

**Franklin Township Community School Corporation
School Improvement Plan
South Creek Elementary
2018 -2019**

Description of the Curriculum and information regarding the location of the curriculum that is available for public inspection:

South Creek Elementary School uses the Indiana Academic Standards as our curricular framework. These standards can be accessed through the Franklin Township Community School Corporation’s website at www.ftcsc.org. Curriculum teams use an ongoing curriculum revision process, using the Common Formative Assessment 2.0 process. This process involves identifying Priority Standard and Supporting Standards from the Indiana Academic Standards. Teachers collaborate in grade level study groups to design lessons and activities which incorporate differentiated instruction. The process allows for the gathering of data from benchmark assessments to monitor academic growth of our students.

Established Objectives of Continuous Improvement (over a 3- year period):

	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
Attendance Rate:	97.8%	97.9%	98%
	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
ILEARN	82%	84%	86%

These objectives will be met by reviewing student data and responses and adjusting instruction until students meet mastery of the objectives within their state standards. The objectives will be reviewed annually and revisions will be made if necessary to accomplish the objectives.

Specific Areas you have identified that improvement is needed immediately.

ELA Administrative Goal for 2018-2019: 89% of students in grades 3-5 will receive mastery in ELA standards on the Spring 2019 ILEARN assessment.

Plan of Action:

- 1.) Implement the Daily 5 components within our literacy framework.

- 2.) Implement professional development for Guided Reading
- 3.) Utilize the 95% phonemic awareness and phonics routine as part of our literacy instruction.
- 4.) Implement Waterford as an intervention for identified students.
- 5.) Track data of kindergarten letter tracing.
- 6.) Continue Orton-Gillingham instruction.

Assessments used to monitor progress of goal:

1. Classroom Checks for Understanding, Common Formative Assessments
2. DIBELS Benchmarks and Progress Monitoring in K-2
3. Airways Benchmark Testing

Math Administrative Goal for 2018-2019: 91% of students in grades 3-5 will achieve mastery of math standards on the Spring 2019 ILEARN assessment.

Plan of Action:

1. Teachers will create classroom growth goals for increasing computation.
2. Students will utilize the Everyday Math curriculum to learn new math vocabulary and improve their understanding of problem solving.
3. Students will practice expressing quantitative relationships through meaningful sentences and answer responses through their writing.

Assessments used to monitor progress of goal:

1. Weekly computation timed tests
2. Everyday Math Unit Assessments

Name and Description of Assessments in Addition to ILEARN and ISTEP+:

This school complies fully with the expectations regarding the administration of ILEARN, ISTEP+, IAM, IREAD and End of Course Assessments.

- Dibels Literacy; A nationally normed pre-reading and reading assessment used in grades K - 2 as a benchmark screener and progress monitoring tool
- AIRWays: A program designed to reflect a student's progress toward mastery of state standards. The assessment is given 3 times a year, and the data is present to help teachers identify which standards their students are struggling to master.
- NAEP (National Assessment of Educational Progress), also known as "The Nation's Report Card", is used to demonstrate performance over time for a selected sample within Indiana.
- TOMAGS (Test of Mathematical Ability for Gifted Students) is to measure a student's ability to use mathematical problem-solving and reasoning.

- Kingore Observation Inventory is to observe students' behaviors in learning situations. Teachers are trained to look for specific behaviors or traits that high ability children typically exhibit within the classroom.
- CogAT is used to measure general and specific reasoning abilities in three domains: verbal, quantitative, and nonverbal. Measuring cognitive development with CogAT is one component of identification for eligibility in the High Ability program
- WIDA (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP).

Professional Development Narrative:

Provision Outlining Addressing the Needs of All Learners:

- *Data Analysis*
 - South Creek Elementary, like all Franklin Township schools, participates in Professional Learning Communities (PLCs) weekly to provide our teachers with time, structure and collaborative opportunities for student data analysis. Working with the Indiana Academic Standards and using the Common Formative Assessment 2.0 framework, all teachers use PLC time to evaluate instructional effectiveness as measured by common formative and common summative assessments. Data analysis determines remediation intervention necessary to close achievement gaps and enrichment for students who have surpassed academic expectations.
- *Strategies, Programs, Services and Activities*
 - South Creek Elementary, delivers a strong core program built upon the Indiana Academic Standards and the Common Formative Assessment 2.0 framework
 - *Everyday Mathematics* emphasizes the application of mathematics to real-world situations. Numbers, skills, and mathematics concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday life. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.
 - *Conscience Discipline* is a comprehensive, multidisciplinary self-regulation program that integrates social-emotional learning, school culture and discipline.
 - *Guided Reading* is a small-group differentiated instruction that supports students in developing reading proficiency. The small-group model allows teachers to

target specific learning needs, provide appropriate scaffolding, and gradually reduce support to promote independence.

- *Positive behavioral interventions and support (PBIS)* is a systematic program designed to build a positive culture and community in classrooms and schools. The goal of PBIS is to support student achievement and success, while decreasing inappropriate student behaviors.
- *Evaluation on the impact of these activities*
 - Ongoing review of local formative assessments and standardized assessments allows South Creek Elementary School staff to monitor our core program and analyze student growth on a continual basis. Weekly PLC review of student data and teacher best practices informs daily instruction. Common formative assessments serve as benchmarking screeners in preparation for high stakes standardized summative assessments that serve as a capstone evaluation of student learning and teacher effectiveness.
- Assurances
 - Principals have completed the Indiana Department of Education Legal Standards for accreditation assurances.

Provisions to Maximize Parental Participation

Parent participation is a key component of success within our school. The school year begins with a Back to School Night/Open House which provides parents with the opportunity to meet their child's teachers. During this event, teachers share classroom expectations, opportunities for parental involvement and other important classroom information. South Creek Elementary School has an active Parent Teacher Organization, which partners with our teachers to assist them in providing for our students a well-rounded experience of academic, social and community events.

Provisions to Maintain a Safe and Disciplined Learning Environment

South Creek Elementary School conducts emergency preparedness drills during the school year. These drills include; fire, severe weather, lockdown and bus evacuation drills. The South Creek Elementary School building has a secured entrance. This requires all visitors to enter through the main office, have their identification verified and a criminal history check through our Safe Visitor System prior to being issued a visitor pass. All other exterior doors are locked at all time and can only be unlocked from the outside using a staff members school identification badge.

Franklin Township Community School Corporation has their own Police Department which consist of five officers and a K9 dog trained in detecting drugs and firearms. These officers are in our buildings daily to assist.

South Creek Elementary School implements a school wide Positive Behavior Intervention System (PBIS) plan to promote positive behavior of all students. At the beginning of each school year, the behavioral expectations are shared with all students, parents and staff through grade level meetings or homerooms. Procedures and behavioral policies are also shared with new students as they enroll. Our PBIS plan was created with input from all staff members and the expectations are posted throughout the school building.

Provisions for the Coordination of Technology Initiatives

Franklin Township Community School Corporation submitted the required Online Technology Plan in full compliance with IC 20-20-13. The plan can be found in its entirety on the secure DOE online system. The document details our comprehensive plan for the coordination of technology initiatives. The coordination is best summarized in Sections II and VIII of the plan: “Our technology integration specialists have been hard at work integrating in-house digital lesson plans that have been created by teams of teachers within the district. Our goal being to shift from physical textbooks and purchased digital content to teacher curated/created digital content.

We are in the middle of working on a three- year technology plan implementation with the focus of being BYOD at the secondary level with heavy district-owned technology in primary. We are intentionally focusing on ensuring training for teachers is delivered ahead of any device rollouts. Teachers this year received training on effective use of Google Classroom in elementary and Canvas in secondary.”

Cultural Competency

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of all. All administrators have been trained in the identification of disproportionality with Dr. Renee Azize. In turn, the administrators have conducted professional development with their teachers and staff on culturally appropriate strategies for increasing educational opportunities and academic performance for represented groups.

