

*Southern Wells
Elementary School*



Home of the Raiders
2020-2023

*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, Marion, 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 1967 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, Family Dodgeball Night, Related Arts Open House, skating during gym, after-school Skate Night, intramural basketball, various field trips, In Harmony, 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 (Raider Ropers), archery club, an academic bowl team, and a STEM robotics team. Parents also look forward to attending our annual events such as the track meet for grades 4-6, 5th Grade Kite Fly, Spring Fling, Related Arts Night, and grades K-4 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 ILEARN, 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

<u>Member Name</u>	<u>Department/Title</u>
Brian Sloan	SWCS Superintendent
Cari Whicker	SWES Principal
Jessica Killingbeck	SWES Assist. Principal
Becca Frazee	Math Curriculum Comm.
Peggy Haigh	Reading Curriculum Comm.
Nikki Barcus	Writing Curriculum Comm.
Kim Huffman	High Ability Comm.
Brandon Hoff	Technology Leadership Team
Jenna Frauhiger	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 continued into the 2017-2018 school year with continued emphasis on Indiana Department of Education recommended vocabulary lists as well as cross-referencing curriculum maps with state defined blueprints and Performance Level Descriptors. This was again reviewed in the 2018-2019 school year with the addition of the Indiana Literacy Framework. In the spring of 2019 a curriculum audit and high ability audit were performed by an outside reviewer. Looking ahead to the 2020-2021 school year, the staff will meet with the reviewer to determine areas of strengths and weakness in the curriculum. The review will prompt specific changes to the curriculum maps to better cover focus standards and PLDs. Changes made to the Indiana standards, ILEARN exam, and the Indiana Math Framework will also be taken into consideration. Vertical articulation of the maps will be a point of focus during mapping.

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 ILEARN, 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.

ILEARN

The Indiana Learning Evaluation Assessment Readiness Network is a state implemented summative test that was initially given in the spring of 2019. The ILEARN assessment will be 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 will use ILEARN 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 at 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.

NWEA Skills Checklists: Phonological Awareness, Letter Identification, Phonics, and Consonant Blends are used as Universal Screeners for the required Dyslexia screening process in grades K-2. These will be used in addition to the Arkansas Rapid Automated Naming Screener and Words Their Way.

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 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.

PALS

The Phonological Awareness Literacy Screening (PALS) is used as the Level I and Level II screeners for Dyslexia as a follow up to students that are found to be "at some risk" or "at risk" on the Universal Screener. The screening for students in grades K-2 will include phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills. This along with NWEA, DIBELS, the Arkansas Rapid Automated Naming Screener, and Words Their Way are administered consistent with the Indiana Department of Education Dyslexia resource guide.

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 continued into the 2017-2018 school year, as the goals were refined and key strategies were put into place to attain those goals. The strategic plan, titled Mission 2020, outlines the goals for the corporation in the areas of facilities, technology, safety, communication, professional development, CTE/career exploration, student enrichment, and preschool/latchkey. Additional stakeholder surveys have been conducted more recently delving more deeply into specific areas of focus within Mission 2020. For example, a May 2018 technology survey was conducted generating helpful information used to drive decisions regarding corporation decisions in the area of eLearning.

Stakeholder informational events were held during the 2018-2019 school year to drill down into specific goals within the corporation's strategic plan. Stakeholders were invited to attend sessions in which information was presented regarding various projects needing funding for completion. They were then invited to indicate priorities through a system of informal polling. The results specified strong support for projects that were necessary operational requirements: sewage pit, roof replacements, HVAC systems, etc. Additional projects impacting a potential preschool and the addition of an auxiliary gym were put on hold for future expenditures.

With the spring 2020 closure of school due to the COVID pandemic, a family survey was administered in regards to the return to school for the 2020-2021 school year. The survey sought parent input on information ranging from transportation, to concerns for student safety, to recommendations regarding scheduling. The data was presented to a committee made up of parents, teachers, and staff that established policies and procedures for the reopening of SWES.

ATTENDANCE DATA

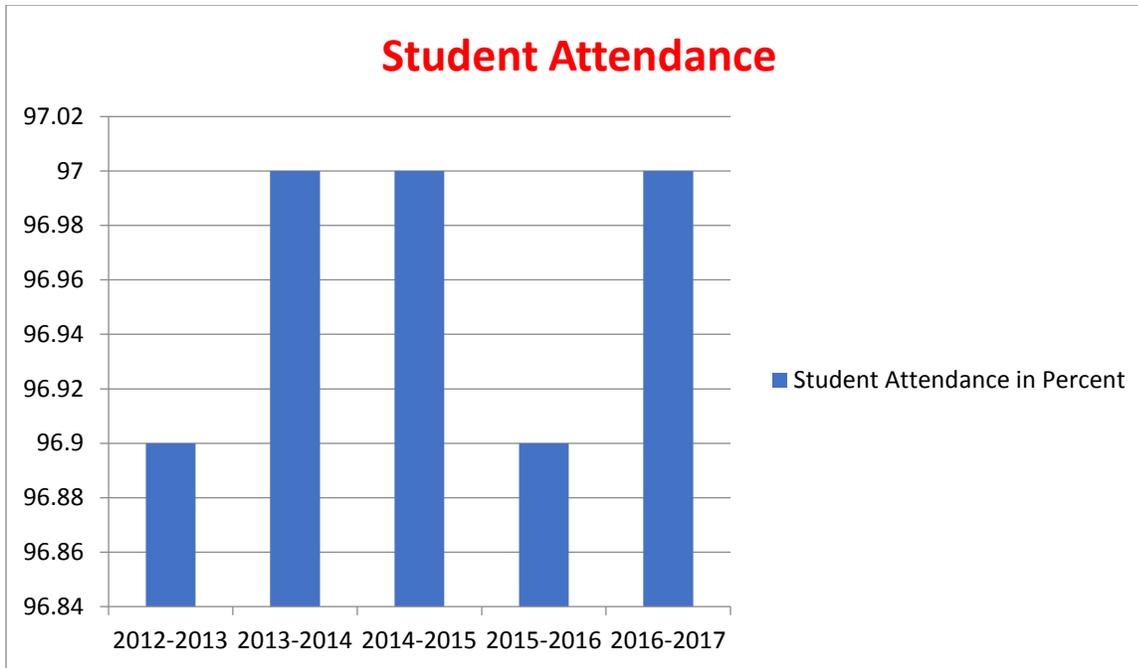
Attendance is a critical component to the overall academic and social development of all children. Over the past eight years, our students' attendance rates have been consistently above 96%. The state also acknowledges the importance of attendance through the addition of the attendance component in calculating a school's letter grade. Beginning with the 2017-2018 school year, five-percent of a federal school's ESSA 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/counselor 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 three times receive lunch detention. 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. This number count is regenerated at the beginning of the second semester.

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.



Attendance Benchmark 2020-2021

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

Attendance Benchmark 2021-2022

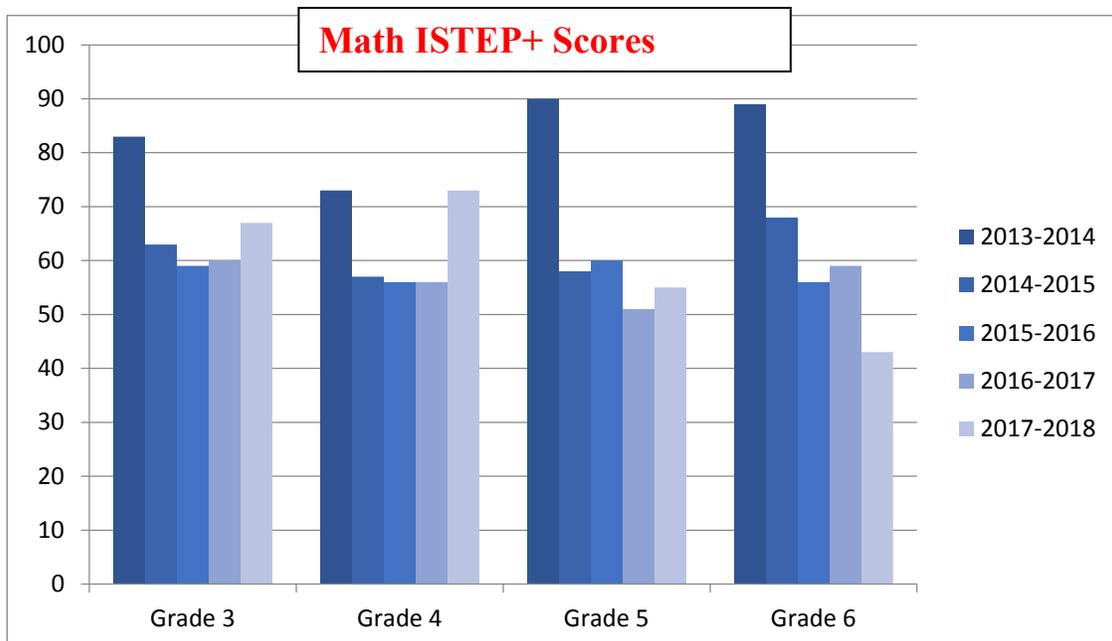
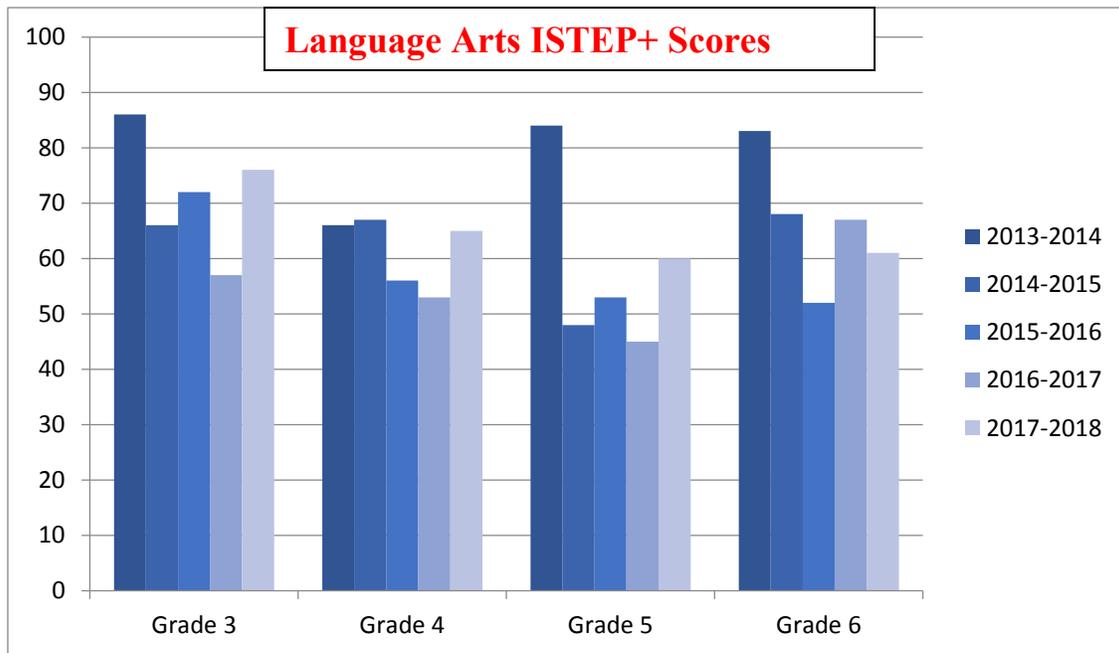
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Attendance Benchmark 2022-2023

By the end of the 2019-2020 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.



ILEARN DATA

The Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to the Indiana Academic Standards. It is the summative accountability assessment for Indiana students. Students in grades 3-6 at the elementary level take part in the assessment. The test is administered in one window in late April/early May. Given via computer, the test is adaptive in nature; however, it does still feature an essay portion that is graded by licensed Indiana educators.

Across Indiana nearly 2/3 of all students did not pass the test. Overall a 13% drop in scores was recorded. The state saw a passing rate of 37.1%, with an average of 47.8% in math and 47.9% in English. Students at Southern Wells Elementary School scored above the state average in seven out of eight areas.

Data will be analyzed to determine strengths and weaknesses. The test will become a baseline for future scoring on the ILEARN assessment. Trends in the data will be noted for additional staff professional development.

The ILEARN test was not administered in the spring of 2019 due to the COVID pandemic. School closure at SWES began on March 16 and continued through the remainder of the fourth quarter. The state determined that all statewide testing would not occur. It has yet to be determined the impact this will have on future growth comparisons.

ILEARN Scores Spring 2018

English/Language Arts	Grade 3	Grade 4	Grade 5	Grade 6
State	46	45	47	47
SWES	45	47	54.4	53.5

Math	Grade 3	Grade 4	Grade 5	Grade 6
State	58	53	47	46
SWES	66	59	58	46

NWEA DATA

NWEA is a formative assessment given three times each year in the areas of language usage and reading. 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 gauge student growth. However, the growth chart does not take into consideration how close a student is to meeting their individual goal.

In the same way that ILEARN was cancelled, all end-of-the-year formative tests were suspended. Students did not return to campus in the spring of 2020. Thus, growth data is unavailable.

Meeting Expected NWEA Growth

2016-2017	
RIT Target	13.6
Actual Growth	13.8
Percent Meeting Target	49.30%
2017-2018	
RIT Target	10.9
Actual Growth	13.5
Percent Meeting Target	65%
2018-2019	
RIT Target	10.96
Actual Growth	14.29
Percent Meeting Target	73%

IReady DATA

IReady is a formative assessment given three times each year in the area of mathematics. One measurement of NWEA looks at the expected growth of students from fall to spring. Student goals are based on grade-level norms. However, teachers, students, and parents are provided information regarding student performance and its relationship to grade level expectations. We work to make sure all students strive to achieve grade level work and grade-level norm growth. The growth chart below does not take into consideration those students that are working at grade level. It provides a snapshot of those students that increased the required number of points at each grade level.

Similar to the NWEA formative assessment, the spring 2020 IReady assessment was suspended due to school closure. Growth data for the 2019-2020 school year is not available.

Meeting Expected IReady Growth

2018-2019	
Median Score	136%
Percent Meeting Target	74.93%

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 2019. The 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. The corporation was provided a walkthrough by an Indiana State Police Master Trooper in the Spring of 2018. This officer then met with the corporation staff to review findings.

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.

The school counselor is a trainer in the Crisis Prevention Institute method. Currently, fourteen additional 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. Six additional staff members will be trained during professional development sessions throughout the 2020-2021 school year. A rapid parent notification system is used to alert parents to delays, cancellations, and other necessary/critical communications.

Additionally, the corporation hired a Student Resource Officer (SRO) beginning with the 2018-2019 school year. After initial training, the SRO reviewed the corporation safety plan and implemented necessary improvements. The SRO in conjunction with local emergency units conducted a corporation-wide live-shooter drill during staff training sessions in the fall of 2018 and the fall of 2019.

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.

Several early-identified students are also encouraged to establish positive behavior routines through a series of daily check-ins. The students are given a points sheet in the morning via the counselor or assistant principal. The sheet is taken to classes and marked by teachers indicating behavior throughout the day. The sheet is returned to the office to determine if enough points have been earned for a positive reward: note home, positive phone call to parents, lunch with teacher, etc.

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. Armed intruder drills are also conducted on a regular basis. Students and staff are prepared for situations involving both lockdowns and evacuations.

A staff drill is planned for September 25 with the combined efforts of the Wells County, Blackford County, and Jay County Sheriff's Departments. The day has been set aside as a teacher in-service day. Students will not be involved in the live active-shooter drill. They will conduct follow up reunification drills within the school day based on staff training.

Visitors

Under traditional circumstances, 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. Based on current IDOE guidelines, local decision has been made to restrict visitor access to the school. As the state issues additional health and safety guidance, we will return to previously established visitor policies. 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.

All staff members have photo identification badges. All doors leading into the elementary building have been secured utilizing the badges for keyless entry.

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 take them from school. If a child does not have a signed note, 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.

For the 2020-2021 school year, procedures and policies have been put into place as recommended by the IDOE, the Indiana State Department of Health, and the Indiana Family and Social Services Administration. These policies include social distancing, limited student movement throughout the building, and reduced shared materials. Additional information and specific details can be found in the corporation's Central Office and online as the Return to Learn Plan.

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 academic bowl, intramural basketball, cross country, wrestling, and football. Extracurricular offerings include a robotics club, an archery club, an art club, and a jump rope club. A music group (In-Harmony) is available for students interested in choir as well.

Remediation

Results from ILEARN, 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 through a variety of grade level teachers that provide tutoring services. 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.

The school-wide theme for the building in 2019-2020 is founded on Social Emotional Learning and will be headed by the work of the school counselor. Using the RAIDER Code along with Grit and Growth Mindset, the school will emphasize one SEL Competency each month. This will be done through a school-wide video book reading, daily quotations on announcements, and counselor lessons. A visit to the building by Christy Berger, Assistant Director of Social Emotional Wellness for the IDOE was held in April of 2019. Through the use of resources on the IDOE website, lessons and books were selected that will most benefit the student population.

Being on one campus, we are afforded the luxury of much interaction between the high school and elementary school. High school students are utilized as "buddies" and positive role models through the elementary guidance counselor. Interested high school students are assigned elementary students in need of support. The students eat lunch with an individual or small group of "buddies" on a regular basis. The high school football team also provide positive roles models for our young students. Each Friday, students that are on task, or entire classes that have been working diligently, get to spend reading time with a high school football player.

TECHNOLOGY

As of the 2018-2019 school year, the students of Southern Wells Elementary School were 1:1. Students in grades K-1 have iPads; students in grades 2-6 have Chromebooks. Classroom technology includes SmartBoards and Touch Screen TVs for teacher and student use. Beginning in 2020-2021 teachers in grades K-1 will have Apple TVs in order to AirPlay student work and model iPad use. 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.

All students have accounts for the IReady, IXL and Vocabulary/Spelling City programs, NWEA MAP Skills, 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 corporation has one employee who trouble-shoots hardware, software, and connectivity issues. This individual works 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.

The Southern Wells Community School Board voted in the spring of 2018 to implement eLearning in the winter of 2019. With this in mind, staff has begun extensive professional development with the Google Classroom Learning Management System. PD time will be spent training staff on blended learning, eLearning, and the instructional use of technology through the SAMR model. An in-school eLearning day will be held in early fall to be followed by an out-of-school eLearning day prior to the use of virtual inclement weather days.

Available technology:

- SmartBoards in all classrooms for students and teacher presentations
- Touch Screen TVs in twelve classrooms
- 1:1 Chromebooks in grades 2-6
- 1:1 iPads in grades K-1
- Apple TVs in grades K-1
- Teacher workstations with printing in each grade-level pod

Recent improvements:

- Flat screen monitors for teacher workstations
- Use of Google Chrome by teachers for mail and calendar systems
- Use of Google Classroom 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
- 1:1 learning environment for all students

**SOUTHERN WELLS ELEMENTARY SCHOOL
THREE YEAR PLAN**

2020-2023

GOAL: By the Spring of 2021, students in grades K-6 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 55% of students in grades 3-6 will pass the ELA portion of the ILEARN exam;
- 76% 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 2022, students in grades K-6 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 57% of students in grades 3-6 will pass the ELA portion of the ILEARN exam;
- 78% 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 2023 students in grades K-6 will meet Indiana College and Career Ready Standards in literacy as demonstrated by:

- 59% of students in grades 3-6 will pass the ELA portion of the ILEARN exam;
- 80% 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.
- RACE method for answering open-ended questions
- Indiana DOE State Literacy Framework

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 ILEARN 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
 - Indiana DOE State Literacy Framework
-

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 NWEA and CoGat exam.
 - Conduct High Ability audit and review recommendations
 - High Ability Profile created by teacher to assist in transitioning student from grade level to grade level.
 - 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
-

<i>Professional Development</i>	<ul style="list-style-type: none"> • 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
<i>Collaboration</i>	<ul style="list-style-type: none"> • 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 • Share High Ability Profiles of previous students to allow for transitions between grade levels
<i>Family Involvement</i>	<ul style="list-style-type: none"> • 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 I Parent Meeting • Parent/Teacher/Student Conferences
<i>Transition</i>	<ul style="list-style-type: none"> • 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
<i>Technology</i>	<ul style="list-style-type: none"> • 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, IReady, Spelling City, MAP Skills, etc. • Gather and evaluate data from online assessments and software programs to assess student progress and plan subsequent instruction
<i>Cultural Competency</i>	<ul style="list-style-type: none"> • 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 • Thematic, school-wide use of SEL Competencies to support student needs

AREA OF FOCUS – ACTION PLAN (2020-2021)

LANGUAGE ARTS

<p>Goal: By the spring of 2021, students will master the literacy skills of reading and writing with 55% of students passing the language portion and 55% passing the writing prompt, as measured by the ILEARN exam.</p>			
<p>Standardized Assessments: ILEARN, NWEA, and DIBELS.</p>		<p>Local Assessments: Classroom pretests/posttests.</p>	
<p>Intervention: All teachers will reinforce principles and skills introduced during language arts and reading instruction block.</p> <p>Intervention: Developmental groups will be created and adjusted to enhance higher level skills and to supplement missing or weak areas.</p>			<p>Research/Best Practice Sources: See bibliography page 31.</p>
<p>Activities To Implement The Intervention:</p> <ul style="list-style-type: none"> • 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. • Teachers will instruct and review the RACE format for open-ended responses. 	<p>Person(s) Responsible: Each classroom teacher will be responsible for mentoring, training, implementing, and assisting students in improving literacy skills.</p>	<p>Timeline: 2020-2021</p>	<p>Staff Development Activities / Classroom Monitoring Systems</p> <ol style="list-style-type: none"> 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) Following a curriculum audit, continue to develop Reading/English/language arts curriculum maps, cross referencing them with IDOE blueprints, Literacy Frameworks, 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
THREE YEAR PLAN**

2020-2023

GOAL: By the Spring of 2021, students in grades K-6 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 55% of students in grades 3-6 will pass the math portion of the ILEARN exam;
- 74% of students in grades K-6 will reach anticipated RIT growth goals mathematics between the previous fall and current spring IReady tests.

GOAL: By the Spring of 2022, students in grades K-6 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 57% of students in grades 3-6 will pass the math portion of the ILEARN exam;
- 76% of students in grades K-6 will reach anticipated RIT growth goals mathematics between the previous fall and current spring IReady tests.

GOAL: By the Spring of 2023, students in grades K-6 will meet Indiana College and Career Ready Standards in mathematics as demonstrated by:

- 59% of students in grades 3-6 will pass the math portion of the ILEARN exam;
- 78% of students in grades K-6 will reach anticipated RIT growth goals mathematics between the previous fall and current spring IReady 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, Math Framework, 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 the NWEA and CoGat exam.
- Conduct High Ability audit and review recommendations
- High Ability Profile created by teacher to assist in transitioning student from grade level to grade level.
- 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 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
-

<i>Professional Development</i>	<ul style="list-style-type: none"> • 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, Math Framework, and Blueprints in instruction • Administrators provide training to staff on conducting effective PLC's • Provide PD to support to implementation of CUBES as a problem solving strategy building-wide • Meet, according to a pre-determined schedule, to study best practices in math instruction and cognition
<i>Collaboration</i>	<ul style="list-style-type: none"> • 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
<i>Family Involvement</i>	<ul style="list-style-type: none"> • 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 I Meeting • Parent/Teacher/Student Conferences
<i>Transition</i>	<ul style="list-style-type: none"> • 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
<i>Technology</i>	<ul style="list-style-type: none"> • 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
<i>Cultural Competency</i>	<ul style="list-style-type: none"> • 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 2020-2021

MATHEMATICS

Goal: By the spring of 2021, 55% of students will pass the math portion of the ILEARN exam			
Standardized Assessments: ILEARN and I-Ready.		Local Assessments: Classroom pretests/posttests.	
<p>1.) Intervention: Academic and related arts teachers will reinforce principles and skills introduced during math instruction.</p> <p>2.) Intervention: Developmental groups will be created and adjusted to enhance higher level skills and to supplement missing or weak areas.</p>		Research/Best Practice Sources: See bibliography page 31.	
<p>Activities To Implement The Intervention:</p> <ul style="list-style-type: none"> • Classroom time will be set aside for IReady through regular use. • Classroom time will be set aside to master all four operations through the regular use of Kahn Academy and technology • 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, Framework, and Blueprints. • Teachers will use the CUBES method as a strategy to teach problem solving. 	<p>Person(s) Responsible: Classroom teachers will be responsible for mentoring, training, implementing, and assisting students in improving math skills.</p>	<p>Timeline: 2020 – 2021</p>	<p>Staff Development Activities / Classroom Monitoring Systems</p> <ol style="list-style-type: none"> 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 2020-2021 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
- Smekens literacy training
- Google for Education
- Subject specific meetings
- Grade level meetings
- Curriculum mapping and revisions based on curriculum audit results
- Response to Intervention
- SEL Competencies
- PowerSchool trainings

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 since 2013 with the influx of out-of-district students. Additionally, the percentage of students receiving free and reduced lunches has grown in recent years. The percentage of students in the special education programs has increased but at a minute level.

Approximately half 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 an 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.

CUBES – A math problem solving strategy. C=Circle the numbers, U=Underline the question, B=Box any math words, E=Equation/Explain/Examples, S=Solve using a RACE answer. This problem solving strategy and its coordinating math vocabulary will be used school-wide by all content area teachers as possible.

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.

ILEARN – Indiana Learning Evaluation Assessment Readiness Network. State assessment given in the spring to determine minimum competency of language arts, math, social studies, and science, with some subgroup analysis in specific areas. This assessment replaces the ISTEP+ test in the spring of 2019.

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 spring to determine minimum competency of language arts, math, and science, with some subgroup analysis in specific areas. This test concludes administration in elementary schools in the spring of 2018.

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.

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.

RACE – Writing strategy for open-ended response questions. R=Restate the question, A=Answer all parts of the question, C=Cite textual evidence, E=Explain or give additional examples. This strategy will be used appropriately in all content areas and by all staff members.

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.

SEL – Social Emotional Learning – The process through which people acquire and effectively apply the knowledge, attitude, and skills necessary to manage emotions, set and achieve goals, feel/show empathy, establish relationships, and make responsible decisions.

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	Mission	Values
<p>To be a place where people are empowered to become their personal best.</p>	<p>To provide an exemplary experience that maximizes each student's potential in a safe, innovative, and nurturing environment.</p>	<p>S – Student-centered W – Welcome C – Character S - Scholarship</p>
<p>We will ensure all decisions create a safe, innovative and caring environment for our students today and tomorrow.</p>	<p>We will embrace the whole student by diligently working to help each student become a productive citizen.</p>	<p>We will encourage and model honesty and integrity, be true to our convictions, and be fair in our decisions and actions.</p>

Goals	Student Learning and Academic Achievement	Parent and Community Relationships/Partnerships	Professional Development, Recruitment, Retention	Exceptional Facilities and Strategic Financial Planning
Goal Priorities	<ul style="list-style-type: none"> • E-Learning Days • Elementary Enrichment program • Preschool and early learning • Alternative education • Career exploration • CTE and AP/Dual credit • Theatre arts programming 	<ul style="list-style-type: none"> • Increased student enrollment • Latchkey program • Website and social media presence • Corporation branding • Partnership with Wells County library • Positive communication • Career opportunities outside the box 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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