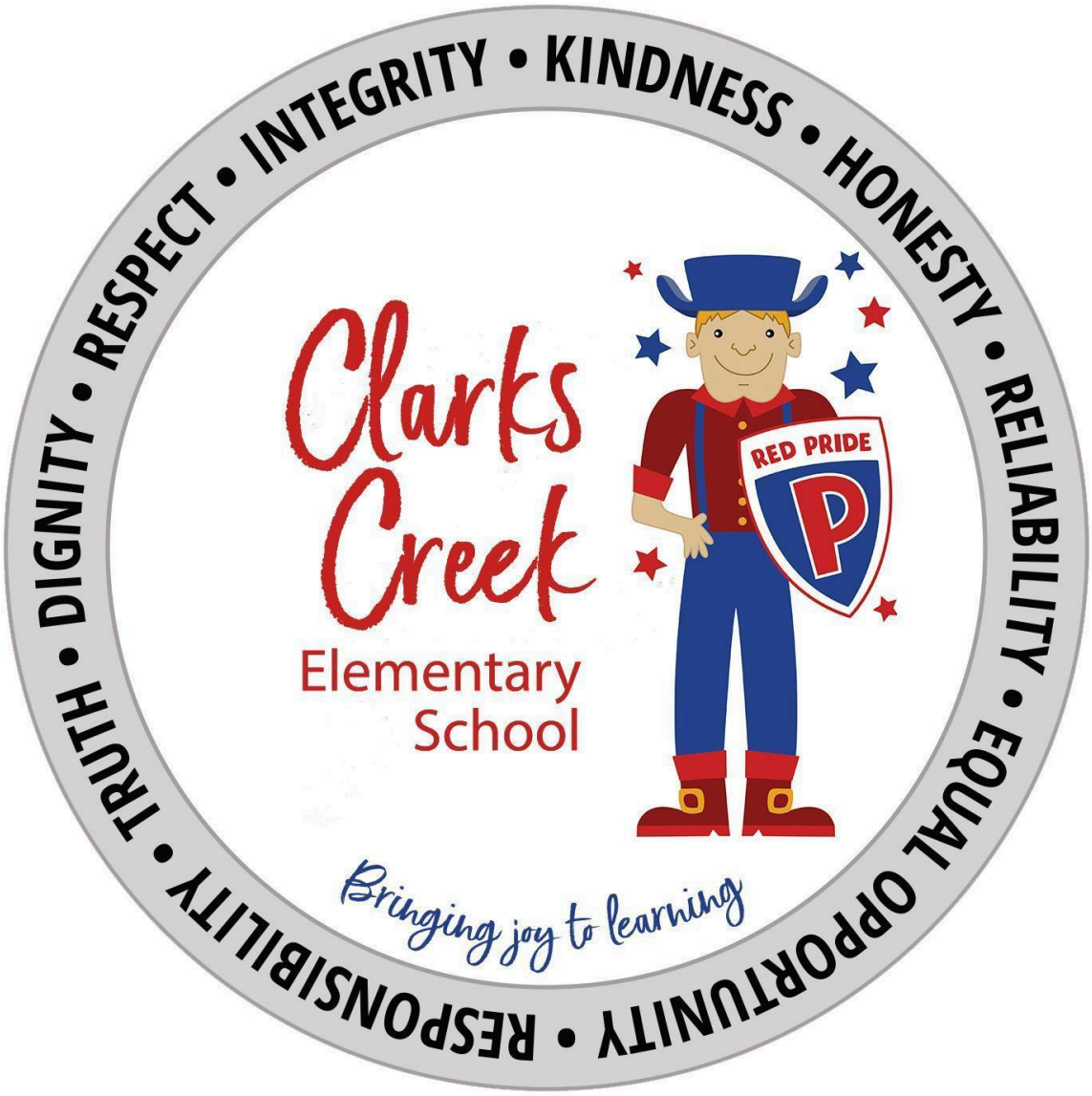


SCHOOL IMPROVEMENT PLAN

2026-2027

CLARKS CREEK ELEMENTARY

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Part 2: Additional Narrative for PL221 Compliance - School Improvement Team

- Ryan King, Principal
- Rachel McGinn, Assistant Principal
- Jennifer Johnson, Kindergarten Teacher/Parent
- Dayna Cade, 1st Grade Teacher
- Lisa Freeland, 2nd Grade Teacher
- Haley Milhon, 3rd Grade Teacher
- Eric Stuffle, 4th Grade Teacher
- Chandis Kottkamp, 5th Grade Teacher
- Holly Collins, Art Teacher/Parent
- Sara Allen, Union Representative
- Kim Price, PTO President/Parent

Statement of Mission & Beliefs

Corporation Mission Statement:

Bringing joy to learning.

School Mission Statement:

Bringing joy to learning.

Part 1: Schoolwide Planning: Introduction

Narrative Description of the School

Clarks Creek Elementary School is located at 401 Elm Drive in Plainfield, Indiana. Clarks Creek opened its doors to all of the fourth and fifth-grade students in Plainfield for the first time in August of 2008. The school currently serves students in kindergarten to fifth grade. The current enrollment is 515 students. Clarks Creek Elementary School has twenty general education classroom teachers, and full-time art, music, and physical education teachers. The school also has five full-time special education teachers serving students with a wide variety of abilities and support needs. In addition to students receiving services for learning disabilities, speech and language impairments, and medical needs, our school is home to the district's elementary program for students with significant intellectual disabilities. These students are served through programming in our life skills and functional skills programs, as well as within the general education setting. Each of the teachers of students with special needs is fully certified within his/her area of instruction. We also have one multi-lingual learner teacher to support those learning English as a second language.

Other staff members include: principal, assistant principal, a school counselor, building secretary/treasurer, 22 classroom teachers, 3 specials area teachers, 6 special education teachers, a teacher serving multi-lingual learners, registered nurse, behavior assistant, an office assistant, a technology assistant, a media assistant, assistants to each of the special education teachers (other than speech), an assistant to support our English language learners, and Title I and general education assistants working with our intervention programs.

We are proud of our diverse student body and are pleased with the opportunities it gives our students to create a better understanding of others' differences and similarities. Our students are a melting pot of different cultures. They represent a large number of different ethnic groups and speak approximately nineteen different languages.

Clarks Creek Elementary School serves a varied socio-economic community. Many of our families reside in single-family dwellings with a significant percentage of families living in renter-occupied units. Approximately sixty percent of our students will receive financial assistance for free or reduced-price lunch.

Narrative Description of the Community

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves approximately 23,000 residents of Guilford Township, including the town of Plainfield, through a preschool, five K-5 elementary schools, a middle school for grades six through eight, and a high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for their over 5, 970 students. Plainfield is located north of Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five (5) member Board of School Trustees, elected on an at-large non-partisan basis during the primary elections to four-year, staggered terms, governs the school corporation.

The township and community is primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown Indianapolis and the Indianapolis International Airport. In the past several years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of millions of square feet of light industrial and distribution centers, and retail development. The population of Plainfield has increased at an annual rate of about 2.3%.

Plainfield's student population has increased every year until last year, but we're back on trend with an increase again this year. The growth in recent years has caused the

Plainfield Community School Corporation to construct a new high school and realign facilities to accommodate the additional students in grades K-12 in 2008. In addition, a new elementary school was opened for the 2021-22 school year. This new school was populated by students who previously attended Clarks Creek, taking our enrollment down from approximately 945 in 2020-21 to 442 in 2021-22. Our population has continued to grow every year since then.

Component 1. Comprehensive Needs Assessment

At Clarks Creek Elementary School, we focus on the whole child and strive to help students understand their greater purpose in the community and the importance of giving back to others. One of our successful methods is through the emphasis of Plainfield's Community Values: Truth, Dignity, Responsibility, Respect, Kindness, Equal Opportunities, Honesty, Reliability, Respect for the Environment, and Integrity. We do this with lessons, modeling, visuals, announcements, and recognition of students. These values allow us to center on the importance of character building and hard work. Each classroom chooses one character value winner monthly to highlight in the hallway, and a school representative is honored at the monthly School Board meeting.This is an extra special night for students and families to see the positive impact of good character.

At the end of the 2023 school year, our leadership team took time to reflect and highlight the highs and lows of our year. There was one overarching theme when looking at struggles: behavioral problems were on the rise. This was impacting the ability to effectively manage the classroom and provide a quality education to all students. More time was being spent on redirecting, repeating basic directions, quieting the classroom, and calming students that had escalated emotions throughout the day.

We realized it was time for a change and time to realize that we needed to find ways to look at each student individually to provide the support they needed. At the district level, we are fortunate to have the support of a Behavioral Therapist who oversees the entire corporation. However, this therapist has a large caseload. We wanted someone dedicated to our school on-site to provide daily support to our students even though it meant giving up two instructional assistant positions to do so.

For the 2024-2025 year, we had a registered behavioral therapist that actively collaborated with teachers by entering their classrooms and assisting in the implementation of visual aids, behavior charts, sensory breaks, and modeling calming strategies. This has been a huge success, and she will continue in this position for the upcoming school year.

As we embarked on the 2025-2026 school year, we began utilizing a tiered response to student behavior guide to support student discipline. This document was a collaborative effort to delineate behaviors to be handled at the classroom level, at the classroom level with support if the behavior occurs with frequency, and administrator handled behaviors. This was very successful and will continue in place as a tool for teachers and staff.

As a school, we also focus on PRIDE (Personal Best, Respect, Integrity, Demonstrating Safety, & Empathize). The teachers discuss and model what it looks and sounds like in all areas of our building. Students have a school pledge to recite that reminds them to be leaders and be empowered to take ownership of their social and emotional health and academic success. We recognize and reward students for demonstrating these traits through a ticket system and have weekly drawings on our morning announcements for prizes to be given at lunch time. Pictures are taken each week to be hung within the building and added to our parent newsletters for extra recognition.

Clarks Creek teachers are mindful of learning styles and specific needs of students when planning lessons. The goal is for all students to get to the same positive outcomes regardless of where they started or what unique challenges they might experience.

Clarks Creek's academic success is rooted in small group instruction that is highly driven by data. Teachers, instructional assistants, and parent volunteers can be seen working with groups of students throughout our building to reinforce skills and provide more individualized feedback. Our scheduled intervention times are highly protected and embraced as a way for our efforts to be focused on bettering student learning. For the 2026-2027 school year, we will be revitalizing our RtI program and enhancing how we provide this support. We have also embedded a dedicated foundational skills time for 3rd grade to support success with IREAD. We want to ensure every student is getting the best individualized instruction and support possible.

We have implemented many programs and techniques to excite students and encourage their success. Our school's mission, "Bringing Joy to Learning", can be seen through our increased science, technology, engineering, arts, and mathematics (STEAM) opportunities for our students. School-wide literacy activities, such as One School, One Book and various reading reward celebrations are also ways to ignite student interest in literature. Physical wellness activities such as Walkathon and Field Day are annual favorites, and our Parent Teacher Organization (PTO) works hard to offer a variety of other events such as Book Fair, STEM Night, Breakfast with a Buddy, and our new Raize Craze initiative PTO will be launching this September.

A. Student Achievement

Assessments at Clarks Creek Elementary are designed to collect formative and summative information. ILEARN provides summative information on student achievement and growth. That information is used as one piece of data to support teachers with planning instruction. For the 2025-2026 school year, the formative pieces of data will be gathered from the NWEA Reading and Math assessments, DIBELS, NWEA Fluency in K/1, in-class assessments, quick checks, and teacher observations.

Plainfield's students from kindergarten through 10th grade are assessed each year with the following tests:

(1) Kindergarten: PKAR beginning of year top 25% and bottom 25%

(2) K-1 DIBELS bottom 25%; K-1 NWEA Fluency

(3) Grades K (top 25%), 2 and 5: CoGat

(4) Grade K-10: IXL Level Up (3-5 ELA and Math, I-Ready (K-2 Math), NWEA (K-2 ELA)

(5) Grade 2, 3: IREAD 3 Assessment

(6) Grade 3-10: ILEARN (ELA and MA)

(7) Grade 3-5: ILEARN Pilot Checkpoints (ELA and MA)

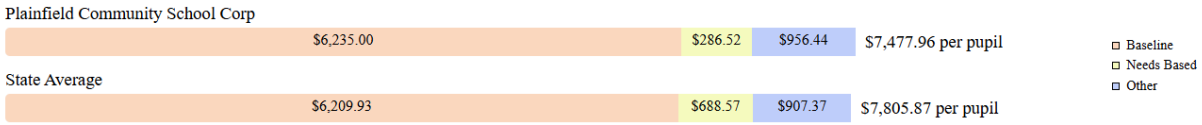
The following data comes from the annual performance reports and data disaggregation from our assessments. We know a comprehensive professional development program, aligning instruction with curriculum standards, strong parent partnerships, and setting high expectations for student growth and achievement will improve student performance.

	ILEARN	ILEARN	ILEARN	ILEARN
	2022-2023	2023-2024	2024-2025	2025-2026
3	ELA 29% MA 47%	ELA 36% MA 53%	ELA 35% MA 45%	ELA 48% MA 65%
4	ELA 49% MA 41% SC 42%	ELA 36% MA 46% SC 33%	ELA 45% MA 54% SC 47%	ELA 59% MA 59% SC 52%
5	ELA 47% MA 46% SS 48%	ELA 33% MA 34% SS 30%	ELA 31% MA 34% SS 33%	ELA 54 % MA 43% SS 49 %

	IREAD			
	2022-2023	2023-2024	2024-2025	2025-2026
3	82%	74%	76%	81%
2	45%	35%	51%	59%

Clarks Creek Elementary
Plainfield Community School Corp

View more details on GPS >



Comparing to 1079 schools What is this?

2024
Attendance
73.2%
67th percentile among all schools

2024
3rd Grade Literacy
76.3%
44th percentile among all schools

2024
ILEARN English/Language Arts
34.6%
42nd percentile among all schools

2024
ILEARN Math
43.7%
47th percentile among all schools

Summative Federal Rating

Approaches Expectations

Academic Achievement: English/Language Arts for Elementary/Middle School

Approaches Expectations

This indicator measures student proficiency of grade-level standards in English/Language Arts for the school in relation to the state's long-term goal for student proficiency.

Academic Achievement: Mathematics for Elementary/Middle School

Meets Expectations

This indicator measures student proficiency of grade-level standards in Mathematics for the school in relation to the state's long-term goal for student proficiency.

Academic Progress: English/ Language Arts for Elementary/ Middle School

Approaches Expectations

This indicator measures student growth toward achieving or maintaining proficiency of grade-level standards in English/Language Arts for the school in relation to the state's long-term goal for student growth toward proficiency.

Academic Progress: Mathematics for Elementary/Middle School

Meets Expectations

This indicator measures student growth toward achieving or maintaining proficiency of grade-level standards in Mathematics for the school in relation to the state's long-term goal for student growth toward proficiency.

Addressing Chronic Absenteeism for Elementary/Middle School

Does Not Meet Expectations

This indicator measures the positive trends in student attendance at the school in relation to the state's long-term goal for model attendee rates.

Closing the Gaps: English/ Language Arts

Does Not Meet Expectations

This indicator measures growth toward achieving proficiency of grade-level standards in English/Language Arts for the lowest performing 25% of students at the school in relation to the state's long-term goal for student growth toward proficiency.

Closing the Gaps: Mathematics

Meets Expectations

This indicator measures growth toward achieving proficiency of grade-level standards in Mathematics for the lowest performing 25% of students at the school in relation to the state's long-term goal for student growth toward proficiency.

English Language Proficiency Progress for Elementary/Middle School

Approaches Expectations

This indicator measures growth toward or achievement of English language proficiency for English learners at the school in relation to the state's long-term goal for developing English language proficiency.

ILEARN 2026 DATA ANALYSIS

3rd Grade ELA Standards - Areas for Growth

3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2.2 Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
3.RV2.2 Identifying relationships among words - synonyms, antonyms, homographs, homonyms, and multiple meaning words.
3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.
3.RN.3.3 Distinguish one's own perspective from that of the author of the text.
3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
3.W.3.2 Write informative compositions on a variety of topics that: state the topic, develop a main idea for the introductory paragraph, and group related information together, develop the topic with facts and details, connect ideas within categories of information using words and phrases, use text features (e.g., pictures, graphics) when useful to aid comprehension, provide a concluding statement or section.
3.W.3.3 Write narrative compositions in a variety of forms that: establish an introduction (e.g., situation, narrator, characters): include specific descriptive details and clear event sequences, include dialogue, connect ideas and events using introduction and transition words, provide an ending.
3.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation), use technology to interact and collaborate with others to publish legible documents.
3.W.6.1a Demonstrate command of English grammar and usage, focusing on: Nouns/Pronouns: Writing sentences using abstract nouns (e.g., hope, thought).
3.W.6.1b Demonstrate command of English grammar and usage, focusing on: Verbs: Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
3.W.6.1c Demonstrate command of English grammar and usage, focusing on: Adjectives/Adverbs: Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
3.W.6.2b Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation: correctly using apostrophes to form contractions and singular and plural possessives, using quotation marks to mark

direct speech, using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).
3.W.6.2c Demonstrate command of capitalization, punctuation, and spelling, focusing on: Spelling : using conventional spelling for high-frequency and other studied words and for adding affixes to base words, using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.
3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

4th Grade ELA Standards - Areas for Growth

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
4.RV2.1 Apply context clues (word, phrase, sentence, and paragraph clues) and text features (charts, headings, subheading, font/format) to determine the meanings of unknown words
4.RV3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area
4.ML2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims
4.RL3.2 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narratives
4.RL4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text
4.RN3.2 Describe the organizational structure (chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts or information in a text or part of a text
4.RN3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts
4.RN4.1 Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text
4.W.3.3 Write narrative compositions in a variety of forms that: establish an introduction, with a context to allow the reader to imagine the world of the event or experience, organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases, use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations, employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events, provide an ending that follows the narrated experiences or events.
4.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation), use technology to interact and collaborate with others to publish legible documents.

4.W.5 Conduct short research on a topic: identify a specific question to address (e.g., What is the history of the Indy 500?), use organizational features of print and digital sources to efficiently to locate further information, determine the reliability of the sources, summarize and organize information in their own words, giving credit to the source, present the research information, choosing from a variety of formats.
4.W.6.1b Demonstrate command of English grammar and usage, focusing on: Verbs: writing sentences that use the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense, using modal auxiliaries (e.g., can, may, must).
4.W.6.2a Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization: Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
4.W.6.2b Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation: correctly using apostrophes to form possessives and contractions, correctly using quotation marks and commas to mark direct speech, using a comma before a coordinating conjunction in a compound sentence.
4.W.6.2c Demonstrate command of capitalization, punctuation and spelling
4.SL.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats
4.SL.3.2 Identify and use evidence a speaker provides to support particular points

5th Grade ELA Standards - Areas for Growth

5.RL2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text
5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
5.RV.2.1 Select and apply context clues - word, phrase, sentence, and paragraph clues - and text features to determine the meanings of unknown words
5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language - similes, metaphors, hyperbole, allusion
5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning - word origins, common Greek and Latin affixes and roots, parts of speech
5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text

5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims
5.ML.2.2 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues
5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem
5.RL.3.2 Describe how a narrator's or speaker's point of view influences how events are portrayed.
5.RL.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent
5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject
5.W.3.1 Write persuasive compositions in a variety of forms.
5.W.3.2 Write informative compositions on a variety of topics.
5.W.3.3 Write narrative compositions in a variety of forms that: develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters), develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions, use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations, use precise and expressive vocabulary and figurative language for effect, provide an ending that follows from the narrated experiences or events.
5.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions, use technology to interact and collaborate with others to publish legible documents.
5.W.5 Conduct short research assignments and tasks on a topic.
5.W.6.1b Demonstrate command of English grammar and usage, focusing on verbs.
5.W.6.1e Demonstrate command of English grammar and usage, focusing on: Usage: Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
5.W.6.2a Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization:

Applying correct usage of capitalization in writing.
5.W.6.2b Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation: Applying correct usage of apostrophes and quotation marks.
5.W.6.2c Demonstrate command of capitalization, punctuation, and spelling, focusing on: Spelling: Applying correct spelling patterns and generalizations in writing.
5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3.2 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

3rd Grade Math Standards - Areas for Growth

3.C.5 Multiply and divide within 100.
3.M.1 Estimate and measure the mass of objects.
PS.4: Model with mathematics.
PS.5 Use tools strategically.
PS.6 Attend to precision.

4th Grade Math Standards - Areas for Growth

4.AT.3 Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
4.AT.5 Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).
4.DA.1 Formulate questions that can be addressed with data.
4.DA.3 Interpret data displayed in a circle graph.
4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.
4.C.7 Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can by multiplied in any order. Understand and use the distributive property.
4.G.1 Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology).
4.G.3 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.
4.G.4 Identify, describe, and draw rays, angles, and perpendicular and parallel lines using appropriate tools.

4.G.5 Classify triangles and quadrilaterals based on the presence of absence of parallel or perpendicular lines or the presence or absence of angles.
4.M.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter.
4.M.5 Understand that an angle is measured with reference to a circle, with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. Understand an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure other angles. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees.
PS.3: Construct viable arguments and critique the reasoning of others.
PS.7: Look for and make use of structure.

5th Grade Math Standards - Areas for Growth

5.AT.1 Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.
5.AT.2 Solve real-world problems involving the addition and subtraction of fractions.
5.AT.4 Solve real-world problems involving division of unit fractions.
5.AT.8 Define and use up to two variables to write linear expressions that arise from real-world problems.
5.C.1 Multiply multi-digit whole numbers using a standard algorithm.
5.C.4 Add and subtract fractions with unlike denominators, including mixed numbers.
5.C.5 Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
5.C.6 Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number.
5.C.7 Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.
5.C.9 Evaluate expressions with parentheses or brackets involving whole numbers using various properties.
5.NS.1 Use a number line to compare and contrast fractions, mixed numbers and decimals to the thousandths.
5.NS.2 Explain different interpretations of fractions as parts of a whole, parts of a set, and division of whole numbers by whole numbers
5.NS.5 Use place value understanding to round decimal numbers up to thousandths to any given place value.
5.NS.6 Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).
PS.1: Make sense of problems and persevere in solving them.

PS.2: Reason abstractly and quantitatively.
PS.3: Construct viable arguments and critique the reasoning of others.
PS.5: Use appropriate tools strategically.
PS.6: Attend to precision.
PS.7: Look for and make use of structure.

B. Curriculum and Instruction

Clarks Creek Elementary provides its diverse student population a variety of educational programs that complement our core curriculum. Teachers are required to follow curriculum maps that delineate when the various Indiana College and Career Ready Standards will be taught. These standards are available online at www.doe.in.gov. Teachers participate in the ongoing alignment of school curriculum maps with Indiana state standards during summer work sessions. The resulting curriculum maps are placed on the corporation shared drive for teachers to access and print.

The master schedule at Clarks Creek Elementary is purposefully designed to provide uninterrupted blocks of time for literacy and math instruction at each grade level as well as time for content areas (science and social studies.) There is an intentional focus on whole groups instruction and differentiated small-group instruction for math and reading. Our educational programming is summarized as follows:

Reading: Classroom teachers are required to provide 90 minutes of reading instruction each day. All teachers use research-based practices to provide students with the strategies. General education instruction is anchored in an adopted reading textbook (Wonders), our foundational skills program in grades K-2 (Fundations), and classroom sets of engaging books. Teachers use the science of reading to plan and deliver their reading instruction. Primary teachers are trained in Fundations, Lindamood Bell LIPS, Seeing Stars, and Visualizing and Verbalizing programs to provide a solid foundation of reading skills and to assist in teaching students who struggle to identify letters and sounds, thereby making learning how to read a challenge. Teachers are also trained in Heggerty Phonemic Awareness. The Clarks Creek library provides students with an ample selection of quality literature. The AR program is used in classrooms to promote a love of reading and daily reading practice at each student's "just right level" for maximum reading development.

Writing: We continue to focus on writing by exposing students to quality literature as models for writing and using the Top Score Writing program. We are also focusing on

helping students develop greater writing stamina and using technology as their "blank canvas" for writing.

Math: Clarks Creek's math program uses many hands-on, spiral-review, and practice activities to facilitate strong math application and computation skills. The adopted EnVision math program also has a strong problem-solving component that builds each year and helps students learn how to explain their answers. High ability students in grade 5 also use the middle school's adopted text, *Big Ideas*.

Teachers across the building also utilize the CUBES method of problem-solving - circle the numbers, underline the question, box the key words, eliminate what you don't need, solve and show work. This common language and problem-solving method allows students from kindergarten to fifth grade to approach word problems in the same way and become proficient in the Indiana Process Standards for Mathematics.

Another important component in our math program is students' fluency with math facts. Each grade level sets goals for students and provides incentives to help students accomplish them.

Science and Social Studies Science and social studies exist as stand-alone courses, but they are also embedded into other curricular areas. We have adopted Project Lead the Way as our science curriculum, and students continue to be instructed in design thinking methods. Students also visit The Imagination Lab each month to complete Odysseys, in which their thinking is stretched and they have additional opportunities to explore the world through STEM.

Special Education: Students supported by Individualized Education Plans are provided with additional resources and differentiated instruction to provide for their unique needs. Instruction includes work with specialized teachers and assistants who support them in learning grade-level curriculum, as appropriate, and in working on their own individual goals. Instruction is based on best practices including push-in and pull-out programming and is supported by a variety of literacy and math materials. Our school provides programming for students across the spectrum of learning - from those with significant cognitive delays in our life skills classes, to those in the functional academic program, to those in the gen ed classroom needing additional support for a variety of disabilities.

Multi-Lingual Learners: Our student population continues to become more and more diverse and increase in size. Currently, our mutli-lingual learner population is 137 students accounting for 26.7% of our student population. We currently have students enrolled with 19 different native languages. Learning English while also trying to master state standards

presents a unique set of challenges for ML students. In order to facilitate this process, classroom teachers are trained in the SIOP methods of instruction to help our ML students while simultaneously providing excellent instruction to all the students in their classes. Instruction includes both push-in and pull-out programming, supported by a variety of literacy and math materials. A full-time, certified ML teachers oversee the instruction happening in the classrooms and help the classroom teachers create appropriate goals for these students' Individualized Learning Plans. We also have two ML assistants working with this group of students on a daily basis in a "sheltered English instruction program." The district employs an ML specialist who supervises programming and provides professional development

High Ability Learners: The QuEST Track has a menu of services for academically advanced students. Identified students in grades 1-5 are placed in classrooms with other exceptional learners and receive advanced skill instruction. K students are also identified for enrichment.

The QuEST Track consists of a high-ability curriculum map for ELA and math-identified students. Students access advanced reading instruction through accelerated IDOE novel units of study, designed tasks centered on higher levels of Bloom's Taxonomy, and advanced vocabulary curriculum through Caesar's English program.

In math, third-grade students identified for the math QuEST program access an enriched 3rd-grade math curriculum with exposure to limited 4th-grade standards. Students are expected to master and excel in critical thinking and advanced problem-solving. Identified 4th and 5th-grade students are clustered into accelerated math classes. Accelerated 4th-grade students complete both the 4th and 5th-grade math curriculum. Identified accelerated 5th-grade math students complete 6th-grade and part of the 7th-grade math curriculum. Students are taught advanced problem-solving exercises and participate in flexible learning groups.

Fine Arts Programs: Instruction is provided in physical education, art, and music throughout the school year. Indiana Academic Standards give curriculum guidance to the teachers as they enrich student learning through exposure to these important additional curriculum areas. Fine arts teachers work to include the 4C's into their daily curriculum.

Response to Intervention: Students in kindergarten through fifth grade participate in Response to Intervention which provides daily support beyond core instruction to improve student learning. RTI is provided through researched curriculum, computer programs, and small group instruction for students below benchmark in reading and math. Selection for

intervention is based on student achievement data gathered throughout the school year. Students that are below identified benchmarks for reading or math follow remedial plans designed to assist students in closing the achievement gap.

C. Professional Development

Professional development is a vital part of the work that we do with staff each year. We know that in order to best serve our students, we must continually look for revised and new information that provides evidence of "best practice" strategies that we need to implement. It is our desire to always improve our instruction and understanding of what creates the optimal learning environment for our students. See Component 4 and the Goal Action Plan for specifics on what we are doing this year to ensure that our staff is apprised of the newest information related to our students' needs and our overall goals.

D. Family and Community Involvement

Parental involvement is viewed as an essential component when it comes to helping all students reach their full potential. Many Clarks Creek families are part of a very active Parent-Teacher-Organization (PTO). This group provides financial support to Clarks Creek staff and students through fundraising activities and donations of time and resources. The PTO provides teacher appreciation activities, purchases extra educational supplies for all teachers, provides volunteers, plans events and helps pay for student field trips. Parent partnerships in the educational process are valued at our school.

E. School Context and Organization

Clarks Creek Elementary follows the steps outlined in our comprehensive school improvement plan. This plan becomes the roadmap for how we will implement strategies to help us reach our stated goals. This year we will continue the integration of STEM, design thinking, and the 4 C's, using this type of instruction to help us further students' skills in all the other disciplines of reading, writing, math, and content area skills. We are excited to see how intentionally instructing students in the 21st-century skills of collaboration, communication, creativity, and critical thinking and using scientific practices impact our students' academic performance and their passion for pursuing their own educational pathways.

F. Discipline data

Clarks Creek Discipline Statistics 2025-26

Discipline Incidents = 90

GRADE				GENDER		
Total Discipline Incidents		90		Total Discipline Incidents	90	
Grade	KG	11	12.22%	Female	25	27.78%
Grade	1	11	12.22%	Male	65	72.22%
Grade	2	25	27.78%			
Grade	3	7	7.78%			
Grade	4	12	13.33%			
Grade	5	24	26.67%			
ETHNICITY				SOCIOECONOMIC STATUS		
Total Discipline Incidents		90		Total Discipline Incidents	90	
American Indian		0	0.00%	Free	64	71.11%
Asian		0	0.00%	Reduced	8	8.89%
Black		27	30.00%	Paid	18	20.00%
Hispanic		0	0.00%			
Multi-Race		13	14.44%			
Native Hawaiian		0	0.00%			
White		50	55.56%			
SPECIAL EDUCATION						
Total Discipline Incidents		90				
Special Education		54	60.00%			
General Education		36	40.00%			

SUSPENSIONS = 46

GRADE				GENDER		
Total Discipline Incidents		46		Total Discipline Incidents	46	
Grade	KG	8	17.39%	Female	13	28.26%
Grade	1	7	15.22%	Male	33	71.74%
Grade	2	11	23.91%			
Grade	3	4	8.70%			
Grade	4	3	6.52%			
Grade	5	13	28.26%			
ETHNICITY				SOCIOECONOMIC STATUS		
Total Discipline Incidents		46		Total Discipline Incidents	46	
American Indian		0	0.00%	Free	31	67.39%
Asian		0	0.00%	Reduced	8	17.39%
Black		9	19.57%	Paid	7	15.22%
Hispanic		0	0.00%			
Multi-Race		8	17.39%			
Native Hawaiian		0	0.00%			
White		29	63.04%			
SPECIAL EDUCATION						
Total Discipline Incidents		46				
Special Education		35	76.09%			
General Education		11	23.91%			

EXPULSIONS = #REF!

GRADE				GENDER			
Total Discipline Incidents		#VALUE!		Total Discipline Incidents		#VALUE!	
Grade	KG	#VALUE!	#VALUE!		Female	#VALUE!	#VALUE!
Grade	1	#VALUE!	#VALUE!		Male	#VALUE!	#VALUE!
Grade	2	#VALUE!	#VALUE!				
	3	#VALUE!	#VALUE!				
	4	#VALUE!	#VALUE!				
Grade	5	#VALUE!	#VALUE!				
ETHNICITY				SOCIOECONOMIC STATUS			
Total Discipline Incidents		#VALUE!		Total Discipline Incidents		#VALUE!	
American Indian		#VALUE!	#VALUE!		Free	#VALUE!	#VALUE!
Asian		#VALUE!	#VALUE!		Reduced	#VALUE!	#VALUE!
Black		#VALUE!	#VALUE!		Paid	#VALUE!	#VALUE!
Hispanic		#VALUE!	#VALUE!				
Multi-Race		#VALUE!	#VALUE!				
Native Hawaiian		#VALUE!	#VALUE!				
White		#VALUE!	#VALUE!				
SPECIAL EDUCATION							
Total Discipline Incidents		#VALUE!					
Special Education		#VALUE!	#VALUE!				
General Education		#REF!	#REF!				

Component 2: Implementation of Reform Strategies

Clarks Creek staff members use effective instructional strategies that are based on solid research. The core academic program is supported by professional development in reading, writing, and math. Students that are not meeting state standards for their grade levels have supplemental strategies utilized to meet their identified deficiencies.

During the 2019-2020 school year, the following goals will be refined and expanded to improve instruction for all Clarks Creek students. These goals were established from student and teacher data and multiple conversations with school stakeholders.

The teachers and staff at Clarks CreekElementary School worked collaboratively to review and revise our school improvement plan. The School Improvement Committee members are in agreement with the target area goals established by the revision process. The target goals are Clarks Creek Elementary School's benchmarks for progress.

Target Goals

Goal 1: Develop knowledge and understanding of the world around students by engaging in meaningful, literacy-rich experiences.

Strategies:

- Implement our reading curriculum, Wonders, with fidelity to all students.
- Fundations will be implemented in grades K-2 to strengthen phonemic awareness, phonics and word study, vocabulary, automaticity/fluency, and comprehension.
- 3rd grade will have a foundational skills block to strengthen this skillset for IREAD.
- Teachers will utilize data to group students and provide small group reading instruction.
- PLC groups and data meetings will focus on finding patterns in skill deficits and areas to increase instruction.
- A teacher driven committee will focus on reading incentives and develop ways to increase independent reading at Clarks Creek.
- Grades K-3 will continue to have professional development on the Science of Reading implementation in the classroom
- Teachers support and work with families to participate in the One District, One Book Challenge.
- Students will be encouraged to read more often in the classroom and at home.
- Students will read for enjoyment, learning, and exploration.
- Students in grades 4 and 5 have the opportunity to participate in the Battle of the Books, which is a corporation-wide reading competition.
- Teachers will increase self-selected reading time to increase stamina.
- Teachers will use AR as a tool for helping students determine their reading level and not use it for a grade.
- Teachers will be supported as they try virtual tools that inspire students to read. (Example: EPIC, Goodreads, Tumblebooks, etc..)

Goal 2: Students will demonstrate increased proficiency in writing by developing skills in organization, grammar, sentence structure, and clarity, aligned with grade-level Language Arts state standards.

Strategies:

- Students will participate in over a 90 minute reading and writing block on a daily basis which will include teacher modeling of writing instructional strategies.
- Increase the amount of time students are writing to increase stamina.
- Students will participate in computer science Friday in each specials area class where they practice typing and apply their typing skills to writing assignments/projects - building the skills to type efficiently while writing on state testing in the area of writing.
- Students will use a rubric to self-assess writing progress.
- Staff will utilize Top Score Writing in grades 1-5. Through this program students will learn a comprehensive and systematic approach and pattern to developing well written material for expository, informative, and argumentative writing.
- Staff will utilize writing strategies and writing prompts to teach and practice Evidence Based Response to Literature using RACE as the writing strategy for short written response.
- Grade level teachers will continue professional development on writing, and key teachers will share strategies and successes from their classrooms.
- Students will apply the writing process to generate a draft by developing, selecting, and organizing ideas relevant to the topic.
- Teachers will utilize a variety of resources to enhance written responses across all curricular areas.

Goal 3: Increase overall student math proficiency to 80% as measured by IXL, IREADY, and ILEARN assessments.

Strategies:

- All students, K-5, will receive at least 60 minutes of daily core math instruction.
- Students will participate in daily problem solving and computation work including real-world and multi-step word problems.
- All students will use the CUBES method of problem solving: Circle, Underline, Box, Eliminate, Solve.
- Data will be used regularly to differentiate instruction and group students to provide remediation and enrichment.
- Teachers will model and incorporate daily lessons on math reasoning and written expression to articulate their thinking using pictures, numbers and words.
- Students will participate in 30 minutes of math RTI daily to strengthen their math skills or enrich when needed.

- NWEA Map Accelerator (grades 3-5) and IXL will be another tool used for additional remediation.

Goal 4: Student academic learning gaps will be identified and overcome.

Strategies:

- Teachers will participate in professional development on RtI and PLC practices to refine our approach to meeting student needs.
- Teachers will utilize a new PLC documentation form to identify trends in their data and differentiate instruction to meet student needs.
- NWEA will be administered at least 3 times throughout the school year to identify student mastery, gaps and growth in math, language, and reading.
- PD will be provided to teachers and instructional assistants on how to use NWEA data to identify learning gaps and provide interventions to fill those gaps.
- Interventions will be delivered to students identified with learning gaps and/or delays.
- Teachers will learn about Trust Based Relational Interventions and utilize this mindset when approaching student needs.
- Student social-emotional needs will be identified and nurtured by teachers and mental wellness providers.
- RTI Tier 2 and 3 students will receive pre-teaching sessions 4 times per week to build up confidence and decrease future learning gaps.

Component 3: Instruction By Highly Qualified Teachers

Last Name	First Name	Current Assignment	Highly Qualified?	Location of HQT Evidence?
DeWitt	Cassandra	K Teacher	Yes	Central Office
Johnson	Jennifer	K Teacher	Yes	Central Office
Justice	Erin	K Teacher	Yes	Central Office
Rowsell	Alexys	1st Grade Teacher	Yes	Central Office
Cade	Dayna	1st Grade Teacher	Yes	Central Office
Kuehn	Emma	1st Grade Teacher	Yes	Central Office
Tucker	Bailey	1st Grade Teacher	Yes	Central Office

Cozart	Liz	2nd Grade Teacher	Yes	Central Office
Freeland	Lisa	2nd Grade Teacher	Yes	Central Office
Markowitz	Jessica	2nd Grade Teacher	Yes	Central Office
Sweeney	Karen	2nd Grade Teacher	Yes	Central Office
Mennonno-Chambers	Elizabeth	3rd Grade Teacher	Yes	Central Office
Milhon	Haley	3rd Grade Teacher	Yes	Central Office
Kuehn	Emma	3rd Grade Teacher	Yes	Central Office
Paxton	Shelby	4th Grade Teacher	Yes	Central Office
Stuffle	Eric	4th Grade Teacher	Yes	Central Office
Weir	Sydney	4th Grade Teacher	Yes	Central Office
Silver	Kara	4th Grade Teacher	Yes	Central Office
Allen	Sara	5th Grade Teacher	Yes	Central Office
George	Hannah	5th Grade Teacher	Yes	Central Office
Kottkamp	Chandis	5th Grade Teacher	Yes	Central Office
Metz	Shelby	5th Grade Teacher	Yes	Central Office
Colgan	Melissa	Special Ed Teacher	Yes	Central Office
Detlefsen	Jennifer	Special Ed Teacher	Yes	Central Office
Korn	Sandra	Special Ed Teacher	Yes	Central Office
Waite	Kristen	Special Ed Teacher	Yes	Central Office
Holstad	Jennifer	Multi-Lingual Teacher	Yes	Central Office
Delks-Yeoman	Emily	Speech Pathologist	Yes	Central Office
Collins	Holly	Art Teacher	Yes	Central Office
Pierce	Rachel	Music Teacher	Yes	Central Office

Lease	Matt	PE	Yes	Central Office
Selch	Jennifer	Counselor	Yes	Central Office
McGinn	Rachel	Asst. Principal	Yes	Central Office
King	Ryan	Principal	Yes	Central Office

Component 4: Professional Development

Growing professionally is the critical element to successful school change. Professional development has been intently focused on best practices in instruction in science of reading, professional learning communities (PLC), Response to Instruction (RtI), and student behavior support/PBIS.

Science of Reading: We will spend time exploring and better understanding the science of reading and how we can use it to strengthen our reading instruction and student growth and achievement in the area of reading. We will have a reading committee to dive into a better understanding of our strengths with ELA instruction and how to improve as a school. This will coincide with reading curriculum adoption that will take place this year.

Professional Learning Communities: In regards to PLCs, our focus this year will be on having a consistent approach to weekly PLC meetings with grade level teams. We will examine what data sources we can utilize to help us gauge the effectiveness of the instructional strategies used during a unit of instruction..

Response to Instruction: RtI professional development will center around utilizing best practices for tiered instruction. We will develop norms building wide for what RtI will look like in both reading and math. We will have data meetings to discuss placement of students into tier 2 and tier 3 groups. Also, at Clarks Creek we will use PD to provide resources to teachers and staff that they can use with their RtI groups. We will explore new programs and materials available to teachers to help close learning gaps during RtI.

Student Behavior Support/PBIS: One of our focus committees this year is on PBIS. We will be providing professional development throughout the school year to support the efforts this committee undertakes to improve our school wide positive behavior support. We will also be utilizing our Registered Behavior Technician during these times to share with teachers ways that this role can support both their work and their students in the classroom. We launched a new PBIS system: PRIDE. We will provide continual PD to staff and reminders to students about the meaning of the and exemplification of these terms in our school. Finally, will begin hearing about Trust-Based Relational Interventions (TBRI). We will send a small

group to the Spark Hope event to lay the foundations for TBRI and create a plan for implementation beginning next school year.

Each professional development activity is carefully aligned with the schools short and long term goals. Most professional development is based on individual and grade level needs as identified through data. Professional development is job embedded and prioritized as one of the most effective ways to improve student learning. To keep consistent communication, enhance teaching and learning and to continue to build on our positive climate and culture the teachers have a dedicated meeting schedule.

Professional Development Schedule

Month	Teacher Meetings	Committees or PD	Data Meetings (During School Day)
August	3 - In-Service: Opening 4 - In-Service: TBRI	-----	26
September	8 - In-Service: TBRI	22	-----
October	-----	6	21
November	10	17	-----
December	1	15	-----
January	19	-----	6
February	—--	9	24
March	9	23	-----
April	13	27	-----
May	7 - In-Service	18	Individually Completed

Component 5: Highly Qualified Teachers to High Needs Schools

Clarks Creek teachers and staff are highly qualified to work with our students. We have made some adjustments in our planning to allow for the most trained and experienced staff members to work with our students having the most academic struggles. In addition, we make purposeful placements of students, thinking about the "perfect match" when we consider personalities and learning/teaching styles.

Our teachers provide input into school programming. Each grade level and special area team has a designated instructional leadership team member who meets regularly with the principal. The team leader concept is designed to gather staff ideas that are sought out, discussed, refined, and used in many instances. This collaborative approach allows the staff at Clarks Creek to provide quality education with high expectations for themselves and their students.

School administrators, our PTO, and our staff work hard to create a warm, supportive, kind, and friendly working environment for all staff and students. We look for ways to celebrate the positive things happening around us each day and to recognize the times of year that tend to be more stressful for staff members and work to alleviate those whenever possible.

Component 6: Parental Involvement

Parental involvement is viewed as an essential component when it comes to helping students reach their full potential. Parent partnerships in the education process are valued. In order to maximize parent participation, the following strategies will be utilized:

- Parents volunteer in the classroom for general administrative tasks.
- Parents volunteer in the classroom to support student learning, for example, by serving as reading buddies or Mystery Readers.
- Parents volunteer in the classroom providing station help.
- Parents utilize our Clarks Creek Website, PowerSchool Parent Portal, allowing 24/7 access to student grades, ParentSquare
- Parents participate in specific activities such as:
    - Field Trips
    - Field Day
    - Music Programs
    - Book Fair
    - Robotics League
    - Math League
    - Fall Festival
- Parents have opportunities to contribute to the curriculum through presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including Santa Shop, chaperones for overnight outdoor education programs and assisting with various classroom parties throughout the year.

- Parents and grandparents are involved in Book Fair and Grandparents Day activities.
- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards, showcase displays, and classroom assistance.

Current 2026 areas of strengths and opportunities according to parents and community members through our committee:

- Committed staff with child-centered focus.
- Teachers strive to bring joy to learning
- Clubs and experiences for students
- PRIDE PBIS education program aligns with Plainfield community values.

Current 2026 areas of improvement or threats according to parent and community members:

- Increase connection to multi-lingual families therefore increasing engagement among this population
- Improve effectiveness of e-learning. Specifically, improve the ability to listen and watch classroom activities remotely.
- Student chronic absenteeism
- Increase physical activity for students
- Teach computer science and build capacity for typing

Component 7: Preschool Transition (K-5)

Every year we have students entering our school from our district preschool, Little Quakers Academy. Prior to this, principals and teachers meet with the LQA Director and/or teachers to learn important information about the students coming to us. Data is shared that is relevant to placing students in appropriate classes with proper support. In addition to these meetings, the principal meets with our local Head Start representative to learn the same information about any students coming to us from their programs. Transition IEP conferences are held annually for students who may need specialized programming.

Component 8: Teacher Decision-Making Using Academic Assessment Results

Teachers use the results of many different assessments to make decisions about what services and types of instruction our students need. Results of pre- and post-tests gauge student mastery of the material and allow teachers to discern needs for reteaching or

acceleration/enrichment. Oftentimes, small group instruction is used to address a variety of student needs. Students can be grouped based on ability for this type of instruction and provided with the appropriate level of instruction to move them further on their own independent learning paths.

NWEA assessment scores are used as progress-monitoring and at benchmarks to determine where students are in their learning. These scores are used to identify students who will receive Title I services, specifically, and all of the other tier 1, tier 2, or enrichment levels of instruction.

Component 9: Effective, Timely Additional Assistance

Each quarter, teachers, principals, and Title staff meet together to discuss students' progress. Data of students receiving intervention support is especially scrutinized to determine if students' progress is meeting expectations. At that point, any changes in interventions or levels of support are adjusted. We also celebrate students whose progress allows them to move to a tier of lesser support.

In between these formal data team meetings, students in interventions take progress monitoring assessments. Any student whose progress monitoring does not seem to be going in the right direction is immediately targeted for additional support. While formal changes to the tiers may not happen until the data team meeting, we don't want to wait to begin servicing students whose demonstrated needs become greater than what we had been servicing.

Component 10: Coordination and Integration of Funds

Clarks Creek Elementary School has chosen to coordinate the program efforts. It will not consolidate funds at this time. Funding sources include: Title 111A: Title IV-Part A; Title 111; IDEA; and PL221.

Component 11: Cultural Competency

Clarks Creek strives to bring cultural competence to the forefront for our students and families. Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. It is our goal to foster equitable outcomes for

all students by being responsive to the issues of race, culture, gender, and socio-economic status.

Decisions are made based on the best interest of students. The integration of knowledge about specific individuals and groups has increased the quality of education and services for our entire population. We work diligently with our staff and through our school counselors and teachers to create an environment of acceptance and understanding of all of our students' similarities and differences in an effort to provide the education and support that each needs at all times. Events at Clarks Creek that promote cultural competence include*:

- Annual Multi-Lingual Learner Family Night
- Translators provided for teacher conferences and meetings as needed
- Families are invited to attend a district-sponsored International Night
- All families are invited to attend school-wide events
- Halloween event
- Grade level music performances and art shows
- Grandparents' Night
- Teacher education/recognition of cultural and religious days/periods that may affect students (i.e. Eid - students fasting)

In addition, we work with families to provide services that they need to access all elements of our school programming. Interpreters are provided for parent conferences, as needed to enhance communication. Letters and other documents are translated for families who have indicated this need. Arrangements are made for students who do not wish to participate in various school activities (i.e. lunch during fasting periods, music rehearsals for programs, etc.) because of cultural or religious preferences.

Each year, we train additional teachers in SIOP methods of instruction, which are most notably used for making the curriculum more accessible for our ML students. It is our goal to have 100% of our teachers trained in these methods, even if they do not currently have ML students in their classrooms.

Component 12: Career Awareness/Development and Employability Standards

Indiana's Employability Skills Standards allow students to be prepared for the ever-changing needs of today's workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, and the Governor's Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Part 2: Additional Narrative for PL221 Compliance Attendance

It is very difficult to help children learn to read, write, and understand math if they are not in school. Attendance policies are written to allow for normal illnesses. Excessive absences are detrimental to student learning. The material a student misses when not at school can never be reconstructed because of how instruction is delivered at Clarks Creek. The Clarks Creek staff understands the importance of reviewing attendance patterns and procedures. The goal is not to be punitive but to be supportive in solving problems when attendance issues arise at the school.

Policies are written in our handbook, which is given to each family at the beginning of the year and on the website. Clarks Creek's assistant principal oversees attendance and will work to address concerns in relation to frequent/chronic absenteeism. Prior to punitive actions, the staff attempts to work with each family to improve attendance on an individual basis.

Technology as a Learning Tool

The instructional staff of Clarks Creek Elementary School provide teaching and learning support to students through the use of technology. The following is a description of how our school uses technology to support student learning.

Students and staff have access to a wide variety of hardware options throughout our school. Due to a grant given by the town of Plainfield, every student at Clarks Creek Elementary will have access to a chromebook for individualized instruction. In addition, one will find:

- Desktop computers in each classroom
- Chromebooks available for all students

- Promethean Boards
- Interactive Display Screens

Students and staff also have access to numerous software options. Our software list includes, but is not limited to the following:

- Do the Math
- Mathseeds
- Reading Eggs
- IXL
- Mystery Science
- Discovery Ed
- Accelerated Reader
- G-Suite
- Mountain Math
- Envision Math
- Wonders Reading Online Programs
- Fundations Fun Hub
- Learning A-Z (Reading A-Z, RAZ Kids, etc)
- Moby Max
- Learning.com
- Scott Foresman Reading Street
- Waterford Early Learning (reading and math)
- 4th and 5th grade email

The majority of these programs are web-based allowing access from any device that has internet connectivity. Many of these programs allow students to access them from home. These programs focus on a wide variety of topics including productivity, coding, information access, communication, computer science skills, remediation, and enrichment in either language, literacy, science, social studies and math. These programs may be used by individuals, in small groups, or by an entire class.

Students in grades kindergarten through fifth develop specific technology oriented skills that help them to manipulate the hardware and software tools listed above. Starting in kindergarten, students begin exploring how to use the mouse, a keyboard, how to log in to a computer using a username and password, how to access software, and how to use software to accomplish an educational task.

In order to use technology as a learning accelerator, teachers must be provided with professional development in the hardware and software that our students use. The following description provides a basic overview of the resources and professional development opportunities available to all instructional staff members.

Clarks Creek Elementary has a Technology Instructional Assistant on staff. This assistant, along with teacher experts, provides training on all of the hardware and software used for instruction and assessment.. The technology instructional assistant is available to troubleshoot and fix problems when they arise.

Safe and Disciplined Learning Environment

Clarks Creek Elementary School is continually striving to provide a safe and disciplined environment for its students. All visitors enter through one entrance that utilizes a buzzer system on the doors. Visitors are checked in using the SafeVisitor background check program and receive a guest tag before they are allowed to enter the school. Once visitors have been screened, a second buzzer system allows people into our hallways. We have cameras located throughout the building and outside. An additional camera at the registration desk monitors everyone entering the school. Fire, severe weather, and lockdown drills are conducted as mandated by state agencies. In addition, we practice two safety drills a month. Parents have access to an anonymous bullying or concern reporting link on our website called STOPit, which is available at any time. Messages are received by an administrator.

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty voicemail and email are available to parents 24 hours a day. The Clarks Creek website provides families with pertinent information such as school announcements and emergency school closing information.

Additionally, teachers create classroom email groups and communicate with parents through a weekly email or newsletter.

PowerSchool software allows parents access to up-to-date information regarding grades and assignments. This program, along with the school's web page, allows parents to contact staff members any time. ParentSquare, is a communication tool that allows teachers and families to correspond and disseminate important information. Additionally, the administrator sends out a bi-monthly newsletter filled with important school information.

Input from students and parents indicate that a safe and disciplined school is provided. Patrons are kept well-informed of situations that pertain to the health and welfare of students and staff.

A full-time nurse is employed to assist with sick and injured children. She maintains communication with parents of children who are absent and supports attendance efforts.

At Clarks Creek we are fortunate to have a full time Plainfield Police Officer to serve as our School Resource Office (SRO). The SRO spends time building relationships with teachers, students, and parents throughout the school. He maintains visibility, provides support with door and perimeter checks, maintains a presence in the cafeteria and on the playground, and he parks his vehicle in front of the school to show he is at the building daily.

Parent and Guardian Communication Regarding Behavior

The staff at Clarks Creek Elementary are committed to keeping parents and guardians informed on both the exemplary behavior of their students as well as when their students fall short of behavior expectations. It is our goal to work in partnership with parents and guardians to praise students for positive behavior and to problem-solve when their behavior needs improvement.

Graduation Rate

To support our secondary graduation rate, Clarks Creek Elementary strives to build a strong literacy and math foundation for all students.

Statutes and Rules to be Waived

Plainfield Community School Corporation and Clarks CreekElementary School staff recognize the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived.

Three-year Timeline for Implementation, Review, and Revision

This plan encompasses a three-year timeline for the school years 2026-2027, 2007-2028, and 2028-29. Annual monitoring and revision of goals and methods selected to accomplish those goals will take place to ensure that the trajectory in which we are moving is in alignment with our desired outcomes. Changes in our methodology will take place more frequently than a formal revision of this plan if data review shows us that additional steps are needed to bolster student success.

Through the combined efforts of all the stakeholders in our school community, Clarks Creek Elementary will make continuous improvement toward the goals set forth in this plan. Strategies identified will be executed through these efforts, allowing students to more fully reach their potential and beyond.