Continuous School Improvement Plan 2015-2016

Edgewood Primary School

Richland-Bean Blossom Community School Corporation

Living, Learning, and Leading *TOGETHER*

Brenda Whitaker, Principal
Dr. Mike Wilcox, Superintendent
Dana Kerr, Board President

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CONTINUOUS SCHOOL IMPROVEMENT TEAM

Team Member	Position	Signature
Brenda Whitaker	Administrator	
Jerry Pittsford	Assistant Principal	
Sheila Carter	Co-Chair	
Kelly Faust	Co-Chair	
Amanda Henry	Team Member	
Kara Glasscock	Team Member	
Mandy Hite	Team Member	
Brandy Abel	Team Member	
Meghan Mann	Team Member	
Alissa Drewes	Team Member	
Nancy Goss	Team Member	
Amber Mullin	Team Member	

I. Introduction

A. Narrative description of the school, the community, and the educational programs:

Ellettsville is a town with 6,378 residents and 15,089 residents in the two surrounding townships situated seven miles northwest of Bloomington. It is close to Indiana University, Ivy Tech State College, and Lake Monroe. The town was founded in 1837 and later incorporated in 1866. Its name honors Edward Ellett, an early settler and merchant. Its proud heritage is rooted in the limestone industry.

The Ellettsville and Richland Township area is one of the most rapidly developing areas in Monroe County. The district houses a variety of businesses including General Electric, Whitestone, MDV, Hall Signs, Huntsman Packaging, Griner Engineering, Inter Art Distribution/Sunrise Publications, Bybee Stone Company, Cook Incorporated, and Beasley Produce among others. Ivy Tech State College, the headquarters of Cook Incorporated, Baxter, Tree of Life, Tasus, and the Indiana Center for the Life Sciences are located in Industrial Park 48; which is also within our district. Jack's Defeat Creek Mall, Tuscano Mall, Richland Plaza, Smith Pike Crossing, and Whitehall Plaza contain several businesses that offer a variety of services.

Edgewood Primary School was established in 2002 when Ellettsville Elementary was reconfigured into separate primary and intermediate buildings. Students in Richland Township attend Edgewood Primary School (E.P.S.) for kindergarten through second grade and then Edgewood Intermediate School (E.I.S.) for third through fifth grade. E.P.S. is located on seventeen acres close to downtown Ellettsville and serves over 500 students. There are twenty-four classrooms for grades K-2, one music room, one art room, one computer lab, a library, a cafeteria, a stage, a gymnasium, a central office complex, two conference rooms, two courtyards, three workrooms, two teacher gathering rooms, two inclusion classrooms, one self-contained classroom, one speech/language therapy room, one parent resource office, one parent resource room, a reading lab, and a science project room.

Edgewood Primary School follows all local, state, and federal mandates including the Indiana College and Career Readiness Standards. Parents are kept aware of such mandates through regular communication in the form of calendars, newsletters, classroom web pages, school/ corporation web pages, direct mailings, e-mailings, parent-teacher conferences, three-way conferences, and local media announcements.

The local community and Edgewood Primary School enjoy a good relationship. The PTO is extremely active and supportive. Likewise, many organizations, businesses, governmental offices, and individuals within the community help fund and support many of our children's activities by providing learning materials, resource persons, speakers, educational incentives, achievement awards, and field trip opportunities.

Some examples include the following:

· Area 10 Agency
· Bloomington Hospital
· Bloomington YMCA
· Cadet and early experience teaching with Edgewood High School seniors
· Community Outreach and Partnership in Service Learning
· Early experience and student teaching programs connected to Indiana University
· Ellettsville Community Center in Eagles Landing
· Ellettsville Family Practice
· Family Literacy/Family Resource Center

- Indiana Partnership/Partnerships In Education (P.I.E.)
- I.U. Health Bloomington Hospital
- Jill's House
- Local merchants
- Monroe County Animal Shelter
- Monroe County Boys and Girls Club
- Monroe County Library
- Monroe County Parks & Recreation
- Monroe County Solid Waste Management District
- Purdue University Extension Programs
- Read America Tutors
- Riley Children's Hospital Miracle School
- Safe Routes to School
- Southern Indiana Pediatrics/I.U. Health Children's Therapy Clinic
- The Edge Alternative School

B. Description and location of curriculum

The curriculum used at Edgewood Primary School reflects the transition from Common Core Standards to Indiana College & Career Readiness Standards. District grade level teams collaborated to create yearlong curriculum maps to address this change in standards. These curriculum maps are a constant work-in-progress.

- [Kindergarten ELA Curriculum Map](#)
- [Kindergarten Math Curriculum Map](#)
- [First Grade ELA Curriculum Maps](#)
- [First Grade Math Curriculum Maps](#)
- [Second Grade ELA Curriculum Maps](#)
- [Second Grade Math Curriculum Maps](#)

The following is a list of current textbook selections. This list is kept in the principal's office.

Subject/Grades	Publisher & Text
Reading/Lang. Arts K, 1st & 2nd	Scott Foresman Reading Street
Science K-2nd	Scott Foresman Science
Mathematics K, 1st & 2nd	Macmillan McGraw-Hill Math
Music K, 1st & 2nd	Scott Foresman Making Music
Social Studies 1st & 2nd	Scott Foresman People and Places
Art K-1st & 2nd	State of the Art Portfolios
Handwriting -2nd	Scott Foresman Handwriting

C. Titles and descriptions of assessment instruments to be used in addition to AIMSweb

Professional Learning Communities have given us an opportunity to create common formative assessments at each grade level in both math and language arts. Our assessments are given weekly and/or biweekly then analyzed by each grade level's professional learning community to plan for future instruction and needed interventions. These assessments can be found in our year-long curriculum map. The assessments may be adjusted each year based on student learning needs.

End-of-year summative assessments have been created by each grade level in math and language arts based on the essential standards of the disciplines in each grade level. This assists us in determining student proficiency at the end of the year in each subject area and in planning school improvement goals and professional development for the following school year.

At the beginning of the 2014-15 school year, Edgewood Primary began administering the AIMSweb assessments to determine if students are acquiring the skills necessary to master essential standards. Previously we had been using DIBELS Next and mCLASS math to screen and monitor student growth. We transitioned to AIMSweb in order to better align our data with district intermediate grades. AIMSweb assessments are administered three times each year and students falling below benchmark are progress monitored regularly to plan for needed instruction and interventions.

AIMSweb is a tool to screen and monitor student growth in specific reading and math measures. The table below is a breakdown by grade level of the targeted skills that are assessed each benchmark period.

Grade	AIMSweb Tests Administered
Kindergarten	**Reading**: Letter Naming, Letter Sounds, Phoneme Segmentation & Nonsense Word Fluency **Math:** Oral Counting, Number Identification, Missing Number, & Quantity Discrimination
First	**Reading:** Letter Naming, Letter Sounds, Phoneme Segmentation, Nonsense Word Fluency, & Oral Reading Fluency **Math**: Oral Counting, Number Identification, Missing Number, Quantity Discrimination, & Computation
Second	**Reading**: Oral Reading Fluency **Math**: Computation & Concepts

II. STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS

<u>Vision</u>

Richland Bean Blossom Community School Corporation

*Living, learning and leading together to achieve 90, 90, 90.**

*The 90's refer to % of students who:
- Graduate
- Read at or above grade level
- Pass state tests

<u>Mission</u>

Richland Bean Blossom Community School Corporation

Our mission is to work in cooperation with the community and families to provide students with an education that promotes responsible citizenship and encourages problem solving and creativity.

Edgewood Primary School

EPS is a place where we feel safe, care about each other and learn.

Belief Statements

Edgewood Primary School

We believe…

…all students have the ability to learn and should receive equal yet diverse learning experiences.

…students benefit from a positive sense of self-worth.

…all students need guidelines and consequences to learn self-control, self-discipline, as well as respect for themselves and others.

…students learn best when they are actively involved in the learning process.

…students should acquire skills to work cooperatively and be accountable for their actions in becoming productive citizens.

…students need to value life-long learning.

Our mission and vision for students is applied through the three guiding principles of the C.L.A.S.S. framework (Connecting Learning Assures Successful Students) for organization and instruction. The three guiding principles are: climate, community and curriculum.

1) *climate*—EPS fosters a safe and caring environment with clear expectations for our students. Our curriculum is very important, but we want to make sure our students know how to apply the knowledge we are teaching to their behavior. Daily we teach our students what it means to "do the right thing and treat people right." Lifelines are embedded into our instruction and our discipline, guiding the way we conduct ourselves during each activity of the day whether it is in the classroom, in the cafeteria or on the playground.

2) *community*– Each classroom is its own community of learners and each student is an important member of that community. Strong, healthy relationships are formed so that students can learn how to respectfully work and play together within learning clubs, collaboration structures and community circles.

3) *curriculum*—Our curriculum engages students in the academic experience. As they learn essential standards necessary for grade level mastery, they are learning how to connect their learning to solve real-life problems. Using the C.L.A.S.S. model for instruction, learning is directly taught (say it) by our teachers then practiced (play it) by our students. We know students have learned the skill when they can share (relay it) their learning with someone else. Teachers follow their instruction with assessment (weigh it) to determine whether students need enrichment, interventions or re-teaching.

III. COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT

A. Summary and conclusions about the current data

This year we transitioned from mCLASS DIBELS benchmarks in reading and math to AIMSweb benchmarks, so we are starting a new year of base-line data. The reason for the transition is to better align our curriculum and assessments with 3rd-5th grade who also use AIMSweb assessments.

We are pleased with our first year benchmark scores, however, the reading benchmarks are much higher in AIMSweb so we have had to increase the rigor of instruction at all three grade levels. The end-of-year assessment results have shown us the areas we need to continue to strengthen as outlined below by grade level.

Our students across each grade level and all subgroups performed very well in the math assessments. While we are proud of how well our students performed in the math assessments, we feel the rigor in AIMSweb is not as strong in math and are working within our professional learning communities to integrate the needed rigor and complexity based on our common formative assessments.

Kindergarten

Our reading fluency scores in kindergarten demonstrate a disparity between our general education population and special education. Our special education students struggle with early reading measures. To address this disparity we will focus more of our interventions on developing their sight word vocabulary.

Our general education kindergarten math scores indicate a strong numeracy foundation, however, our special education population needs to develop a stronger understanding of number sense. We will refine our curriculum map to strengthen our process of teaching foundational standards.

First Grade

We notice a gap among emerging readers in kindergarten and 1st grade with many of our kindergarten students not retaining their sight word fluency. Kindergarten teachers will emphasize sight words earlier in the year and 1st grade teachers will address sight words at the beginning of 1st grade with targeted instruction.

First grade success in math fluency is high in all sub-groups. Teachers will continue to develop strategies to improve fluency computation and strengthen their number sense.

Second Grade

With the transition to AIMSweb from DIBELS, we noticed that our reading fluency scores declined in each grade level in all subgroups. AIMSweb goals are significantly higher in reading fluency at each grade level.To address this, we will refine our curriculum map to allow for more effective fluency instruction within the classroom, replacing SSR with more opportunities for oral reading.

Second grade success in math fluency is high in all sub-groups. We will develop strategies to improve fluency computation among our special education population. We will also use our common formative assessments of essential standards to develop their depth of knowledge with math concepts and problem solving skills.

A Data Walkthrough of the School Community					
Attendance Center:					
Student Achievement Results					
Indicator		***Year: 2012-2013**	***Year: 2013-2014***	****Year: 2014-2015**	Information About Our Data
*Based on Our District Assessment Data mCLASS DIBELS Next Composite **Based on Our District Assessment Data AIMSweb					
Kindergarten					
Boys	Reading	96%	88%	84%	
	Math	96%	93%	88%	
Girls	Reading	89%	94%	92%	
	Math	88%	88%	93%	
Special Education	Reading	63%	68%	64%	
	Math	75%	77%	70%	
General Education	Reading	92%	95%	94%	
	Math	89%	94%	95%	
Free/Reduced	Reading	76%	84%	84%	
	Math	81%	87%	87%	
Paid	Reading	93%	95%	91%	
	Math	89%	93%	93%	
1st Grade					
Boys	Reading	75%	77%	80%	
	Math	89%	86%	93%	
Girls	Reading	87%	83%	80%	
	Math	89%	82%	96%	
Special Education	Reading	60%	50%	61%	
	Math	76%	55%	84%	

General Education	Reading	87%	85%	85%	
	Math	92%	89%	97%	
Free/Reduced	Reading	66%	73%	79%	
	Math	80%	81%	93%	
Paid	Reading	85%	86%	81%	
	Math	92%	87%	95%	
2nd Grade					
Boys	Reading	83%	77%	76%	
	Math	86%	78%	88%	
Girls	Reading	90%	85%	82%	
	Math	92%	82%	93%	
Special Education	Reading	63%	51%	59%	
	Math	72%	62%	70%	
General Education	Reading	92%	87%	83%	
	Math	93%	79%	95%	
Free/Reduced	Reading	77%	71%	68%	
	Math	86%	70%	87%	
Paid	Reading	89%	87%	86%	
	Math	90%	86%	93%	
Student Engagement Data					
Average Daily Attendance		96.7	96.8		
Student Discipline					
Number of Out-of-School Suspensions		4	3	7	
Number of Expulsions		0	0	0	
Survey Data					
AdvancED Parent Survey Results (Agreement %): ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning ● Resources and Support Systems ● Using Data for Continuous Improvement				2015-16: 77.17% 79.69% 85.17% 84.41% 84.98%	
AdvancED Staff Survey Results (Agreement %): ● Purpose and Direction ● Governance and Leadership ● Teaching and Assessing for Learning ● Resources and Support Systems ● Using Data for Continuous Improvement				2015-16: 95.07% 92.66% 85.65% 91.50% 92.14%	
*AdvancED Early Elementary (K-2) Student Survey Results (Agreement % - see chart below):				2015-16: 85.87%	

Student Demographic Data				
Total Number of Students Enrolled			605	
Percent Free and Reduced			41%	
Percent Mobility			.17%	
Percent Special Education			18%	
Percent English as a Second Language			3%	
Percent White			90%	
Percent Black			1.5%	
Percent Hispanic			2.8%	
Percent Asian			.3%	
Percent American Indian			.7%	
Percent Native Hawaiian or Other Pacific Islander			.2%	
Percent Multiracial			5.3%	

2015-16 Student Survey Results
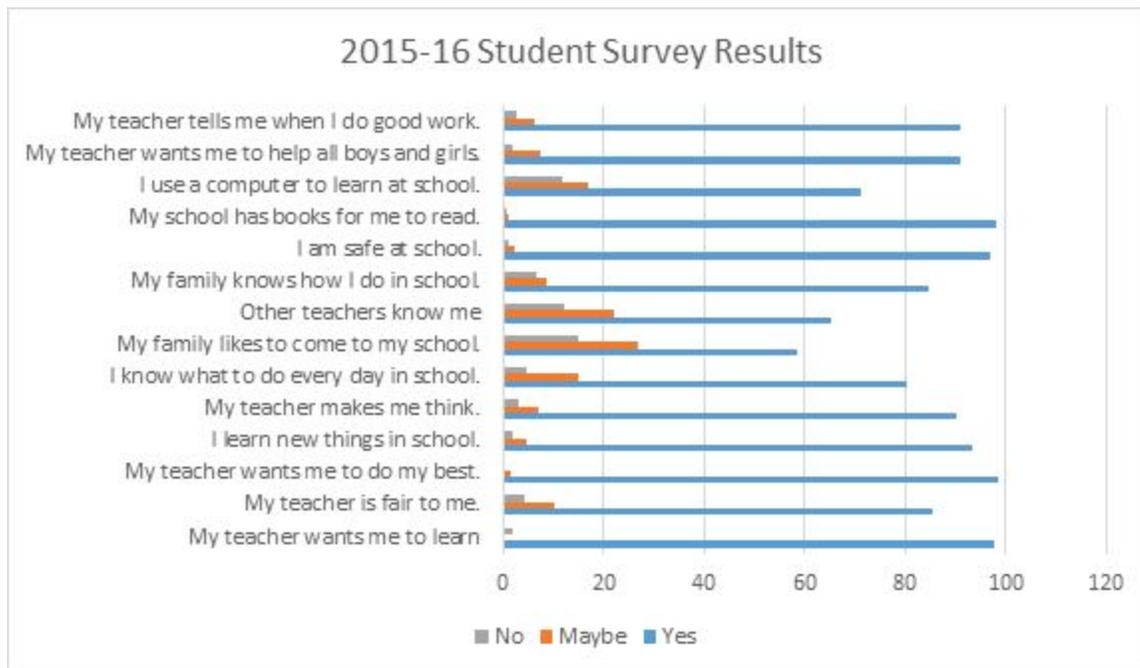
B. Conclusions about the current educational programming

Review of Parental Participation at EPS: EPS offers a variety of parental involvement opportunities:

- PTO meets monthly and is involved in many school activities
- School Activities
  - Participation in: Back-to-School Night, Open House for Pre-Kindergarten, school committees, School Newsletter, Movie Night, Skate Night, Fun Day, Fun Run, Fundraisers, Fall Festival Parade, Music Programs, Book Fair, Candlelight

Luncheon, Volunteer Tea, Labels for Education, Santa's Workshop, Community Caring Project.
- Partners in Education-PIE (Member of National Network for Partnership Schools)
  - Partnership with families on parenting skills, school-home/home-school communication, volunteering opportunities, learning at home, school decision making and collaborating with the community
- Family Literacy Activities
  - Family Nights, Make & Take Activities, Family Resource Center, Parent Meetings, Book Swap, Science and Math Night, Breakfast Buddies; Real Men Read
- Classroom Activities
  - Classroom volunteers, field trip chaperones, agenda/homework involvement, classroom newsletters, web pages, parent/teacher conferences
- Parent Communication

  Parent Forums, Parent to Parent Newsletter, information booths at registration, monthly parent newsletter, web pages, phone calls, parent/teacher conferences, e-mail communications through Harmony (corporation data management system), and Twitter account

Review of Technology as a Learning Tool at EPS: At Edgewood Primary School, teacher web pages are used as a vehicle of parent communication, curriculum integration, and technology. Every classroom has Internet access, SMARTboards, iPads, and scheduled access to the computer lab. Students use the Internet for research as well as educational games and collaboration strategies. Students utilize Word, PowerPoint, and Excel to publish information they have learned or experienced. Teachers have also used internet lesson plans, web quests and web links to enrich their instruction and increase student engagement. Technology workshops have taken place throughout the school year and are being offered during the summer. Teachers frequently participate in relevant Webinars and communities within Learning Connections.

Review of Safe and Disciplined Learning Environment:

Safety is a priority for the administrative team, teachers, and support staff of Edgewood Primary School. Safety begins with preparation and is improved through practice. Our building has made preparation for emergencies through the following actions: maintenance of emergency supplies stored in a marked closet adjacent to the office; placement of fire extinguishers throughout the building in accordance with the directives of the Indiana State Fire Marshal;

maintenance of an automated external defibrillator (AED) device that is located near the gym and cafeteria, and safety drills as required by Indiana Code. There is always at least one staff member at Edgewood Primary with valid credentials recognizing him/her as a trained school safety specialist.

All drills and compliance with safety requirements are executed or followed with integrity and a view toward improving our procedures. Review and adjustments to all procedures that include an element of safety are regular and inclusive, including our drop-off and pick-up procedures.

The use of CLASS lifelines and an adherence to the CLASS life goals ("Do the right thing. Treat people right.") promotes an environment that makes discipline and safety parallel learning and play at Edgewood Primary School. Building on the concept of classroom procedures, Edgewood Primary students also follow procedures on the playground that promote responsible use of playground equipment, procedures for proper hallway and bathroom behavior, and procedures for dismissal from the cafeteria. From the time students arrive on the grounds of Edgewood Primary School to the time they leave they observe the procedures and practices that make them safe. The teachers, support staff, and administrators of Edgewood Primary School take great care to ensure it is a safe and disciplined learning environment.

Review of Professional Development

I.   C.L.A.S.S.

Each year we have on-site professional development through the C.L.A.S.S. organization. An instructional coach provides targeted professional development that is focused on our school improvement plan goals.

II.   Professional Learning Communities

For the past two years our corporation has focused on creating common formative assessments based on our essential standards. An instructional coach through Solution Tree has provided on-going professional development as we develop our common formative assessments and use the assessments to plan for interventions and future instruction.

III.   Curriculum Mapping

For the past two years we have been mapping our math and reading curriculum according to the Indiana College and Career Readiness Standards. In the process we are refining our essential standards to develop readiness for the next level.

IV.   Wednesday Morning Professional Development

Each Wednesday morning school begins 30 minutes later so that teachers have time to meet for building and grade level professional development. Below are links for last school year and this current year that record our weekly professional development plans.

[2014-2015 Professional Development Plan](#)

[2015-2016 Professional Development Plan](#)

IV.   GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT

A.   Proposed Interventions and Strategies (SMART, SMARTer, SMARTest Goals

Schoolwide SMART Goals	
Corporation Goals:	1. Students will demonstrate growth in literacy (90% proficiency).
	2. Students will demonstrate growth in mathematical skills (90% proficiency).
	3. All R-BB faculty and staff will engage in a collaborative culture for improved student learning.
Building Goals:	1. All students will demonstrate an improved ability in reading fluency. Based on the averaged EOY AIMSweb percentage of our general education and special education population, we are establishing an 80% EOY benchmark goal.
	2. All students will improve in grade appropriate mathematical concepts and applications. Based on the averaged EOY AIMSweb percentage of our general education and special education population, we are establishing an 86% EOY benchmark goal.

	3. Develop CFAs based on well-defined rubrics that allow teachers to target and respond to student needs.

SMART, -er, -erst Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: Our fluency reading scores are dropping from K to1st and from 1st to 2nd. **Goal:** 80% of all students will benchmark in reading fluency.	1. More explicit instruction of sight-word fluency at the kindergarten and 1st grade level. 2nd grade students will re-read passages to master text. 2. Refine our curriculum map to allow for more effective fluency instruction.	1.Title I, classroom and inclusion teachers, reading assistants, instructional coach	1. EOY AIMSweb assessment	1.EOY AIMSweb assessment

SMART, -er, -erst Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: Our scores indicate that our general ed population is experiencing success, however our special ed subgroup is below the district-wide goal of 90% **Goal:** 80% of our special education students will	1. Refine our curriculum map by reviewing our process of teaching the standards at the developmental level, especially our process of teaching number sense. 2. Develop strategies to improve fluency of computation.	1. Grade level and inclusion teachers.	1. EOY AIMSweb assessment.	1.EOY AIMSweb assessment.

benchmark in math.				

SMART, -er, -erst Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: CFAs do not have well-defined rubrics. **Goal:** During our PLCs, we will develop CFAs that include well-defined rubrics.	1. Send a staff member to be trained in developing CFA rubrics. 2. Train staff to develop CFA rubrics.	1. Building administrator and Meghan Mann.	1. 2015-2016 school year.	1.EOY AIMSweb assessments.

V. CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN

Response to Instruction (RtI) is a framework which is used to furnish high quality instruction as well as interventions that are scientifically validated to match student need. Instruction is driven by data. The RtI framework involves Professional Learning Communities (PLC) comprised of teachers and administrators which provides frequent analysis of data. Common Formative Assessments (CFA) are developed that focus on specific concepts and skills which are aligned with strategic learning targets. CFAs provide relevant and meaningful feedback, allowing teachers to identify the depth of knowledge students have attained in specific skills. This assists teachers in evaluating progress, targeting learning gaps, and making intervention recommendations for the instruction of individual students.

C.L.A.S.S., (Connecting Learning Assures Successful Students) is a school-wide program that provides evidence-based practices to build a strong school community and brain-based strategies for collaborative learning. C.L.A.S.S. also sets goals for high character and academic

expectations by providing a positive atmosphere for learning, as well as, fostering an environment for students to problem solve and resolve conflict.

A new staff position has been added to support our English Language Learners. This will give greater support to both students and classroom teachers as they integrate into an English speaking classroom.