SCHOOL IMPROVEMENT PLAN
2026-2027

Central Elementary

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Central Elementary School
School Improvement Committee

Ryan Setterlof	Principal
Angela Ash	Assistant Principal
Jen O'Connor	Teacher
Suzanne Hess	Teacher
Kim Laswell	Teacher
Anne Johnson	Teacher
Megan Johnson	Teacher
Londyn Feasel	Teacher
Alexandra Hollingsworth	Teacher
Jeff Kamm	Teacher
Mindy Slavens	School Counselor
Amanda Finney	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 Central Elementary

Central Elementary School is located on U.S. Highway 40 in downtown Plainfield, Indiana. The present facility was originally constructed in 1931 with the gymnasium added as a Works Project Administration (WPA) project in 1939. Another renovation was completed in 1952. The building served as a high school, as a junior high school, and began serving as an elementary school in 1968.

Construction began in 1975 in order to create a facility that better suited for the needs of elementary students. Large rooms were developed for the media center, art room, music room, and a large group instruction (LGI). The gymnasium received a composite floor treatment and the old stage was transformed into a motor skills development area for younger children. The hallways and classrooms were carpeted throughout the building. An elevator was added in 1977.

A general renovation began in 1989 with new carpet, paint and wall treatments throughout the building. The gymnasium was renovated in the early 1990's with carpet on the bleachers and new padding being placed around the walls. The wall enclosing the bleachers was lowered to facilitate the needs of smaller students.

During the 2002-2003 school year, a more specific renovation was completed. A complete HVAC system was installed throughout the building. The basement was renovated at this time. The current elevator was installed in 2006. In August 2008, Central became a K-3 facility. During the summer of 2008, Central had four classrooms and two bathrooms renovated for kindergarten in preparation of the K-3 reconfiguration. Lobby renovations provided a higher level of security. A $40,000 playground project focused on the needs of K-3 students.

The summer of 2016 the classrooms and bathrooms were updated and the media center was moved from the second floor to the first floor. This was done to provide natural lighting from the windows facing north and to begin using the bricked-in patio area. Two new updated special education classrooms were designed and created for use on the second floor where the majority of students are located. This allows for less travel time and opportunities for special education teachers to communicate with general education teachers.

Throughout 2016-2017 and into the summer, the school has received cosmetic updates. New stairwells, hallways, carpet and design features will be added with the goal of completion at the end of the summer 2017. Two additional classrooms were added in preparation for future growth. Updating the outside of the building continues through the 2017-2018 school year. By adding a canopy and a warm metal gray wrap with blue trim, the goal of creating a warmer elementary building will be achieved.

In the summer of 2019, the playground received a significant update. The district invested $250,000 to become ADA compliant and to make better use of the space so more children could participate in activities.

Central currently serves students in kindergarten through fifth grade with an enrollment of students and 30 certified teachers and 1 school counselor.

During the 2020-2021 school year, Central experienced a significant event in having school during a global pandemic. Central never closed to in-person learning. There were times when staff members and students needed to be quarantined, but we continued teaching and learning nonetheless.

Narrative Description of Plainfield, Indiana

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 over 32,389 residents of Guilford Township, including the town of Plainfield, through four 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 over 5,850 students. Plainfield is located north of Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five-member Board of School Trustees governs the school corporation. The elections are held on an at-large, non-partisan basis. The board members' four-year terms are staggered.

The community is primarily a bedroom community in the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. These highways provide easy access to downtown Indianapolis and theIndianapolis International Airport. In the past ten 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, which is located on the eastern boundary of the community. Also, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, and retail development with the addition of a significant shopping mall and supporting retail stores and restaurants have contributed to the growth.

Component 1: Comprehensive Needs Assessment

The Central Elementary School Improvement Committee reviewed data from the five focus areas: Student Achievement, Curriculum and Instruction, Professional Development, Family and Community Involvement, and School Context and Management.

A. Student Achievement

Assessment at Central Elementary is designed to collect formative and summative student information. The ILEARN assessments measure student proficiency of the Indiana College and Career Readiness Standards. NWEA Reading, and NWEA Math formative assessments provide staff with data used to guide instruction. This is further discussed in Component 8 of this plan.

ILEARN Results

	ILEARN Pass Rates				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
3	ELA 52% MA 70 %	ELA 58% MA 66%	ELA 44% MA 67%	ELA 59% MA 68%	ELA 49% MA 69%
4	ELA 63% MA 71% SC 60%	ELA 63% MA 74% SC 64%	ELA 65% MA 65% SC N/A	ELA 62% MA 68% SC 64%	ELA 68% MA 63% SC 63%
5	ELA 69% MA 62% SS 71 %	ELA 68% MA 70% SS 72%	ELA 55% MA 55% SS 57%	ELA 68% MA 68% SS 57%	ELA 68% MA 58% SS 62%

	IREAD Pass Rates				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
2		68%	71%	67%	71%
3	89%	89%	90%	95%	84%

Due to the widespread impact of COVID-19, the US Department of Education granted Indiana a waiver from annual assessment and accountability requirements for the 2022-2023 school year. Information available on this site reflects assessment and accountability determinations from the 2018-2019 school year.

NWEA Test

Reading (Proficiency is based on students scoring at the 61st percentile rank or above.)

Benchmark	Grade	99-61%	61-41%	40-0%
BOY	K	32%	18%	50%
BOY	1	50%	22%	28%
BOY	2	59%	11%	30%
BOY	3	68%	14%	18%
BOY	4	57%	27%	16%
BOY	5	67%	9%	24%
Benchmark	Grade	99-61%	61-41%	40-0%
MOY	K	57%	18%	25%
MOY	1	57%	23%	20%
MOY	2	74%	12%	14%
MOY	3	64%	16%	20%
MOY	4	73%	16%	11%
MOY	5	76%	12%	12%
Benchmark	Grade	99-61%	61-41%	40-0%
EOY	K	63%	27%	10%
EOY	1	79%	9%	12%
EOY	2	79%	11%	10%
EOY	3	66%	15%	19%
EOY	4	75%	15%	10%
EOY	5	77%	11%	12%

NWEA Test

Math ((Proficiency is based on students scoring at the 61st percentile rank or above.)

Benchmark	Grade	99-61%	61-41%	40-0%
BOY	K	44%	22%	34%
BOY	1	59%	28%	13%

BOY	2	59%	18%	23%
BOY	3	72%	16%	12%
BOY	4	70%	17%	13%
BOY	5	65%	15%	20%
Benchmark	Grade	99-61%	61-41%	40-0%
MOY	K	62%	17%	21%
MOY	1	78%	13%	9%
MOY	2	71%	18%	11%
MOY	3	79%	12%	9%
MOY	4	58%	25%	17%
MOY	5	75%	15%	10%
Benchmark	Grade	99-61%	61-41%	40-0%
EOY	K	79%	9%	12%
EOY	1	81%	11%	8%
EOY	2	75%	14%	11%
EOY	3	81%	12%	7%
EOY	4	65%	20%	15%
EOY	5	78%	14%	8%

Attendance By Grade

Grade	2022-2023	2023-2024	2024-2025	2025-2026
Kindergarten	93.29%	93.97%	93.51%	94.69%
Grade 1	94.95%	94.60%	94.69%	95.38%
Grade 2	94.89%	95.77%	95.24%	95.15%
Grade 3	95.46%	95.71%	96.22%	95.67%
Grade 4	95.05%	95.08%	95.90%	95.99%
Grade 5	95.05%	95.83%	95.38%	95.51%

All Grades	94.79%	95.19%	95.23%	95.44%

B. Curriculum and Instruction

Central Elementary provides its diverse student population a variety of educational programs that complement our core curriculum. Teachers use content area and differentiated instruction to accomplish the best possible student outcome through the use of curriculum maps with foundations in the Indiana College and Career Ready Standards which are available online at www.doe.in.gov. Teachers participate in ongoing alignment 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 Central Elementary provides an uninterrupted block of time for literacy and math instruction at each grade level as well as adequate time for Science and Social Studies. Each grade level has a designated time set aside for intentional writing instruction. Central's educational programming is summarized as follows:

Reading: Classroom teachers are required to provide 90 minutes of reading each day. All teachers use research based best instructional practices to provide students with the strategies necessary to ensure educational success. General education instruction is anchored in a reading textbook and classroom sets of engaging books . Many Central teachers use the Daily 5 framework to deliver their reading and writing instruction. Teachers are trained in Lindamood Bell LIPS, Seeing Stars, and Visualizing and Verbalizing programs to assist in teaching students who struggle learning how to read. Central's library provides students with an ample selection of authentic literature. The Accelerated Reading program used schoolwide by students, promoting daily reading and comprehension checks. The program enables teachers to track and steer student progress. Additionally, we have a schoolwide reading challenge and an annual literacy night. The literacy night usually falls in the middle of our schoolwide Literacy Week. These programs challenge students to read at home and celebrate reaching their goals.

Writing: This year writing is a focus at Central Elementary. Teachers have used a variety of programs such as 6 Traits and RACE to help their students become better writers. This year teachers are focusing not only on writing stamina, but on utilizing technology as a writing tool.

Math: Central's math program uses many hands-on, drill, and practice activities to facilitate strong math application and computation skills. The EnVision math program also has a strong problem solving component that builds each year and helps students learn how to explain their answers. To support math fact fluency we use a program called Rocket Math in all our grades.This year, we plan to continue our school wide Math Fact Challenge.

Special Education and English Language Learner Programs: Differentiated instruction is based on individual student needs with specific teaching to assist struggling students. Instruction is based on best practices, push-in and pull-out programming, supported by a variety of literacy and math materials. All instruction through Special Education and English Language Learner services are in addition to core-classroom instruction in the general education classroom.

Exceptional 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. At the beginning of second semester in

Kindergarten, we identify those students who need additional enrichment during team time. These students work with our HA licensed kindergarten teacher.

The QuEST Tract 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 level 3 and 4 DOK questioning, and advanced vocabulary curriculum through the 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 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, computer science, art, music, and library science 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.

Response to Intervention: Students in kindergarten through fifth grade participate in the Response to Intervention that provides daily support beyond core instruction. to improve student learning 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, math follow remedial plans designed to assist students in closing the achievement gap.

Data Meetings: Each month teachers participate in data meetings to focus on student achievement and determine if the intervention is supporting student growth. They also participate in data discussions with administrators at the building and district level several times each year.

Data Meeting Dates: August 27, October 27, January 14, March 11

C. Professional Development

Central Elementary School will focus weekly professional development time on improving student achievement by developing better intervention and more effective differentiated instruction. The weekly sessions follow the Professional Learning Community model (PLC) consisting of reflection on past practices and experiences, a study of current student performance data, and a plan for trying new strategies to address focused areas of deficiencies.

The use of differentiated reading and math instruction will continue to be implemented in all grade levels. New staff members will be trained in this instructional framework and all staff will

set yearly improvement goals in the area if effective differentiated instruction. The principal will provide teachers with relevant training opportunities to facilitate their goal achievement.

Design Thinking is a current and ongoing school improvement goal. Teacher leaders on each grade level team have attended professional development on Design Thinking in a STEM rich learning environment. Our next goal will be to dive deeper into PLTW and Project Based Learning. Discovery Education, Nextec, PLTW, Mystery Science and Defined STEM are some of the facilitators selected to train our teachers.

Central has a Professional Development/Design Thinking Committee which meets throughout the year to identify and lead areas of need within our school.

Central teachers will continue to focus on differentiating reading and writing at the grades 2-5 level and early literacy intervention and enrichment at the K-1 grade level. As part of our planning for the upcoming school year, we are looking to provide intentional writing instruction.

Central will work to provide training to teachers to help motivate students to read. All elementary schools as well as the public library have partnered together as a community to foster a love for reading for Plainfield families. Teachers will have updated training on how to use Accelerated Reader as a tool to monitor student reading and develop reading challenges to encourage reading.

We will continue to train staff on the importance of developing the whole child and building relationships. We will provide teacher-led character education lessons to give students needed social and emotional support. At Central Elementary we will focus on the following through our professional development:

Areas of Focus

o Develop a Love for Reading, Writing and Problem Solving

- Students should be writing responses to what they are learning and how they are thinking. They need to use evidence from the text to support
  answers. This should include opportunities to provide evidence from multiple sources (mainly for grades 3-5).
- Lots of reading challenges and grade level incentives to encourage reading. This should be a huge focus. OSOB and Literacy week will be in place again this year. We will continue to use the book vending machine tokens as a reward. These tokens will be given out during the Central Celebration each grading period.
- Students should be explaining their thought process to solve math problems as well.

o Continued use of the ELA Curriculum with fidelity

- Use of grade level meetings to plan together as a group
- Follow curriculum map
- Use curriculum materials and resources
- Willingness to make adjustments based on last year

o Implement new assessment tools (i-Ready and IXL Level Up)

- i-Ready is the math assessment tool for grades K-2
- IXL Level up with the math and ELA assessment tool for grades 3-5

o Celebrate student/staff success

- Use of morning announcements to recognize staff and students
- Central Celebrations
- Student GROW Initiative
- Incentives for students who show growth on assessments

D. Family and Community Involvement

Parental involvement is viewed as an essential component when it comes to helping students reach their full potential. Central Elementary families are part of a very active Parent Teacher Organization (PTO). They provide financial support to Central staff and students through fundraising activities. The Central PTO submits articles to the Central Hub newsletter linked to the school website, provides teacher appreciation activities, purchases extra educational supplies for all teachers, provides volunteers, plans the annual family fun night and literacy night, and helps pay for student field trips. Parent partnerships in the education process are valued. ·

E. School Context and Organization

Central Elementary continues working on a comprehensive improvement plan. The principal continues to expand building-level leadership by cultivating new teacher leaders and support staff. Central's focus on improving reading, writing, and math dovetails nicely with school wide integration of STEM into all curriculums. Teachers use Design Thinking as the model of choice for teaching problem solving and developing college and career ready students by intentionally teaching effective communication , critical thinking, creativity, and collaborative skills.

F. Discipline Data

Behavior is supported in various ways at Central Elementary. Classroom teachers develop their own classroom behavior plans. Common behavior management plans used at Central include Clip Up Clip Down, Classroom DOJO, and TBRI strategies. Classroom teachers submit their behavior management plan to the principal at the beginning of the year.

If a major classroom interruption occurs, the principal, assistant, or counselor will intervene and provide support to the student and teacher. Each year the principal, assistant principal, and counselor meet with each grade level to review school behavior expectations.

2025-2026 School Year	
Incidents by Grade Level	**Total Incidents: 113**

Grade Level	Number of Incidents	Percentage of Incidents
Kindergarten	14	12.39%
First Grade	18	15.93%
Second Grade	24	21.24%
Third Grade	19	16.81%
Fourth Grade	10	8.85%
Fifth Grade	28	24.78%

2024-2025 School Year		
Incidents by Grade Level	**Total Incidents: 82**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	30	36.5%
First Grade	6	7.3%
Second Grade	10	12.2%
Third Grade	10	12.2%
Fourth Grade	19	23.1%
Fifth Grade	7	8.5%

2023-2024 School Year		
Incidents by Grade Level	**Total Incidents: 187**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	38	20.3%
First Grade	11	5.9%
Second Grade	42	22.5%

Third Grade	38	20.3%
Fourth Grade	13	7.0%
Fifth Grade	45	24.1%

2022-2023 School Year		
Incidents by Grade Level	**Total Incidents: 115**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	2	1.74%
First Grade	30	26.09%
Second Grade	26	22.61%
Third Grade	26	22.61%
Fourth Grade	17	14.78%
Fifth Grade	14	12.17%

2021-2022 School Year		
Incidents by Grade Level	**Total Incidents: 93**	
Grade Level	**Number of Incidents**	**Percentage of Incidents**
Kindergarten	8	8.60%
First Grade	3	3.23%
Second Grade	9	9.68%
Third Grade	27	29.03%
Fourth Grade	12	12.90%
Fifth Grade	34	36.56%

Component 2: Implementation of Reform Strategies

Central 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 2026-2027 school year, the following goals will be refined and expanded to improve instruction for all Central students. These goals were established from student and teacher data and multiple conversations with school stakeholders.

Student Achievement Objectives

The achievement objectives are derived from an assessment of the current status of educational programming, including the following:

a) Central Elementary School uses a variety of instruments in order to determine if students have met their achievement objectives based on the Indiana standards. The following is a list of the assessments we currently use to evaluate our educational programming.

- Grades 3-5 ILEARN Testing-State mandated testing (Checkpoints and Summative)
- Quarterly Benchmark Assessments using Edulastic
- Dyslexia Screener Grades K-2
- NWEA Reading, Language Arts and Fluency
- i-Ready Math Assessment (grades K-2)
- IXL Level Up Diagnostic (Grades 3-5)
- IREAD3 Assessment for all 2nd and 3rd graders

b) Attendance Rate:

Central Elementary School plans to continue a focus on increasing student attendance. The Plainfield Community School Corporation's attendance policy will guide this focus. Measures to ensure ongoing success in identifying and monitoring student attendance are found in the student handbook. In addition to these measures, efforts have been made to provide healthy alternatives as part of the school lunch program.

The following trends in annual attendance rates are evidence of part efforts:

School Year	Attendance Rate for 2751
2025-2026	95.44%
2024-2025	95.23%
2023-2024	95.19%

2022-2023	94.79%
2021-2022	96.0%
2020-21	96.17%
2019-20	96.00%
2018-19	97.15%
2017-18	97.4%
2016-17	97.1%
2015-16	97.2%

b) Percentage of students meeting academic standards under the ILEARN program

Central Elementary School has shown good student academic progress. Central Elementary School expects the passing rate for third, fourth, and fifth grade students to improve each year on Language Arts and Math. It is expected that the average improvement in the passing rate for Language Arts and Math will increase by at least 2% in 2026-2027, and a continuing yearly 2% increment until a 90% passing rate is reached and maintained.

c) Benchmark Testing

Students in grades K-5 take the NWEA formative assessment at least 3 times per year. This program uses RIT scores to identify the reading, language and math level of each student, measures individual and class growth, and forecasts results on standardized tests. This is a web-based program.

Every year, students at each grade level are given assessments to help measure their academic growth. The data gathered from these assessments help teachers know what to teach and how to teach in ways that help both struggling and high achieving students. Below is a list of most assessments given across each grade level:

	Fall	**Winter**	**Spring**	**4th Quarter**
KDG	NWEA reading, i-Ready Math	NWEA reading, i-Ready Math	NWEA reading, i-Ready Math	
1st Grade	NWEA reading, i-Ready Math	NWEA reading, i-Ready Math	NWEA reading, i-Ready Math	
2nd Grade	NWEA reading, i-Ready Math	NWEA reading, i-Ready Math	NWEA reading, i-Ready Math	IREAD3
3rd Grade	IXL Level Up Diagnostic, math and reading	IXL Level Up Diagnostic, math and reading	IXL Level Up Diagnostic, math and reading	ILEARN Language Arts and Math

				IREAD3
4th Grade	IXL Level Up Diagnostic, math and reading	IXL Level Up Diagnostic, math and reading	IXL Level Up Diagnostic, math and reading	ILEARN Language Arts, Math, & Science Tests
5th Grade	IXL Level Up Diagnostic, math and reading	IXL Level Up Diagnostic, math and reading	IXL Level Up Diagnostic, math and reading	ILEARN Language Arts, Math, & Social Studies Tests

Specific Areas Where Improvement is Needed Immediately

We have reviewed ILEARN and NWEA data to make a determination regarding improvement. According to our current data, our immediate areas of improvement in grades K to 5 in ELA are: evidence-based response to literature, vocabulary, writing using multiple informational text, writing conventions, the writing process, and exposure and practice in informational writing, narrative writing, and persuasive writing.

In math, according to our current data, our immediate areas of improvement in grades K to 5 are: number sense, algebraic thinking, geometry and measurement. Our school improvement goals address these needs. In addition, our school will continue integrating STEM activities, PLTW, computer science standards, and Design Thinking into the core curriculum to increase student engagement in learning and better prepare students future demands in the workforce (Employability Standards).

School-Wide Data Analysis ELA	
Strengths	Areas for Improvement
• Compare and contrast the most important points and key details presented in two texts on the same topic • Applying knowledge of text features • Determining the meaning of general	• Design and implement RTI programming with intentional interventions • Write persuasive, narrative, and informative compositions on a variety of topics demonstrating a command of

academic and content specific words in nonfiction text relevant to grade level topic or text	English grammar and usage (use of pronouns, nouns, verbs) ● Demonstrate command of capitalization, punctuation, and spelling ● Apply the writing process ● Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or). ● Compare and contrast point of view (first person and third person narrations) ● Students demonstrate command of the conventions in writing with a focus on spelling (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.)

School-Wide Data Analysis Math	
Strengths	Areas for Improvement
● Computation ● Solving real-world problems involving multiplication, division, addition, subtraction ● Number Sense ● Algebraic thinking and data analysis	● Design and implement RTI programming with intentional interventions ● Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Additionally involving multiplication and fractions ● Math fact fluency

	• Place value • Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties. • Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. • Decimals and explaining patterns and justifying conclusions

Benchmarks for Progress

Central Elementary School reviewed and revised 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 Central Elementary School's benchmarks for progress.

Target Goals

Goal 1: Central students will develop and maintain writing strategies and skills in order to demonstrate mastery of Language Arts state standards with a focus on Evidence-Based Response to Literature and persuasive, narrative and informative compositions

Strategies

- Students will participate in over a 90 minute reading and writing block on a daily basis which will include teacher modeling and a focus on the Six Traits strategies or other proven writing instructional strategies.
- Students will use a rubric to self-assess writing progress
- Students demonstrate command of the conventions in writing with a focus on spelling (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.)
- Staff will utilize RACE writing strategies and writing prompts to teach and practice Evidence Based Response to Literature.
- Students in grades 3-5 will study Latin root vocabulary.
- Teachers will use Edulastic to present students with ILEARN writing prompts.
- Teachers will do more modeling of writing, model prewriting, and show students many examples through the use of Top Score Writing.

Goal 2: Central students will develop and maintain a love for reading.

Strategies

- Teachers support and work with families to participate in the One School, One Book Challenge
- Students will be encouraged to read more often in the classroom and at home.
- Students will be involved in book talks, create book talk videos, and make recommendations to their peers regarding books they found to be interesting.
- Students will read for enjoyment, to learn, and to explore.
- Teachers will organize grade level quarterly reading challenges to engage students in reading and have celebrations for all.
- Teachers will read with students and participate in reading conferences.
- 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, Quill, etc.)

Goal 3: Central students will demonstrate improved algebraic thinking and data analysis, geometry and measurement, and success at multiple step problem solving.

Strategies

- Staff will provide students with daily math fact practice in the form of rote practice and in the form of in-depth, multi-step problem solving.
- Staff will provide instruction and activities to help students discern the validity of information presented in math problems.
- Staff will provide students will weekly practice at solving math problems that develop number sense skills
- Staff will model and provide practice identifying the operation or operations required to solve a given problem, focusing on speedy application of fact knowledge.
- Staff will provide multiple classroom experiences to illustrate practical use of real world applications. This includes time, money, and measurement concepts.
- Staff will use technology to provide supplemental problem solving activities for students.
- Students will receive intentional differentiated math instruction as part of the RTI program.
- Students in the lower 25 percent will participate in IXL
- Staff will provide an enriched math curriculum in 3rd grade and an accelerated curriculum in 4th-5th grades to high ability students.
- All students, K-5, will provide at least 60 minutes of daily core math instruction.
- Students in grades K-2 will utilize the Mathseeds program to improve fact fluency and improve number sense.

Goal 4: Central students will participate in daily STEM activities, Indiana Computer Science standards, develop Communication/Creativity/Critical Thinking/Collaboration skills, and

become proficient in PLTW to better address the new College and Career Readiness standards.

Strategies

- Teachers will incorporate STEM activities into all curriculum maps.
- Teachers will participate in ongoing professional development on Design Thinking.
- Teachers will participate in ongoing professional development on PLTW.
- Teachers will implement one PLTW module and one STEM project per semester, which goes through every step of the Design Thinking Process.
- Teachers will incorporate STEM activities and design thinking steps into weekly lesson plans.
- Teachers will participate in ongoing professional development to improve instructional strategies that develop communication, critical thinking, collaboration, and creativity skills for students.

Goal 5: Student academic learning gaps and poor attendance will be identified and overcome through intentional RTI and an after school program

Strategies:

- Benchmark assessments 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 data to identify learning gaps and provide interventions to fill those gaps.
- Interventions will be delivered with fidelity to students identified with learning gaps and/or delays.
- Student social-emotional needs will be identified and nurtured by teachers and mental wellness providers.
- TBRI principles will be used by all staff members.
- Teachers and students will participate in Central Elementary's CHAMPS Club where the theme will be *learning like champions.*
- We will target students in grades 2-5 based on NWEA, IXL, i-Ready, and ILEARN and teacher recommendation within the first week of school. Focus on reading/writing/math intervention support.

Component 3: Instruction by Highly Qualified Teachers

At Central Elementary teachers and support staff are highly qualified. There is a clear expectation that the "most trained and experienced" person will work with students in the greatest need. Staff members are appreciated for the unique gifts and talents each brings to share with Central children and families.

Collaboration and input into school programming from staff is a must at Central. Each team, including specials and special education, have a designated team leader who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought

out, discussed, refined, and used in many instances. The staff at Central work very hard to provide a quality education with high expectations for themselves and students.

Although Central teachers and support staff are on an established contract, the goal is to provide a warm, supportive, kind and friendly working environment. The PTO sends treats and provides meals for the staff to enjoy. Regular social activities are planned throughout the school year and there is a Sunshine committee which continues to look for ways to “brighten” the day for staff.

A teamwork approach is reinforced from the principal and staff members are encouraged to be on one of several committees to work towards making Central the very best school. Staff may choose from the following committees: Professional Development Committee, Math Fact and AR committee, RTI/PBIS committee, Central Celebration and School-wide Theme Committee, which staff may self-select to participate. A positive work environment, caring and a definite feel of “this is a special place to learn and grow” renders Central Elementary a desirable place to work!

The Plainfield administrative office ensures all new hires are appropriately and highly-qualified prior to any employment offers.

Teacher’s Name	Teaching Assignment	Highly Qualified	Location of Verification Form and Supporting Documentation
Gina Atkins	Sped Assistant	x	Central Office-HR
Cassie Galley	Art	x	Central Office--HR
Courtney Price	Second grade	x	Central Office--HR
Sarah Donelson	Assistant	x	Central Office--HR
Linda Dickey	Assistant	x	Central Office-HR
Elaina Gibbs	Fourth grade	X	Central Office-HR
Lauren Gardner	Sped Assistant	x	Central Office--HR
Carey Hackleman	First grade	x	Central Office--HR
Suzanne Hess	First grade	x	Central Office--HR
Lexy Hollingsworth	Special Education K-5	x	Central Office--HR
Londyn Feasel	Fifth grade	x	Central Office--HR

Anne Johnson	Third grade	x	Central Office--HR
Megan Johnson	Fourth grade	x	Central Office--HR
Jeff Kamm	Music	x	Central Office--HR
Kim Laswell	2nd grade	x	Central Office--HR
Danielle Bitar	Third grade	x	Central Office--HR
Kelly Mitchell	First grade	x	Central Office--HR
Julia Diehl	Fifth grade	x	Central Office--HR
Jennifer O'Connor	Kindergarten	x	Central Office--HR
Annie Pagels	Kindergarten	x	Central Office--HR
Madison Grant	4th grade	x	Central Office--HR
Patty Price	Assistant	x	Central Office--HR
Katy Riester	Kindergarten	x	Central Office--HR
Megan Roach	Second grade	x	Central Office--HR
Brandie Schroeder	Fifth grade	x	Central Office--HR
Erin Shelly	Speech	x	Central Office--HR
Mindy Slavens	School Counselor	x	Central Office--HR
Jaci Matthis	Sped Assistant	x	Central Office--HR
Lisa Toole	Assistant	x	Central Office--HR
Amy Stultz	Second Grade	x	Central Office--HR
Rhianda Szepski	Kindergarten	x	Central Office--HR
Isabelle Jacob	Fifth grade	x	Central Office--HR
Shannon Todd	Third grade	x	Central Office--HR
Grace Chimenti	Special Education K-5	x	Central Office--HR
Shelly Weaver	First grade	x	Central Office--HR

Lilly Brown	Physical Education	x	Central Office--HR

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 reading, writing, and math. 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. At Central Elementary we have a committee of teacher leaders dedicated to professional development.

2026-2027 School Year *The activities listed below will be offered for some or all staff, depending on the training. Release time to visit other classrooms and schools to observe writing and math activities related to our goals will also be available to staff as appropriate. Finally, grade level teams will continually collect, analyze, and report data to help develop future professional development..*	
June 2026	• *Grade-level Curriculum Mapping* • *ELL Standards and WIDA Training*
July 2026	• *SAFE Schools Training* • *PLTW Launch Teacher Training* • *Teacher Leadership committee meet to for monthly PLC goals/topics*
August, 2026	• *All staff will receive training on anti-bullying, universal precautions, sexual harassment, child abuse, gangs, and other topics related to providing a safe learning environment.* • *MAP Dyslexia Screener K-1 (How to access and administer the assessment.)* • *Teacher training on how to perform a GAP analysis and execute a plan to eliminate the gap.* • *Committee Meetings*
September 2026	• *Staff discuss and approve school improvement goals and strategies to address areas of concern.* • *Grade Level Meetings – Review RTI Data and plan Interventions. Develop STEM and Design Thinking activities for the coming month.* • *School Leadership Meeting – Ensure that the school and board goals are being addressed and prescribed strategies are being implemented with fidelity.*
October, 2026	• *Grade Level Meetings - RTI Data Review and Interventions. Develop STEM and Design Thinking activities for the coming month.* • *School Leadership Team Meeting – Discuss ILEARN Checkpoints assessments*
November, 2026	• *Grade Level Meetings - RTI Data Review and Interventions. Develop STEM and Design Thinking activities for the coming month.* • *School Leadership Team Meeting – Review school data and determine the effectiveness of current intervention and differentiated instruction practices.*
December, 2026	• *Staff meeting— Grade levels review and critique PLTW Modules and Design Thinking Projects that were implemented in the first semester.*

	• *Grade Level Meetings - Focus on RTI Data Review and Interventions* • *Review semester reading challenges*
January, 2027	• *Grade Level Meetings - Focus on RTI Data Review and Interventions. develop STEM and Design Thinking activities for the coming two months.* • *School Leadership Team Meeting – Plan professional development on Writing practices*
February, 2027	• *Staff meeting --Professional development Trauma Informed Teaching* • *Grade Level Meetings - Focus on RTI Data Review and Interventions* • *School Leadership Team Meeting – Develop timeline for reviewing and revising the School Improvement Plan. Organize teachers into needed committees to work on the next plan.*
March, 2027	• *Staff meeting—Professional development on Career and Employability standards and integrations* • *Grade Level Meetings - Focus on RTI Data Review and Interventions. develop STEM and Design Thinking activities for the coming month.* • *School Leadership Team Meeting – Plan professional development for the last grading period.*
April, 2027	• *Staff meeting—Strategic planning for the 2025-26 school year.* • *Grade Level Meetings - Focus on RTI Data Review and Interventions* • *School Leadership Team Meeting – Work on strategic planning with a focus on writing and address needs identified from student achievement data*
May, 2027	• *Grade Level Meetings – Analyze student growth and achievement based on year-end data. Make notations for future teachers regarding achievement data.* • *School Leadership Team Meeting – Develop preliminary School Improvement Plan goals to be finalized after ILEARN data is available*

Component 5: Highly Qualified Teachers to High Needs Schools

Central Elementary teachers and support staff are highly qualified. There is a clear expectation that the “most trained and experienced” person works with students in the greatest need. Staff members are appreciated for the unique gifts and talents each brings to share with Central children and families.

Collaboration and input into school programming from staff is a must at Central. Each team, including specials and special education, have a designated team leader who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. The staff at Central work very hard to provide a quality education with high expectations for themselves and students.

Lastly, school administrators work hard to create a warm, supportive, kind and friendly working environment for all staff. The PTO sends treats and provides meals for the staff to enjoy. Regular social activities are planned throughout the school year and the social committee continues to look for ways to brighten the day for staff.

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 Central 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 Team
    - Math Bowl
    - Fall and Valentine's Day parties
    - Special Person Night
    - Literacy Night
    - Musical performances
    - Walkathon
    - Kindy 500
- 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: teacher appreciation, chaperones for overnight outdoor education programs and assisting with various classroom parties throughout the year.
- Parents/Volunteers support the curriculum through the Study Buddy program.
- Parents and special people are involved in Book Fair and Central Family Celebration activities.
- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards, showcase displays, and classroom assistance.

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

- Warm and friendly school, especially when entering and being greeted by a friendly receptionist
- Attractive and welcoming learning environment
- Inclusionary
- Excellent and dedicated teachers
- Inspire students with a joy of learning
- Many clubs and experiences for students
- Central C.H.A.M.P.S. character education program
- Imagination Lab

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

- Continue to increase or make known each teachers' form of parent communication
- Making sure all parents feel included and a part of volunteering
- Student chronic absenteeism
- Student home life and access to mental health help
- Social Media "gossip"

Component 7: Preschool Transition

Central Elementary School hosts a Kindergarten roundup experience during the month of April. An announcement is made to every currently enrolled family through school messenger and flyers are mailed to every home in the community. In addition, flyers are shared with daycares and preschools. Plainfield School has a community preschool program with 205 students enrolled. Families in our preschool receive information from the preschool director. The Head Start coordinator is in contact with our Preschool Director. The director informs the Head Start Coordinator when kindergarten registration will occur.

Component 8: Teacher Decision Making Using Academic Assessment Results

To make continuous improvement in all areas of the educational system, periodic benchmarks have been set for reading, writing, and math achievement in every grade level throughout the year. Students not meeting these minimum standards are targeted for additional assistance. Teachers meet the principal, Title one staff, special education teacher to "staff" each child during the year at team data meetings. Team data meetings have the following purpose: review data and student growth, intervention programming, identify next steps for instructional improvement in the classroom, and feedback on goals.

Spreadsheets from Data Meetings: These spreadsheets are updated by teachers and discussed during data meetings

Component 9: Effective, Timely Additional Assistance

The use of ongoing benchmark data, as the base for accessing interventions for children, enables every child to be successful at Central. There is no guessing if a child is struggling or succeeding-the data supports growth or non growth.

Additional support is provided to students that are below identified benchmarks for reading and/or math and have an individual plan created to assist in closing the achievement gap. Support through interventions is delivered in small group instruction, additional skill-deficit instruction while in the classroom, additional practice on computers and, 1-to-1 tutoring. This is a second, different dose of instruction in addition to strong classroom instruction. The interventions are all scientifically research-based and have a proven reputation for success.

Students that continue to perform below grade level after receiving a second-dose of instruction begin the Intervention Process. The Intervention Process at Central Elementary is designed to gather information about struggling students and then organize a specific plan to address areas of weakness. This is a comprehensive system that involves parents, teachers, students, support staff, and administrators throughout the process. Students are progressed and

monitored bi-weekly to check for improvement. A lack of improvement would necessitate a change in interventions and follow up communication with parents. This process continues until a child is on “grade level.”

Component 10: Coordination and Integration of Funds

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

Component 11: Cultural Competency

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. Central Elementary School has utilized cross-cultural collaborations 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.

The district has formed a committee to address making sure that all students and families feel safe and welcome in our schools. The hope is to bring in all stakeholders as well as forming a school committee dedicated to making each child feel safe and welcome and that he or she has a voice in our school.

Component 12: Career Awareness/Development and Employability Standards

All teachers base instruction on Indiana College and Career Readiness Standards. Following the state’s guidelines with emphasis on STEM education, students are given the opportunity to use and develop skill sets daily that introduce them to work values and basic employment concepts. Each lesson is intentionally designed to include at least one of the Four C’s as applicable: communication, critical thinking, collaboration, creative thinking.

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 Central. The Central 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. During the first week of school, each Central family is given a Student Handbook and separate letter which includes a written statement that explains the school district’s policy on attendance. Consequences for excessive and unnecessary absences are outlined for each parent/guardian. This includes using Project Attend contracts in conjunction with the prosecutor's office.

The Central Elementary School Assistant Principal 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 Central 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. This year we have increased the number of computers in classrooms. 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 Central Elementary will have access to a chromebook for individualized instruction.

The additional technology tools include:

- Promethean Boards
- Document cameras

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

- Accelerated Reader
- Mystery Science
- Mathseeds
- IXL
- Prodigy Math
- Reading Eggs
- Mountain Language
- Mountain Math
- Envision Math
- Learning A-Z (Reading A-Z, RAZ Kids, etc)
- Code.org
- Waterford Early Learning (reading and math)
- Student email
- PebbleGo

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, remediation, and enrichment in either language, literacy, or 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.

Central 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 also a trouble shooter, fixing problems as they arise.

Safe and Disciplined Learning Environment

Central 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, which is available at any time. Messages are received by an administrator.

Central Elementary has a SRO that is dedicated to being at the building every day. The officer does daily checks on the inside and outside of the building. The officer also helps the traffic flow during the arrival dismissal process.

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty voicemail, ParentSquare, and email are available to parents 24 hours a day. The Central 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 was put into operation in August 2008, to allow 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. School Messenger, an automated calling system, is used to contact parents regarding the dissemination of 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. The school Messenger automated calling system is used to keep parents informed of upcoming meetings, inclement weather, and other pertinent information. This proactive approach to problem solving and communication has virtually eliminated any disruption to the educational process. A crisis plan has been developed and implemented. The plan is reviewed annually and changes are made accordingly.

Central Elementary Guidelines to Maintaining a Safe School

Central Elementary School is a safe place where all students can learn and grow surrounded by caring teachers and staff. Our staff encourages all students to try challenging work, to not give up when the work gets hard, to care for and respect others, and to make our school a better place. All of our school programming and rules are designed to support these core goals.

Be a Central C.H.A.M.P.S. Student

Our Positive Behavior Intervention Support program is rooted in Central character and the idea that Champions Make Choices and Choices Make Champions. Our faculty was involved in creating and defining a Central CHAMPS student. The following defines what it means to be a CHAMPS student:

Caring
Honest
Achieving
Making good choices
Prepared to learn
Safe

Furthermore, we have defined our Central Champs expectations in all areas throughout our school. In a continued effort to recognize our students making good choices as well as build our climate and culture, we recognize students each month, using CHAMPS Tags. This is a way to acknowledge the hard work and positive behavior of our students.

At the end of each quarter, we have a Central Celebration. This is a grade level convocation where we recognize students for demonstrating TBRI principles at school. Students are given a TBRI tag for their bookbag. These principles include: No Hurts, Accepting No, Gentle and Kind, With Respect, and Stick Together. Students who have excelled in reading during the quarter will be given a token for the book vending machine.

Student Language and Dress

Students are expected to use respectful language when talking with adults and other students. All comments should be said in a polite and respectful manner. Students should address all school staff by using their titles (Mr. _____or Mrs._____ or Ms._____). Students will follow the school-wide discipline code.

Character Development

Each classroom teacher leads his/her class in the lessons and discussions, which are created by the home-school advisor. There are four, half-hour lessons each year, and taught on the day the class goes to the Imagination Lab in SEPTEMBER, NOVEMBER, FEBRUARY AND MARCH. Each lesson is uniquely designed specifically for a grade level. The character education program helps create a safe school environment, greatly decreases bullying, and empowers students to protect themselves from bullying.

Anti-Bullying Program

We believe that all students must feel safe, physically and emotionally, at school. Bullying is defined by Indiana Codes I.C. 20-33-8-0.2 and I.C. 20-33-8-13.5. All students at Central will participate in anti-bullying curriculum each school year to help identify bullying, address it effectively, and empower students to help stop bullying. The anti-bullying curriculum is based on materials found on the Indiana Department of Education Bullying Prevention website and a variety of other resources provided by different Anti-Bullying programs. Lessons are developed for each grade level.

Behavior Expectations

CLASSROOMS

Each classroom teacher is responsible to develop a classroom behavior plan that creates and sustains a safe and learning-conducive classroom environment as well as a caring and respectful climate. Teachers must communicate with parents when students do not stay within the classroom behavior norms. Consequences for students who violate classroom behavior norms are established and enforced by the teachers. Students are to only bring items to school that are needed. Toys, trading cards, cell phones, laser pointers, etc. should remain at home. In addition, no items that could be perceived as weapons (either real or look-alike) are permitted at any time. The principal is always involved to varying extents in cases of physical altercations, excessive verbal assault, sexual harassment, theft, and destruction of school property. Consequences for behaviors where the principal is involved may include but are not limited to: student conference, parent contact, recess detention, short-term removal from the classroom to another classroom, in-school suspension, out-of-school suspension, and expulsion (in very severe cases).

HALLWAYS

To keep hallways safe, students are expected to walk in single file lines on the right side and keep voices quiet or very soft.

RESTROOMS

To keep restrooms safe, all students are expected to help keep restrooms clean, to notify teachers when finding a mess, to not play or fight in the restrooms, be aware of personal space, and to be quick and quiet when using the restroom.

CAFETERIA

To help keep lunch time safe, students are expected to talk quietly and only to students at their table. They are to use polite manners when eating and not share food with other students. Students will clean up all of the food and trash on and under their table before leaving.

PLAYGROUND

To help ensure safety, student responsibilities and expectations are to have fun and help those around them have fun. Be respectful of everyone around you: Students will not hit, push, wrestle or kick others. Also, students will talk to each other respectfully and avoid name-calling at all times. Students will keep hands to themselves and will be obedient and respectful to the playground supervisors. Be respectful of the playground equipment: Students will return all equipment to the shed at the end of recess. Balls that go outside of the playground fence should not be retrieved without permission from the playground supervisors.

RIDING THE BUS

When riding the bus, students are to stay seated, facing forward at all times. Students are to use an inside voice and report all issues to the driver and leave the bus in an orderly fashion and walk to the nearest door using the designated walkways. Students are never to cross between buses.

This poster hangs in every classroom.

STUDENT EXPECTATIONS AT A GLANCE

Central Elementary Expectations — **CHAMPS**

	CLASSROOM 	HALLWAYS 	CAFETERIA 	PLAYGROUND 	RESTROOM 
Caring	• Listen • Use indoor voice • Raise hand • Be a good friend • Include everyone	• Respect others' working and learning by being quiet • Be kind	• Pick up trash • Inside voices • Be polite	• Keep hands and feet to yourself • Be a good friend • Include everyone • Be kind	• Pick up trash • Be aware of personal space
Honest	• Be truthful to everyone • Take responsibility for your actions	• Be truthful to everyone • Take responsibility for your actions	• Be truthful to everyone • Take responsibility for your actions	• Be truthful to everyone • Report problems at recess	• Be truthful to everyone • Take responsibility for your actions
Achieving	• Positive attitude • Give best effort! • Use time wisely	• Quiet • Stay in line	• Respect for peers and adults • Keep food on tray or in your space	• Respect school property (equipment and yard)	• Respect for area
Making good choices	• Think before you act • Follow directions • Be kind to teachers and students	• Hands and feet to yourself • Walk on right side • Eyes forward	• Hands to self • Clean up area • Manners	• Kind actions and words • Follow directions	• Wash hands • Be aware of personal space • Throw paper towels and toilet Paper in trash
Prepared to learn	• Be prepared • Turn in your assignments • Study and read	• Be quick • Get all materials needed out of locker	• Follow adult directions • Use time wisely	• When whistle is blown, line up quickly and quietly	• Quick and quiet • Wash hands
Safe	• Hands & feet to yourself • Report problems • Follow class rules • Take safety drills seriously	• Walk • Take each stair carefully when going up or down	• Walk • Report spills • Take your time and chew eat bite	• Stay in playground area • Use equipment correctly	• Keep water in sink • Keep hands and feet to yourself while in the bathroom

Parent and Guardian Communication Regarding Behavior

The staff at Central 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, Central Elementary strives to build a strong literacy and math foundation for all students.

Specific Areas Where Improvement is Needed Immediately

All Legal Requirements Met

Academic Honors Diploma and Core 40

Non-applicable Section - High School Only

Statutes and Rules to be Waived

Plainfield Community School Corporation and Central Elementary 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

The strategies employed by Central Elementary staff reflect a comprehensive understanding of data-collection, analysis, and interventions to close the achievement gap. Central Elementary School is a diverse learning community with many quality programs, dedicated staff members, and caring families. The literacy and math focus in the school provides a positive direction for improved student achievement.

A three-year timeline is used for implementation, review, and revision of this Public Law 221 School Improvement Plan. The School Improvement Committee has been consolidated with the Title I Schoolwide Planning Committee. It is through planned programming that Central Elementary School attempts to address the needs of all students. This plan encompasses a three-year timeline for the school years 24-25, 25-26, and 26-27.