

**U.S. Department of Education**

**September 2003**

**2003-2004 No Child Left Behind---Blue Ribbon Schools Program**

**Cover Sheet**

Name of Principal Mr. W. Darrell Hansel

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jefferson-Craig Elementary School

(As it should appear in the official records)

School Mailing Address 1002 West Main St.

(If address is P.O. Box, also include street address)

Vevay

Indiana

47043-9193

City

State

Zip Code+4(9 digits total)

Tel. (812) 427-2170

Fax. (812) 427-3260

Website/URL. http://192.168.3.200/Schools/jeff-craig\_elementary\_school.htm

E-mail. dhansel@switzerland.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_(Principal's Signature)

Date \_\_\_\_\_

Name of Superintendent Mr. Tracy Caddell

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name. Switzerland County School District Tel. (812) 427-2611

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_(Superintendent's Signature)

Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. John S. Ranz

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_(School Board President's/Chairperson's Signature)

Date \_\_\_\_\_

## PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal even K-12 schools must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as “persistently dangerous” within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003–2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II – DEMOGRAPHIC DATA**

All data are the most recent year available.

### **DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       2   Elementary schools  
   1   Middle schools  
   0   Junior high schools  
   1   High schools  
   0   Other (Briefly explain)  
   4   TOTAL
2. District Per Pupil Expenditure:              \$ 7,982   
     Average State Per Pupil Expenditure:      \$ 8,676

### **School** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
      Suburban school with characteristics typical of an urban area  
      Suburban  
      Small city or town in a rural area  
      Rural
4.   3   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>		<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>Pre K</b>	5	1	6		<b>6</b>			
<b>K</b>	17	19	36		<b>7</b>			
<b>1</b>	20	19	39		<b>8</b>			
<b>2</b>	33	25	58		<b>9</b>			
<b>3</b>	27	25	52		<b>10</b>			
<b>4</b>	30	22	52		<b>11</b>			
<b>5</b>	27	32	59		<b>12</b>			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								<b>311</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>97.7</u> | % White                          |
| <u>2.0</u>  | % Multiracial                    |
| <u>0</u>    | % Black or African American      |
| <u>0</u>    | % Hispanic or Latino             |
| <u>0.3</u>  | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100</b>  | <b>% Total</b>                   |

7. Student turnover, or mobility rate, during the past year: 22 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred to the school after October 1 until the end of the year	36
<b>(2)</b>	Number of students who transferred from the school after October 1 until the end of the year.	32
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	68
<b>(4)</b>	Total number of students in the school as of October 1	311
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.218
<b>(6)</b>	Amount in row (5) multiplied by 100	21.8%

8. Limited English Proficient students in the school: 0%  
 Total Number Limited English Proficient: 0  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 43 %  
 Total Number Students Who Qualify 130

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %  
 Total Number of Students Served 53

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- |                                 |  |
|---------------------------------|--|
| <u>1</u> Autism                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness               | <u>0</u> Other Health Impaired                 |
| <u>5</u> Emotional Disabilities | <u>12</u> Specific Learning Disability         |
| <u>1</u> Hearing Impairment     | <u>27</u> Speech or Language Impairment        |
| <u>5</u> Mental Retardation     | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Multiple Disabilities  | <u>0</u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>15</u>	_____
Special resource teachers/specialists	<u>4</u>	<u>8</u>
Paraprofessionals	<u>11</u>	_____
Support staff	<u>5</u>	<u>1</u>
Total Number	<u>36</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 20 : 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rate and only high schools need to supply drop-off rates.)

	2002 - 2003	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999
Daily student attendance	97.7 %	95.0 %	95.4 %	95.4 %	96.1 %
Daily classroom teacher attendance	97.2 %	96.6 %	94.1 %	97.0 %	95.8 %
Classroom Teacher turnover rate	0 %	5 %	5 %	0 %	5 %
Student dropout rate	0 %	0 %	0 %	0 %	0 %
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

## **PART III-SUMMARY**

### **Jefferson-Craig Elementary, Vevay, Indiana—A School Where No Child Is Left Behind**

Jefferson-Craig Elementary, a rural school in Vevay, Indiana, is a supportive, child-centered learning community educating children in pre-kindergarten through fifth grade. A dedicated, qualified staff provides an educational program to suit the needs of every child. Our belief is that all children can achieve academic success if given the support, opportunities, and materials. Our mission is to enable students to become responsible, independent, educated citizens. We aim to accomplish our mission with the combined efforts of staff, family, and community. Ensuring that *No Child Is Left Behind*, a systemic school improvement plan was developed and implemented, with a focus of three main goals: (1) Students will be able to read with understanding, (2) Be able to write and speak well, and (3) Be able to use mathematics to solve problems and consider information.

Jefferson-Craig Elementary serves 311 students. Forty-two percent of our children are disadvantaged with a twenty-two percent mobility rate. Curriculum, aligned to state and national standards, instruction, after-school programs, and assessment provide support so that all children may succeed.

Curriculum is focused on our three school goals: reading, writing, and math. Instruction is data-driven based on the needs of the students and incorporates Robert Marzano's nine instructional strategies: Identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and cues, questions, and advance organizers.

A researched-based professional development plan correlated to the school improvement plan, supports teachers' needs as they monitor student progress. For the last three years, Jefferson Craig faculty members have been privileged to be a part of the Indiana Top Hat Consortium, which is supported by Mid-continent Research for Education and Learning (McRel) in Colorado. McRel has been invaluable in providing research and practical guidance in Robert Marzano's *Classroom Instruction That Works*, early literacy, and researched-based vocabulary in elementary schools. The Indiana Writing Initiative, designed after The National Writing Project, has provided valuable support in establishing training for writing centers for our students. Training for technology integration is an on-going process.

For the last six years, we have assessed academic success of our students. Scores on the State ISTEP+ test are among the highest in the state of Indiana. One of our strongest assets for student success is the correlation of the Title I program and the regular classroom. Assessment and communication occur on a daily basis.

Jefferson-Craig Elementary is proud of its accomplishments and shares it success. We welcome visitations from other schools. Teachers gave a presentation at the Indiana Small and Rural Schools Conference, Showcase of the Best in Indiana, recently. Our Title I teacher has been invited to do a distance learning program via the State network, Vision Athena, on ISTEP+ preparation. We must all work together to ensure that no child is left behind.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

Jefferson-Craig Elementary makes use of data from various kinds of assessments in order to understand and improve student and school performance. The Indiana State Educational Progress tests, known as ISTEP+, is mandated by state law to help determine each pupil's progress in the areas of language arts and mathematics. Each third grade pupil must participate in this testing process. All scores are reported, including children with IEP's and other academic restrictions.

For the last six years, we have assessed the academic success of our students. Scores on the State ISTEP+ test are among the highest in the state of Indiana and have ranged from 85 percent to 97 percent passing in language arts, while math results have ranged from 89 percent to 95 percent passing.

Due to standards testing that was implemented in 2002-2003, test comparison has been modified. It is difficult to compare the testing in previous years and the current testing program due to the fact that the test itself was different. Therefore, results will be reported for basically two different testing formats.

Our specific results for each year are as follows: In 1998, 97% of our pupils passed the ISTEP Language Arts portion of the testing. 92% passed the ISTEP Mathematics portion. These scores ranked us third in our state school league. In 1999 scores showed 88% of our pupils passing Language Arts and 95% passing Mathematics. Jefferson-Craig was compared to all school in 1999 and we ranked sixth. The 2000 scores indicated an 85% passing rate in Language Arts and 89% passing rate in Math. Our 2000 ranking was thirty-ninth in the state. In 2001 scores indicated an 89% passing rate in Language Arts and 95% passing rate in Mathematics. Our state ranking that year was thirtieth. Our standards based ISTEP+ began in 2002 and it showed a 93% passing rate in Language Arts and a 91% passing rate in Math. Our state ranking was tenth for 2002. Continuing with the standards testing, our results for 2003 were 92% with a passing score in Language Arts and 94% passing in Mathematics. No state ranking is available for 2003 at this juncture.

Another assessment offered in our school is the Indiana Reading Assessment for kindergarten, first and second grades. It is administered three times each year and gives invaluable diagnostic information to our primary teachers.

We are beginning the Standards Master Program this spring. This computer program will test pupils in the specific standards in grades 3-5 on a daily basis. Those areas are Language Arts and Mathematics. Future plans include the Plato Reading and Math program that is a standards based diagnostic computer learning tool.

The Jefferson-Craig staff makes a concerted effort to individually diagnose each pupil's skill areas. This could be from running records, pre-testing and post-testing, observation checklists, pupil journals, charts, calendars, pupil self-evaluations, and teacher conferencing. All of these assessment tools aid Jefferson-Craig teachers in immediately identifying areas and children needing improvement.

## **2. Use of Assessment Data**

We believe the primary use for assessment data is to improve teaching and student learning. Jefferson-Craig has meticulous ISTEP+ data analysis reports that disaggregate scores and trends from 1997. A gap analysis sheet is used for every sub group for the grade level and between grade level scores. The scores of sub-groups assist us in modification of instruction. The use of data is critical when working with our forty-two percent of disadvantaged children and our mobility rate of twenty-two percent.

Individual performance indicator graphs and item analysis data target ISTEP+ skills that are used to differentiate instruction of students in the classroom, Jumpstart (summer program), Title I, or after-school enhancement. Targeted areas are communicated to parents for additional support.

Jefferson-Craig Elementary works closely with the middle school and its assessment results. A reading and math gap analysis sheet was immediately prepared and used for diagnostic purposes between both schools when grade six results were available this fall. In addition, several analysis reports for each skill were prepared to analyze the potential learning gaps between grade three and six ISTEP+. We also use data for school corporation analysis for grades K-12. Last year the State recommended the teaching of algebra at grade nine. At a committee meeting, we looked at data to see where Jefferson-Craig Elementary should introduce algebraic thinking.

Tracking standards' mastery is an integral part of our school planning. The usage of a standards checklist to reinforce Jefferson-Craig lesson plans aids in aligning our instruction to provide standards mastery. Many informal assessments, including those from the textbooks, are integral in the assessment of standards' mastery. Jefferson-Craig teachers consistently provide communication between grade levels to insure that pupils are receiving the needed instruction to have success in the standards of future grades.

Jefferson-Craig uses assessment data to update the professional development plan. For example, last year we looked at trends of our writing scores. Even though most of our students were passing the writing section of the ISTEP+ exam, there were few students in the top level of mastery. In the summer of 2003, staff was trained in the Indiana Writing Initiative. Jefferson-Craig staff realizes that modification of instruction will continue with increased data analysis.

## **3. Communication of Student Performance**

Jefferson-Craig Elementary regularly communicates its students' performance, including assessment data, through the use of a variety of media.

Jefferson-Craig report cards are based on a nine-week system. Progress reports are sent home every four weeks. Some pupils may require daily or weekly progress reports. Jefferson-Craig pupils who have ISTEP+ difficulties can expect to have a learning contract that includes parents and teachers who work jointly to address weaknesses. Additionally, we also honor those students with outstanding progress with a Principal's Club activities program.

Jefferson-Craig sends home a handbook that explains expectations for the pupils. Parent conferences are held in the fall in conjunction with a standards' family night activity program

where parents can try an Indiana standards activity. Student reading and math standards' mastery checklists are shared with the parents.

Finally, Jefferson-Craig sends the assessment data from ISTEP+ directly to the homes. We encourage parents to set up a parent conference if there are any questions about the results. The principal prepares presentations for teacher's meetings, PTA meetings, administrative meetings, and school board meetings to share student achievement results on ISTEP+ testing and goals for the future. The community and regional newspapers publish assessment results.

Results are shared with community groups who provide resources for programs for improvement. Funds and personal participation from community organizations are invaluable to our pupils and certainly facilitate our pupil's success in the classroom.

#### **4. Sharing Success**

Jefferson-Craig Elementary is proud of its accomplishments and shares its success with other schools. The teachers are committed to work as leaders and collaborators in the professional community to improve programs and practices so that no child is left behind.

Our Title I teacher gave a presentation for the Indiana Small and Rural Schools Association, Showcase of the Best in Indiana, highlighting best practices for ISTEP+ preparation, recently.

Our Title I teacher has been invited to do a distance learning program via the State network, Vision Athena, on ISTEP+ preparation. A question/answer session will follow after the initial presentation.

In the event Jefferson-Craig Elementary wins this prestigious award, we will continue to share our success with other schools and educators. Important components in our action plan to implement this initiative would include:

- Update the information on our school website highlighting the Blue Ribbon Award with specific details to allow other schools to model our success. Possible examples will include informal assessment techniques, such as standards' mastery checklists and gap analysis forms; techniques for teaching researched-based vocabulary; and the use of good trade books for teaching the craft of writing.
- Work with colleges and universities in their teacher education programs on good educational practices.
- Invite other educators to visit our classrooms to see our programs in action.
- Continue to participate in distance learning opportunities.
- Present at local, regional, state, and national conferences, highlighting our programs, instructional techniques, intervention activities, and assessment strategies.

## **PART V – CURRICULUM AND INSTRUCTION**

In the past six years, Jefferson-Craig Elementary has revised the curriculum in language arts, math, science and social studies to implement a comprehensive approach to improving student learning. Jefferson-Craig staff joined forces with our “Top Hats” consultants to design our approach. Our consultant assisted us in reviewing our standards and benchmarks for clarity, coherence, and content; helped us translate our curriculum into grade-level standards and benchmarks; design developmentally appropriate, challenging, standards-based activities; and advised us on how we could collect, study, and effectively use assessment data.

Jefferson-Craig Elementary School’s curriculum is totally aligned to state and national standards. Each teacher has standards’ checklists that are rigorously adhered to and monitored by the building principal. This curriculum framework assures all staff that they are following the same guidelines.

Jefferson-Craig subject areas include English/Language Arts, Mathematics, Health and Science, and Social Studies. We accommodate our special needs pupils with a standards-based individualized program. Students also have classes scheduled in Art, Music, Physical Education, and technology. On numerous occasions, these lessons are aligned with classroom activities as well as state language arts and math standards.

Jefferson-Craig has a literacy curriculum framework that involves the skill areas of vocabulary development, systematic word analysis, reading comprehension, literary response and analysis, writing process, writing applications, spoken and written English, and listening skills. Vocabulary is researched-based and aligned to the standards. McRel developed two vocabulary lists; one is correlated with the standards and the other list is a basic cultural literacy list that every child should know by the time they are in the sixth grade in order to be literate. For our writing applications, The Indiana Writing Initiative, tailored after the National Writing Project, has provided teachers researched-based ways to teach writing with the use of children’s literature.

Language Arts is certainly an area that one could see many diverse activities in this school. Word walls, guided reading lessons, learning centers, ‘smart chart’ phonics, Shurley English, trade book lessons, sustained silent reading, teachers reading picture and trade books aloud, and writing embedded in instructional activities are typically part of this school and its push for literate pupils.

The Math Curriculum focuses on problem solving, measurement, computation, algebra and functions, geometry, number sense and computation. Jefferson-Craig pupils are presented with numerous hands-on experiences in math and science. Math manipulatives are frequently used at all grade levels. Classes are accommodating more advanced learners with “Math Superstars” or reviewing with daily problems that pupils can solve and not forget previously learned concepts. Our ISTEP+ success has undoubtedly been a direct result of the above emphasis in these areas.

Social Studies includes a wide range of study areas. These areas include state history, United States history, cultural areas, current events, communities, and family connections. Many project-based learning activities, guest speakers, and field trips such as the “Lewis and Clark” reenactment, make history something the students can experience.

Science focuses on earth, physical, and life sciences. Health programs consistently reiterate ways that pupils can live healthy lifestyles. Our Gifted/Talented program was conducted this summer

with grades four and five and continues during the school year with a science and problem solving emphasis. Jefferson-Craig continually expands its numerous extra-curricular activities that are offered during and after school.

Jefferson-Craig Elementary School has a part-time counselor and elementary attendance officer who are vital to our students as they monitor pupils carefully with home-visits and parent connections. Our poverty rate does signify numerous troubled home situations making it essential to have a vehicle to monitor our pupil's welfare and attendance. The Jefferson-Craig Title I program is essentially designed to supplement the classroom teachers' lessons so that this intervention will make pupils successful at grade level as quickly as possible.

According to our data analysis, the curriculum is revised and reviewed each year. We are continually striving to meet the needs of each individual child. The school must monitor carefully what research-based practices are working. Then, modifications to the curriculum and instruction are made accordingly.

## **2. Reading**

Our reading curriculum creates a unique learning environment, providing for the many variables in learning to read. Our philosophy at Jefferson-Craig is that no *single* program design could cover the needs of all children in reading instruction. Therefore, we are consistently evaluating our reading curriculum with innovative research based ideas.

The district's reading curriculum was chosen after intensive scrutiny from teachers, parents, and other interested community members. Scott Foresman reading curriculum was chosen for grades K-2. The phonics instruction is systematic and stories cover a wide range of subjects including language, spelling, social studies, science, and a correlating writing prompt.

Houghton-Mifflin is our adopted series for grades 3-5. This series provides oral language direction, decoding skills, vocabulary development, strategic reading concepts, prior knowledge, independent reading of trade books, writing prompts that connect with story content, and home connection ideas. McRel's researched-based vocabulary lists are integrated with the instruction. Accelerated Reader is used in grades 2-5 to motivate more extensive reading beyond the basal series. Also, the "100 minutes" reading program has been implemented in grades three and four as a way of getting students to read 100 minutes each week at home.

The Indiana Writing Initiative, modeled after the National Writing Project, has provided teachers researched-based ways to teach writing with the use of excellent children's literature. Good books serve as examples for children to develop voice, put tension in their writing, establish good characters, develop time and provide a sense of place. Most staff members took the summer intensive training to use Indiana Writing Initiative techniques to enhance their writing programs. This was instrumental in the improvement that was analyzed in our 2003-2004 ISTEP+ writing results.

Our school has conducted jump-start programs in the summer and enhancement classes for one hour after school. Many of these programs from K-4 have included "Readers Are Leaders" Guided Reading Club, ISTEP+ reading and writing preparation, Art and Reading connected activities, and other classes too numerous to mention. Also included are drama and Spanish programs, which are contingent upon funding. Data analysis is the key to success of our reading program. One of the buildings greatest strengths is that teachers monitor for continuous progress.

Teachers use running records, checklists aligned to Indiana Academic Standards, student self evaluations, teacher conferencing with pupils for reading comprehension of trade books, systematic writing development and pupil journals. We are also very fortunate to have a former Reading Recovery instructor who is consulted in our efforts to accurately monitor pupil progress.

## **2. Math**

Jefferson-Craig uses Silver Burdett Ginn math curriculum in grades K-5. The Silver Burdett Ginn series provides direct instruction and is supplemented by usage of manipulatives, cooperative learning groups, diagnostic skill testing, primary calendar corners, and daily review problems that stress problem solving.

Accelerated Math has been implemented in grades four and five. Pupils work at their own pace and teachers can monitor skill levels very precisely with the record keeping that accompanies this program.

Jefferson-Craig is continually striving to improve problem solving and computational skill areas. Higher level thinking skills are imperative for success on ISTEP+ and future academic endeavors. We attempt to diversify the curriculum to meet the needs of each pupil. We review concepts continually while introducing new ideas too. These concepts are reviewed not only in the classroom but also in computer lab software programs and after school enhancement. Our jumpstart programs in the summer offer *all* students an opportunity to review weak math areas and strengthen their skills before a new school year begins.

## **3. Instructional Methods**

Jefferson-Craig Elementary School adheres to the researched-based nine instructional strategies of Robert Marzano. These include: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions with advance organizers. These strategies are incorporated into all areas of the curriculum.

We also have an extensive professional library that we can utilize for new ideas. Jefferson-Craig has scheduled common planning time, which facilitates communication between grade level staff members. Instructional methods are planned and implemented with this scheduling.

Learning contracts are devised for the ISTEP+ pupil who is not successful in the testing situation. This is an important connection between the parent and child for responsibility in learning skill deficiencies. Jefferson-Craig Elementary teachers make an intense effort to identify the differing learning modalities that match successful pupil learning.

It is important that Jefferson-Craig has a plethora of guest speakers disseminate invaluable information to our students. This is essential particularly in a community with a high poverty rate and children with limited experiential backgrounds.

## **4. Professional Development**

Jefferson-Craig Elementary has a professional development plan that correlates with the school improvement plan. The goal of our professional development plan is to improve student achievement in reading, writing, and problem solving. Data analysis and research provide an overall view of student learning needs.

Jefferson-Craig has been fortunate to be a member of the Top Hat Consortium since the summer of 2000. This is a representative group of seven school corporations from the state of Indiana who meet in Indianapolis six times a year and collaborate on numerous instructional ideas to support our school improvement plans. Representatives meet with the Mid-continent Research for Education and Learning staff who continually inform schools on “best” practice/strategies. This information is disseminated to the staff through job-embedded workshop training at the school level.

The Top Hat consortium has been invaluable in providing our building with ideas that follow Marzano’s nine instructional strategies. Study groups have intensively dealt with the relationship of these strategies and successful teaching in the classroom. Alignment of curriculum, unpacking benchmarks, and the teaching of vocabulary are other important topics studied.

The Indiana Writing Initiative taught teachers how to teach the craft of writing using good children’s literature. The Shurley Language Method training facilitates the teaching of grammar and the process of writing. The writing rubric workshops were coordinated to the rubric used on the State ISTEP+ Writing Exam. Teachers across the curriculum learned to use this rubric to provide a consistent way of determining improvement in writing.

Technology training is used to integrate technology into the curriculum on an ongoing basis. Grade level meetings are an integral part of our professional development plan. Teachers analyze work to determine progress toward standard mastery and target weaknesses so that they can modify instruction.

Faculty is also encouraged to attend workshops outside the corporation or visit other schools for insight into best practices. Sharing information from these workshops among the four schools is also a common practice. Coaching, study groups, and collaboration are other techniques used. The professional development plan is evaluated at the end of each school year to ensure that we will continue to meet student and faculty needs.

## PART VII – ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Grade: 3 Test: Indiana Statewide Testing for Educational Progress (ISTEP+)

Edition/publication year: Same year as administration Publisher: CTB/McGraw-Hill

Number of students in the grade in which the test was administered: 50

Number of students who took the test: 50

What groups were excluded from testing? Why and how were they assessed? No groups were excluded from testing.

Number excluded: 0

Percent excluded: 0%

ISTEP+ stands for Indiana Statewide Testing for Educational Progress-Plus. ISTEP+ is Indiana's statewide assessment administered to students at Grades 3, 6, 8, and 10. At the Grade 10 level, ISTEP+ includes the High School Graduation Qualifying Exam.

ISTEP+ measures student achievement in English/language arts and mathematics. Grade 3 ISTEP+ assesses Indiana Proficiency Content Standards, testing students on the skills that they have built in Kindergarten through Grade 2.

The test was written to reflect the Indiana Proficiency Content Standards in English/language arts and mathematics in order to ensure a match between what is taught and what is tested.

The student population of Jefferson–Craig is overwhelmingly white. We have a 40% (20 pupils) free/reduced lunch statistic for grade three. Due to a cell size of ten for the other groups, our classes do not qualify for any analysis beyond free/reduced lunch.

Our 2000–2001 testing year indicated 1 pupil who was undetermined in scoring. That was due to the onset of severe seizures during the testing process.

Jefferson–Craig ranks well above the state averages when analyzing the following chart:

School Year	Language Arts Indiana State Average	Language Arts Jeff-Craig Average	Percentage Difference
1999	69%	88%	+19%
2000	65%	85%	+20%
2001	67%	89%	+22%
2002	73%	93%	+20%
2003	75%	92%	+17%

School Year	Mathematics Indiana State Average	Mathematics Jeff-Craig Average	Percentage Difference
1999	73%	95%	+22%
2000	71%	89%	+18%
2001	71%	95%	+24%
2002	67%	91%	+24%
2003	72%	94%	+22%

The true picture of these scores appear to be stability. There are no extremes from year to year. Jefferson-Craig attempts to maintain their status as a consistently high scoring school.

#### Percentage of Students Passing English/Language Arts

Year	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>School Scores</b>					
% At or above standard (proficient)	92%	93%	89%	85%	88%
% Pass Plus	32%	14%	N/A	N/A	N/A
Number of students tested	50	43	55	47	43
Percent of total students tested	100	100	100	98	100
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>Free/reduced lunch</b>					
% At or above standard (proficient)	80%	92%	N/A	N/A	N/A
% Pass Plus	20%	15%	N/A	N/A	N/A
Number of students tested	20	13	N/A	N/A	N/A
Percent of total students tested	100	100	N/A	N/A	N/A
Number of students excluded	0	0	N/A	N/A	N/A
Percent of students excluded	0	0	N/A	N/A	N/A
<b>STATE SCORES</b>					
% At or above standard (proficient)	75%	73%	67%	65%	69%
% Pass Plus	13%	10%	N/A	N/A	N/A

**Percentage of Students Passing Mathematics**

<b>Year</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
<b>School Scores</b>					
% At or above standard (proficient)	94%	91%	95%	89%	95%
% Pass Plus	48%	14%	N/A	N/A	N/A
Number of students tested	50	43	55	47	43
Percent of total students tested	100	100	100	98	100
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>Free/reduced lunch</b>					
% At or above standard (proficient)	85%	85%	N/A	N/A	N/A
% Pass Plus	30%	0%	N/A	N/A	N/A
Number of students tested	20	13	N/A	N/A	N/A
Percent of total students tested	100	100	N/A	N/A	N/A
Number of students excluded	0	0	N/A	N/A	N/A
Percent of students excluded	0	0	N/A	N/A	N/A
<b>STATE SCORES</b>					
% At or above standard (proficient)	72%	67%	71%	71%	73%
% Pass Plus	13%	9%	N/A	N/A	N/A