

Southwestern Elementary School

School Improvement Plan 2015-2018

Submitted to the Southwestern
Board of School Trustees
June 2015

Introduction and School Information:

Southwestern Elementary School (SWE) is located within the *Southwestern Consolidated School District of Shelby County which is located in Shelbyville, Indiana*. SWE is an elementary school that serves Kindergarten through sixth grades. We also offer preschool (at a different location) for special needs students and some peer models through Johnson County Special Services. Our Kindergarten is a full-day program. High ability students are served primarily through cluster grouping and acceleration. We serve a student population of approximately 350.

School Mission:

Southwestern Elementary's mission is to educate all students to high levels of personal academic growth and performance by making data-driven decisions, and aligning curriculum and instructional practices to state and national standards. The entire staff will collaborate to provide a comprehensive support system to assure professional and academic accountability.

Core Values:

SAFE AND POSITIVE LEARNING ENVIRONMENT - We believe that a safe school environment will increase student engagement and learning.

DATA AND RESEARCH DRIVEN DECISION MAKING – Decisions are made based on data and research-based evidence.

HIGH EXPECTATIONS – We are committed to helping all children reach their full potential.

COLLABORATION – All members of Southwestern community are partners in sharing the responsibility and accountability in learning.

ATTENDANCE – Daily attendance is expected on school days.

Vision of the Future:

Southwestern Elementary School will be recognized as a *4 Star School* by the year 2016-2017. Once SWE is recognized as a 4 Star School, our vision is to maintain this status.

Indiana Four Star Schools are those public schools who meet AYP (Adequate Yearly Progress) under NCLB (No Child Left Behind) and achieve the following categories:

- Top 25% Passing both English/LA and Math on ISTEP+

- Top 25% Language Proficiency on ISTEP+ for each grade tested

- Top 25% Math Proficiency on ISTEP+ for each grade tested

Cultural Competence:

We respect others' cultures and differences.

The dominant group within Southwestern Elementary School is approximately ninety-seven (97%) Caucasian. Three percent (3%) of our students are Hispanic and (0.5%) of our students are multi-racial. While other ethnic groups are not represented in our statistics, there is diversity within the economic groups.

Approximately forty-four percent (44%) of our students qualify for free/reduced lunch, and approximately fifty-six percent (56%) pay for their lunch. The forty-four percent of students qualifying for free/reduced lunch represents approximately one hundred forty nine (149) students. This is a significant amount of our students. Our largest subgroup is free and reduced lunch. Therefore, we believe in educating ourselves to understand the unique cultural traits of students and parents in this particular group to reduce the disparity and achievement gap.

At the beginning of the 2012-2013 school year the district invited all staff members to participate in a presentation given by Dr. Al Long. All staff members were given the book, *Alone in a Crowd*. During the years within our school improvement, our school improvement team will be seeking out and making decisions based on research regarding poverty and the cultural groups within our school. We use electronic data walls to monitor the progress of each individual student.

Description and Location of the Curriculum:

In broad terms, our curriculum is represented by the Indiana Academic Standards in the areas of Math, English/Language Arts, Health, Social Studies, Science, Fine Arts, and Physical Education. In a joint effort during this term of the school improvement plan, teachers, parents, and administrators will be continuing the process of aligning the curriculum to the Indiana Academic Standards.

At this time, all teachers and our administration have a copy of the Indiana Academic Standards and the Curriculum Framework Guides that have been furnished by the Indiana Department of Education to support their instruction.

Assessment Data:

At this time, SWE's sources of receiving, interpreting, and evaluating student achievement in Kindergarten through second grades are classroom assessments and Wireless Generation mCLASS. In grades 3 through 6, ISTEP+ data, Acuity, IREAD3 and classroom assessments are used to measure student achievement. Mapping of the curriculum is in progress and will progress according to the new textbooks adopted each year. All teachers are recording and posting grades using the INOW Program that has been adopted within our district. Research is indicative of student achievement increasing when structure of the curriculum and parent involvement increases

Attendance Rates		
Year	State Average	SWE
2002-2003	95.7%	95.5%
2003-2004	95.9%	95.4%
2004-2005	95.8%	96.4%
2005-2006	95.9%	96.1%
2006-2007	95.8%	95.9%
2007-2008	95.9%	96.3%
2008-2009	96.1%	95.4%
2009-2010	95.9%	96.4%
2010-2011	95.9%	97.0%
2011-2012	96%	96.54%
2012-2013	95.8%	96.64%
2013-2014	96.1%	97.35%
2014-2015		

Eng/Language Arts Results

Year	State Avg/3rd Grade	State Avg/4th Grade	State Avg/5th Grade	State Avg/6th Grade	State Avg./SWJHS 7th Grade
2002-2003	73%/71%	NA	NA	70%/68%	NA
2003-2004	75%/78%	NA	NA	71%/78%	NA
2004-2005	76%/67%	74%/72%	73%/77%	71%/88%	70%/74%
2005-2006	76%/69%	72%/75%	75%/80%	72%/74%	70%/89%
2006-2007	75%/74%	76%/65%	76%/72%	72%/73%	69%/74%
2007-2008	76%/74%	75%/71%	76%/70%	73%/71%	71%/73%
2008-2009	75%/85%	74%/65%	75%/71%	73%/63%	70%/62%
2008-2-2009	75%/86%	74%/79%	71%/66%	70%/74%	68%/61%
2009-2010	79%/82%	77%/88%	71%/89%	72%/88%	72%/65%
2010-2011	83%/73%	82%/76%	75%/83%	76%/87%	77%/88%
2011-2012	83%/92.7%	82%/75%	75%/81%	76%/91.3%	77%/
2012-2013	85%/83%	84%/84%	79%/74%	78%/81%	74%/89%
2013-2014	83.6%/77.3%	86.5%/100%	81.5%/88.4%	78.7%/85.0%	77.8%/87.3%
2014-2015					

Math Results

Year	State Avg/3rd Grade	State Avg/4th Grade	State Avg/5th Grade	State Avg/6th Grade	State Avg./SWJHS 7th Grade
2002-2003	67%/57%	NA	NA	69%/80%	NA
2003-2004	72%/67%	NA	NA	73%/80%	NA
2004-2005	74%/57%	74%/72%	73%/79%	75%/83%	74%/67%
2005-2006	74%/60%	76%/70%	77%/79%	79%/87%	77%/76%
2006-2007	73%/61%	75%/67%	77%/75%	81%/84%	78%/79%
2007-2008	71%/65%	76%/53%	78%/68%	81%/73%	80%/81%
2008-2009 2008-2-2009	70%/77% 73%/78%	74%/60% 71%/73%	78%/63% 77%/80%	80%/76% 74%/70%	82%/78% 69%/64%
2009-2010	75%/58%	75%/85%	80%/90%	77%/69%	73%/63%
2010-2011	78%/71%	79%63%	86%87%	80%92%	77%85%
2011-2012	78%/74.4%	79%/75%	86%/77.8%	80%/95.7%	75%/
2012-2013	80%/80%	84%/71%	87%/86%	84%/88%	81%/91%
2013-2014	80.8%/82.2%	83%/97.4%	89.3%/86%	85.8%/95%	80.5%/80%

Southwestern Elementary School Improvement Teams

<p><u>Curriculum:</u> Nancy Dougherty Marilyn Joseph Laura Donadio Kris Fortune Karen Parmer</p>	<p><u>Safety:</u> Brad Guidi Ronda Barbieri Allison Seale Cathy Macaluso Cari Faulconer</p>
<p><u>Differentiation:</u> Angela Anspaugh Ashley Burris Ali Kingen Megan Oliver Tori Nash</p>	<p><u>Technology:</u> Nikki Lower Lindsay Chase Katie Bennett Stacy Baute Mike Swigert</p>

Target Area for Improvement: Curriculum

Improvement Goal: Align the curriculum with current state standards.	Expectations for student learning: Students will demonstrate mastery of the objectives targeted by the Indiana State Standards. A minimum of 90% will pass both Language Arts and Math	Targeted participants: <ul style="list-style-type: none"> • All instructional staff • All administrators • All students
Interventions: <ol style="list-style-type: none"> 1) Use IDOE correlation charts online to ensure our curriculum aligns with current state standards 2) Vertically align our curriculums with grades above and below 3) Implement district-wide writing curriculum 4) Implement technology and online learning that utilizes up to date skill practice for current standards 5) Each grade level has up-to-date curriculum map for every subject 		Evaluation: <ul style="list-style-type: none"> • Administration • Corporation Level • Curriculum Committee

Timeframe for implementation: Teachers have already begun creating up-to-date curriculum maps for math and reading. These will be completed by the end of the 2014-2015 school year. Curriculum maps for other subjects and other alignment to be complete by 2017.

Actions	Schedule	Responsibilities	Monitoring	Resources
1. Form a Curriculum Committee to ensure our Interventions are taking place in a timely manner for Reading and Math Curriculum	Fall 2015- Ongoing	-Administrators will create a curriculum committee	-Meeting notes and agendas	-current staff
2. Cross check Reading and Math curriculum guides with 2014 standards and revise as necessary	Fall 2015- Ongoing	-Curriculum Committee will ensure implementation	-Visual proof of updated curriculum guides (google docs)	-DOE Standards resources (including blueprints, correlation guidance document, etc.)
3. Create maps for remaining subjects.	Fall 2016	-Teachers will create curriculum maps	-Visual proof of created maps	-text books -previous years plans -state standards
4. Cross check remaining subjects' curriculum guides with 2014 standards and revise as necessary	Fall 2017	-Curriculum Committee will ensure implementation	-Visual proof of updated curriculum guides (google docs)	-DOE Standards resources (including blueprints, correlation guidance document, etc.)

Target Area for Improvement: Technology

Improvement Goal: Continue working towards K-6 being 1:1	Expectations for student learning: Students at each grade level will achieve at least 80% proficiency when answering technology enhanced questions.	Targeted participants: <ul style="list-style-type: none"> • All students • All teachers • All parents • Administration 		
Interventions: 1) Provide staff development on how to utilize technology in the classroom and cross curricular/collaboration; 2) Staff and Administration will continue to actively pursue grants to fund 1:1 technology for K-6; 3) Use technology to enrich College and Career Readiness Standards and technology enhanced questions on standardized tests.		Evaluation: <ul style="list-style-type: none"> • Acuity • enVision • ISTEP+ • mCLASS • STEEP 		
Timeframe for implementation: Teachers will continue to examine the data to meet benchmarks.				
Actions	Schedule	Responsibilities	Monitoring	Resources
1. Curriculum Alignment	Ongoing	-Each grade level will develop technology expectations.	-Administration -Staff	-Professional Development -Technology Standards
2. Collection of Data	3 times per year	-All teachers will collect data through mCLASS and Acuity benchmarks.	-Data will be submitted to principal and updated each quarter on the Acuity/mCLASS Tracking Document.	-Computers -IPAD -Chromebooks
3. Professional Development	Ongoing	-Administration and Staff will provide opportunities for professional growth through Technology Professional Development opportunities.	-Administration will monitor technology usage through teacher observations and teacher submitted artifacts in alignment with RISE Rubric expectations.	-Staff development -Assessment scores -Student assignments -Lesson plans

Target Area for Improvement: Using Data to Drive Differentiation

Improvement Goal: Every teacher will use data to drive Differentiated Instruction.	Expectations for student learning: Student learning will increase as teachers adjust classroom instructional strategies based on data.	Targeted participants: <ul style="list-style-type: none"> • All students • All Teachers • Administration
Interventions: <ol style="list-style-type: none"> 1) Teachers will use best practices and student learning styles. 2) Teachers will continue curriculum alignment and mapping. 3) Teachers will receive training to remain current on strategies for differentiation. 		Evaluation: <ul style="list-style-type: none"> • RTI (Burst) • ISTEP+ • Classroom assessments • Acuity • MClass • IREAD3
Timeframe for implementation: Teachers will continue to participate in weekly staff development meetings through the school year.		

Actions	Schedule	Responsibilities	Monitoring	Resources
1. Teachers will continue to receive training in any of the Differentiated Instruction strategies	August 2015 – Ongoing	- All Teachers participate in training sessions.	- The Principal and Grade Level Chairs will ensure that all teachers participate in training sessions.	-Staff development time, release time, before school or after school meetings - DI Conference - Common prep times
2. Teachers will demonstrate proficiency in applicable areas of technology.	August 2015 – ongoing	- All Teachers will show personal growth.	- The Principal will ensure that all teachers attend relevant training sessions that will enhance differentiated instruction strategies	-Staff development time, release time, before school or after school meetings -Common prep times
3. Teachers will continue to align and map curriculum.	Ongoing	- Each grade level will develop a curriculum map for the newly adopted content area by the end of each school year.	- Copy of curriculum maps will be available in the Elementary office to access at any time.	-Staff development time -Weekly common prep periods, release time, before school or after school meetings - Staff meetings
4. Benchmark assessments will be used to assess mastery of standards.	Three times a year	- All teachers will participate in assessing the benchmark data at least three times each year.	-Data will be accessible through a GoogleDoc spreadsheet and all collected data will be accessible through student records.	- Staff development time, - weekly common prep periods, release time, before school or after school meetings, staff meetings

Target Area for Improvement: School Safety

<p>Improvement Goal: We will continue to practice and improve school safety measures.</p>		<p>Expectations for School Community: For targeted participants to be aware of safety procedures and protocol.</p>	<p>Targeted Participants: Students, Parents, School Staff, Administration, Community</p>	<p>Timeframe for implementation: Beginning of the academic year through end of the academic year (yearly)</p>
<p>Interventions:</p> <ul style="list-style-type: none"> • Conduct state required drills (fire, tornado, earthquake) per state regulations. • Conduct lock-down drills and practice school safety procedures per district guidelines. • Visitors follow established visitor guidelines for school-wide safety when entering the school building. • Notify parents of changes in policies as they occur. 		<p>Evaluation:</p> <ul style="list-style-type: none"> • Administration • State/Fire Department 		

Actions	Schedule	Responsibilities	Monitoring	Resources
1. Policy changes placed in student and teacher handbook.	Yearly-adopted by end of prior school year	To evaluate policies.	Principal Student Handbook Committee Teacher Handbook Committee	In-District School Safety Specialist, DOE School Safety Academy, Area Law Enforcement/First Responders, Security Company, Administration
2. Establish ongoing awareness training for students.	Ongoing	By means of announcements, class discussions, etc.	Safety Committee Principal Teachers & Staff	In-District School Safety Specialist, DOE School Safety Academy, Area Law Enforcement/First Responders, Security Company, Administration
3. Update Crisis Management and Reaction Plan	Annually	To keep our plan current.	Administration School Safety Committee	In-District School Safety Specialist, DOE School Safety Academy, Area Law Enforcement/First Responders, Security Company, Administration
4. Continue to train and update all staff to identify and report all unauthorized visitors.	Ongoing	School safety trainings will be offered. All teachers & staff will participate.	Administration School Safety Committee	In-District School Safety Specialist, DOE School Safety Academy, Area Law Enforcement/First Responders, Security Company, Administration