

Center Grove Community School Corporation

Walnut Grove Elementary

School Improvement Plan 2024-2025



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. Walnut Grove Elementary suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Walnut Grove Elementary 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 (ELs) with Proficiency Scales/Levels 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 includes many Curriculum Collaborators per subject. Additionally, we include an item bank for common formative assessments (CFAs) per EL as well as a sample CFA that teams can use and modify to assess student learning.

Requirement Pertaining to Goals and Objectives:

Walnut Grove Elementary School demonstrates an exceptional history of academic excellence, especially in student achievement. Our continuing goal is to address student academic growth and to help children reach maximum learning. The percentage of students passing the newly formed state assessment (ILEARN) will continue to rise from the new benchmark established this year. With due diligence our attendance rate will continue to rise and return to above the 95% threshold. The curriculum, instructional strategies, professional development initiatives, and assessment program outlined below support all students and drive the school's continuous improvement process. Longitudinal goals (like continued ILEARN success and improvement) are supported by the daily, smaller, student-focused instructional goals generated through PLCs and RTI.

Reduction in Absenteeism:

Center Grove Community School Corporation, and specifically Walnut Grove Elementary School, has an exemplary attendance record. In isolated instances where attendance does become a problem, we utilized the Johnson County Juvenile Probation System, to compel student attendance.

Name and Description and of Assessments in Addition to State-Mandated Assessments:

Walnut 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 Walnut Grove 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.

	Available Assessments by Grade Level
--	---

Assessment Title and Description	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	
Scholastic Guided Reading Levels	x	x	x	x	x	x	
IREAD-3			x	x			
Mathematics Assessments							
NWEA Mathematics	x	x	x	x	x	x	
AIMSweb+	x	x					3rd-5th for Progress Monitoring
<i>Math Essential Learning Assessments</i>	x	x	x	x	x	x	
Cognitive Assessments							
CogAt	x		x			x	
Climate and Behavioral Assessments							
Elementary Student Survey - SEL	x	x	x	x	x	x	
Parent Survey	Parent Survey						
Staff Survey	Staff Survey						

Professional Development Narrative:

Data Analysis

Walnut Grove Elementary School, like all Center Grove Community School District Schools, 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

- Walnut 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 Pearson enVision 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 comprehensive 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 independently 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 adheres to the nine bottom line conditions for effective instruction. They are: 1. Writing needs to be taught like any other basic skills, with explicit instruction and ample opportunity for practice; 2. Writers deserve to write the kinds of texts that they see in the real 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. Professional development is provided to teachers through our Instructional Coaches, Writing Curriculum Collaborators, and Instructional Rounds. They also provide model lessons and planning sessions with a focus on sustaining this initiative.
- Walnut Grove Elementary School has a Response to Instruction model in place for Tier 2 and Tier 3 students. The Response to Instruction model entails school-wide benchmark screenings in literacy and numeracy through AIMSweb+, NWEA, and Scholastic Assessment Systems. Students identified as at-risk (Strategic and Intensive) receive tiered instruction through the RTI process and are progress monitored every two weeks.
- Walnut Grove Elementary School's RTI process is targeted placement of at-risk students in math and reading. Students receive intensive support during a 30 minute RTI block in math or reading. Students that need extra support in one of these core subjects receive specialized instruction during another designated time during the school day. Strengthening these Response to Intervention strategies is an overall professional development plan.

Evaluation on the impact of these activities

Walnut Grove Elementary School reviews local formative assessments and standardized summative assessments throughout the school year. Our staff meets in weekly Grade Level PLCs, bi-monthly Data Team meetings, and our Student Support Team meets every three weeks. Weekly, grade-level, special area, and special education PLC groups collaborate to discuss, document, and review classroom best practices. PLC discussions detail daily instructional

practice, quarterly assessments (Math Essential Learning Assessments), or tri-annually formative assessments (NWEA, AIMSweb+, Scholastic Next Steps to Guided Reading Assessment). 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:

District's Diversity, Equity and Inclusion Commitment: The Center Grove Community School Corporation is committed to keeping diversity, equity and inclusion at the forefront of its goal of creating an environment where all staff, students and community members feel a sense of belonging. The CGCSC staff understands this work is never complete, and will always strive to learn, grow, change and adapt to the needs of our students, staff, and community.

District's Equity Engagement Vision Statement: The Center Grove Community School Corporation seeks to understand the current culture in our school buildings in order to make recommendations that will help create an environment where all students feel comfortable and supported in order to reach their personal and academic potential. We will provide educational opportunities for students and staff to learn how to treat one another and empathize with one another.

The Center Grove Community School Corporation utilizes a district-level Equity Task Force dedicated to inspire, empower, and lead a culture of equity and well-being for students, staff, and community.

The WGES 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 are actively encouraged to support Walnut Grove Elementary School by volunteering to assist in classrooms, on field trips, and

social events. A Parent and Teacher collaboration will be developed throughout the school year to increase parent participation and organization of school wide events. The school organizes several events to facilitate communication between the school and home.

Walnut Grove Elementary recognizes the importance of communication between school, community, and home. Parents, teachers, and school administrators participate in active communication using a variety of formal and informal methods; phone calls, monthly collaboration meetings, newsletters, emails, notes home, conferences, and social media.

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, 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 and Parent Teacher Conferences.

Parents will provide support and participation for the school improvement plan in the following ways:

- Parents will support academic goals for students by helping students be in daily attendance at the school.
- Parents will support student achievement by participating in school activities and attending information meetings.
- Parents will attend and participate in conferences at the school when their student's progress in academics and behavior are discussed.
- Parents will stay informed about the progress of the school's program planning and data analysis through newsletters, the school website, and information shared about the school improvement process.
- Parents will be able to stay informed of their child's progress by registering in Skyward Family Access, an online service available to all CGCSC parents. They will be able to check their child's attendance, food records, etc.

Provisions to Maintain a Safe and Disciplined Learning Environment:

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

Emergency Preparedness drills include: fire, tornado, severe weather, lock down, and bus evacuation drills to ensure that students and staff understand safety protocol and procedures. The Walnut Grove Elementary School building has a secure entrance and security cameras that provide safety around 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 a ID badge to use while inside the school. This measure provides an extra step towards maximizing the security of the main entrance to the building. The Center Grove Community School Corporation Police Department officers visit our building daily, and they are available throughout the school day to assist buildings.

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.

Statutory Requirements:



September 25, 2024

Superintendent Signature

Date

BOARD APPROVED ON SEPTEMBER 19, 2024

EXCLUSIVE REPRESENTATIVE SIGNATURE ON SEPARATE PAGE (stored at building)

Center Grove Community School Corporation
Walnut Grove Elementary School
School Improvement Action Plan 2024-25

Goal	To increase reading achievement scores in ILEARN (+2%) and IREAD (+2%) through a focus on a comprehensive literacy framework which emphasizes comprehension, fluency, and decoding skills.																		
Benchmarks	Walnut Grove Data:																		
	ILEARN (ELA Pass proficiency)	2023-24	2024-25																
		Grade 3- 48.4%	Grade 3- 51.5%																
		Grade 4- 59.2%	Grade 4- 61.4%																
		Grade 5- 76.1%	Grade 5- 63.6%																
		School 60.6% Proficient	School 59.1% Proficient																
	IREAD	Grade 2- 63%	Grade 2- 53%																
		Grade 3- 86.6%	Grade 3- 87.1%																
Supporting Data	<p>Third, fourth, and fifth grade Reading ILEARN scores by subgroup show a discrepancy between Special Education student performance and General Education students. Additionally, Free and Reduced students along with African American/Black and Hispanic students perform significantly lower than the group % Pass rate. The achievement gap between the groups is detailed below:</p> <p>Building - ELA Pass %</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #d3d3d3;">Year</th> <th style="background-color: #fff2cc;">General Ed</th> <th style="background-color: #fff2cc;">Special Ed</th> <th style="background-color: #d9ead3;">Not F/R</th> <th style="background-color: #d9ead3;">Free and Reduced</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d3d3d3;">2024</td> <td style="background-color: #fff2cc;">70.4%</td> <td style="background-color: #fff2cc;">14.3%</td> <td style="background-color: #d9ead3;">67.7%</td> <td style="background-color: #d9ead3;">30.9%</td> </tr> <tr> <td style="background-color: #d3d3d3;">2023</td> <td style="background-color: #fff2cc;">68.3%</td> <td style="background-color: #fff2cc;">20.4%</td> <td style="background-color: #d9ead3;">66.4%</td> <td style="background-color: #d9ead3;">35.9%</td> </tr> </tbody> </table>				Year	General Ed	Special Ed	Not F/R	Free and Reduced	2024	70.4%	14.3%	67.7%	30.9%	2023	68.3%	20.4%	66.4%	35.9%
Year	General Ed	Special Ed	Not F/R	Free and Reduced															
2024	70.4%	14.3%	67.7%	30.9%															
2023	68.3%	20.4%	66.4%	35.9%															
Targeted Subgroups	<ul style="list-style-type: none"> ● Special Education ● Socioeconomic Status 																		

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will research and reflect on the components of a Reading Framework and the CGCSC Prominent Practices. Specifically, teachers will implement Interactive Read-Alouds, Word Study through phonics instruction in Grades	Students will have literacy experiences within a comprehensive reading framework that encompasses Language Comprehension and Word Recognition through: Shared Reading, direct instruction, Intervention and Extension,

**Center Grove Community School Corporation
Walnut Grove Elementary School
School Improvement Action Plan 2024-25**

<p>K-2, and data-informed small groups.</p> <p>This framework was developed by the T&L Department and the Reading Curriculum Collaborator’s Team.</p> <p>Teachers will learn how the Reading Prominent Practice components align to the <i>New Art and Science of Teaching</i> instructional framework.</p>	<p>Word Study/Phonics, and Interactive Read-aloud.</p>
---	--

<p>Research Supporting Instructional Strategies</p>	<p><u>PLC and BEST PRACTICES</u></p> <ul style="list-style-type: none"> ● Marzano, R.J. & Pickering, D.J. (2001) <i>Classroom Instruction that Works</i>. Alexandria: Association for Supervision and Curriculum Development. ● Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P., & Grift, G. (2016) <i>Collaborative Teams That Transform Schools: The Next Steps in PLCs</i>. Bloomington: Marzano Research Laboratory. ● Dufour, R., DuFour, R., Eaker, R., Many, T., (2017) <i>Learning By Doing</i>. Bloomington: Solution Tree. ● Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T.W. (2016) <i>Frequently Asked Questions About Professional Learning Communities at Work</i>. Bloomington: Solution Tree. ● Marzano, R.J et al. (2018) <i>Leading a High Reliability School</i>. Bloomington: Solution Tree. ● Marzano, R.J. (2017) <i>The New Art and Science of Teaching</i>. Bloomington: Solution Tree ● Boushey, G., & Moser, J. (2016) <i>Math Daily 3</i>. Portsmouth: Stenhouse <p><u>GRADUAL RELEASE OF RESPONSIBILITY</u></p> <p>Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. <i>Contemporary Educational Psychology</i>, 8, 317–344.</p> <p><u>READING</u></p> <ul style="list-style-type: none"> ● Allington, R. L. (2012). <i>What really matters for struggling readers: Designing research-based programs</i> (3rd ed.). Boston: Allyn and Bacon. ● Burkins, J. & Yates, K. (2021) <i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom</i>. Portsmouth: Stenhouse. ● Collins, K. (2004). <i>Growing Readers: Units of Study in the Primary Classroom</i>. Portland: Stenhouse. ● Fisher, D. & Frey, N. (2021). <i>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</i> (3rd ed.). Alexandria: ASCD. ● Gough, P. and Tunmer, W. (1986). Decoding, reading, and reading
---	--

Center Grove Community School Corporation
Walnut Grove Elementary School
School Improvement Action Plan 2024-25

	<p>disability. Remedial and Special Education, 7, 6–10.</p> <ul style="list-style-type: none"> ● Lane, H. et al (2022). University Florida Literacy Institute (UFLI) Foundations. Ventris Learning. ● Routman, R. (2003). <i>Reading Essentials: The Specifics You Need to Teach Reading Well</i>. Portsmouth: Heinemann. ● Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), <i>Handbook for research in early literacy</i> (pp. 97–110). New York, NY: Guilford Press. ● Scharer, P. (2018). <i>Responsive Literacy: A Comprehensive Framework</i>. Scholastic. ● Simms, J. & Marzano, R. (2019). <i>The New Art and Science of Teaching Reading</i>. Bloomington: Solution Tree Press.
--	---

Professional Development

Action	Timeline
PLCs will receive professional development to increase the use of effective reading best practices and to learn content in the sciences of reading.	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.
Primary teachers will be offered an opportunity to learn best practices in implementation of phonics skills from UFLI staff developers.	July 2024
Intermediate teachers will be offered an opportunity to participate in a book study on <i>Shifting the Balance</i> to learn how to implement strategies in line with Science of Reading.	TBD
Technology professional development will occur to increase teachers' knowledge, understanding, and use of tools to improve the connected learning experience.	Ongoing during weekly PLC meetings, staff meetings, staff emails, grade-levels and professional development outreach sessions.

Monitoring System

Action	Review and Revision
--------	---------------------

**Center Grove Community School Corporation
Walnut Grove Elementary School
School Improvement Action Plan 2024-25**

Professional observation/evaluation and feedback	Ongoing
Instructional Coaching provided to teachers based on individual goals	Ongoing
Professional Learning Community data analysis and planning	Weekly
Leadership Team Conversations	Bi-Weekly
Principal PLC accountability system collaboration	Quarterly



Indiana Department of Education

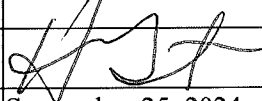
Dr. Katie Jenner, Secretary of Education

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

Used Only When Exclusive Representative Signs Each School Individually.

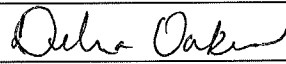
DOE Building Number	3438
Building Name	Walnut Grove Elementary School

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)	Heather Gant
Principal's Signature	
Date Signed	September 25, 2024

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)	Debra Oakes
Exclusive Representative Signature	
Date Signed	September 25, 2024

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.