

Center Grove Community School Corporation

Maple Grove Elementary School

School Improvement Plan

2021-22



This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Center Grove Elementary School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Center Grove Elementary School recognizes Sec 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

Curriculum

The Center Grove Community School Corporation is undergoing a curriculum revision to attain a Guaranteed and Viable Curriculum (G&V). This includes reviewing and organizing state standards into Essential Learnings (EL) with Proficiency Scales to describe the progression of learning on each measurement topic. All curriculum guides are posted in our learning management system (CANVAS) where all teachers have access as well as additional resources. Our process for building our G&V curriculum includes many Curriculum Collaborators per subject. Additionally, we include an item bank for common formative assessments (CFA) per EL as well as a sample CFA that teams can use and modify to assess student learning.

Requirement Pertaining to Goals and Objectives

Center Grove Community School Corporation, specifically Maple Grove Elementary School, demonstrates an exceptional history of academic excellence, both in student achievement and growth. Our continuing goal is to remain a top ranked school corporation in Indiana. We would like to continue to earn a corporation and school level A in the state's A-F accountability model. Our percentage of students passing ISTEP+/ILEARN will continue to rise from the new benchmark established in 2015. Our attendance rate will continue to remain at or above the 95% threshold. In fact, Maple Grove exceeds this each year with attendance rates 97% or higher. Although our data took a bit of a dip in 2018-19 with the new ILEARN test, we are confident we can improve our scores with additional attention given to our at-risk population and overall attention to the area of Math computation.

Center Grove Community School Corporation, specifically Maple Grove Elementary School, has an extensive curriculum, and a variety of instructional strategies and professional development opportunities to meet the needs of our students and staff. These areas drive our school's continuous improvement process. We also incorporate short goals and long term goals, utilize professional learning communities each week, and use a variety of assessments to drive instruction. These include our Common Formative Assessments, NWEA, AimsWeb, and ISTEP+/ILEARN.

Reduction in Absenteeism

Center Grove Community School Corporation, and specifically Maple Grove Elementary School, has an exemplary attendance record of 97% or better. In isolated instances where attendance had become a problem, we utilize the Johnson County Juvenile Probation System, to compel student attendance.

Name and Description and of Assessments in Addition to ISTEP+

The following assessments are in use at Maple Grove Elementary School. Maple Grove Elementary School follows the district and state standards assigned to each grade level for English/Language Arts, Mathematics, Science and Social Studies. The results that follow in this document prove that the assessments are aligned to our curriculum and all instruction is based on high priority curricular needs. The summative assessments noted on the chart below are standardized and are known to be valid, reliable, and unbiased. Assessments are administered with fidelity defined by each assessment

publisher. All students at MGES participate in these assessments and the results that follow in this document accurately represent the students we serve. Accommodations are provided to students who have an IEP, a 504 or an ILP (language learners). Accommodations are provided in a manner that follows the restrictions of the assessment and meets the requirements of the student’s IEP.

Assessment Title and Description	Available Assessments by Grade Level						
	K	1	2	3	4	5	
Reading Assessments							
AIMSweb	x	x	x(ORF)	x(ORF)			3rd-5th for Progress Monitoring
NWEA Reading and Language Usage	x	x	x	x	x	x	
Fountas and Pinnell Guided Reading Levels	x	x	x				
IREAD-3				x			
Mathematics Assessments							
NWEA Mathematics	x	x	x	x	x	x	
AIMSweb	x	x					3rd-5th for Progress Monitoring
Pearson Topic Tests		x	x	x	x	x	
Cognitive Assessments							
CoGat	x		x			x	
IOWA	x						
Elementary Student Survey - BrightBytes		x	x	x	x	x	

Professional Development Narrative

Data Analysis

Maple Grove Elementary School participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative stated assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.

Strategies, Programs, Services, and Activities

- Maple Grove Elementary School, in collaboration with all Center Grove Community School Corporation elementary schools, integrates the Indiana Academic Standards into a locally developed curriculum framework. Our elementary mathematics program follows the Envisions Math Series. This program allows our teachers to spiral the curriculum throughout the school year,

while providing TIER instruction for remediation and enrichment. Our Language Arts instruction focuses on a balanced framework through six research-based practices: Concepts of print, Phonemic Awareness, Phonics, Fluency, Comprehension, and Metacognition. Modeled and Shared reading is one instructional strategy that is used through read-aloud, think-aloud, fluent reading, choral reading, storytelling, and readers' theater. The Guided Reading time is used for flexible groups, literacy work stations, literature circles, book clubs and matching text levels with students. Students also have the opportunity to independent read, and have access to a variety of genres at their independent reading level.

- During the 16-17 school year, Center Grove Community School Corporation adopted the Units of Study from Lucy Calkins. The Units of Study was built on nine bottom line conditions for effective instruction. They are: 1. Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice; 2. Writers deserve to write for real, to write the kinds of texts that they see in the world—nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems—and to write for an audience of readers; 3. Young writers need to be immersed in a listening and storytelling culture where their voices are valued and heard; 4. Writers write to put meaning onto the page. Young people will especially invest themselves in their writing if they write about subjects that are important to them; 5. Children, early in their writing development, need to be taught phonemic awareness and phonics—the instruction that develops their language, and supports and fosters their ability as writers; 6. Children deserve to be explicitly taught how to write. Instruction matters—and this includes instruction in spelling and conventions as well as in the qualities and strategies of good writing; 7. Children deserve the opportunity and instruction necessary for them to cycle through the writing process as they write: rehearsing, drafting, revising, editing, and publishing their writing; 8. Writers read. For children to write well, they need opportunities to read and to hear texts read, and to read as insiders, studying what other authors have done that they too could try; 9. Children need clear goals and frequent feedback. They need to hear ways their writing is getting better and to know what their next steps might be; 10. Professional development is provided through our Instructional Coaches and Instructional Rounds. They also provide model lessons and planning sessions with a focus on sustaining this initiative.
- Maple Grove Elementary School has a Response to Instruction model in place for Tier 2 and Tier 3. At the elementary level, that entails school-wide benchmark screenings in literacy and numeracy through AimsWeb. Students identified as at-risk (Strategic and Intensive) are progress monitored every two weeks.
- Maple Grove Elementary School RTI process is targeted placement of at-risk students in math and reading. Students receive intensive support during a 30 minute RTI block. Tier 2 students who are below the 16th percentile on our universal screeners receive support from an RTI interventionist during the RTI block. Strengthening these Response to Instruction strategies is an overall professional development plan.

Evaluation on the impact of these activities

- Maple Grove Elementary School reviews local formative assessments and standardized summative assessments throughout the school year. Our staff meets in regular Data Team meetings, and the Student Support Team meetings monthly. Weekly, grade-level, special area, and special education PLC groups review classroom best practices. These discussions inform daily instructional practice, quarterly or tri-annually formative assessments (NWEA and AimsWeb). These are benchmark screeners for the yearly state summative assessment given at the end of the school year.

Assurances

- Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency

The MGES learning community develops cultural competency in students and staff through:

- reviewing curriculum for balanced representation
- recognizing and supporting individual identity, family and culture backgrounds, beliefs, and special needs and abilities of students.
- providing access to important and challenging coursework to all students
- reviewing disaggregated student performance data

The school's plan for Cultural Competency includes the following features:

- Instruction that addresses the student's need to understand his/her personal learning, the student's need to understand and respect the learning needs of others, and the role of the school to support student learning about the world and learning programs available in work, careers, and higher education,
- On-going professional discussion to raise awareness of the educational needs of students who live in varied economic environments that include poverty, students from varied ethnicities and cultural backgrounds, students who have one or more challenges to learning that must be addressed by support personnel,
- Offering students multiple opportunities to present their work in varied measures, with creative products, and/or with presentations of varied formats.

Provisions to Maximize Parental Participation

Parent participation is a key component to success within our school. Parents actively support Maple Grove Elementary School by participating in the Parent/Teacher Organization, and by volunteering to assist in classrooms, on field trips, and at athletic and social events. The school organizes several events to facilitate communication between the school and home.

Maple Grove Elementary School views parents as partners in helping students learn. One of the primary aspects of our school program is frequent and regular communication between home and school. The school uses a variety of methods to inform and welcome parents to the school program as participants and decision-makers.

Conferences are held each fall at the end of the first grading quarter in order for parents to speak directly to their child's teacher. Conferences may include samples of student work, discussion of grading and progress reports, results of standardized assessments, and any other topics related to the student's achievement and/or attendance at the school. Teachers use conferences to plan student learning, suggest supports for learning outside the school, and discuss goals for the student in achievement and/or attendance. Additional conferences are held at the request of parents or the teacher throughout the year in order to provide parents with information about performance on ISTEP/ILEARN, NWEA, grade level standards, Tier 2 Support Plan progress, or to celebrate success or discuss ways that parents can support learning.

Parents are informed about their student's progress at the end of each grading quarter and may also receive special information about Tier 2 Support Plan progress. When students are identified for services for special education and/or ENL services, parents are invited to participate in learning plans that address their student's achievement at the school. Parents may bring information from other sources to school meetings and may offer suggestions to change or add services and resources.

The school provides opportunities for parents to participate in learning extensions and in recreational events at the school. Parents receive information and invitations to curricular offerings at events such as Back-to-School Night, MG101 sessions, and additional school sponsored parent trainings. Parents may participate in the Parent-Teacher Organization as leaders and volunteers and may act as class volunteers and field trip chaperones. Teachers offer parents opportunities to learn about and participate in a variety of classroom events. Classroom projects requiring additional supervision and small groups for students engaged in cooperative learning take place at all grade levels.

Provisions to Maintain a Safe and Disciplined Learning Environment

Maple Grove Elementary School maintains a safe and orderly learning environment through conducting emergency preparedness drills during the school year.

The emergency drills include: fire, severe weather, earthquake, and lockdown. These are conducted to ensure that students and staff understand safety procedures. School Resource officers, secure entrances, and security cameras provide an extra measure of safety throughout the building. The school corporation has an electronic visitor check-in system that coordinates with our volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given an ID badge to use while at the school. This measure provides an extra step towards maximizing the security of the main entrance to the building.

Provisions for the Coordination of Technology Initiatives

Technology is changing the way instruction is delivered and material is accessed. Center Grove Community School Corporation strives to develop teachers that understand how to integrate technology at the highest levels to support high learning outcomes for their students. Our district technology team provides many resources and guides our professional development and coaching using the SAMR and Triple E frameworks. We model and stress to teachers that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to do things that previously were unimaginable. In the hands of a well-trained teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work.

We believe in providing all students with opportunities for personalized, connected learning. All students grades K-2 have access to an iPad during the school day, as part of a project called iPossibilities. These students also have access to five classroom Chromebooks to help facilitate collaboration using G Suite. All students grades 3-5 have access to a Chromebook during the school day. They also have access to five classroom iPads to help encourage creativity. All middle school and high school students have access to an iPad 24/7, as part of a project called Mobile Minds. We believe in the ISTE Standards for Students and strive to develop students into empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and

global collaborators. We believe this environment develops a well-rounded student who is college and career ready. Data from BrightBytes, an annual survey we administer to determine the effectiveness of technology in improving student achievement, reveals we are above the national average in our classroom implementation, access, skills, and environment scores.

Maple Grove Elementary School

Statutory Requirements:

Superintendent Signature

Date

BOARD APPROVED ON SEPTEMBER

EXCLUSIVE REPRESENTATIVE SIGNATURE ON SEPARATE PAGE