

Shayne Clark
Director of Student Services
2/11/2020

Grants (High Ability, Title II, Title IV)

The 2018-19 Title IV Annual Performance Report has been submitted to the state. Part of the grant monies from Title IV is being used to support study tables at the middle school and high school.

Assessments

I am continually sending all schools updated information on ILEARN, I AM, IREAD3, ISTEP+10, WIDA, and ISPROUT. I viewed an ILEARN pretest webinar.

I am currently disaggregating the CogAT test results for KD, 2nd, 5th, and 8th grades to prepare for the student high ability identification process for the 2020-21 school year. The winter Performance Series test results for grades 2, 5, and 8, and mClass results for kindergarten will be used in the identification process. I hope to have results ready for review by February 17.

The WIDA test for EL students is close to being completed. Michelle Dunham has been conducting those tests. She currently has a small number of high school students to complete. On January 23, administrators met with the representative of the NWEA test. We are looking to replace the Performance Series test due to it not being included in the Formative Assessment Grant. After having presentations on AirWays and NWEA tests, administrators have decided to go with the NWEA test. This test is widely used in Indiana and across the nation. It will provide for dyslexia screening, progress and growth monitoring of language arts and math, and a level of testing for the high school.

MTSS

At the MTSS meeting on January 15, we discussed the progress on Review360 assessments, the ratings of the IN-SAM building assessments, the progress of individual buildings with MTSS, and how each building will be handling the MTSS professional development during the February 3 elearning day.

High Ability

Now that we have a decision to use NWEA in place of Performance Series testing, we will set up a coordinators' meeting to discuss how NWEA will be used as part of the determination for high ability. We will also discuss the high ability offerings in both math and language arts as students begin in middle school and move through the high school in preparation for a Broad-based Planning Committee meeting.

Results for determining high ability identification should be ready by February 17 for administrative and teacher review. Once that is completed, letters will be sent to parents whose students both qualified and did not qualify. Those parents of students who did not qualify will have an opportunity to appeal and provide evidence to support their appeal.

Review360

We are bringing the social-emotional assessment to an end in order to evaluate those assessments. I will set up a meeting with counselors to discuss how to interpret the assessment results and to come up with an intervention plan.

Social/Emotional

Administrators at the middle school and high school were hearing positive comments from students concerning the Nathan Harmon convocation. We will be looking to having him back next year for a "Part II" for the middle school and high school. I would like to explore the possibility of having him next year for the elementary school as well (possibly grades 3-5).

State Reports

I continue to monitor state report beginning and ending dates to attempt to keep buildings informed. The Certified Positions and Course Completion reports are now open and are due February 14. I will monitor schools on these reports and provide assistance as needed. Information concerning these reports were sent to schools on January 6. The Membership report just opened. I will be working with buildings to submit this report which is due February 12 with sign off due February 28.

Special Education

Michelle meets with me regularly to keep me informed of any issues. I will continue to sit in on case conferences as needed and will continue to attend the monthly KASEC meetings. We have established a RDA (Results Driven Accountability) Committee to address items that come from the state as the result of federal mandates to the IDOE. We presently are non-compliant with special education transition IEPs. We will be addressing those targeted IEPs to bring them into compliance. A report is due to the state concerning the requirements of RDA and what items we are to address. With the transition IEPs, we will need to develop a timeline for addressing these IEPs that will include professional development for our special education teachers. I will be attending a meeting on February 5 in Lebanon concerning RDA requirements from the state.

McKinney-Vento (Homeless)

The state is requiring all schools to report their status on homeless and foster care students that involves a questionnaire to determine if students are homeless and a transportation plan for foster care students. That report is due March 6. Mr. Wessel will be helping with the transportation plan.

Library

Ms. Bammer has submitted the library questionnaire. I will be observing her again within the next two weeks.

School Safety

I attended the corporation safety meeting on January 23.

Other Meetings

I have been attending the corporation professional development and the corporation UDL committees. I attended the elementary MTSS meetings to observe their process of data review and determination of tier interventions.

Other Items

I continue to help with and answer questions concerning Harmony and other day-to-day school operations.