

Hickory Elementary School School Improvement Plan



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www.avon-schools.org

Avon Community School Corporation Mission Statement

belong · learn · grow

ALL

Our Vision

Nationally recognized district of choice that embraces all students and prepares them to grow and thrive for their future.

We Believe

- All students can learn and achieve to **high standards** throughout their lives.
- All students can become **expert learners**.
- **Social-emotional well-being** is essential for academic learning.
- Learners and their educators are **highly diverse** and require **flexible supports**.
- **Collaboration** among educators across disciplines and roles is essential.
- All students need and deserve a safe physical and emotional **learning environment**.
- **Relationships** are the foundation for growth and success.

Strategic Goals

- In cooperation with our community, we will become a Professional Learning Community (PLC) improving student achievement by providing equitable experiences and opportunities for all students.
- Create systemic and purposeful innovation opportunities to develop critical thinkers.
- Support student well-being, mental wellness, and the whole child (healthy, safe, engaged, supported, and challenged).

Hickory Elementary School Mission Statement

We Grow Leaders and Learners Here!

Curriculum

Hickory Elementary School is aligned to the Indiana Academic Standards as a curricular framework. These standards can be accessed through the Avon Community School Corporation website at avon-schools.org. The curriculum is updated yearly and includes the subjects of language arts, math, science, health, social studies, music, art, physical education, and technology. Copies of the curriculum are available in the school office, each classroom, and the central office.

Requirements Pertaining to Goals and Objectives

By May 2022, 3rd and 4th grade students at Hickory Elementary School will increase MATH student achievement scores from 65% proficient/above proficient to 75% proficient/above proficient as measured by the ILEARN assessment.

PLC Grade Level MATH SMART Goals:

- Kindergarten: By December, 90% of students will be able to write number 0-10
- First Grade: By December, 100% of students will 80% proficient on the fluency portion of their math assessment.
- Second Grade: By September, 80% of students will be proficient in place value to the hundreds place.
- Third Grade: By May 2022, students will increase their mean RIT score on the NWEA Computation Strand from 184 to 197.
- Fourth Grade: By September, 60% of students will be proficient at standard 4.AT.1

By May 2022, 3rd and 4th grade students at Hickory Elementary School will increase ELA student achievement scores from 51% proficient/above proficient to 61% proficient/above proficient as measured by the ILEARN assessment.

PLC Grade Level ELA SMART Goals:

- Kindergarten: By December, 85% of our students identify/name 52/52 letters.
- First Grade: By December, 85% of students will be able to meet benchmark CLS in one minute or less.
- Second Grade: By May 2022, 80% of students will be proficient (80% or above) in decoding two syllable words with the six major syllable patterns.
- Third Grade: By December, students will increase their ORF proficiency from 70% to 75% average words read correctly per minute (86 wpm).
- Fourth Grade: By October, 70% of students will be proficient at standard 4.RN.2.2

The curriculum, instructional strategies, professional development initiatives, and assessment programs outlined below support all students and drive the school's continuous improvement process. School Wide Goals are supported by the student-focused instructional goals generated through PLCs and Rtl.

Reduction in Absenteeism

Hickory Elementary recognizes that daily attendance is essential for success in school. Student absences can be reported through the school's automated attendance system, sending a note to the teacher, or speaking directly with a school secretary. Hickory Elementary works jointly with the Hendricks County Prosecutor and Child and Family Services to increase attendance in the school. Attendance letters are sent to parents by a school administrator when a student has five, seven, and ten school absences. When a student has accumulated twelve absences, the administration sends a letter to the parents and an attendance contract is established. When two additional unexcused absences occur, the school may refer the parents to Project Attend, a committee made up of a school administrator, a prosecuting attorney, and the family.

Name and Description of Assessments

ILEARN is the Indiana State Academic Test. Results of the tests are to be used to plan instruction and identify student strengths and weaknesses in Math, Language Arts, and Science.

IREAD 3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four".

NWEA is a computerized adaptive test called Measure of Academic Progress, or MAP. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

Universal Screeners are standardized, individually administered assessments for kindergarten through fourth grade. They provide beginning, middle, and end-of-the-year benchmarks in the following areas: letter naming fluency, initial sound fluency, phoneme segmentation, nonsense word fluency, comprehension skills, and oral reading fluency. Classroom teachers use the results to plan instruction and identify individual students needing intervention strategies.

Dyslexia Screener: The MAP Reading Fluency Dyslexia Screener is our Universal Screener. This screener covers the following areas: Phonological and Phonemic Awareness, Alphabet Knowledge, Sound and Symbol Recognition, Decoding, Rapid Naming, and Encoding.

Professional Development Narrative

- **Data Analysis**

- Hickory Elementary School participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunities 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 state assessments and local formative assessments. Data is analyzed to determine core program effectiveness and remediation interventions used to close the achievement gaps.
- Attached is a school level breakdown of key data points tracked as part of our on-going cycle of improvement.

- **Strategies, Programs, Service, and Activities**

- Hickory Elementary School delivers a strong core content based on the Indiana Academic Standards and locally developed focus standards. Our mathematics program, Bridges Math, provides a strong conceptual based focus. Enrichment and extension activities are built within the core curriculum. Bridges Intervention is available for student who need intervention services. Last year, we adopted three new components to our ELA curriculum: Wit and Wisdom, Geodes, and Foundations. We prioritize our core ELA and Mathematics programs. Each grade level has an uninterrupted 90 minute block for ELA. The mathematics block consists of a 60 minute core block and 20 minutes for Number Corner. Hickory also supports the social/emotional needs of all learners through our Second Step SEL curriculum.
- Hickory Elementary provides Tier 2 support for students during our daily 30 minute WIN (What I Need) time. This is also a time when students can receive enrichment activities and goal specific small group work for ILP and IEP students. If students are not showing progress or slow progress through Tier 2 support, then they are referred to our Tier 3 Intensified Team where a student specific plan can be developed.
- Professional development in our core curricular areas is a priority, and this is supported through the locally delivered professional development designed by our instructional coach and our ELA and Math Teacher Leaders.
- Professional development in the areas of PBIS, DEI, technology, and instructional strategies for diverse learners will be provided by our Lead Teachers in these areas.

- Professional development opportunities in the areas above will be offered during monthly staff meetings, Fill Your ToolKit Friday sessions, district planned PD days, and digitally through various technology platforms.
- **Evaluation on the impact of these activities**
 - On-going review of local formative assessments and standardized evaluations allow Hickory Elementary staff to monitor core program and Rtl progress on a continual basis. Weekly, PLC review of classroom best practices informs daily practice. Quarterly or triannual formative assessments serve as benchmarking screeners. High-stakes summative assessments provides feedback on student learning and core instruction.
- **Assurances**
 - The IDOE Legal Standards for accreditation assurances have been completed.

Cultural Competency

Hickory staff currently track test data on the following culturally diverse groups: special education, limited English proficient, gender, socio-economic, and ethnicity. The data is analyzed and needs will be identified in both language and math. To meet the needs of each student at their instructional level, a 30 minute WIN time has been implemented into the school day for grades K-4. For 30 minutes, students are grouped according to instructional need and receive direct instruction in this area.

Our ELL students are supported by a certified ELL teacher and one assistant. Students are provided support in both pull-out and push-in programs, with the primary support being provided in collaboration with the classroom teacher daily. The ELL staff collaborates with classroom teachers to provide instructional strategies and tools to help students work on both the oral and reading skills necessary as they acquire a strong foundation in the English language.

For the 2021-2022 school year, we will continue to focus our efforts in creating and fostering a climate that is caring for others, while ensuring that our school and classroom settings are safe and secure. Our PBIS plan includes a matrix that outlines how students can be Respectful, Responsible, Safe, and a Learner in all areas of the school. We will continue to utilize our school counselor and social worker to help support students through small groups and lessons, as well as provide resources and supports to teachers and parents.

Anti-bullying lessons are taught in all classrooms, per new state legislation. Student Council leads multiple opportunities during the year to help students work collaboratively and in a supportive manner. We also devote time to providing student's leadership opportunities throughout the school, providing for those in need through various fundraising and donation opportunities, and supporting our environment through recycling efforts.

Provisions to Maximize Parental Involvement

The administration and staff at Hickory Elementary School support the involvement of parents. Parents volunteer in the classrooms, tutor students, share knowledge and expertise as related to curricula, supervise students on field trips, and provide assistance in the school office. Additionally, a *Helping Hands Coordinator* is assigned by the Hickory PTO to act as a liaison between the school and parent volunteers. Staff members are able to contact the *Helping Hands Coordinator* whenever special assistance is needed. The *Coordinator* contacts parents and arranges for their assistance in providing a valued service to the school, students, and staff.

Parent participation and involvement are strengths of the Avon Community School Corporation and Hickory Elementary. Daily volunteer sign in sheets are in the office and parents are required to sign in via the Safe Visitors portal. All visitors receive a visitor badge upon entering the classroom and/or school. All classroom volunteers must have a background check completed.

Parent volunteers provide assistance in a variety of ways including: learning centers, accelerated reading and math groups, small group instruction, group projects, speech and hearing screening, laminating, field trips, bulletin boards, copying, crafts, typing stories, classroom organization, and creating learning activities.

Various activities are sponsored each year through our PTO to allow parents and students to interact with teachers, staff, and one another. These include Engineering Night, Family Game and Book Fair nights, Spirit Nights, Winter Carnival and Dinner, classroom parties and celebrations, Before or After School Clubs, Silly Safari show, and monthly convocations.

The Mission of the Hickory Parent Teacher Organization is as follows:

The Hickory Parent Teacher Organization (PTO) strives to support the Hickory students, staff, and families by enhancing the academic and social environment of our school.

All families and staff members at Hickory Elementary are members of the PTO. Participation of PTO members is vital to ensure that the following goals are fulfilled:

*Complement school curriculum by providing additional opportunities for students as they grow academically and socially.

*Support innovation and creative teaching strategies by sponsoring teacher grants that have a positive effect on student achievement.

*Create a positive community spirit among the students, staff, and families of Hickory Elementary.

*Provide a non-biased forum for parents to stay up-to-date and share information on Hickory events and educational issues.

*Raise funds throughout the school year in order to support our mission.

Provisions to Maintain a Safe and Disciplined Learning Environment

Hickory Elementary School conducts emergency preparedness drills during the school year. These drills include: fire, severe weather, violent intruder, and bus evacuation. The Hickory Elementary School building has a secure entrance. This requires all visitors to enter through the office, identification is verified, and a visitor pass is given when appropriate. All other exterior doors are locked and must be unlocked using a school identification badge. Hickory is also equipped with security cameras on the exterior and interior of the building to help monitor in and out traffic.

The five person Avon Community School Corporation Police Department operates daily out of our three secondary buildings. These officers are available throughout the school day to assist each building. Hickory has one trained School Safety Specialist who attends regular state and local school safety meetings.

Hickory Elementary School implements a schoolwide behavior plan which includes positive behavior support. At the beginning of each school year, behavioral expectations are shared with students through classroom meetings. Procedures and policies are shared with new students as they enroll. Reminders of expectations are posted throughout the school.

Provisions for the Coordination of Technology Initiatives

Hickory Elementary continues to implement programs that utilize the technology present in the building. Teachers have easy access to multiple forms of technology including one portable lab, laptops in the room, and notebooks for professional use. In addition to this, Hickory has two fully equipped computer labs. There are four Dell laptop computers and a LCD projector in the media center. Students access the Online Public Access Catalogue (OPAC) to locate books or other media resources. This virtual library site also includes age appropriate websites within the search parameters. Students are taught how to access OPAC from school computers, as well as the web-based OPAC at home. Each classroom comes equipped with a minimum of five laptops, which include mice, keyboards, and headphones to be used by students. Also included is a LCD projector mounted from the ceiling with remote control as well as a

portable document camera to allow more student participation during instruction. Hickory is equipped with advanced wireless technology. This means teachers/guests can access our school network and the Internet anywhere in the building. Teachers are proficient in the use of Microsoft Outlook, Microsoft Word, PowerSchool, Parent Square and a wealth of curriculum-related software programs available on our school server. Many teachers use Power Point, Prezi, Microsoft Publisher, and other multi-media programs to produce projects in their classrooms. Many of these teachers teach students how to create projects also using these programs therefore enhancing their understanding. Avon has adopted the following Technology Benchmarks for teachers:

- Utilize an electronic grade book
- Develop lesson plans on the computer using Microsoft Office
- Report attendance through the network
- Demonstrate proficiency in using spreadsheet technology by submitting data on Microsoft Excel
- Be able to use Power Point for lesson presentations and faculty reporting
- Utilize OPAC for lessons and research
- Access the Internet for research to enhance student learning
- Use the Wide Area Network (WAN) to communicate within the school corporation
- Demonstrate proficiency in using the electronic forms and process for case conferences and developing the IEP (special education staff)
- Demonstrate proficiency in using technology related to Indiana IEP (special education staff)
- Communicate with staff using e-mail
- Create an electronic report card

Avon Community School Corporation's Technology Integration Specialist, along with building based academic coaches, work together with the teachers to familiarize them in available technology, enhance the integration of technology into the curriculum, and facilitate mastery of the technology skills. These specialists offer on-site training, and have regularly scheduled visits to each school. The use of technology is prevalent not only in the classroom, but in the school office, clinic, and cafeteria. The principal and school secretary maintains student records and reports on PowerSchool. Secretaries and administration use Versa Trans to make transportation decisions. The school treasurer utilizes software to maintain financial records, purchase orders, and building inventories.

| Hickory Elementary | | | | | |
|---|--|----------------|----------------|----------------|------------------|
| 2740 | | | | | |
| | | 2018-19 | 2019-20 | 2020-21 | 2021-2022 |
| Number of Students | | 500 | 512 | 472 | 529 |
| % of Students who are Economically Disadvantaged | | 29% | 31.40% | 35.40% | 31% |
| % of Students who are English Learners | | 9% | 10.90% | 12.90% | 15.50% |
| % of Students who have a Disability | | 19.40% | 18.60% | 18.40% | 15.50% |
| % of Students who are Asian | | 7.80% | 8.40% | 8.10% | 9.50% |
| % of Students who are Black/African American | | 12.40% | 14.60% | 16.70% | 18.90% |
| % of Students who are Hispanic | | 7.40% | 6.80% | 9.10% | 9.50% |
| % of Students who are Multiracial | | 4.60% | 5.50% | 7.40% | 7.10% |
| Model Attendees | | 81.40% | | | Goal-83% |
| | | | | | |
| | | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| State Accountability Letter Grade | | B | B | | SIP Goals |
| ISTEP+/ILEARN Proficient in Both ELA and Math | | 61.40% | | 46.80% | |
| ISTEP+/ILEARN Proficient in ELA | | 65.30% | | 51.40% | 61%-Goal |
| ISTEP+/ILEARN Proficient in ELA-3rd Grade | | 65.74% | | 45.53% | |
| ISTEP+/ILEARN Proficient in ELA-4th Grade | | 63.30% | | 57.41% | |
| ISTEP+/ILEARN Proficient in Math | | 77.20% | | 64.50% | 75%-Goal |
| ISTEP+/ILEARN Proficient in Math-3rd Grade | | 78.70% | | 58.93% | |
| ISTEP+/ILEARN Proficient in Math-4th Grade | | 73.39% | | 70.40% | |
| IREAD-3 Proficient Percentage | | 96.26% | | 88.39% | |
| NWEA: 3rd Grade Students at 50% or above in Reading | | 77.80% | | 58.62% | 60%-Fall |
| NWEA: 4th Grade Students at 50% or above in Reading | | 74.10% | | 66.12% | 62%-Fall |
| NWEA: 3rd Grade Students at 50% or above in Math | | 81.50% | | 67.24% | 58%-Fall |
| NWEA: 4th Grade Students at 50% or above in Math | | 74.10% | | 71.07% | 68%-Fall |



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

IDOE School Improvement and Professional Development Corporation Level Assurance Form Superintendent / Exclusive Representative

Used ONLY When Exclusive Representative Signs Once For ALL Schools.

Signatures

| | |
|--------------------|-----------------------------------|
| Corporation Number | 3315 |
| Corporation Name | Avon Community School Corporation |

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

| | |
|-----------------------------|----------------------|
| Superintendent Name (Print) | Scott Wyndham |
| Superintendent Signature | <i>Scott Wyndham</i> |
| Date Signed | 10/7/21 |

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

| | |
|---------------------------------------|------------------|
| Exclusive Representative Name (Print) | Suzy Lebo |
| Exclusive Representative Signature | <i>Suzy Lebo</i> |
| Date Signed | 10/5/21 |

This signed form should be kept on file at the district office AND copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

IDOE School Improvement and Professional Development Building Level Assurance Form Principal / Exclusive Representative Signatures

Used Only When Exclusive Representative Signs Each School Individually.

| | |
|---------------------|--------------------|
| DOE Building Number | 2740 |
| Building Name | Hickory Elementary |

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

| | |
|------------------------|-----------------------|
| Principal Name (Print) | Keary Rininger |
| Principal's Signature | <i>Keary Rininger</i> |
| Date Signed | 9/28/21 |

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan"

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

| | |
|---------------------------------------|-------------------------|
| Exclusive Representative Name (Print) | Stephanie Fetzer |
| Exclusive Representative Signature | <i>Stephanie Fetzer</i> |
| Date Signed | 9-28-21 |

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.

