

Scottsburg Elementary School Improvement Plan 2022-2026



Scottsburg Elementary Mission:

To work in a partnership with our parents and community, in order to create an environment where students are empowered to discover their strengths, and to achieve their maximum potential.

Scottsburg Elementary Vision:

To provide a safe, and innovative atmosphere, that facilitates learning pathways in order for all students to become successful, contributing citizens in our society.

School Name:	Scottsburg Elementary School
Address:	49 N. Hyland Street Scottsburg, IN 47170
Phone:	812-752-8922
Fax:	812-752-9260
School DOE Number:	#7649
Corporation DOE Number:	#7255
Principal:	Mr. Chris Marshall
Assistant Principal:	Mr. Charles Bottorff
Superintendent:	Dr. Marc Slaton
Asst. Superintendent/CFO:	Mr. Casey Brewster
School Board President:	Mrs. Jennifer Craig

Mission, Vision and Beliefs of Scottsburg Elementary

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Scottsburg Elementary Vision

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Scottsburg Elementary Belief

All students can learn through a unified community effort. Our goal is to ensure that each child, regardless of background, learns to think, reason, and use his or her mind well with the support from all staff. All staff members are viewed as leaders; their primary job is to engage students in significant activity that results in learning. The school is organized to encourage children to use their knowledge to solve real world problems.

Narrative Description

Community

Scottsburg, IN has a population of 6,671 and is the 5,350th largest city in the United States. The population density is 1,255 per sq mi which is 599% higher than the Indiana average and 1286% higher than the national average.

School Description and Educational Programs:

An elementary school serving the city of Scottsburg and surrounding areas. The original building was built in 1937. Major additions were made in 1964 and 1988. Major remodeling was done in 2015 to provide a new office space with more secure entry. The school serves approximately 450 students in preschool through fifth grade.

Objectives for Continuous Improvement

Attendance Rate

2020-2021 Scottsburg Elementary attendance percentage.

Percentage of Virtual Instruction: 10%-20%

Percentage of In Person Instruction: 70%-80%

Percentage of Hybrid Instruction: 0-10%

Total Attendance Percentage: 93.27%

Attendance Objective: The objective of attendance for Scottsburg Elementary is to have our overall attendance percentage to be above the 95% that is expected.

Meeting the Objective: To meet the attendance objective we will continue to have attendance goals for grade levels, and celebrate when the goals are met. We will continue to be a part of the SCARB program (Scott County Attendance Review Board) as well as communicate with SES families the importance of being in school.

ILEARN

2021- 2022 ILEARN Proficiency Percentages

ELA	Math	Science	Social St.
3rd Grade: 32.3%	3rd Grade: 30.6%		
4th Grade: 49.2%	4th Grade: 47.6%	4th Grade: 34.9%	
5th Grade: 41.4%	5th Grade: 33.8%		5th Grade: 47.1%

Ilearn Proficiency Rate Objective: The objective of Scottsburg Elementary for the Ilearn Proficiency Rate is to continue to increase the proficiency rate by 5% in testing grades.

Meeting Ilearn Proficiency Objectives: Scottsburg Elementary will continue to use small group interventions, ClearSight testing, and ILearn readiness practice to assist Scottsburg Elementary students to become proficient on the Ilearn test. Scottsburg Elementary will continue to work toward

mastery of state standards focusing on the reading, math, science, and social studies. Scottsburg Elementary will continue to put new programs and procedures in place to help achieve the objective over the next 3 year period.

Immediate Areas of Improvement

Our primary focus for immediate improvement will be in the areas of phonics and writing. Our strategies to improve these areas;

Phonics:

- The RtI Team tracks fluent student data monthly within this content area for grade-level proficiencies and assigns interventions as needed.
- Saxon phonics instruction in grades K-2, and phonics scope and sequence review.
- Interventionists will remediate /skill gaps in K-2.
- 2nd grade will implement more phonics review.
- Student retention will be addressed based on objective data.

Writing:

- Title I HA Assistant will be teaching small groups High Ability/High achieving writing within the assigned interventions, including higher level thinking/writing applications.
- SIT Team has developed a vertical alignment writing document of school-wide best practices/processes.
- Paragraph of the Week**
- Classrooms will increase writing across the curriculum.
- Additional practice will be implemented daily using vocabulary.
- Grade levels use the following writing units of study: Procedural, Fiction, Informational, Persuasive, Narrative, Opinion.

Description of Curriculum

Teachers at Scottsburg Elementary School have collaboratively reviewed and organized the curriculum and instructional strategies, based on the New Indiana College and Career Readiness Standards. Based on CCR's the grade level teachers will determine best instructional strategies for student outcomes. These are reviewed weekly by student assessments and modified accordingly. Curriculum Mapping is done in a collaborative effort using Google Docs. Weekly grade level planning meetings utilize these standards in development of lesson plans that are turned into the principal.

All of the curriculum that is utilized by the teachers can be found on Clever and/or Canvas page of the grade levels.

RTI

SES currently uses a four-tiered Response to Intervention Model: Tier 1-Classroom Interventions; Tier 2-Targeted Interventions; Tier 3-Intensive Interventions and Tier 4-Special Education Services.

Assessments

mClass:

- Administered to all kindergarten, first, and second grade students three times a year.
- Growth is monitored on the seventh day of the ten day Burst cycle.

Istation:

- Administered to all 3rd - 5th grade students four times per year.
- Growth is monitored on the 9th day of Istation instruction on the skill that was taught for the week.

Wonders Reading Unit Tests:

- Publisher created end-of-unit tests designed to measure student performance on textbook skills.
- Administered at the discretion of the classroom teacher.

Fluency Fresh Reads:

- Publisher created fresh reads designed to measure student's word per minute fluency.
- Fluency passages allow teachers to track individual student's fluency growth.
- Administered at the discretion of the classroom teacher.

Go Math! Topic Tests:

- Publisher created end-of-unit tests designed to measure student performance on textbook skills.
- Administered at the discretion of the classroom teacher.

Accelerated Reading Tests:

Computerized assessment developed by Renaissance Learning
Accelerated Reading Tests are taken when a student has completed reading a book.
Accelerated Reading will be introduced at the Kindergarten level.

IXL:

- Each student will be given a diagnostic test to determine baseline math and ELA skills.
- Students will independently move through the scope and sequence of the program at their own pace in accordance with teacher guidance.
- IXL is solely used for practice only, not core instruction.
- Students will complete a diagnostic every ten days. This data helps track student growth.

Stanford Achievement, NNAT3, and OLSAT(Grades K, 2, 5): (SES Counselor)

- Use Stanford Achievement and OLSAT results as criterion for identifying high ability students that have been referred for testing in Kindergarten, 2nd, and 5th grade.
- Use NNAT3 as a screener on all 2nd grade students.

WIDA

- English language learner growth measurement.

ESGI (Educational Software Guiding Instruction) for Pre-K and Kindergarten

- ESGI will be administered to pre-kindergarten students at Kindergarten Enrollment in April.
- ESGI will be used to determine kindergarten readiness.
- Used to determine class placement.

- Used as a RTI data point.
- Used to help assess benchmark goals for each grading period.

Learning Needs

All students have a regularly scheduled library time, tech class, music class, art class, and physical education class each week. These classes are led by 1 certified art teacher and 1 certified music teacher and 1 library aide.

SES currently uses a four-tiered **Response to Intervention Model**: Tier 1-Classroom Interventions; Tier 2-Targeted Interventions; Tier 3-Intensive Interventions and Tier 4-Special Education Services.

Currently, we are servicing SPED students with communication disabilities, learning disabilities, emotional disabilities, mild mental cognitive disabilities, autism, visual disabilities, hearing disabilities, speech disabilities, language disabilities, and other health impairments. A case conference committee and the student's Individual Education Plan determine these services. SES has two full time special education teachers and four special education paraprofessionals. Students receiving special education services may receive support in the general education setting, our special education resource room, or both, depending on their individualized IEP. Scottsburg Elementary also houses the district self-contained ED classroom. This is led by one full time special education teacher and supported with special education paraprofessionals. SES has 2 part-time speech therapists, one part-time speech assistant. SES is currently served through a district OT and VI professional services, as needed.

Scottsburg Elementary provides AM/PM half day developmentally delayed preschool, for those students who qualify. Additional seats are filled with typical students for a well-balanced classroom. This room is led by two preschool teachers, and four classroom aides.

Title I provides school wide educational services to students in kindergarten through fifth grade. We have one certified staff consisting of one building coordinator/Parent Liaison. We also have 11 paraprofessionals who provide these student services within the classrooms. Title I is instrumental in family involvement activities.

Scottsburg Elementary School has a school counselor five days a week who provides counseling and guidance services. We also have a full-time School Social Worker who provides intensive counseling services for our Emotionally

Disabled students as well as a few other at-risk students as deemed appropriate. Our school was awarded the Gold Star Counseling award in 2017. Scottsburg Elementary School's comprehensive counseling and guidance program includes: individual counseling, group counseling, crisis counseling, monthly classroom guidance lessons, college and career awareness activities, drug prevention activities, anti bullying messages, community resource referrals, and attending community meetings.

Parent Participation

- **Parental Participation:**

- Back To School/Family Information Night
- Winter/Spring Student Music Programs
- Kindergarten & 5th Grade Graduations
- Donuts with Grown-ups, Gathering w/ Grandparents
- Parent/Teacher Organization
- Christmas Crafts
- Classroom Volunteer Opportunities
- Field Trip Chaperones
- Coaching Opportunities

- **Parent/Teacher Communication:**

Parent-Teacher Conferences are conducted during the first nine weeks of the school year. SES is proud to have 100% participation almost every year. Parent-Teacher Conferences are also conducted in the spring as needed. Attendance at these conferences continues to be an improvement over past years.

Parent/Teacher Summary Percentages

SCHOOL YEAR	PERCENTAGE
2018-2019	97.4%
2019-2020	97.5%
2020-2021 (COVIDVirtual)	Inconclusive
2022-2023	97.5%

Each month the school newsletter, *Brave Business*, is posted on social media. This monthly newsletter is electronically given to every parent that has an email address on file. Many teachers also provide a classroom or grade level newsletter. ParentSquare is a unique communication feature the district has added. It allows for two-way real-time communication between staff and parents.

Our student management program, Harmony, provides parents access to their child's school information, grades, attendance, discipline, and lunch account balance from home. Email reminders and information are also sent to those parents who have provided email addresses. Teachers are also expected to communicate with parents as needed and to document the contact in Harmony as needed.

- **PTO**

We have an active Parent Teacher Organization. The SES PTO works with parents to plan many events and fundraisers throughout the year; Book Fairs, Spring Fling, Harvest Hoopla, room parties, etc. PTO holds monthly meetings where teachers and parents meet to discuss what needs the students and school have that can be met by parent involvement or fundraising. Parents are invited to come to meetings, volunteer during the school day, and volunteer at after school events. Parents are kept up to date on information via social media, paper letters, and Parent Square communication. Each year, surveys are sent out to the parents to drive decisions made by the PTO for the following year.

Safety

- **Safe and Disciplined Environment:**

The Scottsburg Elementary staff is committed to maintaining a safe and structured school environment. The district mission statement challenges our school to provide a "positive environment" for students and staff. The Scott County District 2 School Board has adopted a "Safe School Policy" to reinforce this commitment.

To ensure the safety of all students and staff members, a comprehensive school preparedness plan has been designed and implemented. This plan is designed by the SES school safety committee and led by the Assistant Principal, who is a Certified School Safety Specialist. The plan is revised annually and provides detailed procedures for most emergency situations including lockdowns and evacuations. Emergency management and first aid kits are ready in the event that relocation would become necessary.

Regular fire and tornado drills, required by state law, are also conducted. Evacuation routes are clearly posted in all areas of the building.

Numerous school procedures contribute to a secure environment. For example, all District 2 employees have picture identification badges when they enter the building. During the school day, all doors are kept locked. The office area has a new security system and it is installed with cameras and a buzzer at the front. Upon arrival, visitors must sign in at the office and they are required to wear a visitor's badge while they are in the building. All parents and visitors must have their ID scanned through the Raptor system. Substitute teachers also wear badges identifying them as substitutes. Cameras are also positioned to view all external doors and the entire playground. An SRO is assigned to Scottsburg Elementary by the district for the entire school day.

Scottsburg Elementary has a nurse for 7.5 hours daily and has two Automatic External Defibrillators (AEDs) in case of an emergency.

Technology Initiatives

- **E-Learning Curriculum, Technology as a Tool:**

Scottsburg Elementary School incorporates 21st century skills into the daily content in our classrooms. We are moving from text-driven instruction to digitally enhanced instruction and preparing our students to be productive, digital citizens. Scottsburg Elementary School focuses on "blending" the digital environment with hands-on learning experiences.

Our technology initiative is based on four driving purposes.

1. Increasing student engagement using technology.
2. Increasing individual learning opportunities.
3. Increasing 21st century skills, and increasing achievement.
4. Decreasing the digital divide in the community.

Students at Scottsburg Elementary School are engaged in a blended digital environment daily, through 1:1 device assignment.

Our teachers are all issued MacBook Airs and standard iPads, which are connected to digital cameras, LCD projectors, and Apple TV's. Teachers also are able to put in tickets for e-Learning help, in which they will be provided training on the program of their choice and need at the current time.

Career Awareness and Career Development

Career awareness activities are provided to all students in grades K-5. Scottsburg Elementary School has a Career Day every Spring where 2-4 guest speakers are arranged for each class. The speaker discusses the basic job duties of their career, required training, equipment used, and average wage. The School Counselor schedules the speakers and coordinates the event. Over the course of their elementary career, students are exposed to 10-12 different careers. Teachers are encouraged to incorporate career awareness activities into their lessons the week of Career Day to allow students to self-reflect. Activities provided for possible use include students drawing themselves in their favorite career, a question sheet to allow them to highlight their favorite career of that day, or a short writing assignment to describe their future career. Two career focused classroom lessons are also provided to every 2nd-5th grade class via Xello software that allows the students to explore different careers.

- Career focused classroom lessons (including STEAM)
- Career week
- College go week
- Career focused clubs; math bowl, spell bowl, robotics, student council, and history club
- Guest Speakers

School-wide Strategies

Language Arts:

- Continue to incorporate and expand flexing and small group differentiation during core instruction block.
- Intervention Blocks: K-2 BURST (Title Tutors), 3-5 Istation (Title I intervention)
- Vertical alignment meetings K-5
- Monthly meetings with Rtl team to provide support for student needs
- Special Education Inclusion Model grade levels K-5
- Title I and grade-level teachers blitz reading intervention blocks with BURST and Istation (all intervention groups will be kept to 7 students or less; an effort will be made for Tier 3 intervention groups to be composed of 2-5 students)

Math

- Vertical alignment meetings K-5
- Continue to incorporate and expand flexing and small groups in core instruction and in intervention blocks
- Monthly meetings with Rtl team to provide support for student needs
- Special Education Inclusion Model grade levels K-5
- During math intervention blocks, Title I and grade level teachers will differentiate students into groups to provide skill interventions and enrichment. These groups will adjust based upon student skill gaps, as needed.
- Emphasis on grade level math fact proficiency with grade level math facts mastery charts.

Cultural Competency

Cultural Competencies:

Scottsburg Elementary staff has identified the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in our student population. We have incorporated culturally appropriate strategies for increasing educational opportunities for each group in our school's plan.

Socioeconomic/Racial

Our largest population in cultural diversity at Scottsburg Elementary is the socio-economic component. We strive to meet these needs by the following: free summer feeding programs, our backpack food program throughout the school year, before and after school programs through the YMCA, TITLE 1 program, WE CARE winter clothing program.

High Ability

Scottsburg Elementary School follows the High Ability Program put into place by the Scott Co. School District 2 High Ability Committee. The school counselor administers two tests used in the identification process. Since 2013, Scott County School District 2 schools have been using the Stanford Achievement Test (10th edition) and Olsat 8 tests to measure achievement and ability of those students referred for high ability testing. Students can be referred for testing by their parents, their teachers, test results from the NNAT3 test administered to all 2nd grade students, or by

the school counselor who does a review of several data points prior to administering the tests. Once identified as High Ability, students who meet the eligibility criteria to be in the High Ability program in grades 3-5 will meet with a High Ability Coordinator once a week, and meet daily during intervention blocks to receive differentiated instruction. The building High Ability Coach will aid K-2 teachers in providing classroom resources. High Ability testing takes place each school year for grades Kindergarten, 2nd, and 5th.

English Language Learners/Racial

Each of our ELL students are worked with individually/small groups with the Title I coordinator weekly on specific, individual needs. These students are assessed yearly with the WIDA test and will continue to receive services until they reach a level 4. ELL students also receive 504 accommodations for state testing.

Professional Development

Orientation Day:

During the first teacher day, administration reviews school master schedules, the staff handbook, safety protocol, supervision duties, the HERO program, lesson plan expectations, student abuse/neglect policies, PLTW, and Title I updates.

District PD Days:

Annually, six district professional development days are allocated into the school

Master Schedule. The PD days consist of student BOY baseline data, MOY

Student performance, and EOY outcomes. Curriculum and assessment PD

activities are aligned in support of these activities such as Matrix Student Reviews.

Curriculum Meetings:

Grade level Meetings are conducted by the district Elementary Curriculum Director and the E/Learning staff.
Principal as instructional leader conducts grade level meetings within the building once each semester.

Monthly faculty review topics

Crisis planning/training
SPED/504 department policies and procedures
Monthly faculty meetings (i.e. new textbook adoption training)
Nurse health best practices
OT overview
Safety policies and procedures
RtI policies and procedures
Counseling Review
Data Analysis
GoMath
Orton Gillingham
District “Wednesday Workshop” After-school Sessions

Additional/In-house PD:

IXL PD
BURST Training
Apple Training
District Phonics Camp

Outside Professional Development:

Teachers have the opportunity to request to attend outside PD with the discretion of the principal.

Assurance PD Complies with Board’s Core Principles

All professional development at SES is designed and assigned by the Central Office after the approval of the school board.

Information About Educational Programming

Titles and Descriptions of Assessment Instruments:

	Reading, Language Arts, and Math Curriculum/Programs	Assessments
Kindergarten	<p><u>Reading/LA</u>-Saxon Phonics, Wonders, Reading Eggs, Burst, Guided Reading, Orton Gillingham, My-On, EPIC, Canvas</p> <p><u>Math</u>-Go Math, Mathseeds, TPT Resources</p>	mClass, ESGI, Spelling, Fluency, GoMath Benchmarks, Formal Teacher Observations
1st	<p><u>Reading/Language Arts</u>-, Reading Eggs and Eggspress, TPT resources, Wonders, Burst, AR, Saxon, Orton Gillingham, Canvas, IXL, Kahoot, Epic</p> <p><u>Math</u> Rocket Math, Go Math, IXL, Kahoot, TPT resources</p>	mClass, formal teacher observations (reading comprehension, fluency, phonics, math tests and quizzes, sight word tests), informal teacher observations
2nd	<p><u>Reading/Language Arts</u>- Wonders, Reading Eggs and Eggspress, TPT resources, Storyworks Jr., Burst, AR, Saxon Phonics,</p> <p><u>Math</u>- IXL, Rocket Math, GoMath, Canvas</p>	Reading Wonders, STAR Reading, Saxon Phonics, mClass, GoMath Benchmarks, Formal Teacher Observations
3rd	Reading/Language Arts- Wonders, TPT resources, Readworks, Burst, AR, IXL, Storyworks, Freckle, IXL, Rocket Math, GoMath, Canvas	STAR Reading, GoMath Benchmarks, ClearSight, IXL, Formal Teacher Observations
4th	Reading/Language Arts- Wonders, Reading Eggspress, TPT resources, Read Works, AR, IXL, Storyworks, Freckle, Epic, Freckle, IXL, Math Cards, GoMath, Canvas	STAR Reading, GoMath Benchmarks, GoMath Unit Tests, Formal Teacher Observations
5th	Wonders, IXL, Quizizz, Epic, Kahoot, BrainPOP, TPT, Canvas, Ascend, GoMath, Canvas	STAR Reading, GoMath Benchmarks, Wonders Unit Tests, ClearSight, Canvas, IXL, Formal Teacher Observations

Scottsburg Elementary evaluates students using a variety of formal and informal assessments to ensure student achievement.

Curriculum and Instructional Strategies

Information about how the school's instructional strategies and curriculum support the achievement of the Indiana's college and career readiness standards

Teachers at Scottsburg Elementary School have collaboratively reviewed and organized the curriculum and instructional strategies, based on the New Indiana College and Career Readiness Standards. Based on CCR's the grade level teachers will determine best instructional strategies for student outcomes. These are reviewed weekly by student assessments and modified accordingly. They have entered the curriculum into PIVOT, our new data housing programs. Weekly grade level planning meetings utilize these standards in development of lesson plans that are turned into the principal.

Conclusions about the student achievement, based on information from ISTEP+ and other assessment strategies.

Analysis of Student Achievement ILEARN

Goal 1: By the spring of 2020, students in Grade (3-4) will demonstrate growth as measured by ILEARN results.

Language Arts: 10%

Grade-level Strategies:

- Explicit teacher modeling and instruction
- Summarizing
- Sequencing
- Inference
- Predicting
- Questioning

- Visualizing
- Learning Centers
- Small Group-Remediation
- Organizers
- Interactive Notebook
- Implementation of IXL
- Implementation of Ren Place
- Quick Checks
- Vocabulary- Real World Connections

Math: 10%

Grade-level Strategies:

- Explicit teacher modeling and instruction
- Learning Centers
- Small Group Remediation
- Interactive Notebook/Math Journal
- Rocket Math-math facts
- Implementation of IXL
- Implementation of Ren Place/Accelerated Math
- Daily Lesson Checks
- Exit Tickets
- Quick Checks
- Math Manipulative Use
- Go Math HMH Player

Goal 2: By the spring of 2020, students in Grade (5) will demonstrate growth of 15% as measured by ILEARN results.

Language Arts: 15%

Grade-level Strategies:

Comprehension Strategies:

- Explicit teacher modeling and instruction
- Activating background knowledge
- Predicting
- Visualizing
- Questioning
- Inferencing
- Summarizing
- Monitor understanding

Vocabulary Strategies:

- Explicit teacher modeling and instruction
- Semantic Webs
- Multiple-meaning Webs
- Visualization

Fluency Strategies:

- Explicit teacher modeling and instruction
- Recorded readings
- Partner readings
- Timed repeated practice

Metacognitive Strategies:

- Explicit Teacher Modeling
- Think Alouds
- Visualization
- Organizers, Checklists, Rubrics
- Metacognitive note-taking and questioning
- Reflective thinking, questioning, and writing

Math: 15%**Grade-level Strategies:**

- Math Fact timed practice
- Explicit teacher modeling and instruction
- Repetitive practice with re-looping
- Differentiated learning
- Extended response questioning

School Improvement Team

Pre-K Representative : Kristi Kirtley

Kindergarten Representative: Becky Stacey

1st Grade Representative: Amy Hubbard

2nd Grade Representative: Kala Cudjoe

3rd Grade Representative: Amanda Bagwell

4th Grade Representative: Michelle Moon

5th Grade Representative: Nena Elam

Administration Representative: Chris Marshall (Principal), Charles Bottorff (Ass't Principal)

Association Representative: Christy Semmont/ Michelle Moon

Title I Coordinator/Parent Liaison: Christy Semmont

Parent Representative: Melanie Fitzpatrick

Special Ed Representative: Daymond Reynolds

Guidance Representative: Kandace Spaulding