

# **SCOTT COUNTY SCHOOL DISTRICT 2**

## **Vienna-Finley Elementary School**

### **School Improvement Plan**

**2015-2018**

#### *School Information*

**School Name:** Vienna-Finley Elementary School

**Address:** 445 North Ivan Rogers Drive  
Scottsburg, Indiana 47170

**Phone:** 812-752-8925

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**School DOE Number:** # 7653

**Corporation DOE Number:** # 7255

**Principal:** Tiffany Barrett

**Superintendent:** Dr. Marc Slaton

**School Board President:** Jason Kendall

## Table of Contents

		Page
	<b>Introduction and Background</b>	
<b>Component 1:</b>	<b>Comprehensive Needs Assessment</b>	<b>3</b>
<b>Component 2:</b>	<b>Implementation of Schoolwide Reform Strategies</b>	<b>20</b>
<b>Component 3:</b>	<b>Instruction by Highly Qualified Teachers</b>	<b>25</b>
<b>Component 4:</b>	<b>Professional Development</b>	<b>27</b>
<b>Component 5:</b>	<b>Highly Qualified Teachers to High Needs Schools</b>	<b>27</b>
<b>Component 6:</b>	<b>Parental Involvement</b>	<b>32</b>
<b>Component 7:</b>	<b>Preschool Transition</b>	<b>34</b>
<b>Component 8:</b>	<b>Teacher Decision-Making Using Academic Assessment Results</b>	<b>34</b>
<b>Component 9:</b>	<b>Effective, Timely Additional Assistance</b>	<b>34</b>

## INTRODUCTION AND BACKGROUND

### **Scott County School District 2 and Vienna-Finley Elementary School Mission Statement**

Believing that all students can learn through a unified community effort, Scott County School District 2 provides a positive, caring atmosphere that promotes the opportunity for all students to achieve their academic, social, emotional, and physical needs.

### **Vienna-Finley Elementary School Vision Statement**

Excite, Empower, Engage, Explore and Educate!

Vienna-Finley Elementary School prides itself on focusing on our students and their needs. Through excitement, empowering students to succeed, engaging in highly rigorous academic activities, and allowing students to explore their world, students at Vienna-Finley are educated to their peak of performance.

### **School Community**

Vienna-Finley Elementary School is located on 4.05 acres of ground 2 ½ miles south of Scottsburg and one block north of Highway 356, in the small town of Vienna. Vienna Elementary originally opened in 1918. In 1956 a small cafeteria was added. In 1960 two rooms to the south of the cafeteria were added and two more rooms to the north were added in 1969. Major remodeling and additions were started in 1984. In 1985 Finley Elementary was closed and merged with Vienna to form Vienna-Finley Elementary. In 2015, two additional classrooms were added to the East end of Vienna-Finley. The campus now contains 19 classrooms, a music room, library, speech/Occupational Therapy/Physical Therapy room, multipurpose room, kitchen, and an office area, that includes principal's office, teacher workroom, conference room, school social worker's office, and nurse's office along with a storage facility. Due to high enrollment, our Art class is administered within the general education classrooms.

In 1992, the elementary program changed from K-6 to K-5. The sixth grades in Scott County District 2 were merged with the seventh and eighth grades to form a middle school.

The students at Vienna-Finley Elementary are mostly from rural, middle income socioeconomic backgrounds. 46.7% (167 of 357) of the students qualify for free and reduced lunch under the federal guidelines. Vienna-Finley Elementary qualified for the Title 1 program during the 2010-2011 school year. Currently (2017/2018), SCSD2 is Title 1 district wide. 4 highly-qualified paraprofessionals and one Title One Coordinator

provide remediation to the Tier 2 students in grades K-5.

VFES has one full time special education teacher and three special education paraprofessionals. Students receiving special education services may receive support in the general education setting through inclusion, our special education resource room, or both, depending on their individualized IEP.

Incorporating technology is of ongoing importance to the staff of VFES. Each student has a device to work on in the classroom and teachers have a MacBook and iPad. Each classroom has a digital projector, and a document camera. The Title I classroom does not have these items, but has access to them if needed and has several MacBooks. Vienna-Finley Elementary is a wireless building. SCSD2 is a transformational leader in 21st century learning. We are migrating from text-driven instruction to digitally-enhanced instruction and preparing our students to be productive, 21st century digital citizens. To this end, SCSD2 supplies students with a variety of digital learning opportunities during their K-12 years

SCSD2 is pursuing a "blended learning" program. We intend to capitalize on digital opportunities while still providing the face-to-face relational support among students, teachers, and parents. We believe in the magic spark that can ignite when students and teachers discuss, explore, and create together. We are not a virtual school district. We want students to join us, in person, every day!

Our technology initiative is guided by five principal outcomes. Students will have increased access to technology for the purposes of

- increasing engagement,
- increasing individual learning opportunities,
- increasing 21st century skill development,
- decreasing the digital divide in the community, and
- increasing achievement

Vienna-Finley Elementary School students have the opportunity to participate in many extracurricular activities. Fourth and fifth grade students may participate in the Just Say No Club, Math Bowl, Archery, Tech Warriors, Student Council, Kiwanis K-Kids, a new Knitting Club and Spell Bowl. Basketball and cheerleading are available to students in all grades, as well as volleyball, track, and cross country are also offered. All students have the opportunity to participate in our unique in-house mail system, Wee-Mail, which promotes student writing skills. Students in grades K-5 may also participate in Lego

League.

A top priority of Vienna-Finley Elementary School staff is to help our students become well rounded people. We want each student to obtain academic success but also to obtain excellent social and emotional skills. Vienna-Finley Elementary School has a school social worker five days a week that provides counseling and guidance services. Our school social worker is a Licensed Clinical Social Worker in the state of Indiana. She has 18 years of experience working with children and families in our community. She also holds a Student Services license in the state of Indiana. Our school was awarded the Gold Star Counseling award in 2014 and has continued to qualify for this honor each year since. Schools that have obtained the Indiana Gold Star status have demonstrated that they have a comprehensive and accountable school counseling and guidance program, aligned to Indiana School Counselor Association state standards as well as National standards. Vienna-Finley Elementary School's comprehensive counseling and guidance program includes: individual counseling, group counseling, crisis counseling, monthly classroom guidance lessons, college and career awareness activities, drug prevention activities, anti-bullying messages, community resource referrals, and attending community meetings.

The outstanding staff is a primary reason for Vienna-Finley Elementary School's continued success. An excellent work ethic, a high level of school pride, and a true love of children make our staff second to none. We have created a family atmosphere where everyone is valued and is a stakeholder in the success of his or her school. The staff is very proud of its past accomplishments and is excited about the school's future.

## **COMPONENT 1**

### **Comprehensive Needs Assessment**

#### **How was the needs assessment conducted?**

Our School Improvement Team looked at data from the following focus areas. This team was comprised of a representative from each grade level, special needs, principal and parents. Student achievement data was collected from STAR Reading, STAR Math, STAR Early Literacy, mClass, and ISTEP+ scores, as well as surveys.

#### **What were the results of the data collection?**

The School Improvement Team identified the following as strengths. Improvement in ISTEP+ scores at all grade levels, implementation of a school wide RTI program, large participation in all three surveys, very positive attitude toward Vienna-Finley Elementary. Weaknesses included a need to improve communication between school and parents

concerning Title One program and other additional services offered by the school. The team was surprised to learn that not all teachers were sharing their testing data. Also, some students felt that they were not in a safe environment while at school.

### **What conclusions were made?**

Based on our data analysis, we will focus on the following goals in 2017-2018 and continue as needed through the 2018-2019 school year. We found that there is a definite need to improve teacher use of data to develop and modify the classroom curriculum and instruction. Increasing parental understanding of the Title One program and other supplemental programs offered by and through the school.

### **School Improvement Team**

The School Improvement Team consists of an administrator, teachers, a parent, and a community member who were asked to serve by the principal. A paraprofessional serves on the team while their children attend Vienna-Finley Elementary School. The members communicate with other staff members on findings and progress throughout the process of writing the school improvement plan.

<b>Team Member</b>	<b>Position</b>	<b>Role</b>	<b>Years on the Team</b>
Tiffany Barrett	Principal	Leader	3 years
Brittany Banister	5 <sup>th</sup> Grade Teacher	Member	10 years
Lori Smith	4 <sup>th</sup> Grade Teacher	Member	10 years
Julia Lucas	3 <sup>rd</sup> Grade Teacher	Member	10 years
Cheryl Miller	4 <sup>th</sup> Grade Teacher	Member	7 years
Phyllis Carr	1 <sup>st</sup> Grade Teacher	Member	7 years
Katie Sawin	Special Education Teacher	Member	4 years
Patty Clancy	5 <sup>th</sup> Grade Teacher	Member	1 year
Amy Ault	2 <sup>nd</sup> Grade Teacher	Member	1 year
Holly Asdell	School Social Worker	Member	7 years
Tammy Staser	Title I Coordinator	Member	6 years
Holly Asdell	Parent	Member	7 years
Brittany Banister	Parent	Member	4 years
Al Riggle	Community Member	Member	3 years

<b>BASIC INFORMATION</b> Our school is: Title I Schoolwide							
	2008-09 Spring	2009/10 Spring	2010-11 Spring	2011-12 Spring	2014-15 Spring	2015-16 Spring	2016-17 Spring
	%	%	%	%	%	%	%
Attendance	96.39	96.34	96.5	96.8	97.2	96.69	96.6
Expulsion rate					0	0	0
Retention rate					3	6	6
Suspension rate					1	7	7
Teachers working out of field					0	0	0
Paraprofessionals in Title I-funded programs and/or schools designated as school wide with less than two years training and/or an education degree					4	4	4
<b>Ethnicity</b>	<b>289</b>	<b>302</b>	<b>331</b>	<b>344</b>	339	339	339
White	282	295	322	329	324	325	326
Black, not Latino					0	0	0
Hispanic	1	1	4	7	7	7	7
American Indian	2	3			0	0	0
Asian/Pacific Islander		1	3	2	2	1	1
Multi-Racial	4	2	2	6	6	5	5

**Enrollment Data**

	2008-09 SY	2009-10 SY	2010-11 SY	2011-12 SY	2012-13 SY	2015-16 SY	2016- 2017 SY
Grade levels in school (e.g., K-5)	K-5	K-5	K-5	K-5	K-5	K-5	K-5
School population (total number)	289	302	321	344	340	324	341
Kindergarten	50	49	51	75	69	61	55
Grade 1	50	60	44	52	60	49	63
Grade 2	42	53	62	56	45	55	51
Grade 3	47	46	55	59	58	57	60
Grade 4	48	50	57	55	58	53	56
Grade 5	52	44	52	47	50	49	56

**Educator Data**

	09- 10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Total full time classroom teachers	17	16	15	15	16	16	17	18
Total itinerant teachers	2	2	1	2	2	2	2	2
Total highly qualified teachers	17	16	15	15	16	16	17	17
Average years teaching	17.7	17.8	11.8	12.7	13	10.8	12.5	11.8
# Teachers new to building	0	2	1	1	1	1	1	2
# First-year teachers	0	0	1	1	1	0	0	1
% With B.S. or B.A. degree	100	100	100	100	100	100	100	100
% With M.A. and above	58.8	62.5	46	66.6	62.5	68.7	64.7	66.7
# With emergency or provisional certificates	0	0	0	0	0	0	0	1
# Teachers working out of field*	0	0	0	0	0	0	0	0



% White teachers	100	100	100	100	100	100	100	100
% Male teachers	5.9	6.3	6.6	6.6	6.3	6.3	5.8	0
% Female teachers	94.1	93.8	93.4	93.4	93.3	93.7	94.1	100
# Total paraprofessionals	7	9	9	8.5	9	9	10	11
# Classroom instructional paraprofessionals	4	6	5	6.5	7	3	4	4
# Total underqualified** paraprofessionals	3	3	3	2	3	2	1	1
# Total School Social Workers/Counselors	0.5	0.5	0.5	0.5	0.75	0.75	0.75	.80
# Total librarians	1	1	1	0.5	0.5	0.5	0.5	.5
# Total other staff	9.5	9.5	9.5	9.5	9.5	9.5	9.5	9.5

\*“Out of field” means that a teacher is teaching a class for which he or she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

\*\*“Underqualified” means that the paraprofessional has less than two years of training or an education degree

### Vienna-Finley Elementary School Spring ISTEP+ Results

	3rd Grade E/LA	4th Grade E/LA	5th Grade E/LA
2016	73.7%	84.3%	58.3%
2015	75.5%	62.7%	65.2%
2014	80.9%	93.9	81.8%
2013	93.1%	92.9%	73%
2012	86.0%	75.5%	76.1%
2011	79.6%	86.3%	76.1%
2010	86.5%	82.2%	70.7%

	<b>3rd Grade Math</b>	<b>4th Grade Math</b>	<b>5th Grade Math</b>
2016	77.2%	71.2%	52.1%
2015	79.2%	58.8%	65.2%
2014	91.5%	87.8%	89.1%
2013	84.4%	80.7%	86.5%
2012	75.0%	73.6%	89.1%
2011	76.4%	94.1%	93.5%
2010	76.9%	88.9%	80.5%

	<b>3rd Grade BOTH</b>	<b>4th Grade BOTH</b>	<b>5th Grade BOTH</b>
2016	64.9%	68.6%	47.9%
2015	64.2%	51.0%	52.2%
2014	80.9%	85.7%	80.0%
2013	81%	77.1%	67.3%
2012	71.9%	64.2%	76.1%
2011	70.4%	84.3%	76.1%
2010	73.1%	75.6%	68.3%

	<b>Whole School BOTH</b>	<b>Whole School BOTH</b>	<b>Whole School BOTH</b>
2016	60.9%	60.9%	60.9%
2015	68%	68%	56%
2014	85.4%	89.4%	82.1%
2013	81%	77.1%	67.3%
2012	71.9%	64.2%	76.1%

2011	70.4%	84.3%	76.1%
2010	73.1%	75.6%	68.3%

Semester 1 ReportGrade K2016-2017

## Class Enrollment/Demographics:

Total #K 61, # All VFES 320, # currently expelled 0, # transfers K in (1) and out (5)

Fall P/T Data: Cohort# 61/60 total (1 no show and no available contact) 98.4%

## VFES Grades Semester One:

0-# of total U's for all VFES Kindergarten

0-# of students with multiple U's

## Grades:

(# O, S, I, N, U)

- Math 53, 9, 0, 1, 0

- Reading 49, 9, 0, 4, 0

## Team Kindergarten Goals:

93% students on track for Grade 1 Promotion

87% of students passing Reading DIBELS/TRC (53/61)

75% of students passing Math TRC (46/61)

100% of students passing ESGI

0% of students utilizing MindPlay

Attendance Rate for Team Kindergarten During Semester 1: 95%

Team Kindergarten Discipline	Semester 1	Semester 2	Year Total	14-15 comparison
Action				
Classroom Behavior Management	8			
Office Referrals	13			
Detentions	2			
ISS	0			

OSS	0			
Expulsions	0			
Bus Discipline	0			
Totals	23			

Semester 1 ReportGrade 12015-2016

Class Enrollment/Demographics:

Total #1st 49, # All VFES 320, # currently expelled 0, # transfers in (1) and out (2)

Fall P/T Data: Cohort# 48/49 total 98%

VFES Grades Semester One:

7 # of total F's for all VFES 1st Grade

3 # of students with multiple F's

Grades:

-3 Math

-0 Language Arts

-2 Reading

-2 Spelling/Phonics

Team Grade 1 Goals:

96% students on track for Grade 2 Promotion

86% of students passing mClas

86% of students passing DIBELS

0% of students utilizing MindPlay

Attendance Rate for Team Grade 1 During Semester 1: 95.4%

Team Grade 1 Discipline	Semester 1	Semester 2	Year Total	14-15 comparison
Action				
Classroom Behavior Management	24			
Office Referrals	72			
Detentions	3			
ISS	0			
OSS	0			
Expulsions	0			
Bus Discipline	0			

<b>Totals</b>	99			
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Semester 1 ReportGrade 22015-2016

Class Enrollment/Demographics: Total # 2nd 53, # All VFES 320, # currently expelled 0, # transfers in (1) and out (0)

Fall P/T Data: Cohort# 53/53 (2 were phone conferences)

VFES Grades Semester One:

6- total F's for all VFES 2nd Grade

1- students with multiple F's

Grades:

1- Math

2- Language Arts

1- Reading

2- Spelling/Phonics

Team Grade 2 Goals:

96% students on track for Grade 3 Promotion

94% of students passing mClass

96% of students passing DIBELS

6% of students utilizing MindPlay

75.7% STAR Reading at or above 50th percentile scaled score

60% (32/53) STAR Math at or above 50th percentile scaled score

Attendance Rate for Team Grade 2 During Semester 1: 97.33%

<b>Team Grade 2 Discipline</b>				
<b>Action</b>	Semester 1	Semester 2	Year Total	14-15 comparison
<b>Classroom Behavior Management</b>	86			
<b>Office Referrals</b>	129			
<b>Detentions</b>	8			
<b>ISS</b>	4			
<b>OSS</b>	4			

<b>Expulsions</b>	0			
<b>Bus Discipline</b>	1			
<b>Totals</b>	232			

Semester 1 ReportGrade 32015-2016

Class Enrollment/Demographics: (Total # 3rd 57, # All VFES 320, # currently expelled 0, # transfers in (1) and out (1))

Fall P/T Data: 95%

VFES Grades Semester One:

3# of total F's for all VFES 3rd Grade

1# of students with multiple F's

Grades:

2 Science

- Reading

1 Math

- Language Arts

Team Grade 3 Goals:

98% students on track for Grade 4 Promotion

2% of students passing Study Island Language Arts Window One

2% of students passing Study Island Math Window One

77% STAR Reading at or above 50 percentile scaled score

89% (51/57) STAR Math at or above 50 percentile scaled score

Attendance Rate for Team Grade 3 During Semester 1: 96.9%

<b>Team Grade 3 Discipline</b>				
<b>Action</b>	Semester 1	Semester 2	Year Total	14-15 comparison
<b>Classroom Behavior Management</b>	56			
<b>Office Referrals</b>	205			
<b>Detentions</b>	7			
<b>ISS</b>	7			

<b>OSS</b>	2			
<b>Expulsions</b>	0			
<b>Bus Discipline</b>	4			
<b>Totals</b>	281			

Semester 1 ReportGrade 42015-2016

Class Enrollment/Demographics: (Total #4th 52, # All VFES 320, # currently expelled 0, # transfers in (5) and out (1))

Fall P/T Data: 100%

VFES Grades Semester One:  
 0# of total F's for all VFES 4th Grade  
 0# of students with multiple F's

Grades:  
 0 Science  
 0 Social Studies  
 0 Math  
 0 Language Arts  
 0 Reading

Team Grade 4 Goals:

100% students on track for Grade 5 Promotion  
 69.8 % students who passed ELA ISTEP+ prior year  
 79.3 % students who passed Math ISTEP+ prior year  
 52.8 % of students who passed both ISTEP+ prior year  
 4% of students passing Study Island Language Arts Window One  
 0% of students passing Study Island Math Window One  
 67% STAR Reading Data at or above 50th percentile scaled score  
 88% STAR Math Data at or above 50th percentile scaled score

Attendance Rate for Team Grade 4 During Semester 1: 97%

<b>Team Grade 4 Discipline</b>				
<b>Action</b>	Semester 1	Semester 2	Year Total	14-15 comparison
<b>Classroom Behavior Management</b>	25			
<b>Office Referrals</b>	19			
<b>Detentions</b>	3			

ISS	0			
OSS	0			
Expulsions	0			
Bus Discipline	0			
Totals	47			

**Semester 1 Report****Grade 5****2015-2016**

Class Enrollment/Demographics: (Total #5th 48, #All VFES 320, # currently expelled 0, # transfers in and out (1))

Fall P/T Data: 94%

## VFES Grades Semester One:

14# of total F's for all VFES 5th Grade

4# of students with multiple F's

## Grades:

6 Science

2 Social Studies

3 Math

- Language Arts

3 Reading

## Team Grade 5 Goals:

96 % students on track for Grade 6 Promotion

61.4 % students who passed ELA ISTEP+ prior year (27/44)

56.8 % students who passed Math ISTEP+ prior year (25/44)

50 % of students who passed both ISTEP+ prior year (22/44)

17% of students passing Study Island Language Arts Window One

0% of students passing Study Island Math Window One

46% STAR Reading at or above 50th percentile scaled score

65% STAR Math Data at or above 50th percentile scaled score

Attendance Rate for Team Grade 5 During Semester 1: 96.4%

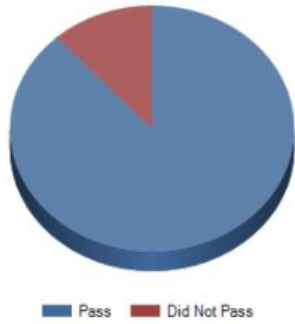
Team Grade 5 Discipline	Semester 1	Semester 2	Year Total	14-15 comparison
Action				
Classroom Behavior Management	52			
Office Referrals	158			
Detentions	9			



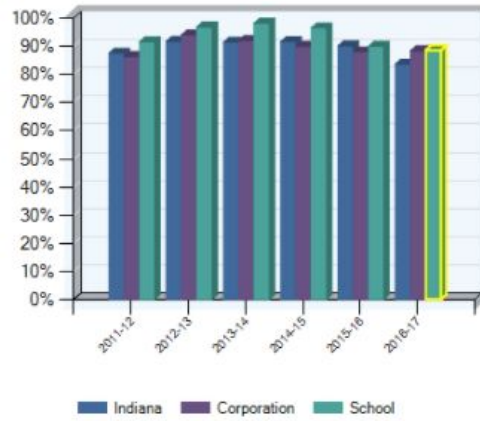
ISS	5			
OSS	8			
Expulsions	0			
Bus Discipline	0			
Totals	232			

IREAD-3 Data  
2017 Result

IREAD-3 2016-17 \*\*



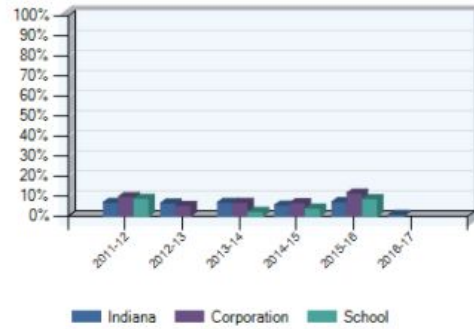
IREAD-3 Percent Passing Trend



IREAD-3 Percentage Promoted by Good Cause Exemptions 2016-17 \*\*\*

No Good Cause Exemptions

IREAD-3 Good Cause Promotion Exemption Trend



STAR EARLY LITERACY

The Kindergarten and 1st grade teachers of Vienna-Finley utilize the STAR Early Literacy computer assessment to screen and diagnose the students on seven early literacy skills—general readiness, graphophonemic knowledge, phonemic awareness, comprehension, phonics, vocabulary and structural analysis. This information is used by the teachers to plan instruction and to progress monitor the students in the RTI process. Research shows that this is a reliable, valid and efficient assessment for early literacy.

Borman, G., & Dowling, M. (2004). *Assessment committee analysis of reading assessment measures coding form: STAR Early Literacy (SEL)*. Madison: University of Wisconsin, Department of Educational Leadership and Policy Analysis.

U.S. Department of Education: National Center on Response to Intervention. (2009). *Review of progress-monitoring tools* [Review of STAR Early Literacy]. Washington, DC: Author.

LITERACY DOMAIN SCORES Fall 2015						
GR	GK	PA	CO	PH	VO	SA

LITERACY CLASSIFICATION 2016	PERCENTAGE OF STUDENTS
Emergent Reader	58%
Transitional Reader	23%
Probable Reader	19%

Score Definitions:

GR: General Readiness  
CO: Comprehension  
SA: Structural Analysis

GK: Graphophonemic Knowledge  
PH: Phonics

PA: Phonemic Awareness  
VO: Vocabulary

## STAR Math

Teachers of grades 1-5 utilize STAR Math to assess the math abilities of their students. STAR Math provides teachers with information of student growth. This data guides the teachers in planning and progress monitoring for RTI. Research shows that this is a reliable, valid and efficient assessment for math skills.

U.S. Department of Education: National Center on Response to Intervention. (2009). *Review of progress-monitoring tools* [Review of STAR Math]. Washington, DC: Author.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). Using technology-enhanced assessments: STAR Math. In *Assessment: In special and inclusive education* (11th ed., pp. 329–330). Belmont, CA: Wadsworth Publish

### **STAR Reading**

Teachers of grades 1-5 utilize STAR Reading to assess the reading comprehension of their students. STAR Reading provides teachers with information of general reading achievement. This data guides the teachers in planning and progress monitoring for RTI. Research shows that this is a reliable, valid and efficient assessment for math skills.

U.S. Department of Education: National Center on Response to Intervention. (2009). *Review of screening reading tools* [Review of STAR Reading]. Washington, DC: Author.

## **COMPONENT 2**

## Implementation of Schoolwide Reform Strategies

**Goal 1:** By the spring of 2019, 85% of Vienna-Finley Elementary students in grades 3-5 will demonstrate proficiency in the English Language Arts standards as measured by ISTEP+ results.

**Benchmarks:** In 2017, 81% of students in grades 3-5 demonstrated proficiency in the English Language Arts Indiana State Standards as measured by ISTEP+ results and school wide standardized assessments. 79.5% of 3-5 students passed the English/Language Arts portion of ISTEP+ (Spring 2018).

In 2018, 83% of students in grades 3-5 demonstrated proficiency in the English Language Arts Indiana Academic Standards as measured by ISTEP+ results and school wide standardized assessments.

- **Strategy 1.1** Incorporate the writing process steps of prewriting, drafting, revising and editing to develop and enhance sentences, paragraphs and essays by writing to a specific audience with a specific purpose.

**Monitoring:** All teachers

**Student Groups:** All students

**Student Assessment:** Increased classroom performance, grade level rubrics, and standardized test scores.

- **Strategy 1.2** Implement Daily Language Review and/or Daily Oral Language.

**Monitoring:** All teachers

**Student Groups:** All students

**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

- **Strategy 1.3** Implement Saxon Phonic programs in grades K-1.

**Monitoring:** All teachers grades K-1

**Student Groups:** All students grades K-1

**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

- **Strategy 1.4** Collaborate with teachers of all grade levels to develop lessons, review student work, and evaluate student progress through student performance assessments.

**Monitoring:** The district provides a schedule of dates to accommodate the collaboration.

**Student Groups:** All students

**Student Assessment:** Student time on task, participation

- **Strategy 1.5** Provide collaboration time between staff.  
**Monitoring:** The Director of Elementary Education will create a schedule to accommodate the collaboration.  
**Student Groups:** All students  
**Student Assessment:** Student time on task, participation
- **Strategy 1.6** Review state standards at the beginning of each school year to determine which standards need taught/retaught according to assessment results, focusing on power/priority standards..  
**Monitoring:** All teachers  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores

**Goal 2:** By the spring of 2019, 88% of Vienna-Finley Elementary students in grades 3-5 will demonstrate proficiency in the Mathematics as measured by ISTEP+ results.

**Benchmarks:** In 2018, 84% of students in grades K-5 demonstrated proficiency in the Mathematics Indiana Academic Standards as measured by ISTEP+ results and school wide standardized assessments. 78.8% of students in grades 3-5 passed the math portion of ISTEP+ (Spring 2018).

In 2017, 86% of students in grades K-5 demonstrated proficiency in the Mathematics Indiana Academic Standards as measured by ISTEP+ results and school wide standardized assessments.

- **Strategy 2.1** Continue Go Math program grades K-5 through the 1:1 student to computer conversion process. Go Math was adopted district wide 2017-2018 school year.  
**Monitoring:** All teachers  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 2.2** Continue math facts programs in grades K-5.  
**Monitoring:** All teachers  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

- **Strategy 2.3** Collaborate with teachers of all grade levels to determine what computation skills need to be mastered.  
**Monitoring:** The Director of Elementary Education will create a schedule to accommodate the collaboration.  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 2.4** Provide classroom and school wide celebrations to honor all students who master classroom math goals.  
**Monitoring:** All teachers and principal  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 2.5** Collaborate with teachers of all grade levels to develop lessons, review student work, and evaluate student progress through student performance assessments.  
**Monitoring:** The Director of Elementary Education will create a schedule to accommodate the collaboration.  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 2.6** Provide collaboration time between regular education teachers and the resource staff during monthly RTI meetings. Title 1 Coordinator is included in these meetings.  
**Monitoring:** The principal will create a schedule to accommodate the collaboration.  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 2.7** Implement Accelerated Math computer based program to enhance students' mathematics skills.  
**Monitoring:** All teachers (2-5)  
**Student Groups:** All students (grades 2-5)  
**Student Assessment:** Increased classroom performance, student grades, and

standardized test scores.

- **Strategy 2.8** Review state standards each year to ensure that the power standards are being taught toward mastery and all standards are addressed.

**Monitoring:** All teachers

**Student Groups:** All students

**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

**Goal 3:** Attendance will be maintained at a rate of at least 97% as demonstrated by state reported attendance rates.

**Benchmarks:** Yearly student attendance rate for grades K-5 will be at 97% or above.

- **Strategy 3.1** Encourage parents to have their children in attendance whenever possible through SCARB, telephone calls, notes home.

**Monitoring:** Principal and teacher

**Student Groups:** All students

**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

- **Strategy 3.2** Inform parents of attendance rates by including that information periodically in the school newsletter.

**Monitoring:** Principal

**Student Groups:** All students

**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

- **Strategy 3.3** Congratulate parents and students on our attendance rate in the school newsletter and at the annual Back to School night.

**Monitoring:** Principal

**Student Groups:** All students

**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

- **Strategy 3.4** Provide grading period incentives to students for exemplary school attendance.

**Monitoring:** All teachers and principal

**Student Groups:** All students

**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

- **Strategy 3.5** Provide public recognition of perfect attendance, per grading period, in the local newspaper.  
**Monitoring:** Principal  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 3.6** Implementation of PBIS (Positive Behavior Intervention Support)  
**Monitoring:** All staff  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, attendance, behavior and standardized test scores.
- **Strategy 3.7** Educate students and parents on the correlation between good attendance and educational progress.  
**Monitoring:** Principal  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 3.8** Announce names of those who achieve perfect attendance for a grading period and announce the classrooms with daily perfect attendance over the intercom  
**Monitoring:** Principal  
**Student Groups:** All groups  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.
- **Strategy 3.9** Provide end-of-year perfect attendance awards.  
**Monitoring:** Principal and teachers  
**Student Groups:** All students  
**Student Assessment:** Increased classroom performance, student grades, and standardized test scores.

### COMPONENT 3 Highly Qualified Teachers



**Highly Qualified Teachers for School Year 2014-2015**

<b>Teacher Name</b>	<b>Teaching Assignment</b>	<b>Indicator for Highly Qualified Status on Verification Form</b>	<b>Location of Verification Form and Supporting Documentation</b>
Amy Ault	2nd Grade	Praxis	Central Office—HR Files
Brittany Banister	5th Grade	Praxis	Central Office—HR Files
Sarah Broady	Kindergarten	Praxis	Central Office—HR Files
Phyllis Carr	1st Grade	NTE	Central Office—HR Files
Lori Cathcart-Smith	4th Grade	NTE	Central Office—HR Files
Lindsey Cazares	5th Grade	Praxis	Central Office—HR Files
Patty Clancy	5th Grade	NTE	Central Office—HR Files
Kara Dulaney	3rd Grade	Praxis	Central Office—HR Files
Julia Lucas	3rd Grade	NTE	Central Office—HR Files
Goni Luttrell	2nd Grade	Praxis	Central Office—HR Files
Heather McCoskey	2nd Grade	Praxis	Central Office—HR Files
Cheryl Miller	4th Grade	NTE	Central Office—HR Files
Sara Salas	Kindergarten	Emergency License	Central Office—HR Files
Katie Sawin	Special Education	Praxis	Central Office—HR Files
Ann Schaeffer	1st Grade	NTE	Central Office—HR Files
Tracy South	Kindergarten	Praxis	Central Office—HR Files
Tammy Staser	Title One Coordinator	NTE	Central Office—HR Files
LeAnn Taylor	2nd Grade	NTE	Central Office—HR Files
Angie Thomas	3rd Grade	Praxis	Central Office—HR Files
Liz Wimp	1st Grade	Praxis	Central Office—HR Files

### Highly Qualified Paraprofessionals for School Year 2015-16

<b>Paraprofessional's Name</b>	<b>Assignment</b>	<b>Indicator for Highly Qualified Status on Verification Form</b>	<b>Location of Verification Form and Supporting Documentation</b>
Paige Shaffer	Instructional Assistant		
Jacob Dunn	Resource Aide	Para-pro Praxis	Central Office—HR Files
Karen Russell	Title One Aide	Para-pro Praxis	Central Office—HR Files
Julie Boswell	Librarian/ Instructional Assistant	Para-pro Praxis	Central Office--HR Files
Lisa Elliott	Title 1 Aide	Para-pro Praxis	Central Office—HR Files
Rachelle Zollman	Title 1 Aide	Para-pro Praxis	Central Office—HR Files
Lesa Gordon	Resource Aide	Degree from Sullivan	Central Office—HR Files
Holly Couch	Title 1 Aide	Elementary Ed. Degree	Central Office--HR Files
Ellen Owens	Instructional Assistant	N/A	N/A
Kimberly Brown	Instructional Assistant	NA	NA

### COMPONENT 4 and 5

## Professional Development

The staff of Vienna-Finley Elementary School has participated in professional development in academic content areas, expanded technology in the classroom, and the Response to Intervention (RTI) model over the last four years. Teachers have collaborated to improve instruction and discuss student growth. Teacher collaboration will continue and expand to include more opportunities for teachers to meet to improve student learning. Staff has expressed a desire to focus professional development opportunities on expanding technology at Vienna-Finley Elementary. 100% of our full-time teaching staff are Apple Certified Teachers and the school has applied to become an Apple Distinguished School in 2018. The district technology director and experts in specific pieces of technology will provide professional development opportunities for staff. New and veteran teachers are encouraged to seek professional development opportunities to enhance student learning. Staff members who have received information through these opportunities are encouraged to share their knowledge with colleagues.

### Professional Growth Data

<b>Staff Member(s)</b>	<b>Professional Development Attended</b>	<b>Dates</b>
Tiffany Barrett	Indiana Principals Leadership Institute Indiana New Administrators Leadership Institute Assistant Principals' Conference (Presenter) Fall Professionals Conference (Presenter) Technology Leadership Cohort ISTE Indiana School Safety Specialist Academy Digipalooza (Presenter)	2017-2018 Monthly 2015-16 November 2015 November 2015 August 2015, November 2015 June 2014, 2015, 2016, 2017 June 2013, 2014, 2015
Brittany Banister	French Lick Teacher/Blogger Retreat (organizer)  Indiana Association for the Gifted Conference GoNoodle Ambassador Program Seesaw Ambassador IDOE #INeLearn Twitter Chat Host (Monthly) IDOE Rockstar Collaborative Group HECC (presenter)  Indiana Conference for Kindergarten Teachers (presenter) Virginia Conference for Kindergarten Teachers (presenter)	March 2016, 2017, 2018  December 2016 2015, 2016, 2017, 2018 2016, 2017, 2018 2016, 2017, 2018 2015, 2016, 2017, 2018 November 2016, 2017, 2018  December 2011, 2012, 2013, 2014, 2017 December 2018

	National I Teach K! Conference (presenter) ISTE (presenter) Digipalooza (presenter)  Mt. Vernon Summer of eLearning Conference (presenter) Greenfield Summer of eLearning Conference (presenter) GoNoodle Focus Group IDOE Content Curation IDOE Content Curation Workshop (presenter) Indiana University Teacher Ed Workshop (presenter) Center Grove iPossibilities (presenter) IU Center on Representative Government Seminar on Library of Congress Resources	July 2016 June 2014, 2015, 2016 June 2013, 2014, 2015, 2016 June 2016 June 2016, 2017 April 2015 March 2015 September 2015 November 2015  June 2015 April 2016
Lindsey Cazares	SDE Indiana Conference for Kindergarten Teachers Digipalooza (presenter 2014) Election Day PD Indiana State Police Active Shooter Training Vienna-Finley Elementary School Staff Retreat SAMR Training Tech Drop-in Days VFES Staff Professional Development	December 2013, 2014  June 2014, 2015 November 2014 January 2016 July 2014 December 2015 Summer 2014 February 2015
Goni Luttrell	SDE Indiana Conference for Kindergarten Teachers ISTE Digipalooza (presenter 2015) Election Day PD Indiana State Police Active Shooter Training Apple Teacher certification Nonviolent Crisis Intervention TBRI Training CPI Training Cathy Pratt-Indiana Institute on Disability & Community Common Sense Media Certified	December 2013, 2014  June 2015 June 2013, 2014, 2015 November 2014 January 2016 Spring 2017 September 2017 September 2017 October 2017 March 2018  April 2018
Phyllis Carr	Elementary MacBook Rollout and Training Elementary Tech Integration Training iPossibilities iPad Conference	January 2013 January 2013 June 2013

	Digipalooza Elementary PBL Training Vienna-Finley Elementary School Staff Retreat Election Day Professional Development Canvas Badges Active Shooter Training Apple Teacher Certification	2014, 2015 July 2014 July 2014 November 2014 2016 January 2016 Spring 2017
Sara Salas	Digipalooza Apple Teacher Certification	June 2015 2017
Ann Schaeffer	Elementary MacBook Rollout and Training Elementary Tech Integration Training iPossibilities iPad Conference Digipalooza SES TECH TIME for Accelerated Math Digipalooza Elementary PBL Training Vienna-Finley Elementary School Staff Retreat Election Day Professional Development Staff Professional Development - iPad Apps. Special Education Referral Process, and School Community Awareness Active Shooter Training	January 2013 January 2013 June 2013 June 2013 October 2013 June 2014 July 2014 July 2014 November 2014 February 2015  January 2016
Liz Wimp	Active Shooter Training Digipalooza Election Day Professional Development CPI Training Scottsburg Elementary School Tech Time Elementary Tech Integration Training VFES School Staff Collaboration Retreat IPad, Apps, Special Education Referral Process, and School Community Awareness	January 2016 June 2013, 2014, 2015 November 2014 November 2014 October 2013 February 2013 July 2014 February 2015
Amy Ault	Elementary MacBook Rollout Elementary Tech. Integration Training Elementary Digital Toolbox Training Digipalooza SES Tech Time Training Curriculum, Technology, and PBL Training SDE Conference for Kindergarten Teachers Digipalooza Elementary Curriculum Writing PBL Training VFES Staff Collaboration Retreat	January 2013 February 2013 February 2013 June 2013 October 2013 November 2013 December 2013 June 2014 June-July 2014 July 2014 July 2014

	Election Day Professional Development VFES Staff Professional Development Non-Violent Crisis Intervention Digipalooza Non-Violent Crisis Intervention Apple Teacher Certification Grade Level Curriculum Meetings RTI Meetings Data Meetings Nonviolent Crisis Intervention Common Sense Media Certified	November 2014 February 2015 September 2015 June 2016 September 2016 April 2017 May 2017 May 2017 May 2017 September 2017 April 2018
Heather McCoskey	Elementary MacBook Rollout Elementary Tech. Integration Training Elementary Digital Toolbox Training Digipalooza SES Tech Time Training Curriculum, Technology, and PBL Training Digipalooza Elementary Curriculum Writing PBL Training VFES Staff Collaboration Retreat Election Day Professional Development VFES Staff Professional Development Non-Violent Crisis Intervention Active Shooter Training Non-Violent Crisis Intervention Apple Teacher Certification Orton-Gillingham Training Non-Violent Crisis Intervention School Safety Specialist Training	January 2013 February 2013 February 2013 June 2013 October 2013 November 2013 December 2013 June-July 2014 July 2014 July 2014 November 2014 February 2015 September 2015 Fall 2015 Fall 2016 Spring 2017 Spring 2017 Fall 2017 2017/2018
LeAnn Taylor	Digipalooza Drop in Days Shooter Training Fall training at the high school Apple Teacher Certification VFES Staff Collaboration Retreat CPR Election Day	June 2013, 2014, 2015 Summer 2013 January 2016 November 2014 Spring 2017 July 2014 May 2013 May 2014
Julia Lucas	Canvas Badges 2016 CPR SCSD2 Curriculum Technology and PBI Training Indiana State Police Active Shooter Scenario and	2016 2013 2013 2016

	Training Election Day SES Tech Time Summer Retreat Virtual Learning Day	2014 2013 2014 2015
Angie Thomas	Elementary Digital Toolbox Tech Integration Training Elementary Digital Toolbox Tech Integration Training SES Tech Time Digipalooza Retreat Election Day VFES Staff Professional Development Non-Violent Crisis Intervention Indiana State Police Active Shooter Scenario & Training	2013 2013 October 2013 June 2014 July 2014 November 2014 February 2015 September 2015 January 2016
Cheryl Miller	Elementary MacBook Rollout Elementary Tech Integration Training Tech Drop-in Days Digipalooza Technology Conference Erevolution Technology Conference Vienna-Finley Staff Retreat Election Day Professional Development Canvas Drop-in Days IN State Police Active Shooter Training Star Lab/Foss Kit Training Apple Teacher Certification Student Teacher Common Sense Media Certified	January 2013 January 2013 Summer 2013, 2014 June 2013, 2014, 2015 July 2013 July 2014 November 2014 Summer 2015 January 2016 Spring 2016 Spring 2017 Fall 2017 April 2018
Lori Smith	Elementary Macbook Rollout Elementary Tech Integration Training iPossibilities iPad Conference Tech Drop-in Days Digipalooza Technology Conference Vienna-Finley Staff Retreat Election Day Professional Development Vienna-Finley Staff Professional Dev. Canvas Drop-in Days IN State Police Active Shooter Training Student Teacher Star Lab/Foss Kit Training	January 2013 January 2013 June 2013 Summer 2013, 2014 June 2013, 2014, 2015 July 2014 November 2014 February 2015 Summer 2015 January 2016 January 2016 Spring 2016

	Apple Teacher Certification School Safety Specialist Training Common Sense Media Certified	Spring 2017 2017/2018 April 2018
Patty Clancy	Acuity training Everyday Math Training Math Standards Training Referral Training ALICE Training Smekens Literacy Retreat	2014-2015 2014-2015 2014-2015 2014-2015 2014-2015 2014-2015
Scott Crone	Elementary MacBook Rollout Elementary Tech. Integration Training Elementary Digital Toolbox Training Retreat Election Day Student Teacher	January 2013 February 2013 February 2013 July 2014 November 2014 Fall 2015
Tammy Staser	Elementary Tech Integration Training- Elementary Digital Toolbox Tech Integration Training Accelerated Math, Study Island & Reading Eggs Digipalooza SCSD2 Curriculum, Technology and PBL SCSD2 Tech Integration PLN Workshop Vienna-Finley School Staff Collaboration Retreat Vienna-Finley Staff Professional Development iPad, Apps, Special Education Referral Process & School Community Awareness Burst Training IN State Police Active Trainer	February 2013 May 2013 2013, 2014 October 2013 November 2013 June 2014 July 2014 February 2015 July 2015 January 2016 Fall 2015
Katie Sawin	Executive Function Workshop Digipalooza Crisis Prevention Intervention (CPI) IEP Writing PD Safe Schools Training Oppositional and Defiant Behaviors in Children	2014 2013, 2014, 2015 2014 2015 2016 2016
Holly Asdell	Digipalooza Crisis Prevention Intervention (CPI) Wired Differently Using Data for High Ability Indiana State Police Active Shooter Canvas Drop In Days VFES Retreat Election Day -Professional Dev. WIDA 101	2013, 2014 2015 Dec. 2015 Feb. 2016 2016 Summer 2015 Summer 2014 & 2015 Nov. 2014 Sept. 2015



	Evidence Based Counseling Conf. Gold Star Counseling Training IMAP Society for the prevention of teen suicide Ethics Drug Effects from Utero through the LifeSpan	March 2013 2013 2013 2014 2014
Tracy South	Digipalooza (presenter 2014, 2015) Election Day PD SAMR Training Tech Drop-in Days Minds-in-Motion Training Orton-Gillingham Training Certified BrainPOP Educator Presenter at the iPossibilities Conference Wise Conference-Presenter eRevolution Conference-Presenter ISTE	Summer 2014, 2015 June 2014, 2015 November 2014 Summer 2015, 2016 September 2016 December 2016 November 2015 June 2015 June 2015 July 2015 July 2015
Sarah Broady	E-Learning Day Summer drop in days OG training	November 8, 2018 Summer 2017 June 25-29, 2018
Liz Wimp	E-Learning Day Orton-Gillingham Training SCSD2 PD Early Dismissal/2 Hour Delays	May 2018 Spring 2017 2017-2018 School Year

## **COMPONENT 6**

### **Parent Involvement**

Parental involvement early in a child's education has been proven to have long-term effects on academic success in later years (Barnard 2004). Vienna-Finley Elementary School offers parents many ways to be involved in the education of their children.

#### **Parent Teacher Organization**

The Vienna-Finley Parent Teacher Organization (PTO) provides parents with a variety of opportunities to be active in the school community. Open House provides parents with the first opportunity to hear about PTO activities and avenues in which they can become involved at Vienna-Finley Elementary. Parent attendance is encouraged at monthly PTO meetings. Vienna-Finley does one main fundraising activity through a school-wide Walk-a-Thon. Others are conducted throughout the year that depend on volunteer assistance, including the annual Spring Fling, the annual Fall Festival and the Scholastic Book Fairs. This parental support allows PTO to sponsor field trips, donate items to the school for classroom use, and provide financial support to the school for

larger projects, such as the purchase of playground equipment.

### **Parent/Teacher Communication**

Parents are encouraged to participate in their child's education in the classroom. Teachers use a variety of methods to communicate with parents on a regular basis. Besides face-to-face communication, 100% of teachers create weekly newsletters to inform parents of classroom happenings. Teachers also provide emails, Remind messages, Canvas messages, Facebook groups, blogs, and Instagram to enhance parent communication.

### **Other Parent Involvement Opportunities**

- Parents are welcome to assist in the classroom with seasonal parties and activities as permitted by the teacher.
- Parents serve as members of the School Improvement Committee.
- Families and community members attend the 5th grade music program, which is offered as a district-wide event.
- Hundreds of parents and family members attend the end of the year academic and athletic awards programs.
- Parent/teacher conferences are conducted at the beginning of the year for all students and after ISTEP testing at the teacher's discretion.
- Parents are invited to volunteer in classrooms to assist with small group activities and Accelerated Reader testing.
- Hundreds of parents attend Donuts for Dads and Muffins for Moms.
- Parents volunteer time by serving as coaches for basketball and cheerleading.
- Our Vienna-Finley Heroes program, which began in the Fall of 2012, is another opportunity for parent involvement. Family members are able to volunteer for a full-day of service. Participants help with bus duties, lunch, recess, as well as serving as a classroom aide for the day they volunteer.
- Parents are invited into the school each morning to assist our Kindergarten and First

Grade classes through the Minds-In-Motion Maze.

### **Methods to Improve Parent Involvement**

- Encourage more parent volunteer opportunities in classrooms.
- Hold parent informational meetings on student assessment information and classroom curriculum.
- The principal will provide support and assistance in communicating with parents and guardians on an as-needed basis.

**Reference:** Barnard, W.M. (2004, January). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 26 (1), 39-62.

## **COMPONENT 7, 8, & 9 Curriculum**

### **Curriculum Implementation Data**

The curriculum guides are available for all teachers online through PIVOT, along with our data warehouse and intervention data.

### **Reading**

Vienna-Finley Elementary School uses two individual components for reading, Scott Foresman basal reading program and Reading Renaissance' Accelerated Reading program. Teachers use Scott Foresman for their daily whole group instruction, independent activities, and group time using leveled readers. Teachers of grades K-2 also incorporate the use of Saxon Phonics track fluency levels and phonics.

Reading Renaissance has been a strong component to our reading curriculum. Students understand the process of reading a book, taking an accelerated quiz, and reading the TOPS report on their iPad. Individual and school wide goals are established and students are rewarded for achieving their goals.

DIBELS testing began in 2008. DIBELS is administered three times per year to

determine which tier the students perform in according to the RTI process. Intervention activities are available for students performing below proficient. Star Reading and basal weekly and unit tests are also used to measure progress in the reading areas.

### **Math**

The math program consists of three components. SCSD2 adopted GO Math beginning in the Fall 2017. It includes daily intervention strategies using research based instruction. Daily Oral Math and/or Daily Oral Language are incorporated into 2nd grade to reinforce math skills. Daily homework practice review is routinely used by 1st through 5th grade teachers in our building.

The Renaissance Accelerated Math program is available to provide individualized math skills and practice in 1st through 5th grade. The program targets the Indiana Academic Standards. Student answers are recorded on their iPad. The program scores student work, generates individual assignments, and provides reports that give teachers immediate feedback on student progress.

The third component available is the Math Facts in a Flash computer program. It provides individualized drills to assist in developing proficiency with addition, subtraction, multiplication and division facts. The program is used routinely by 2nd-4th grade teachers. Kindergarten uses the program at the end of the year.

DIBELS Math is administered to grades K-2 to determine math proficiency for the RTI process, as well as to determine ability level for classroom needs. Suggested intervention activities are available for students performing below proficient. Grades 3-5 use Star Math and teacher-created tests as assessment for the math program and for the RTI process.

### **Writing**

Every student's writing is integrated into other subject areas, throughout the week.

### **High Ability Program**

Vienna-Finley Elementary School follows the High Ability Program put into place by the Scott Co. School District 2 High Ability Committee. Vienna-Finley currently has 28 students identified as High Ability students. The school social worker administers the

two tests used in the identification process. Since 2013, Scott County School District 2 schools have been using the Stanford Achievement Test (10th edition) and Olsat 8 tests to measure achievement and ability of those students referred for high ability testing. Students can be referred for testing by their parent, their teachers, or by the school social worker who does a review of several data points prior to administering the tests. Once identified High Ability, students who met the eligibility criteria to be in the High Ability program will meet with a High Ability Coach once a week. High Ability students will have access to quarterly workshops provided by the district as offered. High Ability students will also have access to some small summer scholarship money to attend an academic camp of their choice. High Ability testing takes place each school year for grades Kindergarten, 2nd, and 4th.

### **Science/Health**

Vienna-Finley Elementary School uses the Harcourt Science and Health series. The series provides teachers with opportunities for students to develop and maintain science process skills. The science lessons integrate science with reading, writing, health, and physical education, fine arts, social studies, and math skills.

Teachers are provided with formal assessments, performance assessments and student self-assessments for each unit.

### **Special Education**

Vienna-Finley Elementary School provides services for students in Special Education based on an initial referral and testing procedure as stated in Indiana Article 7 (2014). Vienna-Finley Elementary School follows the Rtl process to refer students for special education services after they have been shown to not make progress or growth with less intensive interventions. Special Education Services provided include

- consultation (special education teacher provides support to the general education teacher),

- Inclusion (the student stays in the general education classroom and support is provided in the general education setting),
- direct support in the resource room on specific student needs (typically reading, language arts and mathematics),
- separate special education setting (commonly referred to as resource room), where the student is taught specific academic subjects by the special education teacher.

The special education staff based at Vienna-Finley consists of one teacher, two special education assistants. Additional support is provided by the district speech-language therapist or speech-language therapist assistant, Special Services Unit occupational therapist, physical therapist or district behavioral consultant.

Our special education population consists of 30 students. Of those 30 students, 13 (43%) have a Specific Learning Disability, 8 (27%) have an Other Health Impairment, and 2 (7%) have an Orthopedic Impairment/Cognitive Disorder and one (3%) is labeled as multiple disabilities and one (3%) as autistic. Four of the students also see an Emotional Disabilities Consultant (13%). 16 students (53%) also see a Speech/Language Pathologist. Three students see an Occupational Therapist. Two students see a Physical Therapist.

	<b>School Year 2012-2013</b>	<b>School Year 2013-2014</b>	<b>School Year 2014-2015</b>	<b>School Year 2015-2016</b>	<b>School Year 2016-2017</b>
<b>Reading</b>	Scott Foresman ©2000 (Gr.1-5) Saxon Phonics (Gr. K-2) Reading Renaissance (Gr. K-5) Reading is Fundamental (Gr.K-5) Acuity (Gr. 3-5) Star Reading (Gr.1-5) Star Early Literacy Program (Gr.K) ISTEP+ test (Gr. 3-5) DIBELS Title 1 Tutors	Scott Foresman ©2000 (Gr.1-5) Saxon Phonics (Gr. K-2) Reading Renaissance (Gr. K-5) Reading is Fundamental (Gr.K-5) Acuity (Gr. 3-5) Star Reading (Gr.1-5) Star Early Literacy Program (Gr.K) ISTEP+ test (Gr. 3-5) DIBELS Title 1 Tutors	Scott Foresman ©2000 (Gr.1-5) Saxon Phonics (Gr. K-2) Reading Renaissance (Gr. K-5) Reading is Fundamental (Gr.K-5) Acuity (Gr. 3-5) Star Reading (Gr.1-5) Star Early Literacy Program (Gr.K) ISTEP+ test (Gr. 3-5) DIBELS Title 1 Tutors	Scott Foresman ©2000 (Gr.1-5) Saxon Phonics (Gr. K-2) Reading Renaissance (Gr. K-5) Reading is Fundamental (Gr.K-5) Acuity (Gr. 3-5) Star Reading (Gr.1-5) Star Early Literacy Program (Gr.K) ISTEP+ test (Gr. 3-5) DIBELS Title 1 Tutors	Scott Foresman ©2000 (Gr.1-5) Saxon Phonics (Gr. K-2) Reading Renaissance (Gr. K-5) Reading is Fundamental (Gr.K-5) Acuity (Gr. 3-5) Star Reading (Gr.1-5) Star Early Literacy Program (Gr.K) ISTEP+ test (Gr. 3-5) DIBELS Title 1 Tutors

<b>Mathematics</b>	Saxon Math©1991 (Gr. K-5) Daily Oral Math/Daily Math	Saxon Math©1991 (Gr. K-5) Daily Oral Math/Daily Math	Saxon Math©1991 (Gr. K-5) Daily Oral Math/Daily Math	Saxon Math©1991 (Gr. K-5) Daily Oral Math/Daily Math	Saxon Math©1991 (Gr. K-5) Daily Oral Math/Daily Math
	Warm-ups/Daily Word Problems	Warm-ups/Daily Word Problems	Warm-ups/Daily Word Problems	Warm-ups/Daily Word Problems	Warm-ups/Daily Word Problems
	Math Facts in a Flash (Gr. K-5)	Math Facts in a Flash (Gr. K-5)	Renaissance Math Math Facts in a Flash (Gr. K-5)	Renaissance Math Math Facts in a Flash (Gr. K-5)	Renaissance Math Math Facts in a Flash (Gr. K-5)
	DIBLES Math (Gr. K-2)	DIBLES Math (Gr. K-2)	DIBELS Math (Gr. K-2)	DIBELS Math (Gr. K-2)	DIBELS Math (Gr. K-2)
	Star Math (Gr. 1-5)	Star Math (Gr. 1-5)	Star Math (Gr. 1-5)	Star Math (Gr. 1-5)	Star Math (Gr. 1-5)
	ISTEP+ test (Gr. 3-5) Title 1 Tutors	ISTEP+ test (Gr. 3-5) Title 1 Tutors	ISTEP+ test (Gr. 3-5) Title 1 Tutors	ISTEP+ test (Gr. 3-5) Title 1 Tutors	ISTEP+ test (Gr. 3-5) Title 1 Tutors

### Curriculum Implementation Data Chart

<b>Science/ Health</b>	Harcourt Science©2005 (K-5) Harcourt Health©2006 (K-5)	Harcourt Science©2005 (K-5) Harcourt Health©2006 (K-5)	Harcourt Science©2005 (K-5) Harcourt Health©2006 (K-5)	Harcourt Science©2005 (K-5) Harcourt Health©2006 (K-5)	Harcourt Science©2005 (K-5) Harcourt Health©2006 (K-5)
<b>Writing</b>	(Gr.K-5) Scott Foresman writing program and assessments (Gr.K-5) Journal Writing ISTEP+ Assessment (Gr. 3-5)	(Gr.K-5) Scott Foresman writing program and assessments (Gr. K-5) Journal Writing ISTEP+ Assessment (Gr. 3-5)	(Gr.K-5) Scott Foresman writing program and assessments (Gr.K-5) Journal Writing ISTEP+ Assessment (Gr. 3-5)	(Gr.K-5) Scott Foresman writing program and assessments (Gr. K-5) Journal Writing ISTEP+ Assessment (Gr. 3-5)	(Gr.K-5) Scott Foresman writing program and assessments (Gr. K-5) Journal Writing ISTEP+ Assessment (Gr. 3-5)
	GEI Pull-out Program ELA/Math	GEI Pull-out Program ELA/Math	GEI Pull-out Program ELA/Math	GEI Pull-out Program ELA/Math	GEI Pull-out Program ELA/Math

<b>Special Education</b>	Accommodations for General Ed. Consult for science/health/social studies	Accommodations for General Ed. Consult for science/health/social studies	Accommodations for General Ed. Consult for science/health/social studies	Accommodations for General Ed. Consult for science/health/social studies	Accommodations for General Ed. Consult for science/health/social studies
<b>Transitional</b>	Jump Start for K 5 <sup>th</sup> grade student tour of middle school Extended day in K District wide pre-enrollment Parent Orientation - K Summer School GEI Parent/Teacher Conferences ISTEP+ Parent/Teacher Conferences	Jump Start for K 5 <sup>th</sup> grade student tour of middle school Extended day in K District wide pre-enrollment Parent Orientation - K Summer School GEI Parent/Teacher Conferences ISTEP+ Parent/Teacher Conferences	Jump Start for K 5 <sup>th</sup> grade student tour of middle school Extended day in K District wide pre-enrollment Parent Orientation - K Summer School GEI Parent/Teacher Conferences ISTEP+ Parent/Teacher Conferences	Jump Start for K 5 <sup>th</sup> grade student tour of middle school Extended day in K District wide pre-enrollment Parent Orientation - K Summer School GEI Parent/Teacher Conferences ISTEP+ Parent/Teacher Conferences	Jump Start for K 5 <sup>th</sup> grade student tour of middle school Extended day in K District wide pre-enrollment Parent Orientation - K Summer School GEI Parent/Teacher Conferences ISTEP+ Parent/Teacher Conferences





