Southwestern Elementary School

School Improvement Plan
2018-2020

Submitted to the Southwestern
Board of School Trustees
October 12, 2018

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 preschool through sixth grades. Our Kindergarten is a full-day program. High ability students are served primarily through cluster grouping and acceler102.3000…..ation. 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 support student learning and growth through data-driven, rigorous instruction.

Indiana Four Star Schools are those public schools who meet AYP (Adequate Yearly Progress) under ESSA (Every Student Succeeds Act) 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, ILearn data, scientific and research-based interventions, 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
2011-2012	96%	96.54%
2012-2013	95.8%	96.64%
2013-2014	96.1%	97.35%
2014-2015	95.8%	96.60%
2015-2016	95.8%	97.04%
2016-2017	95.7%	96.52%
2017-2018		96.24%
2018-2019		

		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
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	73.2%/81.0%	70.4%/77.8%	65.2%/88.4%	65.8%/84.8%	65.7%/61.5%
2015-2016	69.0%/80.6%	68.2%/79.1%	63.4%/78.6%	66.3%/92.7%	67.5%/74.0%
2016-2017	69.4%/86.5%	65.9%/84.6%	62.4%/68.8%	66.5%/84.4%	65.1%/92.5%
2017-2018	65%/55.56%	61%/84.78%	59%/61.54%	63%/64.29%	62%/76.0%
2018-2019					

Year	State Avg/3rd Grade	State Avg/4th Grade	State Avg/5th Grade	State Avg/6th Grade	State Avg./SWJHS 7th Grade
Math Results					
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%
2014-2015	62.6%/88.1%	65.2%/68.9%	68.4%/95.3%	61.9%/71.7%	54.1%/67.3%
2015-2016	60.1%/83.3%	62.4%/65.1%	65.6%/85.7%	59.8%/82.9%	52.3%/54.0%
2016-2017	57.8%/73.0%	61.9%/82.1%	65.8%/71.8%	59.6%/71.1%	50.6%/65.0%
2017-2018	58%/77.78%	59%/63.04%	64%/74.36%	57%/54.76%	48%/54.0%
2018-2019					

Southwestern Elementary School Improvement Teams

Curriculum:		Safety:
Nancy Dougherty		Brad Guidi
Heidi Kearns		Emily Haugh
Paige Bertsch		Allison Seale
Angie Kahler		Cathy Macaluso
Karen Parmer		Cari Faulconer
Differentiation:		**Technology:**
Angela Anspaugh	Laura Kohrman	Megan Oliver
Amanda Earl		Ashley Fivecoat
Kristen Shively		Katie Garrett
Jere Schoettmer		Stacy Baute
Tori Nash		Mike Swigert

Target Area for Improvement: Curriculum

Improvement Goal:	Expectations for student learning:	Targeted participants:
Align instructional practices with our curriculum which is already aligned to state standards.	Students will demonstrate mastery of the objectives targeted by the Indiana State Standards. A minimum of 90% will pass both Language Arts and Math	• All instructional staff • All administrators • All students

Interventions:	Evaluation:
1) Use IDOE correlation charts online to ensure our curriculum aligns with current state standards 2) Vertically align our curriculum with grades above and below 3) Implement technology and online learning that utilizes up to date skill practice for current standards 4) Each grade level has up-to-date curriculum map for every subject	• Administration • Corporation Level • Curriculum Committee

Timeframe for implementation: Teachers are continuously improving curriculum maps. Curriculum maps are a living document and are revised following benchmark assessment.

Actions	Schedule	Responsibilities	Monitoring	Resources
1. Grade level team meetings determine a GEI (General Education Intervention) for identified students and research-based interventions.	Fall 2015-Ongoing	-Administrators will lead grade level team meetings with an emphasis on gathering student data	-Meeting notes and agendas	-current staff
2. Cross reference curriculum guides with IDOE Item Specifications	Fall 2015-Ongoing	-Administration and grade level teams 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

Target Area for Improvement: Technology

Improvement Goal:	Expectations for student learning:	Targeted participants:
Continue to use technology as a form of blended instruction.	Students at each grade level will achieve at least 80% proficiency when answering technology enhanced questions.	- All students - All teachers - All parents - Administration

Interventions:	Evaluation:
1) Provide staff development on how to utilize technology in the classroom and cross curricular/collaboration; 2) Teachers will increase the usage of technology to deliver technology enhanced items on classroom formative assessments 3) Use technology to enrich College and Career Readiness Standards and technology enhanced questions on standardized tests.	- Engrade - enVision - ILearn - mCLASS - BURST

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 Engrade/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:	Expectations for student learning:	Targeted participants:
Teachers will utilize various formative and summative data to differentiate and drive their instruction.	Students' mastery on grade level standards will show growth as teachers differentiate their instructional strategies from various data sources.	- All students - All Teachers - Administration

Interventions:	Evaluation:
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.	- RTI (Burst) - ILearn - Classroom assessments - Engrade - 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

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Target Area for Improvement: School Safety

Improvement Goal: All school staff will improve school safety protocols and procedures and routinely practice these protocols and procedures with students.	**Expectations for School Community:** For targeted participants to be aware of safety procedures and protocol.	**Targeted Participants:** Students, Parents, School Staff, Administration, Community	**Timeframe for implementation:** Beginning of the academic year through end of the academic year (yearly)

Interventions:
- 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.

Evaluation:
- 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

Target Area for Improvement: Attendance Rate

Improvement Goal: Student attendance will increase to 97.0% in the next three years.	Expectations for student learning: Students will be present during the school day to receive direct instruction.	Targeted participants: • All instructional staff • All administrators • All students

Interventions: 1) Attendance incentive program with extra recess at the end of the each quarter 2) Effective communication between administration and parents regarding students' attendance rates. 3) Build a collaborative relationship with the prosecutor's office.	Evaluation: • Overall attendance level • Documentation of communication with prosecutor's office and parents

Timeframe for implementation: Action is currently in place

Actions	Schedule	Responsibilities	Monitoring	Resources
1. Incentive program	End of each quarter	-Administrators will lead grade level team	-Daily attendance	-INOW
2. Communication with parents/guardians	August - May of the current school year	-Administration will communicate via phone, email and letters mailed home	-Continuing discussions and trainings	-Weekly and quarterly attendance reports from INOW
3. Partnership with prosecutor's office	August - May of the current school year	-Administration will keep documentation of attendance and send to prosecutor's office	-Administration	-Weekly and quarterly attendance reports from INOW