

North Montgomery Community School Corporation



Sugar Creek Elementary School (6246)

Principal: Cris McCoy

North Montgomery Community School Corporation

2022-2025 3-Year Continuous

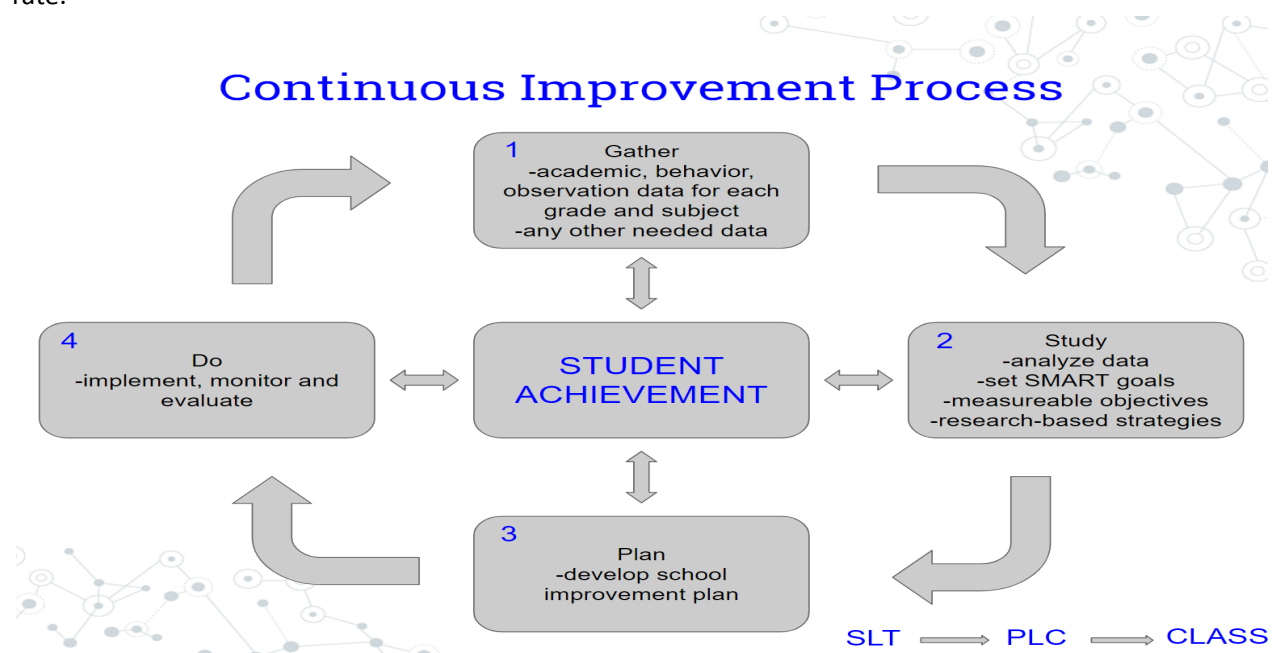
SCHOOL IMPROVEMENT PLAN

North Montgomery Community School Corporation

A school improvement plan (SIP) is a road map that identifies the changes a school needs to make to improve its level of student achievement. School improvement plans are selective, strategic plans based on the analysis of multiple forms of data through a root cause analysis to develop actionable goals. The SIP spells out how and when these changes will be made.

North Montgomery Community School Corporation (NMCSC) worked with partners to develop a common comprehensive, research-based template, framework, and process for all schools to follow in the development of their school improvement plans. The purpose of this common template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that North Montgomery Community School Corporation traveled through in the development of their plans. All the district's administrators gathered for two-full days of professional development on the common template, framework and process. The administrators were trained in and conducted a comprehensive root cause analysis after completing a data dashboard which included the following data points: attendance, behavior, observation and academic. School teams dug through attendance data by trimester, identified the number and percentage of referrals, In-School suspension and Out-of-School suspensions, reviewed averages of classroom observations, and analyzed ILEARN, NWEA, and graduation rate.



After conducting the root cause analysis of the following 4 types of data, each school identified 3 smart goals in the areas of attendance, behavior, and academics. Once the smart goals were identified, school teams created objectives, data based rationales, strategies, activities, target groups, and actions steps. Each action step identified the person(s) responsible, evidence of success, possible obstacles and possible solutions. These comprehensive data-driven plans will drive improvement for not only teachers, staff and other stakeholders; it will increase learning and academic achievement for all the students of North Montgomery Community School Corporation.

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SIP Planning Tool

School: Sugar Creek Elementary				
June 2025 MEASURABLE OUTCOME: Attendance Rate 98.3%				
Objective	If Sugar Creek Elementary establishes a school environment that supports the social, emotional, and learning needs of all students, then students will be supported to achieve a yearly increase of .5%.			
Data-Based Rationale	In 21-22, Sugar Creek Elementary had an average attendance rate of 95.2%.			
Strategy	Active social/emotional network to provide social/emotional supports to students and families.			
Activity	<ul style="list-style-type: none"> ● Implement SEL curriculum ● Recognition for high attendance ● Continuation of schoolwide PBIS 	<input checked="" type="checkbox"/> Intervention Level <input checked="" type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input checked="" type="checkbox"/> District Level		
Targeted Group	Bottom 10% attendance/absentees in grades preK-5.			
Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Analysis of attendance data	Leadership team, nurse, secretary	-Attendance data/analysis notes	-time	-scheduled meetings outside of instructional time
Implementation of Second Step Curriculum	Principal & Counselor	-meeting agendas -observation data -student assessments -certificate of online training completion	-time for training -time for observation	-complete online training at own pace -schedule for observation/feedback
Attendance incentive	Principal, Secretary	-list of students rewarded	-collecting data to review -time	-end of month review of attendance percentage

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School: Sugar Creek Elementary				
June 2025 MEASURABLE OUTCOME: An increase in proficiency rates of 9% in English/Language Arts in grades 3-5 on the ILEARN assessment (3% increase each year).				
Objective	By the end of the 22-23 school year, SCES will increase the average proficiency rate in ELA on ILEARN assessment from 53% to 56%.			
Data-Based Rationale	Overall % of proficient students passing (at and above proficiency) the ELA portion on ILEARN 2022-2023: Grade 3: 47% Grade 4: 53% Grade 5: 58% School Average: 53%			
Strategy	Improve core instruction by addressing data driven interventions and planning.			
Activity	<ul style="list-style-type: none"> ● Lesson plans ● Observation/Feedback ● Professional Development ● PLCs 	<input checked="" type="checkbox"/> Intervention Level <input checked="" type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input type="checkbox"/> District Level		
Targeted Group	Students scoring below the Proficient level on the ELA portion of the ILEARN assessment grades 4-5. Students scoring below the High Average category (<60th percentile) on the ELA portion of NWEA for grades K-3.			
Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Professional Development	Principal, Coach, Teachers	-PD Agenda/Training &/or Sign-in sheet	-cost -time out of classrooms	-PD funding -½ day training options
Observation/ Feedback Cycles	Principal/Coach	- Observation/ Feedback notes/ documentation	-time	-schedule
Data Analysis	Principal, Coach, & Grade level teams	-Data Meeting Agenda/Notes -Review NWEA benchmark data (Fall/Winter/Spring)	-time	-scheduled meetings
Weekly PLC meetings	Principal, Coach, Teachers	PLC meeting agenda	-time, training	-Training for all staff; early dismissal

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School: Sugar Creek Elementary				
June 2025 MEASURABLE OUTCOME: An increase in proficiency rates of 9% in math in grades 3-5 on the ILEARN assessment (3% increase each year)				
Objective	By the end of the 22-23 school year, SCES will increase the average proficiency rate in math on ILEARN assessment from 70% to 73%.			
Data-Based Rationale	Overall % of proficient students passing (at and above proficiency) the ELA portion on ILEARN 2022-2023: Grade 3: 59% Grade 4: 74% Grade 5: 76% School Average: 70%			
Strategy	Improve core instruction by addressing data driven interventions and planning.			
Activity	<ul style="list-style-type: none"> ● Lesson plans ● Observation/Feedback ● Professional Development ● PLCs 	<input checked="" type="checkbox"/> Intervention Level <input checked="" type="checkbox"/> Classroom Level <input checked="" type="checkbox"/> School Level <input type="checkbox"/> District Level		
Targeted Group	Students scoring below the Proficient level on the ELA portion of the ILEARN assessment grades 4-5. Students scoring below the High Average category (<60th percentile) on the ELA portion of NWEA for grades K-3.			
Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Professional Development	Principal, Coach, Teachers	-PD Agenda/Training &/or Sign-in sheet	-cost -time out of classrooms	-PD funding -½ day training options
Observation/ Feedback Cycles	Principal/Coach	- Observation/ Feedback notes/ documentation	-time	-schedule
Data Analysis	Principal, Coach, & Grade level teams	-Data Meeting Agenda/Notes -Review NWEA benchmark data (Fall/Winter/Spring)	-time	-scheduled meetings
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SIP Additional Requirements

School: Sugar Creek Elementary	
Sugar Creek Data Dashboard Link	
Curriculum Location and Description	Educators in North Montgomery have created curriculum maps to link local curriculum to Indiana Academic Standards at each grade level and to articulate the skills and strategies that students need as they move from one grade level to the next. Maps are available for staff and parents via the school website. Additional information about our curriculum is available online .
Assessment in Addition to ILEARN	North Montgomery Community School Corporation uses NWEA in grades K-8 and 10 th in addition to ILEARN. Students are assessed three times a year in reading, language use, and mathematics.
Include Needs of all Learners	North Montgomery partners with the West Central Indiana Special Services Cooperative to provide high-quality special education services to our students. The purpose and intent of this joint service program is to operate programs to serve all children with disabilities as defined by Article 7 of the Indiana Department of Education. The administering school corporation is Crawfordsville Community Schools, and as administrative and fiscal agent for the joint service program, it maintains the Joint Service and Supply Fund and receives and disburses in accordance with the provisions of the written agreement. The Co-op provides administrative, psychological, consultative, and related services to the participating school districts.
Opportunities for Parent Participation	Parents are encouraged to participate in school and corporation events through newsletters, Powerschool access, calendar events, and education tips.
Safe and Disciplined Learning Environment	All schools in North Montgomery Community School Corporation complete and update a School Safety Plan to ensure that all students, staff, and visitors come to a safe, equitable environment. Information about our safety requirements is available online .
Technology Initiatives	North Montgomery is making great strides towards full technology integration. Our mission, vision, and action steps for this work are outlined in our Technology Page .
Professional Development Program Narrative	Professional Development throughout NMCSC will be closely tied to information gained from student assessment data and teacher effectiveness of instruction. As we continue to work to meet the needs of all students, our instructional coach and/or principal will meet with grade levels monthly and provide training based on teacher evaluations and progress monitoring data. Grade level teams of general education teachers, teachers of exceptional learners, and paraprofessional aides meet weekly to review data and plan instruction and intervention.
Cultural Competencies	NMCSC serves a diverse and varied population. All school stakeholders are trained to support the following subgroups: ELL, special needs, F/R lunch, and high ability. Students are provided both pull-out and push-in support at the school and classroom level. Additionally, each school encourages positive student behavior through selected experiences, trainings, and programs that support the “whole” child.
Early Learning Academy	The Sugar Creek Early Learning Academy will strive to provide educational, quality child care and learning opportunities for every child. Through discovery learning and play, each child can grow and learn at their own rate. By providing a culture of care and a staff trained in appropriate early childhood foundations, we will provide a learning environment where children feel safe to explore and learn through discovery.

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	<p>North Montgomery maintains a Level 3 in Paths to QUALITY™, Indiana’s voluntary quality rating and improvement system. In addition to creating an environment that promotes children’s learning, we are using a planned curriculum to meet each child’s learning needs. In order to reach Level 3 we have committed to improve program quality for early learners by:</p> <ul style="list-style-type: none">·planning activities that lead to Kindergarten readiness·participating in additional training and education·inviting families to be part of program activities·evaluating and improving our program to provide the best care and learning environment for each child.
Career Awareness and Career Development Plan	<p>North Montgomery is committed to promoting and creating work based experiences infused into daily instruction (K-12). All elementary schools are implementing Second Step curriculum for grades PreK-5. Elementary school counselors are providing career-focused classroom lessons. Grades 6-12 use Naviance to support career pathways.</p>

[Sugar Creek Data Dashboard Link](#)