prairie Elementary School has a student population of **728** students in grades PreK - 6. A variety of characteristics contribute to the uniqueness of our student population. Clinton Prairie services students with varying economic backgrounds. Our Free and Reduced Rate holds steady at a range of 45% - 47% since the 2014-2015 school year. Enrollment also has increased at a steady rate. Since the 2014-2015 school year, our school has increased enrollment by almost 15%, or 85 students.

Ethnicity, Free/Reduced Lunch, and Gender:

Ethnicity: 2014-2015: 91% White, 0 % Black, 2% Multiracial, 7% Hispanic,
2015-2016: 92% White, 0% Black, 1% Multiracial, 7% Hispanic,
2016-2017: 92% White, 0% Black, 2% Multiracial, 7% Hispanic
2017-2018: 92% White, 0% Black, 2% Multiracial, 7% Hispanic

Overall Free/Reduced Lunch:

2014-2015: 45%
2015-2016: 46%
2016-2017: 44.2%
2017-2018: 46.2%

Staff: The 2017-18 staff of Clinton Prairie Elementary consist of thirty-four teaching staff members, three non-certified Title-1 aides, one school counselor, one nurse, sixteen instructional assistants, one SLP, one OT/PT, one secretary, one bookkeeper, three custodians, 12 general education bus drivers, 2 special education bus drivers, 7 Cafeteria Staff members, one assistant principal, and one administrator.

Highly Qualified Teachers in Content Areas: All teachers at Clinton Prairie Elementary meet NCLB guidelines for being “*highly qualified*”. Teachers are Highly Qualified through having a bachelor’s or master’s degree, a valid Indiana Elementary teaching license or Special Education license and one of the following: passed the Praxis II, passed the NTE, NBPTS certified. Documentation is on file in the district personnel office.

In conjunction with the district, Clinton Prairie strives to attract and retain highly qualified staff through a variety of ways including the following:

- Built-in Grade-level scheduled time to meet, plan, analyze, data, and confer.
- Teachers at Clinton Prairie Elementary are a cohesive group that supports each member. Teachers are an integral part of our climate and they have built a culture of support.

- Fundraisers and Title I funds provide opportunities to support early intervention and professional development for staff.
- New to Clinton Prairie, we have a full-time case worker where students can be referred to receive services.
- The Clinton Prairie School Corporation provides a competitive salary and benefit package.
- Clinton Prairie School Corporation offers teachers, paraprofessionals, and principals professional development in areas such as Everyday Math, Thinking Math, Daily 5, Café, Fountas and Pinnell Guided Reading, Positive Behavior Intervention, Bully Prevention, disaggregation and analysis of data, CANVAS, and many other educational resources.
- During the 2018-2019 School Year, we will work to become a CLASS School (Connecting Learning Assures Successful Students)

Teachers are included in Decision Making: Teachers are actively involved in the process of developing plan including the SIP, SWP, Title-I Plan, School Safety Plan, Positive-Behavior Support, PTO, and many other decisions are made with input of teachers and the school community in mind.

Curriculum & Educational Programs

The High Ability program called Achievement in Motion meets the unique needs of those academically gifted students in the fourth through sixth grades. The major focus of this program is English and Language Arts inquiry while implementing technology. Students in AIM meet for a block of time each day with a licensed teacher to experience an enriched language arts curriculum throughout the year. In addition to this program students in grades K-3 are given additional instruction and work to match their advanced levels, especially in math.

Our PTO plans and sponsors an enrichment program every other April. This after school program provides instruction to students in science, arts and crafts, technology, recreation, and many other areas. A large percent of our students participate in this program each time it is offered. The School Climate Committee meets as needed to plan special events and programs for our school. They plan and carry out the following programs: Red Ribbon Month, mock national elections, Veteran's Day observance, Grandparents' Day, Honor Roll recognitions, 100's Day program, and Read Across America programs.

The fourth grade classes participate in a Red Cross sponsored first aid and safety program called B.A.T. or Basic Aid Training. Local medical personnel teach a series of hands on lessons in each classroom.

Each year the fifth grade students participate in a program called LEAD or Legal Education to Arrest Delinquency. The purpose of this program is to teach children about the legal system and how the decisions they make will affect them now and in the future. The fifth grade students also participate in a six week mini-economy program to learn the basic concepts of financial management and economics.

The Clinton Prairie Elementary Student Council is made up of students in the fifth and sixth grades. Any student in these two grades may be a member of the council if they meet and maintain the required academic and behavior expectations. Among their service commitments are facilitating our annual food drive for local food pantries, serving as Bookworm Buddies to the kindergarten students, hosting our annual Veteran's Day program and reception for all attending veterans and their families, and supporting various charities and school-wide projects. These programs are offered in addition to the usually expected educational programs and work to enrich each student's educational experience and strengthen the personal assets of the students.

Clinton Prairie Elementary School provides opportunities for students to participate in various academic competitions sponsored by the Indiana Association of School Principals. Each year students in fourth, fifth and sixth grades may choose to try out for the Spell Bowl team. This team works from a prescribed list of seven hundred and fifty words until the district competition in November. The only source used for the pronunciations and definitions will be the Merriam-Webster Collegiate Dictionary. Teams compete in different divisions based upon school enrollment.

Each year students in the fourth, fifth and sixth grades are recommended by teachers for participation on the Math Bowl team. Recommendations are based on classroom grades, ISTEP+ scores, the ability to work on a team and the desire to participate on the team. The team is chosen in the fall of the school year. The competition is based on The National Council of Teachers of Mathematics publication Curriculum and Evaluation Standards for School Mathematics. This includes thirteen standards. The competition is held in March of each year. Teams compete in divisions based upon school enrollment. Each year students in the fourth, fifth and sixth grades are recommended by teachers for participation in the Science Bowl competition. The IASP Department of Student Programs, in partnership with Purdue University, has developed an online Science Bowl competition for elementary school students. Instead of traveling to a host site to compete, teams take an online test at their school or another internet ready site of their choosing. The science areas covered are The Nature of Science and Technology, Scientific Thinking, The Physical Setting, The Living Environment, The Mathematical World and Common Themes. The ninety minute on-line contest presents 30 questions to be answered by allowing thirty minutes for team questions related to an on-site, hands-on experiment and results. Thirty minutes of general team questions. The last thirty minutes are devoted to individual questions. The Science Bowl competition is held in January of each year.

Sixth grade students are offered the opportunity to participate in band. This allows students to be creative, imaginative and innovative. Students are given a chance to be a part of a group that works together for a common goal. This also allows students the ability to express themselves individually through music.

Instructional Strategies

A wide variety of instructional techniques are used to teach the academic standards. The primary grades try to utilize hands on learning activities to best meet the developmental needs of their students. To assist teachers in providing these activities, the media specialist makes available a wide variety of resources within a professional library. In addition, all classroom teachers, special area teachers, and professional support staff have Internet accessibility in their classrooms and offices. This allows for extensive researching of ideas and teaching techniques available through the World Wide Web. The administration is very supportive of sending teachers to educational workshops. Teachers have opportunities to share successful instructional techniques during grade level meetings, common planning times, and formally scheduled teacher and committee meetings. Students are also offered a STEM based curriculum through our STEM program. Our STEM program is taught by a licensed and certified teacher.

Exceptional Learners

Clinton Prairie Elementary High Ability Program

Clinton Prairie Elementary's high ability programming is structured to provide appropriately accelerated, enriched, and differentiated learning experiences that are aligned to our district's curriculum and state academic standards. Beginning with the kindergarten leveled classrooms and continuing through our third grade classrooms, high ability learners are serviced through differentiated instruction in self-contained rooms. Once students reach the fourth grade through sixth grade levels, a pull-out program for accelerated English language arts becomes an option, while those identified in math and other content subject areas of high ability continue to be challenged with programming within the self-contained classrooms.

The purpose of identification is to determine which students will benefit from the services provided within the high ability programming. The process consists of several steps for students in grades K-6:

1. CogAT testing of all students in all kindergarten classrooms
2. Selection of students for initial identification in high ability areas based on testing results and placing in the top 95th percentile on CogAT
3. CogAT testing of all students again in third grade in all classrooms
4. Selection of students for initial or continued identification in high ability areas based on testing results and placing in the top 95th percentile on CogAT

For specific placement into the A.I.M. (Achievement in Motion) program, which serves as our accelerated English language arts pull-out program, a secondary screening process is also considered prior to placement for those who may or may not have met the initial criteria and/or a pull-out placement is not considered the best option for achievement of high ability instruction.

1. Scores on norm referenced achievement tests through NWEA will be considered
2. Teacher recommendation through survey data aligned with SIGS assessments will be considered
3. Scores on SIGS assessments will be considered
4. Scores equal to or above 120 on the Test of Cognitive Skills or equivalent cognitive skills indicator test will be considered
5. Selection of students for placement into the A.I.M. pull-out classroom based on identification of qualitative data by students and teachers or quantitative data by placing in the top 93rd percentile of NWEA or a combination of both

Transfer Policy:

A new student to the school may, with his/her parents, petition the AIM Selection Committee for admittance to the program based on parent nomination and previous available testing results. The AIM Selection Committee is comprised of the elementary building administrator(s), G/T coordinator, AIM teacher, school counselor, and select identified staff members. The new student's scores must fall within the parameter of scores on the profile sheets of the students currently in the program when they were evaluated for admittance into the program.

Appeal Policy:

The appeal policy regarding any decisions made by the AIM Selection Committee may be initially directed to the building level administration. After reviewing the particulars of the case, the building level administrator(s) with the advisement of the committee will make a final decision. A written decision will be forwarded to the involved parties.

Exit Procedures:

To exit from the AIM program, the following procedure will be implemented:

1. Exit may be initiated through a written request submitted and signed by the student and his/her parent or guardian. This request may be submitted to a building administrator or AIM teacher.

2. Upon receiving an exit request, a building administrator, G/T coordinator or AIM teacher will schedule formal communication relative to the exit request which may potentially lead to a conference to be attended by the student, parent(s), AIM teacher, G/T coordinator, and building administrator(s).
3. If the AIM teacher initiates the exit procedure, notification and reasons will be submitted in written communication to the building administrator(s). Notification of the initiation of this procedure will be sent to the parent or guardian and a conference may be arranged with the same attendance as outlined in the bulleted point above. Students will be encouraged to complete the nine weeks grading period before leaving the program.

Technology as a Learning Tool

Clinton Prairie Elementary has greatly increased the use of technology in the classroom. Computers are becoming more a part of everyday teaching. Each teacher has a computer with Internet capabilities. Teachers use them in a variety of ways. Authorized special education staff members can access Individual Educational Plans through a secure website. Teachers also utilize the computer for daily lesson preparation, e-mail, communication between home and school in the form of class newsletters, Internet subject research, and recording and adding grades to the school software. Most classrooms are equipped with interactive whiteboards. In addition to computers, teachers use iPads, Chromebooks, document cameras, and in-classroom phones. The computer labs are used for state wide standardized testing. The Title 1 program uses iPads for testing and record keeping, and other select classrooms currently have access to iPads for educational instruction. Clinton Prairie Elementary maintains a web site and social media sites such as Twitter, which informs parents of important dates, school menu, and contact information. Students benefit from an instructional computer lab where skills are taught and utilized. Use of computers for word-processing and locating information off the Internet for research reports is another way students use technology. Students also use computers to take Reading Counts book quizzes and access the computer catalog to find level appropriate reading and reference materials. The entire building is equipped with security cameras, an alarm system and exterior door fobs to ensure staff and student safety.

Safe and Disciplined Learning Environment

The staff and students of Clinton Prairie Elementary feel very safe. Meeting state regulations, monthly the students practice fire drills, tornado drills, and drills for potentially dangerous situations in the school. During school hours all doors are locked. Any person visiting the school must enter through the front door where a camera monitors the entrance. Once the person is identified they must be buzzed in by a member of our staff. Visitors must then report directly to the office where they sign in and are given a badge to wear for the duration of their stay. Each adult chaperone must also pass a background check before being allowed to go on a field-trip or volunteer in a classroom. Families are notified for two-hour delays or school closings via SchoolReach. An emergency preparedness book and emergency classroom bag is posted in each classroom. A safe and disciplined environment is a priority at Clinton Prairie Elementary. Teachers work very hard within the classroom to create a disciplined learning environment. Teachers network a support system to offer strategies for dealing with challenging student behavior.

Parent Participation

At Clinton Prairie Elementary School parents are encouraged to actively participate in their children's education. Parents are often called upon to help supervise field trips and to help with educational events like Kindergarten Nursery Rhyme Olympics, the first grade Thanksgiving Feast, the fourth grade Pioneer Day and the fifth grade Business Day. Parent volunteers help with one on one instruction for students who might need additional help or reinforcement.

Clinton Prairie Elementary School has an active PTO that raises funds for special projects for the students' benefit. They provide financial support by giving each teacher a monetary gift to purchase supplies and resources for their classrooms twice a year. In addition, PTO also provides funding to supply bus transportation for field trips for classes throughout the year. Parents that are a part of the PTO generously support and encourage the staff by hosting various staff appreciation events throughout the year. These serve to build rapport and uplift the morale of the staff. Every two years, the PTO organizes and implements an Enrichment Program. This program offers a wide variety of special interest classes for students K-6th grade. It is held after school each Wednesday during April. The support of a strong and involved PTO enriches the student's educational experiences at Clinton Prairie Elementary School.

Communication with parents and caregivers is vital to a child's educational success. At Clinton Prairie Elementary School several methods of communication are routinely used depending on the needs and situation of the parents, teachers, and the student. Teachers frequently utilize voicemail and e-mail for communicating with parents. Parent informational meetings are held early in the year for kindergarten, first and second grade. Many teachers use weekly newsletters or parent notes to communicate what is happening in the classroom. Several teachers maintain classroom websites which include photos of student's activities. In addition, parent-teacher conferences are held every year for every student, occurring once in the fall semester, with follow-up meetings in the spring semester as needed. These conferences allow for face-to-face interaction between parents and teachers in order to address academic progress as well as any other concerns that the parties may have relative to the students.

Beginning with the second semester of the 2007 – 2008 school year parents are able to access student information, including grades, attendance, and discipline notes using the Internet. They must establish an account and password with the school in order to view this information. This allows parents to be kept informed and up-to-date on their child's performance at school. Additional information may be available in the future as additional features of the school administrative software are implemented by the school.

Early Childhood Transition

The Clinton Prairie School Corporation is now offering a preschool and developmental preschool. We currently serve over 20 four-year-old students in the preschool and 26 three and four year-old-students in the developmental preschool. We ensure that developmentally appropriate curriculum is being used through Zoophonics and Creative Curriculum programming.

Assessments Used in Addition to ISTEP+

- NWEA Testing in Grade K-6
- Everyday Math assessments
- DIBELS
- IXL Math and Language Arts - Grades 4-6
- Scholastic Reading Inventory (SRI) – Quarterly
- CogAT Testing in Kindergarten and Third Grade

Comprehensive Needs Assessment (CNA)

Clinton Prairie Elementary School Data

Student achievement data was analyzed during after school meetings, data meetings, and grade-level meetings and by the school-wide planning team through Comprehensive Needs Assessment. Data sources used in the CNA includes ISTEP+, IREAD, NWEA, and surveys (student, parent, and teacher). The data indicates if needs are being met, we continue to build on our strengths, and weaknesses have been identified as we work to make improvements.

SIP Planning Tool

School: Clinton Prairie Elementary		
June 2021 MEASURABLE OUTCOME: 97% Attendance Rate		
Objective	If Clinton Prairie Elementary communicates high expectations to staff, families and students, then students will be supported to achieve 97.0 plus attendance rate.	
Data-Based Rationale	In 2017-2018 school year, Clinton Prairie Elementary had an average attendance rate of 96.3	
Strategy	Active social/emotional network to provide social/emotional support to students and families.	
Activity	-Needs assessment for attendance comparing transfer students to district level students. -Discipline and referral Data -Special Needs population and attendance participation.	<input type="checkbox"/> Intervention Level <input type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input type="checkbox"/> District Level
Targeted Group	Students with 6 or more absences in a given semester.	

<i>May Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
SIP Data Team Analysis	SIP Team	Attendance rates for specific groups	Time to complete during end of year	Schedule a specific day to complete project.
<i>March Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Revise Action plan based on data	Leadership Team	Data to support continuation or change of goals	Time to complete study	Assign specific Leadership team member to complete task
<i>January Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Focus Group Data Analysis	SIP Team	-Transfer Students -Special Population Students	Time to secure data	Assign to specific SIP Team member
<i>October Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions

All parties have been identified	Entire Administrative team	Website Postings	Parents using School Website	Having students use school website for assignments
<i>August Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
High Expectations for all students	District Leadership	Posted information to all students and parents	Attendance at Back to School Night.	Posted on websites, emailed to all parents

School: Clinton Prairie Elementary	
June 2020 MEASURABLE OUTCOME: 70% Passing Rate for both E/LA and Math ISTEP Scores	
Objective	If Clinton Prairie Elementary demonstrates the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative data to differentiate instruction to improve student achievement on the ISTEP test.
Data-Based Rationale	In 2016-17 Clinton Prairie elementary averaged a 62.25% passing rate on ISTEP E/LA and a 64.25% passing rate on ISTEP Math scores.
Strategy	To provide multiple data points of instruction for teachers to use as benchmarks to drive instruction.

Activity	-Formative Assessment's -Curriculum Maps -Pacing Guides -Data Meetings -PD Focus	<input type="checkbox"/> Intervention Level <input type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input type="checkbox"/> District Level		
Targeted Group	All students K-6			
May Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
-Complete end of year testing and chart student results. -Curriculum Mapping completed.	STC, Teachers -All Staff members	-Completed data from all students. -Completed Mapping hard copy.	-Time -Time	-All teachers complete their classroom testing. -PD Time off to complete.
January Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
-Compile list of At-Risk students to remediate	-STC, Teachers	-List of confirmed students	-Time	-Job Share

<i>January Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
-Complete and Review Mid Year NWEA test scores. -Grade level Meetings to update mapping.	-STC, SIP Members, Teachers. -Team Leader	-Hard copies to all parties. -Team Meeting Notes.	-Time -Time	-Job Share with other SIP members
<i>October Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
-Review past and current ISTEP & NWEA scores to develop a “Watch List” -Curriculum mapping Day 1&2 has been completed. -Review data	-STC, SIP Committee, All classroom teachers. - Administration	-Hard copies to all parties. -Attendance and Printed material.	-Time. -Finding Subs,	-Job Share with other SIP members. -Coverage from within.
<i>August Action Steps</i>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions

-Previous years data given to all teachers -Set up curriculum mapping for all grade levels to start. -Discuss data meetings with all teachers.	-CTC, Administration -Supt.	-Hardcopies to all teachers. -Mapping scheduled.	-Data from new students, Transfer students. -Cost, Time	- Contacting previous schools. -Grant Money, coverage from own staff.
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School: Clinton Prairie Elementary			
June 2021 MEASURABLE OUTCOME: 95% of third grade students will pass the IREAD-3 Assessment			
Objective	If Clinton Prairie Elementary students in grade 3 can demonstrate mastery of the IREAD assessment, a solid foundation is in place for intermediate and middle/high school for future success.		
Data-Based Rationale	In 2017-2018, 96.8% of Clinton Prairie third grade students passed the IREAD-3 state assessment.		
Strategy	Use multiple data points and differentiation to meet the individual needs of students.		
Activity	<table border="1"> <tr> <td>Formative assessments, Curriculum maps, pacing guides, Data Meetings, Title-1 Targeted assistance</td> <td> <ul style="list-style-type: none"> X Intervention Level X Classroom Level X School Level District Level </td> </tr> </table>	Formative assessments, Curriculum maps, pacing guides, Data Meetings, Title-1 Targeted assistance	<ul style="list-style-type: none"> X Intervention Level X Classroom Level X School Level District Level
Formative assessments, Curriculum maps, pacing guides, Data Meetings, Title-1 Targeted assistance	<ul style="list-style-type: none"> X Intervention Level X Classroom Level X School Level District Level 		

Targeted Group	Third Grade Students			
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
August Action Step	Teachers & Principal	NWEA Baseline data	Students unable to take test Baseline data unavailable	Collaboration with tech director to make changes Students will need to retake assessment
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
September Action Step	Teachers and Principal	Hold Data Meetings to discuss small group differentiation through the use of the Learning Continuum report. Look at RIT scores to identify students scoring lower than 179 which correlates to a passing score of the IREAD-3 assessment	Time Rearranging classroom schedule and structure of reading block	Hire sub for data meetings Collaborate with grade-level teams to work out new schedule
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions

January Action Step	Teachers & Principal	Students participate in 2nd round of NWEA Look at correlating scores of passing the IREAD assessment	Not much time before the IREAD assessment will be given	Take the assessment as soon as the assessment window opens
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
February Action Step	Teachers & Principal	Hold data meetings to review NWEA Results	Lack of time before IREAD exam	NA
Choose an item. Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
March	3rd grade teachers and students	Take the IREAD-3 State Assessment	NA	NA