

THORNTOWN ELEMENTARY
PL 221 TEAM MEMBERS

| | |
|------------------|-----------------------------|
| Abbie Hayden | Principal |
| Justin Rausch | Assistant Principal/Parent |
| Kelsey Haney | Primary Teacher |
| Tiffany Baldwin | Primary Teacher |
| Michelle Martin | Primary Teacher |
| Kathy Keith | Primary Teacher |
| Hillary Rhoton | Intermediate Teacher/Parent |
| Vickie Evans | Intermediate Teacher |
| Audrey Kedanis | Intermediate Teacher |
| Becky McCrimmond | Special Education Teacher |
| Katie Maurath | Secretary/Parent |

Thorntown Elementary School
School Improvement Plan
Public Law 221

Table of Contents

| | |
|-----------------------------------------------------------------------------------|----|
| I. Introduction | 3 |
| Description of School, Community, Educational Programs, Curriculum, & Assessments | |
| II. Statement of Vision, Mission, and Beliefs | 7 |
| Western Boone Vision & Mission | |
| Thorntown Elementary Mission Statement | |
| Core Value Statements & District Goals | |
| III. Summary of Data | 9 |
| ILEARN | |
| Data Related to Other Performance Indicators | |
| IV. Conclusions about the Educational Programming | 10 |
| Curriculum - Indiana Academic Standards | |
| Instruction that supports Achievement of Indiana Academic Standards | |
| Comprehensive Needs Assessment & Strategic Action Plan | |
| Assessments of Student Achievement | |
| Parental Participation | |
| Technology as a Learning Tool | |
| Safe and Disciplined Learning Environment | |
| Professional Development | |
| V. Student Achievement Objectives/Goals | 21 |
| Attendance | |
| Academics | |
| Areas for Immediate Improvement | |
| Benchmarks for Progress | |
| VI. Proposed Interventions Based on School Improvement | 22 |
| Brief Narrative of Interventions | |
| Interventions to Be Made Pending Availability of Funds | |
| Professional Development to Sustain School Improvement Efforts | |
| VII. Cultural Competency Definition | 23 |
| VIII. Statutes and Rules to be Waived | 23 |
| IX. Timeline for Improvement, Review and Revision | 23 |

**Thorntown Elementary School
School Improvement Plan
Prepared in Compliance with
Public Law 221**

This school improvement plan has been reviewed and revised on behalf of Thorntown Elementary School. It was prepared under the leadership of the building principal and assistant principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The original plan was structured using the guidelines provided in rules approved by the Indiana State Board of Education. The plan is reviewed yearly.

This document reflects the new PL 221 Plan which is required by the Indiana Department of Education. For our school to be considered for state accreditation, our school must submit timely information regarding legal standards and relevant data regarding school improvement planning and student achievement.

The PL 221 committee is currently made up of classroom teachers, a special education teacher, the school secretary, a parent, and two administrators. The PL 221 Committee and the PL 221 Plan continue to strive for excellence and continuous improvement in student achievement at Thorntown Elementary. This plan is a working document to the community as to how those of us at Thorntown Elementary expect to fulfill that commitment in the coming years.

I. INTRODUCTION

Narrative Description of the School, Community, and Educational Program

Thorntown Elementary School is in the town of Thorntown, Boone County, Indiana. The school dates to the late 1800's. A display of former graduating classes dating back to the 1890's in the school entrance reminds students and community of the rich heritage this school has provided for this community. Thorntown is located in the northwest corner of Boone County, and Boone County is adjacent to the northwest corner of Marion County, Indiana. This relatively close, but somewhat isolated location provides the Thorntown community with a significant rural influence while still having close proximity to the metropolitan area. Interstate-65 runs north and south through the middle of our district providing easy driving routes of equal distance between Indianapolis and Lafayette. Therefore, we have many parents who work in one of these two large cities.

The school property forms the southern boundary of the town limits. It is located next to the town park. The present school building served as Thorntown High School from 1954 to 1974. In 1975 Thorntown High School consolidated with Granville Wells High School to form Western Boone Jr.-Sr. High School. In 1988 the present school was enlarged to add classrooms and a media center. In 1995 another major renovation occurred. During this renovation air conditioning, a media retrieval system, office space and mechanical updates were completed.

In the spring of 2007 our corporation reviewed our strategic plan. Part of that process included, "A Study of the Community and Student Demographics for the Western Boone County Community School District." The study was prepared for the Board of School Trustees and Superintendent. It was compiled and completed by Dr. Robert L. Boyd, Department of Educational Leadership, Indiana State University in June of 2007.

As a result of strategic planning and the demographic study, our school approved bids for a 30-million-dollar renovation project in our corporation. Of that 30-million-dollar project, approximately 5 million was spent at Thorntown Elementary School. Updates to the building included the renovation of all classrooms featuring new casework, carpeting, and wall covering. A new cafeteria and kitchen were added to the existing building. Other renovated areas included the art room, special needs classrooms, locker rooms and restrooms. Classroom technology additions include Smart Boards and classroom amplification systems in all teaching areas. New HVAC units were installed in the classrooms and hallways. New security features included security cameras, electronic door access as well as a secure front entrance, which allows monitoring of all visitors to the building. New playground equipment was installed. Site features included reconfiguring the east parking lot to allow new arrival/dismissal procedures that separate the car riders from the bus riders and the walkers. The School Board has recently approved a construction project which will include a 10-room addition and reconfigured space to address our capacity needs. The School Board is committed to supporting and providing resources to maintain and improve the physical facilities at Thorntown Elementary School. This continues through capital projects expenditures. The town continues to support and value the presence of the elementary school in town.

Thorntown Elementary is one of two PK-6 schools in the Western Boone County Community School Corporation. Thorntown currently serves 460 students from the three townships of Sugar Creek, Washington and Clinton, the school being in Sugar Creek Township. Students attending Thorntown Elementary are primarily Caucasian, English speaking learners. The socioeconomic level of attending students falls in the middle to lower class with an average of 38.1% of students receiving textbook assistance and free/reduced lunches. The school began a breakfast program in November of 2000 that is available to all students. We average about 20% of our students taking advantage of this program. In 2006, we implemented a pre-school program. This year, we have nearly 40 students enrolled in this program.

Our staff consists of: 20 classroom teachers; 3 special education teachers; 1 music teacher; 1 technology integration coach; .5 art teacher; .3 speech teacher; .25 G/T teacher; 1 nurse; 2 administrators; 2 secretaries; 7 cafeteria workers; 4 custodians; 13 instructional assistants; 1 counselor; and 9 bus drivers. The school's licensed teachers and support staff members pride themselves on continual improvement. The school is committed to providing an exemplary education for students; one that aligns with Indiana's Academic Standards, as well as the transition to the Common Core State Standards. Thorntown Elementary has been a school leader in implementing programs that aid and support our students' needs. Thorntown is a Title I school. The Title I program works with classroom teachers to provide small group and individualized literacy and math instruction for at-risk students. In May of 2017 we were notified that our application for schoolwide title services was approved. Other special services include speech and language instruction, physical therapy and occupational therapy.

Historically, Thorntown students have met or exceed state average on statewide assessments. During the 2018-2019 school year, Thorntown students in grades 3-6 participated in the new ILEARN assessment. Students in all grades, 3-6, met or exceeded state average in all tested areas.

Due to COVID-19, we faced a school closure beginning in March 2020. Statewide assessments were waived for the 19-20 school year. Schools maintained the same Schoolwide Letter Grade as assigned the previous year.

We maintain our goal of an 80% passing rate. While we have not achieved that since the inception of ILEARN, we continue to meet or exceed the state average in all areas. We continue to reflect on our district data and how our school performance relates to the district average. An area for focus for the immediate school year is 6th grade math. As a district, we are developing common local assessments and accessing intervention/reteaching resources which will better identify and address learning needs with students in grades 6-8.

The school is dedicated to improving student achievement and committed to educational practices which are research-based. We pride ourselves in being the best we can be. We encourage our parents and community to take an active part in the education of our students. We will continue to work tirelessly to meet the needs of all children.

Curriculum – Description and Location

The Thorntown Elementary School curriculum is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers, staff, and resource personnel at Thorntown Elementary, under the direction of the building principal and assistant principal, implement and supplement the curriculum using a selection of instructional programs and practices. Such programs and practices include, but are not limited to Go Math, Balanced Literacy Instruction, Quarterly STEM Challenges, and a daily Success Period for all students. Supplemental assessments include NWEA-MAP at grades K-6. Student services including special education, Title I reading and math remediation, gifted and talented programming, speech and language, DARE, and Social Health classes help to support and enrich the curriculum. Thorntown Elementary School provides early literacy instruction for four-year-old children through our preschool program. The preschool curriculum is based on the Foundations for Preschool and Early Literacy standards developed by the state of Indiana. Students in grades K-6 participate in art, music, physical education, and technology classes. Band is offered to sixth grade students.

Assessments of Student Achievement – ILEARN and Other Assessment Strategies

ILEARN Grades 3 through 6 participate in Indiana's summative assessment given in a single testing window in the spring. This test measures:

- to what extent an individual student has mastered the Indiana State Academic Standards in the English/Language Arts, Science, Social Studies and Mathematics;
- to what extent the students in an individual classroom, school, and corporation, as a group, are attaining mastery of the Indiana State Academic Standards; and
- how a student's performance in an individual classroom, school, or corporation compares to the Indiana Academic Standards established by State Board of Education.

NWEA (MAP) District-wide testing is utilized 3 times per year. Measures of Academic Progress (MAP) creates a personalized assessment experience by adapting to each student's learning level,

precisely measuring individual student progress and growth. MAP will provide essential information about what each student knows and is ready to learn.

Progress Monitoring As a schoolwide Title 1 school, Thorntown Elementary observes a daily Success Period for each grade from 1st through 6th. This time is intended to support all learners with personalized learning goals. During Success Period, students who have been identified as performing below grade level on MAP will participate in intervention groups to address their math and/or literacy needs. Progress is monitored through local assessments. Students not making adequate progress through Success Period efforts will be referred to the RTI team. A more specific intervention plan will be developed for individual students. These plans are monitored every 2 weeks and revised on an 8-week cycle.

Dyslexia Screener Students in grades K-2 are screened annually to determine the need for further evaluation and/or intervention with early literacy skills.

IAM- IAM is the alternate assessment component of ILEARN. Students who perform significantly below grade-level may have personal learning goals which cannot be adequately measured with a grade-level standardized test. IAM is the measure of accountability for the progress of these individual students within Indiana's assessment system.

RTI Team – Three classroom teachers serve as RTI reps for our building. They work with teachers to identify needs based on data and develop intervention plans for targeted students. They also support teachers with monitoring student progress throughout the intervention cycle.

Multidisciplinary Team - an interdisciplinary team of staff members which provides a systemic approach to the prevention, identification, referral, intervention, support and follow-up procedures affecting students with academic or behavior concerns which interfere with their education. When student testing has been requested by the parent or teacher, an M-Team meeting takes place with all related school personnel to review achievement data to confirm, or deny, the request for further testing. Thorntown Elementary School partners with the Boone – Clinton-Northwest Hendricks Joint Services special education cooperative which offers support services and diagnostic assessments for children who struggle to meet academic performance standards.

Grade Cards – Grades are reported each nine weeks in areas of reading, math, language, spelling, social studies, science, and attendance. Communication between parents and teachers is encouraged with the opportunity for comments and responses. Harmony Family Access allows parents to monitor student grades at all times. Gradebooks are updated by teachers weekly.

Attendance Reports – Teachers maintain attendance records through our Harmony Student Information System for each student. Attendance concerns are tracked and addressed by our administrative team.

Achievement, Ability and Behavioral Assessments

- Achievement Test (WJ III)
- Behavioral Assessment System for Children (BASC)
- Differential Ability Scale (DAS)
- Vineland Adaptation Behavior Scales

Wechler Individual Achievement Test (WIAT II)
Wechler Intelligence Scale for Children (WISC III)
Woodcock Johnson Psychological Educational Assessment Battery
Woodcock Munoz Language Survey – English Form

Speech Pathology

Articulation and language test
Clinical Evaluation of Language Fundamentals (CELF III)
Goldmen-Fristoe Articulation
Hearing Screening
Peabody Picture Vocabulary Test (PPBT)
Photo Articulation Test (PAT)
Test of Language Development (TOLD)

Health Related Areas

- **Medical records** – student medical records are kept and updated as needed by the School RN. Emphasis is placed on shot records being maintained in compliance with state mandates.
- **Vision Screening** – This screening is done for every kindergarten, first, third and fifth grade student. This screening is also done for anyone referred for testing.
- **Hearing Screening**-This screening is done for every kindergarten, first, and fourth grade student. Screening is done on all new students. This screening is also done for anyone referred for testing.

II. STATEMENT OF VISION, MISSION, AND BELIEFS

VISION STATEMENT

We will be a progressive school community dedicated to excellence in education, holding high expectations for students and staff, and committing our resources and energies toward continuous improvement.

MISSION STATEMENT

We are a partnership of school and community that serves diverse educational needs by providing a safe learning environment that is innovative, competitive, a builder of self-worth, inspiring and fun!

CORE VALUE STATEMENTS

- We Value High Quality Instruction
- We Value Student Achievement and Maximizing Student Potential
- We Value Environments Conducive to Learning
- We Value Opportunities for all Students, Developing Well-Rounded Students

2021-2022 DISTRICT GOALS

Teaching and Learning – Student success is the product of continual improvement in educational practices.

- A. Identify and utilize the most effective local assessments and develop a response to student assessment data.
- B. Facilitate productive struggle and critical thinking in students through objective setting, effective questioning, and complex learning tasks.

Staff Growth and Development – The health and well-being of staff in conjunction with professional learning opportunities aimed at improving instruction are the foundations for student success.

- A. Create opportunities for staff to improve their personal well-being with a focus on their occupational, emotional, financial, spiritual, and physical well-being.
- B. Collaboration will occur regularly with department and grade-level peers to identify effective instructional practices and strategies for their implementation.

Safe and Healthy Environment – Academic success begins with a safe and secure learning environment where students feel valued.

- A. Prioritize and plan for future safety projects and initiatives through information gathered from school building threat assessments.
- B. Emphasize conflict resolution by teaching tolerance and providing emotional support through targeted services.

Operations and Support Services - Adhering to well-developed plans and maintaining fiscal responsibility while meeting the needs of all students in every facet related to the school experience is essential.

- A. Establish a clear organizational structure and implement systems for our facilities department including maintenance, custodial, and grounds, to increase efficiency, leverage resources, and save money.
- B. Improve hiring and staff retention practices for support staff by reviewing and updating support staff pay schedules, benefits, and incentives.

III. SUMMARY OF DATA

ILEARN 2021

| Grade/Subject | Thorntown Passing Rate | State Avg Passing Rate |
|---------------|------------------------|------------------------|
| 3 ELA | 62 | 38 |

| | | |
|--------|----|----|
| 3 Math | 74 | 48 |
| 4 ELA | 51 | 39 |
| 4 Math | 76 | 43 |
| 5 ELA | 60 | 39 |
| 5 Math | 63 | 38 |
| 6 ELA | 42 | 39 |
| 6 Math | 34 | 33 |

Data Related to other Performance Indicators

IREAD 2021: Thorntown achieved a passing rate of 95% on the IREAD3 assessment.

In addition to the formal assessments used at Thorntown Elementary, great emphasis is placed on nine-week teacher assessment which measure and record student growth and improvement. Grades are available in real time via our Harmony Family Access system. Report cards are published quarterly. The staff regards the classroom work as equally important as test data.

Enrollment Data

THORNTOWN ELEMENTARY (PRE-K THRU GRADE 6)

| Year | Enrollment | Difference |
|------|--------------|------------|
| 2016 | 437 w/ pre-K | +4 |
| 2017 | 450 w/pre-K | +13 |
| 2018 | 475 w/pre-K | +25 |
| 2019 | 475 w/pre-K | --- |
| 2020 | 453 w/pre-K | -22 |
| 2021 | 463 w/pre-K | +10 |

Thorntown Elementary School enrolls several students who request school transfer. Affordable housing continues to be an issue that impacts our enrollment. Current enrollment trends reflect an increase over the past few years. Since the closure affiliated with COVID-19, we have seen a slight dip in enrollment, as more families have opted for homeschooling or other alternatives this school year.

IV Conclusions about the Educational Programming

Curriculum – Indiana Academic Standards

The Thorntown Elementary School Curriculum has been aligned with the College and Career Ready Indiana Academic Standards (2014). Local, school, and corporation benchmark skills and concepts have also been incorporated to provide students with the most comprehensive curriculum possible. The goal of curriculum leaders, teachers and staff has been to provide

students with the necessary academic tools and valuable life skills they will need to become successful citizens in our community and beyond. This goal is being pursued through the following efforts:

- The implementation of the Indiana Academic Standards for English/Language Arts (2014)
- The implementation of the Indiana Academic Standards for Math (2014)
- The implementation of the Indiana Academic Standards for Science and Social Studies.
- Instructional teams have collaborated across grade levels and identified discrepancies between the College and Career Ready Indiana Academic Standards (2014) and current instructional resources. Current practices will be adjusted to better align with current standards.
- The implementation of the Western Boone Elementary Technology Standards.
- Staff Development and professional growth opportunities have been developed to support teachers and staff with the implementation and assessment of current standards.

Instruction that supports the Achievement of Indiana Academic Standards

Instructional strategies and practices are aligned, adapted, and assessed to provide appropriate, meaningful instruction of the Indiana Academic Standards. Teachers and staff have been trained in and are implementing such instructional strategies as differentiated instruction, guided reading, Go Math, 90-minute uninterrupted reading block and adapted/inclusionary strategies for students with special needs. To assess these instructional practices and student learning, teachers and staff are utilizing a variety of assessments including ILEARN, IRIs, running records, skill checklists, and NWEA MAP. Teachers and staff teach the standards, using these instructional strategies and assessments, with the intent of improving student achievement as well as better preparing all students for statewide testing and accountability. Success period as a 30-minute period scheduled daily for all students, during which students are engaged in personalized learning opportunities. Students receive instruction that either enriches, extends, remediates, reteaches, or fills in learning gaps.

Comprehensive Needs Assessment: Perceived Strengths

During the 2016-2017 school year, our schoolwide committee conducted a Comprehensive Needs Assessment (CNA). The CNA revealed the following strengths, as indicated by ratings of 90% or higher.

| Perceived Strength | Source |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Bucket Fillers, PRIDE Pass, Shout Outs, Brag Tags – Schoolwide Recognition of Positive Behavior | Staff Survey; Parent Survey; Committee Contribution |

| | |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Classroom Incentive Plans – behavior tracking charts to earn classroom incentives; tickets/bucks | Staff Survey; Parent Survey; Student Survey; Committee Contribution |
| Technology Integration & Tech Instruction for students and staff | Committee Contribution |
| Rigorous Adopted Curriculum Materials | Committee Contribution |
| Emphasis on Small Group Instruction | Committee Contribution |
| Testing Formats prepare students for ISTEP | Committee Contribution |
| Impact of close reading on student achievement | Committee Contribution |
| Safety and Building Security | Staff Survey; Parent Survey; Student Survey |
| Overall climate is conducive to learning. | Staff Survey |
| Administration is supportive and responds to concerns in a timely manner. | Staff Survey |
| Administration treats others with respect and is approachable and open to suggestions. | Staff Survey; Parent Survey |
| Building is managed efficiently. | Staff Survey |
| Parents are supportive of teachers. | Staff Survey |
| Staff takes pride in the job, enjoys working at TES, and works together as a team. | Staff Survey |
| Parents feel welcome at TES and comfortable contacting teachers. | Parent Survey |
| Parents are actively involved in their child's learning. | Staff Survey; Parent Survey |
| Teachers care about students and want them to be successful. | Parent Survey; Student Survey |
| Parents are well informed of student expectations. | Parent Survey |
| Students have friends and teachers who help them. | Student Survey |
| Teachers are effective in their practice. | Staff Evaluation Summary (data last 5 years) |

Comprehensive Needs Assessment: Perceived Needs & Proposed Activities

The Comprehensive Needs Assessment revealed the following areas as needing improvement. The list of proposed activities was developed in collaboration with School Improvement Committee and the staff at Thorntown Elementary School.

| Perceived Need | Source | Proposed Activity | Continue, Revise, Explore, Initiate, or Park It |
|------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Clear and timely communication between office, classroom, and home regarding concerns and responses. | Staff survey | Schoolwide Referral System (consistent format across settings); includes information about response from teacher and administration; copy provided to referring teacher | Initiate for start of 17-18 school year; Revised by PBIS team for 18-19 |
| | | Utilize Harmony documentation by teaching staff | 2018-19 |
| | | Determine communication plan between school and home regarding student concerns; (when to contact, who will contact, how to document contacts) | Revise by PBIS team for 18-19 |
| Proper conduct and good behavior is taught and reinforced. | Staff Survey | Consistent behavior plan within each grade level; consistency with follow through | Initiate for start of 17-18 school year |
| | | Teach SW expectations for common areas | Continue |
| | | Establish alternate "quiet work" spaces; Pilot the use of calming corners (Establish office as place for consequences) | 2018-19 |
| | | Leveled Response System for behavior (Minor/Major Infractions and Responses defined; Code to communicate with administration/support staff without taking away from classroom work (student break vs. discussion vs. removal) | Revised by PBIS team for 18-19 |
| | | Progressive consequences depending on the nature & frequency of offense | Continue, per Student Handbook |
| | | Review discipline portion of the student handbook annually | Initiate w/ students & staff, 17-18 |
| | | Team building activities for students within each grade level (Culture Building) | Park It |
| | | Life skill lessons on work ethic and social skills | Initiated Mindful Minute w/ Daily Announcements 1920 SY |
| | | Monthly or quarterly celebration for students with no office referrals; Student/Staff Member of the Month Recognition | Initiate 18-19 |
| | | PD on positive behavior and effective discipline; Trauma Informed, ACEs, and Growth Mindset | Continuing |
| | | Student of the Month Display - recognize students who make a positive contribution | Initiate 18-19 |

| | | | |
|----------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| | | Increase student engagement | Continue |
| | | Increase parent involvement with behavior concerns | Revise w/ leveled plan |
| Students generally come with the skills to be successful in my grade level. (<i>Lack independence and stamina</i>) | Staff Survey | Vertical collaboration and curriculum mapping (across grade levels) | Continue, as needed |
| | | Instructional consistencies & pacing (within grade levels) | Continue & Revise as needed |
| | | Life skill lessons on work ethic and social skills | Explore |
| Meetings and professional development are meaningful. | Staff Survey | PD that is targeted, repeated, & progressive; Specific outcomes are defined for staff | Revise – Specific to our SIP goals |
| | | Opportunities for personalized and differentiated PD; Examples: Online PD options; peer coaching and peer visits; New Teacher PD | Identify priority needs annually; develop a variety of opportunities based on identified needs |
| Teachers have a voice in decision making. | Staff Survey | Expand the use of committees/PLC groups to problem solve needs and support changes in practices; Develop RTI and PBIS Leadership Teams | 17-18; ongoing |
| Teachers have a manageable workload. | Staff Survey | Minimize meetings times; Utilize alternate forms of communication and collaboration | Explore |
| | | Explore PD/Support for efficient planning and record keeping | Park it; optional PD opportunity |
| School work is appropriately challenging. | Parent Survey | Professional Development focused on Differentiation (use of SP action plans) | 18-19 |
| | | Implementation of Success Period | Initiate |
| | | Revitalization of the elementary RTI process | Continue 17-18 |
| | | Cluster Group Model to ensure efficient use of support services | Initiate 17-18 |
| Homework is meaningful. | Parent Survey | Development of Homework Help Sessions | Initiate 18-19 |
| Students feel comfortable asking questions or sharing ideas. | Student Survey | Life skill lessons focused on work ethic and social skills | Explore 18-19 |
| | | Team building activities within each grade level (Culture Building) | Rock Painting Collaborative Display 18-19 |
| Most students at school stay out of trouble. | Student Survey | Life skill lessons on work ethic and social skills (Student of Month Recognition) | Initiate 18-19 |
| | | Track office discipline referrals and communicate statistics quarterly | Initiate 17-18 |

As our improvement committee reflected on the strengths and needs of our building, we have established a schoolwide *Vision for Learning* and *Vision for Behavior*. Goals, to be shared among all stakeholders, have been written toward that vision.

Vision of Learning

With regards to learning...

- Students at Thorntown Elementary School are active, eager learners.
- Teachers provide challenging and engaging learning opportunities that reflect the needs of our students.
- Building administrators support teaching and learning by providing access to professional development.

Growth Goal: Students will achieve typical or high growth as measured by local and state assessments.

Vision of Behavior

With regards to behavior...

- Students at Thorntown Elementary School are good citizens who get along with one another and demonstrate respectful behavior.
- Teachers maintain a positive learning environment by teaching, modeling, and reinforcing expected behavior.
- Building administrators are visible throughout the building, establish clear expectations with consistent reinforcement, and support teachers in creating an environment conducive to learning.

Growth Goal: The average number of *Office Discipline Referrals* will decrease each quarter.

ACTION PLAN

The students, staff, and parents of Thorntown Elementary School currently implement many activities to address our school improvement goals. The table below highlights the efforts we will make in the upcoming school year, as we strive to support all students and achieve our shared vision.

School Improvement Efforts based on CNA 2017

| Learning or Behavior | Activity | Timeline | Lead |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------|
| B | Develop & use SW Office Referrals | August | Admin |
| L, B | Establish communication expectations between school and home | September | Schoolwide Committee |
| B | Implement consistent behavior plan within Grade Levels | August | Grade Level Teams |
| B | Teach SW Procedures/Expectations | August | Admin – Convo Teachers – Lessons |
| B | Implement response code to alert admin of level of behavior support requested | August | Admin |
| B | Update and review of Leveled Behavior System in Student Handbook w/ focus on progressive consequences and parental involvement | August; Review w/ staff on 1 st day | Admin |
| B | Life skill lessons for classrooms (First 20 Days of Culture Building) | August – Present calendar to Staff | Principal – Mindful Minute Message on Daily Announcements |
| B | Life Skill of the Week - Message for announcements & Hallway display | August; weekly | Counselor; Student Council |
| L, B | BOY and EOY Vertical Collaboration Mtgs | August, May | Admin; Gr Lvl Teams |
| L | Revise/Expand Instructional Consistencies | August – Plan; Quarterly – Review | Admin w/ Gr Lvl Teams |
| L | Publicize calendar for Targeted SW Prof. Dev. (Differentiation, RTI) | September | Schoolwide Committee |
| L | Launch optional PD strands through Canvas (PBIS/Classroom Mgmt, Math, Technology, Efficient Planning & Record Keeping) | October, ongoing | Admin, SW Committee |
| L, B | Quarterly SW Committee Mtgs to review progress toward goals and action steps | Quarterly | Schoolwide Committee |
| L | Implementation of Success Period and RTI Process | August, Ongoing | RTI Team, SW Committee |
| L | Cluster Model Grouping | August | Admin |
| B | Track and publicize office discipline referrals | Quarterly | Admin |

Assessments of Student Achievement – ILEARN and Other Assessment Strategies

The standardized achievement testing program used by Thorntown Elementary School includes NWEA/MAP, ILEARN, and IREAD 3. The school places great emphasis on the assessment and measurement of student achievement. In addition to the ILEARN and IREAD standardized

assessment, each grade level and classroom teacher collects additional assessment data for the purpose of tracking individual student progress. The identification of student strengths and areas of need is critical in providing appropriate, meaningful instruction. Additional student assessments are given upon completion of curricular units or skill instruction to determine achievement levels for each child. We will continue to investigate assessment tools that enable staff to determine benchmark goals, timelines, and progress monitoring strategies that measure student achievement.

Parental Participation in the School

Thorntown Elementary is committed to enhancing the relationship with families. The staff welcomes parents and family members into the school community in a variety of ways:

- Parent / Teacher Conferences as needed
- Harmony Student Information System
- Parent volunteers coordinate School Supply Kits for sale
- Meet the Teacher Night and Grade Level Open House Sessions - allow students and their parents to meet the teacher before school begins in August and to gather information concerning special events, assignment procedures, expectations, and student assessment in their child's classroom.
- Book Fairs are held in the fall and spring
- Classroom volunteers and field trip chaperones
- Athletic opportunities: boys and girls basketball, girls volleyball; Jr High Athletics; community-based intramural sports
- Student Handbook is posted on our school website and available to each family
- Various performances which include the Christmas Program, Talent Show, and various individual classroom presentations
- Veteran's Day Program
- School Family Nights
- Field Day
- Parent Teacher Organization (PTO)

Communication between parents and the school is maintained through various formats:

- Bi-weekly Principal's Newsletter
- Classroom Newsletters
- School Messenger (used as needed for time-sensitive information)
- PTO Newsletters
- School Website
- Student Handbook
- Personal notes, e-mail, and telephone conferencing
- Harmony on-line grades

- Harmony mass e-mails
- Twitter and Facebook
- Grade Cards
- Seesaw Digital Portfolios

The **Parent Teacher Organization (PTO)** comprised of parents and teaching staff is actively involved in student interests at Thorntown Elementary. This organization provides sponsors and funding for multiple activities and various supplies needed throughout the year. Meetings are held throughout the school year and are publicized to all parents and teachers.

Thorntown Elementary School values parental involvement. Ongoing and continuous plans to increase parental participation in the school community, with the goal of heightening student achievement and supporting social/emotional learning, are included in our School Action Plan.

Technology as a Learning Tool

The current technology plan includes a major effort in staff development. There is a Technology Coordinator and three Technology Assistants within the corporation who work closely with teachers and staff. One Technology Assistant stays at each elementary school and one Technology Assistant is located at the Jr. /Sr. High School and is on call as needed. We also have a Media Assistant who provides technology instruction during our specials rotation. Teachers are supported by a Tech Integration Coach as they move towards more of a digit format for learning. Students in grades K-6 have 1-1 laptop computers assigned to them.

Here are examples of specific preparation and use:

- Technology class every 3rd day in Specials rotation
- School website maintained and updated weekly
- Wireless Internet access available to teachers and students
- Televised Morning Announcements
- MediaCast
- SmartBoards
- Classroom amplification systems
- Collaboration and Co-Teaching with Tech Integration Coach
- Electronic newsletter
- Real time grade reporting available to families via Harmony Family Access

Software designed to provide learning options for the classroom teacher, while incorporating technology:

- NWEA/MAP TESTING- Measures skills in math and reading in grades K-6. It provides online reports after scores have been finalized.
- Accelerated Reader- Tests student reading comprehension level, grades K-6
- Microsoft Suite
- Quaver – programs provide a comprehensive introduction to music fundamentals.
- Destiny- Helps the library work more efficiently. Seamlessly integrates circulation, cataloging, searching, reporting and library management functions on a single platform.

- Type to Learn 4- Teaches students how to type through engaging lessons, activities, and typing games.
- Canvas - All grades – Learning Management System
- Impero - Used in the computer lab by Technology Assistant. It is software designed to allow the instructor to monitor student computers, lock the workstations, and deliver instruction
- Office 365 - Used by staff and students for electronic communication and collaboration
- Clever - Connects various apps and programs for more efficient login for students
- Seesaw – Digital portfolios and opportunities for daily practice of academic skills

Safe and Disciplined Learning Environment

During the 2011-12 school year the district provided each classroom with an Emergency Management Guide flipchart. This resource is reviewed and updated annually by our District Safety Team.

Emergency Management Guide - Table of Contents:

- Emergency Numbers
- Lockdown Procedures
- Evacuation Procedures
- Intruder/Trespassing
- Death on School Site
- Severe Weather
- Guns/Weapons on School Property
- Utility Emergency
- Violence in the Workplace
- When Trauma or Loss Occurs
- Earthquake
- Unauthorized Removal/ Missing/ Abducted Person
- Bomb Threat Checklist/ Bomb Threat Procedures

Each staff member has been given a copy of this flipchart with the understanding that it be visible and readily accessible (preferably near the phone). Each staff member has been directed to take the flipchart and red bags with them when there is an emergency. Our Superintendent has been designated as our corporation safety officer.

In addition to these guidelines, the following equipment and practices are in place at Thorntown Elementary School:

- Positive Behavior Intervention System (PBIS)
- School Resource Officer on site daily
- Secure Entrance

- All buses are equipped with two-way radios and security cameras
- Each teacher has a two-way walkie-talkie for communication
- Each teacher has a red safety bag with minimal supplies
- Each year student handbooks are revised and published on our school website
- Monthly safety drills
- Drills and Storm Drills conducted each semester
- Stop the Bleed Training
- District and School-based Safety Teams
- Development of Evacuation and Reunification plans
- Standardized disciplinary forms are available for school and bus conduct in Harmony
- The DARE Officer teaches the DARE curriculum for grades one to six
- Crossing Guard presence at arrival and dismissal
- Safe Visitor System for volunteers and chaperones
- School Messenger System
- Safe School Training for all staff annually
- Classroom Guidance and Social Emotional Learning
- Individual and small group counseling/social skills training

Professional Development

The 2015/16 and 2016/17 ISTEP+ data revealed a need to continue our efforts toward higher student growth and achievement. We have revamped our RTI process and adopted NWEA/MAP. This assessment tool will help us better identify instructional needs, as well as monitor progress towards adequate growth. Professional development will focus on RTI and PBIS, as we seek to create a culture of learning and growth across our school for students performing at all levels of achievement.

Activities to Address Student Learning: Teacher and administrators will participate in regularly scheduled discussions to analyze student data. Student progress will be monitored to identify overall trends and individual student needs. Differentiated instructional strategies will be implemented. Our school's RTI framework will support teachers of struggling students through consultation meetings, team meetings, and data monitoring.

Strategies to Address Student Learning: Teachers and staff are supported in developing and implementing instructional and behavioral strategies to meet the various needs of students. Grade level discussions focus on standards-based instruction that meets the needs of all learners. Differentiated instruction and inclusionary strategies for students with special learning needs will also remain a part of all staff planning. Monthly meetings have been conducted by resource staff to discuss academic needs and concerns with classroom teachers, and inclusionary strategies and accommodations are being developed and implemented to aid students with specific and/or

unique learning needs. A preschool program has been implemented to provide students with earlier opportunities for reading and language skill development. A reading team was established to continue development of a K-6 Reading Plan as required by the IDOE. Continued discussion will occur about content and effective instruction during the 90 minutes uninterrupted literacy block provided at all grade levels.

Programs and Services: Teachers and staff continue to implement components of Guided Reading and Balanced Literacy, as it fits with the fidelity of our adopted reading curriculum. Flexible grouping for leveled literacy is incorporated into guided reading at all levels. Small group instruction is also part of the daily math block. We have also initiated professional development focused on the ILEARN assessment, Growth Mindset, and Trauma Informed Schools. Thorntown employs a full-time school counselor who provides whole-group classroom guidance lessons, small group social skills groups, and individual counseling.

Assessment: Teachers and staff have been trained in various assessments to determine student growth and achievement. These assessments are used to determine appropriate instructional levels for students in math and reading. Formative and summative assessments are used to determine appropriate instructional levels, track student achievement, and assess standards acquisition. Assessments used to gather data include: ILEARN, NWEA/MAP (reading and math), Fountas & Pinnell Benchmark Assessments, and running records.

In addition to the specific programs listed above, Thorntown staff members have access to an extensive professional library. Outside professional development of staff members is documented by Requests to be Absent forms in which individual staff members request leave to visit other schools or workshops. In-house peer development is encouraged and supported by covering classrooms for peer observations and collaboration.

V. Student Achievement: Attendance/Goals/Objectives

Attendance

Goals: Exceed the state attendance average

Objectives:

1. Maintain daily attendance reports in each classroom and in the main office.
2. Call parents of absent children unaccounted for, to verify / determine reason for absence.
3. Continue to acknowledge perfect attendance monthly and at end of the year.
4. Students exceeding the number of acceptable undocumented absences will be referred to local agencies as noted in the board approved corporation attendance policy
5. Attendance Contracts as needed

Attendance has been supported and monitored in news ways since the COVID-19 closure during the spring of 2020. During the 20-21 school year, students had the option of full-time remote or full-time in-person instruction. With the start of the 21-22 school year, all students enrolled at WBCSC returned to full-time in-person instruction. Students who need to be out due to COVID participate in virtual instruction.

Academic Achievement

English/Language Arts Goals:

- 1) To maintain or exceed the State and District average proficiency rate
- 2) To demonstrate a 2% increase in passing rate
- 3) Achieve typical or high growth as shown by Indiana Growth Model data
- 4) To achieve a 90% passing rate on IREAD 3

English/Language Arts Objectives:

- 1) Utilize assessment tools, such as IRI's, ILEARN, I-READ3, NWEA/MAP, AR, and Running Records to determine current reading strengths and weaknesses
- 2) Use flexible, leveled reading groups, focusing instruction and assessment on the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension)
- 3) Effective implementation of the 90-minute reading block
- 4) Implementation of success period for differentiated literacy experiences

Math Goals:

- 1) To maintain or exceed the State and District average proficiency rate in Math
- 2) To demonstrate an 2% increase in passing rates
- 3) Achieve typical or high growth as shown by Indiana Growth Model data

Math Objectives:

- 1) Utilize assessment tools such as NWEA/MAP, ILEARN, and curriculum-based assessments to determine strengths and weaknesses
- 2) Teachers will have provided differentiated instruction in math based upon data gathered by the assessment tools listed above.

Area where Improvement is needed immediately:

Our passing rates are far lower than the 80% we strive to achieve. We will focus our attention on analyzing local common assessments, providing meaningful feedback, and developing stamina and critical thinking which will lead to increased passing rates.

Benchmarks for Progress

Thorntown Elementary School strives for an 80% passing rate for students in English/Language Arts and math.

VI Proposed Interventions Based on School Improvement See SCHOOL IMPROVEMENT ACTION PLAN

BRIEF NARRATIVE OF INTERVENTIONS:

- Students can receive differentiated instruction in reading and math and may receive interventions or enrichment during a daily 30-minute success period.

- Professional development with various instructional tools and strategies
- Effective implementation of 90-minute reading block
- Literacy Groups
- Parent involvement opportunities
- Universal Screening, Dyslexia Screening, and Progress Monitoring through RTI Plans
- Test taking skills will be taught to ensure that teachers and students become familiar with the ILEARN test format and style
- Quarterly STEM challenges and emphasis on science instruction

INTERVENTIONS TO BE MADE PENDING AVAILABILITY OF FUNDS:

- Research-based instructional resources and support materials in math and language arts
- Teacher in-service training in literacy/math skill development, assessment tools, writing strategies, inclusion and co-teaching, data analysis, implementation of 90-minute reading block, as well as small group instruction
- Employment of support staff, including Title I support staff, two full time Special Education/Resource teachers, and Special Education support staff
- Classroom guidance lessons focused on stamina and growth mindset.
- Homework Help, after hours, supervised by classroom teachers.

Professional Development Coordinated with Proposed Interventions that Supports Sustainable School Improvement Efforts

PL 221 / NCLB Act requires instruction that targets the academic skill and performance levels of students, tailoring instruction to those skills and performance levels, and using assessment tools that focus on diagnosis and consistent monitoring of student progress. We continue to focus professional development on literacy and math instruction and assessment, as well as neuroscience and SEL strategies. Through professional development opportunities, teachers will learn effective techniques, network with colleagues, and implement best practices. Student progress and success are contingent upon having well-trained teachers.

VII Cultural Competency

Cultural Competency Definition:

Cultural competency is the effective integration of knowledge about student’s backgrounds into instructional planning and strategies, resulting in learning curricular concepts at high levels.

In addition to supporting various subgroups with learning and achievement, our district has also emphasized meeting the social/emotional needs of our students who come from various background experiences. Social Emotional Learning and Trauma Informed Instruction are a focus of professional development. The list below highlights our efforts to reach all students:

- Hiring of a Certified ESL teacher and Elementary School Counselor
- Multi-cultural thematic units across the curriculum
- SEL lessons specific to diversity, tolerance, acceptance, and community

VIII Statutes and Rules to be Waived

None

IX Timeline for Improvement, Review and Revision

- The performance and achievement of students will be reviewed annually by the principal, School Improvement Team, teachers, and other stakeholders at Thorntown Elementary School.
- School Administrators will review ILEARN, IREAD, and NWEA/MAP scores as they become available. This information will be shared with classroom teachers and support personnel.
- The review process will include data provided by the Indiana Department of Education, ILEARN data, results of local assessments, and other broad indicators of student achievement.