

**Granville Wells Elementary School  
School Improvement Plan  
2020-2021**

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# Part I: Introduction

**Part I: Introduction**

**SCHOOL IMPROVEMENT  
STEERING COMMITTEE**

<b>Tricia Stanley</b>	<b>Principal/Parent</b>
<b>John Reynolds</b>	<b>Assistant Principal</b>
<b>Kim Myers</b>	<b>Primary Teacher</b>
<b>April Gott</b>	<b>Primary Teacher/Parent</b>
<b>Robin Miller</b>	<b>Primary Teacher</b>
<b>Beth Juillerat</b>	<b>Primary Teacher</b>
<b>Christi Imes</b>	<b>Intermediate Teacher</b>
<b>Abbie Littrell</b>	<b>Intermediate Teacher</b>
<b>Kathy Riner</b>	<b>Intermediate Teacher</b>
<b>Kim Carlson</b>	<b>Special Education Teacher</b>

**Granville Wells Elementary School Instructional Staff**

**PRINCIPAL**

Mrs. Tricia Stanley

**ASSISTANT PRINCIPAL**

Mr. John Reynolds

**KINDERGARTEN**

Mrs. Robin Miller

Mrs. Sara Gentry

**FIRST GRADE**

Mrs. Stefanie Ross

Ms. April Gott

**SECOND GRADE**

Mrs. Becky Crawford

Ms. Kim Myers

**THIRD GRADE**

Mrs. Beth Juillerat

Mrs. Allyson Gardner

**FOURTH GRADE**

Mrs. Greta Shadburn

Mrs. Christi Imes

**FIFTH GRADE**

Ms. Stephanie Spiritoso

Mrs. Teather Hiatt

**SIXTH GRADE**

Mr. Tres Barker

Mrs. Kathy Riner

**TITLE I DIRECTOR**

Mrs. Jaime Ramsey

**TECHNOLOGY COACH**

Mrs. Mandy Dudley

**SCHOOL RESOURCE OFFICER**

Mr. Cary Clanton

**SECRETARY**

Mrs. Lisa Horlacher

**ECA BOOKKEEPER**

Mrs. Erin Kinsel

**NURSE**

Miss Linda Hoffman

**VISUAL ARTS**

Mrs. Leisa Burgin

**VOCAL MUSIC**

Mrs. Channa White

**PHYSICAL EDUCATION**

Mr. Wesley Mikesell

**HIGH ABILITY**

Mrs. Julie Lester

**SPECIAL EDUCATION K-3**

Mrs. Kelly Adams

**SPECIAL EDUCATION 4-6**

Mrs. Amber Cowley

**SEVERE DISABILITIES**

Mrs. Kim Carlson

**SPEECH AND LANGUAGE**

Mrs. Skylar Parmer

**TECHNOLOGY**

Mrs. Cassie Anderson

**PRESCHOOL SERVICES**

Mrs. Miranda Beck-King

Mrs. Stacy Utterback

Mrs. Amanda Wildman

Mrs. Krystal Smith

**OCCUPATIONAL THERAPY**

Mrs. Dava Poeck

**PHYSICAL THERAPY**

Mrs. Emily Anderson

**BLIND/LOW VISION TEACHER**

Mrs. Kathy McGee

**INSTRUCTIONAL ASSISTANTS**

Mrs. Natalie Copeland-Special Education Assistant 4-6

Mrs. Shannon Reid-Special Education Assistant K-3

Mrs. Aletha Lumpkin - Classroom Assistant

Mrs. Dawn Williams- Title I Assistant

Mrs. Donna Stachowicz – Title I Assistant

Mrs. Meagan Willis- Title I Assistant

Mrs. Sheila McDonald- Lifeskills Assistant

Mrs. Danielle Williams-Lifeskills Assistant

Mr. David Mathis– Lifeskills Assistant

Mrs. Shalyn England – Cafeteria Supervisor

Mrs. Krystal Smith- Cafeteria Supervisor

**CUSTODIANS**

Mrs. Angela Lloyd

Mrs. Karen Clingler

Ms. Gloria Arnold

**MAINTENANCE**

Mr. Eddie Cook

**COOKS**

Mrs. Reanon Latham

Mrs. Joyce Richardson

Mrs. Rita Bevington

Mrs. Jackie Covington

Mrs. Cris Mills

Mrs. Monica Sprong

## **Granville Wells Elementary School 2020-2021 School Improvement Plan**

This school improvement plan is submitted on behalf of Granville Wells Elementary School. It was prepared under the leadership of the building administrators working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. It remains the goal of the faculty and staff at Granville Wells Elementary School to provide instruction which facilitates continued achievement and growth for all students.

### **Narrative Description of the School, Community, and Educational Program**

Granville Wells Elementary School, located at 5046 South State Road 75, Jamestown, was constructed in 1955 as a consolidation of Advance and Jamestown Schools. The school is located on State Road 75, north of Interstate 74, in the south west corner of Boone County. The land the school occupies was given to Jackson Township by the Wells family. The school was named in honor of Granville Wells, who was a teacher, lawyer, public official, and civic leader in the community. Herman B Wells, the son of Granville Wells, served as President of Indiana University for 25 years. He served as President Emeritus of Indiana University until the time of his death in March of 2000. Herman B Wells was in attendance at the dedication ceremony after the 1994 remodeling of Granville Wells Elementary School.

From 1955 to 1974 the school housed grades one through twelve. Through the consolidation of Granville Wells School and Thorntown School, it became known as the Western Boone County Community School Corporation. A new high school was built and Granville Wells became an elementary school for grades kindergarten through sixth grade.

In the fall of 1994, a two-phase demolition/construction project began. The original spacious barrel-vaulted gymnasium was retained and a 77,580 square foot building was constructed around it. In addition to regular classrooms, the facility contains a media center, multipurpose room with performance platform, science laboratory for science enrichment classes, and specialty rooms for remediation, Title I, high ability, kindergarten, preschool, special education, and OT/PT/Speech.

A four-room kindergarten addition and an expanded cafeteria and administrative area was completed during the 2009-2010 school year. Technology was updated as well to include interactive SMART Boards, LCD projectors, and amplification systems in all classrooms and common areas.

The setting for Granville Wells is rural, but the primary source of income for the parents derives from sources other than agriculture. The majority of parents commute to jobs in Indianapolis, Crawfordsville, and Lebanon. Additionally, the Fukai Toyotetsu Indiana Corporation opened an operations and production plant located on State Road 75 in Jamestown, just south of Interstate 74. The Fukai Toyotetsu facility has provided additional Job opportunities to members of the Western Boone Community.

Granville Wells has an enrollment of 450 students in grades preschool through sixth grade. The socio-economic makeup of the school's population is primarily middle-class. The population includes students with a wide range of diversified learning needs. Granville Wells offers a full-day preschool program for interested families residing in the Granville Wells attendance area. The Developmental Preschool program serves developmentally delayed and disabled students in the Western Boone attendance area.

Special services are also provided to eligible students for speech and language, deaf and hard of hearing support, occupational and physical therapy, blind/low vision and individualized services for students with mild to severe disabilities, and remedial learning needs. A breakfast program is available along with an after-school childcare program. Additionally, the school has a registered nurse in the building each day.

The school employs 25 certified teachers along with an experienced support staff of 12 instructional assistants, technology coach, Title I director, four members of the custodial and maintenance staff, five cooks, fifteen bus drivers, bookkeeper, secretary, full-time Registered nurse, PE assistant, and a technology assistant. Administrators for the school include a principal and an assistant principal.

Granville Wells students have the opportunity to participate in both curricular and extra-curricular activities which include boys and girls Basketball, Volleyball, Boy Scouts, Girl Scouts, 4-H, Student Council, Drama/School Play, Math Bowl, Spell Bowl, D.A.R.E., Science Fair, Girls on the Run, and Robotics Team.

### **Curriculum – Description and Location**

The Granville Wells Elementary School Curriculum serves as a building block for the total school district curriculum. It is based on and aligned with the College and Career Academic Readiness standards adopted by the Indiana State Board of Education. Teachers, staff, and resource personnel at Granville Wells Elementary, under the direction of the building principal and assistant principal, implement and supplement the curriculum using a selection of instructional programs and practices. Such programs and practices include, but are not limited to a dedicated 90-minute Literacy Block per classroom using the Smekens Literacy Model, Leveled and Flexible Reading Instruction, a 75 minute math block, GO Math!, 6 + 1 Traits of Writing, and Accelerated Reader. Student services including Special Education, Rtl Intervention, Title I, High Ability, Speech/Language and Hearing, Physical and Occupational Therapy, Counseling Support, DARE, and Social Health classes help to support and enrich the curriculum.

Copies of the Indiana State Standards for Granville Wells Elementary School are available in the school office, and at the corporation office located at 1201 N SR75, Thorntown, IN. Copies of the Academic Standards are distributed to parents each year.

### **Granville Wells Elementary School Community Opportunities**

Jamestown's proximity to Indianapolis and Central Indiana, along with easy access to a well-developed interstate system, puts it just minutes away from many opportunities for learning and recreation.

### **Educational Opportunities**

Anderson University  
Ball State University  
Butler University  
DePauw University  
Franklin College  
International Business College  
Indiana State University  
Indiana University/Purdue University Indianapolis (IUPUI)  
Indiana Vocational Technical College (Ivy Tech)  
Indiana Wesleyan College  
Marian University  
Professional Careers Institute  
Purdue University  
University of Indianapolis  
Wabash College



### **Cultural and Recreational Opportunities**

Ben Hur Museum  
Benjamin Harrison Presidential Site  
Circle Center Mall  
Clowes Memorial Hall at Butler University  
Conner Prairie Settlement  
Eagle Creek State Park  
Eiteljorg Museum  
Farm Heritage trail  
Fort Harrison State Park  
James Whitcomb Riley Museum  
Jamestown Nature Park  
Indiana Repertoire Theater  
Indiana State Capitol Building  
Indiana State Museum  
Indianapolis Children's Museum  
Indianapolis Museum of Art  
Indianapolis Symphony Orchestra/ Hilbert Circle Theater  
Indianapolis Zoo and Botanical Gardens  
McCloud Nature Park  
NCAA Hall of Champions  
The Palladium  
Shades State Park  
Turkey Run State Park  
White River State Park

### **Sports Opportunities**

Banker's Life Field House  
Indiana State Fairgrounds  
Indianapolis Motor Speedway  
Lucas Oil Raceway Park  
Lucas Oil Stadium  
Victory Field  
National Institute of Fitness and Health

### **Assessments of Student Achievement – ILEARN and Other Assessment Strategies**

Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students in grades 3-8.

### **IREAD**

Indiana Reading Evaluation and Determination (IREAD) is a summative assessment developed in accordance with Public Law 109 and is given in the spring to grade 3. The purpose of this assessment is to measure foundational reading standards through grade 3 in the areas of nonfiction text, literary text, and vocabulary.

### **Assessments – Titles and Descriptions of Assessment Instruments**

**Accelerated Reader-** digitally-based program designed to assess student reading comprehension level, grades K-6.

**NWEA MAP –** an adaptive nationally-normed assessment used to determine individual students' Current level of mastery and determine an appropriate rate of skill growth that should occur in one school year.

**Fountas and Pinnell Benchmark Assessments –**Determine student strengths and weaknesses in the areas of phonics, vocabulary, and comprehension.

**Rubrics, checklists, traditional tests-** used in the classroom to assess student understanding on a daily/weekly basis, grades K-6.

**Kindergarten Comprehensive Literacy Assessment:** assessment developed by Western Boone Schools to assess kindergarten students to determine mastery of the kindergarten literacy standards.

**Boone-Clinton-North West Hendricks Joint Services**

Wide variety of achievement, ability, and behavior tests

Behavior Assessment System for Children (BASC-II)

Differential Ability Scale (DAS)

Stanford Binet Intelligence Test

Vineland Adaptive Behavior Scales

Wechsler Individual Achievement Test (WIAT II)

Wechsler Intelligence Scale for Children (WISC IV)

Woodcock Johnson Psychological Educational Assessment Battery Achievement Cognitive Test (WJ III)

Adaptive Behavior Assessment System – Second Edition

**Speech and Language Pathology**

Language and articulation tests

Clinical Evaluation of Language Fundamentals (CELF III)

Goldman-Fristoe Articulation

Peabody Picture Vocabulary Test (PPVT)

Photo Articulation Test (PAT)

Test of Language Development (TOLD)

**Physical and Occupational Therapy**

Peabody Developmental Scale, 2nd ed.,

Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

Bruininks-Oseretsky Test of Motor Proficiency

Motor-Free Test of Visual Perception (MVPT)

Test of Handwriting Skills (THS)

# **Part II: Statement of Mission and Vision**

## **Part II: Statement of Mission/Statement of Vision**

### **Western Boone Community Schools Mission Statement**

We are a partnership of school and community that serves diverse educational needs by providing a safe learning environment that is innovative, competitive, a builder of self-worth, inspiring and fun!

### **Granville Wells Elementary School Vision Statement**

- **W**e support and care for every student as they strive for their personal best.
- **E**very student achieves their maximum potential in an engaging, inspiring, and innovative environment.
- **L**earners take ownership of their actions as a member of the school and community.
- **L**ife-long learners and problem-solvers are developed through rigorous instruction, collaboration, and high academic expectations.
- **S**tudents will have success today and be prepared for tomorrow.

### **Granville Wells Mission Statement**

***Aim High, Work Hard, No Excuses.... It's the Wells Way!***

# **Part III: Summary of Current Status**

**Part III: Summary of Current Status, Annual Performance Report, Data Related to Other Indicators  
Summary of Data, Derived from an Assessment of the Current Status of Educational Programming**

**Graphs of Data from the Annual Performance Report: 2017-18**

**ISTEP Data**

<b>Grade 3</b>							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	85	81	67.2	67.2	89.7	70%	67%
Math	81	84	50	56.7	85.3	64%	59%
Passed Both	76	74	43.8	50.7	79.4	54%	53.10%
<b>Grade 4</b>							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	88	90	70.4	59.4	70.4	79.5%	64%
Math	93	88	68.1	51.6	62.2	80.8%	61%
Passed Both	85	83	62	42.2	50.7	71.2%	52.70%
<b>Grade 5</b>							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	94	84	75	72.2	59.1	69.4%	60%
Math	97	97	66.1	73.6	77.3	72.6%	66%
Passed Both	94	84	58.9	65.3	53	61.30%	52.60%
<b>Grade 6</b>							
<i>Year</i>	<u>2013</u>	<u>2014</u>	<u>2015*</u>	<u>2016*</u>	<u>2017</u>	<u>2018</u>	<u>State Avg</u>
Language Arts	90	92	67.6	69.2	76.3	69%	65%
Math	92	95	66.7	56.9	43.5	60.6%	58%
Passed Both	85	92	56.8	49.2	39.1	52.10%	52.80%

**ISTEP Results:**

The above graph displays the ISTEP+ percent passing rates for Granville Wells' students for the past six years. The data reveals that in spring 2018 we exceeded state average in all areas. We are very proud of this accomplishment.

In the spring of 2019, we participated in the ILEARN exam for the first time. The following graph displays the passing rates for Granville Wells' students.

**Overall Performance on the ILEARN test, by Subject, Grade: Granville Wells Elementary School, Spring 2019**

English			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 3	65	46%	46%
Grade 4	51	57%	45%
Grade 5	78	71%	47%
Grade 6	68	59%	47%
Math			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 3	65	65%	58%
Grade 4	51	80%	53%
Grade 5	78	69%	47%
Grade 6	68	54%	46%
Science			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 4	51	57%	46%
Grade 6	68	59%	48%
Social Studies			
Grade	Number of Students Tested	Granville Wells Percent Proficient	State Passing Rate
Grade 5	78	55%	46%

**Standardized Testing:**

NWEA Scores were not able to be completed due to a school closure from March until the end of the school year. During the 2018-2019 school year Granville Wells participated in the NWEA Map assessment in grades K-6<sup>th</sup>. The NWEA Measures of Academic Progress (MAP) is an adaptive assessment that precisely measures individual student progress and growth. Teachers at these grade levels use the data obtained from the exam to determine students' specific skill and standard needs. In response, teachers create and implement literacy and math data action plans for areas of concern revealed through the data. These instructional plans are intended to provide intense instruction and reteaching for students displaying a need on a specific skill or standard. Informal data tracking on each standard for each student is conducted throughout the 4-week plan.

**NWEA-MAP Scores:**

Grade	Met EOY RIT 2018	Met EOY Growth 2018	Met EOY RIT 2019	Met EOY Growth 2019
Kindergarten	89%	92%	79%	87%
First Grade	88%	76%	91%	73%
Second Grade	71%	75%	69%	81%

During the 2018-2019 school year, Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades took the NWEA MAP assessment three times. In the Spring, we took it for the third time and recorded the data that is shown in the table above. Data was collected to assess the percentage of students that met their goal score (Growth) and percentage of students who reached the national norm target (achievement). We were discouraged to see several scores lower in 2019. Particularly scores for first graders meeting individual growth goals and second graders meeting the end of year RIT remain lower than what we would like. During the 2019-2020 school year we were not able to give the final NWEA test. We were able to administer a Dyslexia screener to all kindergarten through second grade students. If a student's overall score indicated lower than expected mastery, he or she was enrolled in an intense intervention group to address the deficit. We are hopeful that these screeners will be a valuable tool for early identification of students with literacy needs.

**Third Grade IREAD:**

All students at third grade must take the IREAD3 assessment. This assessment measures student achievement in the areas of vocabulary, nonfiction text, and literary text. Our passing rate was 90.7%. This is a significant drop from previous years in which we have been at or near 100% passing. Evaluation of skill instruction and student stamina on lengthy texts is being examined carefully. Third grade students did not participate in IREAD in 2020.

**Title I Data:**

Grade Level	# of Students in Success Period	# of Student who reached growth goal	Percent
Kindergarten	12	9	75%
1 <sup>st</sup> Grade	10	6	60%
2 <sup>nd</sup> Grade	11	9	81%
3 <sup>rd</sup> Grade	13	11	84%
4 <sup>th</sup> Grade	12	11	91%
5 <sup>th</sup> Grade	12	7	58%
6 <sup>th</sup> Grade	12	5	41%

This chart describes the percentage of students who reached their end of the year growth goal in reading on the NWEA exam. Overall, of the students who participated in Success Period during the 2018-19 school year, 71% reached their end of the year growth target. Growing by 10% from last year, this score is trending in the right direction. Our overall goal is to be at 80% and we have identified the low scores in 1<sup>st</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade as areas of concern for our school.

**B. Other Information about Educational Programming and the Learning Environment**

**Cultural Competency**

Staff meetings and professional development will provide awareness of the cultural diversity of the school district attendance. SES and free and reduced lunch information and its impact on the classroom and the resulting cultural connections/conflicts will be shared with the staff. Culturally appropriate activities will be incorporated into the school curriculum that will increase student and staff awareness of cultural diversity. Granville Wells Elementary School is a rural community elementary school in central Indiana. The student body is predominantly white.



**2019-2020 Ethnic Breakdown**

White – 95.7%

Black – .5%

Hispanic - 2.3%

Asian -0.7%

Native American –0%

Native Hawaiian or Pacific Islander-0%

Multi-racial .9%

**2019-2020 Free and Reduced Lunch Status**

35.7% Economically Disadvantaged

# **Part IV: Conclusions**

## **Part IV: Conclusions About Educational Programming, Instructional Strategies Supporting Student Achievement, Parental Participation in the School, A Safe and Discipline Learning Environment, and Professional Development**

### **Conclusions about Educational Programming Derived from an Assessment of the Current Status of Educational Programming**

#### **Curriculum – Indiana Academic Standards**

The Granville Wells Elementary School Curriculum is continuously reviewed and aligned with the Indiana Academic Standards. Local, school, and corporation benchmark skills and concepts are also incorporated to provide students with the most comprehensive curriculum possible. The goal of curriculum leaders, teachers, and staff has been to provide students with the necessary academic tools and valuable life skills they will need to become successful citizens in our community and beyond. This goal is being pursued through the following efforts:

1. The alignment of the English/Language Arts, Mathematics, Science, and Social Studies curriculum with Indiana Academic State Standards.
2. Reading Consistencies in our newly adopted reading series have been developed in an effort to provide instructional consistency between classrooms and grade levels in the area of literacy instruction.
3. Grade level teams have identified discrepancies between standards, curriculum maps, timelines and current resources so that instructional materials and practices align to the standards in the area of math.
3. Staff Development and professional growth opportunities that assist teachers and staff with the implementation of standards-based instruction and best instructional practices are being implemented.
4. Implementation of quarterly STEM activities at grades K-6.
5. Implementation of self-awareness and behavior management techniques.

#### **Instruction that Supports the Achievement of Indiana Academic Standards**

Instructional strategies and practices are aligned, adapted, and assessed to provide appropriate, meaningful instruction of the Indiana Academic Standards. Teachers and staff have been trained in and are implementing such instructional strategies as Smekens Literacy Model, 90 Minute Literacy Block, cluster grouping within the classroom, guided reading, 6+1 Traits of Writing, the use of technology to enhance instruction, and adapted/inclusionary strategies for students with special needs. Best practices and research-based strategies, such as Marzano, et. al. are also implemented. During 2019-2020 a heavy emphasis was placed on instructional practices that tap into higher depths of knowledge. That continues to be an area of emphasis for our teachers.

#### **Assessments of Student Achievement – ILEARN and other Assessment Strategies**

To assess the above-mentioned instructional practices and student learning, teachers and staff are utilizing a variety of assessments including ILEARN, IREAD, Textbook Assessments, Local Benchmark Assessments, NWEA-MAP, skill checklists, Fountas and Pinnell, and Dyslexia screenings. In addition to these school-wide assessments, each grade level and classroom teacher implements pre and post testing, data tracking sheets, and four-week instructional action plans to collect additional assessment data for the purpose of tracking individual student progress. Student achievement and growth is monitored through the use of a data wall. The identification of student strengths and areas of need through progress monitoring is critical in providing individualized and meaningful instruction. Additional student assessments are given upon completion of curricular units or skill instruction. Teachers and staff teach the standards, using all of these instructional strategies and assessments with the intent of increasing student academic growth, improving overall student achievement, and better preparing students to be college and career ready.

## **Parental Participation in the School**

Granville Wells Elementary School welcomes and encourages parental involvement in the school through a variety of different methods. In a typical year parent and family-oriented activities are scheduled throughout the school year. Examples of these activities include: school open house, special programs (Christmas, Veteran's Day, Grandparent's Day, STEM Day, Pioneer Day, Hoosier Heroes Wax Museum). Due to Covid restrictions we are currently not allowing parents, volunteers, or visitors in the building. Communication between parents and the school is maintained through various formats, including bi-weekly school newsletters, bi-weekly classroom communication, school and corporation websites, Twitter, email, social media, Apps such as Remind and Class DoJo.

The Rocket Boosters Club, comprised of parents and teaching staff is active at Granville Wells. This organization provides sponsorship and funding for multiple activities and purchases an assortment of supplies and equipment to enhance our school. Meetings are held throughout the school year and are publicized to all parents and teachers.

Granville Wells Elementary School believes that parental involvement in a child's education is essential. The following list details the many ways we promote communication with parents in an effort to enhance student achievement:

1. Promoting parent involvement in the Rocket Boosters Club by offering day and evening meeting times, as well as a virtual option.
2. Promoting communication between parents and teachers via email, text, RESPOND, School Reach, and Harmony.
3. Encouraging parental participation in school volunteering opportunities such as participation in school volunteering opportunities such as Wednesday Moms Club, Book Fairs, Santa Shop, student fun days such as Pioneer Day, after school movies, holiday parties, Media Center Volunteers, picture day, school athletics, and field trips when this is allowed again.
4. Bi-weekly School Newsletter.
5. Bi-weekly Classroom communication that details instructional objectives.
6. Parent group emails generated via Harmony, the student database.
7. School Reach (Corporation Emergency Communication System)
8. All students receive a midterm report and a report card.
9. Harmony Data Base to report grades, newsletters, other information.
10. Annual Meet the Teacher Night
11. Annual Grade Level/Parent Night Meetings
12. Title I Parent Night
13. Title I Family Night

## **Technology as a Learning Tool**

### **Weekly Scheduled Computer Time**

All students at Granville Wells School have a regularly scheduled technology period every third day. The students are taught and work with a variety of computer applications that align to state technology standards, and which are used as a regular part of the classroom curriculum. Students in grades 1-6 have a personal laptop for instructional exercises and work completion. Additionally, all classrooms are equipped with SMART Boards, projectors, and document cameras. The Granville Wells Library was renovated in the summer of 2016 to provide an integrated space for technology implementation for teacher instruction, and for individual and collaborative student usage. The following listings describe the variety of computer software and hardware available for student use at Granville Wells School.

#### **Software and Web-based resources designed to provide learning options for the classroom teacher, while incorporating technology:**

Canvas  
Renaissance Learning  
Clever  
NWEA-MAP  
Essential Skills – program used to review essential skills in core academic areas  
Learn 360

Microsoft PowerPoint- program used to create slide shows  
Microsoft Publisher- creative program used to create cards, newsletters, etc.  
Microsoft Word- word processing software  
Symbaloo  
Formative  
Edulastic

**Software designed to reinforce classroom learning in the areas of health, language arts, math, reading, science, and social studies:**

**Language Arts/Reading**

Renaissance Learning-AR. Students take computer generated comprehension quizzes over books that they have read.

NWEA-MAP

Spelling City

Memory Master

Skill Builder- English

Writer's Choice

Pearson Realize

Spelling City

Starfall—phonemic awareness

Renaissance Learning -Accelerated Reader

NWEA-MAP

Readworks

Newsela

**Math**

Go Math

Brain Pop

Brain Pop Jr

NWEA-MAP

Kahn Academy

Math Buddies

Prodigy

Freckle

Math Antics

Xtra Math

Math Munchers

Tommy the Time Turtle

Think Central

**Social Studies**

Great America State Race

Skill Builder- Social Studies

Pearson Realize

**Health/Science**

Skill Builder- Health and Science

**Technology tools available for classroom teachers/staff:**

Individual Student Laptops for each student in grades 3-6

SMART Response Remotes (2 sets of 33)

Media Retrieval System/Media Cast

Digital Cameras, Document Cameras, DVD players

Classroom Phone System & School Intercom

LCD Projectors in each Classroom

Interactive Smart Boards in every Classroom

Sound Field System in every Classroom

Hand-held Radios

Plotter and Scanner

Internet/Voice Mail/E-mail

Teacher and multiple student computer stations in each primary classroom

## **Safe and Disciplined Learning Environment: SRO, Locked Doors, Safe Visitor, Implementation of PBIS**

Granville Wells Elementary School has several safety measures coordinated to help ensure the safety of students and staff. Western Boone Schools employs three full-time school resource officers and a canine. One of those officers is stationed at Granville Wells on a full-time basis.

The school resource officer monitors Granville Wells by conducting daily door checks, home-visits when necessary, traffic control, and monitoring school cameras. All exterior doors are locked at the start of school and all visitors must be granted access into the school office. All visitors must complete an on-line mandatory criminal history check to have permissible access in our building. All visitors must follow a sign-in/sign-out procedure before they leave the office. Western Boone Community Schools has adopted a “doors locked policy” for all classrooms where students are gathered during school hours.

During the Covid-19 period we developed protocol for cleaning furniture, supplies, recess equipment, and the building. In addition to all staff and students in grades 3-6 wearing masks, we have implemented a no visitor rule, developed cohort groups for contact tracing, seated students at half capacity in the cafeteria, and practice social distancing in the hallways and classrooms.

GWES has an emergency response program in place. There are two violent intruder drills per year. Tornado and fire drills are conducted in keeping with state standards. Radios are available to school personnel for communication in an emergency and are on hand during recess time. Granville Wells also has a trained DARE Officer. The A.L.I.C.E Program was implemented during the 2013-2014 school year and will continue to be facilitated for students each school year.

Playground equipment is regularly checked for safety standards. Transportation meets state requirements and the Indiana State Police inspects all buses annually. Preventative maintenance on all mechanical, safety, and environmental systems is practiced to ensure a safe environment. There is a full time registered nurse available to meet children’s health needs. In the summer of 2020, school administration developed a COVID response plan based on CDC recommendations. Teachers, students, and parents worry less and the learning environment is enhanced because these practices are in place.

The school is excited to have a PBIS team participating in training and facilitating implementation of PBIS strategies. Each teacher is actively involved with setting and reviewing PBIS guidelines with their classrooms so that all students in the room and throughout the building are able to achieve STAR status. Administrators support the teachers, as necessary, when classroom attempts at behavior management are not successful.

The school has adopted a Character Education emphasis focusing on the skills of Safe, Teamwork, Accountability, and Responsibility. Rocket Rewards are issued throughout the week to students displaying these four character traits. Each Friday, one student from each class is recognized over the intercom praising them for their exemplary display of these character traits. Rock STAR Awards are given every month as each classroom teacher recognizes a student that has gone above and beyond exemplifying the character trait for the month.

The safety and discipline policies at Granville Wells are coordinated with the staff and are in compliance with state requirements. Each family in the Granville Wells School Community receives a Student Handbook at the time of school registration. The Student Handbook describes the school policies, attendance, and discipline procedures, rules, expectations, and opportunities available to students at Granville Wells School.

## **Professional Development**

The focus of Professional Development at Granville Wells Elementary will be on differentiation of math and literacy instruction, along with continued development of best instructional strategies. A 90 Minute Literacy Block was implemented during the 2012-2013 school year and continues each school year. During the 2019-2020 school year, the focus of professional development sessions will continue to be on instructional strategies that match the rigor of the College and Career Standards. Topics will include

questioning with deeper depths of knowledge, annotation of text, synthesis of ideas of several texts, and extending written responses. The data collected from NWEA-MAPS will be placed on grade level math and literacy data walls for the purpose of monitoring student growth and goal achievement. Wednesdays are devoted to professional conversations and learning with grade levels and as a staff in the areas of literacy, math, technology, and best instructional practices. The emphasis each year is on Indiana Department of Education initiatives, especially the Indiana and Common Core Standards as they are presented in the Item Specification Charts and Test Blueprints. Outside professional development of staff members is documented by Requests to be Absent forms in which individual staff members request leave to visit other schools or attend professional conferences, seminars, and training sessions.

**E Learning:**

For the 2020-2021 school year, Western Boone Schools will continue to implement E Learning Days to provide a more comprehensive professional development program for staff. On these planned E Learning Days, staff members engage in professional development that improves elements of teaching such as instructional, and social/emotional health of students. In addition to planned E Learning Days, for school days that are cancelled by bad weather or other circumstances, unscheduled E Learning Days will be used to ensure that students don't miss out on instruction while not at school.

**Smekens, 6+1 Traits of Writing Method, Guided Reading, Cluster Grouping:**

Teachers and staff continue to utilize and develop strategies such as Smekens Literacy Model, 6+1 Writing, guided reading strategies, and clustered reading groups. Leveling and differentiated practices are collaborative among grade levels, and are based on assessment data including Fountas and Pinnell, IREAD, ILEARN, NWEA-MAP, local assessments, and Running Records.

**Literacy Assessment:**

Teachers and staff have been trained in various assessments to determine student growth and achievement. These assessments are used to determine appropriate reading levels for students, individual student achievement in the area of word attack and comprehension, and phonetic skill development needs. In addition to school-wide assessments such as ILEARN, and NWEA-MAP, additional student information is obtained through running records, Fountas and Pinnell, and basal reading assessments. Student assessment results are discussed in grade level meetings, interventions are established for those students in need and progress monitoring measures are put in place based on data collected.

**Inclusion:**

Teachers and staff are receiving training and support in developing and implementing adaptive instructional and behavioral strategies to meet the various learning needs of students. Data Wall information is shared to determine the academic progress of students with IEPs or diverse learning needs. In addition to the specific programs listed above, Granville Wells staff members have daily interaction with two certified and licensed Special Education teachers, as well as a therapist from Inwell Counselling Services.

# **Part V: Achievement Goals**



**Part V: Student Achievement Goals and Objectives, Attendance Rate Goals and Objectives, Percent of Students Meeting Standards**

Year	Attendance	Avg % Passing	# Free	# Reduced	Free/Reduced
	Rate	Both ISTEP	Lunch	Lunch	Percentage
2007-2008	96.70%	78.90%	70	27	19%
2008-2009	96.50%	81.50%	70	34	21%
2009-2010	96.40%	77.90%	91	45	27%
2010-2011	96.20%	78.10%	118	40	33%
2011-2012	96.98%	82.00%	131	31	33%
2012-2013	96.40%	85.20%	148	31	36%
2013-2014	96.80%	83.80%	140	49	38%
2014-2015	96.40%	55.50%	136	46	37%
2015-2016	96.70%	52.20%	135	38	38%
2016-2017	96.1%	55.60%	134	31	35%
2017-2018	96.8%	59.65%	144	23	35%
2018-2019	96.32%	ILEARN 51.8%	125	28	34%

In the Spring of 2019, our students were assessed using the newly developed ILEARN exam. Our students were at or above state average in all subjects and grades tested. Our scores have dropped from the ISTEP exam of previous years. We remain determined to raise our scores in all subject areas. Goals:

1. To increase the percentage of students in the proficient category on ILEARN as described in the Action Plan found later in this document.
2. To increase the percentage of 3rd to 6th grade students scoring in the Highly Proficient Category to 30% in ELA and 35% in Math.
3. To increase the percent of special education students in the proficient category to a minimum of 25%, or increase the number of proficient students in English/Language and Math by 10%.

**Objectives:**

1. We will exam standards acquisition information that came with ILEARN results at grades 3-6. We feel that this information will help us prioritize standards and focus our instruction on previous weaknesses.
2. Screeners will be given to all K-2 students to identify students displaying dyslexic traits.
3. Teachers will utilize effective math instructional strategies and assessments for increased student achievement emphasizing the more recently developed Math Practice Standards. Instructional staff will implement and follow the Go Math! Program as directed by the teacher's guide.
4. Students will be identified using Fall NWEA scores, for individual Tier 2 interventions.
5. All students will receive additional support on skill deficit or enrichment needs during Success Period, 30 minutes daily.
6. Implement Data Action Plans. These instructional plans are intended to provide additional practice, reteaching opportunities for standards identified by each grade level.

**Attendance Goals:**

The data in the chart above indicates that we have maintained an average attendance rate of 96% over last nine years. Our goal for the next three years would be to maintain or increase this percentage. Due to Covid Attendance Restrictions we will not be acknowledging perfect attendance. We will not be sending letters to parents for attendance issues unless it is not related to Covid procedures. We are providing virtual live instruction to students who are physically able to participate but have been quarantined.

**Objectives:**

1. Maintain daily attendance reports in each classroom and in the main office.
2. Call the parents of absent children unaccounted for to verify/determine reason for absence.

When Covid concerns no longer exist we will utilize the following strategies to maintain strong attendance.

3. Acknowledge and reward perfect attendance at the end of each 9-week period.
4. Letters will be sent to parents when their child's undocumented absences reach 4 days and 8 days in one semester.
5. Acknowledge classes with perfect attendance each day.
6. Assistance from the School Resource Officer will be utilized in addressing excessive absence or tardiness as appropriate.
7. Report students who are absent 18 days to the Department of Child Services.

# **Part VI: Specific Areas of Improvement**

**Part VI: Specific Areas Where Improvement is Needed Immediately**

- A. ILEARN scores for the 2018-2019 school year are disappointing and not indicative of what we believe matches our students' capabilities. We spent considerable time improving student stamina levels, increasing experiences that require deeper levels of problem-solving, and application of strategies across all content areas and genres in the 2018-2019 school year. We plan to continue to emphasize these things in the 2020-2021 school year, while also placing a heavier emphasis on literacy instruction in the primary grades. In general, the data indicates slightly lower scores in English/Language Arts. We have adopted a new reading curriculum and are creating instructional consistencies within that program for teachers to follow. The scores of special education students are lower than expected. Our goal is to increase the number of special education students at the proficient category by 10% at each grade level.

# **Part VII: Benchmarks for Progress**

## **VII. Benchmarks for Progress**

At the primary grades, we know that we must build students' comprehension, written expression, and stamina to persevere through several passages. The NWEA grade level spring RIT will serve as the benchmark we will use to determine mastery. Our goal is for 80% of our students at kindergarten-second to match or exceed the grade level Mean RIT score.

After closely examining current ILEARN scores, the school improvement team set benchmarks for proficiency that we aspire to reach in the 2019-2020 school year based on each grade levels performance history. We have carried those goals over to the 2020-2021 school year. There were significant discrepancies in proficiency rates at each grade level, so we established goals which we believe are attainable at each grade level.

### **ELA**

**3<sup>rd</sup> grade 75%**

**4<sup>th</sup> grade 75%**

**5<sup>th</sup> grade 70%**

**6<sup>th</sup> grade 80%**

### **Math**

**3<sup>rd</sup> grade 75%**

**4<sup>th</sup> grade 75%**

**5<sup>th</sup> grade 80%**

**6<sup>th</sup> grade 80%**

# **Part VIII: Proposed Interventions**

**Part VIII: Proposed Interventions Based on School Improvement**  
See attached School Improvement Action Plan



# **Part IX: Professional Development**

**Part IX: Professional Development that is Coordinated with Proposed Interventions and that Supports Sustainable School Improvement Efforts**  
See attached School Improvement Action Plan

**Part X:  
Statutes and  
Rules  
Waived**

**Part X: Statues and Rules to be Waived**  
None

**Part XI:  
Timeline for  
Improvement  
Review  
Revision**

**Part XI: Three Year Timeline for Improvement, Review, and Revision**

**A.** The achievement of students will be reviewed annually by the administrators, School Improvement Committee, teachers, and other stakeholders in Granville Wells Elementary School. School administrators will review ILEARN, IREAD, NWEA, Fountas and Pinnell, and common assessments, as they become available. This review will be shared with the appropriate classroom teachers and support personnel, and instructional changes will be made based on students' achievement data.

**B.** The achievement review will include data provided by the Indiana Department of Education, ILEARN, IREAD, NWEA, Fountas and Pinnell, results of local assessments, and other broad indicators of student achievement.

**SCHOOL IMPROVEMENT PROFESSIONAL DEVELOPMENT ACTION PLAN  
GRANVILLE WELLS ELEMENTARY SCHOOL  
2020-2021**

**Goal: We will increase the proficiency rate of students at Granville Wells. This will be accomplished through the implementation of strong instructional practices, close examination of our students' standard and skill acquisition, the development of literacy consistencies aligned to our adopted curriculum, and early intervention at the primary grades. Our specific targets are listed below.**

**Support Data/Other Assessment: NWEA-MAP ELA Current State:**

Kindergarten: 38 of 54(70%) students met the Norm Grade Level Mean RIT score on the fall 2020 NWEA assessment.

First Grade: 29 of 46 (63%) students met the Norm Grade Level Mean RIT score on the fall 2020 NWEA assessment.

Second Grade: 22 of 48 (46%) students met the Norm Grade Level Mean RIT score on the fall 2020 NWEA assessment.

**Desired State:**

At the conclusion of the 2018-2019 school year:

Kindergarten: 43 (80%) of the 54 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2021 NWEA assessment.

First Grade: 37 (80%) of the 46 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2021 NWEA assessment.

Second Grade: 38 (80%) of the 48 students will meet the End of the Year Norm Grade Level RIT score in ELA on the spring 2021 NWEA assessment.

**IREAD Current State: 90% Passing**

**IREAD Desired State: 95% Passing**

**Support Data Standardized Assessment: ILEARN Information**

**Current State:**

**ELA**

**3<sup>rd</sup> Grade- 46% pass**

**4<sup>th</sup> Grade- 57% pass**

**5<sup>th</sup> Grade- 71% pass**

**6<sup>th</sup> Grade- 59% pass**

**Math**

**3<sup>rd</sup> grade 65% pass**

**4<sup>th</sup> grade 80% pass**

**5<sup>th</sup> grade 69% pass**

**6<sup>th</sup> grade 54% pass**

**Desired State:**

After closely examining current ILEARN scores, the school improvement team set benchmarks for proficiency that we aspire to reach in the 2019-2020 school year based on each grade levels performance history. There were significant discrepancies in proficiency rates at each grade level, so we therefore established goals which we believe are attainable at each grade level.

**ELA**

**3<sup>rd</sup> grade 75%**

**4<sup>th</sup> grade 75%**

**5<sup>th</sup> grade 70%**

**6<sup>th</sup> grade 80%**

**Math**

**3<sup>rd</sup> grade 75%**

**4<sup>th</sup> grade 75%**

**5<sup>th</sup> grade 80%**

**6<sup>th</sup> grade 80%**

## **Special Education Proficiency Rate**

### **Current State:**

3 <sup>rd</sup> Grade- 0% pass ELA,	36% pass Math
4 <sup>th</sup> Grade- 25% pass ELA,	50% pass Math
5 <sup>th</sup> Grade- 11% pass ELA,	33% pass Math
6 <sup>th</sup> Grade- 21% pass ELA,	21% pass Math

### **Desired State:**

3 <sup>rd</sup> Grade- 25% pass ELA,	25% pass Math
4 <sup>th</sup> Grade- 25% pass ELA,	25% pass Math
5 <sup>th</sup> Grade- 25% pass ELA,	46% pass Math
6 <sup>th</sup> Grade- 35% pass ELA,	60% pass Math

### **Additional Goals:**

1. Our school earned a letter grade of B for the 18-19 school year. Our goal is to meet or exceed this in the 2020-2021 school year.
2. 30% of our students will score in the highly proficient category in ELA on the ILEARN exam.
3. 35% of our students will score in the highly proficient category in Math on the ILEARN exam.

### **Intervention:**

1. Students will receive flexible, leveled instruction for reading and math within the reading and math blocks.
2. Instructional staff will implement and document instructional strategies and interventions based on academic standards and student assessment data
3. Instructional staff will implement and document progress monitoring through four-week data action plans in literacy and math.
4. The Indiana Math Process Standards will be embedded within classroom math instruction for students in all grade levels.
5. Phonics groups will be established to serve students scoring in the cautionary area of the Dyslexia Screener.
6. Resource staff will support Special Education students with grade level standards progress through data-based interventions and IEP accommodations.
7. All students K-6 will participate in 30 minutes of differentiated reading instruction at their grade levels. Students identified for Title I services will follow a scripted intervention program and will be progress monitored every two weeks during this same 30-minute time block.

**Evaluation: how, when, by whom:** Local benchmark assessments, as well as NWEA-MAP will be given three times a year to monitor student growth. Additionally, monthly data action plans will be conducted throughout the year by all K-6 teachers for the purpose of tracking student skill and standard mastery. Grade three students will participate in IREAD at the end of the school year, and Grade 3-6 students will take ILEARN at the end of the school year.



<b>Activities to Implement the Intervention:</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>	<b>Resources</b>	<b>Staff Development</b>
90 Min Literacy Block	Gr Level Staff Administration Sp. Ed Staff Remediation Staff School Curriculum Team	August-May daily	Smekens Literacy IN Reading Frame Works IDOE/Learning Connection McGraw-Hill Wonders Moby Max Readworks	Smekens Training Grade Level Mtgs Teacher Prof Development
Success Period	Gr Level Staff Administration Sp. Ed Staff Remediation Staff RTI Team	August-May 30 minutes daily	Smekens Literacy IN Reading Frame Works IDOE/Learning Connection Fountas & Pinnell NWEA-MAP	Smekens Training Grade Level Mtgs Teacher Prof Development RTI Training
Student Data Walls	Gr Level Staff Administration Sp. Ed Staff Remediation Staff	August-May 3 times a year	Data Walls NWEA-MAP	Data Wall Meetings
4-week Literacy and Math Plans	Gr Level Staff Administration Sp. Ed Staff	August-May	Data Action Plans NWEA-MAP	Data Action Plan Meetings
RTI Intervention	Classroom Teacher RTI Representative Administration	Sept- May	Multiple on-line programs IDOE Resources RTI Resource Books	Consultation with RTI rep. Quarterly meetings with administration
Dyslexia Screener	Gr Level Staff Administration Sp. Ed Staff Remediation Staff RTI Team	August-May	Western Boone Approved Screener	Grade Level Mtgs Title I Trainings
75 Minute Math Block	Gr Level Staff Administration Sp. Ed. Staff	August- May	Go Math Zearn Kahn Academy Aleks Prodigy	Professional Dev. Curriculum Mapping

