Southern Wells Elementary School

Home of the Raiders
2017-2020

9120 South 300 West
Poneto, Indiana 46781
School Identification Number: 9057
Corporation Number: 8425

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SCHOOL AND COMMUNITY DESCRIPTION

Southern Wells Community School Corporation offers all young people a quality educational environment in a rural community. We are a school that values the family and holds appreciation for discipline, hard work, and high moral standards. The school district is located in the southern portion of Wells County and encompasses the townships of Chester, Jackson, Liberty, and Nottingham. There are no large towns or cities within the school district; however, there are several small villages. The school system and churches within the district are the centers for the majority of community activities.

Roots run deep in the school community with many students being second or third generation students in the Southern Wells system. Those who attended in the past are ardent supporters of the school and heartily relay their experiences as young people. Because of this, traditions are maintained and the culture is steady and reliable. This is increasingly a challenge as societal mores rapidly change and impact the school community through social media. Each year more students attend Southern Wells Elementary through transfer tuition than previously. This influx has changed the academic and social dynamics, lessening, to some degree, the depth of the familial school culture.

Agriculture is the primary basis of the district's economy. Those who are not involved in agriculture are employed in nearby cities and towns. These include, but are not limited to, the cities of Bluffton, Marion, Montpelier, Hartford City, and Berne. Some parents travel farther for employment, working in such cities as Muncie and Fort Wayne.

Southern Wells Community Schools consists of an elementary school, a junior-senior high school, administrative offices, a vocational agriculture/physical education building, a storage building, and a bus garage. While the two schools operate as separate entities, they are located in the same complex along with the central office. In all, there are seven buildings located on a fifty-nine acre campus. The academic buildings are networked to provide media retrieval, data accessibility, and Internet connectivity.

Southern Wells Elementary School was originally opened in 1973 bringing all of the township schools together. A fire in 1992 destroyed the original elementary building. Volunteers worked over 3,000 hours in less than six days and made it possible to reopen school for grades K-6 in an old school located in the nearby town of Warren, Indiana. This Herculean event prompted the Southern Wells' community and the people of Warren to jointly garner a national award – the Midland Texas Community Spirit Award. The Southern Wells site was cleared and a new building was erected and opened in October 1994.

PARENTAL INVOLVEMENT

Since 1994, this community spirit has continued to support and enhance opportunities for children and adults. Many community volunteers help in the school, and attendance at music programs has required a move from the elementary gym to the high school gym. Southern Wells Elementary offers numerous activities that encourage parental participation. Some of these activities include: Fall Fitness Frenzy, Santa Fitness, Family Fitness Night, Family Movie Night, skating during gym, after-school skate night, intramural basketball, field trips, In Harmony King's Island trip, and Walk-a-Thon.

Several of the programs offered to students include: Junior Achievement BIZ Town, an annual multi-day study trip for sixth graders to McCormick's Creek State Park, behavior incentive swim and roller skating activities, jump rope club, and a morning exercise (BOKS) program. Parents also look forward to attending our annual events such as the track meet for grades 4-6, Spring, Fling, and grades K-3 Holiday Program.

Southern Wells Elementary School gives back to others through annual donations to Riley Children's Hospital, the American Heart Association, the Angel Tree Project, and a canned food drive that is held in conjunction with the high school FFA program. Beyond the school campus, the In Harmony school choir performs at churches and nursing homes.

Almost all parents support at least two major events during the year: Back to School Night (Open House) and Parent/Teacher Conferences.

The PIE (Partners in Education) group is very supportive of the goals, vision, and programs at Southern Wells Elementary School. Two teachers serve as liaisons to foster effective communication between the school and parent organization. Annually, this group provides funds for parent breakfasts, student study trips, student snacks during ISTEP+, and other such programs, activities, and functions.

SWES MISSION STATEMENT

The staff at Southern Wells Elementary School believes that every child can learn and has worth and dignity. This is fostered by positive relationships with other students and staff. Our rich learning environment has high expectations for success by providing appropriate instruction that allows for individual differences and learning styles. We believe that our school promotes a safe, caring and supportive environment. Southern Wells staff strives to have our parents, teachers, and community members actively involved in student learning.

SOUTHERN WELLS COMMUNITY SCHOOLS VISION STATEMENT

To be a place where people are empowered to become their personal best.

SOUTHERN WELLS COMMUNITY SCHOOLS MISSION STATEMENT

To provide an exemplary experience that maximizes each student's potential in a safe, innovative, and nurturing environment.

School Improvement Plan Committee

Member Name	Department/Title
Steve Darnell	SWCS Superintendent
Cari Whicker	SWES Principal
Becca Frazee	Math Curriculum Comm.
Peggy Haigh	Reading Curriculum Comm.
Kim Huffman	Writing Curriculum Comm.
Denise Neff	Math Curriculum Comm.
Dawn Allison	High Ability Comm.
Deb Coleman	Technology Leadership Team
Susie Burgan	Parent/Community Outreach
Jennifer Wilson	RtI Team/School Counselor
Caryn Johnson	Parent
Kelly Michael	Parent

CURRICULUM AND ASSESSMENTS

During the 2016-2017 school year, staff developed curriculum maps for mathematics, English/language arts, and science. The maps derived from the more rigorous Indiana College and Career Ready Standards, instructional resources, state and local assessments, and the annual school calendar. Teachers designed instructional units, daily lessons, and activities using the maps as a basis for the planning. This work will continue into the 2017-2018 school year with continue emphasis on Indiana Department of Education recommended vocabulary lists as well as cross-referencing curriculum maps with state defined blueprints and Performance Level Descriptors. Copies of curriculum maps are available for review in the corporation and elementary school offices.

Instruction

Southern Wells Elementary School prides itself on the many available programs and learning opportunities that are offered for students. We believe that student achievement occurs only when curriculum, instruction, and assessment practices are aligned with Indiana Academic Standards. Teachers collaborate to ensure continuity within and between grade levels. They also confer about the results of ISTEP+, NWEA, I-Ready, and other formative assessments in order to correct weaknesses that exist in essential skills instruction. Students are encouraged to accept increasing responsibility for their learning and are positively reinforced for this acquisition.

ISTEP+

The Indiana Statewide Test for Educational Progress Plus is a state implemented summative test. ISTEP+ evaluations are used as a summative measure of growth and academic achievement for students in grades 3, 4, 5, and 6 at Southern Wells Elementary School. These state assessments are used by teachers to help in the diagnosis of students' academic strengths and weaknesses. Teachers use ISTEP+ scores to identify ways to aid students, more tightly align curriculum to instruction, and more tightly align instruction to assessment.

IREAD3

Based on the Indiana Academic Standards, IREAD3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109). The purpose of the Indiana Reading Evaluation And Determination (IREAD3) assessment is to measure foundational reading standards through grade three. Administered to all third graders as SWES, it is used to assist in determining remediation and summer school placement.

NWEA

Northwest Evaluation Association is a formative assessment tool. This norm based instrument measures growth and achievement in reading and language arts. The assessment is administered in the fall, winter, and spring. Results are used to help teachers refine instruction and to communicate students' levels of growth and achievement to parents.

I-Ready

I-Ready is a multiple measure, comprehensive on-line assessment system that provides a complete picture of student performance in mathematics. Adopted by Southern Wells Elementary School in 2016, it is used to provide formative data to drive instruction in math.

DIBELS

The Dynamic Indicators of Basic Language Skills is administered to all kindergarten and first grade students. It is also administered to those students through fourth grade that demonstrate reading deficiencies. Data from DIBELS assessments enable teachers to plan instruction that is more narrowly focused and intense. DIBELS scores are used to identify students who are to receive Title 1 services.

CogAt

The Cognitive Abilities Test is a multiple choice test used to measure cognitive development among children and is often used to identify gifted children for admission into gifted and talented programs across the United States. It is given to all kindergarten students and those students new to the corporation at an elementary school level.

STAKEHOLDER DATA

In staying faithful to our espoused mission, the school and families must work as partners to ensure students develop personal self-regulation skills and responsibility in completing work to the best of their abilities and conducting themselves in a manner that promotes a positive and safe school climate.

A stakeholder survey was administered in September of 2016. This survey was compiled as part of the corporation's initiation of a strategic planning process. The corporation's mission statement, vision, and goals were developed as a result of the findings of the survey. The evolution of the strategic plan continues into the 2017-2018 school year, as the goals are refined and key strategies are put into place to attain those goals.

One area for improvement would be to conduct a culture/climate survey for the elementary school. This survey would include measures of stakeholder satisfaction with learning environment, social and academic needs, and safety.
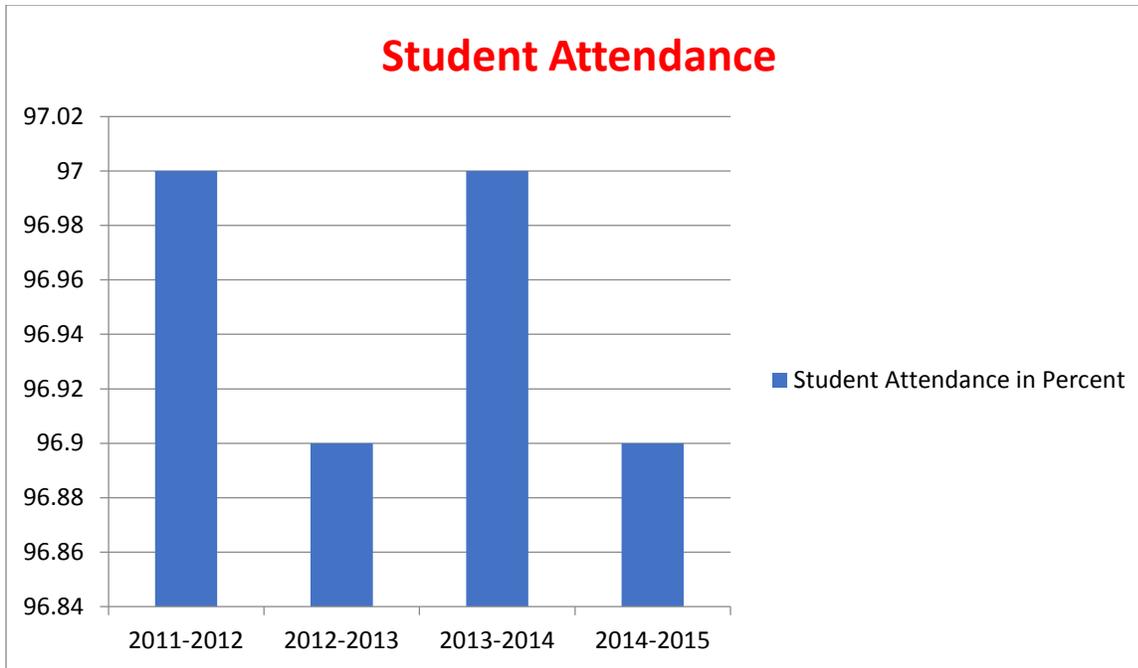
ATTENDANCE DATA

Attendance is a critical component to the overall academic and social development of all children. Over the past eight years, our students' attendance rates have been consistently above 96%. The state also acknowledges the importance of attendance through the addition of the attendance component in calculating a school's letter grade. Beginning with the 2017-2018 school year, five-percent of a school's letter grade will be based upon student attendance. With this in mind, we seek to improve attendance and demonstrate a growth in this area.

The elementary school's Family Handbook clearly explains the school's attendance policy. This includes the definition of half-day and full-day absences, tardiness, and excused/unexcused absences. A limit of ten (10) countable (unexcused) absences is permitted.

Upon four (4) absences, a letter is sent to parents to make them aware of their children's absences and remind them of the policy. A second letter is sent to parents when their children are absent seven (7) days. At this level, a meeting between the school counselor the parent is required wherein an attendance contract is developed. At ten (10) absences a meeting between the parent and principal is required. Parents are advised that any absences beyond that point require verification (court appearance, physician's note, etc.) Failure to provide such documentation results in a report to the county prosecutor's office.

Students who are tardy to school five times receive lunch detention and a loss of one (1) recess. A letter is sent to parents advising them of this. If children are tardy on seven (7) occasions, they are required to serve two (2) lunch detentions and the loss of one (1) recess. At ten (10) days of tardiness, children serve one (1) after school detention and a meeting between the principal and the children's parents is required.

Children and classes are recognized for regular, punctual attendance. Each morning, classes that recorded perfect attendance on the previous day are recognized on the morning announcements. At the end of each grading period, individual students are recognized with a certificate for perfect attendance at the school's awards ceremony.

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Attendance Benchmark 2016-2017

      By the end of the 2017-2018 school year we will be at a 98% attendance rate.

Attendance Benchmark 2017-2018

      By the end of the 2018-2019 school year we will be at a 98% attendance rate.
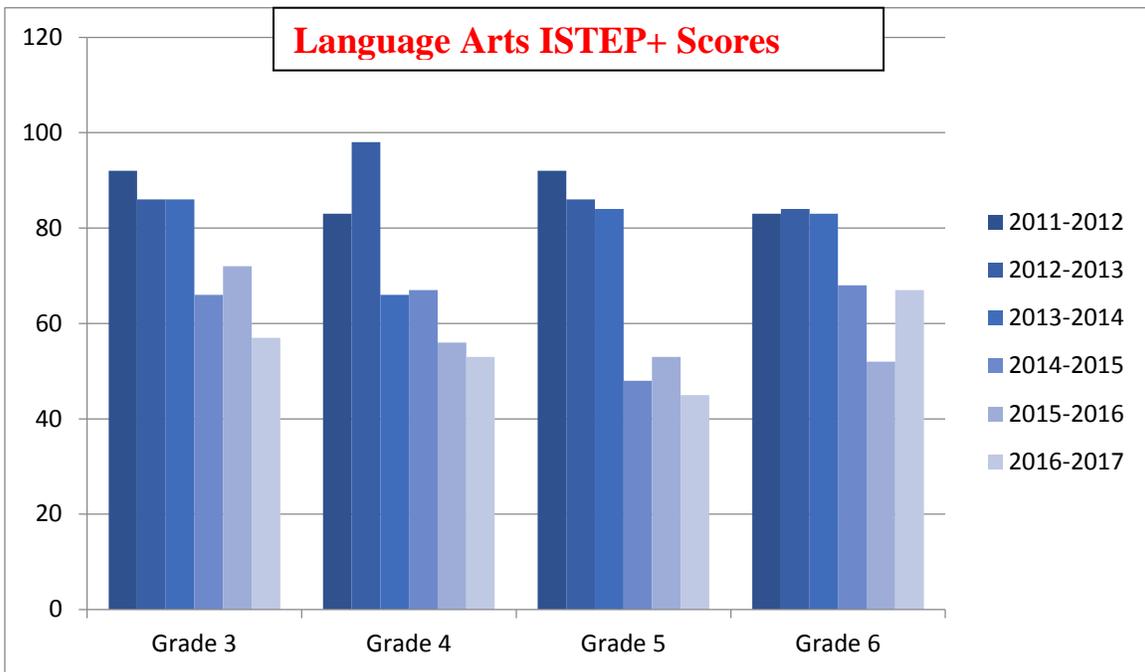
Attendance Benchmark 2018-2019

      By the end of the 2019-2020 school year we will be at a 98% attendance rate.
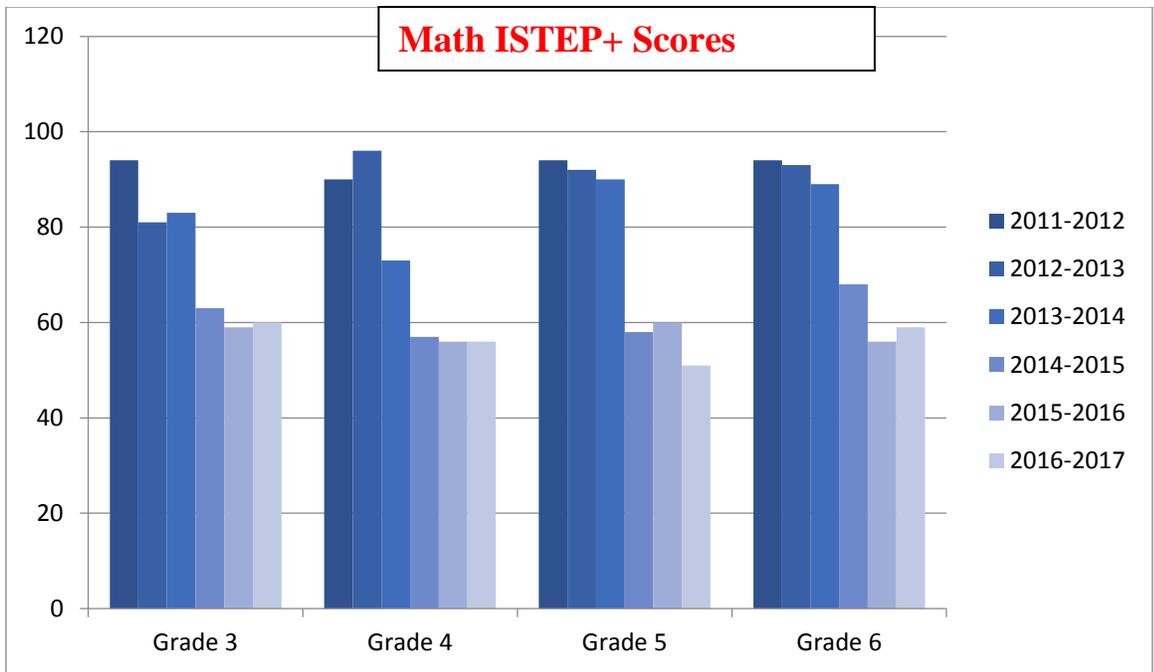
Attendance Benchmark 2019-2020

      By the end of the 2020-2021 school year we will be at a 98% attendance rate.
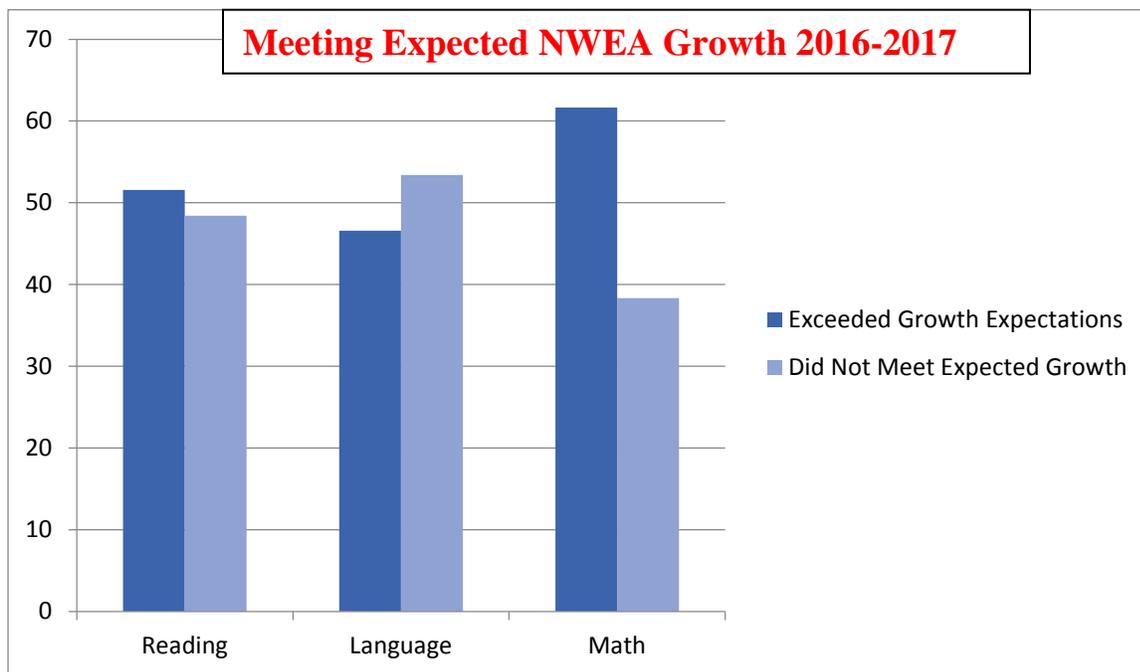
ISTEP+ DATA

       ISTEP+ test results for the elementary are shown below. In language arts, students at Southern Wells Elementary School have shown below average skill mastery. In math, the number of students mastering the state standards has shown decreased improvement over the past few years. Scores have not seen a steady climb as in the past as the test has changed. The adoption of new Indiana College and Career Ready Standards and a new college and career ready ISTEP+ assessment has created the need for the establishment of new norms. Teachers are adapting instruction to ensure students are prepared for the new standards.

Language Arts ISTEP+ Scores

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 3	92	86	86	66	72	57
Grade 4	83	98	66	67	56	53
Grade 5	92	86	84	48	53	45
Grade 6	83	84	83	68	52	67

Math ISTEP+ Scores

NWEA DATA

NWEA is a formative assessment given three times each year in the areas of language usage, reading, and math. One measurement of NWEA looks at the expected growth of students from fall to spring. Student goals are based on their scores on fall assessments. Thus, each student has individual expectations that they need to meet. We work to make sure all student improvement is above their expected level. This growth model offers another target to gage student growth. However, the growth chart does not take into consideration how close a student is to meeting their individual goal.

Meeting Expected NWEA Growth 2016-2017

Legend:
- ■ Exceeded Growth Expectations
- ■ Did Not Meet Expected Growth

(Bar chart showing Reading, Language, and Math categories with y-axis from 0 to 70)

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Crisis Prevention and Response

Providing a safe and disciplined learning environment is the primary goal of Southern Wells Elementary. The school safety plan was comprehensively revised, monitored, and reviewed by the Indiana Department of Education in 2016. The revised plan spells out specific responsibilities and provides guidance for staff actions from initial crisis recognition through student-parent reunification. Tabletop exercises and actual drills are used to practice these responses. Each classroom is equipped with a Go Bag in which material and supplies for crisis management are kept. Each room in the school has a telephone to enable rapid room-to-room and room-to/from-office communication. Two-way radios provide immediate communication capability between the office and staff who are outside the school. A comprehensive network of cameras provides surveillance capability within the school and at the main entrance. Four staff members are trained in the Crisis Prevention Institute method of responding to situations that involve the propensity for aggressive verbal and/or physical acts by students, staff, or visitors. A rapid parent notification system is used to alert parents to delays, cancellations, and other necessary/critical communications.

Code of Conduct

A code of conduct is in place and clearly articulates the expected behavior of students. Four levels of infractions are specified, providing a progressive structure for disciplinary measures as warranted as behavior becomes more severe. This is published in the Raider Family Handbook and is used by school personnel.

Positive Discipline Plan

Students in grades two through six are involved in a school-wide behavior incentive plan called Raider Card Discipline Program. Grades K-1 have grade level specific discipline plans in place for the same purpose. Students who maintain their Raider Cards through each grading period are recognized at an awards program and are eligible for tangible rewards. Students who maintain cards for the semester may attend a swimming party at the end of the first semester and a roller skating party at the end of the second semester.

Safety Drills

Drills for fire, tornado, and manmade disasters are conducted in accordance with Indiana law. Results of drills' effectiveness are discussed by the safety committee and staff for the purpose of improved safety and performance.

Visitors

Visitors of Southern Wells Elementary School are required to sign in and receive a visitor's badge from the office to wear throughout their visit at school. All school doors are locked throughout the school day. Access through the main entrance is gained only after being admitted by school office personnel, using a remote entry system. Comprehensive video surveillance monitors movement and behavior of students and guests.

Student Release from School

Students who do not ride the school bus home must have a written, signed authorization from their parents/guardians, specifying who may taken them from school. If a child does not have a signed note, or if a telephone call is not received by the office, that child is placed on his/her assigned bus for transport home. During arrival and dismissal, school personnel are stationed outside to monitor students' movements to-and-from buses and cars.

School Nurse

A full-time nurse serves students in the elementary and junior-senior high school. She provides first aid for injuries sustained by students and staff, care during illness, and instruction for illness and injury prevention. The nurse serves as an instructional resource for teachers and promotes overall health and wellness, in conjunction with the physical education program.

Disease Prevention

As seasonal communicable diseases become more prevalent, custodial and instructional staff sanitize desks and surfaces that are prone to foster disease transmission. Each year, students are required to be vaccinated per Indiana Health Department guidelines.

Areas for Improvement

Continuous and routine self-assessment highlight areas where improvement would help maintain the safest possible environment. These are:

- Develop and maintain a culture based on common character-based values
- Develop consistent response by all staff to student misconduct
- Practice all crisis scenarios to the point of reunification to ensure best outcome

STUDENT SUPPORT

Southern Wells provides a positive learning experience for our students. A high ability cluster program and speech therapy are available for qualifying students. Every child is provided regular instruction in art, music, physical education, and STEM throughout the year.

Beyond the school-day, students may participate in intramural basketball, cross country, wrestling, and football. A music group (In-Harmony) is available for students interested in choir as well.

Remediation

Results from ISTEP+, NWEA, IREAD3, I-Ready, and DIBELS are used to determine students' needs for remediation. Tier 2 remediation occurs within classrooms through targeted individual and small group instruction. In primary grades, this is delivered by classroom teachers and instructional assistants. More intense Tier 3 remediation occurs through pull-out and in-classroom assistance facilitated by special education personnel. After school remediation is available one day a week using National Honor Society students from the high school. During daily recess, classroom teachers provide additional individualized help for students with such needs. Summer remediation is provided when necessary, particularly as a result of IREAD3.

Guidance Program

Southern Wells Elementary has a full-time counselor who supports instruction and provides support and guidance for students' emotional and social needs. The counselor conducts class sessions that promote positive character and behavior. The counselor meets individually with troubled students to address their individual needs. Outreach support is offered to parents who ask for help with parenting skills, access to community resources, and ways to help their children with homework. A kindergarten through sixth grade "Too Good for Violence" classroom program is in place to help students develop coping and behavioral regulation skills instead of resorting to violent behavior.

TECHNOLOGY

Students' technology education is supported by two complete computer labs, grade-level sets of IPADS, SmartBoard technology, Touch Screen TVs, and a 1:1 format where all students use Chromebook devices in fourth, fifth, and sixth grades. Improved technology infrastructure and increased use of online resources have greatly enhanced the value of the school's technology program. Technology is used more and more for skill practice, productivity, research, and communication. The corporation technology director manages the entire technology program, including infrastructure, with a second person who works on hardware and technology, classroom integration, testing, and data management. A technology assistant, and full-time classroom teachers, help trouble-shoot simple hardware, software, and connectivity issues and works with uploading student lists for programs and support for teachers.

Additionally, all students have accounts for the IXL and Vocabulary/Spelling City programs, through which teachers assign specific practice, review, or enrichment lessons for students to complete at school and/or at home. Other internet resources are used for such purposes as subject-related research and project support. The school has one teacher who trouble-shoots simple hardware, software, and connectivity issues. A high school teacher is employed half-time to address these issues as well, but does so in more depth. Both of these individuals work with data transfer (uploading student lists for programs, solving report card errors, etc.) and to support instruction through timely and direct support for teachers. A technology director is responsible for infrastructure, long-range device planning, purchase, and repair.

Available technology:
- SmartBoards in all classrooms for students and teacher presentations
- Touch Screen TVs in seven classrooms
- Two 30-station computer labs for grades K-3
- 1:1 Chromebooks in grades 4-6
- Teacher workstations with printing in each classroom

Recent improvements:
- Flat screen monitors for teacher workstations
- Use of Google Chrome by teachers for mail and calendar systems
- Use of Google Chrome by teachers and students for instruction and sharing of materials
- Additional wireless access points throughout the elementary
- Subscriptions for iReady math diagnostic and instruction program
- Chromebook replacement for grades 4-6

**SOUTHERN WELLS ELEMENTARY SCHOOL   2017-2020
THREE YEAR PLAN**

GOAL: By the Spring of 2018, students in grades K-6 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 64% of students in grades 3-6 will pass the ELA portion of the ISTEP+ exam;

- 64% of students in grades K-6 will reach anticipated RIT growth goals in reading and language usage between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2019, students in grades K-6 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 70% of students in grades 3-6 will pass the ELA portion of the ISTEP+ exam;

- 70% of students in grades K-6 will reach anticipated RIT growth goals in reading and language usage between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2020, students in grades K-6 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 74% of students in grades 3-6 will pass the ELA portion of the ISTEP+ exam;

- 74% of students in grades K-6 will reach anticipated RIT growth goals in reading and language usage between the previous fall and current spring NWEA tests.

SOUTHERN WELLS ELEMENTARY SCHOOL
THREE YEAR PLAN

Key Strategy   Implement literacy instruction at all grade levels using effective, research-based practices for a minimum of ninety (90) minutes daily, incorporating:
- Indiana College and Career Ready Standards as outlined by the SWCS curriculum maps and grade level planning;
- The teachers will incorporate best practices which could include the following: literature circles, KWL charts, QAR, flexible grouping, exit slips, differentiation, cloze procedures, quick writes, reading logs, etc.;
- Students using 1:1 technology will access information, research topics, and enhance Project Based Learning.

Key Strategy   Implement the Response to Intervention Model to ensure that the literacy Development needs of all students are met, incorporating:
- Differentiated instructional practices, designed to meet individual student's learning needs;
- Research-based standard treatment protocols with quantitative documentation;
- Use of the RtI Team to assist teachers with intervention design as described in the corporation's RtI Plan.

Key Strategy   Use data to plan subsequent instruction reading literature and non-fiction:
- Develop teachers' capacity to analyze formative assessment data.
- Use data on a regular basis to drive instruction.
- Training on the structure and organization of the ISTEP+ exam, both in question/format and in scoring

Indiana College and Career Ready Standards	• Integrate Indiana College and Career Ready Standards into daily instruction • Utilize Best Practices for instruction • Integrate IAS Glossary Vocabulary • Integrate Performance Learning Descriptors and Blueprints as recommended by the Indiana Department of Education
Low Achievers	• Implement SWCS's RtI Guidance Document • Implement, document, and monitor Tier 2 and Tier 3 interventions as appropriate • Track RtI students on data wall • RtI Committee meet regularly to discuss interventions/process • Use of RtI process to determine the extent and duration of focused, research-based intervention protocols necessary to meet the literacy needs of students who do not demonstrate mastery
High Achievers	• High ability students are identified according to the ISTEP+ exam. • High ability students are identified according to the CoGat exam. • Teachers differentiate curriculum, as an individual and grade team level, to meet the needs of their high ability students
Performance Assessment	• Collect, analyze, and utilize standards mastery data for continuous improvement (pretest, re-teaching multiple times to achieve or maintain mastery, and posttest) • Conduct meetings between students, parents, teachers, and administrators using student data to drive conversations
Implementation Assessment	• Discuss and document academic standards goal implementation including strategies and assessment data, during grade-level or curriculum committees • Conduct Administrative Walkthroughs • Assess the degree of implementation and effectiveness of research-based instruction practices for literacy, and provide professional assistance where needed

Professional Development	- Provide professional development activities to support implementation of academic and content literacy standards - Provide PD to support utilization of IAS Glossary Vocabulary, Performance Learning Descriptors, and Blueprints in instruction - Conduct ongoing cycles of observations and follow-up coaching to support the implementation of the literacy standards and best practice strategies - Meet, according to a pre-determined schedule, to study best practices in reading instruction and cognition
Collaboration	- Conduct meetings between grade-level teachers and the principal to analyze student achievement, discuss instructional strategies, and curriculum alignment - Discuss academic standards goal implementation including strategies and assessment data, during grade-level or curriculum committees
Family Involvement	- Create resources on the school's website to support parents' understanding of Indiana College and Career Ready Standards and literacy development in the content areas - Title 1 Parent Meeting - Parent/Teacher/Student Conferences
Transition	- Administer pre-assessments at the beginning of the year to determine students' "starting points," and plan systematic instruction - Conduct ongoing cross-grade-level meetings to discuss Indiana College and Career Ready Standards alignment and transition of Tier 2 and 3 students
Technology	- Effective use of available technology by teacher/students - Research best practice and conduct professional development on digital curriculum - Enter supporting documentation SWCS's RtI Form - Use local and online technology resources to support literacy instruction and assessment: IXL, i-Ready, Spelling City, etc. - Gather and evaluate data from online assessments and software programs to assess student progress and plan subsequent instruction
Cultural Competency	- Build capacity of staff members to understand the effects of poverty on academic achievement using resources such as work by Ruby Payne - Establish expectations and procedures to align school culture and environment with that espoused in our purpose, vision, and mission

AREA OF FOCUS – ACTION PLAN (2017-2018)
LANGUAGE ARTS

Goal: By the spring of 2018, students will master the literacy skills of reading and writing with 64% of students passing the language portion and 64% passing the writing prompt, as measured by the ISTEP+ exam.

Standardized Assessments: ISTEP+, NWEA, and DIBELS.	**Local Assessments:** Classroom pretests/posttests.

Intervention: All teachers will reinforce principles and skills introduced during language arts and reading instruction block. **Intervention:** Developmental groups will be created and adjusted to enhance higher level skills and to supplement missing or weak areas.	**Research/Best Practice Sources:** See bibliography page 25-27.

Activities To Implement The Intervention:	**Person(s) Responsible:**	**Timeline:**	**Staff Development Activities / Classroom Monitoring Systems**
- Classroom time will be adapted to create more reading time and teacher/student interaction. - Programs will be implemented to assist subgroups that are struggling with reading. - Techniques such as KWL, graphic organizers, frontloading, flexible grouping, comparing, and showing relationships will be used to assist students with reading comprehension. - All classroom teachers will utilize a variety of texts including technical, text based, literature based, newsprint, interpretive, editorial, and digital text and media. - Teachers will regularly utilize these materials along with chunking, QAR, vocabulary building and other traits of good readers.	Each classroom teacher will be responsible for mentoring, training, implementing, and assisting students in improving literacy skills.	2017-2018	1) Teachers and administrator will continue to share specific knowledge and skills gained from their training during staff development days and in-house training sessions. 2) Staff development and in-service days will be differentiated to meet staff needs as determined by areas of focus and walkthroughs. 3) Continue to develop Reading/English/language arts curriculum maps, cross referencing them with IDOE blueprints and Performance Level Descriptors. 4) Staff RtI training will continue with staff to better meet the need of all students. 5) Regularly scheduled meetings and classroom walkthroughs will be held to discuss and document progress and share teaching strategies. 6) See professional development

SOUTHERN WELLS ELEMENTARY SCHOOL   2017-2020
THREE YEAR PLAN

GOAL: By the Spring of 2018, students in grades K-6 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 65% of students in grades 3-6 will pass the math portion of the ISTEP+ exam;

- 65% of students in grades K-6 will reach anticipated RIT growth goals mathematics between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2019, students in grades K-6 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 71% of students in grades 3-6 will pass the math portion of the ISTEP+ exam;

- 71% of students in grades K-6 will reach anticipated RIT growth goals mathematics between the previous fall and current spring NWEA tests.

GOAL: By the Spring of 2020, students in grades K-6 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 75% of students in grades 3-6 will pass the math portion of the ISTEP+ exam;

- 75% of students in grades K-6 will reach anticipated RIT growth goals mathematics between the previous fall and current spring NWEA tests.

SOUTHERN WELLS ELEMENTARY
THREE YEAR PLAN

Key Strategy	Implement the Response to Intervention Model (RtI) to ensure that the math developmental needs of all students are met, incorporating:

- Differentiated instruction
- Vocabulary instruction
- Feedback
- Games and simulations
- Cooperative grouping
- Homework and practice
- Questions
- Graphic organizers

Key Strategy	Implement Best Practices and effective teaching strategies to support math instruction:

- Utilizes key points
- Inquiry based instruction
- Non-threatening environment
- Daily agendas
- Common procedures

Key Strategy	Teachers will utilize the tools and resources in Curriculum Associates to enhance student learning:

- Utilize the diagnostic capabilities of the tool as a formative assessment
- Develop the understanding and capacity to use data to drive instruction.
- Small skill group work to build missing skills

Indiana College and Career Ready Standards	- Integrate Indiana College and Career Ready Standards into daily instruction - Evidence of a clear focus on specific academic standards - Utilize Best Practices for instruction - Integrate IAS Glossary Vocabulary - Integrate Performance Learning Descriptors and Blueprints as recommended by the Indiana Department of Education
Low Achievers	- Implement SWCS's RtI Guidance Document - Implement, document, and monitor Tier 2 and Tier 3 interventions as appropriate - Demonstrate/discuss relevance and importance of learning for students - Use of RtI process to determine the extent and duration of focused, research-based intervention protocols necessary to meet the needs of students who do not demonstrate mastery
High Achievers	- High ability students are identified according to ISTEP+ exam scores. - High ability students are identified according to CoGat exam scores. - Teachers differentiate curriculum, as an individual and grade level team, to meet the needs of their high ability students
Performance Assessment	- Collect, analyze, and utilize standards mastery data for continuous improvement (pretest, re-teaching multiple times to achieve or maintain mastery, and posttest) - Conduct meetings with students, parents, teachers, and administration using data to drive the conversations
Implementation Assessment	- Discuss and document academic standards goal implementation including strategies and assessment data, during weekly grade-level, or department/subject specific Professional Learning Communities (PLC) - Conduct Administrative Walkthroughs - Assess the degree of implementation and effectiveness of research-based instruction practices, and provide professional assistance where needed

Professional Development	• Provide monthly professional development activities to support implementation of academic and content literacy standards • Conduct ongoing cycles of observations and follow-up coaching to support the implementation of the literacy standards and best practice strategies • Provide PD to support utilization of IAS Glossary Vocabulary, Performance Learning Descriptors, and Blueprints in instruction Administrators provide training to staff on conducting effective PLC's • Meet, according to a pre-determined schedule, to study best practices in math instruction and cognition
Collaboration	• Conduct meetings between grade-level teachers and the principal to analyze student achievement, discuss instructional strategies, and curriculum alignment • Discuss academic standards goal implementation including strategies and assessment data, during weekly grade-level, or department/subject specific Professional Learning Communities
Family Involvement	• Create resources on the district's website to support parents' understanding of Indiana College and Career Ready Standards and literacy development in the content areas • Family Title 1 Meeting • Parent/Teacher/Student Conferences
Transition	• Administer pre-assessments at the beginning of the year to determine students' "starting points," and plan systematic instruction • Conduct ongoing cross-grade-level meetings within each building to discuss Indiana College and Career Ready Standards alignment and transition of Tier 2 and 3 students
Technology	• Effective use of available technology by teacher/students • Research best practice and conduct professional development on digital curriculum • Enter supporting documentation in SWES RtI Form • Use local and online technology resources to support instruction and assessment. • Gather and evaluate data from online assessments and software programs to assess student progress and plan subsequent instruction
Cultural Competency	• Build capacity of staff members to understand the effects of poverty on academic achievement using resources such as work by Ruby Payne • Establish expectations and procedures to align school culture and environment with that espoused in our purpose, vision, and mission

AREA OF FOCUS – ACTION PLAN 2017-2018
MATHEMATICS

Goal: By the spring of 2018, 65% of students will pass the math portion of the ISTEP+ exam	
Standardized Assessments: ISTEP+ and I-Ready.	**Local Assessments:** Classroom pretests/posttests.

1.) **Intervention:** Academic and related arts teachers will reinforce principles and skills introduced during math instruction. 2.) **Intervention:** Developmental groups will be created and adjusted to enhance higher level skills and to supplement missing or weak areas.	**Research/Best Practice Sources:** See bibliography page 25-27.

Activities To Implement The Intervention:	Person(s) Responsible:	Timeline:	Staff Development Activities / Classroom Monitoring Systems
• Classroom time will be set aside for I-Ready through regular use. • Classroom time will be set aside to master all four operations through the regular use of Moby Max. • Programs will be implemented to assist subgroups that are struggling with math skills. • Transition documents will be used to aid in implementing the Indiana Academic Standards. • Teachers will regularly utilize the IAS Glossary Vocabulary • Teachers will regularly utilize the IAS Performance Learning Descriptors and Blueprints.	Classroom teachers will be responsible for mentoring, training, implementing, and assisting students in improving math skills.	2017 – 2018	1.) Math teachers will continue to share specific knowledge and skills gained from their training during staff development days and in-house training sessions. 2.) Staff development and in-service days will be differentiated to meet staff needs as determined by areas of focus and walkthroughs. 3.) Book, magazine, and professional journal studies by staff will be conducted throughout the year. 4.) Regularly scheduled meetings and classroom walkthroughs will be held to discuss and document progress and share teaching strategies. 5.) See professional development 6.) Utilize the capabilities of Curriculum Associates and its diagnostic tools

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PROFESSIONAL DEVELOPMENT

Professional development is the venue for continued growth by the staff. In keeping with our mission we believe that children should be challenged to be responsible and to learn to their fullest potential. In doing so, Instructional staff must commit to remaining abreast of the most current research and techniques that will improve our craft and our ability to optimize student learning. The most critical ingredient for student learning is the adeptness with which teachers employ their craft. This begins with a deep and comprehensive understanding of domain content and the ability to present such content in a manner that enables all students to reach mastery. Professional development will continue to be job-embedded and focused on higher student achievement through improved instructional strategies. A more diverse student population with more challenging needs continues to enroll in the school. For this reason, teachers' mastery of the PD skills noted above is critical.

The following are professional development areas that are ongoing throughout the school year:

- Teacher technology training
- Present modifications to the staff on 2017-2018 implementations
- Teachers trained on the state, corporation, and school initiatives
- Literacy skills reinforced with content and related arts teachers
- Staff development in management and accessing of student data
- Teachers will revisit corporation evaluation rubric
- Teachers and administrators complete classroom observations
- Meetings between administrators and teachers regarding data
- Training topic to be determined by steering committee
- Google for Education
- Subject specific meetings
- Grade level meetings
- Curriculum writing
- Response to Intervention

CULTURAL COMPETENCY

Southern Wells Elementary School is committed to providing all students with the highest quality education. The ethnic population of the school is small, but has changed rapidly since 2013. Conversely, the percentage of students qualifying for free/reduced assistance has decreased slightly. The percentage of students in the special education programs has increased since 2013, but at a minute level.

Approximately 54% of the staff has received training in understanding poverty using the Aha Process by Ruby Payne. All staff has been trained in differentiation, as it pertains to meeting the needs of students in special education and high ability programs. WIDA assessments have provided the basis for assisting English Language Learners. A full-emersion approach with focused assistance, per students' Individualized Learning Plan is used to meet the academic and English language development of identified students. On-going training in differentiated approaches and strategies for instruction are dedicated to ensuring the needs of students in all special populations are met.

GLOSSARY OF TERMS

Accelerated Reader – A computerized program that tests reading comprehension. Students select books on their reading level, read independently, and take and independent comprehension test.

Baseline – The first time a test is taken, results are used as comparison for future tests.

Benchmark – A standard or point of reference against which things are compared or assessed.

Best practices – Research conducted on student learning styles and effective instructional strategies.

Book talks – Professional discussions over educational material which help keep teachers current on best practices.

Chunking – Breaking reading material into smaller segments to improve comprehension.

CogAt – A multiple choice test used to measure cognitive development among children and is often used to identify gifted and talented programs across the United States.

DIBELS – Dynamic Indicators of Basic Early Literacy Skills – A set of procedures and measures for assessing the acquisition of early literacy skills.

Differentiated Instruction -- Any reorganizing of students within a classroom or team based on scores, abilities, and prior knowledge to improve instruction.

Expository text – Writing that is nonfiction, technical, and not telling a story. Also known as information text.

Frontloading – Discussing known information prior to an assignment to prepare students for improved comprehension and provide a connection for retention.

Graphic organizers – Any use of diagrams, boxes, non-word representations of learned material.

Grouping – Any reorganizing of students within a classroom or team based on scores, abilities, and prior knowledge to improve instruction. Groups could be arranged in a homogeneous (like) or heterogeneous (diverse) fashion.

Google Docs - An online word processor that lets you create and format text documents and collaborate with other people in real time.

IEP – Individualized Education Plan – Plan of instruction/modifications for students with learning disabilities.

Informational Text – Writing that is nonfiction, technical, and not telling a story. Also known as expository text.

Interactive Reading – Reading skill in which students predict, connect, visualize, and question in order to better comprehend materials being read.

I-Ready – A K-12 curriculum that combines a valid and reliable growth measure and individualized instruction. Included are a diagnostic tool, downloadable lessons, personalized instruction, and reporting.

ISTEP+ -- State assessment given in the fall to determine minimum competency of language arts, math, and science, with some subgroup analysis in specific areas.

IXL – An immersive K-12 learning experience that provides comprehensive standards-aligned content. Included are a diagnostic tool, downloadable lessons, personalized instruction, and reporting.

KWL – A graphic organizer used to show what students **K**now, what they **W**ant to know, and what they have **L**earned on a concept, activity, or unit.

Lexile – A system of rating text difficulty to help students, teachers, and parents select books at an appropriate reading level for independent reading.

Moby Max – An online resource that offers free math, language, and reading curriculum for K-8 teachers.

Narrative text – Writing that tells a story and has a plot.

Performance Level Descriptors – Outline the knowledge, skills, and practices that students performing at any given level must achieve to be considered proficient at that level in order to be academically prepared to engaged successfully in further studies.

PL221 – Public Law 221 – The state law establishing guidelines for school performance.

Prompt – Information given to students that establishes the topic and areas of focus for their written response.

QAR – Question – Answer – Relationship – Open ended questions about reading passages that require students to show relationships in their reading that are not directly stated by the author. Standardized tests are made up of 70-80% of think and search style questions.

RISE Evaluation – Statewide evaluation system designed to develop, support, and recognize excellent teaching.

RtI – "Response to Intervention" – A three-tiered model of intervention that assists in early identification of all students (high/medium/low) who are struggling academically, socially, emotionally, or behaviorally to engage systems of assistance.

Rubric – An established set of criteria used to evaluate a writing, project, or activity.

Six traits of writing – Six areas of focus that can be found in all good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

Stakeholder – A person with an interest or concern in the subject, in this case the education of children and in Southern Wells Elementary School.

STEM – Science, Technology, Engineering, and Math – Educational initiatives to direct students for global career readiness

Walkthroughs – "Snapshots" of classrooms in which the observer is looking for specific best practice strategies within the room.

APPENDIX

Vision
To be a place where people are empowered to become their personal best.

Mission
To provide an exemplary experience that maximizes each student's potential in a safe, innovative, and nurturing environment.

Values
S – Student-centered
W – Welcome
C – Character
S - Scholarship

MISSION 2020

We will ensure all decisions create a safe, innovative and caring environment for our students today and tomorrow.

We will embrace the whole student by diligently working to help each student become a productive citizen.

We will encourage and model honesty and integrity, be true to our convictions, and be fair in our decisions and actions.

We will expect every Raider to pursue lifelong learning, excellent instruction and student success.

Goals

Student Learning and Academic Achievement	Parent and Community Relationships/Partnerships	Professional Development, Recruitment, Retention	Exceptional Facilities and Strategic Financial Planning
• E-Learning Days • Elementary Enrichment program • Preschool and early learning • Alternative education • Career exploration • CTE and AP/Dual credit • Theatre arts programming	• Increased student enrollment • Latchkey program • Website and social media presence • Corporation branding • Partnership with Wells County library • Positive communication • Career opportunities outside the box	• Teacher recruitment and retention in AP/Dual credit areas • Expanded CTE/AP/Dual credit courses • Improved collegial coaching and training • First aid and safety protocol training	• Expanded technology-based tools for student learning • Empowering learning environment updated and restored • New, connected learning centers (agriculture/theatre/auxiliary gym) • Outdoor multiuse-facility created for athletic areas

Goal Priorities

Southern Wells Elementary School is currently not seeking any waivers, or statues to be waived, in reference to our plan or our performance.