

# Union Elementary

School Improvement Plan

2016-2017



3990 West Division Road  
Bargersville, Indiana 46106  
317-346-8200

**Union Elementary School (3433)  
Franklin Community School District (4225)**

*Administrative Staff at Franklin Community School Corporation*

**Dr. David Clendening**, Superintendent

**Mrs. Deb Brown-Nally**, Executive Director of Curriculum & Instruction

**Mr. Jeffery Mercer**, Director of Business & Operations

**Mr. Matt Sprout**, Director of Technology

**Mr. Bill Doty**, Director of Operations

*Union School Improvement Plan Committee Members*

**Ms Sandra Brown**: Principal/Counselor

**Mrs. Annie Jackson**, Secretary

**Mrs. Barb Siedl**, Secretary/Treasurer/Media

**Mrs. Emily Kunkler**, Teacher Kindergarten

**Mrs. Katie Bingham**, Teacher Kindergarten

**Mrs. Allison Clark**, Teacher Grade 1

**Mrs. Jennifer Small**, Teacher Grade 2

**Mrs. Jennifer Stone**, Teacher Grade 2

**Mrs. Beth Hoeing**, Teacher High Ability 1-4

**Mrs. Missy Dresslar**, Teacher Grade 3 & 4

**Miss Andrea Clendening**, Teacher Grade 3 & 4

**Mr. Noah Buchen**, Music Teacher

**Mrs. Rachel Brown**, Art Teacher

**Mrs. Alysha Sherry**, Physical Education Teacher

**Mrs. Jess Legan**, Parent

**Mrs. Andrea Martin**, Parent

## Signature Page

I have read and approved the Union Elementary School Improvement Plan.

David Clendening  
Dr. David Clendening, Superintendent

9/12/2016  
Date

Sandra Brown  
Mrs. Sandra Brown, Principal

9/8/16  
Date

I have read and approved the Union Elementary Professional Development Plan.

Heather M Kepner  
Mrs. Heather Kepner, President  
Franklin Community Teacher's Association

9-12-16  
Date

Bryan Wertz  
Mr. Bryan Wertz, President  
Board of School Trustees

9-12-16  
Date

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## 1. Introduction

### ***Narrative description of the school, the community, and the educational programs:***

Union Elementary School is an Indiana public school located at 3990 West Division Road in Bargersville, Indiana. Union Elementary is one of five elementary schools in the Franklin Community Schools. We were named a Four Star School for our attendance and ISTEP scores in 2006 & 2007, 2012-13 and 2013-14. Union Elementary serves grade K-4. Union offers art, music, media center, and physical education in addition to having a computer lab with 30 computers. Each classroom has 10-30 chromebooks and/or 4 to 6 computers for staff and students to utilize. We offer a before and after-school child care called Cub Care which operates every day that school is in session. Our Free/Reduced Population is 24%. There are 148 students enrolled at this time.

Currently, our school has 12 highly qualified and 8 support staff members. This includes 1 special education assistant, kindergarten assistant, secretary, treasurer/library assistant, 1 custodian, 1 part-time LPN and 2 cafeteria personnel.

Franklin is twenty miles south of Indianapolis and 90 miles north of Louisville, Kentucky, on I-65 and U.S. 31. Franklin's population is 24,194. Franklin is named after one of our nation's founding fathers, Benjamin Franklin. Franklin is located in the heart of Johnson County and serves as the county seat. A popular suburban community, Franklin's population has grown 8.9% since 2000. As expected, the Franklin Community Schools has experienced growth as well. Currently we have 5,119 students K-12 in Franklin Community Schools.

### ***Description and location of curriculum:***

Our curriculum at Union Elementary is driven by the Indiana Academic Standards. Differentiated Instruction is used so that each student's learning needs are met. Our school utilizes Superkids K-2 and Benchmark Language Arts Program, Discovery Ed. Science, MacMillan/McGraw-Hill Social Studies, and Everyday Math to help our students meet the Indiana Academic Standards. Copies of the curriculum are located in each teacher's classroom and the principal's office. Additional curriculum guides are available upon request. Parents and teachers have access online to all programs.

### ***Titles and descriptions of assessment instruments to be used in addition to ISTEP+***

Franklin Community Schools uses the Northwest Evaluation Association Test (NWEA). NWEA is a computer test used to measure student achievement and growth. Students in grades K-4 take the NWEA test three times each school year (fall, winter, and spring). These tests are standardized, state-aligned, and computer adaptive. They measure student achievement and growth in the areas of Math, Language, and Reading. NWEA provides tailored reports which give our teachers information to help guide instruction. Teachers send home NWEA fall, winter, and spring comprehensive reports.

Our kindergarten through 2nd grade teachers also use DIBELS (Dynamic Indicator of Basic Literacy Skills). The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The measures were developed based upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998). These reports assess student development which consists of letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, and text reading and comprehension (TRC). Each measure has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives. It includes descriptions and tutorials on each of the measures, technical reports, logistical information on implementing DIBELS in a school, and contact information for trainers. The measures themselves are available free to download from the website.

Our grade K-2 students use mClass math measures established criterion variables based on standardized Test of Early Mathematics Ability (TEAM) or the math sub-test Young Children's Achievement Test (YCAT). By comparing these tests, mClass has established assessments and scores to determine national benchmarks for grade level measures. These measures allow us to determine if students are deficit, emerging or established in each goal area. mClass also provides progress monitoring with the program. It has the ability to give diagnostic interviews, allowing us to evaluate the student's processing skills.

## **2. Statement of Mission, Vision, and Beliefs**

### ***Franklin Community Schools***

#### **Mission Statement:**

Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

#### **Vision**

Franklin Community Schools – where education is student-centered and innovative, and learners are inspired to become great!

#### **Beliefs**

In a safe and nurturing environment, students:

- Learn at different rates and in different ways
- Learn more effectively while actively engaged
- Develop positive relationships with adults and peers

#### **Guiding Principles**

##### **Individual Student Growth**

Franklin Community Schools will provide learning experiences that maximize individual student potential.

##### **Communication**

Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

##### **Systemic Continuous Improvement**

Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing and evaluating possible solutions.

##### **Leadership**

Franklin Community Schools will identify the potential leaders of tomorrow and facilitate their growth and development.

##### **Trust**

Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

#### **UNION MOTTO**

Together  
Everyone  
Achieves  
More

### 3. Summary of Data

#### Data from the annual performance report

##### ISTEP English/LA Grade 3

Year	State Average (Public & Nonpublic)	District	Union Elementary School
2008-09	76.8%	83.2%	95.3%
2009-10	81.7%	88.7%	92.1%
2010-11	84.2%	89%	94.7%
2011-12	86.2%	85.3%	97.1%
2012-13	85.2%	92.7%	90.5%
2013-14	83.6%	87.1%	95.6%
2014-15	70.9%	79.9%	83.3%

##### ISTEP English/LA Grade 4

Year	State Average (Public & Nonpublic)	District	Union Elementary School
2008-09	75.2%	75%	93.8%
2009-10	80.1%	80%	78.6%
2010-11	82.7%	79.2%	83.8%
2011-12	82.4%	82.5%	82.1%
2012-13	84.4%	85%	97%
2013-14	86.5%	94.6%	92%
2014-15	69.5%	74.2%	76.2%

### ISTEP Math Grade 3

Year	State Average (Public & Nonpublic)	District	Union Elementary School
2008-09	73.9%	76.8%	100%
2009-10	77.9%	79.4%	94.7%
2010-11	79.4%	83.9%	97.4%
2011-12	79.6%	82.4%	100%
2012-13	80.2%	86.3%	90.5%
2013-14	80.8%	86.7%	97.8%
2014-15	61.3%	65.7%	79.2%

### ISTEP Math Grade 4

Year	State Average (Public & Nonpublic)	District	Union Elementary School
2008-09	71.9%	65.3%	90.6%
2009-10	77.7%	72.2%	78.6%
2010-11	79.3%	75.7%	86.8%
2011-12	79.1%	81%	82.1%
2012-13	83.9%	82.5%	97%
2013-14	83%	85.9%	88%
2014-15	63.5%	67%	78.6%

**Data related to performance indicators other than those included in the annual performance report**

<b>NWEA 2014-2015</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>3rd Reading:</b> By May 2015, Union 3rd grade students will increase from 50% to 71% (meeting or exceeding target) measured by NWEA Reading RIT aligned ISTEP Cut Score (Spring 192).	50%	91%	91%
<b>3rd Math:</b> By 2015, the Union 3rd grade students will increase from 46% to 79% (meeting or exceeding target) measured by NWEA Math RIT aligned ISTEP Cut Score (Spring 198).	46%	87%	96%
<b>4th Reading:</b> By 2015, the Union 4th grade students will increase from 76% to 82% (meeting or exceeding target) measured by NWEA Reading RIT aligned ISTEP Cut Score (Spring 200).	76%	85%	90%
<b>4th Math:</b> By 2015, the Union 4th grade students will increase from 79% to 91% (meeting or exceeding target) measured by NWEA Math RIT aligned ISTEP Cut Score (Spring 207).	79%	80%	98%

**Programming and Learning Data**

Union Elementary School is a data driven school. The administration and teaching staff use ongoing collections of data to drive curriculum to better meet the needs of all students. The data we collect is longitudinal in order to track individual student performance and progress. The teachers use a variety of sources when collecting data so it is more reflective of the whole child.

ISTEP+, Indiana's statewide assessment, allows Union Elementary School staff to make decisions regarding the direction of curriculum and teaching strategies. When ISTEP+ data is received, staff uses the information to develop strategies for implementation for the next year. Special note: Teachers will use the data generated from the ISTEP+ 2014 Spring testing to help drive the curriculum focus for the school year 2014-2015. In addition to ISTEP+, the staff uses NWEA, another major assessment tool, to support our educational decision making.

NWEA, Northwest Evaluation Association, is an assessment administered three times during the year. The test periods are fall, winter, and spring. This assessment is an ongoing, comprehensive evaluation for each student in Reading and Math. Students and staff are able to see the results immediately upon completion of the test. Teachers receive not only each individual's results, but also their classroom as a whole. Teachers have been trained on how to read the data and how to use it to differentiate their instruction. NWEA comes with a curriculum scope and sequence component called DesCartes. DesCartes is based on the student's total score. DesCartes states what skills the student should know, what they need to know, and what the next skills will be.

The third component used to determine conclusions of student progress is teacher observation and classroom assessments. By utilizing the data from ISTEP+, NWEA, and teacher assessments, the staff forms conclusions about student progress. The data from any of the formal assessments become the foundation for professional goals developed by the staff. Data mentioned above drives instructional strategies to reach school, team, and individual goals.

## Other information about educational programming and the learning environment

### Professional Learning Communities

We will be implementing a PLC framework at Union. Academic teams will meet once a week analyze data and develop strategies to help students achieve. Each team has a scheduled WIN time. This is a time when enrichment and remediation is built into the day.

### Critical Questions

What do we want all students to learn?

How will we know they have learned it?

How will we respond when they don't learn?

How will we respond when they know it?

### Power Writing

The traditional approach to Power Writing is based on a numerical approach to the structure of writing. It replaced the ambiguity and abstraction of writing terminology with a numbered structure that students can understand more easily. This numerical structure provides the basis for all forms of writing: expository, persuasive, narrative and descriptive. Power writing solves the writer's frequent problem of how to say it and in what order.

Equally important to Power Writing is the sequential teaching process that builds in steps upon the mastery of each concept. Students are taught how to organize their thoughts before their writing begins. Structured writing follows organized thinking. These concepts are taught with age-appropriate exercises to assure that students possess the skills to expand complexity in their thinking and writing.

Power Writing Plus®, as developed by Shirley Poulton, blends the other traits of effective writing into the Power Writing approach. This has created an integrated system for teaching students to write in a manner that demonstrates rich word choices, sentence fluency, ideas and content, organizational structure, voice, and conventions.

Power Writing with the 6 + 1 traits teaches the following:

- Writing at the structural level
- Easy to remember number structure
- Mastery of each step before proceeding to the next
  - Words
  - Phrases
  - Sentences
  - Paragraphs
  - Essays

Power writing's use of numerical structure to support ideas and details makes it an important and effective ready strategy for at-risk students.

### Reading Programs

*Superkids (Rowland Reading Foundation) K-2 and Benchmark Literacy 3 & 4[1]*

Superkids is a core curriculum created just for K-2, when the skills of learning how to read and write must be mastered. The program's explicit, systematic, phonics-based instruction paired with its beguiling characters, the Superkids, make it both rigorous and highly motivating. It blends the science of reading with the art of teaching to create a program that teachers and children love.

Superkids is a comprehensive core literacy curriculum just for K-2.

\*It teaches children HOW to read, how to get the words off the page accurately, fluently, and with understanding.

\*It makes learning fun and teaching easy.

\*It works for ALL children.

\*It is fully aligned with the Indiana Academic Standards.

Benchmark Literacy program is a comprehensive program organized into ten three-week comprehension-focused units that include whole-to-small group instruction of a metacognitive strategy with a connected comprehension strategy. Over time, students integrate both strategies and understand how they support each other as they apply these strategies in multiple contexts. Instruction in Benchmark Literacy develops students who think about thinking and can negotiate complex nonfiction and fiction texts across a variety of genres.

Status as a Core Reading Program Benchmark Literacy is approved as a core reading program in grades K-6. The program consistently meets or exceeds expectations in grades 1-6.

### **Compass Learning**

The Compass Learning Odyssey Solution provides

- Research-based curriculum
- Award-winning, standards-aligned content
- Individualized learning and differentiated instruction
- Dynamic management and assessment tools
- Unsurpassed professional partnership services for installation, implementation, maintenance and professional development

### **Engaging Activities**

The learning activities are enhanced with grade-appropriate content, animations, and audio and video instruction. Our focus is to provide highly engaging, interactive content that fosters an interest in learning. While working through the activities, students can use offline resources as well to extend, enhance, and transfer knowledge. Compass Learning helps students, educators, and parents in the ongoing pursuit of higher achievement.

### **Tutoring Programs**

Union Elementary students participated in the corporation program called "Study Connections." Each Thursday throughout the school year, 15-20 students are referred by their teachers to receive one-on-one tutoring in reading or math from community volunteers. The one-hour sessions are held from 2:30-3:30 p.m.

### **Differentiated Instruction and RTI**

Differentiated instruction is an approach to teaching essential content in ways that address the varied learning needs of students with the goal of maximizing the possibilities of each learner. Union teachers utilize many strategies and methods to meet and maximize student learning styles.

Flexible Grouping

Compass Learning (K-4)

Headsprout

Individualized homework assignments

Student choice for assignments/projects

Reading Counts

William & Mary and State High Ability Units

Reading A-Z

xtramath.org

Departmentalizing subjects K-4

Small groups FIT (Focused Instruction Time)

One-on-one intervention/tutoring

Use of manipulatives and hands-on activities

Students working with peers

Florida Center for Inquiry

Starfall program

LIPS and Seeing Stars (Lindamood Bell)

## **4. Conclusions about the CURRENT educational programming, derived from an assessment of education programming, include the following:**

### ***Information about how the school's curriculum supports the achievement of Indiana Academic Standards***

The curriculum utilized by teachers at Union Elementary School supports Indiana Academic Standards. All instructional decisions made are standards based. Materials to support the academic standards are pulled from our core programs which were selected by adoption committees.

### ***Information about how the school's instructional strategies support the achievement of Indiana Academic Standards.***

Professional development at Union Elementary School focuses on instructional strategies to help teachers differentiate their instruction to meet the needs of all learners. Department meetings, faculty meetings, and team meetings are dedicated to sharing ideas, collaborating, and analyzing

data. Union Elementary teachers have participated in in-services in the following areas: autism and learning disabilities, Gradual Release of Responsibility, peer sharing from conferences attended, Response to Intervention (RTI), Power Writing along with 6+1 Traits of Writing, and training on how to utilize data teams.

Co-teaching settings, through the use of individualized instruction, technology, small group instruction, and flexible grouping are provided for Union's special education students to receive instruction geared toward their educational needs during the daily 90 minute time block. We have implemented Response to Intervention (RTI), an approach to address academic delays with one or more research validated interventions. Students progress is monitored per student assessment (data driven) to see if those interventions are sufficient to help the student to reach grade level proficiency. Parents are informed of activities and student progress through notes on assignment sheets/books, school website, assessment results, and annual case reviews.

### ***Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies***

Our staff is dedicated to improve our status to an "A" Exemplary Progress School. Based on the data from ISTEP+ and NWEA, we will continue to set goals to meet our growth targets for NWEA and improve our ISTEP+ scores. While Union continues to have higher achievement (shown in the Growth Model), we have lower growth. We will continue to work to be in the higher growth quadrant as well.

### ***Parental Participation in School***

Union Elementary School believes that parents significantly impact their child's success in school. Research shows that children whose parents are involved in their child's education are likely to be more successful. Parents and teachers at Union School communicate through phone calls, emails, newsletters, conferences and personal notes. Our corporation uses a phone system called Blackboard Connect. This enables the school to contact parents for important events, emergency snow days, or the delay of school.

Parents are involved in the day to day routines with their children checking homework, reading newsletters, volunteering at school and communicating with teachers. Union Elementary has a strong PTO organization, which helps sponsor a variety of events. Union PTO is dedicated to promoting family participation and student learning.

### ***Technology as a Learning Tool***

In order to prepare our students for future careers and life paths, we feel it is important to provide diverse technology opportunities. Approximately 80 computers and laptops are available for students to use.

Our Union students benefit from a variety of activities in our computer lab. Each child has a 30-45 minute learning session per week. All teachers have student computers in their classrooms for additional technology experiences.

The following resources provide students with support in subject areas:

- o Reading Counts (reading comprehension quizzes) K-4
- o Type to Learn (keyboarding software) K-4
- o Database subscriptions (such as Grolier Online, World Book, News Bank)
- o Elementary Toolbox (contains websites for teachers, parents, and students)
- o Union Elementary School web site with parent resources
- o Microsoft Office Software (including Powerpoint, Word, and Excel) K-4
- o Presentation Stations (carts with DVD, laptop, projectors, VCR)
- o CD Players
- o Everyday Math, Discovery Science, Superkids, Benchmark Literacy (all online access)
- o Digital Cameras
- o Digital recording
- o Mimio software and hardware
- o Destiny library system
- o Flip cameras
- o Document cameras
- o Mobi
- o CPS
- o Compass Learning K-4
- o Google Apps for Education
- o Chromebooks
- o iPad/iPhone

## District Technology Plan

The FCS district has instituted a three year K-12 plan to support the inclusion of technology in the classroom. The plan allows for students and teachers in all schools within our district the opportunity to increase their skills and to support the integration of technology into the classroom. The basis of the plan is the use of the National Education Technology Standards (NETS) to drive the direction of our district in the use of technology for students and administrators. Within the plan, a program for professional development and the assessment and review of technology use in our district is maintained. Union Elementary School follows the district technology plan and has incorporated its components in our school improvement planning.

### Safe and disciplined learning environment

Union Elementary School is a disciplined learning environment. We have high expectations for student behavior, and students know what is expected and act accordingly. Our Student Handbook contains all of our rules and expectations, and these are explained in detail during the first week of school by each teacher.

A survey of our parents showed that 96% of their children feel safe at school. Union Elementary staff members have a crisis management flipchart accessible to them in each classroom. The plan covers emergencies that may be encountered in a school building. A list of verbal codes that are used to alert staff members of a crisis situation is included in their flipcharts. Union Elementary safety provisions also include:

All visitors must sign in at the office	Staff members wear name badges
All doors are kept locked. We use a buzz in at the front door system	Fire drills are conducted on a monthly basis
Two disaster drills are conducted each semester	Two bus evacuation drills per year
Teachers discuss safety at monthly staff meeting	Three tabletop scenarios per year to discuss possible crisis situations
Background checks are conducted on volunteers	All classroom teachers have safety bags and two-way radios
All classroom teachers have telephones in their room	Walkthroughs from the Johnson County Sheriff Department

### Professional Development

For the 2015-16 school year, PLC data teams will continue the data-driven decision making process that was implemented in 2008. The focus has been on how to utilize NWEA, DIBELS, and ISTEP+ data to drive classroom instruction. Grade level teams meet weekly for collaboration so that effective strategies can be identified and implemented. We also have cross grade-level collaboration.

We are implementing the new Indiana Academic State Standards. Teams will meet together to map out curriculum and plan instruction using the new standards. We are implementing our third year of the FCS Modified RISE model for evaluation. We also will continue working on our Power Writing format and using the 6+1 Traits for writing.

Our district focus remains on PLC, Literacy with writing emphasis and great Instruction. Our district is working on essential learnings at the elementary level. Our teachers have a clear focus of what is important. Training inside our district revolves around these concepts. This focus has helped our district gain momentum in moving from good to great.

## 5. Student Achievement Objectives, derived from an assessment of the CURRENT status of educational programming, including at least the following:

**GOAL:** Third grade passing rate will be 13% above the state average in English/Language Arts as measured by ISTEP+.

3RD GRADE ENG/LA	UNION	INDIANA	PERCENT ABOVE OR BELOW STATE AVE.	3 YEAR AVERAGE
2012-2013	90.5%	85.2%	5.3%	
2013-2014	95.6%	83.6%	12%	
2014-2015	83.3%	70.9%	12.4%	
TOTAL			29.7%	9.9%

**GOAL:** Third grade passing rate will be 18.7% above the state average in Math as measured by ISTEP+.

3RD GRADE MATH	UNION	INDIANA	PERCENT ABOVE OR BELOW STATE AVE.	3 YEAR AVERAGE
2012-2013	90.5%	80.2%	10.3%	
2013-2014	97.8%	80.8%	17%	
2014-2015	79.2%	61.3%	17.9%	
TOTAL			45.2	15%

**GOAL:** Fourth grade passing rate will be 8.5% above the state average in English/Language Arts as measured by ISTEP+.

4TH GRADE ENG/LA	UNION	INDIANA	PERCENT ABOVE OR BELOW STATE AVE.	3 YEAR AVERAGE
2012-2013	97%	84.4%	12.6%	
2013-2014	92%	86.5%	5.5%	
2014-2015	76.2%	69.5%	6.7%	
TOTAL			24.8%	8.3%

**GOAL:** Fourth grade passing rate will be 15.5% above the state average in Math as measured by ISTEP+.

4TH GRADE MATH	UNION	INDIANA	PERCENT ABOVE OR BELOW STATE AVE.	3 YEAR AVERAGE
2012-2013	97%	83.9%	13.1%	
2013-2014	88%	83%	5%	
2014-2015	78.6%	63.5%	15.1%	
TOTAL			33.2%	11.1%

▪ **Attendance rate**

Union Elementary staff believes regular attendance is extremely important to each child's learning. Being absent will have an effect on the continuity of the learning process and will cause a child to miss material important to his/her educational growth. We will continue to encourage regular school attendance by receiving recognition at the end of every nine weeks grading period. We also award a traveling trophy to the class with the best monthly attendance. Poor attendance will be addressed through phone calls and letters. We also refer families to the Family Resource Coordinator through Johnson County Community Corrections when a student has ten unexcused absences.

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
kdg	96.2%	96.5%	96.5%	97.0%	96.4%	97.0%	96.8
Grade 1	96.3%	96.5%	93.9%	97.5%	96.4%	97.9%	96.4
Grade 2	96.8%	96.6%	96.4%	97.5%	97.3%	97.5%	97.0
Grade 3	97.4%	97.3%	96.3%	96.7%	98.2%	97.9%	96.0
Grade 4	97.4%	97.6%	96.6%	97.6%	96.9%	97.5%	97.6
All Grades	96.9%	97.0%	96.0%	97.3%	97.1%	97.6%	96.8

- **Graduation rate (for secondary schools) NA**

**6. School Improvement Goals/Benchmarks for Progress**

School:	Union Elementary
Principal:	Ms. Sandra Brown
Leadership Team:	Clark, Stubbeman, Small, Dresslar, Hoeing, Martin, Clendening, Witty, Brown, Buchen
Submission Date:	January 2016

Building Goal*	Baseline Data 2012-14	Basis for Evidence of Progress*	Benchmark 1 FALL	Benchmark 2 Winter	Benchmark 3 Spring	End of Year ISTEP Results
Third grade passing rate will be 13% above the state average in English/Language Arts as measured by ISTEP+. (84% or higher)	Third grade has been above the state pass rate in ELA by an average of 9.9% over the past three years.	NWEA 2015 Student Status Norms EOY 198.6	NWEA 73%	NWEA 93%		
Third grade passing rate will be 18.7% above the state average in Math as measured by ISTEP+. (80% or higher)	Third grade has been above the state pass rate in Math by an average of 15.9% over the past three years.	NWEA 2015 Student Status Norms EOY 203.4	56%	80%		
Fourth grade passing rate will be 8.5% above the state average in English/Language Arts as measured by ISTEP+. (78% or higher)	Fourth grade has been above the state pass rate in ELA by an average of 8.5% over the past three years.	NWEA 2015 Student Status Norms EOY 205.9	54%	69%		

higher)	average of 5.9% over the past three years.					
Fourth grade passing rate will be 15.5% above the state average in Math as measured by ISTEP+. (79% or higher)	Fourth grade has been above the state pass rate in Math by an average of 7% over the past three years.	NWEA 2015 Student Status Norms 213.5	30%	54%		
Kdg Reading: By May 2016, Union Kdg students will increase from 64% proficient (green) to 80% proficient (green) measured by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark Assessment (Fall 2015-Spring 2016).	90% passing ISTEP	BOY DIBELS composite score	64%			
Kdg Math: By May 2016 Union Kdg students will increase from 70% to 78% meeting or exceeding target as measured by NWEA Math Survey with Goals (Fall 2015-2016).	90% passing ISTEP	BOY NWEA	70%	74%		
1st Reading: By May 2016, the Union 1st grade students will increase from 87% to 81% proficient or above measured by DIBELS Benchmark Assessment (Fall 2015-Spring 2016).	90% passing ISTEP	BOY DIBELS	87%	77% (Test changes and adds DORF)		
1st Math: By May 2016, the Union 1st grade students will increase from 65% to 81% (meeting or exceeding target) as measured by NWEA Math Survey with Goals (Fall 2015-Spring 2016).	90% passing ISTEP	BOY NWEA	65%	74%		
2nd Reading: Students in the second grade will increase the overall reading mean RIT score of 178, as measured by the 2016 Fall NWEA Reading Survey with Goals test, by 13 points, as determined by the NWEA student goal setting worksheet. Our Target Overall 2017 Spring Reading mean RIT score is 191, as measured by the 2017 Spring NWEA Reading Survey with Goals test.	90% passing ISTEP	BOY TRC	178			
2nd Math: Students in the second grade will increase the overall math mean RIT score of 182, as measured by the 2016 Fall NWEA Math Survey with Goals test, by 14 points, as determined by the NWEA student goal setting worksheet. Our Target Overall 2017 Spring Math mean RIT score	90% passing ISTEP	BOY NWEA	182			

is 196, as measured by the 2017 Spring NWEA Math Survey with Goals test.						
3rd Reading: By May 2017, the Union 3rd grade students will increase from 57% to 74% (meeting or exceeding target) as measured by NWEA Reading Survey with Goals Test (Fall 2016-Spring 2017).	90% passing ISTEP	BOY NWEA	75%			
3rd Math: By May 2017, the Union 3rd grade students will increase from 66% to 86%(meeting or exceeding target) as measured by NWEA Math Survey with Goals Test (Fall 2016-Spring 2017).	90% passing ISTEP	BOY NWEA	66%			
4th Reading: By May 2017, the Union 4th grade students will increase from 75% to 90% (meeting or exceeding target) as measured by NWEA Reading Survey with Goals Test (Fall 2016-Spring 2017).	90% passing ISTEP	BOY NWEA	75%			
4th Math: By May 2017, the Union 4th grade students will increase from 66% to 86% (meeting or exceeding target) as measured by NWEA Math Survey with Goals Test (Fall 2016-Spring 2017).	90% passing ISTEP	BOY NWEA	66%			

**7. Academic Honors Diploma and Core 40 – not applicable to elementary level**

**8. Proposed Interventions (strategies) based on student achievement objectives/goals**

***Differentiated Instruction***

Classroom teachers at Union Elementary believe it is critical to teach essential content with strategies and methods that meet and maximize student learning styles. Differentiated Instruction through co-teaching, flexible grouping, varied assignments, manipulatives, and student choice will lead to student success.

***Data Teams/PLC***

Union Elementary uses weekly academy team meetings to examine individual student work generated from common formative assessments. These are also collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. These adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action. We will utilize results from these assessments: ISTEP+, DIBELS (K-2), and MAP for Primary-NWEA (K-1), and NWEA (grades 2-4) to guide our instruction and achieve student growth. Our Kindergarten teacher goes to Creekside to meet for PLC so she does not have to work alone.

***Response to Intervention (RTI)***

Response to Intervention (RTI) is a process to remediation of students with academic or behavioral issues. In the RTI model, a student with academic delays or behavioral concerns is given one or more research-validated interventions. The student's academic/behavioral progress is monitored frequently to see if those interventions are sufficient to help the student catch up with his or her peers. If the student fails to show significantly improved academic/behavioral skills despite several well-designed and implemented interventions, this failure to respond to intervention can be viewed

as evidence of an underlying Learning Disability or Emotional Disability. Franklin Community Schools uses a three tier program for interventions for low-achieving students. At Union Elementary, the K.I.D.S. (Kids in Direction of Success) team facilitates this process through a committee of teachers and school counselor. Teachers must monitor and document student progress using research-based interventions at the Tier I and II levels.

### **6+1 Traits of Writing**

Power Writing and 6+1 Traits of Writing have been implemented in all classrooms. Power Writing/6+1 Traits of Writing Handbooks are distributed to grade 1-4. Union students are taught how to organize their writing and make it more meaningful with 6+1 Traits of Writing. Through the Power Writing method, students continue to improve their writing skills.

## **9. Professional Development**

### **Professional Learning Communities (PLC):**

We will focus on our PLC groups. As we improve our work and understanding, we will stay focused on the Indiana Academic Standards and on literacy and math K-4. As we meet in PLC Teams, we will be reviewing data, planning curriculum, researching strategies and discussing student needs. We feel the three elements of PLC – 1. Focus on Learning; 2. Collaborative Culture; and 3. Focus on Results will increase learning for educators which is key to improved learning for all students. PLC meets all staff, Kindergarten (meets with Creekside teachers), K and 1, grades 1 and 2, grades 2-3-4, grades 3 and 4, Math, and Language Arts. As a district, we are in the process of determining essential learnings for each grade level beginning with grade 4.

### **Indiana Academic Standards:**

IAS will be the primary focus of all teachers in both math and reading. We use IAS to drive our instruction and essential learnings to align vertically with all grades.

### **Staff Development:**

District leaders will be implementing Professional Development for our teachers. Teachers will work in their grade level and vertical grade levels during PLC time. Union will have staff meetings and PLC meetings once a week. Staff meetings include trainings, new information, building discussions and safety. Teachers receive various online trainings within the district. PLC leaders are doing a book study *Kid by Kid, Skill by Skill*, Culture Committee is doing a book study of *School Culture Rewired*. Facilitators of Instructional Technology meet monthly to work on technology standards.

### **Cultural Competency**

The faculty and staff at Union Elementary realize the lack of racial diversity in the current enrollment. However, the diversity of the student population is found in the socioeconomic status. Our ethnicity includes less than 1% of Asian, Multi-racial, Hispanic, and Asian/White. Approximately, 25% of the students at Union Elementary qualify for free or reduced lunch program. Additionally, .08% of the total population is eligible for Special Services. The faculty is becoming acutely aware of the unique characteristics the low socioeconomic, children with special needs, and the transient population possess. These characteristics are presenting new challenges when working with students and their families. New strategies are being sought out for getting parents involved, completing homework assignments, and increasing school attendance.

## **10. Statutes and Rules to be Waived**

Not Applicable to elementary

### 11. Timeline (for implementation, review and revision)

This plan is being implemented in the 2015-16 school year and will lead into the planning for the 2016-17 school year. Union will use data and complete our work upon the finalization of all data: ISTEP+, NWEA and Dibels. We will revise and continually review our plan as we work through the remainder of this year and into the next school year.

<b>Fall</b>	<b>Dates</b>	
NWEA K-1	September 14-September 25	
NWEA 2-4	August 10-September 4	
DIBELS/TRC BOY	August 10-September 4	NO TRC Kdg
MClass Math BOY	August 10-September 4	(Optional)
<b>Winter</b>	<b>Dates</b>	
NWEA K-4	November 30-December 18	
WIDA ELL	January 11-February 26	
DIBELS TRC MOY	January 5-February 5	
MClass Math MOY	January 5-February 5	
<b>Spring</b>	<b>Dates</b>	
NWEA K-1	April 7-April 22	
NWEA 2-4	May 4-May18	
ISTEP Part 1	February 29-March 11	
ISTEP Part 2	April 18-May 6	
IREAD	March 14-March 18	
DIBELS/TRC EOY	April 25-May 20	
MClass Math EOY	April 25-May 20	

