

# **Center Grove Community School Corporation**

## **Sugar Grove Elementary**

### **School Improvement Plan 2021-22**



**This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Sugar Grove Elementary suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Sugar Grove Elementary recognizes Sec 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.**

## **Curriculum:**

The Center Grove Community School Corporation is undergoing a curriculum revision to attain a Guaranteed and Viable Curriculum (G&V). This includes reviewing and organizing state standards into Essential Learnings (EL) with Proficiency Scales to describe the progression of learning on each measurement topic. All curriculum guides are posted in our learning management system (CANVAS) where all teachers have access as well as additional resources. Our process for building our G&V includes many Curriculum Collaborators per subject. Additionally, we include an item bank for common formative assessments (CFA) per EL as well as a sample CFA that teams can use and modify to assess student learning.

## **Requirement Pertaining to Goals and Objectives:**

Sugar Grove Elementary School exhibits a tradition of academic excellence, both in student performance and growth. Our goal is to remain a top ranked school in Indiana and maintain a letter grade of “A” in the Indiana A-F Accountability Model. The percentage of students passing ILEARN will improve by at least 1% point from our 2021 ILEARN scores. Our student attendance rate will remain at or above 95%.

The curriculum, instructional strategies, professional development, and progress monitoring (assessment) outlined in this plan drive our continuous improvement process and support all students. Collaborating upon essential learnings and other daily, individualized, student instructional goals through Professional Learning Communities (PLCs) and RTI supports timely planning and actions for our larger school improvement plan goals.

## **Reduction in Absenteeism:**

Center Grove Community School Corporation, and specifically Sugar Grove Elementary has an exemplary attendance record. In isolated instances where attendance does become a problem, we utilized the Johnson County Juvenile Probation System, to compel student attendance.

## **Name and Description and of Assessments in Addition to State-Mandated Assessments:**

Sugar Grove Elementary School follows the district and state standards assigned to each grade level for English/Language Arts, Mathematics, Science and Social Studies. The results that follow in this document prove that the assessments are aligned to our curriculum and all instruction is based on high priority student needs. The summative assessments noted on the chart below are standardized and are known to be valid, reliable, and unbiased. Assessments are administered with fidelity defined by each assessment publisher. All students at Sugar Grove participate in these assessments and the results that follow in this document accurately represent the students we serve. Accommodations are provided to students who have an IEP, a 504 or an ILP (language learners). Accommodations are provided in a manner that follows the restrictions of the assessment and meets the requirements of the student’s IEP.

	<b>Available Assessments by Grade Level</b>
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Assessment Title and Description	K	1	2	3	4	5	
<b>Reading Assessments</b>							
AIMSweb+	x	x	x(ORF)	x(ORF)			3rd-5th for Progress Monitoring
NWEA Reading and Language Usage	x	x	x	x	x	x	
Fountas and Pinnell Guided Reading Levels	x	x	x	x	x	x	
IREAD-3				x			
<b>Mathematics Assessments</b>							
NWEA Mathematics	x	x	x	x	x	x	
AIMSweb+	x	x					3rd-5th for Progress Monitoring
Pearson Topic Tests		x	x	x	x	x	some utilize for teacher created assessments
<i>Math Essential Learning Assessments</i>	x	x	x	x	x	x	
<b>Cognitive Assessments</b>							
CogAt	x		x			x	
IOWA	x						
<b>Climate and Behavioral Assessments</b>							
Elementary Student Survey- BrightBytes		X	X	X	X	X	
Elementary Student Survey - Panorama Education (IDOE)	X	x	x	x	x	x	
Parent Survey	Parent Survey						
Staff Survey	Staff Survey						

## Professional Development Narrative:

- **Data Analysis**

Sugar Grove Elementary participates in Professional Learning Communities weekly to allow teachers time, structure and collaboration opportunities to analyze student data. Teachers working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments. Teachers and administrators use this data to determine program effectiveness and appropriate remediation interventions for students.

- **Strategies, Programs, Services, and Activities**

Sugar Grove Elementary School, in collaboration with all Center Grove Community School Corporation elementary schools, integrates the Indiana Academic Standards into a locally developed curriculum framework. Our elementary mathematics program follows the Envision Math Series. This program allows our teachers to spiral the curriculum throughout the school year, while providing TIER instruction for remediation and enrichment. Our Language Arts instruction focuses on a balanced framework through six research-based practices: Concepts of print, Phonemic Awareness, Phonics, Fluency, Comprehension, and Metacognition. Modeled and Shared reading is one instructional strategy that is used through read-aloud, think-aloud, fluent reading, choral reading, story telling and readers' theater. The Guided Reading time is used for flexible groups, literacy work stations, literature circles, book clubs and matching text levels with students. Students also have the opportunity to independently read, and have access to a variety of genres at their independent reading level.

During the 16-17 school year, Center Grove Community School Corporation adopted the Units of Study from Lucy Calkins. The Units of Study was built on nine bottom line conditions for effective instruction. They are: 1. Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice; 2. Writers deserve to write for real, to write the kinds of texts that they see in the world—nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems—and to write for an audience of readers; 3. Young writers need to be immersed in a listening and storytelling culture where their voices are valued and heard; 4. Writers write to put meaning onto the page. Young people will especially invest themselves in their writing if they write about subjects that are important to them; 5. Children, early in their writing development, need to be taught phonemic awareness and phonics—the instruction that develops their language, and supports and fosters their ability as writers; 6. Children deserve to be explicitly taught how to write. Instruction matters—and this includes instruction in spelling and conventions as well as in the qualities and strategies of good writing; 7. Children deserve the opportunity and instruction necessary for them to cycle through the writing process as they write: rehearsing, drafting, revising, editing, and publishing their writing; 8. Writers read. For children to write well, they need opportunities to read and to hear texts read, and to read as insiders, studying what other authors have done that they too could try; 9. Children need clear goals and frequent feedback. They need to hear ways their writing is getting better and to know what their next steps might be; 10. Professional development is provided through our Instructional Coaches and Instructional Rounds. They also provide model lessons and planning sessions with a focus on sustaining this initiative.

Sugar Grove Elementary School has a Response to Instruction model in place for Tier 2 and Tier 3. At the elementary level, that entails school-wide benchmark screenings in literacy and numeracy through AimsWeb. Students identified as at-risk (Strategic and Intensive) are progress monitored every two weeks.

Sugar Grove Elementary School RTI process is targeted placement of at-risk students in reading. Students receive intensive support during a 30 minute RTI block in reading in grades k-3 and in grades 4-5 we have included an intervention and extension time into their reading block. Students that need extra support in reading forgo science or social studies for reading intervention and also receive differentiated instruction during their core reading time. This includes students with Individual Educational Plans that have supplemental reading and math services. Strengthening these Response to Intervention strategies is an overall professional development plan.

- **Evaluation on the impact of these activities**

Sugar Grove Elementary School reviews local formative assessments and standardized summative assessments throughout the school year. Our staff meets in Data Team meetings every 3-4 weeks, and the Student Support Team meets monthly. Weekly, grade level, special area, and special education PLC groups review classroom best practices. These discussions inform daily instructional practice, quarterly or tri-annually formative assessments (NWEA and AimsWeb). These are benchmark screeners for the yearly state summative assessment given at the end of the school year.

- **Assurances**

Principals have completed the IDOE Legal Standards for accreditation assurances.

### **Cultural Competency:**

Center Grove Community School Corporation developed a character education plan for all students. This plan includes PK-12 character traits and components of cultural competency. Sugar Grove Elementary also incorporates a school-wide Positive Behavior Interventions and Supports plan to recognize and praise all students.

At Sugar Grove Elementary we are providing ongoing opportunities for staff to learn about how to Teach Tolerance in our schools. Our PBIS team has started to take an in-depth look at our current population of students at Sugar Grove Elementary and begin the planning for teaching our staff to understand tolerance in our building. We are also planning how to have those difficult conversations with our students when questions arise. Our staff is learning about our own biases along with how we have set those aside for the betterment of our students.

Our students also have opportunities to learn about a variety of cultures through art and music classes. Parents of all ethnicities are invited to serve on school and corporation committees, as well as participate in other opportunities to provide input and feedback.

### **Provisions to Maximize Parental Participation:**

Parents' participation is a key component to success within our school. Parents actively support Sugar Grove Elementary by participating in the Parent/Teacher Organization, and by volunteering to assist in classrooms, on field trips, and at athletic and social events. The school organizes several events to facilitate communication between the school and home.

Sugar Grove Elementary recognizes the importance of communication between school, community and home. Parents, teachers, and school administrators participate in active communication using a variety of formal and informal methods of communication; phone calls, regular meetings, newsletters, emails, notes home, conferences, and social media.

Parents are informed about their student's progress at the end of each grading period and may also receive special information about Tier 2 Intervention progress. When students are identified as needing services through our Special Education Program and/or ENL, parents are invited to participate in learning plans that address their student's specific needs and progress at school. Parents may bring information from other organizations to offer suggestions on the best way to support their child.

Sugar Grove Elementary provides opportunities for parents to participate in learning activities and in fun family activities at the school. Parents are encouraged to attend these events to continue to develop the connection and collaboration between the school and the home.

Parents were invited to consider participating in the School Improvement Plan Development through Skylert messages to all parents and invitation at the August, 2021 PIE Meeting. Parents will provide support and participation for the school improvement plan in the following ways:

- Parents will support academic goals for students by helping students be in daily attendance at the school.
- Parents will support student achievement by participating in school activities and attending information meetings.
- Parents will attend and participate in conferences at the school when their student's progress in academics and behavior are discussed.
- Parents of students new to English and parents of students with special education plans will attend conferences and act as participants in designing services for their students and authorizing services.
- Parents will stay informed about the progress of the school's program planning and data analysis through newsletters, the school website, and information shared about the school improvement process.
- Parents will be able to stay informed of their child's progress by registering in Skyward Family Access, an online service available to all CGCSC parents. They will be able to check their child's attendance, food records, etc.

### **Provisions to Maintain a Safe and Disciplined Learning Environment:**

Sugar Grove Elementary maintains a safe and orderly learning environment through knowledge, preparedness, and practice. Each student is aware of his/her classroom safety protocols about the following situations: fire, severe weather, violent intruder, and bus evacuation. Emergency drills -- fire, tornado, earthquake, and lockdown/active shooter -- are conducted to ensure that students and staff understand safety procedures. School Resource officers, secure entrance, and security cameras provide an extra measure of safety throughout the building.

The school corporation has an electronic visitor check in system that coordinates with our volunteer background database. To ensure safety of our staff and students, the Sugar Grove Elementary building has a secure entrance requiring all guests to enter through the office for identity verification, and carry a school identification badge during his/her entire visit. This measure provides an extra step towards maximizing the security of the main entrance to the building. Each subsequent entrance is outfitted with a scanner only allowing access to the building by those provided with a Sugar Grove Elementary specific staff badge.

The Center Grove School Corporation provides four officers and one K9 on a daily rotation within our Sugar Grove building. These officers are available throughout the school day to assist each building with any emergency situations that may occur.

Sugar Grove Elementary implements a school-wide behavior plan which includes positive behavior support. At the beginning of each school year, behavioral expectations are shared with students through grade level meetings. Procedures and policies are shared with new students and families as they enroll.

Reminders for both safety protocol and behavior plans are posted throughout both the broader school environment and within each classroom. It is the expectation for all staff members to use the same plan to provide our students with consistency throughout the school.

Emergency drills -- fire, tornado, earthquake, and lockdown -- are conducted to ensure that students and staff understand safety procedures. School Resource officers, secure entrance, and security cameras provide an extra measure of safety throughout the building. The school corporation has an electronic visitor check in system that coordinates with our volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given an ID badge to use while at the school. This measure provides an extra step towards maximizing the security of the main entrance to the building.

## **Provisions for the Coordination of Technology Initiatives:**

Technology is changing the way instruction is delivered and material is accessed. Center Grove Community School Corporation strives to develop teachers that understand how to integrate technology at the highest levels to support high learning outcomes for their students. Our district technology team provides many resources and guides our professional development and coaching using the SAMR and Triple E frameworks. We model and stress to teachers that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to do things that previously were unimaginable. In the hands of a well-trained teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work.

We believe in providing all students with opportunities for personalized, connected learning. All students grades K-2 have access to an iPad during the school day, as part of a project called iPossibilities. These students also have access to five classroom Chromebooks to help facilitate collaboration using G Suite. All students grades 3-5 have access to a Chromebook during the school day. They also have access to five classroom iPads to help encourage creativity. All middle school and high school students have access to an iPad 24/7, as part of a project called Mobile Minds. We believe in the ISTE Standards for Students and strive to develop students into empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. We believe this environment develops a well-rounded student who is college and career ready. Data from BrightBytes, an annual survey we administer to determine the effectiveness of technology in improving student achievement, reveals we are above the national average in our classroom implementation, access, skills, and environment scores.

**(HS ONLY) Courses Offered and Encouragement Toward Core 40 or Academic Honors (Graduation Pathways?):**

**Statutory Requirements:**

**Statutory Requirements:**



September 17, 2021

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**Superintendent Signature**

**Date**

*BOARD APPROVED ON SEPTEMBER 16, 2021*

EXCLUSIVE REPRESENTATIVE SIGNATURE ON SEPARATE PAGE