

School Improvement Document

2017-2018

Sycamore Elementary

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Table of Contents

Mission & Belief Statements	3
Community & School Profile	4
Curriculum & Programs	8
Assessment Instruments	9
Existing School Data	10
Summary	15
School Improvement Plan Templates: Staff Development Plans Student Achievement Plans	16
School Attendance	20
Parent Involvement	21
Technology	22
Safe and Disciplined Learning Environment	23
Cultural Competency	25
Committees	26

Mission & Belief Statements

Avon Community School Corporation Mission Statement

Avon Community Schools, in its quest to prepare students for a changing society, will offer students an educational opportunity that will provide them a productive and fulfilled life.

Sycamore Elementary Mission Statement

At Sycamore Elementary School, the staff, students, parents, and community ensure a safe, inviting environment and provide for the physical, social, emotional, and academic growth of each individual resulting in a responsible, productive citizen.

Guiding Principles

S ...Success is always obtainable.

Y ...Young explorers are guided by the Sycamore staff, peers, family, and community.

C ...Care is given to each other and the world around us.

A ...Achievement of individual potential is encouraged and expected.

M ...Mastery of lifelong skills is an ongoing process.

O ...Opportunity is presented for technological and curricular growth.

R ...Respect is built for ourselves and others.

E ...Encouragement is provided for physical, emotional, social, academic, and creative growth.

Planting Seeds for the Future!

SCHOOL AND COMMUNITY PROFILE

The History of Avon

The Avon Community School Corporation, located in Washington Township in eastern Hendricks County, is thirteen miles west of downtown Indianapolis. The community, which developed around the intersection of a major U.S. highway (U.S. 36) and a major Indiana roadway (S.R. 267), has been in existence since the 1800s. Avon officially became a town and received a zip code of 46123 in 1997. Avon has developed from a predominantly agricultural-based community into a blend of single-residential homes, apartments, businesses, and service industries.

The first Washington Township School of record was located near the site of White Lick Presbyterian Church in 1827. By 1878, ten schools had been established in Washington Township. Schools located within Six Points, Shiloh, and Avon joined to form a consolidation within Washington Township. Even now, the schools located in Avon continue to grow and expand. In 1958, there were 910 students enrolled in Avon schools compared to the 2016-2017 enrollment of approximately 9,392. The Avon schools became a corporation on July 1, 1962, under the Acts of 1959, Chapter 202. The present school corporation is composed of students residing in Washington Township, Hendricks County.

Hendricks County and Washington Township

Hendricks County has experienced a tremendous amount of growth over the past 25 years. The population in 2000 was 104,093. By 2016, the population had grown to an estimated 160,610.

In 2016, nearly 25.6% of the county's population was under 18 years of age, while approximately 13.1% were 65 years or older. In 2016, the median household income was \$70,163. 5.5% of the population in Hendricks County live in poverty.

Located in the center of Washington Township, incorporation of the town of Avon in 1997 has enhanced the township and attracted business and industry, resulting in an evolving sense of community. The addition of sewage systems and other utilities have resulted in significant housing development in the town itself. A wide range of housing is available in the Avon area. Most homes in Avon range from \$100,000-\$300,000. Projections based upon pending building permits and approved subdivisions indicate that the Avon community will continue to grow and experience substantial activity in commercial development related to small business and service industries.

Avon's proximity to Indianapolis provides easy access to the well-developed interstate system, and Avon is just minutes from many places of interests. Examples are included on the following page.

Colleges, Universities, and Trade Schools:

Butler University
DePauw University
Franklin College
Indiana Wesleyan
IUPUI
Indiana Vocational Technical College
Marian University
Martin University
University of Indianapolis

Cultural and Recreational Venues:

Indianapolis Children's Museum
Circle Center Mall
Indiana State Fairgrounds
Clowes Hall (Butler University)
Conner Prairie
Eagle Creek Reservoir and Park
Eiteljorg Museum
Indiana Historical Society
Indiana State Museum

Sports Venues:

Indianapolis Motor Speedway	Indianapolis Museum of Art
Lucas Oil Stadium - home of the Indianapolis Colts	Indianapolis Zoo
Bankers Life Fieldhouse - home of the	Indianapolis Botanical Gardens
Indiana Pacers and Indiana Fever (WNBA)	Perry Crossing Shopping Mall
Victory Field - home of the Indianapolis Indians	Indianapolis Motor Speedway Museum
Lucas Oil Raceway Park	Hendricks County Fairgrounds
NCAA Hall of Champions and National Headquarters	White River State Park & IMAX Theater
Hinkle Fieldhouse - home of the Butler Bulldogs	McCloud and Sodalis Nature Parks

Avon Community School Corporation

The Mission of Avon Community Schools is to provide an educational program and learning environment for the intellectual, physical, social, and emotional development of its students.

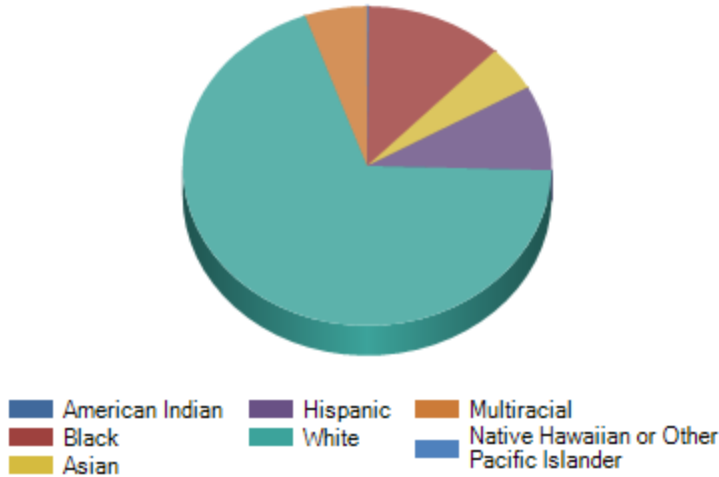
The Avon Community School Corporation serves approximately 9,392 students and is comprised of Cedar Elementary, Hickory Elementary, Maple Elementary, Pine Tree Elementary, River Birch Elementary School, Sycamore Elementary, White Oak Elementary, Avon Intermediate East, Avon Intermediate West, Avon Middle School North, Avon Middle School South, and Avon High School.

White Oak and Maple Elementary houses students in preschool through fourth grade. The other five elementary schools serve students in kindergarten through fourth grade. The intermediate schools house the fifth and sixth grades, while the middle schools contain the seventh and eighth grades. The high school includes students in ninth through twelfth grade, including an Advanced Learning Center for twelfth grade students. The corporation is in partnership with Brownsburg Community Schools to provide an alternative high school program at The Harris Academy which is located in Brownsburg. The Avon Community School Corporation is also a member of both the West Central Joint Services Special Education Cooperative and Area 31, a vocational education cooperative. Since the 2012-2013 school year, Avon Community School Corporation has averaged 2% annual growth. This rate has decreased from the 7% growth rate of the previous ten years. The high rate of student transfers is affecting the population of Avon's schools in various ways. The growth has diversified our enrollment ethnically and socio-economically. It has also impacted our specialized educational programs. The enrollment figures for each grade configuration for 2016-2017 were:

Avon High School	2,907
Avon Middle South/North	1,547
Avon Intermediate East/West	1,454
Elementary Schools	3,484

The graph on the following page represents the ethnic breakdown for ACSC in 2016-2017.

Enrollment 2016-17 by Ethnicity



Source: Indiana Department of Education

White	69.1%
Black	12.1%
Hispanic	8.6%
Multiracial	5.4%
Asian	4.6%
Native Hawaiian or Pacific Islander	0.1%

Our diverse special needs program is a selling point for our school corporation. We offer a broad continuum of services for students with disabilities, serving 1,520 (16.2%) students of the total student population. Our English Language Learners program has expanded to include around 372 (4%) students for the 2015-2016 school year.

Extensive extracurricular and co-curricular opportunities are offered to Avon students. Our academic, athletic, and fine arts programs have excelled at both the state and national levels. Staff, parents, and community members take a very active role in our school programs.

All Avon schools' goals and school improvement plans are designed to meet the requirements of the Indiana State Board of Education Strategic and Continuous School Improvement and Achievement Plan. (IC 20-31-5 and 511 IAC 6.2) The School Improvement model is used by the schools to meet the legal requirements.

The Avon Community School Corporation is governed by a five-member elected Board of School Trustees, which has received state recognition as an Exemplary Board.

Sycamore Elementary

Sycamore Elementary School located one mile north of U.S. Highway 36 at the corner of C.R.100 N. and Dan Jones Road, opened in the fall of 1995. Currently, there are 483 students in grades kindergarten through four. There are 20 general education classrooms with an average class size of 24.15.

In addition to the general education staff, there are full time art, music teacher, and physical education teachers, a full-time learning disabilities resource teacher, a full time speech-language pathologist, a counselor, a Title 1 teacher, a half-time instructional coach, a media assistant, a computer lab assistant, and nine intervention, special education, and kindergarten class size mediation assistants. There is a principal, two secretaries, and one nurse. In addition, there are five custodians, five cafeteria staff, and numerous parent volunteers.

Sycamore ensures that the safety needs of the students are met. Safety procedures designed to protect the children in case of fire, tornado, and other emergency situations are routinely practiced. Beginning in 2014, all staff members were trained under the ALICE program, participating in an in-service event. Each year, staff participates in a refresher course, utilizing similar training practices. Approximately 27% of the students have health concerns of varied severity. The school nurse is available to assist these students as the need arises. Additionally, many teachers and several staff members are CPR certified.

The student enrollment has some variance in socioeconomic levels. For the 2016-2017 school year, 73.3% of the student population were on a regular fee lunch, 9.1% were on reduced lunch fee and 17.6% were on free lunch. These percentages have stayed somewhat consistent since 2012.

Sycamore's Student Population by Socioeconomic Status

	Paid Lunch	Reduced Lunch	Free Lunch
2005-2006	82.2%	3.7%	14.1%
2006-2007	82.6%	5.8%	11.6%
2007-2008	85.6%	4.7%	9.7%
2008-2009	80.3%	4.8%	14.9%
2009-2010	81.9%	4.7%	13.4%
2010-2011	78.1%	6.7%	15.2%
2011-2012	77.4%	7.2%	15.4%
2012-2013	78.3%	6.4%	15.3%
2013-2014	74.7%	7.5%	17.8%
2014-2015	74.3%	7.6%	18.1%
2015-2016	73.0%	6.8%	20.2%
2016-2017	73.3%	9.1%	17.6%

Sycamore has students from many ethnic backgrounds. Sycamore’s student demographics in terms of ethnicity had not shown a significant change until the 2016-2017 school year. Our black and multi-racial enrollment both increased while our white enrollment dropped.

Sycamore’s Student Population by Ethnicity

	Native American	Black	Asian	Hispanic	White	Multi-Racial	Native Hawaiian or Pacific Islander
2008-2009	0.8%	8.0%	2.1%	7.3%	74.8%	6.9%	
2009-2010	0.7%	8.0%	3.0%	6.0%	73.0%	6.0%	
2010-2011	0.2%	9.9%	3.7%	9.9%	70.7%	5.4%	
2011-2012	0.3%	10.6%	3.5%	9.8%	71.5%	4.3%	
2012-2013	0.0%	11.4%	4.2%	8.1%	70.6%	5.7%	
2013-2014	0.1%	11.4%	5.4%	7.5%	69.3%	6.3%	
2014-2015	0.0%	11.2%	3.1%	8.3%	69.5%	7.9%	
2015-2016	0.0%	11.2%	4.5%	8.4%	70.4%	5.4%	
2016-2017	0.0%	16.2%	4.7%	7.1%	63.0%	8.7%	0.2%

Sycamore’s Curriculum

IC 20-10.2.3-5(a)(2)

Description and Location of Curriculum

Sycamore’s Elementary School’s curriculum is based on the Indiana Academic Standards. The curriculum is updated yearly and includes the subjects of language arts, math, science, health, social studies, music, art, physical education, and technology. Furthermore, Avon Community School Corporation has added additional academic indicators to enhance the Indiana Academic Standards. Copies of the curriculum are available in the school office, the media center, each classroom, the corporation network, and the Administration Office.

Sycamore’s Programs

All first through fourth students participate in an additional daily, thirty-minute Student Success Time (SST) that targets language arts skills at their level. Teachers and support staff work together to design

lessons, activities, and games that promote improved achievement. NWEA data and weekly formative assessments are used to place students in appropriate skill groups and help gauge student learning as well as effectiveness of instruction. Staff members meet weekly to discuss progress, data, and make plans to determine future focus areas for SST.

For additional literacy intervention, individual or small groups of 1 – 3 students in tier 3 of Response to Intervention will meet with the intervention assistants throughout the day. These targeted students receive thirty minutes of daily small group/guided reading instruction by their classroom teacher and an additional thirty minutes of daily instruction from an intervention assistant. The intervention program used will be tailored to meet each child’s need.. This instruction mirrors/compliments the instruction being implemented during the classroom guided reading instruction.

The First of the Month Convocations started the first year the school opened are a tradition at Sycamore. Every first Friday of the month the school gathers to celebrate successes and learn about basic character education. These convocations have instilled a sense of pride and family at Sycamore.

The Sycamore P.T.O. is widely supported by parents and provides financial and manpower support for students and staff. The P.T.O. meets once a month to plan activities for the school. Each year they host a variety of family nights including a Talent Show and Family Fitness Night. In addition to the money provided to each school, teachers can apply for grants to support programs of interest for their students.

Sycamore children also have the chance to participate in after school extracurricular activities led by Sycamore staff members. During the 2017-2018 school year, kindergarteners will be able to participate in a social skills group. First through fourth graders will be able to participate in the dance or art clubs. Third and fourth graders will also be able to participate in the choir and craft clubs. Some third graders will also be invited to participate in a reading club to target specific reading skills.

Assessment Instruments

ISTEP+ is the Indiana Statewide Testing for Educational Progress. It is administered in third and fourth grades each spring. Results of the tests are used to plan instruction and identify student strengths and weaknesses in mathematics, language arts, and science.

IREAD3 is the Indiana Reading Evaluation and Determination. It is administered to third-grade students each spring. The purpose is to measure foundational reading strategies. Results of the test is used to plan instruction and identify student strengths and weaknesses in reading.

NWEA is the Northwest Evaluation Association. It is a state-aligned, computerized adaptive assessment that provides accurate, useful information. The tests are given two times per year, once in the fall and once in the spring, to students in grades Kindergarten through four in order to measure academic growth. Each student has an objectively identified target growth goal.

COGAT measure of abstract thinking and reasoning ability. Each test yields verbal, quantitative, non-verbal scores, and composite scores. Currently, Kindergarten, second-grade, and fourth-grade students take either a screener or full battery. Students new to Avon in grades one and three also complete either a screener or full battery.

Universal Screeners are assessments given to students in kindergarten through grade four. These assessments include Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Decodable Text Fluency, and Oral Reading Fluency (from DIBELS Next), Quick Phonics Assessment, and Advanced Quick Phonics Assessment for literacy. These assessments are used to ensure that foundation skills are mastered.

Current Student Achievement Data

Otis Lennon School Abilities Test (OLSAT) Cognitive Abilities Test (CogAT) Second Grade and Fourth Grade 2007-2015

	<i>Second Grade Median Scores</i>	<i>Fourth Grade Median Scores</i>
<i>2007-2008</i>	107 (OLSAT Composite)	102
<i>2008-2009</i>	103	100
<i>2009-2010</i>	103	99
<i>2010-2011</i>	101	98
<i>2011-2012</i>	107 (CogAT Composite)	91.5
<i>2012-2013</i>	108.4	107.4
<i>2013-2014</i>	66 (Composite percentile rank)	56 (Composite percentile rank)
<i>2014-2015</i>	62	64
<i>2015-2016</i>	65	73
<i>2016-2017</i>	65	67

**2012-2015 IREAD-3 Proficiency Roster
Percentage of Students Passing/Not Passing
Grade 3**

	Passing	Not Passing
2011-2012	93.3	6.7
2012-2013	94.4	5.6
2013-2014	97.7	2.3
2014-2015	96.2	3.8
2015-2016	97.0	3.0
2016-2017	97.1	2.9

**2005-2016 ISTEP+ Proficiency Roster
Percentage of Students Passing/Not Passing
Grade 3**

	<i>Number of Students in Grade</i>	<i>Pass + Language Arts</i>	<i>Pass Language Arts</i>	<i>Total Passing Language Arts</i>	<i>Not Passing Language Arts</i>	<i>Pass + Math</i>	<i>Pass Math</i>	<i>Total Passing Math</i>	<i>Not Passing Math</i>
2005-2006	118	14	84	98	19	12	71	83	35
2006-2007	136	25	94	119	15	16	101	117	19
2007-2008	94	16	68	84	8	9	71	80	13
2008-2009	106	17	66	83	21	38	52	90	13
2009-2010	104	28	68	96	6	52	43	95	8
2010-2011	67	14	51	65	2	25	37	62	5
2011-2012	88	26	52	78	10	40	40	80	8
2012-2013	85	13	58	71	12	31	47	78	6
2013-2014	84	21	56	77	4	43	39	82	0
2014-2015	79	31	39	70	9	46	22	68	11
2015-2016	101	35	42	77	23	45	36	81	20
2016-2017	105	17	63	80	23	43	39	82	21

**Note: The IMAST assessment was removed from testing schedules in spring 2015. Therefore, all students completed the ISTEP+ test.*

**2005-2016 ISTEP+ Proficiency Roster
Percentage of Students Passing/Not Passing
Grade 4**

	<i>Number of Students in Grade</i>	<i>Pass + Language Arts</i>	<i>Pass Language Arts</i>	<i>Total Passing Language Arts</i>	<i>Not Passing Language Arts</i>	<i>Pass + Math</i>	<i>Pass Math</i>	<i>Total Passing Math</i>	<i>Not Passing Math</i>
2005-2006	129	8	99	107	22	12	95	107	22
2006-2007	124	10	89	99	25	14	80	94	30
2007-2008	104	18	68	86	16	30	58	88	15
2008-2009	106	18	59	77	25	29	57	86	17
2009-2010	105	30	69	99	6	38	55	93	11
2010-2011	75	15	53	68	6	41	29	70	4
2011-2012	67	18	41	59	7	27	38	65	2
2012-2013	89	27	52	79	9	38	45	83	6
2013-2014	94	25	61	86	7	52	39	91	2
2014-2015	97	27	59	86	11	63	28	91	6
2015-2016	84	29	42	71	13	58	20	78	6
2016-2017	95	32	46	78	16	71	12	83	10

**Note: The IMAST assessment was removed from testing schedules in spring 2015. Therefore, all students completed the ISTEP+ test.*

2009-2017 NWEA (Northwest Education Association) Median RIT Scores

Kindergarten	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Winter 2016</i>	<i>Spring 2016</i>	<i>Winter 2017</i>	<i>Spring 2017</i>
<i>Reading</i>	150	165	152	161	152.5	164
<i>Math</i>	148	167	154	163	158	166

**K students did not take NWEA Fall after 2014.*

Grade 1	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	175	192	165.5	182	166	185
<i>Math</i>	175	192	165.5	183	170	186

Grade 2	<i>Fall 2011</i>	<i>Spring 2012</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	172	191	177	196	189	198	179	193	177	194
<i>Language Usage</i>	173	195	177	197	191	203	180	195	177	197
<i>Math</i>	175	196	180	200	186.5	202	178	192	178	196.5

**Data could not be examined for Fall 2012 or Spring 2013.*

Grade 3	<i>Fall 2011</i>	<i>Spring 2012</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	195	207	194	207	201	210	194	203	191	206
<i>Language Usage</i>	196	210	194	210	201	n/a	196	207	193	206
<i>Math</i>	195	213	197	215	203	214	194	209	192	212

**Data could not be examined for Fall 2012 or Spring 2013.*

Grade 4	<i>Fall 2011</i>	<i>Spring 2012</i>	<i>Fall 2013</i>	<i>Spring 2014</i>	<i>Fall 2014</i>	<i>Spring 2015</i>	<i>Fall 2015</i>	<i>Spring 2016</i>	<i>Fall 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	205	216	201	212	211	218	205	211	205	216
<i>Language Usage</i>	206	216	201	213	211	n/a	205	213	207	216
<i>Math</i>	208	224	207	224	207	224	208	224	209	227

**Data could not be examined for Fall 2012 or Spring 2013.*

Spring 2009-2016 Percentage of Students Meeting Target RIT Scores

Kindergarten	<i>Spring 2015</i>	<i>Spring 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	64.5%	*	*
<i>Math</i>	60.5%	*	*

**Due to not taking Fall 2015 or 2016 NWEA, no data available for spring 2016 growth.*

Grade 1	<i>Spring 2015</i>	<i>Spring 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	48.1%	41%	63%
<i>Math</i>	49.4%	46%	68%

Grade 2	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>	<i>Spring 2012</i>	<i>Spring 2014</i>	<i>Spring 2015</i>	<i>Spring 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	56	62	74	69	64	47.7%	45%	73%
<i>Language Usage</i>	62	60	80	84	n/a	58.1%	62%	78%
<i>Math</i>	71	72	89	90	78	47.7%	46%	69%

**Data could not be examined for Spring 2013.*

**n/a = students did not take test during this window.*

Grade 3	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>	<i>Spring 2012</i>	<i>Spring 2015</i>	<i>Spring 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	63	54	67	75	70%	66%	67%
<i>Language Usage</i>	61	67	67	84	n/a	68%	65%
<i>Math</i>	43	65	74	86	64.4%	64%	73%

**Data could not be examined for Spring 2013, 2014.*

Grade 4	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>	<i>Spring 2012</i>	<i>Spring 2015</i>	<i>Spring 2016</i>	<i>Spring 2017</i>
<i>Reading</i>	58	40	70	70	54.4%	55%	69%
<i>Language Usage</i>	47	53	73	83	n/a	70%	71%
<i>Math</i>	53	40	89	81	63.7%	70%	77%

**Data could not be examined for Spring 2013, 2014.S*

Summary of Student Achievement Data:

Sycamore’s percentage of children passing both language arts and math on ISTEP+ remained about the same as 2015-2016. With the addition of NWEA assessments, Sycamore’s staff will track the academic growth of all students by focusing on specific academic needs.

Implications for Change: Existing School Data—Students

<i>Student Performance Goals:</i>	90% proficiency in English and 95% proficiency in math
<i>Clarification of Goals:</i>	Based on Sycamore student’s ability scores, their NWEA projected proficiency rates, and recent ISTEP+ results, Sycamore’s staff believes that their yearly achievement rates should continue to be 90% proficiency for English and 95% proficiency for math.
<i>Intervention Groups Identified:</i>	Groups will be identified based on NWEA performance indicators and local periodic assessments.
<i>Non-student Performance Goals:</i>	None identified with this information.
<i>Other Data to be Collected:</i>	Data from periodic local assessments.
<i>Other Actions Needed:</i>	Continued reflection meetings with short-term student achievement goals.

Summary

The school improvement committee began this year's process by analyzing school wide practices with regard to school improvement efforts. To help with the school improvement efforts, Sycamore has 3 professional development initiatives beginning in the 2017-2018 school year. One kindergarten teacher, four first grade teachers, four second grade teachers, one special education teacher, and one third grade teacher were trained in 6 Standards of Effective Pedagogy in July of 2017. They will join the 7 previously trained staff members in developing lessons that encourage small group learning. The second initiative is based on Rick DuFour's model for Professional Learning Communities. All of the staff members are active participants in Professional Learning Communities that will be working to develop a curriculum calendar with coordinating grade level assessments. The third initiative is based on the early literacy grant that the Avon Community School Corporation received. Kindergarten, first, and second grade teachers will attend LETRS Language and Literacy professional development. All three of these initiatives will positively impact the academic achievement of Sycamore's students.

Sycamore's demographics have begun to change over the last few years. Due to these recent changes Sycamore Elementary became a Title One school in the fall of 2016. Through Title One services, we are able to target reading skills with first through third grade students.

ISTEP scores for the past years were analyzed, as well as Sycamore's ability to achieve Four Star Status again. NWEA scores were looked at for trends over the past eight years. Sycamore's staff is committed to reviewing data from all assessments given to help meet the needs of individual students.

After the consideration of all the data presented, Sycamore's faculty and staff decided to set two overall ISTEP+ achievement goals. Sycamore Elementary believes that overall growth is attained by periodically grouping students for targeted, specific standards based instruction. Therefore, it did not make sense to this staff to concentrate a school improvement effort on one specific academic standard, as this emphasis will vary with students throughout the school year. Sycamore's focus on short-term goal setting and periodic assessments is the key to reaching its school improvement goals.

School Improvement Plan Template

Results-Based Staff Development Plan Language Arts

Staff Development Outcome		Indicators	Student Achievement Goals		
Sycamore's PLCs will create a grade level curriculum map that will lead to common assessments at each grade level.		Each grade level will develop a curriculum map indicating which Indiana State Standards are taught each quarter. We will also develop coordinating common assessments.	Sycamore's students will maintain an overall 90% proficiency rate in English/LA and Reading as measured by ISTEP+ and NWEA. 90% of Sycamore's students will be reading within the grade level appropriate range.		
Effective Staff Development Steps	Implementation Activities	Documented Evidence of Each Step	Person(s) Responsible	Timeline	
				Beginning	End
Professional Learning Communities will plan professional development opportunities for grade level colleagues.	Monthly Planning Meetings	Minutes from monthly meetings of the Professional Leadership Team	Principal & Instructional Coach	August 2017	Ongoing
PLC Leadership Team will lead professional development sessions for colleagues.	Five PD Sessions: September 6 October 4 November 1 February 7 April 4	Professional Development Session Agendas with Outcomes	Principal, PLC Leadership Team, & Instructional Coach	September 2017	Ongoing
Principal will meet quarterly with teachers to review instruction during small group time.	Quarterly Meetings	Minutes from quarterly meetings, Data review from classroom teachers	Principal & Instructional Coach	October 2017	May 2018
Grade level teachers will meet monthly with intervention assistants.	Monthly Meetings	Minutes from monthly meetings including evidence of data reviews.	Grade level teachers and intervention assistants	October 2017	May 2018

Results-Based Staff Development Plan

Math

Staff Development Outcome		Indicators	Student Achievement Goal		
Sycamore’s math teachers will enhance the conceptual math skills of students by following the scope and sequence of the Bridges curriculum.		Through observations (administrative and peer), students will demonstrate the ability to use multiple strategies when solving a problem.	At least 90% of Sycamore’s students in grades K-4 will demonstrate mastery of skills according to the scope and sequence of Bridges.		
Effective Staff Development Steps	Implementation Activities	Documented Evidence of Each Step	Person Responsible	Timeline	
				Beginning	End
Math Leadership Team will plan professional development sessions for grade level colleagues.	Monthly Planning Meetings	Minutes from monthly meetings	Principal, Math Leadership Team, Instructional Coach	August 2017	Ongoing
Math Leadership Team will lead professional development sessions for colleagues.	Four PD Sessions: August 2 September 6 November 7 February 7	Professional Development Session Agendas and Presentation Materials	Principal and Math Leadership Team	August 2017	May 2018
A Math Leadership Team Member will observe classrooms (when requested) and support teachers to help teachers enhance their instruction.	Monthly classroom visits.	Feedback from reflection meetings.	Math Leadership Team	October 2017	May 2018
Sycamore Teachers will use checkpoints for data analysis.	Monthly Planning Meetings	Minutes from monthly meetings	Principal, Lead Math Mentor and Math Mentors	October 2017	May 2018
Sycamore teachers will implement math work places to enhance daily practice.	Math Work Place Stations	Peer and Administrator Observation	Principal & Classroom Teachers	August 2017	May 2018

**Results-Based Student Achievement Plan:
Language Arts**

Goal	This year 90% or more of Sycamore’s students will demonstrate overall proficiency in language arts as measured by ISTEP+ and 75% of all Sycamore students will meet their targeted growth in Reading and Language Usage as measured by NWEA.	
Benchmarks	Grade 2: 189 RIT Units for NWEA Reading and 190 RIT Units for NWEA Language Arts Grade 3: 199 RIT Units for NWEA Reading and 200 RIT Units for NWEA Language Arts; 425 Scale Score for English ISTEP Grade 4: 206 RIT Units for NWEA Reading and 207 RIT Units for NWEA Language Arts; 456 Scale Score for English ISTEP	
Supporting Data	Standardized Assessments	Locally Developed Assessments
1.NWEA’s Goal Performance Scores for Grades 2-4 2.ISTEP+ Standard Area Scores for Grades 3-4 3.Common Assessments 4.Universal Screening Results for K-4	1.Northwest Evaluation Association (NWEA) 2.Indiana’s State Testing and Evaluation Program (ISTEP+)	Our Professional Learning Communities are in the process of developing common grade level assessments for language arts.
Intervention	Strategies	
1.Flexible Grouping Based on Student Performance and Targeted Skills 2.Small Grouping Based on NWEA and DIBELS NEXT Scores	1. At-risk students as identified by Universal Screeners and NWEA receive an additional 30 minutes of intensive reading instruction daily. 2. At-risk students as identified by Universal Screeners and NWEA will receive 30 minutes of strategic reading instruction daily within the classroom. 3. Some at-risk students (tier 3 students as identified by our RtI committee) will receive 30 minutes of instruction daily by an intervention assistant in a group of 1 to 3 students per adult.	
Additional Strategies		
Parent Involvement	1. Sycamore Book Fair Nights 2. PTO Monthly Meetings and Family Involvement Night 3. Sycamore’s Read-A-Thon	
Media and Technology	Students will receive additional weekly language arts practice using online software.	

Results-Based Student Achievement Plan Math

Goal	This year, 90% or more of Sycamore’s students will demonstrate overall proficiency in math as measured by ISTEP and 75% of all Sycamore students will meet their targeted growth in math as measured by NWEA.	
Benchmarks	Grade 2: 192 RIT Units for NWEA Math Grade 3: 203 RIT Units for NWEA Math; 425 Scale Score for Math ISTEP Grade 4: 214 RIT Units for NWEA Math; 458 Scale Score for Math ISTEP	
Supporting Data	Standardized Assessments	Locally Developed Assessments
1.NWEA’s Goal Performance Scores for Grades 2-4 2.ISTEP+’s Standard Area Scores for Grades 3-4	1.Northwest Evaluation Association (NWEA) 2.Indiana’s State Testing and Evaluation Program (ISTEP)	Grade level teams will utilize short term pre and post assessments development during periodic reflection meetings.
Intervention	Strategies	
1.Flexible Grouping Based on Student Performance or Ability 2.Small Grouping Based on Targeted Skills	In addition to their 60 minute math instructional block, students may receive an extra 30 minutes of math instruction based on mastery of standards and skills.	
Additional Strategies		
Parent Involvement	1. PTO Monthly Meetings and Family Involvement Night 2. Parent Volunteers to Help with Math Work Places 3. Continue Community Math Night to promote the application of math skills.	
Media and Technology	Students will receive additional math practice using online software, the Bridges website, and online fact practice.	

School Attendance

IC 20-10.2-3-3(b)(1)

According to the Department of Education, the 2016-2017 attendance rate for Sycamore Elementary was 97.7%.

The school recognizes that daily attendance is essential for academic growth and development. Students are expected to be in school unless they are ill, have a doctor's appointment, or are attending a funeral. Absences can be reported via the school's automated attendance system, sending a note to the teacher, or speaking directly to the school secretary. Unexcused absences are recorded for students who are absent from school for reasons other than illness, attending a funeral, or prearranged absence. Three unexcused tardies are equal to one unexcused absence. Students are required to make up the work they have missed due to an unexcused absence but receive a deduction of one letter grade. The school works cooperatively with the Probation Department, Hendricks County Prosecutor, and Child and Family Services to increase attendance in our schools. When a student has accumulated five unexcused absences, the school may have the parent sign a Parent Attendance Contract. When a child has accumulated ten unexcused absences, the school representative sends a letter to the parents and may contact the Hendricks County Probation Department. The designated probation officer will contact the parents and notify them that a referral has been made to the Probation Department. When two additional unexcused absences occur, the school may refer the parents to Project Attend, a committee comprised of authorized school representatives, the designated probation officer, a prosecuting attorney, the parents, and student.

The Avon Community School Corporation recognizes that occasionally a unique situation arises whereby students are required to be absent from school for other than typical reasons. On these occasions, per local policy, the principal may grant and excuse up to five days of prearranged absences.

Each month during our First of the Month Convocation one child is recognized as having had perfect attendance from the month before. The chosen child earns lunch with 2 friends and the principal. In order to qualify for perfect attendance, a student must attend school every day, all day, without any tardy instances. Students who leave the school during the day for medical appointments are still eligible for perfect attendance. Outstanding attendance is recognized at the End of the Year Awards Convocation. Outstanding attendance includes no more than two absences and/or tardy instances.

Year	State Average (Public and Nonpublic)	Sycamore Elementary School
2005-2006	96.0%	97.1%
2006-2007	95.8%	97.2%
2007-2008	95.9%	97.0%
2008-2009	96.1%	97.3%
2009-2010	95.0%	97.3%
2010-2011	96.0%	97.6%
2011-2012	96.2%	97.7%
2012-2013	95.5%	97.4%
2013-2014	95.4%	97.8%
2014-2015	95.8%	97.1%
2015-2016	95.8%	97.8%
2016-2017	95.7%	97.7%

Based on this data, our benchmarks for attendance will be 97%.

Parent Involvement

20-102.3-5(a)(5)

The mission statement for Sycamore reflects the need for parental involvement in each student’s education. With this in mind, the Parent Teacher Organization pursues various avenues to inform, encourage, and include the parents in the education of their child.

A Parent Center established by several Sycamore parents provides excellent information and ideas for parents. It is located conveniently in the school lobby. Parents can pick up literature on a variety of topics and view the curriculum guide for each grade level.

Involving parents at home is an essential element in our pursuit of parent involvement. Parents are provided with math and language arts activities in the teachers’ newsletters. Suggestions are given for at-home activities, along with spelling patterns, high frequency words, math concepts, and social sciences topics discussed. All families are encouraged to read the newsletters, along with try the ideas.

Book fair nights are a tradition at Sycamore held twice every year. During these evenings, families are invited to come and purchase books, participate in literacy games, and talk with staff members. In addition, Sycamore’s PTO has organized Book Bingo, Family Fitness Night, Talent Show, Dr. Seuss Night, a silent auction and other activities held at Sycamore.

Keeping parents informed is important to the staff at Sycamore. Teachers send weekly newsletters to keep parents apprised of happenings in the classroom. Additionally, a school newsletter is sent home monthly with school-wide updates and opportunities for parents to be involved. Parents can receive emails through School Messenger.

Sycamore greatly supports the parents who volunteer in our building's classrooms, office, and media center. Their help is appreciated and always welcomed. Parent participation is also requested for textbook adoption, field trip supervision, the School Improvement Team and the P.T.O.

Staff at Sycamore feels parent involvement is vital to the success of each student and to the school as a whole. It truly takes commitment and cooperation between the staff, parents, students, and community to make Sycamore Elementary School the best it can be.

Technology Initiatives

IC 20-10.2-3-5(a)(8)

Sycamore Elementary School is equipped with a 34-station computer lab and a wireless computer lab with 32 desktop computers, approximately four computers per classroom on a local area network with two file servers, and an automated media center. The wireless lab is also equipped with an Interactive Write Board. All computers are IBM compatible with a Windows platform and Internet access through the Ethernet WAN. Communication and instruction are enhanced by a telephone with voice mail, a listening station for student use, and an Interactive White Board. Each classroom is also equipped with a ceiling-mounted LCD projector, a document camera, and a Mobi. In addition, many K-3 classrooms have access to several iPads for student use.

The use of technology is not only prevalent in the classroom, but in the school office, clinic, cafeteria, transportation and maintenance departments. Teachers are proficient in the use of Microsoft Office Products, Power School student information system, e-mail, voice mail, and various curriculum-related software programs available on the file-server. Many teachers also use PowerPoint and Microsoft Publisher to produce multimedia projects in their classrooms. Student records and reports are maintained on Power School by the school secretary.

The Network Center for the Avon Community School Corporation is housed at the Avon Administration Center. The staff includes a Director of Technology, Assistant Director of Technology, Data analyst, Network Services Team Leader, Support Services Team Leader, District Technical Trainer, 7 District Technicians, a District Reporting Specialist, 4 Technology Assistants, and a technology secretary. The Digital Innovator at Sycamore works together with the elementary teachers to familiarize them with the available technology, enhance the integration of technology into academic curricula, and facilitate mastery of the technology skills requirements. A computer assistant and a Digital Innovator are also staffed in each school to assist teachers in maintaining equipment, computer skills, and integrating technology throughout the curricula.

The Board of Trustees has approved the investment of millions of dollars to enhance student achievement and teacher effectiveness. Therefore, a plan has been formulated to ensure the technological vitality and progress of the staff. All elementary teachers are expected to master the skills listed below.

- Utilize an electronic grade book.
- Develop electronic lesson plans
- Report attendance through PowerSchool
- Demonstrate proficiency in using various Microsoft programs including the use of OneDrive

- Access the Internet for research to enhance student learning.

The Avon and Sycamore Web Sites have been one of the key components in resources for parent/community communication and student access. Parents are able to check the school calendar, obtain faculty e-mail addresses, link to the Indiana Department of Education, visit sites explaining curriculum programs used, and familiarize themselves with the Sycamore Elementary School Improvement Plan. Students have access to direct links to different web browsers, homework help sites and other educational web sites.

Over the last few years, Sycamore has purchased a number of software products that are in keeping with the educational goals of the school corporation and in line with the instructional needs of our students and teachers. These include the Destination Success programs for math and reading, Education City, and technology resources available through the math curriculum materials, Bridges Math.

Each morning, a Sycamore student leads school-wide announcements over speakers in individual classrooms and hallways. During announcements, special character education announcements are made, the Pledge of Allegiance is said, and our Sycamore character values are repeated.

The Inquiry Center has online searching of a centralized database for materials and books available for checkout. In addition to books, DVD's on most subject areas, movies of classic books, books on CD's, and professional development teaching materials are available for staff use to enhance learning. The Inquiry Center also has set of 6-8 books for small group literacy instruction.

To promote STEM learning, the Inquiry Center also has a Maker Space. Here children can explore and create with a variety of building materials such as Legos, Magnetx Blocks, IO blocks, Magnets, and Interlox connecting blocks. There is also an area to promote creativity with ideas for making origami, markers, and coloring pages. Students have access to five iPods for listening activities and an iPad with OSMO. To help maximize learning for all students, flexible seating options are available for students during their time in the Makers Space including wobble seats, beanbag chairs, and wobble cushions.

Safe and Disciplined Learning Environment

IC 20-10.2-3-5(a)(7)

The Safe Schools Policy provides that *“The Avon Community School Corporation believes that the safety and security of students and staff are a major priority. Safe schools require a collaborative effort of the Board of School Trustees, administrators, teachers, students, parents and the community. A variety of prevention and intervention strategies, programs and activities must be in place to ensure student and staff welfare.*

Physical aggression, hostile behavior, intimidating acts of harassment, extortion, violent behavior or possession of weapons will not be tolerated. Anyone who demonstrates such behavior will be held accountable for his/her actions in accordance with the student handbooks, the Indiana Student Code and civil and criminal law.”

Each school maintains a plan for emergency preparedness and intervention guidelines. The plan is updated and reviewed with the entire staff at the opening of each school year, and when deemed necessary by the principal. A detailed plan of procedures is maintained in the school office, and an Emergency Preparedness Plan has been distributed to each teacher to study and quickly access when needed. Emergency drills are

conducted according to state rules. The school corporation has trained many administrators in the use of ALICE, a set of proactive strategies that increase chances of survival during an active shooter event.

In addition to the availability of a School Resource officer and safety specialist, a non-violent crisis prevention intervention team is trained, certified, and available in each school to assist when a student's behavior threatens his/her own safety, or the safety of others. Each school also has access to have a certified Behavior Specialist to assist with student's behavior that disrupts the learning environment of the classroom.

The School Safety Plan includes the following information or procedural guidelines: Emergency Phone Directory, Emergency Intervention, School Safety Policy, Media Script, 911 Guidelines, Crisis Response Plan, Hendricks County Safety Procedures, Crisis Response Plan, Follow-Up Letter to Parents, Code Statement, General Guidelines, Educational Services Center, Basic Procedures, Intervention Team, Bomb Threat, Catastrophic Occurrences, Transportation, Evacuation Site, Chemical Accidents, Criminal Activities, Procedural Steps, Suicide, Earthquake, Fire Procedures, First Aid, Mass Disruptions, Nuclear Accidents, Serious Injury or Illness, Severe Weather, Tornado Warning/Watch, Shelter Safety Tips, Visitor and Intruder, Utility Emergencies, Emergency Equipment Supplies, School-Police Partnership, Mediation, Drugs/Alcohol, Violence Prevention Peer Education, Incident Report, Floor Plans, And Hazardous Material Plan.

Sycamore's school safety plan is revised each year. With the direction of the State Fire Marshal's evacuation routes, gathering points, location of fire hydrants and sprinkler systems were clearly defined and mapped. The process by which the building's occupants are monitored during drills has been changed, providing more accountability and security for all staff and students.

"Be Safe, Be Ready, and Be Respectful" are the three character values stressed at Sycamore. The teachers and staff have high expectations for student conduct. A First of the Month Convocation is held every first Friday of the month to maintain the expectations of good behavior, academic achievement, patriotism, and school community.

Time on task is valued at Sycamore. To minimize distractions, there are no announcements, other than emergency notifications, during the school day.

Sycamore Elementary, in conjunction with all Avon Community schools, maintains a policy in response to the Anti-Bullying law HEA1423 and bill IC 20-33-8-0.2, effective July 1, 2013. The corporation, and individual schools, are creating plans, including but not limited to staff training, parent training, strategies for prevention and intervention, consequences, and communication. Sycamore's school counselor and principal, as part of the Avon Community School Safety Team, collaborate to not only gain the background knowledge of the law but also disseminate necessary information to staff and families. The school principal will also address the bullying behaviors through administration of consequences. School counselors and classroom teachers will collaborate to 1) create and discuss the definitions, characteristics, and strategies initiated by the Indiana Department of Education, 2) organize and implement age-appropriate lessons for students based on the Indiana Department of Education and Avon adopted Anti-Bullying policies, and 3) educate parents and other stakeholders about the law, policies, and interventions in place at Sycamore. Students, both bully and target, may be involved in interventions, including but not limited to classroom lessons, small group activities, and individual sessions, where the school counselor and student(s) may discuss decision-making, empathy, peer pressure, conflict resolution, consequences, and healthy friendship choices.

Additionally, in response to bill IC 5-2-10.1-12, effective July 1 2005, school counselors and classroom teachers will collaborate to 1) create school and classroom rules promoting respect and responsibility, 2)

ensure the safety of our students through prompt intervention, and 3) conduct classroom lessons that provide the students with an opportunity to discuss bullying behaviors and the corresponding life skills needed to curb the behaviors. School principals will also be involved, following the intervention by the supervising adult and/or counselor, by addressing the bullying behaviors through administration of consequences. The final part of the program includes individual classes between the student and the counselor, when students will complete quizzes, read social stories, complete community service within the school, discuss empathy and peer pressure, and learn problem-solving skills. The classes will allow the student to think about his/her behaviors and the associated consequences. Classes will be finalized with a parent/student/counselor meeting, where student goals will be discussed. This bullying program, also known as “Buddies not Bullies,” integrates all components as highlighted by the Indiana Department of Education.

Cultural Competency (IC 20-10-10.2-8.3)

We currently track test data on the following culturally diverse groups: special education, limited English proficient, gender, socio-economic, and ethnicity. The data are analyzed and needs are identified in both language and math. Our school improvement goal committees research best-practice strategies to specifically meet the needs of these specific populations.

Testing is completed on all Limited English Proficient students yearly or as needed for initial identification. Sycamore currently employs a half-time certified teacher to support all ELL students.

Most of Sycamore’s classroom teachers have attended training with the 6 Standards of Effective Pedagogy. 6 Standards Lessons provide all learners with the chance to be engaged in a lesson. Engaged students participate in meaningful classroom interactions that support language and literacy development while supporting their individual needs will small group instruction.

In the summer of 2009, some Sycamore staff members, as part of a Cultural Competency team, participated in workshops and meetings based on the policies adopted by Avon Community School Corporation.

During the 2016-2017 school year. All certified staff members participated in a book study with Rick DuFour and Robert Eaker’s book Professional Learning Communities at Work. As a school, we decided that our next step is to decide which state standards will be taught each nine week. We will then work in our Professional Learning Communities to create common, local assessments to be given during each nine weeks. These assessments will provide more data to show if our teaching strategies are effective.

School Improvement Committees

Co-Chairs

Sara Ashby
Sara Etienne

Language Arts Professional Learning Community

Jody Williams

K-1

Marcy Sell
Grace Van Sickel
Sarah Martin
Samantha Smith

2-4

Nicholle Smith
Kathryn Dunphy
Laura Burkhart
Kristen DeLoddere
Kendall Theile
Sarah Tuttle
Trent Harman
Jerri Crays

Math

Marcy Sell
Melissa Beyer
Katie Janis
Mandy Walton
Nicholle Smith

Data Analysis

Sarah Scott
Tricia Wadley
Terri Golay

PBIS

Ashley Porter
Charlsie Rader
Suzanne Olsen
Mark Rupp
Molly Hasser
Sarah Altman

Attendance

Sharon Harris
Kim Albeyll