

(Fall 2018)

BLOOMFIELD ELEMENTARY

TITLE 1 SWP/PL 221

2018-2019

Ben Dues, Principal

FOREWARD

Bloomfield Elementary is a rural neighborhood that includes the small town of Bryant, Indiana. Most students travel to and from school by bus. Other students are car riders and are brought to school and picked up by a family member. Bloomfield is submerged in a farming community and has recently taken in the rural students north of Pennville all the way to the Blackford County line. This was the result of the closure of Pennville Elementary in May of 2017. Currently, our free and reduced lunch percentage is at 40.5%. Our English as a Second Language population mainly consists of Amish students and a few Spanish speaking students. The ESL Students represent 11.2 % of the population, but that does not take into consideration the new students from the former Pennville Elementary School. Special education represents approximately 24.9% of our student population.

When viewing the website www.statsamerica.org Jay County ranks 1,353 in the nation out of 3,114 counties based on “Per Capita Personal Income (annual) in 2015. The population in the last six years has dropped by 1.0%

Bloomfield Elementary has elected to combine components of the school wide plan for Title 1 with Public Law 221 components in order to present one cohesive document that represents our plans to meet the needs of our students and their families.

Committee for Title 1 and Public Law 221

Name	Position
Ben Dues	Principal
Jenna Muhlenkamp	3 rd Grade Teacher
Josh Gibson	P.E. Teacher
Amanda Clemens	Kindergarten Teacher
Kim Hyatt	2 nd Grade Teacher
Jessica Root	4 th Grade Teacher
Emily Laux	Reading Recovery Teacher
Chandra Dawson	1 st Grade Teacher
Sarah Davidson	Art Teacher
Brent Muhlenkamp	Parent-Students in Grades K, 3 and 5
Amy Hawbaker	Parent – Students in Grades 3 and 5

TITLE I SCHOOLWIDE PLAN CHECKLIST /TABLE OF CONTENTS

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2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <ul style="list-style-type: none"> <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any 	Page # 18
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INTRODUCTION

Special thanks are extended to the Bloomfield staff, parents, administration, and students who contributed to the development of the School Improvement Plan. Many long hours and much consideration by countless individuals have contributed to this plan.

The school curriculum is based upon state and national standards. Curriculum revision involves input from school staff and corporation committees. The school curriculum is located in the school office and in the computer lab to make it accessible to staff, parents, and the community as needed. Parents receive the curriculum guidelines at the beginning of the school year. The curricula may also be inspected at the Central Office for the Jay School Corporation, 1976 Tyson Road, Portland, Indiana and on the Corporation web site at www.jayschools.k12.in.us.

Bloomfield has submitted a Title 1 school wide plan for reforming the total instructional program in the school. Highly qualified teachers will put the plan into action. This plan describes how the school will implement the components required and how the school will use resources provided by Title 1.

Bloomfield has in place a Building Safety and Emergency Plan that coordinated with the Jay School Corporation Building Safety and Emergency Plan. Both plans are updated yearly. At the time of enrollment, Bloomfield distributes to each family the Jay County Corporation Elementary Student/Parent Handbook and a Student Technology Handbook that covers all policies related to technology and internet use at the school.

Technology initiatives and ongoing professional development activities in technology are specified in the Jay School Corporation multiyear Technology Plan. The Technology Plan is updated yearly to accommodate the most current technology available. A copy of the Technology Plan is available at the Bloomfield School Office.

Teachers use many different assessment instruments in addition to ISTEP+ that give them information they need to provide instruction that is appropriate to measure growth from each student. These include: the STAR reading and STAR math programs, Accelerated Reading, Developmental Reading Assessments, State Reading Inventory, and Benchmark tests. Chapter and unit

quizzes and tests and teacher-made tests and rubrics round out the non-ISTEP assessment program. At Bloomfield, the purpose of testing is to support instruction. **2017-2018 was a transition year for the implementation of NWEA.**

ASSESSMENT

Title I SWP (requirements):

- *Conduct a comprehensive needs assessment of the entire school that includes achievement based on Indiana Academic Standards. (1)*

PL 221 (requirements):

- *Description and location of curriculum and*
- *Titles and descriptions of assessment instruments to be used in addition to ISTEP+ (1).*

ASSESSMENT INSTRUMENTS

Numerous assessment instruments are used at Bloomfield Elementary. The primary assessment tool used is the ISTEP+ in grades three through five. The results of assessments are analyzed to make adjustments to instruction.

The assessment instruments include:

Kindergarten, First and Second Grade

- NWEA
- ISTAR for special needs
- K-2 homework tracking
- K-2 teacher developed quizzes and test
- K-2 teacher observations
- K-2 progress / mid-term reports
- K-2 special education referrals and test results
- Grade 1 Reading Recovery assessment
- Kindergarten Readiness Assessment
- Grades 2 Accelerated Reader test results
- Alternative “hands on” products and / or projects
- K-2 Waterford Lab
- STAR Reading
- STAR Math
- Response to Intervention (RTI) Universal Screenings
- Waterford Lab progress
- Observation Survey (Grades K-2)
- Individual classroom assessments (formative and summative)
- Textbook online benchmark

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- Fastmath
- Record of Oral Language

Third, Fourth and Fifth Grade

- NWEA
- ISTEP+ test results for grades 3, 4, and 5
- ISTAR for special needs
- 3-5 homework tracking
- 3-5 teacher developed quizzes and test
- 3-5 teacher observations
- 3-5 progress / mid-term reports
- 3-5 special education referrals and test results
- Grades 3-5 Accelerated Reader test results
- Alternative “hands on” products and / or projects
- Response to Intervention (RTI) Universal Screenings
- SuccessMaker Lab progress
- Individual classroom assessments (formative and summative)
- Plato

Data was collected in the areas of: **Achievement, Contextual, Demographic, and Perceptual.**

Achievement Data

Strengths:

According to IDOE: Compass, Bloomfield Elementary has made Annual Year Progress for the past five years that it was calculated. (It was not calculated in 2008-2009). Our P.L. 221 ranking for was Exemplary Progress for 2007-2008, 2009-2010, and 2010-2011. The 2010-2011 school year equates to an “A” in regards to school accountability.

The 2011-2012 school year resulted in an “A” letter grade and Reward Status Distinction by the Indiana Department of Education. Student growth data indicates 95 percent of the students passed the Math Assessment garnering Bonus Accountability Points. Student growth data also indicates 95 percent of the students passed the English/Language Arts Assessment garnering Bonus Accountability Points.



The 2012-2013 school year resulted in Bloomfield being awarded the 4 Star Award, which is the result of having the top 25th percentile ISTEP scores of Math and Language Arts.

The 2013-2014, 2014-2015, and 2015-2016 school years resulted in an A Rating from the Indiana Department of Education. The 2016-2017 School Year resulted in a B Letter Grade. The 2017-2018 scores are EMBARGOED at the creating of this document.

Focus Areas:

Bloomfield's needs are in Language Arts – Reading Comprehension and writing. In Math, the focus is on Math Facts and Application (story Problems)

The multiple sources of data help teachers, administrators, and parents learn valuable information about their student's abilities. In conducting the Comprehensive Needs Assessment for Bloomfield Elementary the focus was on the NWEA data from grades K, 1, and 2, ISTEP+ tests given to third, fourth, and fifth grades classes. The data collected came from the IDOE: Compass website. The data was analyzed in grade level meetings, Staff meetings, summer retreat, and RTI meetings – the findings are as follow:

- 
- Math Strengths- 33 of the 38 students in grade 3 passed Math with a percentage of 86.8%
 - Math Weaknesses – 25 of the 40 students in grade 4 passed Math with a percentage of 62.5%.
 - Math Strengths – The mClass data for Grade 2 shows the students Well Below Benchmark dropped by 5%.
 - Math Weaknesses- The mClass data for Grades K, 1, and 2 shows that the percentage of students who ended up at Below Benchmark went from 25% from 22% the previous year.
 - Language Arts Strengths- 38 out of the 43 students in 3rd Grade passed ISTEP for a percentage of 88%
 - Language Arts Weaknesses – 26 out of 38 students in 5th Grade passed ISTEP for a percentage of 68%
 - Language Arts Strengths - The mClass data for Grade 1 shows that the percentage of students who ended up at Benchmark went up 5 percent to 75% from 80% in the 2016-2017 School Year.
 - Language Arts Weaknesses- The mClass data for Grades K, 1 and 2 shows that the percentage of students at Benchmark dropped from 88% to 84%. In the 2016-2017 School Year.
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mClass Performance Data (Grades K, 1, 2)

2011-2012 School Year EOY Results (Reading 3D)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	2%	16%	82%
1st Grade	7%	25%	68%
2nd Grade	50%	17%	33%
Schoolwide	10%	20%	70%

2012-2013 School Year EOY Results (Reading 3D)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	9%	23%	68%
1st Grade	2%	18%	80%
2nd Grade	6%	26%	68%
Schoolwide	5%	22%	73%

2013-2014 School Year EOY Results (Dibels AD)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	4%	27%	69%
1st Grade	12%	15%	73%
2nd Grade	2%	7%	91%
Schoolwide	6%	17%	78%

2014-2015 School Year EOY Results (Dibels AD)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	9%	9%	82%
1st Grade	4%	14%	82%
2nd Grade	12%	5%	83%
Schoolwide	8%	10%	82%

2015-2016 School Year EOY Results (Dibels AD)

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	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	0%	4%	96%
1st Grade	0%	25%	75%
2nd Grade	5%	5%	90%
Schoolwide	2%	10%	88%

2016-2017 School Year EOY Results (Dibels AD)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	0%	10%	90%
1st Grade	6%	14%	80%
2nd Grade	7%	13%	80%
Schoolwide	4%	12%	84%

2017-2018 School Year EOY Results (NWEA)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	6%	17%	77%
1st Grade	19%	13%	68%
2nd Grade	4%	14%	72%
Schoolwide	11%	16%	73%

2011-2012 School Year EOY Results (Math)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	4%	27%	69%
1st Grade	5%	36%	59%
2nd Grade	83%	0%	17%
Schoolwide	14%	28%	58%

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2012-2013 School Year Results (Math)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	2%	45%	53%
1st Grade	2%	29%	69%
2nd Grade	9%	54%	37%
Schoolwide	4%	41%	55%

2013-2014 School Year Results (Math)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	4%	35%	61%
1st Grade	2%	32%	66%
2nd Grade	0%	11%	89%
Schoolwide	2%	26%	72%

2014-2015 School Year Results (Math)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	6%	18%	76%
1st Grade	2%	32%	66%
2nd Grade	10%	43%	47%
Schoolwide	6%	31%	63%

2015-2016 School Year Results (Math)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	0%	4%	96%
1st Grade	0%	26%	74%
2nd Grade	5%	35%	60%
Schoolwide	2%	22%	76%

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mClass 2016-2017 School Year EOY Results (Math)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	2%	18%	80%
1st Grade	7%	22%	71%
2nd Grade	0%	40%	60%
Schoolwide	3%	25%	72%

NWEA 2017-2018 School Year EOY Results (Math)

	Well Below Benchmark	Below Benchmark	Benchmark
Kindergarten	0%	10%	90%
1st Grade	8%	16%	76%
2nd Grade	10%	20%	70%
Schoolwide	6%	15%	79%

ISTEP+ Performance Data (Grades 3, 4, 5)

STUDENTS PASSING ISTEP+ MATH ONLY

	Indiana	Corporation	Bloomfield
2006-2007 Fall	74.6%	78.1%	84.6%
2007-2008 Fall	75.4%	80.1%	88.6%
2008-2009 Fall	75.7%	83.5%	91.5%
2008-2009 Spring	73.3%	76.4%	89.0%
2009-2010 Spring	78.3%	81.9%	90.6%
2010-2011 Spring	80.1%	85.3%	98.4%
2011-2012 Spring	81.2%	90.8%	94.8%
2012-2013 Spring	83%	91%	98.2%

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2013-2014 Spring	83.5%	91.6%	94.4%
2014-2015 Spring	61%	71.7%	78.9%
2015-2016 Spring	58.9%	70.4%	75.4%
2016-2017 Spring	58.5%	67.6%	74.2%
2017-2018	Not released by DOE		

STUDENTS PASSING ISTEP+ LANGUAGE ARTS ONLY

	Indiana	Corporation	Bloomfield
2006-2007 Fall	72.5%	72.6%	78.5%
2007-2008 Fall	73.0%	73.1%	77.3%
2008-2009 Fall	73.1%	75.2%	87.9%
2008-2009 Spring	72.6%	74.3%	88.1%
2009-2010 Spring	76.8%	78.9%	90.6%
2010-2011 Spring	78.7%	78.0%	95.2%
2011-2012 Spring	79.4%	84.7%	94.8%
2012-2013 Spring	79.5%	84.5%	92.0%
2013-2014 Spring	80.7%	86.2%	92.5%
2014-2015 Spring	67.3%	73.3%	75.6%
2015-2016 Spring	66.1%	70.3%	81.6%
2016-2017 Spring 2017-2018	65.2% Not released by DOE	67.5%	76.0%

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STUDENTS PASSING ISTEP+ MATH and LANGUAGE ARTS

	Indiana	Corporation	Bloomfield
2006-2007 Fall	65.2%	65.9%	73.8%
2007-2008 Fall	65.8%	67.2%	75.0%
2008-2009 Fall	66.0%	70.2%	84.4%
2008-2009 Spring	64.4%	66.0%	84.6%
2009-2010 Spring	69.3%	71.5%	85.9%
2010-2011 Spring	71.3%	73.0%	93.7%
2011-2012 Spring	72.4%	81.0%	93.0%
2012-2013 Spring	73.7%	81.2%	92.9%
2013-2014 Spring	74.7%	82.8%	90.7%
2014-2015 Spring	53.5%	61.2%	67.5%
2015-2016 Spring	51.6%	56.4%	66.4%
2016-2017 Spring 2017-2018	51.5% Not released by DOE	56.8%	64.2%

STUDENTS PASSING ISTEP+ SCIENCE (4th GRADE) ONLY

	Indiana	Corporation	Bloomfield
2006-2007 Fall	61.7%	62.3%	66.7%
2007-2008 Fall	62.6%	65.9%	80.8%
2008-2009 Fall	62.0%	66.4%	78.9%
2008-2009 Spring	65.0%	69.0%	87.0%
2009-2010 Spring	69.1%	75.3%	95.0%
2010-2011 Spring	70.3%	73.7%	95.1%
2011-2012 Spring	72.0%	81.6%	92.9%
2012-2013 Spring	70.7%	79.0%	81.8%

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2013-2014 Spring	74.9%	85.8%	100%
2014-2015 Spring	69.2%	81.9%	92.1%
2015-2016 Spring	62.9%	66.8%	89.7%
2016-2017 Spring 2017-2018	63.7% Not released by DOE	Not Available	82.5%

STUDENTS PASSING ISTEP+ SOCIAL STUDIES (5TH GRADE) ONLY

	Indiana	Corporation	Bloomfield
2008-2009 Spring	61.9%	63.1%	70.7%
2009-2010 Spring	66.7%	68.4%	64.6%
2010-2011 Spring	68.6%	74.0%	79.1%
2011-2012 Spring	70.3%	83.0%	83.3%
2012-2013 Spring	72.1%	82.5%	85.4%
2013-2014 Spring	71.4%	79.1%	82.4%
2014-2015 Spring	NO	COMPASS	DATA
2015-2016 Spring 2016-2017 Spring 2017-2018	65.5% 61.7% Not released by DOE	67.6% Not Available	73.0% 71%

DESCRIPTION AND LOCATION OF CURRICULUM:

The Indiana Academics Standards and the Jay School Corporation board approved, Curriculum Guides guide the instruction at Bloomfield Elementary School. Copies of each of the following Curriculum Guides are available for inspection at the Jay School Corporation Website (<http://www.jayschools.k12.in.us/documents.html>). Revised curriculums will be available according to the following schedule:

State Adoption	Subject Area	Local Adoption	School Year For First Use	Years Of Use
October, 2018	Reading	Spring, 2019	2019-2020	6
	Handwriting			
October, 2019	Language Arts	Spring, 2020	2020-2021	6
October, 2020	Social Studies	Spring, 2021	2021-2022	6
October 2021	Mathematics	Spring, 2022	2023-2024	6
October, 2022	Science	Spring, 2023	2024-2025	6
	Health Education			
October, 2023	Miscellaneous (Art, Music, Business Education, Industrial Technology Education, and Family & Consumer Science)	Spring, 2018	2018-2019	6

Copies of grade level Indiana State Standards booklets for Science, English/Spelling, Math, and Social Studies are made available to parents. A composite of the standards for each grade level is provided to every teacher at Bloomfield Elementary. A copy of each of the composite booklets is available at

the Jay School Corporation Website
(<http://www.jayschools.k12.in.us/documents.html>).

Contextual

Strengths:

Parent involvement is a strength here at Bloomfield Elementary. Parents are very supportive of our various programs at our school. Parent / Teacher conferences are very well attended with 100% attendance for the last three years. Daily agenda books are a means of communication between school-to-home and vice versa. Furthermore, individual classrooms send out newsletters along with a monthly parent letter from the office. Bloomfield's PTO creates several opportunities for parents to be involved with our school. The activities include (but are not limited to): Kindergarten Parent Welcome Night, Chili Supper Fundraiser, Lunch with Parents, Muffins for Moms and Donuts for Dads breakfasts, and our school carnival. There is a PTO Facebook page that is monitored by the Parents and the school to ensure open communication regarding school events and policies. The Parent Meetings have an average of 6 parents per month in attendance in the last 12 months.

Parents are involved as approved volunteers to help teachers and students with instruction and supervision. The relationship between parents and students can be summed up as a "collective ownership" of the education of Bloomfield students. Bloomfield Elementary has 169 parents that are approved to volunteer at school.

The Technology at Bloomfield Elementary is aimed at a focus on complementing and enhancing instruction rather than replacing it. Any time a decision is made about technology, our school asks how it will benefit students. Every classroom has a SmartBoard interactive board with an Elmo Camera Projector. Each classroom in grades K, 1, and 2 have a Smart Slate, which has Bluetooth capability which can manipulate the SmartBoard from anywhere in the room. Grades 3, 4, and 5 share one Smart Slate between the classrooms.

Our Parent-Teacher Organization in December of 2015 purchased 25 Google Chromebooks for our 3-5 grades. This purchase was almost \$5,000.

Our Parent-Teacher Organization is very supportive of our teachers and students. They are very helpful with our fundraisers which help fully fund our field trips, some classroom supplies, and student convocations.

Focus Areas:

We would like to increase our curriculum based efforts at Parent Events. We have discussed setting up Literature regarding English/Language Arts at Parent Events. Our focus is to increase parental support for their child's attendance and school work.

- Ways to increase parent involvement are to increase newsletters mailed or sent home, the use of the School Auto dialer system, and increase incentives to attend parent involvement events like offer babysitting services.
- State Standards and Benchmarks
- K-5 90 minute reading block, before or after school learning/remediation times
- SRA Corrective Reading Intervention for Grades 2 and 3
- Leveled Readers for Grades K-2
- RTI, Hands

Demographic Data:

(Data comes from the DOE website – first four bullets)

- Free/Reduced Enrollment Data (based upon the 2016-2017 school year)
 - Paid Lunch – 59.4%
 - Free and Reduced – 40.6%
 - Free Lunch – 34.1%
 - Reduced Lunch – 6.4%
- Enrollment by Ethnicity (based upon the 2016-2017 school year)
 - White 95.6%
 - Hispanic 2.8%
 - Multiracial 0.8%
 - American Indian 0.4%
 - Black 0.4 %

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- Special education numbers have slowly increased from 39 students in the 2005-2006 school year to 62 (2016-2017).
- Attendance fluctuates between 262 (highest) during the 2005-2006 school year and 237 (lowest) during the 2013-2014 school year. However, this year the 2016-2017 attendance is 281. The highest level in many years.
- Students receiving RTI in grades K-5 total 40.

Perceptual Data:

Bloomfield is a small rural school. Economically, our school has gone from 33.6% free and reduced lunches in 2005-2006 to 50.4% in 2015-2016. Our English as a Second Language mainly consist of German speaking Amish. Special education represents approximately 22.0% of our student population.

REFORM

Title I SWP (requirements):

Include Schoolwide Reform Strategies that: (2)

- *Provide opportunities for all children to meet the State's proficient & advanced levels of achievement*
- *Use effective methods and instructional strategies that are based on scientifically-based research*

PL 221 (requirements):

- *Conclusions about the current educational program, derived from an assessment of education programming, including the following: parental participation in the school, technology as a learning tool, safe and disciplined learning environment and professional development. (4)*
- *Specific areas where improvement is needed immediately. (6)*
- *Statutes and rules to be waived. (11)*
- *Three year time line for implementation, review, and revision. (12)*

1. Explain the school's implementation of schoolwide reform strategies that will provide opportunities for all children to meet the State's proficient and advanced level of student academic achievement.

Bloomfield is using the Harcourt language arts curriculum across all grade levels. Harcourt is aligned with the state standards. This assures state standards are being taught and allows for an easier transition from grade to grade. Additional methods and instructional strategies that are used to target weaknesses and reinforce areas of strengths are:

- **SuccessMaker** – This is a computer tutorial program which is scientifically research-based Pearson computer program which addresses reading/language art in grades 2-5. Students build comprehension skills, strategies, fluency, and vocabulary through stimulating skill building exercises.
- **Full Day Kindergarten**: Full day kindergarten is offered to support double exposure to all students while essential concepts and strategies are being taught. These concepts and strategies are the building blocks of a firm foundation in both Language Arts and Math. Full Day Kindergarten will continue to be offered in an attempt to support each of our student's needs.

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- **Reading Recovery:** Reading Recovery is a researched-based intervention used to help low achieving children make accelerated gains to reach the average range of reading performance in their class. To achieve this rapid learning, children are taught one-to-one. Each child's knowledge is assessed, and then individual lessons are developed based on what the child already knows.
- **Comprehensive Intervention Model (CIM):** The CIM is a research-based model for meeting the intentions of the Response to Intervention (RtI) approach. The Comprehensive Intervention Model (CIM) is a well coordinated, seamless design for providing intervention services in literacy related areas to struggling learners. The intervention components include individual and small group interventions that align with the classroom curriculum.
- **Response to Intervention (RtI):** Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.
- **Guided reading:** Groups provide leveled instruction and application of strategies for vocabulary, writing applications and conventions for those students who need extra opportunities for practice from a lower level reading material. Any weaknesses can be isolated and worked on in this setting if necessary
- **Six Traits:** Is a writing program that provides a plan for teaching the traits of good writing. This is a step by step program that not only teaches conventions, but covers all traits that make a good writer. Teacher modeling is an important element that is beneficial to those who might struggle with organization and cohesive writing.
- **English as a Second Language:** Provides for language development in speaking and written/reading situations. Working in small groups gives children more confidence and experience with the English language.
- **The Waterford Lab:** Is a computer system which provides on level, below level, and enrichment of Reading, Math and Science. Each child works on a computer that has the leveled work most appropriate for the strengths and weaknesses of that child. Some areas that are covered in Language Arts include vocabulary and written application which our data showed as a weakness. Among the weaknesses shown from I.S.T.E.P. include computation and geometry which is routinely part of the child's computer Math experience
- **NWEA -** NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. Every question on a MAP Growth assessment is calibrated to our RIT

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scale. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career. MAP® Growth™ K–2 enables educators to pinpoint where all students are on their learning paths. Identifying this starting point as early as possible and tracking growth over time on a reliable scale is essential to getting students on track and ensuring long-term academic success.

Bloomfield is using the Scott Foresman math curriculum across all grade levels. The school corporation also has a math mapping guide which ensures that transient students within the school corporation will not have gaps due to their transiency. Additional methods and instructional strategies that are used to target weaknesses and reinforce areas of strengths are:

- **Full Day Kindergarten:** Full day kindergarten is offered to support double exposure to all students while essential concepts and strategies are being taught. These concepts and strategies are the building blocks of a firm foundation in both Language Arts and Math. Full Day Kindergarten will continue to be offered in an attempt to support each of our student's needs.
- **Exact Path** – This is a computer tutorial program which is scientifically research-based Pearson computer program which addresses mathematics in grades 3-5. This computer program gives step-by-step instruction that is aimed at improving computation and problem-solving strategies.
- **Response to Intervention (RtI)** – Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.
- **Differentiated Instruction:** The use of differentiated instruction allows for all students to learn within their own ability levels. As this is used teachers utilize modeling to show students how mathematics skills are performed. Manipulatives are also made available for students to use to make the mathematics more tactile.
- **Waterford:** Is a computer system which provides on level, below level, and enrichment of Reading, Math and Science. Each child works on a computer that has the leveled work most appropriate for the strengths and weaknesses of that child. Some areas that are covered in Language Arts include vocabulary and written application which our data showed as a weakness.

Among the weaknesses shown from I.S.T.E.P. include computation and geometry which is routinely part of the child's computer Math experience

2. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that strengthens the core academic program of the school.
 - Bloomfield will use a variety of instructional strategies including: teacher-lead instruction, technology, small & whole group instruction, peer-editing, and media resources.
 - Bloomfield utilizes interventions such as RTI, SRA, Reading Recovery, Rocket Math and after-school remediation and Intervention Station .
3. Explain how the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that increases the amount and quality of learning time, such as providing an extended school year, before and after and summer programs and opportunities.
4. Explain how the school wide reform strategies the school has chosen will use effective methods and instructional strategies based on scientifically based research that include strategies for meeting the educational needs of historically underserved populations and the needs of low-achieving children and those at risk of not meeting the State student academic standards.

At Bloomfield we have an ESL program with a certified teacher and a bilingual aide.

Students meet with an instructor & aide to review skills and language. The computer program Rosetta Stone is also utilized. The students identified as Gifted and Talented receive their instruction at a central location where a Gifted and Talented curriculum is followed. Special Education students receive a variety of services depending on their disability and IEP. This includes consultation, inclusion, and some pullout for review of skills, and re-instruction. For the low achieving and at-risk students at Bloomfield we provide RTI services such as peer-to-peer, small group, after school tutoring. All students with access to the internet at home also can utilize Education City and Study Island at home for additional practice of skills.

5. Explain how the school-wide reform strategies are consistent with and designed to implement the State and local improvement plans.

At Bloomfield' teachers utilize a variety of teaching strategies including small group instruction, 1-on-1 instruction, leveled reading, demonstration & modeling, reteaching of concepts using the different learning styles. Teachers collaborate and review assessment data to ensure students' growth and success. Teachers are encouraged to attend professional development seminars to enrich and enhance teaching strategies that will benefit students.

6. Identify the scientific-based research strategies that will be used to strengthen the core academic subjects and the specific issues that caused the school to be identified for the improvement.

Bloomfield is not identified as being in "school improvement". We will continue to use the fore-mentioned strategies to strengthen the core subjects. We will also continue to attend professional development opportunities that will allow the staff to learn new strategies/ideas to also strengthen student learning.

Technology as a learning tool:

Bloomfield' students are exposed to technology everyday. Jay School Corporation's digital learning vision is to develop 21st century learning experiences where students engage in regular opportunities to use technology to develop attributes that encourage personal productivity, creativity, critical thinking, collaboration, and participation within and beyond school. The integration of digital learning should prepare them for an ever-changing digital and global world. Digital learning will be embedded in the day-to-day activities of the school more effectively, and information and communication infrastructure will support advancements in digital technologies that ensure the best learning outcomes for students. Every student has access to a chromebook in which the students are allowed and encouraged to use. There is one computer lab in the building, the lab is designated for Waterford and to allow the students access to the internet for research, and software which allows them to publish their work and practice skills. In addition, there is a Technology Aide in the building twice a week that gives additional technology time to each classroom.

Programs students utilize include: Google Office, Microsoft Office, Accelerated Reader, Star Reading, IXL Math, Waterford, NWEA, and more.

Teachers are also expected to integrate technology into the classroom. Every classroom has a document presenter and projector. This allows for easier modeling and sharing of

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information. In addition, there are SmartBoards in the building in which teachers can use to allow the students to be more engaged and hands-on with their learning.

Teachers often give input as to what new technology on which they would like to be in-serviced. Teachers are typically trained by the Building Technology Associate or the Technology Committee.

The Technology Committee meets to review and evaluate our technology needs for Bloomfield and adheres to the technology policy of the school corporation.

We have recently purchased with help of our PTO Funds, 25 Google Chromebooks for our students in grades 3, 4, and 5. These are used as extras if a need arises.

Safe & Disciplined Learning Environment:

Parents are asked to submit a background check for any volunteer work or interactions with the students at school. All doors are locked with the one exception and visitors are required to sign in at the office. Practice drills are held to rehearse emergency situations. To help maintain a disciplined learning environment, Bloomfield has implemented a Character Counts program which rewards students for their positive behaviors at school. Also at Bloomfield we have a safety committee who looks at all the safety factors in the school and comes up with the best possible solution to make it a safe school.

Professional Development:

See Component 4

Parental Involvement:

See Component 5

HIGHLY QUALIFIED TEACHERS/MENTORING

Title 1 SWP (requirements)

- *Provide instruction by highly qualified teachers.(3)*
- *Provide strategies to attract highly qualified teachers to high-needs schools. (5)*

PL 221 (requirements)

- *Not applicable*

HIGHLY QUALIFIED TEACHERS

- To be considered highly qualified (teachers)
 - Earned a bachelor's degree
 - Earned a valid Indiana teaching license or transition to teaching permit.
 - Demonstrated subject matter knowledge – Praxis or HOUSSSE rubric

Name	Position	Core Content Area	Qualification
Ben Dues	Principal	Administration	Praxis
Amanda Clemens	Kindergarten	General Education	Praxis
Carrie Byrum	Kindergarten	General Education	Praxis
Chandra Dawson	1st Grade	General Education	Praxis
Judy Wellman	1st Grade	General Education	HOUSSSE
Amy Fullenkamp	2nd Grade	General Education	Praxis
Kim Hyatt	2nd Grade	General Education	HOUSSSE
Jennifer DeHoff	3rd Grade	General Education	Praxis
Jenna Muhlenkamp	3rd Grade	General Education	Praxis
Jessica Root	4th Grade	General Education	Praxis
Kari Brotherton	4th Grade	General Education	Praxis
Giles Laux	5th Grade	General Education	Praxis
Kristen Gibson	5th Grade	General Education	Praxis
Emily Laux	Reading Recovery	General Education	Praxis
Sarah Cook	Special Education/ESL	Special Education	Praxis
Kelly Christy	Speech Pathologist	Special Education	Praxis
Sarah Davidson	Art	Art	Praxis
Ashley Knapke	Art	Art	Praxis
Jan Rittenhouse	Music	Music	Praxis
Rachel Arnold	Music	Music	Praxis
Josh Gibson	Physical Education	Physical Ed.	Praxis
Michael Karn	Physical Education	Physical Ed.	Praxis
Jessica Longerbone	Technology	Technology	Praxis
Abby Homan	Librarian	Library	Praxis
Julia Kable	ELL	ELL	Praxis

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- To be considered highly qualified (paraprofessionals)
 - Secondary school diploma or equivalent
 - Completed a two year study at higher ed.; or
 - Obtain an associate's degree ; or

Name	Position	Qualification
Joanie Wilkins	Instructional Assistant	Para Pro
Amy Hawbaker	Instructional Assistant	Higher Ed
Linda Heitkamp	Sp Ed Instr. Assistant	Para Pro
Jane Martin	Instructional Assistant	Para Pro
Brandy Shannon	Instructional Assistant	Para Pro
Rebecca Bailey	Instructional Assistant	Higher Ed
Cindy Fifer	Instructional Assistant	Higher Ed

Strategies to attract high-quality, high qualified teachers in this school

- There is a bonus for Effective and Highly Effective Teachers as the result of their RISE Evaluation
- There is a PTO Luncheon in May of each academic year.
- Bloomfield has monthly Staff Carry-Ins
- The Bloomfield Social Committee provides a momento when someone loses a parent, spouse, or a child. Also, there is a social event when there a retirement and a “new baby” to the staff member.
- Our Superintendent meets with all staff in a “Listen and Share” session to hear the input twice per year.
- Overall – Low turnover at Bloomfield Elementary. Thus, teacher stability is very consistent.
- Encourage quality student teachers to complete their student teaching in the Jay School Corporation
- Quality subs are requested by current teachers. When new positions open and they apply we already know about their teaching experiences.
- Follow that Jay School Corporation By Laws and Policies set by the Board of Trustees
- Advertise on the internet
- Participate in the cadet teacher program through Jay County High School
- Provide incentive package
- Administrative and current teachers are involved in the interviewing process of new teachers.
- Jay School Corporation works close with Ball State University and Wright State University in Celina, Ohio on student teachers and selection of teachers.
- Jay Schools encourages professional development.
- Teachers are encouraged to work at Judge Haynes – staff support, friendly atmosphere, encouragement of professional development, high student expectations.

PROFESSIONAL DEVELOPMENT

Title 1 SWP (requirements)

- *Provide high quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate pupil services personnel, parents & other staff. (4)*

PL 221 (requirements)

- *Emphasized improvement of student learning and performance*
- *Supports research-based, sustainable school improvement efforts*
- *Aligns with the core principles of professional development*
- *Include methods to improve the cultural competency of teachers, administrators, staff, parents, and students. (10)*

i. Needs Assessment

- The Bloomfield Elementary School's vision toward this Professional Development Program will lead us to an environment where students are challenged to work to their full potential mentally, physically, and socially providing a foundation whereby students learn to seek and apply knowledge, make ethical choices, and make positive contributions to our community.
- This Professional Development Program will:
 - Help staff provide challenging opportunities to lead to the success of every child because every child can learn and can meet the high expectations we have established for them.
 - Help staff form collaborative relationships with families, community members, and agencies. It will help the staff of Bloomfield Elementary School continue its student-centered focus and support all students through quality educational programming resulting in high student performance.
 - Help the staff promote and foster strong community relationships centering on a nurturing, academically stimulating environment that acts as an extended family for its school community. The resulting relationships link resources and community support to high performance.
 - Help the staff as it prepares students to become disciplined, life-long learners who effectively and ethically solve problems through critical and creative thinking.

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- Empower the staff to design instructional activities and guide students in active engagement in meaning and productive work.
- Help the staff focus on students' work organized around the school corporation's curriculum based upon national, state, and local standards.
- Serve as a vehicle whereby businesses and industries help nurture and participate in students' learning.
- Involve the Bloomfield Elementary School staff as they work collaboratively to accomplish its goals.
- The goals of the Bloomfield Elementary School Professional Development Program are implementation of:
 - A school-wide writing rubrics to improve I-STEP+ Language Arts scores
 - Writing in math to improve I-STEP scores in mathematics.
 - Interaction with parents, students, and teachers through the use of Character Counts program and increased parental involvement.
- Staff members will be involved in continuous learning in the following ways:
 - Calendar of 2018-2019 Professional Development
 - July 2018 – Google Tech Conference
 - August 2018 – May 2019 (3 Events Each Month)
 - Google Academy PD – Bloomfield Tech Staff
 - Monthly Staff Meeting
 - Guided Reading PD – Bloomfield Reading Recovery Staff
 - September 2018 -
 - IMELA Conference - Kristen Gibson
 - October 2018
 - Indiana Connected Educators Conferece - Jessica Root and Kari Brotherton
 - Crisis Prevention Institute - Ben Dues
 - Jan Richardson Study Group - Emily Laux and Amy Fullenkamp
 - December 2018
 - Jan Richardson Study Group - Emily Laux and Amy Fullenkamp
 - January 2019
 - Jan Richardson Study Group - Emily Laux and Amy Fullenkamp
 - February 2019
 - National Title 1 Conference - Ben Dues

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- Yearly goals for each staff member will reflect being involved in the continuous learning topics in the Professional Development Program.
- Each staff member will document the learning experiences in which they participated during the Professional Development Program.
- Continuous learning experiences provided by this Professional Development Program will be available to all staff members at various times to be compatible to staff members' schedules.
- New techniques and strategies will be presented to staff members.
- Opportunities to observe the new techniques and strategies in classroom settings are provided for all staff members.
- Opportunities to discuss the new techniques and strategies are provided as follow up experiences for all staff members.
- Classroom observations focus on how strategies and techniques learned is embedded in practice.

ii. Action Plan

- School Goal #1

Combined ELA/Math will be 15% above the state average for I-STEP+.

This school goal was based upon:

- I-STEP+ aggregated and disaggregated reports from the past seven years of trending data.
- Analysis of the testing data indicated a need for students to effectively communicate their thoughts in writing, focusing on elaboration of meaning and on using correct spelling.
- New knowledge, skills, and attitudes toward learning that will result from the Bloomfield Elementary School Development Plan are:
 - Strategies for teacher modeling writing for the class
 - Strategies for involving students more effectively in their own learning.
 - Strategies for implementing technology more effectively in the classroom.

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- Strategies to implement writing activities based on state standards and application of 6 Traits Writing Traits to improve students writing abilities.
- The data and evidence related to new knowledge, skills, and attitudes toward learning that will be collected at Bloomfield Elementary School to evaluate the Professional Development Program's impact on progress toward the school goal will be:
 - Student results on I-STEP+
 - Reading Unit tests
 - Kindergarten Assessment, KD 1-2
 - Spelling Unit Review Tests
 - Accelerated Reader
 - Star Reading
 - Learn to Type
 - Successmaker
 - Waterford Program
 - MClass Grades K - 2

School Goal #2

100% of students without a good cause exemption will pass the IREAD-3 Assessment.

This goal was based upon:

- I-STEP+ aggregated and disaggregated reports from the past seven years of trending data.
 - Formal and informal assessments implemented by the grades 3 – 5 teaching staff.
- Analysis of testing data indicated the need for students to improve in the areas of measurement, algebra and functions, and number sense.
- New knowledge, skills, and attitudes toward learning that will result from the Bloomfield Elementary School Professional Development Program are:
 - Continuing with writing in math curriculum.
 - Continuing with technology in the classroom.
 - Involving students more effectively in their own learning.
 - Continuing to use Morning Math to review math concepts.

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- The data and evidence related to new knowledge, skills, and attitudes toward learning that will be collected at Bloomfield Elementary School to evaluate the Professional Development Program's impact on progress toward this school goal will be:
 - Student results on I-Step+
 - Grade 2 standardized test.
 - Math Unit and Chapter Tests
 - Waterford Program
 - NWEA

- School Goal #3

4th Grade ISTEP scores will be 20% above the state average for ISTEP Math.

This school goal was based upon:

- I-STEP+ aggregated and disaggregated reports from the past seven years of trending data.
- Analysis of the testing data indicated a need for students to effectively communicate their thoughts in reading, focusing on elaboration of meaning and on using correct spelling.
- New knowledge, skills, and attitudes toward learning that will result from the Bloomfield Elementary School Development Plan are:
 - Strategies for teacher modeling reading for the class
 - Strategies for involving students more effectively in their own learning.
 - Strategies for implementing technology more effectively in the classroom.
 - Strategies to implement writing activities based on state standards and application of 6 Traits Writing Traits to improve students writing abilities.
- The data and evidence related to new knowledge, skills, and attitudes toward learning that will be collected at Bloomfield Elementary School to evaluate the Professional Development Program's impact on progress toward the school goal will be:
 - Reading Unit tests
 - Kindergarten Assessment, KD 1-2
 - Spelling Unit Review Tests
 - Accelerated Reader
 - Star Reading
 - Learn to Type
 - Waterford Program
 - NWEA

PARENTAL INVOLVEMENT

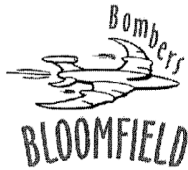
Title 1 SWP (requirements):

- *Provide Strategies to increase parent involvement, such as family literacy. (6)*
- *Description how the school will provide individual academic assessment results to parents. (6a)*
- *Strategies to inform parents in the planning, review, and improvement of the school wide plan. (6b)*

PL 221 (requirements):

- *Not applicable*

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Bloomfield Elementary – 350 E 500 N, Bryant, IN 47326

Principal – Ben Dues (260) 726-9417 fax (260) 726-4680

Title I Parent Involvement Policy Discussion/Revision Parent Sign-In

September 4, 2018

6:30 pm in the Music Room

Amy Hawbaker

Kristy Hudson

Andrea Walter

Darhi Jari

Carrie Lynn

Janell Wendel

Daniell Ontrop

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726-4680

Bloomfield Elementary – 350 E 500 N, Bryant, IN 47326

Principal – Ben Dues (260) 726-9417 fax (260)

Title 1 Parent Involvement Policy Discussion/Revision Meeting
September 4, 2018 @ 6:30 pm

- Title 1 Parent Involvement Policy Discussion/Revision
 - Policy Guidelines
 - Flexibility
 - Curriculum
 - School-wide Plan
 - School Compact

Bloomfield Elementary School

TITLE I SCHOOL PARENT INVOLVEMENT POLICY

Bloomfield Elementary School intends to follow the parental policy guidelines in accordance with Every Student Succeeds Act as listed below. Bloomfield Elementary School will distribute this policy to parents of students participating in the Title 1 program and be updated periodically.

Bloomfield Elementary School is a Title I School Wide Program under section 1114(b)2. Parents who are not satisfied with the School Wide Program may submit comments on the plan to Bloomfield Elementary School Principal.

Bloomfield Elementary School Will Host an Annual Fall Meeting

- During the first week of September, Bloomfield Elementary will host two Annual Title I Parent Involvement Meetings – one meeting in the morning and one in late afternoon/early evening. Refreshments will be provided.
- In the Fall of each academic year, Bloomfield hosts a Parent Involvement Policy Discussion/Revision Meeting. At this time parents can provide input into the Title 1 Parent Involvement Policy and make necessary changes to the Title 1 Parent Involvement Policy

Bloomfield Elementary School Will Host an Annual Fall Meeting to Discuss these Topics:

- Overview of the Federal Title I Program
- Review Bloomfield Elementary Parent Compact
- Review Bloomfield Elementary School's Title I School Wide Plan
- Goals, Benchmarks, Curriculum, Assessment, Achievement Reports
- Review School/Parent Compact
- Review Parent's Rights to Participate
- Review Procedure for Parents to Request a Meeting

Bloomfield Elementary School Will Provide Parent Support Using The Following Methods:

Curriculum

- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Bloomfield's Core Language Arts and Math curriculum is from Pearson.

Communication Strategies

- (SWP schools) If the school wide program plan under section 1114 is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible.
- Facebook, School Website, Monthly School Newsletters, Teacher Newsletters, Auto-Dialer Communication

Opportunities to Discuss/Review Student Progress

- Fall Parent-Teacher Conferences, Parent, Teacher, or Administrator may Request Conferences to discuss Student Progress at any time, **Parents** access Skyward for student attendance, grades, and discipline

Supplemental Education Services

- Pre-School Programs: Head Start, Even Start, Jay School Corporation Pre-School Program,
- Kindergarten Induction Programs: Kindergarten Round-up, Spring Head Start Visit with incoming Kindergarten Students
- During School Programs: Reading Recovery, RTI
- Before/After School Program: Latch Key

Materials Available for Parents to Use with Children at Home

- Leveled Readers (pre-primer to on-grade level), Educational Games, Documents describing how Parents can Support their Child's Education

Community Support

- Youth Service Bureau, Meridian Health Services, John Jay Center for Learning

Build the schools' and parents' capacity for strong parental involvement by:

- Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
- Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand

The Teacher will Communicate with Parents Using the Following Methods:

- Teachers send home newsletters, call home, write notes in student agendas, send emails, Doughnuts with Dad Program, Muffins with Moms Program

Bloomfield Elementary School will Host an Annual Spring Meeting

- By the end of the second week in May, Bloomfield Elementary will host two Spring Title I Parent Meetings – one meeting in the morning and one in late afternoon/early evening. Refreshments will be provided.

Bloomfield Elementary School Will Host an Annual Spring Meeting to Discuss these Topics:

- Review the School Wide Program Policy with opportunities for Parent Input
- Review School/Parent Compact with opportunities for Parent input

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Any comments indicating parents' dissatisfaction with Bloomfield Elementary School's Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

Bloomfield Elementary - Parent Compact

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the school - parent compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

Teacher

Parent/Guardian

Signatures are not required.

PRESCHOOL PROGRAM

Title I SWP (requirements):

- *Provide strategies to assist preschool children in the transition from Early Childhood Programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool or elementary-run program. (7)*

PL 221 (requirements):

- *Not applicable*

Preschool Transition Programs in Jay County

The Jay School Corporation supports the following educational opportunities for at-risk preschool children in Jay County:

- Preschool at East Jay and Westlawan for children 3 & 4 years of age
 - 3 year olds attend school on Tuesdays & Thursdays
 - 4 year olds attend school on Monday, Wednesday, & Fridays
- Preschool at Redkey Elementary for 3 and 4 year olds
 - 3 year olds attend school on Tuesdays & Thursdays
 - 4 year olds attend school on Monday, Wednesday, & Fridays
- Jay County High School
 - Offers a child development class to 3 & 4 year olds
- Little 2nd steps is also offered at the Garfield building
 - Program for children reaching three years old who are referred by parents or physician and are identified with special needs after corporation screening
- First Steps Organization (Organization out of Muncie)
 - Works with children from birth to 3 years old who have special needs
- Headstart at Portland with bussing from West Jay Community Center in Dunkirk and outer city limits
- Multiple preschool offerings in the various churches

Most of the children attending these schools are children with special needs. The remaining slots are filled with typical students. When all slots are filled, students are placed on a waiting list until slots becomes available.

The Jay School Corporation works with the Jay Randolph Developmental Center to identify preschool students who have special needs.

Transitional conferences are held for Jay county preschool students with special needs.

The Youth Service Bureau of Jay County also receives Title I funding for support of at-risk students from first grade through twelfth grade.

Jay School Corporation offers Speech and Hearing screening to all preschoolers for early identification of articulation and language deficits.

Bloomfield Elementary currently holds Kindergarten Round-Up in the Spring. The Round-Up is announced through radio and newspaper ads and John Jay Learning Center. An assessment of each individual child is performed through Kindergarten Readiness Assessment testing. During Round-Up, parents are given handouts explaining the expectations for Kindergarten, such as, Starting Your Child In School, Mother Goose Coloring and Rhyme Book, Starting School - Coloring & Activity Book, Headstart Transition Newsletter, and Put Reading First, Helping Your Child Learn to Read – Parent Guide. Some of the material is also translated into Spanish.

In the summer months our Kindergarten teachers encourage their students by mailing out postcards to welcome children to the school year.

The Jay School Corporation has made it a goal to support the “1000 Books Before Kindergarten” and KIPS (Kindergartners in Prep School) at the Jay County Public Library

Things we want to implement:

- Information packet of expectations at the preschool and daycare level before Kindergarten Round-Up
- Summer mailer to include goals for children, such as, writing first and last name, phone number, address, tying of shoes, etc.
- Brochures informing parent of goals for kindergarteners for doctor offices, hospital, health department, and welfare department
- Hold a kindergarten informational session for parents at place of work
- Open Bloomfield’s Library to incoming kindergarteners to experience school.

Title 1 SWP (requirements):

- *Provide measures to include teachers in the use of academic assessments...in order to improve achievement of individual students and the overall instructional program. (8)*

PL 221 (requirements):

- *Student achievement objectives/goals derived from assessment of the current status of educational programming, including at least the following: attendance rate, percentage of students meeting academic standards under the ISTEP+ program, and graduation rate (for secondary schools.) (5).*
- *Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system. (7)*

Opportunities for collaboration take place on two levels: informal and formal. Teachers informally collaborate within grade level before school, during lunch, during special class time and after school. Formal collaboration across the grade levels takes place during staff meetings, committee meetings, corporation meetings, RTI meetings, grade level meetings, and Accelerated Reader. Data from assessments to be discussed is noted and documented on collaboration sheets, professional development logs, and is evident in curriculum mapping. All this is available for inspection in the principal's office. It is our intention for every teacher to use the data from the assessments to enable effective planning and administration of intervention for improvement of student achievement. The following data presents the attendance rates and percentage results for ISTEP, for accomplishing the expectations for improvement.

Student Achievement Objectives/Goals

A. Attendance Rate

Bloomfield Elementary continues to stress the importance of good student attendance to both parents and students. The school has several incentives that are used to reward students with good attendance. These strategies, in addition to the parental support, have continued to stress the importance of good attendance as a life skill. As a result, the success Bloomfield has had with annual attendance rates is evident.

Attendance Rate

	Bloomfield Elem.	State's Average
2017-2018	Data Not Available	
2016-2017	96.7	
2015-2016	96.2	
2014-2015	96.6	
2013-2014	97.27	
2012-2013	96.99	
2011-2012	97.4	
2010-2011	96.3	
2009-2010	97.3	
2008-2009	97	96.1
2007-2008	97.2	95.9
2006-2007	96.9	95.8

B. Percentage of Students meeting Academic Standards

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The trend for the number of Bloomfield Elementary in terms of the percentage of third grade students meeting the state standards in the ISTEP+ testing is as follows:

ISTEP+ Grade 3 - % passing

	LANG. ARTS	MATH
2017-2018	Data Not Available	
2016-2017	88	74.4
2015-2016	78.0	65.9
2014-2015	84.4	71.1
2013-2014	86.5	89.2
2012-2013	97.5	100
2011-2012	94.3	82.9
2010-2011	100	95.2
2009-2010	80	75
2008-2009 Spring	92.5	80.5
2008-2009 Fall	92.7	90.2
2007-2008	74.4	88.4
2006-2007	75.8	74.2

Focus Area: 2017-2018 (Based upon 2016-2017)

Grade level	Subject Area	# of students not passing ISTEP+	% of students not passing ISTEP+
Grade 3	English/LA	5	12.0%
Grade 3	Math	9	25.6%
Grade 3	IREAD3	2	4.6%
Grade 4	English/LA	12	30%
Grade 4	Math	15	38.5%
Grade 4	Science	7	17.5%
Grade 5	English/LA	12	31.6%
Grade 5	Math	5	13%
Grade 5	Social Studies	11	29.0%

Information from the Focus Area listed above has been documented on the Data Wall cards for each student. Remediation for students continues throughout the school year. Students are offered ISTEP+ prep prior to taking the test in the spring. This consists of working in the computer lab on programs such as Successmaker and the practice tests assigned from Acuity. These students receive instruction from the RTI teacher each week with bi-monthly meetings with their classroom teacher to document whether the students are showing improvement, need to continue with services, or are able to be dismissed from the program.

ADDITIONAL ASSISTANCE

Title I SWP (requirements):

- *Provide activities to ensure effective, timely additional assistance to students failing to meet proficient or advanced levels of achievement. (9)*

PL 221 (requirements):

- *Not applicable*

Students struggling to master grade level material and who are identified as struggling readers are brought to the attention of the RTI committee by the child's teachers. The committee consists of two general education teachers, a special education teacher, a Ball State University Early Interventionist consultant, building principal, the RTI instructional assistant, and the Jay School Corporation Special Education Programs Director. The committee uses data the teacher has collected to help understand the student's strengths and the teacher's areas of concern. The teacher leaves with appropriate strategies that will be put into place immediately. At the monthly committee meetings, as many as 15 students are discussed. Teachers are invited back to an upcoming team meeting where they report successes and/or request additional support.

There are several programs in place at Bloomfield Elementary that the RTI committee may determine might be a benefit to the student being considered by the RTI team. Many of these programs are facilitated by an instructional assistant in our building who is paid through Title I funds. She meets with different groups of students in grades Kindergarten through fifth grade. While working with these students, she works on research based strategies to increase Language Arts skills, Mathematics skills, and behaviors that are affecting classroom performance. We are currently serving thirty students in grades K-5. Some of the programs include PALS, Touch Math, Language Experience, and Intervention Station. For students not making progress through RTI, Special Education services may be needed.

We are fortunate to have a full day kindergarten program here at Bloomfield Elementary. In the spring we have Kindergarten Round-up where we pre-register our incoming kindergarteners for next fall. The next week we have the in-coming students return for our Kindergarten Readiness assessment. We

(Fall 2018)

will do an assessment next spring to see how the child has progressed in Kindergarten.

Additional assistance programs consist of an after school remediation program for students in grades 3, 4, and 5. We offer sixty hours of ISTEP instruction with a computer based ISTEP preparation program. This instruction is available to students who are in danger of failing ISTEP. However, this instruction is not limited to those students.

INTEGRATION OF PROGRAMS

Title I SWP (requirements):

- *Provide coordination/integration of Federal, State, and local services & programs. (10)*
- *List of programs that will be consolidated under the schoolwide plan (if applicable). (10a)*

PL 221 (requirements):

- *Not applicable*

The Jay School Corporation will continue to fully utilize and integrate the use of Federal, State and local services and programs to help service our students at Bloomfield Elementary. A detailed accounting report may be viewed at our Central Office area.

The following programs and services utilized at Bloomfield are coordinated to help the students:

- Reading Recovery
- Accelerated Reader
- Star Reading
- ESL program
- Kids Hope Program
- Parent / Teacher Organization

Special education will continue to work closely with the classroom teachers to help implement the 3 Tier Intervention program in our school. The committee consists of two general education teachers, a special education teacher, a Ball State University Early Interventionist consultant, building principal, the RTI instructional assistant, and the Jay School Corporation Special Education Programs Director.

Monthly, district administrative meetings will continue to inform the administrators of services and programs available to the district as well as coordinate and integrate services and programs.

At this time, we opt not to consolidate funds but we do coordinate funds in the Jay School Corporation to help service our students.

Additional Information

Title I SWP (requirements):

- *Not applicable*

PL 221 (requirements):

- *Academic Honors Diploma and Core 40 –*
 - *Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma*
 - *Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum. (8)*

This section is not applicable to Bloomfield Elementary.

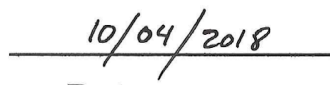


Bloomfield Elementary – 350 E 500 N, Bryant, IN 47326

Principal – Ben Dues (260) 726-9417 fax (260) 726-4680

The Bloomfield Elementary Title 1/PL 221 Plan has been reviewed and accepted by the Jay Classroom Teachers Association.


JCTA President


Date

(Fall 2018)

July 31, 2018

Dear Parents,

I am sending you a copy of the "Parents' Right-To-Know Notification Letter which is part of the federal government act of "EVERY STUDENT SUCCEEDS ACT."

I have also included some information about the Indiana Parent Information and Resource Center (PIRC) that is available to you. You can access this website at www.fscp.org , or call 1-866-391-1039 (toll free), or 317-205-2595, or e-mail: info@fscp.org. This is a great website for various available services to support both the parent and student. Take a look.

If you do not have a computer with internet access at home, you are invited to use a computer at school. In order to use a school computer you need to sign a computer usage form stating you will use the computer according the Jay School Corporation technology policies. All students and school staff have to sign off on one of these forms in order to use the computers. If you need assistance with the use of a computer, we will be more than happy to assist you.

If you have any questions about the Parents' Right-to-Know Notification Letter or the Indiana Parent Information and Resource Center (PIRC), please feel free to call me at school.

Sincerely,

A handwritten signature in cursive script that reads "Ben Dues".

Ben Dues

Principal

Bloomfield Elementary

(Fall 2018)

PARENTS' RIGHT-TO KNOW

Parent Notification Letter

July 31, 2018

Dear Parents and Guardians:

In accordance with the Elementary and Secondary Education Act, Section 1111(h) (6) *PARENTS' RIGHT TO KNOW*, this is a notification from JAY SCHOOL CORPORATION to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers. This notification is also included in Jay School Corporation policy manual and can be found at central office or on-line at <http://www.neola.com/jay-in/> Table of Contents 2000 – Programs 2261.02 - Title I - Parents' Right to Know

This information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; (All the teachers at Bloomfield Elementary are highly qualified)
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teachers baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications

If at any time your student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, you will be notified by the school of this information.

If you have questions or concerns, please feel free to contact the school principal at Bloomfield Elementary (260) 726-9417

Sincerely,



Ben Dues

Bloomfield Elementary

Bloomfield Elementary School

TITLE I SCHOOL PARENT INVOLVEMENT POLICY

Bloomfield Elementary School intends to follow the parental policy guidelines in accordance with Every Student Succeeds Act as listed below. Bloomfield Elementary School will distribute this policy to parents of students participating in the Title 1 program and be updated periodically.

Bloomfield Elementary School is a Title I School Wide Program under section 1114(b)2. Parents who are not satisfied with the School Wide Program may submit comments on the plan to Bloomfield Elementary School Principal.

Bloomfield Elementary School Will Host an Annual Fall Meeting

- During the first week of September, Bloomfield Elementary will host two Annual Title I Parent Involvement Meetings – one meeting in the morning and one in late afternoon/early evening. Refreshments will be provided.
- In the Fall of each academic year, Bloomfield hosts a Parent Involvement Policy Discussion/Revision Meeting. At this time parents can provide input into the Title 1 Parent Involvement Policy and make necessary changes to the Title 1 Parent Involvement Policy

Bloomfield Elementary School Will Host an Annual Fall Meeting to Discuss these Topics:

- Overview of the Federal Title I Program
- Review Bloomfield Elementary Parent Compact
- Review Bloomfield Elementary School's Title I School Wide Plan
- Goals, Benchmarks, Curriculum, Assessment, Achievement Reports
- Review School/Parent Compact
- Review Parent's Rights to Participate
- Review Procedure for Parents to Request a Meeting

Bloomfield Elementary School Will Provide Parent Support Using The Following Methods:

Curriculum

- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Bloomfield's Core Language Arts and Math curriculum is from Pearson.

Communication Strategies

- (SWP schools) If the school wide program plan under section 1114 is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

(Fall 2018)

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestion as soon as practicably possible.
- Facebook, School Website, Monthly School Newsletters, Teacher Newsletters, Auto-Dialer Communication

Opportunities to Discuss/Review Student Progress

- Fall Parent-Teacher Conferences, Parent, Teacher, or Administrator may Request Conferences to discuss Student Progress at any time, **Parents** access INOW for student attendance, grades, and discipline

Supplemental Education Services

- Pre-School Programs: Head Start, Even Start, Jay School Corporation Pre-School Program,
- Kindergarten Induction Programs: Kindergarten Round-up, Spring Head Start Visit with incoming Kindergarten Students
- During School Programs: Reading Recovery, RTI
- Before/After School Program: Latch Key

Materials Available for Parents to Use with Children at Home

- Leveled Readers (pre-primer to on-grade level), Educational Games, Documents describing how Parents can Support their Child's Education

Community Support

- Youth Service Bureau, Meridian Health Services, John Jay Center for Learning

Build the schools' and parents' capacity for strong parental involvement by:

- Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
- Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand

The Teacher will Communicate with Parents Using the Following Methods:

- Teachers send home newsletters, call home, write notes in student agendas, send emails, Doughnuts with Dad Program, Muffins with Moms Program

Bloomfield Elementary School will Host an Annual Spring Meeting

· By the end of the second week in May, Bloomfield Elementary will host two Spring Title I Parent Meetings – one meeting in the morning and one in late afternoon/early evening. Refreshments will be provided.

Bloomfield Elementary School Will Host an Annual Spring Meeting to Discuss these Topics:

- Review the School Wide Program Policy with opportunities for Parent Input
- Review School/Parent Compact with opportunities for Parent input

Any comments indicating parents' dissatisfaction with Bloomfield Elementary School's Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

(Fall 2018)

Bloomfield Elementary - Parent Compact

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- * Provide a safe and supportive learning environment.
- * Teach classes with an interesting and challenging curriculum that promotes student achievement.
- * Motivate my students to learn.
- * Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- * Communicate frequently and meet annually with families about student progress and the school - parent compact.
- * Provide opportunities for parents to volunteer, participate, and observe in my classroom. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- * Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- * Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- * Come to school ready to learn and work hard.
- * Bring necessary materials, completed assignments and homework.
- * Know and follow school and class rules.
- * Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- * Limit my TV watching, video game playing, and internet usage.
- * Study or read every day after school.
- * Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- * Provide a quiet time and place for homework and monitor TV viewing.
- * Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- * Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- * Regularly monitor my child's progress in school.
- * Participate, as appropriate, in decisions about my child's education.
- * Attend parent-teacher conferences.
- * Communicate the importance of education and learning to my child.
- * Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

Signatures are not required.

(Fall 2018)

Jay School Corporation
Bloomfield Elementary School

350 E 500 N

Bryant, IN 47326

260-726-9417

Ben Dues, Principal

July 31, 2018

Dear Parent / Guardian:

You are invited to attend a Title 1 meeting at Bloomfield Elementary School on Tuesday September 4 starting at 2:30 pm in the gym and again at 6:00 pm in the school gym. We will be describing our program to you and the importance of working together as a team to help our children achieve. Included on the back of this letter is a copy of the agenda of the items to be discussed. Please contact the school if you plan to attend.

If you have any additional questions, please contact me at the above telephone number.

Sincerely,



Ben Dues

Principal

Bloomfield Elementary

** Please note the meetings are held for your convenience to attend either the 2:30 pm or the 6:00 pm session. **

Bloomfield Elementary

Mr. Ben Dues, Principal
Mrs. Barbie Laux, Secretary

350 E 500 N
Bryant, IN 47326

Phone (260) 726-9417

Fax (260) 726-4680

Title 1 Parent Meetings

September 4, 2018

2:30 p.m. & 6:00 p.m.

1. Purpose of Meeting
 - a. Inform parents what Title 1 Funding is
 - b. Part of Indiana's P.L 221 and the Federal Government's Every Student Succeeds Act
2. Targeted Assistance School vs. School-Wide Program
 - a. Funding is now School-Wide
3. Funding – either full or partial
 - a. 7 of 7 Elementary Schools are funded by Title 1
 - b. Youth Service Bureau (neglected services) – act a liaison
 - c. Reading Recovery
 - d. ESL Student Support
 - e. Migratory Students
 - f. Homeless
 - g. Supplies
 - h. Equipment
 - i. Parent Involvement
 - j. Professional Involvement
 - k. Summer School/Tutoring
4. Parent Involvement
 - a. Title 1 Parent Involvement Policy Discussion/Revision Meeting on September 4th at 6:30 pm
5. Parents Right-to-Know
6. Parent's Compact
7. Title 1 Plan School-wide Plan (in the office)
 - a. Progress with School-wide Plan Goals

(Fall 2018)

- b. Review Data and Programming
8. School Categories (A-F)

POSTAGE MAILED - FUND # 4102-33100-550-05

SCHOOL Bloomfield Elementary

BEGINNING AMOUNT 9957 \$ 859.55

ENDING AMOUNT 10114 \$ 787.33

TOTAL \$72.22

APPROVAL

SIGNATURE

L. Evans

Mailing to Parents 8/16/18 TrustHana

Title 1 Parent Meeting Sign-In

September 4, 2018

Music Room

2:30 p.m.

Name (Printed)	Name (Signed)	Student(s) at Bloomfield
1 Kristen Gibson	Kristen Gibson	Gabby Gibson
2 Sarah Cook	Sarah Cook	Arden Cook
3 Kari Bretherton	Kari Bretherton	Karyssa Denney
4 Emily Laux	Emily Laux	Nick & Maria Laux
5 Jenny Dettliff	Jenny Dettliff	Joanson + Macy Dettliff
6		
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18		

Title 1 Parent Meeting Sign-In
 September 4, 2018
 Music Room
 6:00 p.m.

Name (Printed)	Name (Signed)	Student(s) at Bloomfield
1 Cindy Fifer	Cindy Fifer	Abby Logan, + Ethan
2 Amy Fullenkamp	Amy Fullenkamp	Ainsley Fullenkamp
3 Judy Wellman	Judy Wellman	Clark Wellman
4 Carrie Byrum	Carrie Byrum	Brooklyn, Elly, Isabelle
5 Dorecia Lee	Abby Lee	Isaac Lee Isaac Lee
6 Amy Handaker	Amy Handaker	Will + Isaac Handaker
7 Kristy Hudson	Kristy Hudson	Mallory Hudson
8 Tanelle Wendel	Tanelle Wendel	Alyssa Wendel Grant Wendel
9 Andrea Walter	Andrea Walter	Braiden Fox, Ashlyn Fox
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