

# Union Elementary

School Improvement Plan  
2023/24



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

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

## Union Elementary Table of Contents

School Improvement Plan Members	2
Introduction	3
Description of Curriculum (including Employability Skills), Description of Assessments	
Statement of Mission	4
Union Demographics	
Required Components & Provisions	5-7
Parent Participation, Learning Environment, Technology, Professional Development	
FCS Priority Goals/Union Elementary	7
Student Achievement - Summary of Data/Conclusion of Data	8-9
Attendance Rate, ISTEP/ILEARN Data, Student Support/Intervention	
Federal Accountability Report Card	10
2023/24 Benchmark Goals	11
Academic Honors, Cultural Competency, Statutes, Three Year Timeline	11-12
Employability Skills	12
Signature Page	13

**Union Elementary**  
**2023/24 School Improvement Plan Members**

**School Improvement Leaders**

Jennifer Stone  
Becky Hall  
Jennifer Small  
Katie Smith

**Professional Learning Community Leaders**

Jennifer Small  
Andrea Clendening

**IDOE Reading Plan Leaders**

Allison Clark  
Monica Purk  
Jennifer Stone  
Andrea Clendening  
Katie Smith

**Technology Leader**

Jennifer Small

**Technology Coach**

Carla Taylor

**Safety Team**

Benji Betts  
Katie Smith  
Ellen Paris  
Scarlett McCombs

**Parent Council**

Mr. and Mrs. Scott Maynard  
Mrs. Kerri Coghil  
Mr. and Mrs. Joe Setnor  
Mrs. Kelli Pittman

**KIDS Team**

Ellen Paris  
Breanna Ferguson  
Whitney Herbert  
Monica Purk  
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 kindergarten through 4th grade students. Union offers art, music, media center, STEM, and physical education. Boys and Girls Club of Franklin offers a before and after-school child care called Cub Care which operates every day that school is in session. Our school is built on strong and positive relationships, and we are proud to be called the Union Ramblers.

The Union School Improvement Plan will be available on the Union Webpage after approval. The Union Parent Council and all staff have access to the document via an emailed copy. Please contact Mrs. Smith if you would like a copy emailed to you.

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

Our curriculum at Union Elementary is aligned with the Indiana Academic Standards. The reading (K-4 Wonders McGraw Hill) and math (K-4 Reveal Math) resources help guide and pace our instruction. We provide differentiated instruction in our daily reading and math blocks to ensure each student's learning needs are met. Wonders, Amplify Resources, Orton-Gillingham, and Heggerty are the literacy resources used daily that are aligned with the Science of Reading. Copies of the McGraw Hill Wonders and Reveal resources are located in each teacher's classroom. Parents and teachers have access online to all programs and/or can contact Central Office to review materials.

In addition, Franklin Schools have Essential Learnings (aligned with State Standards) and Employability Skills (aligned with state documents) available to all stakeholders. The district has also added vertical alignment in reading, math, writing, and social studies. The additional documents ensure compliance and pacing for classroom teachers, counselors, and principals. Both resources will be monitored by the principal and PLCs (Professional Learning Communities).

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

Franklin Community Schools uses the Northwest Evaluation Association Test (NWEA). NWEA is a web-based benchmark assessment test used to measure individual student achievement and growth. Students in grades K-1 take NWEA MPG Reading and Math. Grades 2-4 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 8 (Dynamic Indicator of Basic Literacy Skills). We also administer DIBELS 8 to any 3rd and 4th grade students that scores less than 20% in NWEA MAP Reading. 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 teachers use 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 a variety of tools to progress monitor students' progress in reading and math. The tools we use include NWEA Skills Checklist for grades K-2 and DIBELS 8 (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.

Franklin Schools has additional documents and an outlined process for the Dyslexia screening process that includes Universal Screening information and interventions. FCS uses Wonders, NWEA Skills Checklist, and DIBELS 8 as part of the Dyslexia screening process K-2. All information can be found on the district website ([www.franklinschools.org](http://www.franklinschools.org)).

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

### **Franklin Community Schools Vision**

Where education is student-centered and innovative, and learners are inspired to become great!

### **Franklin Community Schools 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 Mission**

Learning is required.



## Union Demographics

<b>Union Elementary School 2022/23</b>	
Number of Students Kindergarten– 4 <sup>th</sup> Grade	164
Special Education Percentage (K-4)	9% (including speech 10%)
English Language Learners Percentage (K-4)	0%
Free and Reduced Percentage (K-4)	29%

## 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 8 (Dynamic Indicators of Basic Early Literacy Skills), classroom unit assessments and pre/post specific skill assessments to determine and identify instructional as well as intervention needs grades K-4. The ILEARN 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 ILEARN 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, Lexile Level). 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. The school uses social media, and the school webpage as a tool to push out communication on upcoming events, assessments, and school updates. Our corporation uses a communication platform called Parent Square. This enables the school or classroom teacher to contact parents with important information.

Parents are involved in the day to day routines with their children checking homework, reading newsletters, volunteering at school, and communicating with teachers. The Parent Council meets a few times a year to review data and discuss goals and plans within our school improvement plan. The 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 2023/24 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 or Franklin Schools behavioral resources to provide professional development for behavioral issues when needed. The school counselor will provide lessons to help support children with skills in the school and home setting. The school counselor can

also make connections for struggling students and families to have Adult and Child support (school and/or home based).

School safety is important to all stakeholders. During school, we practice all required drills to prepare everyone in the building what to do in an emergency. The school principal or teacher follows up with the students after drills to briefly share why and to also troubleshoot any concerns. School safety topics are included in all staff meetings. This also includes "tabletop" discussions to process emergency situations.

## **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, and Google Classroom accounts. Classroom teachers and coaches use internet access to enrich the 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. Carla Taylor is the district Technology Coach. Carla will provide support to teachers in the classroom to engage students with technology.

Current Computer Based Learning Tools for Union Students are IXL, Newsela, Book Taco, Reveal (Redbird), Wonders Home, eSpark, Readworks, Prodigy, Math is Fun, Type to Learn, 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, online student resources, IDOE/Marian Literacy Cadre, Reveal Math (K-4), Wonders Reading McGraw Hill (K-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 are excited that we will be partnering with Marian University for the IDOE Literacy Cadre. We were selected for a two year active collaboration, and we couldn't be more excited. The literacy coach and the principal attended professional development over the summer. This has been ongoing and will continue for the next two years. The principal and literacy coach provided professional development on the Science of Reading and making the information applicable to the classroom.

During the summer of 2020, teachers received professional development in Wonders, Orton-Gillingham, and 95% Group. The summer of 2021 and 2022 provided opportunities for online Wonders PD and resources. In grades 3-4, 95% Group will be implemented within the ELA block along with Wonders. Our kindergarten teacher were trained on Orton-Gillingham in June 2020. Our special education teacher and first grade teacher were trained in Orton-Gillingham in June 2021, and we had three additional teachers trained in June 2022. Our trained teachers will provide instruction in

the classroom (K and 1st) and intervention (2-4). Our special education teacher also had additional training on Wonderworks which is an intervention component of Wonders (adopted ELA resource) that will be used K-4 for at-risk learners.

During the summer of 2022, the district provided professional development for the newly adopted math curriculum. Reveal Math provided an in-person professional development for all teachers. Additional resources and video links were also shared for classroom teachers to use throughout the school year. We will continue to keep Reveal Math on our weekly PLC agendas to ensure we are supporting each other in the roll out.

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

Writing continues to be a topic of concern to ensure the standards are being met along with the scope and sequence of instruction. We will pilot (2nd year) a writing tool K-4 (K-1 Tara West, 2-4 Not So Wimpy) throughout the year with guidance from our district instructional coach. The team will also dive in and share Wonders writing opportunities in weekly lessons.

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 three goals. We will collect reflective data at the middle of the year and the end of the year. The principal will also review observation data for additional information. The Principal, Coach and the Culture Team will provide professional development to help achieve our goals. After three years with high success of one of the original goals (Teachers will incorporate clear, measurable learning objectives throughout their lessons.), we will move forward with a new goal. This previous goal will still be monitored during observations.

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 a weekly classroom meeting to facilitate intentional conversations about individual and community culture. "Living and Learning Together"
---

Rationale: Create a safe environment connecting with guiding principles of trust and individual student growth.
---

Measure: Students and staff will create an environment of acceptance for all.
---

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	2020/21	2021/22	2022/23	Projection 2023/24	Projection 2024/25	Projection 2025/26
K-4	97.9%	96.5%	95.7%	98%	100%	100%

**Strategy/Conclusion: Attendance**

We have discontinued attendance incentives for the last two school years. We will continue to promote coming to school each day, but staying home when you are sick. The percentage dipped due to Covid attendance procedures. We have revisited celebrating overall class attendance awards at the end of each 9 weeks.

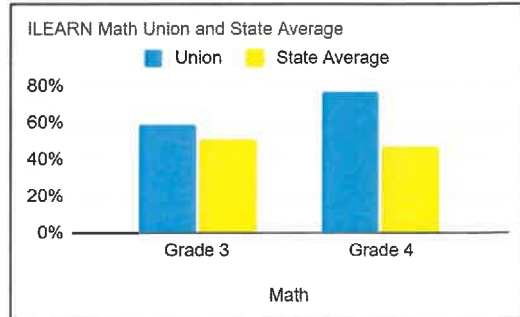
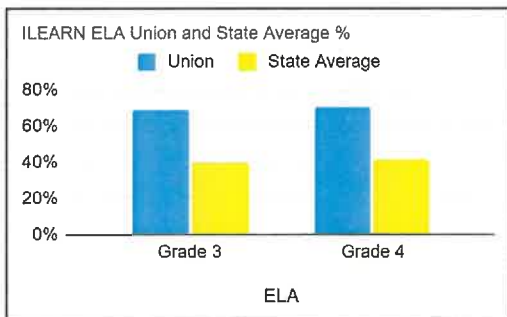
ISTEP/ILEARN Data	2018/19 ILEARN	2019/20 ILEARN	2020/21 ILEARN	2021/22 ILEARN	2022/23 ILEARN	Projection 2023/24	Projection 2024/25
ELA Passing %	69%	UNV	74%	70%	55%	80%	85%
Math Passing %	77%	UNV	77%	68%	52%	80%	85%
ELA/M Passing %	70%	UNV	68%	70%	48%	80%	85%

ISTEP (previous state assessment prior to ILEARN) data is removed from our SIP at this time. Union did always perform between 80-90% on ISTEP Reading and Math. The ILEARN rigor and format has been an adjustment. We will continue to monitor instruction and data.

**Conclusions: Student Achievement, Based on ILEARN Data**

We have continued to perform above the state average over the last five years. We anticipate being above district and state average in ELA and Math for the 2024/25 school year. Throughout the PLC process, teachers will collaborate and dive into instructional gaps found in the data. The team will use the data to determine instructional needs in the ELA Block, Math Block and/or Focused Instruction Block. 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 all academic areas.

**2023 Union ILEARN Passing Percentage Compared to State Performance**



### 3rd Grade IREAD Data

IREAD Data	2018/19	2019/20	2020/21	2021/22	2022/23	Projection 2023/24	Projection 2024/25
% Pass	96.8%	UNV	93%	93%	96.7%	98%	100%

### 2nd Grade IREAD Data

IREAD Data	No Previous Data	2022/23	Projection 2023/24	Projection 2024/25
% Pass 2nd Grade (not required)	UNV	78%	85%	90%

### 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. The Literacy Cadre with Marian University will be a great partnership in providing professional development and data tracking to impact overall reading success which directly impact IREAD scores.

### 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.

Parents will receive an intervention letter if their child is removed from the classroom for intervention. The KIDS Team process will also review data and progress on all students in intervention groups. The goal is for each student to discontinue from intervention when the support is not needed to be successful in the classroom.

During the summer FCS provides remediation support through a district program along with special education services. The district provides in person summer learning along with online intervention support (Waterford). These programs are all determined by individual student needs.

Tier 1	Tier 2 SOME RISK	Tier 3 HIGH RISK
<b>All Students - Core Instruction</b> Wonders K-4 Reveal Math K-4 Orton Gillenham K-1 95% Group 3-4	<b>Research Based, Intervention Depends on Data/Needs</b> Orton Gilenham Read Naturally Waterford Heggerty	<b>Research Based, Intervention Depends on Data/Needs</b> WonderWorks K-4 Orton Gilenham
<b>Staff</b> Classroom Teacher	<b>Staff</b> Intervention Assistant Special Education Assistant	<b>Staff</b> Intervention Assistant Special Education Teacher
<b>Monitoring</b> Classroom Performance Unit Assessments Benchmark Data (NWEA, DIBELS)	<b>Monitoring</b> DIBELS 8 Progress Monitoring OG SRS Checks Benchmark Data (NWEA, DIBELS)	<b>Monitoring</b> DIBELS 8 Progress Monitoring OG SRS Checks WW Check Ins

NWEA Skills Checklist FIT/Data Team Cycle	Classroom Performance	Benchmark Data (NWEA, DIBELS) Classroom Performance
<b>Parent Involvement</b> Parent Conferences Review Report Card Review Benchmark Data Sheets	<b>Parent Involvement</b> KIDS Team Follow Up Intervention PM Data, Reports Intervention Permission	<b>Parent Involvement</b> KIDS Team Follow Up Intervention PM Data, Report Intervention Permission
<b>Time</b> Math: 60+ Minutes ELA: 90+ Minutes	<b>Time</b> Additional 20-30 Minutes	<b>Time</b> Additional 20-30 Minutes
<b>Students</b> Whole Group (16-30)	<b>Students</b> Small Group Pull Out (5-8)	<b>Students</b> Small Group Pull Out (3-5)

**Continuum of Time, Intensity, and Data Increases**  
KIDS Team (referral committee) plays an important role in this process.

**School Improvement Data Chart 2023/2024**

Building Goal*	Baseline Data Fall 2023	Benchmark 1 January 2024	Benchmark 2 May 2024
By May 2023, 80% of Union K-4 Students will meet or exceed fall to spring NWEA Reading Individual Growth Goal.	baseline		80%
By May 2023, 80% of Union K-4 Students will meet or exceed fall to spring NWEA Math Individual Growth Goal	baseline		80%
By May 2023, 70% of Union K-4 students will be 60% or higher in NWEA Reading. (NWEA Info 61-80% <b>Hi Average</b> , >80% <b>Hi</b> )	49%		70%
By May 2023, 70% of Union K-4 students will be 60% or higher in NWEA Math. (NWEA Info 61-80% <b>Hi Average</b> , >80% <b>Hi</b> )	59%		70%
By May 2023, 80% of the Union K-2 Students will meet or exceed DIBELS 8 EOY (end of year)	<b>54% K-2 At or Above Benchmark</b> K 35% At/Above, 29% Below, 36% Far Below 1st 69% At/Above, 24% Below, 7% Far Below 2nd 63% At/Above, 7% Below, 30% Far Below		80%

**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, some diversity of the student population can be found in the socioeconomic status. Our ethnicity includes less than 6% of Asian, Multi-racial, Hispanic, and Asian/White. Approximately, 29% of the students at Union Elementary qualify for free or reduced lunch programs. Additionally, 9% 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 for all children. Our district is also invested in the process of providing resources and professional development opportunities for cultural awareness and diversity.

**Statutes and Rules to be Waived**

Not Applicable

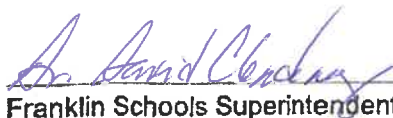
**Three Year Timeline**

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. It will take all stakeholders (students, staff and parents) to achieve our goals. The plan will be formally revised and resubmitted to the Indiana Department of Education in September 2023. Go Ramblers!

**Employability Standards (also noted under Curriculum above) Grades 3-5**

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE). Our counseling program focuses on employability skills throughout the school year including college and career readiness.

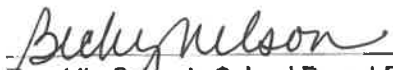
**2023/2024 Union Elementary Signature Page**



Franklin Schools Superintendent (Signature)

Dr. David Clendening

Franklin Schools Superintendent (Printed)



Franklin Schools School Board President (Signature)

Becky Nelson

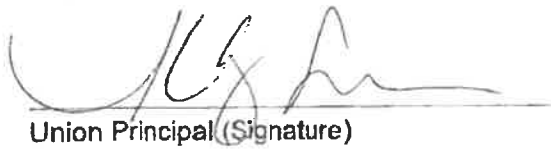
Franklin Schools School Board President (Printed)



Franklin Schools FCTA President (Signature)



Franklin Schools FCTA President (Printed)



Union Principal (Signature)



Union Principal (Printed)