



2018-2019

Webb Elementary

School Improvement Plan

1400 Webb Ct.

Franklin, IN 46131

(317) 738-5790

Webb Elementary School (3465)

Franklin Community Schools (4225)

Administrative Staff at Franklin Community School Corporation

Dr. David Clendening, Superintendent

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

Mr. Jeffrey Mercer, Director of Business and Operations

Mr. Matt Sprout, Director of Technology

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Academic Honors and Core 40 (HS only)	N/A
Professional Development Current Planned	16-17
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Signature Page


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


Dr. David Clendening, Superintendent

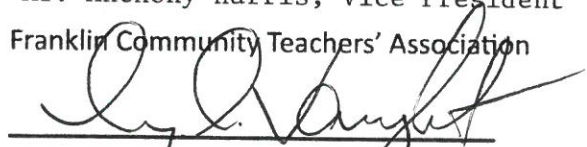
10/16/18
Date


Mrs. Cheryl Moran, Principal

10/2/18
Date


Mr. Anthony Harris, Vice President
Franklin Community Teachers' Association

10/14/18
Date


Mr. Danny Vaught, President
Board of School Trustees

10-8-18
Date

School Description

(Narrative of schools, community (link to common description of community), programs)

Webb Elementary School is an Indiana public school located at 1400 Webb Court in Franklin, Indiana. Webb is one of five elementary schools in the Franklin Community School Corporation. Webb, established in 1967, is a two-story carpeted building that houses preschool through fourth grade.

Webb is a school offering a well-rounded education, including the fine arts, STEM, and physical education. We are a Bucket-Filling school which encourages positive character development and good citizenship. We have adopted a growth mindset reflected in our hashtag #Howwelldoyoubounce?. Webb has two computer labs for students with 30 computers in each lab. Second Grade thru fourth grade have one-to-one technology utilizing chromebooks. Webb also provides a newly-renovated multi-media library. Our outdoor facilities include one playground, and a shared outdoor education center with neighboring Needham Elementary. This center includes a totem pole, butterfly garden, friendship bridge, community garden plots, and a restored one-room schoolhouse. We offer before and after-school childcare called Cub Care which operates every day that school is in session and during extended breaks. Webb hosts a weekly Study Connection program which pairs students with community volunteers for mentoring and skill development. Webb provides weekend food for students in need through the Gleaners backsack program. We also provide students with opportunities for growth through competition via athletic and academic teams. Webb's Destination Imagination team advanced to the global competition in 2015 and 2016. Enrichment opportunities for students include the Spider Choir, Sculpting Club, Dance Club, Rotary partners, Girls on the Run, Fairytale STEM club, and the Helping Hands service club. The Webb PTO hosts many family friendly events throughout the school year including after-school movies, Daddy/Daughter Dance, Mother/Son Dance, Webbfest, Talent Show and many others. Webb has a school-wide Title I program which features Tier II intervention in the areas of Reading and Math and an Instructional Coach working with teachers to improve classroom instruction and differentiation.

Currently our school has 340 students enrolled and 20 certified faculty members. Webb also employs 16 staff members which include 4 assistants, 2 secretaries, 1 clinic assistant, 1 Behavior Interventionist, cafeteria, and custodial personnel. Part-time personnel include a speech pathologist, a school psychologist, teacher of EL, ISD support and Adult and Child Mental Health. Webb is a School-Wide Title I program and all of our staff members are Highly Qualified. This is our fourth year to house our very own preschool class which is known as The Cub Academy. We have a full day class with one teacher and two assistants. Twenty preschool students ages 3–5 are currently attending this program.

Webb has established great community, partner relationships with The Franklin Rotary, Grace United Methodist Church, McDonald's, Gleaners Food Bank, Johnson County Animal Shelter, Kic-it, Riley Hospital for Children, Franklin Education Connection, Franklin Police Department, Johnson County Library, Franklin Fire Department, Sylvan Learning Center, and Shoes for the Soul. All of these organizations help to meet the needs of our students.

Franklin is located in the heart of Johnson County and serves as the county seat. Franklin houses Franklin College, a small private institution that provides a partnership between Webb staff and Franklin College education students. This small college community is located twenty miles south of Indianapolis. Much of the population is directly influenced by its close proximity to Indianapolis. Franklin’s current population is 24,356 as of 2014 census data.

School Name: Webb Elementary	Corp. #: 4225
Address: 1400 Webb Ct.	School #: 3465
City/State/Zip: Franklin, IN 46131	Grade Config.: K-4
Phone: (317) 738-5790	Enrollment: 340

School Improvement Planning Committee

Member	Position
Cheryl Moran	Principal
Angela Clendening	Guidance Counselor
Belinda Williams	Kindergarten Teacher
Jayne Abel	First Grade Teacher
Amanda Rector	Second Grade Teacher
Saundra Youree	Special Education Teacher
Jenni Bartram	Fourth Grade Teacher

Carla Taylor	Title I Literacy Interventionist/Instructional Coach
Rachel Brown	Art Teacher
Heather Harris	Parent/PTO President

<p><u>Webb Elementary Mission Statement:</u></p> <p>Webb Elementary (in conjunction with Franklin Community School District) Together, we empower greatness in all learners through collaboration, dynamic partnerships and rich experiences that develop a world-class learning environment.</p>
<p><u>School Vision</u></p> <p>Franklin Community Schools (Webb Elementary) – Where education is student-centered and innovative, and learners are inspired to become great!</p>
<p><u>School Beliefs</u></p> <p>In a safe and nurturing environment, students:</p> <ul style="list-style-type: none"> • Learn at different rates and in different ways. • Learn more effectively while actively engaged. • Develop positive relationships with adults and peers.
<p><u>School Motto</u></p> <p>Doing it Right!</p> <p>#howwelldoyoubounce?</p>

Summary of Data

3rd Grade Language Arts and Math

3RD GRADE	2013-2014	2014-2015*	2015-2016*	2016-17*	2017-18*	ESSA GOAL for 2018-19
ELA	81.8%	79%	61%	63%	49.3%	74.65%
MATH	80.4%	74.2%	66%	63%	35.8%	67.9%

*New ISTEP+ test format

4th Grade Language Arts and Math

4th GRADE	2012-2013	2013-2014	2014-2015*	2015-2016*	2017-18*	ESSA GOAL for 2018-19
ELA	77.8%	90.4%	73.1%	80%	62.3%	81.1%
MATH	77.8%	83.6%	67.3%	76%	49.2%	74.6%

*New ISTEP+ format

Attendance Data

YEAR	State Average (Public and Nonpublic)	Webb Elementary	Four-Star Goal
2017-18	95.8%	95.8%	97.0%

Description and names of assessments in addition to ISTEP (DIBELS, NWEA, Acuity, etc.)

Dibels, used K-4 to measure letter naming fluency, phonemic segmentation, nonsense word fluency, oral fluency, comprehension, & vocabulary.

NWEA- research-based K-4 computerized assessments that accurately measures student growth and academic needs in reading and math.

TRC- an early reading formative assessment for grades 2-4 that was designed to help teachers understand student reading development by measuring progress on a range of skills, from fluency to comprehension. TRC enables teachers to collect detailed running records and assess student comprehension level. TRC along with DIBELS, form the comprehensive Reading 3D Assessment system. Reading 3D allows educators to readily and reliably determine student progress toward reading proficiency. School personnel can utilize the Reading 3D Data System reports to make instructional decisions and carry out/monitor interventions and supports.

Conclusions

[Based on above data]

- **Conclusions about student achievement, based on information from ISTEP+.**

Based on three-year trend data, Webb has performed inconsistently in the areas of English/Language Arts and Math. This year the 4th grade students at Webb Elementary performed better than the district average, however the 3rd grade failed to perform at or above the district average. English Language Arts for the third grade resulted in an all-time low percentage of passing, and Math presented room for exponential growth. Several staff changes have been made to better ensure quality instruction of English Language Arts. A continued focus on both Math and English Language Arts will take place during Focused Instruction Time (FIT). Continual review of student data will inform instruction and provide accurate placement of students in intervention groups. Teachers and Instructional Leaders will continue to provide additional supports in the areas of english and mathematics in an attempt to stimulate individual student growth.

This data indicates that interventions targeting English/LA and the Free/Reduced subgroup have had a positive effect. Concentration on the Paid subgroup, particularly in the area of math finally resulted in individual student growth. However, our current A-F Accountability Report Card indicates that our bottom 25% of students are finally performing at a higher growth in the area of English Language Arts. The growth in math in the bottom 25% still needs intentional intervention.

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

Webb Elementary School's curriculum is directly linked to the Indiana Academic Standards and Common Core Standards. The Indiana Standards and curriculum frameworks for the Franklin Community Schools are located on the corporation website on the curriculum page. All curriculum materials are located on a shared drive for all school personnel and are available upon request from the principal. Webb was represented on a district-wide project to identify essential learnings. These essential learnings help to guide our curricular focus, and help to aide in the vertical alignment of curriculum in our school. Essential learnings which are not included in our core curriculum are mapped out added to the curriculum to ensure delivery of agreed upon and guaranteed curriculum.

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

Classroom teachers meet weekly for Professional Learning Communities. Teachers use that time to plan for Focused Intervention Time (FIT) and to address the four critical questions of Franklin Community Schools: 1. What is it that we want all students to learn? 2. How will we know they have learned it? 3. How will we respond when they don't know it? 4. How will we respond when they know it? Teachers also spend time reviewing data retrieved from Benchmark and Progress Monitoring from NWEA, classroom assessments, DIBELS/TRC, and mCLASS Math. Review of real-time data allows for an increased level of differentiated instruction within classrooms. This year, teachers will focus on Common Assessments in order to ensure individual student growth among all of our students. Kids' Team meets on a weekly basis to discuss students who are not progressing through the intervention process. RTI is assigned and students' progress is monitored to determine next steps.

- **Parental participation in the school**

Teachers and parents communicate through phone calls, emails, newsletters, Class Dojo, and various classroom apps., and notes sent home. The corporation implemented a calling system that systematically calls parents in case of emergency or for any other reason deemed necessary by administration. Webb Elementary has Facebook and Twitter pages, and some individual classrooms have their own Twitter, Blogs, and Facebook pages.

Parents are involved in their students' education by checking homework, reading newsletters, and volunteering at school. Parents receive classroom newsletters, and updates are posted to the school's website for parental convenience. Quarterly Title I Parent nights are implemented throughout the school year. A technology night is planned to educate parents on internet safety, ways to connect to our school, and for implementation of ELearning Days.

Webb Elementary has a strong Parent-Teacher Organization (PTO). PTO plans and implements educational programs, after school student and family activities, school-wide fundraisers, and other events as voted on by the PTO Board. A local church partners with our school to provide free babysitting at the PTO meetings which is proving to increase parent attendance and involvement.

Goals

[Specific, measurable, attainable, realistic, time-bound]

School Improvement Plan						
2016-17 Goals						
School:	Webb Elementary					
Principal:	Mrs. Cheryl Moran					
Leadership Team:	Angie Clendening, Belinda Williams, Jayme Abel, Amanda Rector, Saundra Youree, Jenni Bartram, Carla Taylor, Rachel Brown, and Heather Harris.					
Submission Date:	October 3, 2018					
Building Goal	Related District Goal	Baseline Data Spring 2018	Basis for Evidence of Progress	Benchmark 1 12/1-12/17	Benchmark 2 5/1-5/24	End of Year ILEARN Results
According to ESSA, the Third grade passing rate will increase from 49.3% to 74.55% in the area of English/Language Arts as measured by	At least 90% of FCS students will pass ILEARN Language Arts by 2018-19.	English/Language Arts on the Spring 2019 ILEARN test.	ILEARN Alignment Cut Score Study % passing ILEARN			

ILEARN.						
According to ESSA, the Third grade passing rate will be increase from 35.8% to 67.9% in Math as measured by ILEARN.	At least 90% of FCS students will pass ILEARN Math by 2018-19.	Math on the Spring 2019 ILEARN test.	ILEARN Alignment Cut Score Study % passing ILEARN			
According to ESSA, the Fourth grade passing rate will increase from 49.2% to 74.6% in Math as measured by ILEARN.	At least 90% of FCS students will pass ILEARN Language Arts by 2018-19.	English/Language Arts on the Spring 2019 ILEARN test.	ILEARN Alignment Cut Score Study % passing ILEARN			
According to ESSA, the Fourth grade passing rate will increase from 62.3% to 81.15% in English/Language Arts as measured by ILEARN.\	At least 90% of FCS students will pass ILEARN Math by 2018-19.	Math on the Spring 2019 ILEARN test.	ILEARN Alignment Cut Score Study % passing ILEARN			
Kdg Reading: By May 2019, Webb Kdg	90% Passing ILEARN		BOY assessment/			

students will increase Composite score from 47.2% proficient (green) to 85% proficient (green) measured by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark Assessment (Fall 2017-Spring 2018).			Composite score			
Kdg Math: By May 2019 Webb Kdg students will increase Math Dibels Missing Number from 4% proficient to 80% proficient..	90% Passing ILEARN		NWEA			
1st Reading: By May 2019, the Webb 1st grade students who are enrolled from August 2018 to May 2019 will increase from 77% to 95% proficient or above as measured by DIBELS NWF (Correct Letter Sounds)..	90% Passing ILEARN		NWEA			
1st Math: By May 2019, the Webb 1st grade students will increase from a mean RIT 158.6 to a mean RIT 168 as measured by NWEA Math Survey with Goals	90% Passing ILEARN		DIBELS			

(Fall 2018-Spring 2019).						
2nd Reading: By May 2019, the Webb 2nd grade students will increase from a mean RIT 175.9 to a mean RIT of 185 as measured by NWEA Student Norm (Fall 2018-Spring 2019).	90% Passing ILEARN		NWEA			
2nd Math: By 2019 2nd grade students will increase their RIT mean score from 175.2 to an mean score of 185 as measured by the NWEA Survey with Goals Test to a (Fall 2018-Spring 2019).	90% Passing ILEARN		NWEA			
Webb Elementary will improve the overall attendance rate from 95.8% to 97% .	97% Attendance					

Immediate Needs

Immediate Need	Solution
ISTEP+ (ILEARN) pass rate in the area of Math.	Fidelity to the teaching of EveryDay Math, ongoing Professional Development for the math curriculum with Bridget Longmire of the Butler Leadership Consortium with emphasis on teacher instruction. Focused Instructional Time (FIT) with math objectives. Parent education of EDM program resources through grade-level parent nights.
Improve student performance and growth to meet or surpass the state average in the area of Language Arts 3rd grade and 4th grade.	Utilize DIBELS/TRC interventions identified by progress monitoring of skills. Continue to identify students in need of RTI through perpetual analysis of progress monitoring data which includes any student who is in the red in foundational reading skills will be assigned to Read Naturally or Headsprout, according to their needs. Monthly professional develop delivered to our staff by our instructional coach in the <i>MODELING</i> component of GRR.
Align Title I and Special Education Services	Use all data points for the planning and implementation of differentiated instruction within the PLC process to ensure the student receives Tier 2 or Tier 3 intervention.
Improvement in Timely Arrival of Students	A focus on Mondays will be a school-wide strategy. Our Monday celebrations will emphasize the importance of arriving at school, on-time, ready to learn. Special perfect classroom attendance magnets will be placed on the doors of classrooms who achieve this feat daily. Office staff will contact the home of any student who is absent and unaccounted for by 11:00am each day, In addition to this plan, we will implement a verbal parent contact after the 7 day letter has been sent.

Professional Development

Current Professional Development

<u>Objective</u>	<u>Activity</u>
Professional Learning Communities (PLC):	Focus on our PLC groups will continue. As we improve our work and understanding we will stay focused on the Common Core State Standards (across our grade level as well as above and below our grade level) and especially focus on Literacy K–4. As we meet in PLC Teams the main focus will be Essential Learnings and delivery of guaranteed, aligned instruction. PLCs will concentrate on content and grading practices to ensure an aligned educational experience for our students.

Planned Professional Development

<u>Objective</u>	<u>Activity</u>
Writing	Webb Teachers will observe a grade-level appropriate model writing lesson delivered by Smekens Education Solutions, LLC. Teachers will then spend time debriefing the lesson with the presenter, Courtney Gordon, and asking for guidance in delivery of instruction in individual classrooms.
EveryDay Math	Fidelity to our Math Curriculum is a goal for this school year. Regular classroom walk-throughs will be conducted by the principal to ensure fidelity in the classrooms.
Instructional Coaches	Teachers will videotape themselves, or devise a more rigorous means of self-reflection, complete a reflection form, and work on their own goals at least two times per semester. Teachers will have the option of meeting with the instructional coach for support in self-identified areas of growth.
Zones of Regulation	Through the support of our local Special Education Cooperative,

	Earlywood, teachers will receive training in the area of Zones of Regulation. The implementation of self-regulation strategies will help our students to focus on academics and to reach their growth targets.
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Interventions

<p>Guided Reading Literacy Groups</p>	<p>Literacy Groups provide daily small group instruction in reading to all grade levels. Small group reading time is built in with our new Superkids and Benchmark reading programs. Students receive instruction based on their independent instructional level assessed through progress monitoring and benchmark data.</p>
<p>Compass Learning</p>	<p>The Compass Learning Odyssey Solution provides</p> <ul style="list-style-type: none"> · 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
<p>Superkids (Rowland Reading Foundation) K-2 and Benchmark Literacy 3 & 4</p>	<p>Superkids Tuck-ins are 5-10 minute lessons available for remediation.</p>
<p>School-wide Title I (Tier 2-Tier 3)</p>	<p>Assessment data from mCLASS DIBELS, TRC, NWEA as well as data obtained from teacher created formative and summative assessment data will determine the specific Tier 2 and Tier 3 intervention needs that address student deficiencies. Students are assessed formally and informally with standardized tests, running records of text reading, writing samples, anecdotal records, and checklists. Data is analyzed to observe changes over time in literacy development and the levels of proficiency the student exhibits in reading and writing competencies. Small group intervention lessons include meaningful and authentic literacy activities tied to the rigor of Indiana State Standards in order to develop the skill set necessary for meaningful text interaction.</p>
<p>Co-Teaching</p>	<p>Special education students will receive instruction geared toward their individual educational needs during their 90 minute Language Arts block and 60 minute Math block through the co-teaching of the regular</p>

	education and special education teachers.
Headsprout	Students identified as below grade level in reading may be enrolled in Headsprout at least 4 times per week. Students will complete an episode daily and their progress will be monitored on a weekly basis.
FastMath	Students identified as below grade level in Math may be enrolled in FastMath at least 4 times per week. Students' progress will be monitored on a bi-weekly basis.
Read Naturally	Students identified as below level in reading, especially in the area of comprehension, may be enrolled in Read Naturally. This cloud-based intervention efficiently applies the research-based Read Naturally Strategy to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary. Students' progress will be monitored on a weekly basis.
Lindamood- Bell	This research-based program is utilized by trained, certified teachers to implement a strong Tier 3 intervention to students who require intensive intervention. This program is also utilized by Special Education and Title I teachers.