

Center Grove Community School Corporation

Center Grove Elementary School

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. Center Grove Elementary School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Center Grove Elementary School 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:

Center Grove Community School Corporation, specifically Center Grove Elementary School, demonstrates an exceptional history of academic excellence, both in student achievement and growth. Our continuing goal is to remain a top ranked school corporation in Indiana. We would like to continue to earn a corporation and school level A in the state's A-F accountability model. Our percentage of students passing ILEARN will continue to rise from the new benchmark established in 2019. Our attendance rate will continue to remain at or above the 95% threshold. Center Grove Community School Corporation, specifically Center Grove Elementary School, has an extensive curriculum, instructional strategies, and professional development opportunities to meet the needs of our students and staff. These areas drive our school's continuous improvement process. We also incorporate short goals and long term goals, using a variety of assessments. These include our Common Formative Assessments, NWEA, AimsWeb, and ILEARN (see chart below).

Reduction in Absenteeism:

Center Grove Community School Corporation, and specifically Center Grove Elementary School, 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:

The following assessments are in use at Center Grove Elementary School. Center 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 curricular 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 CGES 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.

Assessment Title and Description	Kindergarten	1	2	3	4	5
READING ASSESSMENTS						
AIMSweb 3rd-5th for Progress Monitoring	X	X	X (ORF)			
NWEA Reading and Language Usage K-1 is Reading ONLY	X	X	X	X	X	X
Fountas and Pinnell Guided Reading Levels	X	X	X			
Arkansas Rapid Naming Fluency	X	X	X			
PALs Assessment		X	X			
NWEA Map	X	X	X			
IREAD-3				X		
MATHEMATICS ASSESSMENTS						
NWEA Mathematics	X	X	X	X	X	X
AIMSweb	X	X				
CGCSC Essential Learning CFA	X	X	X	X	X	X
Pearson Topic Tests		X	X	X	X	X
Cognitive Assessments						
CogAt	X		X			X
CLIMATE AND BEHAVIORAL ASSESSMENTS						
Panorama Social/Emotional Survey	X	X	X	X	X	X
Parent Climate Survey - HRS	X	X	X	X	X	X
Student Climate Survey - HRS	X	X	X	X	X	X
Staff Climate Survey - HRS	X	X	X	X	X	X

Professional Development Narrative:

- **Data Analysis**

Center Grove Elementary School participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. 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 of varying magnitude. Data is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.

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

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Center 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.

Center 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.

Center Grove Elementary School RTI process is targeted placement of at-risk students in math and reading. Students receive intensive support during a 30 minute RTI block in math. We also incorporated a second RTI block this year for academic recovery from the COVID-19 pandemic. Students and staff are focused on math and reading during this block, and we may pull students for

TIER 2 and TIER 3 services. 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**

Center Grove Elementary School reviews local formative assessments and standardized summative assessments throughout the school year. Our staff meets in Data Team meetings once a month, and the Student Support Team meets every three weeks. 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:

The CGES learning community develops cultural competency in students and staff through:

- reviewing curriculum for balanced representation
- recognizing and supporting individual identity, family and culture backgrounds, beliefs, and special needs and abilities of students.
- providing access to important and challenging coursework to all students
- reviewing disaggregated student performance data

The school's plan for Cultural Competency includes the following features:

- Instruction that addresses the student's need to understand his/her personal learning, the student's need to understand and respect the learning needs of others, and the role of the school to support student learning about the world and learning programs available in work, careers, and higher education
- On-going professional discussion to raise awareness of the educational needs of students who live in varied economic environments that include poverty, students from varied ethnicities and cultural backgrounds, students who have one or more challenges to learning that must be addressed by support personnel
- Offering students multiple opportunities to present their work in varied measures, with creative products, and/or with presentations of varied formats.

Provisions to Maximize Parental Participation:

Parents participation is a key component to success within our school. Parents actively support Center Grove Elementary School 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.

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is frequent and regular communication between home and school. The school uses a variety of methods to inform and welcome parents to the school program as participants and decision-makers. Conferences are held each fall at the end of the first grading quarter in order for parents to speak directly to their child's teacher. If parents have difficulty with English or are new to the United States, a translator is available to participate in the conference with teacher and parent. Conferences may include samples of student work, discussion of grading and progress reports, results of standardized assessments, and any other topics related to the student's achievement and/or attendance at the school. Teachers use conferences to plan student learning, suggest supports for learning outside the school, and discuss goals for the student in achievement and/or attendance. Additional conferences are held at the request of parents or the teacher throughout the year in order to provide parents with information about performance on ILEARN, NWEA, grade level standards, Tier 2 Support Plan progress, or to celebrate success or discuss ways that parents can support learning.

Parents are informed about their student's progress at the end of each grading quarter and may also receive special information about Tier 2 Support Plan progress. When students are identified for services for special education and/or ENL services, parents are invited to participate in learning plans that address their student's achievement at the school. Parents may bring information from other sources to school meetings and may offer suggestions to change or add services and resources.

The school provides opportunities for parents to participate in learning extensions and in recreational events at the school. Parents receive information and invitations to curricular offerings at events such as Back-to-School Night (Virtual for the 2020-2021 school year for Grades 1-5 and in person for Kindergarten), Family "Knights," and additional school sponsored parent trainings. Parents may participate in the Parent-Teacher Organization as leaders and volunteers and may act as class volunteers and field trip chaperones.

Parents were invited to consider participating in the School Improvement Plan Development through Skylert messages to all parents and invitation at the August, 2020 PTO 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:

Center Grove Elementary School maintains a safe and orderly learning environment through conducting emergency preparedness drills through the school year.

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:

School Board approval with date

Superintendent signature

Exclusive Representative Signature