

Charles L. Smith FINE ARTS ACADEMY

School Improvement Plan

2022-2023



Be Kind. Be Safe. Be Respectful.

A. Rae Floyd, Principal

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General Information

Corporation: Metropolitan School District of Martinsville

School: Charles L. Smith Fine Arts Academy

Address: 1359 East Columbus St., Martinsville, IN 46151

Phone: 765.342.8488

Fax: 765.349.5255

District Website: <https://www.msdoofmartinsville.org/charles-l-smith-fine-arts-academy/>

County: Morgan

Organization: Developmental Preschool-4th Grade

District/School Number: 5925/6349

Enrollment: 342

Principal: Mrs. A. Rae Floyd

Interim Superintendent: Mr. Eric Bowlen

Assistant to the Superintendent: Mrs. Suzie Lipps

Description of the School and Community

Charles L. Smith Fine Arts Academy is a preschool through grade four public school built in 1958 with an addition in 1966 that currently houses 342 students. Approximately 53 staff members serve our school. Smith also hosts the district's developmental preschool. This program brings another 25 students to the building and an additional 2 teachers and instructional aides. Smith is one of seven elementary schools in the MSD of Martinsville. In addition, there is one intermediate school, one middle school, and one high school. The district serves about 3,950 students, 94.2 percent being Caucasian, 2.2 percent Multiracial, and 2.3 percent Hispanic, 0.6 percent Black/African-American, 0.2 percent Native American, and 0.1 percent Hawaiian or Pacific Islander. Our corporation percentage on free and reduced lunches is 50.2%.

The city of Martinsville, population near 11,644, is situated approximately 30 miles south of Indianapolis on State Road 37. The community offers potential resources and strengths. Martinsville's location provides easy access to Indiana University and Ivy Tech and several smaller college campuses in Indianapolis. Indianapolis International Airport is only thirty minutes away. Martinsville is a gateway to scenic southern Indiana. Major employers in and around Martinsville include the MSD of Martinsville, the IU Health Morgan Hospital, the Eagle Valley Generating Station, REMC, Twigg, For Bare Feet, and Wal-Mart. The city's 4th of July Fireworks Celebration, Morgan County Fair, Fall Foliage Festival, and Christmas at the Park bring many visitors from outside the community.

The facilities at Charles L. Smith Fine Arts Academy consist of 18 classrooms, music room, art room, resource room, science lab, library, speech room, motor skills room, district speech office, and a multipurpose room.

Charles L. Smith Fine Arts Academy Demographics

The student enrollment at Charles L. Smith Fine Arts Academy is 342 students in preschool through fourth grade. It is made up of 93.8 percent Caucasian, 2.1 percent Hispanic, and 4.1 percent Multiracial. Our homeless rate is 3.2 percent.

Smith's free and reduced percentage has stayed relatively consistent over the past 4 years. Approximately 57.8 percent of the students qualify for free and reduced priced meals. Smith provides hot and cold breakfast options for students on a daily basis. Charles L. Smith Fine Arts Academy has several funded programs that focus on helping "at risk" students and the special needs of all students. This assistance is provided during and after school by programs with specialized instruction. We have a School-wide Reading and Math Title I program. It is one of the federally funded programs, serving 100 percent of the students in kindergarten through fourth grade. One Title teacher and three Title aides work with the lowest general education students for 30 minutes a day in this program. In addition to Title, we also provide an extra 30 minutes of literacy intervention in the classroom. An RTI Team consisting of the principal, school counselor, Title teacher, Resource teacher, school speech language pathologist, and the school psychologist plan the intervention groups which provide the small group instruction for students in kindergarten through fourth grades. The RTI Team meets each Wednesday throughout the school year to discuss interventions for students that are struggling. Students are placed in tier 1, tier 2, and tier 3 groups for intervention. During RTI meetings, student academic data as well as behavioral, social, and other difficulties in the classroom can be discussed.

During the 2022-2023 school year, the McGraw Hill Toolkit will be used to provide the specific literacy instruction for our students during the intervention time. We have some teachers who tutor students after school or before school at various times during the year as an extra intervention. Enrichment activities also take place during this time to challenge our high ability students. Reader's Theater is used often for enrichment. All interventions are research based.

A family service coordinator is shared among our district elementary schools to act as a liaison between home and school. She deals with parents as well as with students when concerns are noted by the teacher. The family service coordinator's involvements include: working with an intervention group, forming social skill groups when students show needs in the social or behavioral area, forming lunch clubs where students are eligible to eat and visit with the service coordinator, and obtaining lunch mentors for students that show significant need for guidance as well as life and social skills.

Special Education accounts for 21 percent of our student population. These students include those with learning, speech, language, emotional, and vision/auditory disabilities, autism, and both mild and moderate mental handicaps. All special education students receive specialized instruction by highly-qualified teachers based on their Individualized Education Program.

Charles L. Smith Fine Arts Academy also has 20 of its kindergarten through fourth grade students involved in the high ability and high achieving enrichment program. Certified teachers work with these students a half hour every day during the school day in the classroom and during intervention time. In addition, many teachers provide opportunities for enrichment in the classroom. Teachers in K-2 evaluate students in order to extend the enrichment program for kindergarten through second grade. This will take place in the classroom with differentiated instruction.

All students, regardless of race, sex, ability, or income level, are given the same opportunity. We acknowledge education as a key to success in meeting individual needs. Charles L. Smith Fine Arts Academy is currently a School-wide Title I building.

Statutes and rules the school wishes to have suspended from operation

At this time, Charles L. Smith Fine Arts Academy is not applying for any waivers.

Mission, Vision, and Belief Statements

Vision Statement:

Inspiring, Creating, Achieving...Smith Fine Arts Academy...Explorers of Today, Leaders of Tomorrow

Mission Statement:

Charles L. Smith Fine Arts Academy, in partnership with its students, families, and community, works collaboratively to promote individuality with high expectations in a safe, nurturing, positive learning environment to achieve lifelong learning.

Belief Statement:

We believe:

- Every person is unique, important, and entitled to respect in a safe, secure learning environment.
- Education is a collaborative effort—student, staff, family, and community.
- Our excellent school staff teaches academic and social skills necessary to succeed in life.
- District, state, and national standards will be taught through research based and evidence based practices with fidelity.
- Our excellent school sets high expectations while providing differentiated instruction to challenge all learners.

Description & Location of Curriculum

The curriculum for Charles L. Smith Fine Arts Academy utilizes Indiana's Academic Standards. The MSD of Martinsville has curriculum committees for each of the Academic Standards areas. These committees meet periodically to align our district curriculum with the Indiana Academic Standards. Teachers from our school serve on each of these committees. These teachers keep the staff updated. District-wide grade level meetings are held several times a year for collaboration. This year we will continue to follow the curriculum mapping for language arts, math, and science that were developed over the last few years. We use the Daily Five as our model/framework when teaching reading. Our kindergarten, first grade, and second grade also instruct students using Orton Gillingham (OG) strategies as well. We also use the Six Traits

Writing model when teaching writing. All instructional strategies and assessments support student progress toward mastery of the Indiana Academic Standards.

Our school's curriculum is the Indiana Academic Standards, which are posted on the MSD of Martinsville web page <http://msdofmartinsville.org>, as well as the Indiana Department of Education website. Parents can access copies of the Indiana Academic Standards from the IDOE or the school office. Copies of the Indiana Academic State Standards are also located in each classroom. The Teacher's editions of the adopted textbooks contain a list of the state standards that are covered by each lesson. Teacher lesson plan books contain lessons based on academic standards. NWEA reading and math assessments, Houghton Mifflin Toolkit, Lexia, Reflex, and Study Island used at Smith are standards-based. The school distributes copies of the Indiana Academic Standards publications provided by the Indiana Department of Education to all students and parents. The IDOE booklet encourages students to attend college and gives parents information on planning for and saving for that time should their child choose to attend.

Titles and Descriptions of Assessment Instruments

NWEA (Northwest Evaluation Association)-NWEA provides interim and formative assessments designed to inform teaching and improve student learning in reading, mathematics, social studies, and science. NWEA is a computer-based benchmark assessment given to students in grades K-4 three times a year (fall, winter, and spring). This assessment helps drive instruction in the areas of math, reading, and language arts.

Initial Dyslexia Screener- The General Assembly passed SEA 217 that addresses "Dyslexia," and adds a number of new requirements for Indiana Public Schools. The MSD of Martinsville will follow the requirements by screening for characteristics of dyslexia.

ILEARN (Indiana Learning Evaluation Assessment Readiness Network)-ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses: English/Language Arts (ELA) and Mathematics for grades 3-4 in our school.

Lexia-Lexia Core5 reading research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

Plan for Submission/Updating School-wide Plan

Charles L. Smith Fine Arts Academy Leadership Team meet throughout the year work on our School Improvement Plan.

Calendar for Submission/Updating of PL 221/School Wide Plan

Date	Purpose of Meeting
August 2022	Revisions of Strategies to Attract Highly Qualified teachers, Parental Involvement, Reporting info to parents, Involving Parents in SIP, Transition Plans, Teachers in Decision-Making, Timely Additional Assistance, Coordination of Funds, Technology
August 2021	Review/revision of Mission Statement, Vision Statement, Belief Statement
August 2022	Revise as needed: preschool/prekindergarten/kindergarten transitions, Headstart, Assessment Instruments for preschool, prekindergarten, and kindergarten, Description & Location of Curriculum, Assessment Instruments, Attendance, Learning Environment, Attracting Highly Qualified Teachers, Parental Involvement, Assessment Results to Parents, Involving Parents in Planning Review, Decision Making, Additional Assistance
August 2022	Update Highly Qualified Certified/Noncertified Staff
June 2022	Review scores/results of ILEARN-not applicable this year
August 2022	Meeting to review strategies, assessments, and professional development-based upon NWEA
September 2022	Continue with revisions/add to plan, update scores and data in SIP by the data team
October 2022	Proof the SIP plan
October 2022	Share SIP plan with staff
October 2022	Turn in SIP to superintendent
October 2022	SIP plan presented for approval to School Board
October 2022	Last date to submit plan to IDOE
October 2022	SIP Completed

Attendance Rate

There is a strong relationship between student attendance and student academic achievement. From recent state reporting, 65.7 percent of our students were “model attendees” last year (state average 71.5%), with 62.3 percent being “persistent attendees” (state average 67.8%). “Improved attendees” were listed at 12.3 percent (state average 13.5%).

There are structures in place for tracking and monitoring student attendance. A program called School Messenger calls each student’s home when a child is absent requesting that they contact

the school regarding the absence. In addition, when there are excessive absences and tardiness, letters are sent at the 3rd, 5th, 8th as well as the 12th day absent. Personal phone calls and home visits by the principal/teacher/family service coordinator/counselor are made. The principal calls DCS after 10 unexcused absences as requested by the IDOE. Contact from the school safety officer is made if attendance problems continue. The prosecuting attorney becomes involved if attendance does not improve.

Prior to Covid-19, students and classrooms earned attendance rewards and recognition in our building during our semester honor convocations. We celebrated with placing their names in newsletters and in our local newspaper. Monthly celebrations were also given to the classroom with the highest attendance percentage each month. A monthly attendance bulletin board encouraged students to improve attendance in each classroom. Students with perfect attendance for the year were honored at our final Awards Honor Convocation. Due to Covid-19, the above mentioned awards and celebrations will be placed on hold until further notice.

Safe & Disciplined Learning Environment

Charles L. Smith Fine Arts Academy and the district are both committed to having a safe and clean environment for learning. Only one entrance is available for visitors to enter the school. Visitors are required to press a buzz box in order to gain admittance to the building since all doors are locked during school days. Visitors are allowed into our office area, but due to Covid-19, visitors are not allowed into our classrooms this year. At the site level, crisis response guidelines are in the office and every classroom to handle a myriad of situations. In addition, staff members have access to an app on their personal phones (Crisis Manager) if they choose to download it on their own device. Each classroom has a crisis bag, which includes a class list, a flash light, and basic first aid supplies. A building defibrillator has been installed near the gymnasium. Staff members have two-way radios for emergency or behavioral problems. Lanterns are available throughout the building. Outside doors are numbered for security personnel. In addition, there is a lock box with a key for firefighters to access the building. All outside doors were installed allowing keyless entry by staff members and policemen in the last few years. Also, several district administrators were trained in ALICE in February 2019. All staff was trained in 2020-2021, new staff in August of 2021, with a plan to train students in 2022.

An updated fire system has been installed. Fire drills are held monthly and the local fire department has 24-hour access to the building. A tornado drill and a man-made disaster drill are conducted once each semester. The man-made drills include emergency lockdown, gas leak, and bomb threat drills. Planning for various potential emergencies is done in coordination with the school district, local agencies, and state agencies. At least one statewide coordinated drill is held in which the district participates. Every year the MSD Safety Director directs each school in unannounced emergency drills which could include fire drills, lockdowns, evacuations, and bus safety training. Times are documented and suggestions for improvements are made.

The school system has an automated calling system, School Messenger, which allows calls to parents to give information concerning school closings, early dismissals, safety concerns, and other pertinent information. The principals of all MSD schools have an emergency radio in order to contact the central office, buses, and other schools when necessary. Radios have been

provided for most of the faculty in order to be able to reach the office and communicate with each other in an emergency. Due to several break-ins in the district, a security alarm has been placed in the office area. It is connected to the police station. In addition, we have installed a safe in the office for secure keeping of valuables. The district has installed School Tip Line which is designed to receive anonymous tips/concerns related to safety from students, parents, or the community.

Specific safety concerns regarding buildings and grounds at the school site are handled by the maintenance department or outside contractors if site custodians cannot remedy them. Our professional staff of three custodians performs basic cleaning operations in every classroom every day.

The school has security cameras within the school and on the playground. Extra lighting was placed on the west side of the building and also in the parking lot. We have a high-quality security system. All school personnel have ID badges to be worn during school hours. A dismissal procedure supervised by the entire staff provides a safe dismissal for the students.

Policeman from the Martinsville Police Department patrol our ten schools for extra security in the district. They are available for emergency calls as well as questions and advice. They also walk the hallways and check to make sure our school doors are secure. All school volunteers are required to have a limited criminal background check before working with students or attending field trips. The list of approved individuals is kept on file in our school office.

Other aspects of the school/district safety program include: A district safety officer and district security committee, fire safety inspections, and a body safety program.

Our school provides a disciplined, but stimulating, learning climate for students. The climate for learning at our school is enhanced by involved parents. With Covid-19, that parental involvement is very different and limited. However, the Charles L. Smith Fine Arts Academy Parent Teacher Organization supports the students and teachers and provides opportunities for parents to be active in the school. Parents are encouraged to become involved in school events and activities, to help with homework, and to encourage and honor their child's successes. A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, our school offers many opportunities for student participation and recognition.

Subject matter and courses are reviewed on a regular basis. Academic Standards have been aligned with the Indiana Academic Standards and local needs. Parents are encouraged and welcomed to be active participants in this review process.

Student discipline is the responsibility of all parents, guardians, and school staff members. Students, parents, and their teachers are all on the same team for student behavior and success.

Students are encouraged and expected to maintain appropriate behavior at all times because disruptions interfere with learning. We believe that each person, all of the time, is responsible for what he or she does. Everyone is expected to choose behaviors that show respect for people, learning, and property. Our school utilized Character Lifelines throughout the year. School staff recently implemented Trust-Based Relational Intervention (TBRI) as a model to help students self-regulate themselves during difficult times. In addition, the students say the pledge and have a moment of silence each day. Student handbooks and other information about school and

classroom rules are distributed and discussed on a regular basis. Smith uses a positive behavior system rewarding students making good choices by being safe, kind, and respectful.

Bullying Program

Charles L. Smith Fine Arts Academy does not tolerate bullying at any time on school property, off school grounds at a school activity, function or event, or traveling to and from school.

Bullying is defined as overt, repeated acts or gestures including the following: 1) verbal or written communications transmitted; 2) physical acts committed; 3) any other behaviors



committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. Students are taught how to identify bullying and steps to take to avoid it. Convocations, DVDs, as well as classroom discussions and lessons are used. Steps of discipline, and possible consequences, are listed in our student handbook. All staff and students are required to report acts of bullying. The administration will investigate all allegations and take further steps as needed.

All elementary schools have developed steps that will be taken should bullying take place.

Bullying will be documented in Skyward. At the end of each year, a report will be sent to the Indiana Department of Education.

In addition, the MSD of Martinsville has worked diligently to establish a high priority on preventing bullying in all schools K-12. Charles L. Smith Elementary is actively educating students

on skills to equip students to be Upstanders and good citizens. When a student feels like they may be the target, they are to STOP-interrupt the aggressor, WALK away, TALK to a trusted adult.

Highly Qualified Teachers and Paraprofessionals

The M.S.D. of Martinsville School system hires only instructional personnel who meet the definition of highly qualified. All Smith teachers are certified through the Indiana Professional Standards Board and meet the requirements of a highly qualified teacher as defined under NCLB 2001 by the following:

- ☐ Pass the Praxis II
- ☐ Pass the National Teacher Exam (NTE) Specialty Test
- ☐ Score at least 100 points on the High Objective Uniform State Standard Evaluation (HOUSSE) Rubric

All School-wide program paraprofessionals hired to provide instructional support must meet the NCLB definition of highly qualified regardless of program assignment or funding in one of the following ways:

- ☐ Complete two years at an institution of higher education, or possess an Associate's Degree or higher
- ☐ Successfully complete the Paraprofessional exam

Highly Qualified Teachers for School Year 2020-2021:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: " Bachelor's Degree earned? " Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus one of the following: " Passed Praxis II "Elementary Education: Curriculum, Instruction, and Assessment"? " Passed the NTE (National Teacher Exam) "Education in the Elementary School"? " Considered HQ in another state? " NBPTS Certification? " *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and Supporting Documentation:
Burnett, Sarah	KDG	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Gillett, Stacy	KDG	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Hess, Rylee	KDG	Bachelor's Degree Elementary Teaching License	Central Office
Perrey, Megan	1st Grade	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Wessler, Stephanie	1 st Grade	Bachelor's Degree Early Childhood Education Teaching License Elementary Teaching License Passed NTE	Central Office
White, Lesley	1 st Grade	Master's Degree Elementary Teaching License (Kindergarten Endorsement)	Central Office

		Passed Praxis II	
Townsend, Tisha	2 nd Grade	Bachelor's Degree Elementary Teaching License	Central Office
Flanary, Corey	2 nd Grade	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Zook, Lynn	2 nd Grade	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Hill, Whitney	3 rd Grade	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Meyer, Grant	3 rd Grade	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Werne, Dawn	3 rd Grade	Bachelor's Degree Elementary Teaching License	Central Office
Crabb, Rachel	4 th Grade	Master's Degree Elementary Teaching License (Mild Intervention License) Passed Praxis II	Central Office
Adams, Emily	4 th Grade	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
MacDonald, Stephanie	4 th Grade	Bachelor's Degree + 30 Elementary Teaching License Passed Praxis II	Central Office
Botkin, Julie	Art	Bachelor's Degree Elementary Teaching License Passed Praxis II	Central Office
Beasley, Payton	Physical Education	Bachelor's Degree Elementary Teaching License	Central Office
Palma, Kari	Music	Bachelor's Degree Elementary Teaching License Passed NTE	Central Office
Sonnega, Lisa	Title I	Master's Degree Elementary Teaching License Passed Praxis II	Central Office
Hess, Rylee	Kindergarten	Bachelor's Degree Elementary Teaching License	Central Office
Buanno, Emma	Speech	Bachelor's Degree Elementary Teaching License	Central Office
Bowman, Mallory	Speech	Bachelor's Degree Elementary Teaching License	Central Office

Smiley, Laurie	Dev. Preschool	Bachelor's Degree Elementary Teaching License	Central Office
Lyon, Amy	Dev. Preschool	Bachelor's Degree Elementary Teaching License	Central Office

Aide Qualifications

Sumner, Kyla	PTLW Aide	Associate's Degree
Lambert, Kelly	Title I Aide	Passed ParaPro
McDill, Julie	Special Education Aide	Bachelor's Degree
Shotts, Sherry	Title I Aide	Passed ParaPro
Speedy, Kristen	Title I Preschool	Passed ParaPro
Baker, Kameron	Special Education Aide	High School Diploma
Tobin, Mary	Special Education Aide	Passed ParaPro
Needham, Margaret	Special Education Aide	Passed ParaPro
Wren, Diana	Special Education Aide	Passed ParaPro
Byers, Judy	Developmental Preschool Aide	Passed ParaPro
Rickelman, Nancy	Developmental Preschool Aide	High School Diploma
Lyon, Sydney	Developmental Preschool Aide	High School Diploma
Thomas, Amanda	Media/Library	High School Diploma

Strategies to Attract High-Quality, Highly-Qualified Teachers

The M.S.D. of Martinsville School Corporation works to attract and retain highly qualified teachers. Smith Fine Arts Academy is fortunate to be located between Indianapolis and Bloomington where many universities are located. Employment opportunities are posted on the school website, the Indiana Department of Education website, as well as local colleges and universities. Interviews for potential certified teachers are conducted with several principals in a group forum in order to maximize the highest quality selection of a new teacher. First year teachers are enrolled in a mentoring program that provides ongoing support for two years. The corporation has a Welcome Meeting for beginning teachers when they are first employed. They are introduced to Leadership personnel, given information about benefits, their job, the corporation, and also are provided with a nice lunch. They take a tour to see all schools in the MSD of Martinsville.

Teachers are eligible for salary increases when they complete a Master's degree, and again when they complete 30 credit hours beyond their Master's degree. Efforts are made to keep classes smaller in K-3 or hire an instructional aide if the class is larger than district averages/norms. General practice in the school system has been that an instructional aide is hired when the class size in 4th grade are thirty students or above. Teachers also have the opportunity to earn additional income through coaching, sponsoring clubs such as Tap, Honor Choir, Art, or Robotics, tutoring, and teaching summer school. Teachers have benefit packages, good technology, special education staff to help with behavior issues, and student loan debt repayment for working in a Title I school.

We believe we retain our highly qualified teachers for many reasons. Smith Fine Arts Academy is a safe place to work and learn, and it is an aesthetically appealing and clean environment. Our staff members enjoy a positive learning environment which fosters good rapport and helps create a good working environment. Staff members collaborate, help, and support each other. Teamwork is highly valued and expected.

Parental Involvement

Prior to Covid-19, our parents were encouraged to be involved and to participate in school activities and in the school's PTO program. Parents were welcome to visit the school and eat lunch with their child. To increase parent involvement, our school sends home a form for parents to volunteer. In addition to helping with school work at home, parent volunteers tutor students, do clerical work for teachers, chaperone learning trips, and assist with special events and projects at school. The PTO also sends home a form requesting participation in their monthly meetings and activities to help students, staff, and the school. Our parents are a wonderful help to the staff and school and most importantly to the children. Special nights and programs were possible due to the parent volunteers and our PTO who assist in them and support them. Prior to Covid-19, some included:

Fall Open House
Grandparent's Night
Winter Musical
Holiday Party
Kids Heart Challenge
Valentine Party
Kindergarten Orientation
Spring School Musical
Fourth Grade Honor Night
Perfect Attendance and Straight A Park, Play, and Pizza
Superstar's Day

The school system encourages parent involvement by inviting them to serve on various committees such as the School Improvement Team and textbook adoption committee.

A school office newsletter is sent home on a monthly basis. A mass calling system, School Messenger, is used to update families on school information. Teachers also send home newsletters frequently to keep parents informed of academic standards being covered as well as information to support their child. All classroom teachers utilize an online platform for communicating with parents and families such as Seesaw or Google Classroom.

Prior to Covid-19, community members and grandparents served as lunch mentors for some of our students. These mentors met weekly with students to provide encouragement as well as friendship and to be a positive role model during student lunch times.

Many businesses support Smith by supplying coupons/prizes for positive student accomplishments. We welcome business and community resources in enhancing student learning.

In order to create a program that helps meet family needs and also forms a school home partnership, we provide parents the opportunity to choose programs based on their interest and the goals set for their children.

*For more information on our parent involvement, please see the **Appendix** for the complete MSD of Martinsville Title I Parent Involvement Policy and the Title School-Parent Compact.

Description of how the school will provide individual academic assessment results to parents

Prior to Covid-19, Smith Fine Arts Academy held formal parent-teacher conferences during the fall or throughout the year when requested by parent or teacher. Four midterm reports, along with four report cards will be sent home at various times during the year.

IREAD-3 and ILEARN results are sent home with students. Teachers send home the diagnostic reading and math results for parents to see after NWEA tests have been completed throughout the year. Information on student need for intervention programs such as Title, tutoring, intervention, and summer school go home. The Family Access program gives parents the opportunity to view assignments and test scores online throughout the year as well. Smith

students and parents will be given the school and district website, which has a comprehensive list of educational websites listed by grade.

Strategies to involve parents in the planning, review, and improvement of the school-wide plan

The School Improvement Plan is discussed with the Parent Advisory Council as well as at PTO meetings. The Parent Advisory Council involves parents in the planning, review, and the improvement of the School-wide plan. The principal invites parents to participate on the team. The plan is shared with the PTO at regular meetings. Occasionally parents are encouraged to take the opportunity to participate in the surveys which allow them to express their opinions regarding our school.

Transition Plans

Prekindergarten transitioning to Kindergarten

Students transitioning from prekindergarten to kindergarten are offered a number of opportunities and services. Because our school philosophy is to accept each child at their individual level, many opportunities are provided to help ensure the success of each child. These opportunities and services are summarized below.

- There is a developmental preschool at Smith that serves the MSD of Martinsville. The preschool reading series used leads into the kindergarten reading series. Activities like Circle Time are done daily and mimic Circle Time in kindergarten. Students participate in library, gym, music, and art like they will in kindergarten. Students visit the new kindergarten classroom that they will be entering in the spring. Kindergarten and resource teachers are also invited to observe the preschool students in the preschool classroom setting. ISTAR-KR assessments and IIEP are passed on to the kindergarten and resource teachers telling about the students. These are shared at the annual transition to kindergarten conferences.
- Smith houses a Title I prekindergarten for the district for children who qualify. This year, our program is located at Poston Road Elementary.
- Preschoolers are invited to join the United Way Book Club and are provided with information about the Morgan County Library programs.
- Many preschools use the prekindergarten curriculum kit that is aligned with the language arts series used in the elementary school.
- There is a Head Start program in Morgan County for 4 year olds who qualify. To transition, Head Start teachers meet with the kindergarten teacher and provide a progress report and a sampling of each incoming students' work.
- The MSD of Martinsville works closely with Morgan County Head Start. The Head Start program is housed at North Learning Center. A staff member from Head Start attends our Kindergarten Orientation. The Head Start staff contacts parents of incoming

kindergarten students giving them information about immunization requirements and the date of the kindergarten orientation. They send a list of incoming kindergarten students to our school. When identifying students for Title I services, students who have received Head Start services are given priority.

- ☐ Depending on Covid-19, a kindergarten teacher is invited to speak to Head Start parents about expectations of their kindergarten child in the fall in the spring before school is dismissed.
- ☐ A spring kindergarten orientation was provided for students and their parents. At that time, the student and parent were introduced to staff members, school-wide programs, and have the opportunity to visit their classroom and meet their teacher. Testing was completed on each child to help with meeting student needs at the beginning of the year. The community was informed via newspaper and flyers about the Kindergarten Orientation.
- ☐ A summer booklet of practice activities is provided for each incoming student.
- ☐ A kindergarten camp was offered for any student beginning their school career in the fall. The camp lasts one week prior to school beginning.
- ☐ An Open House was held at the beginning of each school year to acquaint the child with the teacher, classroom, and school.

4th Grade transitioning to 5th Grade

For many young adolescents the transition from fourth grade in elementary to the intermediate school can be a time period of mixed emotions. New friends, new teachers, and a new school environment can bring out excitement and, at times, nervous energy and anxiety for intermediate students. In May, there are Bell Intermediate Academy Open Houses. The parent/student orientation night welcomes both to the school and gives them an informational visit/tour of the intermediate school in addition to meeting some of the staff.

Student information from the elementary level is passed on to the intermediate school at the conclusion of the school year. This information may contain academic history, reading levels, Individualized Education Plans, General Education Initiatives, 504's, or other pertinent student information that would help the student experience success at the next level. The resource teacher and classroom teachers will meet specifically with the resource staff at the intermediate school to help those students with IEPs make a smoother transition.

Before the new school year begins, a student orientation is held at Bell Intermediate Academy. Students and their parents receive their school schedules, meet the teacher, get their locker, and tour the building so they are ready for the first day. The school is also open the week before school begins for students to walk their schedules and attempt their locker combinations. This helps students feel positive about this new experience.

Opportunities for Teachers to be Included in the Decision-Making Process

All classroom teachers, Title teachers, and special education teachers are involved in analyzing academic assessments to improve the academic achievement of individual students as well as the overall instructional program. Our entire staff is involved and reviews NWEA reading and math scores regularly throughout the year. This data is analyzed to help drive classroom instruction as well as intervention. Grade level members and intervention staff collaborate to review assessment results, plan for leveled groupings of students, and develop goals and plans for individual student educational needs. Teachers collaborate about students that are not making adequate progress or are having behavioral or social difficulties in order to develop an intervention plan that will help these students be successful.

The Continuous District Improvement Committee oversees the School Improvement Plan and develops goals with input from all staff. Professional development for the staff is an important part of the improvement process. In addition, teachers are also given the opportunity to serve on and give input in district curriculum committees and various building committees.

The past several years many MSD teachers worked on Language Arts, Science, and Math Curriculum Mapping. Professional development on the use of these mapping guides will be provided for staff. Teachers have become more familiar with the new Indiana Academic Standards (2014) as each year passes.

Timely Additional Assistance

Additional intervention times before, during, and/or after school are provided by intervention aides to students struggling to meet academic standards at grade level. Lexia, Reflex, Study Island, and NWEA Pathways are some of the methods used to increase student achievement. Title I staff provide daily assistance to students in grades K-4 who are not meeting academic achievement standards. In addition, the special education teacher meets with students who have an IEP in the areas of language, math, and reading on a daily basis or on a consultation basis. Prior to Covid-19, an IREAD-3 and Summer Learning Loss Program (offered through the YMCA) are offered in June and July each year to help students that are not meeting grade level academic standards. Other assistance is provided by the Speech/Language Therapists as well as an Occupational Therapist and a Physical Therapist (contracted through IU Health Morgan).

Coordination and Integration of Federal, State, and Local Funds

The MSD of Martinsville School Corporation has chosen not to combine federal, state, and local funds. The M.S.D. of Martinsville School Corporation is aware that option is available. Although the M.S.D. of Martinsville chooses not to combine funds, Smith Fine Arts Academy considers all available monies before making decisions as to how funds will be

spent. Great care is taken to ensure that all Title I funding is used to supplement, not supplant programs. Based upon our comprehensive needs assessment, Smith Fine Arts Academy plans to coordinate the following program efforts:

Title I, Part A (No Child Left Behind)

Title II, Part A (Preparing, Training, and Recruiting HQ Staff)

Title II, Part D (Enhancing Education through Technology)

IDEA (Individuals with Disabilities Education Act)

Reform Framework: School-Wide Title I and RTI (Response to Instruction)

The MSD of Martinsville is dedicated to providing each child with a quality education so that each student is equipped to successfully continue their education or enter the world of work when they graduate from Martinsville High School. Years ago, after careful analysis of our data, we implemented two very important programs that will allow us to reach all students. We implemented RTI and School-wide Title I. We believe all students can learn and be successful. We want to create a learning environment where all students are reading on grade level by the end of third grade with continued interventions through fourth grade so that each child can be successful in intermediate and middle school.

An RTI team was created at Smith. The team consists of our school psychologist, school counselor, Title I teacher, special education teacher, principal, and the teacher of the child displaying difficulties in the classroom. Our program is now fully implemented in grades K-4. Students are now referred to RTI through Google Docs so that we can keep data such as the interventions utilized, length of the intervention, and its effectiveness.

All students, K-4, receive a minimum of ninety minutes uninterrupted language arts core instruction. This instruction will be based on best practices and cover the Indiana Language Arts Standards in grades K-4.

Students will be tiered based on data from ILearn, benchmark testing and/or regular progress monitoring with Lexia, Mondo, and NWEA. Students who are high risk will be tier II and receive an additional thirty minutes of instruction in a small-group setting by our highly qualified Title I staff. This instruction will supplement the core reading program, not supplant or take the place of the core program. The Title I staff uses research-based programs such as Kindergarten Voyager and/or leveled readers with guided reading to help Tier II students master the standards and become grade-level readers. Students will be progress monitored at regularly scheduled times.

Students who do not respond to the Tier II research-based instruction will be considered Tier III. These students will receive another additional thirty minutes of intensive research-based instruction to meet their needs. Tier III students are served by the Title staff or Resource staff. Their instruction can consist of various research-based materials/programs.

The Title I staff, Resource Staff, and the General Education staff meet regularly to discuss data and progress for all students. Data drives all instruction.

Programs to Ensure Mastery of Indiana Academic Standards

Special Education/Inclusion

Direct instruction and services are provided directly to a child by a special education teacher or related-services professional. Direct services can be provided to an individual child or to a small group of children with similar needs. Direct instruction and services are provided to help a child meet the goals and objectives on the child's IEP. Students with special needs will be included in general education classrooms with a general education teacher as determined during an individualized case conference committee (IEP) meeting. If the committee determines pull-out instruction is necessary, scientific, research-based programs will be used to guide instruction. These programs are in addition to those listed in this report and include, but are not limited to: Florida Center for Reading Research, High Frequency Words for Struggling Readers, Dolch Word Fluency, Building Math Fluency, Fast Starts for Early Readers, and Drops in the Bucket.

IREAD-3 Summer School - A one-week summer school is offered in June following the end of the school year, for students who did not pass the IREAD-3 test. The IREAD-3 test will then be given to those students during the dates provided by the IDOE again during the summer session.

High-Ability/High-Achievement Program

Grades K-2 Students in kindergarten through second grade are assessed using the CogAT test to determine their need for additional instruction. Highly qualified teachers provide enrichment activities through differentiated instruction for these students throughout the day.

Grades 3-4 High-ability students in third through fourth grade are assessed using Terra Nova and InView. They work on higher-level thinking skills, research projects, and special technology-based projects. In addition, they are given enrichment activities in the classroom through differentiated instruction.

Homeless-Smith has a Family Service Coordinator that works at our school one half day each week. The Family Service Coordinator oversees the activities that are provided as a result of the McKinney-Vento Act. When new students are enrolled, the parent/guardian completes a Residency Information Form. This questionnaire is in compliance with the McKinney-Vento Act. All information is kept confidential. Our Family Service Coordinator is then able to identify at-risk students who are in need of additional academic/social services. She works closely with the Title I staff and with the parents, providing assistance. Students who are considered homeless are given priority with the Title I staff. Students are provided with assistance with textbook/meal fees and they are provided with transportation when needed.

Head Start-The MSD of Martinsville works closely with Morgan County Head Start. The Head Start program is housed at North Learning Center. The Head Start staff contacts parents of incoming kindergarten students giving them information about immunization requirements and the date of the kindergarten orientation. They also send a list of incoming kindergarten students

to our school. When identifying students for Title I services, students who have received Head Start services are given priority.

Technology Plan

Technology-based instruction allows teachers to present material in a visual method to promote student learning, keep attention, as well as offer more opportunity to spend with students needing individualized attention.

Charles L. Smith Fine Arts Academy has a local area network (LAN) that permits students and teachers to access building software from the computer lab and individual student devices. In addition, Charles L. Smith Fine Arts Academy is connected to the MSD of Martinsville wide area network (WAN). This connection opens more opportunities for students and staff, including access to the Internet and various instructional web sites. Smith has added mounted LCD projectors with large screens in the computer lab and all classrooms. Smith also has electronic Smartboards in most general education classrooms. There is a plan to have them in all K-4 general education classrooms over the next two years. In addition, with the use of our interschool television system, we are able to allow students to make morning announcements and post a school schedule and information. This is a great learning/teaching tool. All classrooms use document cameras, while several classes also have voice amplification systems helping students keep attention. All students K-4 have a Chromebook for daily usage while at school and home. Charles L. Smith Fine Arts Academy and the MSD of Martinsville both maintain websites to improve communication with students and parents. It has been well-received by parents. The Martinsville school district has also made Family Access available for parents to be able to check their child's information such as attendance, grades, and food service. Our adopted textbook series provides great learning tools and reinforcement to students and parents through the use of its online capabilities, as well as software in the classroom. These provide reinforcement of academic skills.

Cultural Competency

We currently have one ELL student at this time. We have a staff member who serves on the ELL committee to keep us up-to-date on current information regarding this area. All seven of our district elementary schools have attended training over the last two summers based upon Social Emotional Learning (SEL) through the use of Trust-Based Relational Intervention (TBRI). TBRI trainers are providing support throughout the year for staff and students, as well as offering a Parent Workshop in the fall for those families seeking more information about this topic.

Professional Development

Charles L. Smith Fine Arts Academy uses professional development opportunities to learn and refine our instructional practices. Smith Fine Arts Academy incorporates professional

development time each year to meet this goal. Below is a list of professional development opportunities the staff will receive during the 2021-2022 school year:

1. We will have staff meetings once a month that allow time for professional development and sharing.
2. All staff will be trained on TBRI (Trust-Based Relational Intervention) multiple times throughout the school year.
3. Certified classroom teachers will be trained on the new reading series.
4. KDG, 1st, and 2nd grade teachers will continue to focus on O.G. lessons during their reading instruction, and have support from the M.A. Rooney Foundation throughout the year.
5. Staff will have optional technology trainings every month on Tuesdays with Susan Parker, District Technology Specialist, to enhance their digital capacity for instructional practices.
6. District Instructional Coaches will provide professional development to our teachers throughout the school year on various topics such as Dyslexia, NWEA, ILEARN, etc...

Comprehensive Needs Assessment and Data Analysis

ISTEP/ILEARN Data Strengths and Weaknesses

Specific academic strengths and weaknesses are illustrated in the following set of graphs from previous years up to and including spring 2014-15 ISTEP+ results. The graphs show the breakdown of the specific standards in language arts and math. Smith Fine Arts Academy continues to show that our achievement is above the state average in nearly all areas. This is due to our high performance level of our general education population who show strength in all areas, especially math (recently). Our lower performing subgroup is our free/reduced population.

Several initiatives have been or will be put into place to boost scores for all students throughout the building. Some of these initiatives include School-wide Title I, McGraw-Hill Reading Series, small-group reading, small-group work with instructional assistants, Success Groups (math remediation/extension), Reflex Math, Rocket Math, Lexia Core 5, differentiated classroom instruction, after/before school tutoring or homework club, and Response to Instruction (RTI).

ELA		
Year	School	State
ISTEP+		
2014-2015	69.8%	67.3%
2015-2016	60.5%	66.1%
2016-2017	57.9%	65.2%
2017-2018	70.5%	64.1%
ILEARN		
2021-2022	45.2%	41.2%
MATH		
Year	School	State
ISTEP+		
2014-2015	65.9%	61.0%
2015-2016	65.5%	58.9%
2016-2017	62.0%	58.5%
2017-2018	65.8%	58.3%
ILEARN		
2021-2022	52.4%	39.4%

ILEARN & ISTEP+ Percent Passing Trend for Language Arts and Math

Scores are somewhat lower than individual areas since students would have to pass both areas which is more difficult. Smith's scores, however, continue to be above state averages.

ISTEP		
Year	Percent Passing	State Average
2014-2015	57.4%	53.5%
2015-2016	46.9%	51.6%
2016-2017	47.4%	51.4%
2017-2018	58.2%	50.8%
ILEARN		
2021-2022	37.2%	35.2%

NWEA Reading

Kindergarten Reading



Grade Report

Grade K

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: SMITH

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	70
Mean RIT Score	133.2
Standard Deviation	8.8
District Grade-Level Mean RIT	135.8
Students At or Above District Grade-Level Mean RIT	28
Grade-Level Mean RIT	136.6
Students At or Above Grade-Level Mean RIT	24

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	14	20%	21	30%	20	29%	10	14%	5	7%	132-133-134	8.8

First Grade Reading



Grade Report

Grade 1

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: SMITH

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	67
Mean RIT Score	154.4
Standard Deviation	12.2
District Grade-Level Mean RIT	154.7
Students At or Above District Grade-Level Mean RIT	34
Grade-Level Mean RIT	155.9
Students At or Above Grade-Level Mean RIT	30

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	10	24%	11	16%	15	22%	14	21%	11	16%	153-154-156	12.2

Second Grade Reading



Grade Report

Grade 2

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: SMITH

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	74
Mean RIT Score	169.9
Standard Deviation	12.9
District Grade-Level Mean RIT	169.8
Students At or Above District Grade-Level Mean RIT	32
Grade-Level Mean RIT	172.3
Students At or Above Grade-Level Mean RIT	30

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	20	27%	20	27%	11	15%	12	16%	11	15%	168-170-171	12.9

Third Grade Reading



Grade Report

Grade 3

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: SMITH

Norms Reference Data: 2020 Norms
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	61
Mean RIT Score	190.4
Standard Deviation	12.9
District Grade-Level Mean RIT	187.4
Students At or Above District Grade-Level Mean RIT	36
Grade-Level Mean RIT	186.6
Students At or Above Grade-Level Mean RIT	38

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	7	11%	9	15%	11	18%	20	33%	14	23%	189-190-192	12.9

Fourth Grade Reading



Grade Report

Grade 4

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: SMITH

Norms Reference Data: 2020 Norms
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	58
Mean RIT Score	199.6
Standard Deviation	13.2
District Grade-Level Mean RIT	197.9
Students At or Above District Grade-Level Mean RIT	35
Grade-Level Mean RIT	196.7
Students At or Above Grade-Level Mean RIT	39

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	7	12%	3	5%	20	34%	20	34%	8	14%	198-200-201	13.2

The data above shows our KDG-4th grade NWEA BOY (beginning of year) Reading scores for 2022-23. After we test each year, we compare this data with our Lexia data to determine trends and student need. We will continue to monitor our middle and end of year scores, as well as student goals.

NWEA Grade Level Data Math

Kindergarten Math

Grade Report

Grade K

Term: Fall 2022-2023

District: MSD of Martinsville Schools

School: SMITH

Norms Reference Data: 2020 Norms

Weeks of Instruction: 4 (Fall 2022)

Grouping: None

Small Group Display: No

Math: Math K-12

Summary

Total Number of Students With Valid Growth Scores	69
Mean RIT Score	135.5
Standard Deviation	10.1
District Grade-Level Mean RIT	135.7
Students At or Above District Grade-Level Mean RIT	30
Grade-Level Mean RIT	139.6
Students At or Above Grade-Level Mean RIT	28

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	20	29%	18	26%	11	16%	17	25%	3	4%	134-135-137	10.1

1st Grade Math

Grade Report

Grade 1

Term: Fall 2022-2023

District: MSD of Martinsville Schools

School: SMITH

Norms Reference Data: 2020 Norms

Weeks of Instruction: 4 (Fall 2022)

Grouping: None

Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	67
Mean RIT Score	156.3
Standard Deviation	12.7
District Grade-Level Mean RIT	157.6
Students At or Above District Grade-Level Mean RIT	33
Grade-Level Mean RIT	160
Students At or Above Grade-Level Mean RIT	26

Overall Performance

Math: Math K-12

Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
count	%	count	%	count	%	count	%	count	%		
19	28%	15	22%	14	21%	9	13%	10	15%	155-156-158	12.7

2nd Grade Math

Grade Report

Grade 2

Term: District: School:

Fall 2022-2023
MSD of Martinsville Schools
SMITH

Norms Reference Data: 2020 Norms

Weeks of Instruction: 4 (Fall 2022)

Grouping: None

Small Group Display: No

Math: Math K-12

Summary

Total Number of Students With Valid Growth Scores	74
Mean RIT Score	169.5
Standard Deviation	12.7
District Grade-Level Mean RIT	171.9
Students At or Above District Grade-Level Mean RIT	32
Grade-Level Mean RIT	175
Students At or Above Grade-Level Mean RIT	23

Overall Performance

Math: Math K-12

Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
count	%	count	%	count	%	count	%	count	%		
32	43%	10	14%	12	16%	14	19%	6	8%	168-169-171	12.7

3rd Grade Math



Grade Report

Grade 3

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: SMITH

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	61
Mean RIT Score	166.6
Standard Deviation	11.7
District Grade-Level Mean RIT	160
Students At or Above District Grade-Level Mean RIT	36
Grade-Level Mean RIT	168.5
Students At or Above Grade-Level Mean RIT	28

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	13	21%	12	20%	16	26%	14	23%	6	10%	185-187-188	11.7

4th Grade Math



Grade Report

Grade 4

Term: Fall 2022-2023
District: MSD of Martinsville Schools
School: SMITH

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2022)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	58
Mean RIT Score	199.7
Standard Deviation	9.7
District Grade-Level Mean RIT	190
Students At or Above District Grade-Level Mean RIT	33
Grade-Level Mean RIT	199.5
Students At or Above Grade-Level Mean RIT	30

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	5	9%	15	26%	17	29%	16	28%	5	9%	198-200-201	9.7

The data above shows our KDG-4th grade BOY NWEA Math scores for 2021-2022. After we test each year, we compare this data with our classroom data to determine trends and student need. We will continue to monitor our middle and end of year scores, as well as student goals.

We will work to increase the RIT Scores throughout the school year through our direct classroom instruction, Math Success Groups, and Study Island Pathways.

Action Plan

Teaching and Learning Goal 1

Goal 1: 3 rd and 4 th grade ILEARN E/LA passing scores will increase by 1.5% on the 2022 ILEARN Assessment.				
Sub-Goal 1: 85% or more of our students will be above or on grade level in Lexia Core 5 by the end of the 2022-2023 school year.				
Baseline Data: 2021-2022 ELA ILEARN Grade 3 40.3 % Grade 4 50.0 %				
Strategy to Support Sub-Goal 1:				
Activity (Action Steps)	Person(s) Responsible	Timeline	Resource & Budget	Professional Development
Built-in Lexia time (Bear Time) each day for 25 minutes	Classroom Teachers & Title I Staff	2021-2022	Purchase of Lexia through Title I funds	Teachers received Lexia training over the last 3 years, and will continue to have virtual support, as needed, this year
Baseline: At the end of the 2021-2022 school year, 85% of students were on or above grade level on Lexia.				

Teaching and Learning Goal 2

Goal 2: 3 rd and 4 th grade ILEARN Math passing scores will increase 1.5% or higher on the 2022 ILEARN Assessment.				
Sub-Goal 2: Each classroom will receive an 80% or higher as a class average on the posttests for each of the Success Groups throughout the year.				
Baseline Data: 2021-2022 Math ILEARN Grade 3 49.4 % Grade 4 56.3 %				
Strategy to Support Sub-Goal 2:				

Activity (Action Steps)	Person(s) Responsible	Timeline	Resource & Budget	Professional Development
Success Groups	Classroom Teachers & Title I Staff	2022-2023	Success Group Data can be found on the Shared Drive in Google for grade level teams	Staff has available webinar trainings through Reflex, as well as continued support for Success Groups
Reflex Math	Classroom Teachers		Purchase of Reflex through Title I funds	from district instructional coaches.
Baseline: At the end of the 2021-2022 school year, classrooms earned a class average of 84% or higher on a Success Group posttest. The breakdown for grade level scoring was kdg-92%, 1 st -90%, 2 nd -82%, 3 rd -81%, and 4 th -77%.				

Teaching and Learning Goal 3

Goal 3: The overall attendance rate at Smith Fine Arts Academy will increase to 95.4% by the end of the 2022-2023 school year.				
Baseline Data: 2021-2022 Attendance Rate-94.4% 2019-2020 Attendance Rate- 94.8% 2018-2019 Attendance Rate- 95.9% 2017-2018 Attendance Rate- 96.1%				
Strategy to Support Sub-Goal 3:				
Activity (Action Steps)	Person(s) Responsible	Timeline	Resource & Budget	Professional Development
Attendance information posted in the monthly school newsletter	Office Staff	2022-2023	Student Activity Accounts/PTO Funds	
Truancy Officer				
Current Baseline: August 2022 Attendance Rate-95.24%				

**Appendix
(School-wide Title I)**

Appendix

Charles L. Smith Fine Arts Academy

Parent Involvement Policy and School-Parent Compact

Policy Involvement Components

Smith Fine Arts Academy pledges to:

1. Invite all parents by way of newsletter, back-to-school flyer, and school signage to an annual meeting/open house held at a convenient time. The purpose of this meeting is to inform parents of the school's participation in Title I, Part A, to explain the requirements of participation and parents' right to be involved. Additionally, the Parent Policy/Parent Compact will be distributed and parents will be encouraged to be involved in decision making pertaining to parent involvement and their child's education. Parents not in attendance will receive the above information by website and mailings.
2. Involve parents in an organized, ongoing, and timely way, in the planning, reviewing, and improving of parent programs, including the joint development of our Title I Parent Involvement Policy and Compact. This will be accomplished through surveys, annual meetings, PTO meetings, open house, and/or mail.
3. Offer a flexible number of meetings, such as meetings in the morning or evening. Transportation, child care, or home visits may be provided with funds available under this part as such services relate to parental involvement.
4. provide parents access to (via open house, annual meeting, conferences, and upon parent request):
 - a. timely information about school programs
 - b. school performance profiles such as ILEARN, NWEA, IREAD-3 and Lexia results
 - c. individual performance profiles, such as student report cards and assessment results, including an interpretation of the results
 - d. an annual conference with teachers on their child's progress, along with reviewing and distributing Parent Policy and Compact
 - e. a description and explanation of the curriculum used in the school, the forms of assessment to measure student progress, and the proficiency levels students are expected to meet
5. Provide opportunities for parents at parent conferences, PTO meetings, and parent workshops to formulate suggestions, review and distribute the parent policy and compact, share experiences with other parents, and participate in decisions relating to the education of their children.
6. Provide informal opportunities for parents to share experiences with other parents through field trips, class plays, kindergarten activities, musical programs, grandparents' night, convocations, and Superstars' Day.
7. Provide timely responses to parents' suggestions and offer other reasonable support for parental involvement activities as soon as practicably possible.

8. Submit any parent comments on the plan when we make the policy available to the Local Education Agency.
9. Distribute a parent packet which contains the Parent Right to Know brochure, District Policy, School-wide Title I information, and School Title I Policy & Compact at an annual meeting, upon enrollment, or through the mail.

Building Capacity for Involvement

Smith Fine Arts Academy pledges to:

1. Provide assistance to parents in understanding such topics as the State's Common Core Standards and student academic achievement standards by way of conferences and an open house/annual meeting.
2. Assist the parent in monitoring his/her child's progress and working with educators to improve the performance of the child via parent conference, phone calls, family access, and notes.
3. provide materials and coordinate literacy training to help parents work with their children to improve their children's achievement by providing, as requested, workshops, take-home learning packets from the Title I funded Parent Coordinator, and education in using technology to foster parental involvement.
4. Communicate with Head Start Teachers on incoming students to share students' and parents' needs via meetings, written/verbal correspondence with the classroom teacher, Title I Coordinator, and/or the Title I funded Parent Coordinator.
5. Invite Head Start students to Kindergarten Orientation.
6. Ensure information related to school and parent programs, meetings, and other activities will be sent home in the language spoken at home. Information on the language spoken at home will be gathered from past permanent records, Home Language Survey, and parent surveys.
7. Send home information on Adult Basic Education and GED, as requested by parents.
8. Refer parents as needed to other resources, such as our Family Services Coordinator, and Head Start, as needed or requested.
9. coordinate and integrate 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, and public preschool, along with conducting other activities, such as parent resource centers, that encourage and support parents in participating in the education of their children.
10. Develop appropriate roles for community-based organizations, businesses and parent activities, field trips, guest speakers, career awareness, and community projects.
11. Provide home-school communication through parent notes, student folders, newsletters, surveys, home visits, take-home book programs, e-mails, Family Access, all calls, and school web pages as appropriate.
12. Plan parenting education workshops, parent-student workshops, and/or information sessions upon request.

13. Distribute and collect parent surveys and evaluations for workshops, programs, activities, and Title Me end-of-year review.
14. Provide other reasonable support for parental involvement activities as parents may request.
15. Review and distribute the Parent Involvement Policy & Compact through PTO meetings, conferences, open house/annual meeting, and/or mail.
16. Educate the educator 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 by way of staff meetings, professional development, PTO meetings, etc.

Accessibility

In carrying out the parental involvement requirements, to the extent practical, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practical, in a language parents understand.

Smith Fine Arts Academy School-Parent-Student Compact

Smith Fine Arts Academy School Pledge:

1. Teachers/staff will use research-based curriculum to address student learning needs, incorporate student learning styles with Common Core Standards in mind, while providing highly qualified instruction in an effective learning environment to meet the state's student academic achievement standards.
2. Teachers/staff will participate in professional development opportunities that improve teaching and learning.
3. Teachers/staff will conduct Parent Teacher Conferences allowing time to discuss the School-Parent-Compact as it relates to the individual child's achievement.
4. Teachers/staff will provide parents with regular and accurate assessments of students' progress via phone calls, progress reports, Family Access, e-mails, notes and arranged conferences as needed.
5. Teachers/staff will make sure that all parents know how to contact the school and Title I staff at convenient times through phone calls, e-mails, and face-to-face to maintain open lines of effective communication.
6. Teachers/staff will use parent meetings, newsletters, all calls, and e-mails to ensure parents are fully informed of school policies.
7. Teachers/staff will respond in a timely manner to parent's request for information about their student and/or school.
8. Teachers/staff will welcome parents to the classroom, work to communicate with all parents so they are aware of classroom activities, their child's involvement, and how they can volunteer and/or participate in their child's class, and by promoting the shared responsibility in achieving educational goals.
9. Ensure that families and the community can gain information about Smith Fine Arts Academy through the school website and local newspapers.

Parents Pledge:

1. Encourage a positive attitude about school by ensuring regular school attendance including arriving on time, checking homework, and expecting good study habits at home and school.
2. Attend parent-teacher conference, attend special school functions, and/or help in the classroom.
3. Participate, as appropriate, in decision-making ideas relating to my child's education.
4. Read all correspondence from the school and respond in a timely manner to a request concerning the well-being and educational activities of my child.
5. Encourage positive use of extracurricular time.

Student Pledge:

1. Follow our character lifelines and obey school and classroom rules.
2. Complete assigned homework and class work.
3. Attend school regularly.
4. Ask for help when needed and do my personal best at all times.
5. Study and/or read every day after school.

MSD of Martinsville Title I Parent Involvement Policy

The School-wide Title I Programs of the Metropolitan School District of Martinsville are committed to building a strong parent-school partnership.

Policy Requirements

It is expected that the MSD of Martinsville Title I schools will carry out programs, activities, and procedures as required by the Elementary and Secondary Education Act, Title I, Part A, by...

- A) Providing parents with general information about the MSD of Martinsville's Title I program through mailings or school distributions. The following items will be distributed early in the school year:
 - 1. Common Core Standards
 - 2. Parents' Right to Know About Teacher Quality
 - 3. MSD of Martinsville Title I Parent Involvement Policy
 - 4. Each school's parent involvement policy and compact
 - 5. Literacy resources and training opportunities available to parents in participating schools
- B) Involving parents in the joint development of its district-wide parental involvement policy and the process of school review and improvement through parent surveys, written communications, and school level meetings as appropriate.
- C) Employing a Title I Parent Coordinator to provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- D) Building the schools' and parents' capacity for strong parental involvement.
 - 1. Parent-teacher conferences, an annual Title I meeting, and periodic written reports will provide assistance to parents of children served in understanding such topics as the common core standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - 2. The Title I Parent Coordinator, parents (as appropriate), and/or personnel recognized in the district as parent liaisons will provide parents with materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement.
 - 3. In-services, book studies, and workshops will be utilized to 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.

4. Information related to school and parent programs, meetings, and other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children, to the extent practicable, will be provided in a language that parents can understand.
 5. Other reasonable support for parental involvement activities under section 1118 will be provided as parents may request.
- E) Coordinating and integrating parental involvement strategies under Title I with strategies under other available programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and State-Run preschool programs.
 - F) conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies.
 - G) Inviting parents to be involved in the activities of the schools served under Title I through newsletters, school all calls, surveys, etc.
 - H) Arranging meetings at a variety of times as reflected in responses from parent surveys and personal contacts.

If the Metropolitan School District of Martinsville's Title I Parent Involvement Policy is not satisfactory to the parents of participating children, the school district will submit parent comments with the plan when it submits the plan to the Indiana Department of Education.



CHARLES L. SMITH
Fine Arts Academy

1350 EAST COLUMBUS STREET
MARTINSVILLE, IN 46151
PHONE 765-342-6468
FAX 765-349-5255

Parent/Guardian,

Based upon recent test results and teacher input, your child, _____, has qualified to receive extra academic support in reading/language arts for the 2021-2022 school year. This assistance is offered through the federally funded Title I program at your child's school and will be offered in addition to the regular classroom instruction your child already receives. Academic support through Title I is offered as small group guided reading outside of the regular classroom. This tutoring will occur during the school day.

If you have any questions about why your child was selected for Title I services, or you have questions about Title I in general, feel free to contact your child's classroom teacher or myself.

Sincerely,

Lisa Sonnega

Title I Teacher

Charles L Smith Fine Arts Academy



CHARLES L. SMITH
Fine Arts Academy

1359 EAST COLUMBUS STREET
MARTINSVILLE, IN 46151
PHONE 765-342-8488
FAX 765-349-5255

Parent/Guardian,

Based upon recent test results and teacher input, your child, _____, has met their goals! They will no longer be receiving the additional academic Title I services and will continue their day in their classroom.

Sincerely,

Lisa Sonnegal

Title 1 Teacher

Charles L. Smith Fine Arts Academy