

# Greenfield-Central Community School Corporation

School Weston Elementary School

Address 140 Polk Street

City/State/Zip Greenfield, Indiana 46140

Phone 317-462-1492

Corporation # 3125

Grades K-3

Enrollment 340

## School Improvement Plan

**2019 - 2022**

( **2019-2020** / 2020-2021 / 2021-2022)

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Dr. Harold Olin, Superintendent of Schools

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Dan Brown, President of the Board of School Trustees

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Russ Wiley, Exclusive Representative of the GCCSC Teachers Association

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Matt Davis, Principal

## School Improvement Plan

Required components of IC 20-10.2-3-3 and IC 20-10.2-3-5  
2014

Weston Elementary  
140 Polk Avenue  
Greenfield, Indiana 46140

Greenfield Central Community School Corporation (3125)

Grades: K-3  
Enrollment: 340

## **NARRATIVE DESCRIPTION OF THE SCHOOL, COMMUNITY, AND THE EDUCATIONAL PROGRAMS**

Weston is a K-3 school in a suburban setting located on the west side of Greenfield, Indiana, along US 40. The building was named after the subdivision, Weston Village. It borders streets that were named after United States presidents in concentric circles.

The original structure of Weston Elementary was built in 1953. At that time, Weston had six classrooms serving students in grade 1 –6. Cafeteria services were not available; therefore, students were released for lunch. In 1972, two kindergarten rooms as well as other grade level classrooms were built with an open architectural concept design and a gym. The second addition, consisting of rooms numbered 107-212 and the cafeteria, was completed in 1981 to accommodate additional students with the phasing out of Riley Elementary. A third renovation took place in 1997. In addition to adding two Kindergarten rooms and building walls in an area previously designed with an open concept, the heating plant was replaced and the entire building air-conditioned.

The most recent addition was the addition of a kitchen to prepare food on the premises and a new cafeteria for the students which was ready for use at the start of the 2009-2010 school year.

The current student population at Weston is approximately 340 students. This is a population which has a turnover rate which is higher than one would expect during the year and from spring to fall. The Weston staff includes:

- One Principal
- One Secretary
- One Health Assistant
- One Library Assistant
- Sixteen Classroom Teachers
- One Speech/Language Pathologist here 3 days a week
- One Resource Teacher
- One Title I Teacher
- One Art Teacher here 1.5 days a week
- One Music Teacher here 4 days a week
- One Physical Education Teacher here 4 days a week
- One School Social Worker
- Seven General Education Instructional Assistants
- One Title I Assistant
- One Special Education Assistant
- Literacy Coach 2.5 days a week
- Math Coach 2.5 days a week
- Five Kitchen Personnel
- Two Custodians

Weston presently has sixteen classrooms, library, gym with a raised stage area, office area with two conference rooms and six rooms for instruction/programs.

Weston's curriculum follows the Indiana College and Career Readiness standards provided by the State Department of Education. Weston's students have diverse educational needs. Resource students receive direct instruction, tutorial assistance or consultant services part of each day and are mainstreamed into the regular education classroom for the remainder of the school day. Enrichment opportunities are provided for High Ability students in grades K-3.

Weston students start entering their classrooms at 7:30 with the instructional school day beginning at 7:40 a.m. and concluding at 2:00 p.m. Some students are provided bus services. After school care is offered until 6:00 p.m. through the YMCA program.

Weston's PTO sponsors several after-school events each year including a Fall Festival, Donuts with Santa, Muffins with Mom, and Movie Nights.

### **DESCRIPTION AND LOCATION OF CURRICULUM**

Weston's curriculum follows the Academic Standards provided by the Indiana Department of Education and the Greenfield-Central Community School Corporation's curriculum documents. Representatives from various grade levels develop these local curricula in the year preceding each content area's textbook adoption cycle.

The corporations' teachers use guidance from the Indiana Department of Education on all academic standards with emphasis on the priority standards designated by the IDOE.

The K-3 academic curriculums are research based. The corporations programs are McGraw Hill Wonders for reading and Everyday Math 4 for math. The writing standards are embedded in the reading program. Pacing guides for each grade level have been established for both programs.

Students have diverse educational needs. Efforts to meet those needs through a Response To Instruction and MTSS model are ongoing. Special Education services are provided through direct instruction, tutorial assistance, or consultation. A Title I teacher and IA also support our struggling learners. Enrichment/GT opportunities are provided for identified students.

Supplemental programs support the curriculum. They include:

- Cadet Teachers from Greenfield-Central High School
- Bullying prevention and intervention by the School Social Worker
- Purdue Extension recycling program
- Social Emotional Learning program by Social Worker
- ReadUp
- Anti-Bullying Convocations
- PBIS program (STAR), "Weston Way"

- Character Education
- College Go! Week, Sister City visitors, Random Acts of Kindness Week

## **ASSESSMENT INSTRUMENTS TO BE USED IN ADDITION TO ILEARN**

Assessment plays a critical role in the education of Weston's students. By utilizing a variety of assessment tools, students' strengths and growth areas can be determined. Results of assessment activities provide us with information to diagnose needs, identify needed instructional practices, and direct any remediation efforts.

Students in grade 3 take the ILEARN and IREAD. Information from ILEARN is summarized later in this document. Students with an Individual Education Plan (I.E.P.) may be given accommodations when taking the ILEARN and IREAD tests. A student's I.E.P. may be modified based on the results of these assessments.

Students in grades K-3 are formally assessed at the end of every unit for both reading (McGraw Hill) and math (EDM4). Informal check - ins occur more frequently throughout the units to check for understanding.

Kindergarten and Second grade students are given the CoGat test in the spring. The data obtained will be utilized in determining possible placement in the corporation's High Ability programs. The results of the CoGat, and NWEA are used to determine a child's potential placement in the High Ability programs, QUEST(Grade 3) and SEARCH (Grades 1 and 2).

Students in grades Kindergarten through 3<sup>rd</sup> Grade will take the NWEA M.A.P. Assessment three times a year for reading and math.

## **STUDENT ACHIEVEMENT**

New for the 2018-2019 was the Indiana Learning Evaluation Assessment Readiness Network (ILEARN). The ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (ELA) (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology (High School)
- U.S. Government – Optional (High School)

ILEARN Individual Student Reports will yield content-specific measures for ELA and Mathematics for each student in grades 3-8. Lexile levels provide insight into students' ability to read and comprehend text and serve as indicators to help select appropriate

texts for their reading levels. Quantile measures indicate a student's mathematic skills and help identify appropriate activities to support the development of mathematics skills and understanding.

## English/Language Arts Proficiency Ranges

### Definitions

#### Achievement Level Descriptions for Overall Test

%Below Proficiency (5060-5415):

%Approaching Proficiency (5416-5459):

%At Proficiency (5460-5514):

%Above Proficiency (5515-5760):

#### Score Reporting Categories

Key Ideas and Textual Support/Vocabulary  
Structural Elements and  
Organization/Connection of Ideas/Media  
Literacy  
Writing

## English/Language Arts Scores

Test: ILEARN English/Language Arts Grade 3

Year: Spring 2019

Name: Weston Elementary School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

### Performance on the ILEARN English/Language Arts Grade 3 Test: Weston Elementary School, Spring 2019

Breakdown by:  Comparison:

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level				Number of Students in Each Proficiency Level			
				%Below Proficiency	%Approaching Proficiency	%At Proficiency	%Above Proficiency	%Below Proficiency	%Approaching Proficiency	%At Proficiency	%Above Proficiency
Indiana	82979	5450	46	31	23	28	18	25741	19230	23162	14846
Greenfield-Central Com Schools (3125)	319	5462	56	23	21	37	19	72	68	119	60
Weston Elementary School (3125_2609)	85	5470	60	15	25	40	20	13	21	34	17

# Mathematics Proficiency Ranges

## Definitions

### Achievement Level Descriptions for Overall Test

%Below Proficiency (6080-6381):

%Approaching Proficiency (6382-6424):

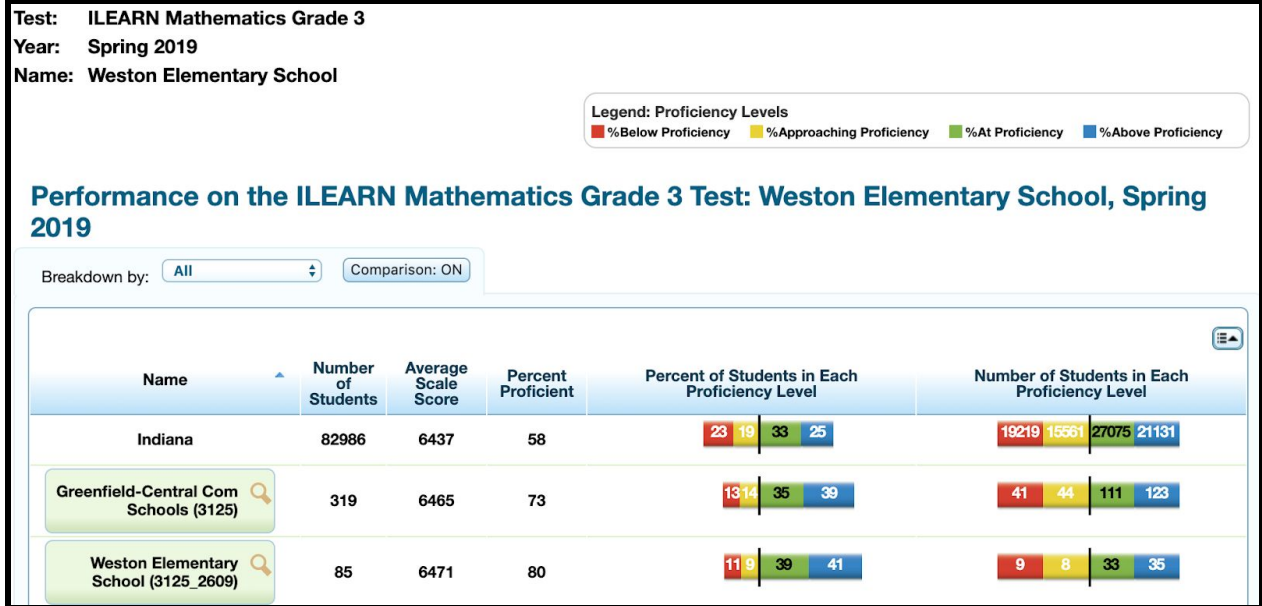
%At Proficiency (6425-6487):

%Above Proficiency (6488-6730):

### Score Reporting Categories

Algebraic Thinking and Data Analysis  
 Computation  
 Geometry and Measurement  
 Number Sense

# Mathematics Scores



2017-2018 was the eighth and final year for ISTEP+ to be administered in the Spring.

### Spring 2018

Percent Passing ELA 78.7%  
 Percent Passing Math 80.9%  
 Percent Passing Both 65.2%

### Spring 2017

Percent Passing ELA 85.1%  
 Percent Passing Math 74.5%  
 Percent Passing Both 69.1%

## IREAD3

IREAD3 testing was given to all third grade students starting in the Spring of 2012. The passing percentages below are representative of all third grade students enrolled at Weston at the time of the test.

### IREAD3 Results

Year	March Passing %	After remediation and Summer School
2019	91.7%	95.3%
2018	92.5%	95%
2017	93.5%	96.7%

## GOALS

### SCHOOL GOALS:

- 1) Improve percentage of third grade students passing I-LEARN E/LA to >75% in the next two years
- 2) Maintain or grow percentage of third grade students passing the I-LEARN Math to >85% college and career ready.
- 3) Improve student attendance rate for the year to exceed 97.2%. For the past three years we have not met that expectation:

Year End	Attendance Rate for Year
2019	96.7%



2018	96.3%
2017	96.8%

## **STATUTES AND RULES TO BE WAIVED**

No waivers have been requested.

## **PARENTAL PARTICIPATION**

The Weston Elementary staff acknowledges the research which indicates that students whose parents are involved in the school and in their children's academic efforts will perform, on average, at a significantly higher degree than those whose parents distance themselves from their children's education. The Weston Elementary staff wants parents, grandparents, and guardians to be involved in the academic and social elements of their children's school experience. In order to encourage involvement in our school the following opportunities are available:

- Annual Case Reviews/Development of Individual Education Plans
- Accessibility of the building for students and parents to return to school at night to retrieve needed materials. Doorbell at the front of the building rings throughout the school so custodians can hear it and open needed rooms at night.
- "Meet Your Child's Teacher" Night during the first week of school to communicate student expectations and methods of parent/teacher communication.
- Ice Cream Social on "Meet Your Child's Teacher Night" provided by the PTO
- Reading Plan Committee Membership
- School Improvement Committee membership
- Fundraisers
- P.T.O. Meetings, activities
- Carnival
- Awards ceremonies
- Grandparents' Week Activities
- Field Day
- Field Trip Chaperones
- Provide Items for Classroom Parties
- Book Fair
- Donuts with Santa
- Completing Surveys
- E-mail
- Power Grade online
- Voice Mail
- School website
- Teacher websites

- Classroom volunteer opportunities
- Parents coming for lunch
- Parent/Teacher conferences are held at parent and/or teacher request.
- Student assignment handbooks are available as a means of communication between parent and teacher sometimes requires signature of both parties
- Classroom and school newsletters are used to inform parents of upcoming activities
- Toy Drive for Toys for Tots
- Classroom helpers/parent volunteers
- Movie Nights
- Restaurant Fundraisers
- Donuts with Dad
- Muffins with Mom
- Kindergarten Round-Up and classroom visitations
- Alert Now System
- Online access to remedial and re-teaching resources
- Parent access to technology on-site if no other resources are available to them
- Safe School Hotline on school website
- Twitter
- Bowling Nights
- STEM Night
- Weekly Top Ten e-mail from principal; added to our website and tweeted out also
- Monthly Weston Extra newsletter shared with families

## **USE OF TECHNOLOGY AS A LEARNING TOOL**

Every building has a certified teacher that serves as the building LITE (Leader In Technology Education). These teachers participate in the corporation TIS's training meetings throughout the year. They present monthly training to their respective building throughout the year. They also model Implementation of Digital Learning in his/her respective classroom.

Beginning in 2018 every student in Kindergarten - 3rd grade is issued an iPad to use at school and home as needed. Networked software programs, websites, and apps include:

- Everyday Math ConnectED
- Wonders Reading website

- Readworks
- Reading A to Z
- Learning Connection
- Google Platform
- Apple Television
- NCTM Illuminations
- Kahoot.it
- Keyboarding without Tears
- Google Classroom
- Head Sprout
- Ticket To Read
- IDOE
- Haiku Deck
- GoNoodle
- Futaba

Students with a signed Acceptable Use Policy may be allowed supervised access to the Internet.

The following is a list of various technologies that help students and teachers use technology as a learning tool:

- Calculators are available for math.
- There is a sound system for the stage area off the gym.
- There are two portable sound systems.
- CD players and tape players are available to each classroom.
- LCD projectors or flat screen TV, Apple tv's and document cameras with speakers mounted from the ceiling are in all K-3 classrooms.
- Telephones, with voicemail, are in each classroom.
- Microscopes are accessible for use in science activities.
- There are personnel available to help with technology issues.
- Power Grade and Power School software are used for grades, attendance, contact information, discipline, and a reservoir of teacher templates.
- Student progress is available for parents to view utilizing PowerSchool throughout the academic year.
- In-service opportunities for staff are provided throughout the school year and in the summer by the Greenfield-Central Community School Corporation technology staff.
- Classroom Performance System (CPS) is available for teacher and student use.

## **A SAFE AND DISCIPLINED LEARNING ENVIRONMENT**

Each grade level has a discipline plan that is discussed and explained to all students and sent home to parents in addition to the school handbook, which is given to

and reviewed with all students. A copy of the Greenfield-Central Emergency Preparedness Procedures binder is in each room near the door.

Weston Elementary implements the following to ensure safety for its staff and students:

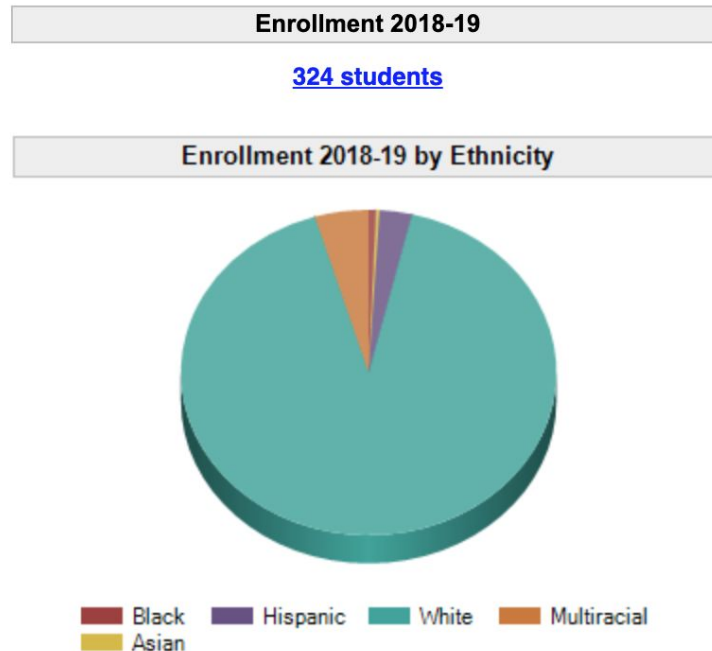
- Conduct monthly fire drills
- Severe weather and storm drills each semester
- Lockdown drills each semester
- Earthquake drill
- Emergency Preparedness Procedure binder which is reviewed yearly and includes “Intruder in the Building”
- Crisis Committee
- Access to a corporation Crisis Plan
- Visitor’s policy including sign-in sheets and name tags
- Name badges for faculty and staff members
- All exterior doors are kept locked, except the door by the office entrance
- The front door has a second set of doors which are locked and require a person to be “buzzed” in.
- Silent alarm to police department
- Provide adult supervision for recess, lunches, dismissal times, students arriving at school early, and for those students waiting for busses at the end of the day
- Use two-way radios during recess, before and after school times
- Two way radios are kept in classrooms, one per grade level for all grades
- Provide yearly universal precautions training for all staff
- Provide phones in all rooms
- Employ a full time school social worker
- Employ a full time health assistant
- Lock medications in the clinic with routine inventory checks
- Log kept of student visits to clinic
- Certify annually at least three staff members in First Aid and CPR
- An AED is available for use.
- Doorbell for the school for after school access for patrons
- De-escalating student behavior for certified staff
- Bullying prevention/intervention taught to all students, staff and regular volunteers
- Suicide prevention in-service required of all staff
- Exterior cameras placed on north side of building
- Internet safety (2nd grade) some is also provided to 3rd gr. through the bullying prevention lessons
- Students and parents must sign AUP
- Office maintains a restricted visitor list
- In compliance with HEA 1419 for the 2016-2017 school year
- Development of a consistent list of playground rules for all grade levels
- Metal detector wand available to be used for special events

## CULTURAL COMPETENCY COMPONENT

Weston school has had, and continues to have students with a variety of cultural differences over the years. These differences have covered the continuum mentioned in **IC 20-31-6-2**. The initial premise we work from is respect for each person as an individual and understanding of differences, which may exist from the general population. In each case, we have worked to appropriately educate the faculty and staff of the uniqueness of each individual.

We have experienced students with various cultural, ethnic, educational, medical, and socio-economic backgrounds. In all cases we have worked to provide a positive learning environment for the students and good communication with the parents. Communication can take place directly with the parents or with interpreters. In these instances we have been able to learn about and develop responses, which are viewed as respectful with our patrons. We have learned that some actions we might view as respectful, other cultures may view as being disrespectful.

The cultural diversity of Weston currently includes 0.3% Asian, 0.6% Black, 4.7% Multi-Racial, 2.8% Hispanic, and 91.7% White, 0% American Indian. The same source shows 58.3% of our population paying for lunches. The diversity in the student population we experience is ongoing as is the in-service/professional development we implement. This has been a part of the Weston culture for many years.



### Form C

1. What is your school's vision toward which this Professional Development Program will lead?

The Greenfield-Central Community School Corporation's mission statement appears below:

# Learning for All All for Learning

Weston's staff supports the corporation mission and lists the following as their values and beliefs:

1. Teachers, students and parents share the responsibility for educational success.
2. Students and learning are the first priority in educational decision-making.
3. Instruction should be student centered, engaging and focused on learning.
4. A challenging learning environment is built on high standards, appropriate assessment and accountability for students, staff and parents.
5. All students, parents and staff have value and should be treated with respect and dignity.
6. Trust, support and confidence between and among students, staff, parents and patrons are the cornerstone of a healthy educational environment.
7. Meaningful communication between and among students, staff, parents and patrons optimizes the educational process.

2. What are the goals of your Professional Development Program?

1. Provide grade K-3 teachers with ongoing support as they implement a new reading curriculum.
2. Grade K-2 teachers will provide explicit instruction with phonics skills
3. Grade K-3 teachers will become more proficient in helping students with reading comprehension.

How will all staff members be involved in continuous learning? How will continuous learning be embedded in practice?

- Instructional coaches for literacy and mathematics will provide embedded professional development for teachers through classroom experiences, discussion, and co-teaching opportunities.
- Staff members may attend workshops/conferences and share the ideas learned with other staff members to facilitate peer growth.
- Grade levels will meet during PLCs to share ways to implement ideas gained through staff development and use of data.

- Weston staff members will serve on corporation committees working on updating various curricular areas.
- Weston teachers will be encouraged to:
  - work by grade level to disaggregate data collected from formal and informal assessments given in the classroom
  - work by grade level to assess student achievement
  - share knowledge gained after attending any out-of-school workshops
  - study student work to find ways to improve it
  - observe others teaching a strategy designed to address our goals areas
  - supervise student teachers, interns and teaching assistant when needed
  - certified staff will share ideas on school-wide goals with non-certified staff members.
  - encouraged to attend in-house professional development training on the adopted reading and math programs offered by the Instructional Coaches

**ACTION PLAN**

**FORM D**

ACTION PLAN

FORM D

School Goal # 1

<p><b>Weston Elementary</b>  <b>Professional Development Plan</b>          2019-2020</p>
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Achievement Objective #3: Improve percentage of third grade students passing I-LEARN E/LA to >75% in the next two years

Activity	Presenter	Date	Activity Length	Participants	Documentation of Impact of Objective
Dyslexia	Rachelle Wright	Once per semester 2019-2020 school year	Half Day	K-2 Teachers, Title, SPED, and administration	Teacher's complete screener for all K-2 students

Dyslexia	Moodle online course	Once per school year	45-60 minute course	K-2 Teachers, Title, SPED, and administration	Certificate of Completion
Coaching support of core program and intervention groups	Carmen DeFusco	Monthly	As needed	Certified Staff	Teacher Dialog; Data Sheets; Student growth
Professional Learning Communities	K-3	Weekly	45 Minutes	Certified Staff	Teacher Dialog/Assessment Revision
Core program professional development	Carmen DeFusco or classroom teachers	Quarterly	As needed	Certified Staff	Unit test scores; evidence of teachers following core program recipe
Read Up Program	Read Up Volunteers	Tuesday-Thursday September to May	30 minutes each session	Community Volunteers, Read Up Coordinator, and appropriate staff	

## EVALUATION

## FORM E

### School Goal # 1

Improve percentage of third grade students passing I-LEARN E/LA to >75% in the next two years

II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will:

- Learn developmentally appropriate methods of teaching reading comprehension
- Help students learn more test taking strategies
- Use processes and formats similar to those used on a standardized test
- Develop knowledge of standards above and below their own grade level



III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal?

Data collected:

- NWEA
- Unit and Chapter Assessments

**ACTION PLAN**

**FORM D**

School Goal # 2

<p><b>Weston Elementary</b>  <b>Professional Development Plan</b>          2019-20</p>
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Achievement Objective #2: Maintain or grow percentage of third grade students passing the I-LEARN Math to >85% college and career ready.

Activity	Presenter	Date	Activity Length	Participants	Documentation of Impact of Objective
Professional Learning Communities	Weston Staff	Weekly	45 minutes	All Teachers	Student Assessments
STEM Night for students and parents	Weston & GCCSC Staff	Spring	2 hours	Community Volunteers Teachers Parents Students	Parent and Participant evaluations
EM 4 Training	TBA	Summer and during school year.	Varies	Certified Staff	Teacher Dialog

## EVALUATION

## FORM E

School Goal #2

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Maintain or grow percentage of third grade students passing the I-LEARN Math to >80%

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II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will:

- Implement developmentally appropriate methods of teaching number sense
- Practice test taking strategies
- Use processes and formats similar to those used on a standardized test
- Develop knowledge of standards above and below their own grade level
- Use manipulatives in math instruction
- Develop a sense of teamwork as they pursue mastery of the goal
- RTI, Response To Intervention Groups

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional Development Program's impact on progress toward this school goal?

Data collected:

- NWEA
- ILEARN
- EM4 Unit Assessments

## ACTION PLAN

## FORM D

School Goal # 3

<p style="text-align: center;">Weston Elementary Professional Development Plan 2019-20</p>
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Achievement Objective #3: Grade K-3 teachers will promote students attendance through various incentives.

Activity	Presenter	Date	Activity Length	Participants	Documentation of Impact of Objective
Classroom monthly rewards program	Principal/Social Worker	Each month		School wide	Look at number of students with perfect attendance
Individual tangible rewards	Social Worker	End of each semester		School wide	Look at individual attendance
Personal contact made to parents	Principal/Social Worker	Throughout the year when the need arises		Individual students that show a pattern of excessive absences	Monitor attendance for those students that have had parent contact made.

## EVALUATION

## FORM E

School Goal # 3

Statement of School Goal:

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Weston students will attain an average attendance rate of greater than 97.2% in each of the next two years.

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II. What new knowledge, skills, and attitudes toward learning will result from your Professional Development Program?

Teachers will:

- Encourage students to make attendance a priority by offering individual and classroom incentives for good attendance.

III. What data and evidence related to new knowledge, skills and attitudes toward learning will you collect to evaluate the Professional

Development Program's impact on progress toward this school goal?

Data Collected:

- Collect attendance data from PowerSchool