

Indian Creek Elementary 3409



Public Law 221 / School Improvement Plan

2021-2022

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** For the 2021-22 school year, certain items within the PL221 / SIP will be cancelled and/or postponed due to following the COVID-19 Re-Entry Plan, which was approved by the Johnson County Board of Health at the start of the school year. Also, no additional assessment data (STAR, IREAD, ILEARN, etc.) was added from the 2019-2020 school year due to COVID-19.

MISSION STATEMENT

The Indian Creek Elementary staff, with family and community support, challenges each child to build basic and technological skills. We endeavor to promote the positive self-concept needed to become an active, self-motivated, lifelong learner. We strive to prepare each child to become the best possible citizen for the diverse and unique communities of tomorrow.

Beliefs

- Our school environment will be safe, positive, and student-focused.
- Students and staff will be treated with dignity and respect.
- Students with individual differences and/or special needs will receive an equal education.
- Parents and community will take an active role in supporting the learning process.

School and Community

School Description

1. Name: Indian Creek Elementary School
2. Corporation: Nineveh-Hensley-Jackson United School Corporation
3. Accreditation Year: 2018-2019
4. Address: 1002 S. Indian Creek Drive, Trafalgar, Indiana 46181
5. Telephone: 317-878-2150
6. Fax: 317-878-5489
7. Principal: Eric Long
8. Enrollment: 508
9. Indiana School Number: 3409

	2016	2017	2018	2019	2020
Pre-Kindergarten	23	30	41	44	32
Kindergarten	118	145	133	145	153
Grade 1	120	123	154	142	144
Grade 2	132	130	131	153	147

Demographic Data

The Nineveh-Hensley-Jackson School Corporation consists of the townships of Nineveh and Hensley in Johnson County, and Jackson Township in Morgan County. The towns are Morgantown, Trafalgar and Nineveh.

According to the most recent census, the population of the area served by the Nineveh- Hensley-Jackson School Corporation is:

Nineveh Township – 4,457

Hensley Township – 3,665

Jackson Township – 3448

The average daily attendance for the school corporation in 2020-2021 was 1913. The elementary population in Indian Creek Elementary is 509 and the Intermediate has 455 for our present school year.

Our corporation is predominantly rural and Caucasian. The towns of Morgantown, Trafalgar and Nineveh are surrounded by a variety of land formations. Wooded, hilly, flat and fertile farmlands are some of the land areas. The majority of the population is involved in commuting to the surrounding towns for their employment. Our region is growing rapidly as people from the Indianapolis area are building homes in our communities. The Nineveh-Hensley-Jackson School Corporation is the largest employer within the three townships.

Cultural Component

Indian Creek Elementary School has a very homogeneous population. Of the 463 students, 94.2% are white, 1.7% are multi-racial, .4% are black, .2 are Native Indian, .4% are Asian, and 3.0% are Hispanic. On a socio-economic level, 33.9% of students are economically disadvantaged. Last year, (2020-2021), 14.5% of students were identified with disabilities. Even though the school make up of students is homogeneous, the school provides a diversified education to all students. All classes were engaged in multi-cultural lessons throughout the school year. Various staff from NHJ and/or Special Services provide presentations regarding the varied needs of the special education students, including autism, to the staff.

Various projects and activities that are scheduled throughout the year help students from varying backgrounds to appreciate one another. Examples include service-learning projects to help various members of the community, art projects celebrating seasonal cultural events, seasonal musical programs with a cultural education component, and a Grandparents' Day Program for each grade. Finally, the school counselor provides a Character Education Program to teach students positive character traits and that it is alright to be different.

All of the activities have improved the awareness of the staff, teachers, and population of the Elementary School. Many stakeholders including students, teachers, parents, and staff have made comments regarding how they appreciate the Character Education program and convocations that we schedule. The feedback received regarding the Grandparents' Day Program is positive because the mature adults see all of the exciting things taking place in the school. The ongoing efforts to make all stakeholders aware of the differences that make us unique will take place in the Professional Development Plan.

School Profile

Nestled in the beautiful hills of south central Indiana and located in the small community of Trafalgar sits Indian Creek Elementary School. This primary school houses Pre-kindergarten through second grade. Guided by a full time principal, twenty-six licensed staff and twenty-five support personnel, this school provides many opportunities for the academic, physical and social growth of its students.

Our facility contains eight kindergarten classrooms, six first grade classrooms, six second grade classrooms, music room, art room, library and gym. We also have two Special Education teachers, Title One, a speech therapist, dean of students and a school counselor for those students who are in need of extra assistance to become successful.

Although our students are young, we work to be an integral part of our community. In the past few years our students have collected more than 16,000,000 pop tabs for the Ronald McDonald House. We also collect food for our local food pantry.

Having a Pre-K through second school has given our staff the opportunity to dedicate themselves to nurturing our young students in a warm and caring environment. The children feel safe and secure in this non-threatening environment where every aspect of the school is developed to meet their unique needs as they leave home and start this very important journey through our educational system.

Description and Location of Curriculum

The N-H-J curriculum is based on the state standards. It is revised and updated yearly in accordance with state book adoptions. This curriculum encompasses all areas of academics and fine arts as required by law.

The curriculum can be found online at the administration office, in each teacher's classroom, and online whenever needed. The staff uses PIVOT for their curriculum mapping.

Educational Climate

Support for Academic Standards

Indian Creek Elementary School follows the guidelines of the curriculum given to us by the state. The textbooks are adopted after they have been cross-referenced with state guidelines and the Indiana State Standards. Each year one area of study is revised and subsequently aligned to state/core standards. Each lesson taught in mathematics and language arts includes an objective that is outlined in the state standards.

Parental Involvement

Our school offers parents numerous opportunities to become involved in school. We have a very active Parent/Teacher organization. We have high parent participation in the fall parent conferences, grandparent's day, student musical and art programs, and after-school activities. We also have parent volunteers that assist individual classes and/or teachers.

Community Involvement

Local businesses have been very supportive of Indian Creek Elementary School. Several local food businesses provide rewards for academic achievement. Essay contests are sponsored by several local businesses and charitable organizations. The school has a service club that assists the local community support agencies as well as provides services upon request. Our physical education teacher sponsors a Jump Rope for Heart program annually. Our fundraiser has been Exercise for Education that involves many local entities.

Technology as a Learning Tool

The Indian Creek Elementary School has software available for all subject areas of study. We have one to one with Ipads in Kindergarten and 1st grade and have Chromebooks for our 2nd grade students. Our school has an excellent technology department that supports the educational needs of the students. Instruction includes the use of technology to support curricular areas. The Infinite Campus administration program monitors student attendance.

Safe and Disciplined School Environment

Our school provides a safe environment for the students by requiring all visitors to register at the office and wear visitor badges throughout the building. We have a push-to-talk entrance at the front door. We have a crisis team established to protect the students in the case of a threatening situation. A crisis drill evacuation is held monthly. There is a phone intercom system in the building to provide communication with the office in case of an emergency. We have established school and bus rules to provide a safe and disciplined environment for the students. The school has implemented many steps to ensure a learning environment that is conducive to instruction and learning. They include:

1. The pledge of allegiance is recited daily.
2. All new staff and volunteers have a criminal background check completed before employment.
3. Signs on all doors instruct visitors to report to the office.
4. Students are supervised at all times.
5. Fire drills are held monthly and other emergency drills held as required.
6. Emergency drill procedures are posted in every classroom.
7. Staff has been trained to respond to bomb threats.
8. Bus evacuation drills are provided for all riders.
9. A counselor is available at school on a full-time basis.
10. Drug, alcohol, and tobacco prevention programs are presented.
11. A bully free school curriculum has been implemented into each classroom.
12. The counselor and principal conduct character education.
13. Tobacco-free campus
14. All staff have been trained in Trust-Based Relational Intervention (TBRI)

STUDENT DATA

The following instruments were selected to collect data regarding Student Data:

1. ILEARN/IREAD
2. Attendance Records
3. Math assessments
4. STAR Reading and TRC

ILEARN

The ILEARN scores are based on the 3rd grade at the Intermediate School. The 3rd grade at the Indian Creek Intermediate School was compared to the state average over the past three years (2018, 2019, and 2020). With the 2019-2020 ILEARN Test, the Intermediate School 3rd graders had 45.9% pass Language Arts and 65.8% pass Mathematics. The data broken down from the 2020 ILEARN test matches previous ILEARN information in that the data shows similar areas of needing improvement. The results indicate a need to focus on reading comprehension and vocabulary.

The analysis of the current ILEARN data from grade 3 revealed areas of strengths and weaknesses for the entire school community. This has given a focal point for future professional development initiatives.

IXL

The Elementary School used a managed learning system that differentiates the instructional focus based on the academic needs and weaknesses of the students in each grade level. The school uses the data collected from this tool in conjunction with other data collecting instruments to determine the areas where instructional improvement is needed. This data is also used for the elementary Kids' Team.

STAR Reading and TRC

STAR Reading and TRC is used for instructional purposes and allows our school to progress monitor the students. The teachers use the information to help drive instruction and differentiated instruction as needed. Tied to STAR is our RTI program. RTI allows our school to provide needed interventions to all students at all levels. Students are selected for each RTI level using the Benchmarks and continuous progress monitoring.

Summary of Data

In order to improve our school, we collected and analyzed data, tabulated attendance rates, and conducted surveys. After much insight from community members, parents, teachers, staff, and students, we found three areas that need to be addressed. They are as follows:

1. In the Language Arts area, concerns about reading fluency, comprehension, and phonics.
2. In the Mathematics area, concerns about Problem Solving with emphasis on Geometry, Algebra, Computation, measurement, and Real Number Sense.
3. Attendance rates need to improve.

We developed three goals to address the concerns.

1. Instruction will be made in reading fluency and comprehension with an emphasis on phonics.
2. Instruction will be made in mathematical problem solving with emphasis on Geometry, Algebra, Computation, and Real Number Sense.
3. Students will attend school on a regular basis.

Benchmarks for Progress

Because Indian Creek Elementary School contains grades Pre-kindergarten, Kindergarten, first, and second, the third grade ILEARN scores would be the progress indicator for the school. ICES anticipates initial placement in the above 75% Passing ILEARN category. Through continued implementation, analysis, review, and revision of the school improvement and staff development plans, the school would expect to improve the percentage of students that pass the ILEARN by two to three percent annually under the elementary School Improvement plan.

Nineveh Hensley Jackson 3rd Graders Passing ILEARN All Subject Areas

ISTEP+/ ILEARN	2016-2017 ISTEP+	2017-2018 ISTEP+	2018-2019 ILEARN	2019-2020 ILEARN	2020-2021 ILEARN
3 rd ELA	85.2%	74%	49%	N/A - Covid	45.9%
3 rd MATH	72.2%	74%	72%	N/A - Covid	65.8%

Nineveh Hensley Jackson 3rd Graders Passing IREAD

IREAD	2017-2018	2018-2019	2019-2020
3 rd	92.7%	94.4%	N/A - Covid

Indian Creek Elementary Attendance Rate

	IC average	IC average	IC average	IC average	IC average	IC average
YEAR	15-16	16-17	17-18	18-19	19-20	20-21
PCT.	96.6%	96.8%	96.1%	96.4%	96.2%	97.1%

Indian Creek Elementary Fluency

Grade Level	2020-2021 (Beginning of year)	2020-2021 (End of year)
1st Grade	25 (wpm)	36 (wpm)
2nd Grade	62 (wpm)	74 (wpm)

Indian Creek Elementary Reading Level (avg)

Grade Level	2021-2021 (Beginning of year)	2020-2021 (End of year)
Kindergarten	A	D
1st Grade	B	I
2nd Grade	F	M

School Improvement Plan

Student Performance Goal for Language Arts Area

1. Target Area

- a. Reading fluency

2. Student Performance Goal

- a. Students will be able to read fluently at grade level.

3. Strategies/Interventions

- a. Workshops for strengthening reading fluency will be available for all certified staff.
- b. Differentiated instruction will be utilized to target each student's specific skills and needs.
- c. Orton Gillingham, our reading series, will be utilized, following Indiana State Standards.
- d. Orton Gillingham will be utilized for phonics instruction.
- e. Students will learn how to effectively use the glossary, Internet, and other reference material to support their reading.
- f. Leveled readers from Journeys, as well as several computer reading programs such as RAZ Kids and IXL Language Arts, will be utilized.
- g. Reading Counts will be used often as an aid for achieving reading fluency.
- h. STAR and Formative assessments will be used to help with intervention activities and prescriptive instruction.
- i. STAR will be used as a progress monitoring tool that will identify the needs of students.
- j. Students will be placed in Title One and RTI groups based on need.
- k. Fluency will be an integral part of language arts.
- l. "Take-home" fluency papers/books in which parents can practice with and time their children.

4. Timeline of Activities for interventions

- a. Staff workshops concerning reading fluency.
- b. Use of direct instruction and class/peer reading to develop fluency skills.
- c. Orton Gillingham training completed for all teachers.
- d. Promote reading through in-class and hallway displays along with in-class incentives.
- e. Continued Orton Gillingham Professional Development
- f. Implement a "Reading Fair" to coincide with the "Spring Program" for art and music.

5. Resources

- a. Professional development concerning reading fluency
- b. Internet, library, books, and additional references
- c. Computer software
- d. Indiana State Standards and school standards
- e. Other certified staff
- f. Classroom teacher assistants
- g. ILEARN, STAR, IXL, FCRR activities
- h. Frequent staff meetings to visit the core curriculum with each grade level
- i. Local libraries
- j. Peer reading groups with ICIS students
- k. Parents

Student Performance Goal for Mathematics Area

1. Target Area

- a. Problem solving with emphasis on geometry, algebra, computation, measurement, and real number sense.

2. Student Performance Goal

- a. The student will develop a strong foundation of the fundamentals of problem solving relating to geometry, algebra, computation, measurement, and number sense.
- b. Students will demonstrate a minimum performance of 75% mastery concerning addition and subtraction skills.

3. Specific Strategies and Interventions

- a. Post tests will follow specific skill instruction in areas of geometry, algebra, computation, measurement, and number sense.
- b. Kindergarten will administer assessments each quarter.
- c. First and Second Grade will administer timed math fact tests in the areas of addition and subtraction.
- d. Students will use their Beginning of Year and Middle of Year STAR math score results to set goals for improvement.
- e. Students will be given the opportunity to utilize manipulatives in order to assist in meeting the desired goals.
- f. Students will be given the opportunity to utilize technology to assist in meeting desired goals.
- g. Students will incorporate the use of literature and story problems in the study of geometry, algebra, and real number sense.
- h. Staff will develop local assessments that align with the core curriculum. (i.e. pre-tests, post-tests, 9 week assessments)
- i. Staff workshops will be offered concerning the area of strengthening problem solving processes.
- j. Second Grade teachers will annually review Third Grade ISTEP math scores and STAR scores to assist in the implementation of curricular changes.

4. Timeline of Activities for interventions

- a. Math fact timed tests for addition and subtraction will be implemented in first and second grades.
- b. Manipulatives will be utilized.
- c. Students will use technology to meet and set goals.
- d. Problem solving skills will be developed and expanded through the use of literature.
- e. Student Progress will be monitored 4 times per year by STAR
- f. Progress will be monitored by local and standardized assessments.

- g. Staff development workshops will be offered to all certified staff to address mathematics instruction.
- h. Corporation-wide vertical curriculum will assist with goal setting.
- i. The staff will meet annually to align adopted state/core standards with each grade level.

5. Resources

- a. Timed math fact test forms for addition and subtraction at the first and second grade level
- b. Second grade students rewarded for successfully completing 100 addition facts (timed tests).
- c. Second grade students rewarded for successfully completing 100 subtraction facts (timed tests).
- d. Manipulative sets including shapes, pattern blocks, linking cubes, place value blocks, geoboards, and geometric solids.
- e. Internet resources and current math-based software
- f. Math-based children's literature
- g. Workshops for strengthening the math curriculum
- h. STAR Math benchmark and progress monitoring tools

Student Performance Goal for Attendance

1. Target Area

- a. Student Attendance

2. Student Performance Goal:

- a. Students will attend school on a regular basis. Students who are absent 10 days or more from school without a medical doctor's statement will be referred to the Family Resource Program (Johnson County Community Corrections/Child Protective Service).

3. Strategies

- a. The attendance and tardy policies will be updated and printed in the Student Handbook and Calendar, posted on the school website, and given to each student. It will also be made available to parents through the Infinite Campus Parent Portal.
- b. Attendance policy notices will be signed and returned from parents at the beginning of the school year.
- c. Attendance letters will be mailed after seven days and ten days of absence without a medical doctor's statement.
- d. A parent contact will be made after a student accumulates ten days of absence without a medical doctor's statement.
- e. The student may be referred to the Family Resource Program after an accumulation of ten days of absences without a medical doctor's statement.
- f. We have implemented our auto-dialer for attendance calls to parents if not reported to school by 9:00 AM. Communication with parents and school.

4. Timeline of Activities for Intervention

- a. Children with PERFECT attendance for the year will receive a certificate at the school awards program.
- b. If a child has perfect attendance for 2 years, he/she will receive a ribbon and a t-shirt.
- c. If a child has perfect attendance for 3 years, he/she will receive a trophy and a shirt. Their name will be added to the plaque displayed near the office.
- d. Children with OUTSTANDING attendance (no more than ½ day absent and two tardies) will receive a certificate at the end of the year.
- e. The class in each grade level with the most perfect attendance will get a reward at the end of the year.
- f. If a child has perfect attendance for 2 years, he/she will receive a ribbon and a t-shirt.

- g. If a child has perfect attendance for 3 years, he/she will receive a trophy and a shirt. Their name will be added to the plaque displayed near the office.
- h. Children with PERFECT attendance for the year will receive a certificate at the school awards program.
- i. If a child has perfect attendance for 2 years, he/she will receive a ribbon and a t-shirt.
- j. If a child has perfect attendance for 3 years, he/she will receive a trophy and a shirt. Their name will be added to the plaque displayed near the office.
- k. Children with OUTSTANDING attendance (no more than ½ day absent and two tardies) will receive a certificate at the end of the year.

5. Resources Needed to Implement Goals

- a. Student management software
- b. Letters to home to be signed by parent about attendance policy
- c. T-shirts, certificates, ribbons, trophies, plaque, something we will have to make sure is followed up on.
- d. Letters home indicating attendance difficulties for parents.

Professional Development Plan

Professional Development for the teaching staff is a high priority for Indian Creek Elementary School. Staff members are encouraged to attend conferences and seminars. All teachers are formally evaluated every year. The purpose of the evaluation is to be formative as well as summative.

1. The Indian Creek Elementary School provides staff meetings and memorandums to keep the teachers and staff informed of current issues.
2. The school provides Professional Development days to enhance curricular strategies. These are scheduled for one hour every Wednesday.
3. The school corporation allows days to be used for continuing education.
4. Professional Development Plan and Timelines
 - a. Continued practice and updates with Orton Gillingham
 - b. Workshop on Differentiated Instruction to help with Reading Fluency
 - c. Review with staff on interpreting STAR results.
 - d. Review staff training on IXL software concerning math applications, analysis, and evaluation.
 - e. Reading Strategies and data driven instruction throughout the school year.
 - f. Workshop for strengthening problem solving and geometry skills.
 - g. Revise professional development plan according to data analysis summary.
5. Evaluation of Professional Development Plan
 - a. Evaluation Survey regarding the educational utility of the staff development .
 - b. Data will be analyzed and evaluated quarterly to determine strengths and concerns of the staff development plan.

Assessment Plan

1. To ensure a quality education for all the students in the Indian Creek Elementary School, the following assessment tools will be used:
 - a. ILEARN - test designed to assess student performance
 - b. STAR – tests designed to assess basic academic progress/growth in reading and math, continued progress monitoring for the students
 - c. Subject area pre- and post-tests will be used in the classroom as a part of regular classroom instruction.
2. The collection of student and instructional data will be made by the following:
 - a. Data from STAR and ILEARN will be obtained from the corporation's test coordinator and school principal. Information can also be obtained immediately by the teacher.
 - b. Results from the pre-tests and post-tests will be obtained from the classroom teachers.
3. The data will be analyzed for direction in curricular planning.
 - a. All data will be analyzed with respect to the individual student and their ability level.
 - b. All analyzed data will be given to the curricular planning committee, school improvement committee, and the staff.
 - c. All STAR data will be analyzed with individualized instruction delivered as necessary.

Data Collection Timeline/Plan

1. Implement and analyze STAR and ILEARN (Test Coord.)
2. Implement, analyze, evaluate, and revise survey, (Assessment Committee)
3. Develop pre and post tests for subject areas. (Teacher)
4. Use analysis of data to guide curricular planning, school improvement and staff development plans.
5. Implement, analyze, evaluate, and revise pre and post tests, (Teacher)