

# Union Elementary

School Improvement Plan  
2018-2019



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

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

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**Union Elementary  
2018/2019 School Improvement Plan Members**

**School Improvement Leaders**

Jennifer Stone  
Missy Dresslar  
Tess Handy  
Katie Smith

**Professional Learning Community Leaders**

Jennifer Small  
Andrea Clendening

**IDOE Reading Plan Leaders**

Allison Clark  
Megan Fasig  
Emily Ericson  
Katie Smith

**Technology Leader**

Jennifer Small

**Instructional Coach**

Karle Hougland

**Writing Leaders**

Jennifer Stone  
Karle Hougland  
Andrea Clendening

**Safety Team Leaders**

Tess Handy  
Sheri Spicer  
Craig Potter

**Parent Council**

Andrea Martin  
Jess Legan  
Nicole Zulkowski  
Emily Sorrells

**KIDS Team**

Tess Handy  
Maria Ramirez  
Megan Fasig  
Emily Ericson  
Katie Smith

## **Introduction: Description of Curriculum, Description of Assessments**

### **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 2006-07, 2012-13 and 2013-14. Union Elementary serves grade Kindergarten through 4th grade. Union offers art, music, media center, STEM, and physical education in addition to having a computer lab. We offer a before and after-school child care called Cub Care which operates every day that school is in session. We are proud to be called the Union Ramblers.

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

Our curriculum at Union Elementary is aligned with the Indiana Academic Standards. The reading (K-2 Superkids, 3-4 Benchmarks) and math (K-4 Everyday Math) curriculum we adopted was listed as an approved curriculum by the Indiana Department of Education. We provide differentiated instruction in our daily reading and math blocks to ensure each student's learning needs are met. Copies of the curriculum are located in each teacher's classroom. 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+/ILEARN**

Franklin Community Schools uses the Northwest Evaluation Association Test (NWEA). NWEA is a web-based benchmark assessment test used measure individual student achievement and growth. Students in grades 1-4 take the NWEA MAP Growth benchmark three times each school year (fall, winter, and spring). NWEA MAP Growth measures student growth in the areas of Reading, Math and Language. NWEA provides immediate teacher reports to determine instructional needs and differentiated instruction. Classroom teachers send home NWEA fall, winter, and spring comprehensive reports for parents to review.

Our kindergarten through 2nd grade teachers 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. The DIBELS benchmark is designed to be short (one minute) fluency measures used to monitor the development of pre-reading and early reading skills. The classroom teach uses the benchmark data to drive instruction and small group intervention in the classroom. The benchmark data reports are sent home to parents three times a year.

We use variety of tools to progress monitor students in reading and math. The tools we use include NWEA Skills Checklist for grades 1-2 and DIBELS (individual skills) in grades K-4. If a student is in the bottom 20% progress monitoring data is collected every two weeks by the teacher providing intervention. The data is discussed in grade level data teams to ensure each student at-risk has appropriate interventions in place.

**Statement of Mission, Vision, and Beliefs**  
**Franklin Community Schools**

**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**

**Be Safe, Be Kind, Be Your BEST**

## Union Demographics

<b>Union Elementary School 2018/19</b>	
Number of Students Kindergarten– 4 <sup>th</sup> Grade	140
Special Education Percentage (K-4)	3%
English Language Learners Percentage (K-4)	0%
Free and Reduced Percentage (K-4)	28%

## Data and Instruction/Intervention

Union Elementary uses benchmark assessments, classroom assessments and progress monitoring to determine instructional celebrations, needs and concerns. NWEA (Northwest Evaluation Association), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), TRC (Text Reading Comprehension), MClass Math, classroom unit assessments and pre/post specific skill assessments to determine and identify instructional as well as intervention needs grades K-4. The ISTEP and IREAD results are used to monitor curriculum mapping gaps. The data is also used when triangulating the data for intervention groups.

The benchmark assessments, IREAD and ISTEP allow us to drill into specific skills within population groups to determine instructional needs and/or concerns. This benchmark data is used to determine interventions and at-risk students. The special education teacher provides push-in and pull-out interventions. We triangulate the data (NWEA, DIBELS, TRC, Lexile Level). Interventions (including online fluency interventions) are monitored bi-weekly. The data is also used in the classroom to spiral in specific skills and to differentiate instruction. The administration provides weekly collaboration time for teachers to review data and monitoring tools.

## Parental Participation at Union

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 supportive PTO organization, which helps sponsor a variety of events. The Union PTO is dedicated to promoting family participation and student learning.

## Safe and Disciplined Learning Environment

Teachers and administrators will continue to increase student and parent awareness and understanding of behavior expectations for classroom and school procedures for the 2018/19 school year. We will utilize better communication tools for sharing behavior management issues. Teachers, administrators, and support staff will develop a plan to address behavior issues that interfere with learning. Behavior RTI will be implemented school-wide. We will use Johnson County Special

Services (Earlywood) trained behavior coaches to help model and provide professional development for behavioral issues when needed.

## **Technology as a Learning Tool**

Technology is embedded in our curriculum and daily practices. The district leaders have developed a technology curriculum to ensure that all students have appropriate skills and safety. Classrooms are equipped with projectors, document cameras, Chromebooks, Ipads, Google accounts, and Mobys. Classroom teachers and coaches use internet access to enrich curriculum. This wide variety of internet based resources enhance learning.

Jennifer Small our Facilitator of Instructional Technology provides information and assistance to all classroom teachers at Union. She also provides professional development with Google in our classroom. Megan Greene is the district Technology Coach. Megan will provide support to teachers in the classroom to engage students with technology.

Current Computer Based Learning Tools for Union Students are Compass Learning, Superkids Online, Reading Counts, Everyday Math, One More Story, Reading A to Z, and Starfall.

## **Professional Development**

We believe that professional development must be embedded in our culture. The professional development opportunities must be effective and sustainable to ensure increased student achievement. We have leaders within the school and school district that plan and provide ongoing professional development.

We delegate time each week for our PLC (Professional Learning Community) meetings. This time is used for collaboration and during this time the PLC's explore resources online and complete webinars. The time will focus on NWEA resources, Compass Learning resources, IDOE Literacy Liaison, Everyday Math Curriculum (K-4), Superkids Curriculum (K-2), Benchmarks Curriculum (3-4). The PLC time will also be used to drill down to data points and specific instruction. The teams will develop a plan for all levels of instructional needs.

We will continue to use our adopted reading and math curriculum online resources and professional development portal. Superkids, Benchmark and Everyday Math provides an online portal for teachers that includes webinars and resources. These items are reviewed and discussed in the grade level PLCs.

The writing committee will present on a bi-monthly basis to provide resources and examples of writing samples. The writing leaders will use the Power Writing and 6+1 Traits to ensure consistency. Smekens Professional Development will be used throughout the school year. We had three teachers attend summer professional development to map out the writing for the school year. Our trained teachers and our writing leaders will assist other teachers with their writing needs.

The technology leader will present on a bi-monthly basis to provide resources and examples of classroom technology resources for students and staff. The technology leader also provides instruction technology instruction before and after school and during lessons when needed.

All new teachers to Franklin Schools receive a three day introduction to our district. This professional development includes curriculum, technology as a tool, district initiatives and resources. The Franklin Schools new teacher group meets with the Curriculum Director throughout the school year. The new

teachers in the building meet monthly with the principal and key leaders in the building to review curriculum, expectations, building culture and the evaluation process.

**Union Elementary - FCS Priorities: Curriculum, Instruction, Literacy**

After wrapping up the *Leading with Focus* book study, Union Elementary determined priorities and goals around curriculum, instruction, and literacy. We will review and monitor the three goals weekly.

Goal 1: Students will use the daily writing time to develop grade level appropriate writing products that demonstrate mastery of grade level writing essential learnings.
Rationale: Our students need to improve their writing skills. We have several initiatives but are lacking follow through.
Measure: In PLCs, we will create end of the year criteria based on FCS writing essential learnings for each grade level.

Goal 2: Teachers will incorporate clear, measurable learning objectives throughout their lessons.
Rationale: Research shows that learning objectives have a positive impact student learning.
Measure: Students will understand when they have mastered a learning objective, as well as what to do when they need more help understanding.

Goal 3: Students will read independently each day to foster a love for reading and increase reading stamina. The length of independent reading for each grade level will be determined in PLC.
Rationale: We want to create a love for reading in ALL students and build reading stamina.
Measure: We will measure reading stamina (how long a student can focus on reading without interruptions). This will be measured at the beginning of the year, middle of the year, and end of the year.

**Summary of Data**

**Union Attendance**

Attendance	2015/16	2016/17	2017/18	Projection 2018/19	Projection 2019/20	Projection 2020/21
K-4	97.4%	96.8%	97.2%	98%	99%	100%

**Strategy/Conclusion: Attendance**

We will utilize new incentive opportunities to promote and reward school punctuality and attendance. We will continue to give 9-week attendance awards. We will praise grades/classes on announcements for perfect attendance. We believe strong and positive relationships directly affect attendance.

<b>ISTEP Data</b>	2015/16 *new state assessment	2016/17 ISTEP	2017/18 ISTEP	<b>Projection 2018/19 ILEARN</b>	<b>Projection 2019/20 ILEARN</b>	<b>Projection 2020/21 ILEARN</b>
ELA Passing %	78.8%	83.9%	70%	85%	90%	95%
Math Passing %	78.8%	83.9%	80%	90%	95%	100%
ELA/M Passing %	68.2%	80.4%	62%	83%	88%	93%

### **Conclusions: Student Achievement, Based on ISTEP Data**

We have continued to perform above the state average over the last five years. We anticipate being above state average in ELA and at or above the state average in math for the 2017/18 school year. Teachers will continue to provide additional support and interventions in the areas of English/Language Arts and Mathematics in an attempt to increase individual student growth in the bottom 25% of the testing population.

<b>IREAD Data</b>	2015/16	2016/17	2017/18	<b>Projection 2018/19</b>	<b>Projection 2019/20</b>	<b>Projection 2020/21</b>
% Pass	91.7%	100%	93%	95%	98%	100%

### **Conclusions: Student Achievement, Based on IREAD Data**

We have continued to perform above the state average and district average over the past four years. We will continue to provide a scientifically-based core reading program, grounded in the five components of reading in an uninterrupted 90+ ELA Block. Our online intervention and special education teacher will provide intervention support for our at-risk students identified through benchmark data.

### **Student Support/Interventions**

We will continue to monitor data for instructional needs in the classroom. We will triangulate the data to determine response to instructional needs. Students needing additional support outside the tier 1 block will receive support by one of the research based interventions listed below. The intervention will depend on individual student needs. The response to instruction will be monitored by benchmark data, progress monitoring data and classroom performance.

Tier 1 and/or Tier 2 Support - Superkids Tuck-Ins

Tier 1 and/or Tier 2 Support - Compass Learning (Online)

\*Individualized learning and differentiated instruction aligned with students NWEA reading and math benchmark data.

Tier 2 and/or Tier 2 Support - Lindamood Bell - LIPs, Seeing Stars and Visualizing and Verbalizing

Tier 2 and/or Tier 3 Support - Read Naturally (Online Intervention)

Tier 2 and/or Tier 3 Support - HeadSprout (Online Intervention)

Tier 2 and/or Tier 3 Support - Earobics (Online Intervention)

## School Improvement Data 2018/19

School:	Union Elementary School
Principal:	Katie Smith
Team:	Allison Clark, Emily Ericson, Jennifer Small, Jennifer Stone, Missy Dresslar, Tess Handy Andrea Clendening, Karle Hougland, Megan Fasig

Building Goal*	Baseline Data Fall 2018	Benchmark 1 January 2019	Benchmark 2 May 2019
By May 2018, 80% of Union 1-4 Students will meet or exceed fall to spring NWEA Reading Individual Growth Goal.	Baseline BOY		
By May 2018, 80% of Union 1-4 Students will meet or exceed fall to spring NWEA Math Individual Growth Goal	Baseline BOY		
By May 2018, 70% of Union 1-4 students will be 60% or higher in NWEA Reading.	61%		
By May 2018, 70% of Union 1-4 students will be 60% or higher in NWEA Math.	60%		
By May 2018, 80% of the Union K-2 Students will meet or exceed DIBELS Next EOY (end of year) benchmark.	70% Proficient or Above 11% Emerging 19% At Risk BOY Data		

### Academic Honors Diploma and Core 40

Not Applicable

### 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, 28% of the students at Union Elementary qualify for free or reduced lunch program. Additionally, 4% 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. Adult and Child and our School Counselor has helped in this process to ensure success of all children.

### Statutes and Rules to be Waived

Not Applicable

### **Three Year Timeline**

The school improvement committee and the entire Union Elementary staff will continually gather and record data to be used throughout the school year. The entire team will reflect on all data points to determine instructional needs to increase student achievement. The plan will be formally revised and resubmitted to the Indiana Department of Education in September 2019.

It is our school goal to be named an IDOE 4 Star School again within the next three years. The entire school community and all stakeholders know the rigorous criteria. It will take all stakeholders (students, staff and parents) to achieve this goal. Go Ramblers!

# Signature Page

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

  
\_\_\_\_\_  
Dr. David Clendening, Superintendent

10/14/18  
Date

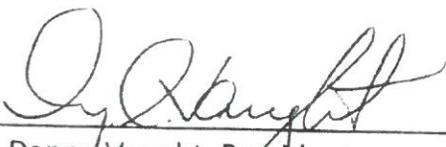
  
\_\_\_\_\_  
Mrs. Katie Smith, Principal

10/12/18  
Date

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

  
\_\_\_\_\_  
Mr. Anthony Harris, Vice President  
Franklin Community Teacher's Association

10/12/18  
Date

  
\_\_\_\_\_  
Mr. Danny Vaught, President  
Board of School Trustees

10-8-18  
Date