



Sand Creek Elementary School Improvement Plan
2023-2024

School Name	Sand Creek Elementary
School Number	3349
Street Address	1450 W. County Road 500 N.
City	North Vernon
Zip Code	47265

At Sand Creek Elementary, We Believe...

All Students can LEARN & will receive Quality Evidence-Based Instruction to Meet High Expectations in a Safe and Nurturing Learning Environment.

Families and Community Unite with us in sharing the Responsibility of Educating our Students by Actively Participating in their Education.

Our Cyclones will be Successful Utilizing a Growth Mindset
 along with the Core Values of
 Being **SAFE, RESPECTFUL, & RESPONSIBLE.**

Sand Creek Elementary
Contact Information

Principal	Susan Webster
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Other contact	Chris Thurston
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Sand Creek Elementary School Identification

Choose the appropriate response from the drop down box.

For implementation during the following years:	2023-26 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	No ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	Yes ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

(TSI and ATSI only)

Choose from the drop-down box, underperforming student groups identified by the federal government.

Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾

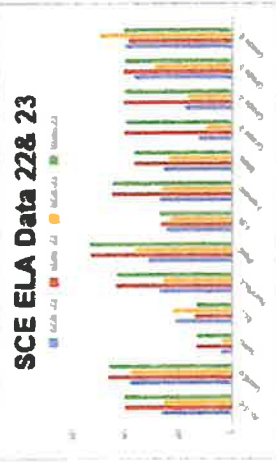
SECTION A
Sand Creek Elementary
NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

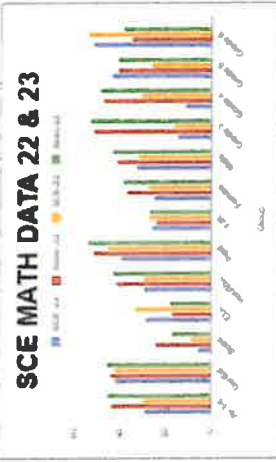
General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff)*
<input checked="" type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Sand Creek Elementary ILEARN Group Data 21/22 & 22/23

Group	ELA		
	SCE-22	State-22	State-23
All 3-6	26.3	40.4	40.2
GenEd	38.2	46.9	46.2
SpEd	4.1	13.4	13.1
ELL	21.4	13.9	22.2
NonELL	27.1	43.8	25.8
Paid	31.4	53.2	36.4
F/R	24.7	27	23.3
Female	27.1	45.4	26.8
Male	25.7	37.2	24.1
Grade 3	12.5	40.7	9.7
Grade 4	17.5	41.1	16.7
Grade 5	37	41	29.5
Grade 6	40.4	39	39



Group	Math		
	SCE-22	State-22	State-23
All 3-6	29.2	43.8	30.1
GenEd	41.8	44.3	42.7
SpEd	5.2	24.6	9
ELL	28.6	17.1	33.3
NonELL	29.3	41.8	29.7
Paid	39.2	51.9	46.3
F/R	25.9	24.6	27.3
Female	25	37.2	27.8
Male	32.7	41.5	32.1
Grade 3	14.6	51.9	16.1
Grade 4	11.1	47.5	23.8
Grade 5	43.5	40.8	26.2
Grade 6	51.9	35.5	33.3



Sand Creek Elementary



<p>Previous Year Goal #1</p>	<p>By Spring 2023, 80% of all students in grades K-6th will read at grade-level as measured by Fountas and Pinnell Benchmarking System in grades K-2nd and Star Reading for grades 3rd - 6th (Lexile).</p>	<p>Measurable Outcome Met?</p>	<p>No</p>
<p>If the goal was met, how will the school further improve or sustain this level of performance?</p>			
<p>If the goal was not met, should the school continue to work toward this goal?</p>	<p>Yes</p>		
<p>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</p>	<p>Measuring Tool now will be NWEA and we will also be implementing the 6 pillars of the Science of Reading through our participation in the IDOE Literacy Cadre, cohort 2.</p>		

S	W	O	T
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<p>What are you doing well? What sets you apart? What are your good qualities?</p> <p>K-2 teachers are all trained in using Heggerty Increased number of students receiving Bartons intervention 6th Grade ELA ILEARN Growth significant 22-23, and 23 data is above state average ELL/ML students higher than state average Current 6th Grade ELA Growth from 21 to 23 is high, nearly doubling. Current 5th grade wen from 18% proficient in '22 to 28% in '23</p>	<p>Where do you need to improve? Are resources adequate? Areas where more information is needed?</p> <p>Grade 3 / IREAD 3 and now Grade 2 IREAD 3 data CORE reading program Science of Reading in depth training for all teachers but especially high numbers of new primary grade teachers Increasing home connection opportunities with Reading</p>	<p>What are your goals? Are needs shifting? How can it be improved?</p> <p>Science of Reading Training for all K-3 teachers (systematic & explicit) Phonemic Awareness & Phonics curriculum to fill gaps in 4-6 with PD as needed Walk-thrus and focused PLC's to hold all stakeholders accountable to goals Finding ways to be creative with time and implementing student focused coaching. Students should have access to lots of reading materials daily and these should be sent home as well with encouraged support from parents through school-wide reading promotions.</p>	<p>What are the barriers you are facing? What are the factors outside your control?</p> <p>Teachers turnover through retirement, and moving to relocate closer to home. New teachers or teachers of tomorrow, working on basic fundamentals of classroom management, while gaining new understanding for teaching reading, looking at data, etc. Families that continue to carry bad habits picked up during pandemic. Many home school students returning to public school that have wider gaps</p>

Previous Year Goal #2	By Spring 2023, 80% of students will be at or above proficiency on the Star Math Assessment (percentile rank).	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
Yes			
Researching/PD for Number Sense in K-6 Fidelity with Number Sense Structure and Expectations for use of manipulatives in math instruction			
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			

S	W	O	T
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<p>What are you doing well? What sets you apart? What are your good qualities?</p> <ul style="list-style-type: none"> -Doubled proficiency in math (15%-31%) 4th grade -22 & 23 3rd Geometry -3rd Went up from 22.0% to 23.10% in number sense Above proficiency # is increasing <ul style="list-style-type: none"> - Improvement of math computation (5th) - Improved Stamina for willingness/ability to stay on task for an extended amount of time. Curriculum Maps in place 	<p>Where do you need to improve? Are resources adequate? Areas where more information is needed</p> <ul style="list-style-type: none"> 3rd Algebraic thinking went from 57% below prof. To 70% Number sense has remained stagnant and is affecting all other domains. (5th) Computation has improved, but not enough to positively impact other domains (5th) Young teachers trained and hired during pandemic needing more training Curriculum maps in place but teachers need have PLC's directly related to key areas of focus Common Language 	<p>What are your goals? Are needs shifting? How can it be improved?</p> <ul style="list-style-type: none"> -using visuals, manipulatives, and math tools weekly (digital and hands on) -More opportunities for expansion on number sense. (4th) -Using manipulatives during math class and learning how to transition it into a test setting (4th)/ Spiral review in an "easy" way <ul style="list-style-type: none"> • Spiral Review/ Math minutes with focus on critical core standards. • Daily math fluency practice • Explicit/ Direct Instruction utilizing "I DO" "WE DO" "YOU DO" • NWEA Map Growth 	<p>What are the barriers you are facing? What are the factors outside your control?</p> <ul style="list-style-type: none"> • Fidelity of implementation of strategies by teachers. • Student information retention and working memory • Students are entering each grade far below grade level, this is compounding the lack of academic growth • Student behaviors impacting learning • Scheduling and support

Previous Year Goal #3	Student attendance rate will be at 95% or higher by the end of the 2023 school year.	Measurable Outcome	No
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Met?

If the goal was not met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal?

If the goal was not met, and you choose to continue to work toward this goal, what will you change?

Yes

Incentives for good attendance (class & school-wide), continued communication regarding attendance, student tracking of daily attendance.

S STRENGTHS	W WEAKNESSES	O OPPORTUNITIES	T THREATS
<p>What are you doing well? What sets you apart? What are your good qualities?</p> <p>Communication</p> <p>Increased # of attendance contracts</p> <p>Incentive increase second semester</p> <p>Classroom Flags this year were unique to individual class. Students enjoyed seeing them hang in common area when they met school-wide goal.</p> <p>Shout-outs for school-wide attendance.</p> <p>Teaching employability skills in our classrooms.</p>	<p>Where do you need to improve? Are resources adequate? Areas where more information is needed</p> <p>Starting earlier with repeat attendance concerns.</p> <p>Promoting positive attendance earlier and changing bad habits post pandemic (first semester started with hard guidelines involving covid still)</p>	<p>What are your goals? Are needs shifting? How can it be improved?</p> <p>Meeting early (Aug/Sept) with families that had attendance contracts from the previous year.</p> <p>Increasing incentives to promote positive attendance</p> <p>Shoutouts for showing up and meeting school-wide goal</p> <p>Post grade level and staff attendance % w/ky. Announce the top 2 highest.</p> <p>Possible early morning latch-key situation at clubhouse for students that may have to get themselves to bus stop due to parents work schedule.</p> <p>Searching for community support in promoting positive attendance.</p> <p>Continue linking attendance to Employability Skills.</p>	<p>What are the barriers you are facing? What are the factors outside your control?</p> <p>Students in poverty often do not have resources to get themselves to school when they miss the bus.</p> <p>Parents that have different mindsets about illnesses following the pandemic</p> <p>Higher # of medically fragile students in our school due to housing the self-contained classes for the district.</p>

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered System of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. K-2 Students not reaching grade level benchmarks	Pandemic impact with students, and teacher turn-over (not fully trained in Science of Reading) Students reaching upper grades without solid reading foundations in place. Focus was on Guided Reading levels and teaching students "strategies" to approximate text, instead of developing strong foundational skills	Participation in IDOE Literacy Cadre Cohort 2 - Training and Coaching for all K-2 teachers. Heavy focus using a systematic and explicit approach to teaching during CORE Reading instruction and MTSS using the 5 Pillars of the Science of Reading.
2. 3-6 students still below grade level in reading	Pandemic impact with students, and teacher turn-over (not fully trained in Science of Reading) Fidelity of Interventions in place	Increase # of students receiving direct intervention to improve phonological awareness and phonemic awareness. Close walk-thrus and PLC's to address fidelity of all interventions in reading.
3. Students grades 3-6 not meeting grade level benchmarks and ILEARN proficiency in Math.	Consistency across grade levels with best Math practices	Common practices across all grade levels, such as purposeful, standards based spiral reviews, math fluency activities, use of concrete math tools to build conceptual understanding, and activities to promote strong use of math vocabulary and mathematical thinking (i.e.: Number Talks).
4. Chronic attendance continues to be an issue.	Pandemic bad habits by families created. Gradual release of attendance incentives last year to motivate students.	Increase attendance incentives, communication, and share positive attendance habits with families weekly. Meet in Aug/Sep with chronically absent students/families to create an attendance success plan to start the year differently.
Link additional information here (if necessary) →		

SECTION B
Sand Creek Elementary
School Improvement Planning Committee

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: Alma Smith	Teacher	SIP	ELA, Wht, SpEd, Multiracial
Susan Webster	Principal	Both	ELA, Math, Attendance
Chris Thurston	Assistant Principal	Both	ELA, Math, Attendance
Brooke Leach	Teacher	Both	Math
Emily Lampton	Teacher	Both	ELA, Attendance
Corey Layton	Teacher	Both	ELA
Kristi Morris	Teacher	Both	Math
Sam Low	Instructional Coach	Both	ELA, Math
Carey Moore	Special Ed. Teacher	Both	ELA, Math
Cynthia Law	Literacy Cadre Coach	Both	ELA
Leah Lane	Teacher	Both	ELA, Attendance

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Inspire & Empower

Jennings County School Corporation Mission / Sand Creek Elementary - A Shared Vision

We endeavor to inspire our students to learn. Learning is a magical process, and the result is empowerment. Education opens doors, lets in light, and levels the playing field. At JCSC, we are a team comprised of students, teachers, parents, and community working in tandem to create a learning environment where students feel safe and receive the support they need to excel. With you, we grow stronger, together.

Jennings County School Corporation Mission / Sand Creek Elementary - A Shared Mission

Our mission is to inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

Sand Creek Elementary's Beliefs:

All Students can LEARN & will receive Quality Evidence-Based Instruction to Meet High Expectations in a Safe and Nurturing Learning Environment.

Families and Community Unite with us in sharing the Responsibility of Educating our Students by Actively Participating in their Education.

Our Cyclones will be Successful Utilizing a Growth Mindset along with the Core Values of Being SAFE, RESPECTFUL, & RESPONSIBLE.

Jennings County School Corporation

&

Sand Creek Elementary Aligned Goals

<p>Recruit & Retain</p> <p>Data Set: Student Attendance, Teacher Retention, Graduation Rate, STEM certification</p> <p>Students increase student engagement through innovative opportunities and student supports. Staff: Increase staff retention and grow education talent.</p>
<p>2023-2024 Priority Focus</p> <p>PBIS- Discipline and Orderly Environment In 2023-2024, 100% of schools will implement a Positive Behavior Intervention Support model. In 2023-2024, exclusionary discipline rates (out of school suspensions and expulsions) will show a reduction of 10% or more.</p> <p>Teacher Turnover & Attrition Extensive supports will increase teacher retention rates (10%).</p> <p>Innovative Programs (STEM, HA, PLTW, etc.) 100% of schools will have access to innovative programming that encourages enrollment, engagement and 100% of schools will show STEM certification advancement progress in 2023-2024.</p> <p>Student Enrollment Decline</p> <p>Online Programs/Private Enrollment</p> <p>Exit Interviews (Staff and Students)</p> <p>Staffing Study</p> <p>Graduation Rate</p> <p>GED/Alternative Education</p> <p>Student Attendance</p> <p>ECA (Clubs, Sports, Arts, Music)</p>

<p>Academic Excellence</p> <p>ILEARN Proficiency & Growth, SAT, 3rd grade literacy, 6th grade math growth, Diploma strength, Adv. Coursework prior to 9th grade, RDA, Coming Soon: PK-2 Literacy, K Readiness</p>
<p>2023-2024 Priority Focus</p> <p>ILEARN Math & ELA Proficiency & Growth Schools will meet or exceed state averages for Math and ELA Growth on the ILEARN Assessment (GPS).</p> <p>Literacy Rates (3rd and 2nd grade) 85% of all third graders across the district will pass IREAD - 3.</p> <p>Subgroup Support: Homelessness, PreK, ELL, High Ability, Poverty, SpEd Each subgroup (ELL, Special Education, and Free and Reduced Lunch Students) will increase IREAD-3 passing rates by at least 10%. Increased availability of supports and intensity supports offered to subgroups.</p> <p>6th grade math growth</p> <p>SAT Performance</p> <p>SpEd Percentage- UDL- Tier 1</p>

<p>Preparing Panthers for College & Careers</p> <p>Grad Pathways Completion, Median Income, Sustained Employment, 21st Century Scholars, College & Career Credentials, FAFSA, STEM, Coming Soon: 529 accounts</p> <p>Empower JCSC students with skills and opportunities to excel in future-ready college and careers.</p>
<p>2023-2024 Priority Focus</p> <p>Employability skills & Work ethic Employability skills will be embedded in the framework of all teaching and learning throughout the district. 100% of teachers will report being familiar with employability skills benchmarks and implementing them within the classroom.</p> <p>Grow local graduation pathway opportunities We will create one new local pathways option and extend two local pathway opportunities for the 2024-2025 school year.</p> <p>Certification prior to graduation & IN college core We will increase our number of students graduating annually with a Diploma + (Industry Certification, TN College Core, Dual Credits, Academic Honors, Technical Honors)</p> <p>College Enrollment: 529 plans, 21st Century Scholars, FAFSA</p> <p>Community Based Needs</p> <p>Community Partnerships</p>

District Goal(s)-See Above

Sand Creek Elementary's goals align with the district goals in the areas of:

- **Recruit and Retain**
- **Academic Excellence**
- **Preparing Panthers for College and Careers**

***see more specifically in the Sand Creek Goal section.**

Does the school's vision support the district's vision?

Yes ▾

Does the school's mission support the district's mission?

Yes ▾

Does the school's vision and mission support the district's goals?

Yes ▾

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?

Link additional information here
(if necessary) →

ESSENTIAL INFORMATION & COP^F ELEMENTS

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses will not be used to monitor compliance. After discussion, place an 'X' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'X' column exists.

CORE ELEMENT 1: CURRICULUM

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Reading/ELA	K-6	Wonders	Yes	Tier 1	Textbooks and readers are core components of the reading program.	Yes	<input type="checkbox"/>
Reading/ELA	K-6	Wonders	Yes	Tier 2	Supplemental resources and leveled readers provided with the reading series	Yes	<input type="checkbox"/>
Reading/ELA	K-2	Heggerty	Yes	Tier 1	Supplemental Phonological Awareness Support	Yes	<input type="checkbox"/>
Reading/ELA	3-4	Heggerty	Yes	Tier 2	Supplemental Phonological Awareness Support	Yes	<input type="checkbox"/>
Reading/ELA	K-2	Reading Eggs/Fast Phonics/Reading Eggspress	Yes	Tier 2	Supplemental Phonological Awareness, Phonics, and Reading Comprehension digital activities	Yes	<input type="checkbox"/>
Reading/ELA	K-2	UFLI	Yes	Tier 2	Supplemental Phonological Awareness Support	Yes	
Reading/ELA/Math	K-6	IXL	Yes	Tier 2	Online digital instruction and practice of skills to support school-wide benchmark results	Yes	
Reading/ELA	K-2	Phonics First	Yes	Tier 2	Supplemental Decodable Readers	Yes	
Reading/ELA	K-6	Bartons Spelling & Reading	Yes	Tier 3	Intervention for students identified with characteristics of Dyslexia	Yes	

Reading/ELA	K-6	SRA	Yes	Tier 3	Interventive groups of students identified with character of Dyslexia and for students identified with a specific learning disability in the area of reading	Yes
Math	K-6	Go Math	No	Tier 2	Core Math program	Yes
Science	K-6	Science Fusion	Yes	Tier 1	Core Science program	Yes
Social Studies	K-5	Studies Weekly	Yes	Tier 1	Core Social Studies program	Yes
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
			Choose	Choose		Choose
Link additional information here (if necessary) →						

CORE ELEMENT 1: CURRICULUM
(continued)

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes <input type="checkbox"/>	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes <input type="checkbox"/>	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s)

Corporation/School Website (jcs.org), IDOE website via the Indiana Academic Standards, linked to weekly family newsletter.

Link additional information here (if necessary) →

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. Assess your practices using the chart below.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes <input type="checkbox"/>	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes <input type="checkbox"/>	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes <input type="checkbox"/>	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes <input type="checkbox"/>	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes <input type="checkbox"/>	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes <input type="checkbox"/>	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes <input type="checkbox"/>	<input type="checkbox"/>

Sand Creek Elementary School Title I Parent Involvement Policy

(reviewed/ revised May 2023)

Title I Parent Involvement Policy Required Components:

Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirement of such and the right of the parents to be involved

Action Steps:

- Prior to the first student day, all students and their families will be mailed an invitation to attend our Back-to-School Night.
- Fall Family Picnic Night will be held in coordination with SCE PTO and community partners to provide families with the opportunity visit the Title I staff to receive information about Title I and how students receive services at Sand Creek.
- Title I staff will present a slide show explaining the Title I, Part A Federal program; will point out and read the Parent Right-to-Know in the student agenda; will have students and parents sign will explain the SWP at Sand Creek; will provide web access and/or hard copies for parents to read the SWP; and will have parents fill out a short survey to receive feedback/input on the SWP and Parent Involvement Policy.
- Additionally, our slide show will be recorded through Screencastify and available through a Google link sent to families in a Class Dojo message and a QR code provided to parents on the school newsletter.

Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement

Action Steps:

- Back-to-school night event will provide an opportunity for parents who work day or evening shifts. With over 82% poverty, the majority of our families are unemployed.
- Fall Parent/Teacher conferences will be in person or through phone calls as needed
- Kindergarten round-up times are provided during both day and evening sessions
- Monthly Pre-K opportunities for 2024-2025 kindergarten families will be offered a minimum six time during the school year for 1-2 hour sessions.
- Pre-K Night (Lil Cyclones) is offered during the spring to allow families and students to visit the building, participate in learning activities, and walk through a small version of school routine such as: lunch line, riding the bus, & playground. Virtual or in person to be determined.
- Our school offers a variety of other opportunities as availability allows for parents to attend school events from morning times, afternoon times, and evening times.

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this

part, including planning, review, and improvement of the school parental involvement policy

Action steps:

- Our school Title I Parent Involvement Policy and District Parent Involvement policy will be shared with all parents in the district via online registration or upon new student registration
- Our SWP will be shared with parents at our first PTO meeting in September
- In the fall by the end of September, parents will be asked to fill out a needs assessment survey regarding our goals and strategies for the school year.
- Second semester, parents will be invited to participate in our parent involvement survey for this school year and to participate in our school-wide planning meetings for March, April and May.

Provide parents with timely information about Title I programs

Action steps:

- This will be provided at our back to school information on the first student day and also repeated at our during a family late August-early September.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

Action steps:

- A copy of JCSC Student Handbook will be sent home with all students on the first day of school. The Handbook will also contain online access and resources regarding the Indiana Academic Standards, JCSC Curriculum and Skyward at home.
- The Sand Creek Student Handbook will also be posted on our school website for easy parent access.
- At September P/T Conferences can be scheduled as needed by teachers to share student beginning of the year NWEA (K-6) assessment data, reading level data and explain expected levels of proficiency and areas in which student scored below benchmark. .
- Assessment tracking forms containing all benchmark data will be sent home regularly following each benchmark.
- If requested by parents, opportunities for regular meetings/phone calls to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible
 - Additionally, parents will be informed by the classroom teacher, Title I teacher, counselor and/or Sp. Ed. teacher, if their student requires Tier 3 academic and/or behavioral support
 - Parents will be provided an opportunity to participate in a conference for determining the Individualized Learning plan for their student.
 - Parents will be invited to an annual review meeting if services are still required.
 - Parent requests for a conference are welcome at any time.

Build the schools' and parents' capacity for strong parental involvement by: Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their

children.

Steps:

- Teachers will share the Indiana Academic standards, the student's assessment data from ILEARN (3-6), NWEA (K-6), & Fountas & Pinnell Benchmark Assessment Data (K-3), including the District Universal Screener data (K-2).
- Conference times will be scheduled as needed.
- The following reports will be sent to parents for the purpose of monitoring their student's progress:
 - Assessment Data will benchmark data including: NWEA, ILEARN (3-6), Fountas & Pinnell (K-3) reports in September, January, March, & May
 - Grade reports in October, January, March and May
 - Midterm grade reports in September, November, February and April.
- Providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental involvement.
- IREAD 3 Parent letters from the IDOE will be provided to parents of 3rd graders and results letters after spring testing results are released to the school.
- Our school offers opportunities for parents to learn how students utilize technology for instruction and learning
- Parent tips for helping students at home are on our weekly school newsletters and Title I monthly newsletters.
- Information related to standards and parent involvement are posted on our school website with copies being sent home in student Back-to-School materials.
- Classroom teachers send home newsletters in digital or print to keep parents informed about what students are doing in the classroom.
- Parents are invited to PTO meetings, monthly.
- Parents are invited to attend family events at school. These may include:
 - Family Picnic/Drive in
 - Parent-Teacher conferences in as needed in September and February
 - School book fairs
 - Holiday Make-it/Take-it
 - Family Fitness Night
 - STEM Night
 - School Carnival
 - Music programs in November, December and May
 - Field trips
 - Committee meetings (i.e. school improvement/textbook adoption)
 - Summer reading program at the JC Public library
- Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parent Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children

Action Step

- The details of our Pre-K night ("Lil Cyclones) will be on the school calendar and posted on our school website.
- Flyers with the date will be sent to Jennings County Head Start for families to attend.
- Our Special needs pre-K teachers coordinate visits for Head Start students to visit our school
- All K round-up dates are shared with Head Start and a Title I teacher from the district will go the Head Start to assess any students who did not attend round-up in April.
- PreK/K-Jump Start will be offered monthly October-December and February-April. Dates for this event will be shared via school newsletter, flyers in the community, website, and on clubhouse marquee.

Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school

- Our school has monthly PTO meetings in which parents and staff collaborate and work together for the betterment of the school.
- Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
 - We utilize technology to translate information as needed.
 - We provide a translator for face to face interactions as needed.
- Other reasonable support for parental involvement activities under section 1118 as parents may request
- Includes a School-Parent Compact (See below for requirements (SWP schools) If the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA

Link additional information here
(if necessary) →

CORE ELEMENT 3: ASSESSMENT

List the assessments used in addition to the following statewide assessments: ILEARN, iREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA Reading	K-6	Benc...	BOY, MOY, EOY for all K-6. Used to guide core and MTSS instruction in ELA.	Yes	<input type="checkbox"/>
NWEA Math	K-6	Benc...	BOY, MOY, EOY for all K-6. Used to guide core and MTSS instruction in Math.	Yes	<input type="checkbox"/>
COGAT	K, 2, 6	Sum...	Universal Screener for High Ability	Yes	<input type="checkbox"/>
Arkansas Rapid Naming	K-6	Benc...	Component of Universal Dyslexia Screener	Yes	<input type="checkbox"/>
Go Math Assessments	K-6	Form...	Common Formative aligned with the adopted Math Series	Yes	<input type="checkbox"/>
Wonders Reading Assessments	K-6	Form...	Common Formative aligned with the adopted Reading Series	Yes	<input type="checkbox"/>
95% Group Screener	K-6	Other	Screener pinpointing learning gaps in the areas of Reading	Yes	<input type="checkbox"/>
Fry Words	K-3	Form...	Progress monitoring throughout to guide core Reading and MTSS instruction in Math	Yes	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
Best Practice/Requirements Self-Check					
A system is in place to use assessment data to make decisions about programs, practices, and instruction.				Yes/No	X
The school uses assessment data to identify students for Tier II and Tier III instruction.				Yes	<input type="checkbox"/>
				Yes	<input type="checkbox"/>

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.

Yes



Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

- **K-2 teachers will be involved in coaching cycles with our K-2 Literacy Cadre Coach to review reading data within the 5 pillars of reading on a regular basis.**
- **All teachers will participate in quarterly half day PLC's to review standardized testing data and benchmark data.**
- **Weekly PLC meetings for K-6 will be standard focused and consist of reviewing progress monitoring and formative standard based assessments.**
- **Monthly staff meetings, building leadership team members share school-wide goals and best practice strategies and offer resources to be implemented in classrooms throughout the school year.**

Link additional information here
(if necessary) →

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.

We want to continue to build greater communication between parents and schools so that parents can learn from us and we can learn from them. Jennings County School Corporation needs to make sure that parents understand the need for technology and that they are aware of how students should care for and maintain devices so that they remain in good working condition and have a low maintenance cost. The school corporation can gain a better understanding from parents on what students' technology needs are in their home environments. Initiatives include an infrastructure that is prepared to handle increased technology use by teachers and students, regular, quality professional development that addresses both the teachers' technology skill and curricular integration, district and school culture that embraces collaboration and risk, strong district-level vision for the purpose and use of technology, as well as diverse teams to make decisions, address problems, and make technology policies.

Link additional information here
(if necessary) →

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes •	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes •	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes •	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes •	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes •	<input type="checkbox"/>

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades K-5 only

What career awareness activities are provided for students?	Yes/No	Yes/No
Currently implementing career awareness activities?	Yes	Career day/fair or community day
Career simulation (JA/Biztown, etc.)	Choose	Career-focused clubs (robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Yes	Guest speakers
Not currently implementing career exploration activities		Choose
Other:		

If "not currently implementing career exploration activities" was indicated above, explain why.

Link additional information here (if necessary) →

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades 6-8 0...y

What career awareness activities are provided for students?	Yes/No	Yes/No	Yes/No
Currently implementing career information activities?	Yes	Career-related courses	Choose
Career-focused classroom lessons	Yes	Job-site tours	Choose
Guest speakers	Yes	Career day/fair or community day	Yes
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	Choose
Not currently implementing career exploration activities		Choose	
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.

Link additional information here (if necessary) →

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes <input checked="" type="checkbox"/>	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?

Our school utilizes a PBIS approach to teach and encourage appropriate behavior. We have school-wide expectations that are posted throughout the building. We explicitly teach and reteach the expectations through the Time to Teach model, so that students can be successful.

Link additional information here (if necessary) →

CORE ELEMENT 7: CULTURAL COMPETENCY

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

We ask families to complete the Home Language Survey as they enroll each year. We also use forms at registration to identify racial and ethnic groups. Students who apply for free/reduced lunches are also marked in our SIS. Once that information is collected on each of the subgroups from registration, it is compiled and kept in lists in our SIS.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

- EL Students - Daily MTSS and additional small group time with the EL teacher and paraprofessional.
- Free/Reduced - Title services identify these students and work with during daily MTSS small groups with an interventionist. We also take a comprehensive approach to MTSS that involves teachers, administrators, counselors, the Family Liaison, and parents. We work with Community Partners and connect our families with that resource as well as similar resources in the community. Lastly, we provide school supplies, holiday gifts and other support to families in need.

Link additional information here (if necessary) →

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

<p>What professional development might be necessary for staff to work effectively in cross-cultural situations?</p> <ul style="list-style-type: none">• Continued Trust Based Relational Interventions for Free/Reduced subgroup needs.• Vocabulary acquisition PD for our ML Subgroup• Continued UDL training for all subgroups• Additional differentiation strategies SPED and ML subgroups	<p>What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?</p> <ul style="list-style-type: none">• Wonders Reading series. This incorporates different cultural stories and has secondary lessons about acceptance, tolerance, etc.• Go Math series. This also incorporates different socio-economic and cultural lessons, working into story problems and real world problems.• Counselor created lessons. Our counselors work monthly to bring content to students that is relevant and addresses cultural differences.N	<p>Link additional information here (if necessary) → https://www.educationnext.org/how-schools-teachers-can-get-better-cultural-competence/</p>
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CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

<p>What may be contributing to the attendance trend?</p>	<p>We are still battling the impact that Covid 19 had on attendance, and the mindset that students and family members have regarding good attendance.</p> <p>We delayed starting incentives this school year until 2nd semester as we began the year under a few Covid 19 guidelines, causing some students to still miss more school when being diagnosed with the virus.</p> <p>Some families in our district had to return to the regular school setting when the virtual option had been removed from our district. The virtual option created poor habits in attending appropriately in a learning setting.</p>		
<p>What procedures and practices are being implemented to address chronic absenteeism?</p>	<p>Monitoring daily & weekly attendance reports Phone calls home daily to absent students' families. Home visits 7, 10, and 12 day letters Attendance Contracts Corporation Attendance Committee Positive incentives for good attendance monthly (started 2nd semester)</p>		
<p>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</p>	<p>Daily attendance % posted for students, staff, and families to see. Weekly attendance recorded in school newsletter</p>		
<p>Number of students absent 10% or more of the school year:</p>	*See below		
<p>Last Year:</p>	67	Two Years Ago: 49	Three Years Ago: 15
Best Practice/Requirements Self-Check			
<p>The school has and follows a chronic absence reduction plan.</p>			<p>Yes/No</p> <p style="text-align: center;">Yes</p>
<p>An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students</p>			<p>Yes</p>
<p>Link additional information here (if necessary) →</p>			

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

<p>How does the school maximize family engagement to improve academic achievement?</p>	<p>Our school is always seeking innovative ways to involve our parents. Each year, we host a variety of family nights that are connected to academic achievement. These include: SCE Family Picnic, STEM Night, Christmas Make-it-Take-it, Family Game Night, and Family Fitness Night. A few other ways our school reaches out to parents is through weekly digital newsletters, and continuous updates through our School-wide DoJo system. We also provide many opportunities for families to come to the building. This past year, our staff adapted activities to be virtual or drive-thru experiences, in order to stay connected with our students' parents and guardians.</p>
<p>In what ways are parents/families able to express ideas, concerns, and/or suggestions?</p>	<ul style="list-style-type: none">• Parents/Guardians can respond via Parent Square, Classroom DoJo, email, digital newsletter comment area, and through messaging on our Facebook page.• We also provide 2 surveys during the year to get feedback regarding our family involvement events.• Parents are provided contact information on our school website and on weekly newsletters.
<p>In what ways does the school involve parents/families to maintain or increase high levels of student attendance?</p>	<ul style="list-style-type: none">• Build strong relationships with students and families to proactively solve potential attendance concerns.• Creating a sense of belonging by making sure students know they are valued and missed when they are absent by making phone calls, sending home notes with siblings, etc.• The counselor or school liaison will make contact with parents/guardians when students have attendance concerns.• Attendance Committee works with parents and the legal system on attendance contracts for students with more than 10 unexcused absences (not excused or Covid-related).• Promote and encourage good hygiene, and safety protocols regarding germs building wide.
<p>How do teachers and staff bridge cultural differences through effective communication?</p>	<ul style="list-style-type: none">• Through technology advances, programs such as Classroom DoJo, Digital Smore Newsletter, Google Translate, email, social media sources, we are able to communicate more efficiently and effectively than ever before. We do have a paraprofessional that works as a translator when needed for face to face or written correspondence. We also provide all hard copy items in both English and Spanish to meet the current need of our population.
<p>Link additional information here (if necessary) →</p>	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

In order to increase parental involvement, we utilized many ways to communicate with families. We use our school and classroom newsletters which are available in both paper and digital versions and are translated to Spanish as well. Events are also communicated through paper and digital flyers and are translated. ClassDojo is used by all staff for communication/messaging parents. This includes communication about school events, classroom reminders, individual student information, etc. ClassDojo has been very beneficial to SCE since it allows us to message families and allow them to respond as their work schedule permits. This is important since many parents work in settings where they are not able to receive phone calls. We offer family involvement activities 2 times per semester. This year has included drive through events, home projects along with outside events.

How does the school provide individual academic assessment results to parents/guardians?

Progress reports are sent each mid-term and report cards are sent each nine weeks. Additionally, state assessment results are sent home based on Indiana guidelines. As a school, we send home local assessment information at the end of each 9 weeks in the form of a data tracking sheet or Renaissance Place parent report. Parent/Teacher conferences are held in the fall to discuss progress during the first 9 weeks and as need in February to discuss student concerns.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Sand Creek asks parents to complete a survey at the beginning and end of each year. This survey is completed using a Google form. Access to the form is sent to parents via a QR code. This is sent to parents on the school newsletter and through paper/digital copies at our annual meeting for beginning of the year and our end of the year Title Parent Involvement event. The Google form link is also sent to parents via ClassDojo. Volunteer parents are asked to review the parent involvement policy and compact each year.

Link additional information here
(if necessary) →

CORF ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.

These funds are used to support classroom materials, remediation activities, parent involvement, high ability students, EL/ML students, and students with special education needs. Listed below are the funds currently used at SCE to support instruction that will remain unconsolidated:

- Title 1 Grant
- School Funds
- Jennings County Community Foundation
- High Ability Grant
- Sand Creek Elementary P.T.O.
- Special Education
- EL/ML

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

N/A

Link additional information here
(if necessary) →

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

- This year, SCE will offer 6 Little Cyclone Events for our incoming Kdg. students. Five of these events will take place during the school day, where students come in and rotate through stations, with one being a kindergarten classroom. Parents can attend and make activities to take home. We finalize the event with one Welcome to Kindergarten Night event in the spring where parents come in with students after school and experience the playground, lunch line, and the bus.
- Kindergarten round up each Spring will feature informational sessions for parents to help ease student transition to SCE. After students complete their initial assessments, they will also have time to work with SCE staff on additional high interest activities to increase their anticipation of starting school. An informational and educational take-home-bag will also be provided to families. This bag will include information about our school and activities that children can complete to help them prepare for school. An individual meeting will also take place to review the assessment with the parents and to discuss ways to support them as they prepare for the upcoming start to Kindergarten.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.

- The corporation will post all positions at each school, at the central office, and on the corporation website.
- Positive Climate (Evidenced from a survey of school staff that resulted in staff showing high satisfaction with school leadership, positive staff relationships, and a safe environment.)
- Access to resources and materials. (Classroom teachers receive a yearly supply budget, classroom supplies for students, and have access to a school leveled book room.)
- Time for collaboration: Grade Level meetings are scheduled each week for common planning time. In addition, 1/2 day grade level meetings are scheduled quarterly to plan a monthly overview.
- Staff members have an additional 40 minutes of planning provided bi-weekly for STEM implementation in their classrooms.
- Corporation provides a variety of PD during the school year after school and during the summer for teachers. These PD opportunities include paid stipends.

Link additional information here
(if necessary) →

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

Last Name	First Name	Licensure	Assigned Class/Subject
Biehle	Erin	Rules 2002/Communication Disorders	Special Services - PreK Speech and Communication
Claycamp	Rebecca	Rules 2002 Elementary Generalist Elem/Primary	3rd Grade Teacher
Dixon	Vickie	Director of Special Needs - REPA 3 Mild Intervention Professionalize P-12	Moderate/Severe K-6 Teacher
Dougherty	Adam	Mild Intervention REPA 3	Primary Special Education Resource Teacher
Dowell	Anginette	Rules 46-47 General Elem. 1-6 7/8 Non-Dept	Music/Art Teacher
Eggeman	Pamela	Rules 2002 Mild Intervention Elementary & Intermediate -Accomplished Practitioner	Moderate 3-6 Teacher
Euler	Kyndyl	Teacher of Tomorrow Program	4th Grade Teacher
Ferguson	Hope	REPA-3 / Elementary Generalist K-6	6th Grade
Gray	Katrina	Rules 2002 Physical Education/Health K-12	K-6 Physical Education Teacher
Lampton	Emily	REPA 3/Elem Generalist K-6	1st Grade Teacher

Hadley	Julie	Rules 2002-12-EP Intervention	Moderate/Severe K-6 Teacher
Harpring	Julie	Rules 46-47 Early Childhood, PreK-Kindergarten/Early Childhood Special Education	Special Education PreK Teacher
Hatton	Courtney	Rules 2002 Elementary Generalist, Mild Intervention Primary / Intermediate	Moderate K-2 Teacher
Hines	Machel	Rules 2002 Elementary Generalist, English as a Second Language Primary / Intermediate	3rd Grade Teacher
Lane	Elizabeth	Rules 46-47 / School Counselor	Counselor PK-6
Lane	Leah	REPA 3/Elem Generalist K-6	5th Grade Teacher
Law	Cynthia	Rules 46-47 Learning Disabled Professionalize, General Elementary Professionalize Mild, Mildly Mentally Handicapped Professionalize Rules 2002 Mild Intervention Professionalize	K-2 Literacy Cadre Coach
Layton	Corey	Rules 46-47/Gen Elementary 1-6, 7-8 Non-Dept.	6th Grade Teacher

Leach	Brooke	Teachers Tomorrow	Kdg. Teacher
Low	Samantha	Rules 2002/Elementary Generalist Primary/Intermediate	K-6 Instructional Coach
Maschino	Averia	Mild Intervention REPA 3	Intermediate Special Education Resource Teacher
Mathews	Megan	REPA 3 Elementary Generalist K-6	Kdg. Teacher
Moore	Carey	Rules 46-47/General Elem. 1-6 7/8 Non-Dept, Learning Disabled Rules 2002 / Mild Intervention REPA / P-12 Building Level Admin	4-6 LD/MI Resource Teacher
Morris	Kristi	Rules 46-47 General Elem. 1-6 7/8 Non-Dept, Computer Endorsement K-12	6th Grade Teacher
Ray	Amanda	Rules 2002 Elementary Generalist Primary / Intermediate	ELL Teacher
Redicker	Cassidy	REPA 3 Elementary Generalist K-6 REPA 3 Teacher of English Learners Addition K-6	4th Grade Teacher
St. Clair	Jack	Rules 2002 Elementary Generalist Primary / Intermediate	4th Grade Teacher

Thurston	Christopher	REPA Building Level Admin. Rules 2002 Physical Education Professionalize	Assistant Principal
Treadway	Erin	Rules 46-47 Speech, Language, & Hearing Clinician	Special Services - K-6 Speech/Language
Vega	India	REPA-3 / Elementary Generalist K-6	2nd Grade Teacher
Wathen	Sara	REPA-3 / Elementary Generalist K-6	5th Grade Teacher
Webster	Susan	Rules 46-47/ General Elem. 1-6 7/8 Non-Dept, Kindergarten Endorsement REPA 3 / Building Level Admin. -EP	Principal
Wiley	Danielle	Rules 46-47/ General Elem. 1-6 7/8 Non-Dept	1st Grade Teacher

Sand Creek Elementary's Goals for Student Growth and Achievement

Goal #1a / ELA	By Spring 2024, 85% of students in grades K-6 will read at grade level as measured by NWEA Reading Fluency.
Sub Group:	Grade 2nd & 3rd 87% Passing IREAD 3 by July 2024
Strategic Plan	Academic Excellence
Who is Accountable for Strategy	Administration, Instructional Coaches, and Teachers
Timeline	Aug. 2023-May 2024
Strategies:	<p>2 yr. Participation in Cohort 2 of the IDOE Literacy Cadre (Literacy Coach)</p> <ul style="list-style-type: none"> • Student-Centered Coaching / Coaching Cycles • Professional Development for Coach & Admin • Ongoing & Job-Embedded Coaching and PD for K-2 teachers <p>Implement Science of Reading Instruction daily (Systematic and Explicit Teaching Model)</p> <ul style="list-style-type: none"> • PD & Modeling with Literacy Coach • 5 Pillars of Science of Reading Instruction Implemented <ul style="list-style-type: none"> ○ K-3 Heggerty Lessons (4-6 w/ needed students) ○ K-3 UFLI Explicit & Systematic Phonics Instruction • Daily SORS groups in K-3 classrooms • Bartons (Intervention) & Whole Group K-2 <p>Bi-monthly Grade level PLCs for Reflective Teaching and Data Analysis</p> <ul style="list-style-type: none"> • Set standards based goals/develop targets • Pre-asses/Post-assess • Co-planning/Co-teaching
Evidence-Based Sources:	<p>WWC Foundational Skills to Support Reading for Understanding in Kdgs. -3rd Grade</p> <p>M.A. Rooney Foundation</p> <p>UFLI (University of Florida Literacy Institute)</p> <p>CELL (Center of Excellence in Leadership of Learning)/Literacy Cadre Cohort 2</p>

Resources Needed

UFLI Manual
Magnetic Letters
Cookie Sheets

Student-Centered Coaching PD books for Literacy Coach and Instructional Coach

<p>Goal #1b / ELA</p>	<p>By Spring 2024, 35.4% of students in grades 3-6 will reach proficiency on ILEARN.</p>
<p>Sub Group:</p>	<p>SPED 3-6 students meeting proficiency increase by 5%</p>
<p>Strategic Plan</p>	<p>Academic Excellence</p>
<p>Who is Accountable for Strategy</p>	<p>Administration, Instructional Coach, and Teachers</p>
<p>Timeline</p>	<p>Aug. 2023-May 2024</p>
<p>Strategies:</p>	<p>Writer's Workshop implemented daily in all 3-6 classrooms</p> <ul style="list-style-type: none"> ● PD and Coaching to support new teachers in implementation ● Follow a scope & sequence aligned with curriculum map/IN Writing Standards ● Connect Reading & Writing <ul style="list-style-type: none"> ○ Use of Mentor Texts (various types) ○ Genre studies to identify and study text structure <p>Develop K-6 Articulated Writing Plan</p> <ul style="list-style-type: none"> ● Collect writing samples 1 time quarterly and utilize ILEARN rubrics to collaboratively analyze, and make instructional decisions (rubrics for each writing genre) ● Create writing benchmarks that align with IN standards ● Create rubrics for grade level writing types aligned to ILEARN rubric.
<p>Evidence-Based Sources:</p>	<p><u>The Reading Writing Project</u></p>
<p>Resources Needed</p>	<p>Posters for Yes Ma'am K-2 and RACE 3-6 Additional Mentor Text to support different genre types</p>

Goal #2 / Math	40.1% of grade 3-6 students will meet proficiency on ILEARN Math 2024
Sub Group:	SPED 3-6 students meeting proficiency increase by 5%
Strategic Plan	Academic Excellence
Who is Accountable for Strategy	Administration, Instructional Coach, and Teachers
Timeline	Aug. 2023-May 2024
Strategies:	<p>Systematic Instructional Practices</p> <ul style="list-style-type: none"> • Spiral Reviews • Timed Activities for Fluency • Reflective Teaching & Data Analysis <p>Concrete to Semi-concrete Representations</p> <ul style="list-style-type: none"> • Inventory Current Classroom Math Manipulatives • Effective Use of Concrete and Semi-Concrete Representations aligned with curriculum map/standards • Reflective Teaching & Data Analysis <p>Mathematical Language</p> <ul style="list-style-type: none"> • Explicit Teaching of Math Vocabulary • Number Talks • Reflective Teaching & Data Analysis

Evidence-Based Sources:	
Resources Needed	Spiral Reviews that align with curriculum maps and adjusted state standards Math Manipulatives depending on needs of classroom inventory

Goal #3 / Attendance	SCE student attendance rate will be at 95% or higher by the end of the 2023 school year.
Sub Group:	Students who have historically missed 10% or more of the school year.
Strategic Plan	Recruit and Retain / Preparing Panthers for College and Careers
Who is Accountable for Strategy	Administration, Office Staff, all Certified and Classified Staff
Timeline	Aug. 2023-May 2024
Strategies:	<p>On-going Communication with Families</p> <ul style="list-style-type: none"> • Promote Positive Attendance Habits • Daily Phone Calls to Absent Students • Parent Conference for Intervention <p>Promote a Sense of Belonging at SCE</p> <ul style="list-style-type: none"> • Relationships • Maintain & Communicate High Expectations • Promote & Develop Student Agency <p>Positive and Improved Attendance Incentives</p> <ul style="list-style-type: none"> • Classroom Incentives • Quarterly Certificates for Good or Improved Attendance • School-Wide Attendance Visual & Promotions
Evidence-Based Sources:	Attendance Works

Resources Needed

Attendance Calendar for daily tracking in 3-6 student handbooks
Incentives for quarterly celebrations
Weekly interactive board to show attendance goals

SCE PROGRESS INDICATORS

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	NWEA BOY Aug. 2023	NWEA MOY Dec. 2023	IREAD 3 (Grade 2 & 3) March 2024	NWEA EOY ILEARN (3-6) May 2024
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) →				

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	<ul style="list-style-type: none"> • Literacy Cadre Coach Training • Heggerty K-2 and 3-6 training for any new staff • Bartons Reading and Spelling Intervention • UFLI
Is professional development linked to SIP goals?	Yes -
Possible Funding Sources	Literacy Cadre Cohort 2 participation, Title 1, general instructional resource funds
Plan for coaching and support during the learning process	<p>Literacy Cadre Coaching support from a TTS through UIndy CELL through weekly zoom meetings, school visits, and off-side professional development throughout the school year.</p> <p>Literacy Cadre Coach will meet with staff through coaching cycles and at bi-wkly PLC meetings</p>
Evidence of Impact	Formative classroom assessments, including NWEA MAP Reading Fluency Summative assessments, including IREAD, ILEARN
How will effectiveness be sustained over time?	Walk-thru check for Fidelity, coaching cycles, and reflective teaching practices
Link additional information here (if necessary) →	

Professional Development Goal(s)	<ul style="list-style-type: none"> Implementing Writer's Works with new grades 3-6 Teachers Smekens 6 Traits Writing Observations and Collaboration w/LEARN Writing Rubric trained teachers in the district
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	N/A
Plan for coaching and support during the learning process	<ul style="list-style-type: none"> Instructional Coach will utilize support from Smekens Video PD library and personal knowledge and experience with Implementing a successful Writer's Workshop to support new teachers. This will happen in PD during PLC set times, modeling, and through team teaching opportunities Plan opportunities for teachers to meet with ILEARN Writing Rubric trained teachers for observations and collaboration.
Evidence of Impact	<p>Student writing samples</p> <p>Formative classroom assessments, including NWEA MAP Reading Fluency</p> <p>Summative assessments, including IREAD, ILEARN</p>
How will effectiveness be sustained over time?	Walk-thru check for Fidelity, coaching cycles, quarterly review of student writing samples.
Link additional information here (if necessary) →	



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

IDOE School Improvement and Professional Development Building Level Assurance Form Principal / Exclusive Representative Signatures

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	3349
Building Name	Sand Creek Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	Susan Webster
Principal's Signature	<i>Susan Webster</i>
Date Signed	8-29-23

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Molly Vaughan
Exclusive Representative Signature	<i>Molly Vaughan</i>
Date Signed	8-29-23

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.