

**School Improvement Plan**  
**For**  
**Sharp Creek Elementary School**



Submitted by:

Sharp Creek's School Improvement Team  
&  
Staff

2017 – 2018



Metropolitan School District of Wabash County  
Sharp Creek Elementary School

**Mission:**

Inspiring a community of learners to discover and achieve their passion and potential.

**Vision:**

MSDWC: Innovators and thinkers that are successful in life and enrich the lives of others.  
We are.....

- Creative problem solvers
- Driven to take initiative and ready to roll up our sleeves and get the job done
- Resilient and unafraid to fail.... Try – Fail – Learn – Try again!
- Self-reliant
- Ethical, honest and trustworthy

**Tagline:**

**DREAM BIG WORK HARD**

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## **DESCRIPTION AND LOCATION OF CURRICULUM**

Sharp Creek Elementary adheres to the prescribed curriculum of the Indiana State Department of Education and the MSD of Wabash County School Corporation.

The curriculum for MSD of Wabash County traditionally has been reviewed and modified on a subject-by-subject basis in conjunction with the adoption of new textbooks. Through the coordination of a district curriculum director, curriculum and standards from the state are reviewed, studied and implemented at the local level.

The Indiana Academic Standards serve as the framework around which our curriculum is designed. Sharp Creek is continuing to stay up to date with the implementation of the new College and Career Readiness Standards adopted by Indiana in the summer of 2014.

Curriculum and Standards for grades four through six may be found at:

<http://www.doe.in.gov/achievement/standards>

## **TITLES AND DESCRIPTIONS OF ASSESSMENT USED IN ADDITION TO ISTEP+**

Sharp Creek Elementary engages in a thorough assessment process. The assessment process included both formal and informal assessments. Informal assessments include teacher observations, skill checklists, teacher-made tests, and tests provided by textbook companies for end of unit assessments. The Indiana Statewide Testing for Educational Progress (ISTEP+) is the main formal assessment instrument as is NWEA.

Assessments are used to determine the progress of individual students, diagnose individual needs, to access strengths and weaknesses of the curriculum, and to direct instruction. Reports on the results of these assessments are made to students and to their parents. Most assessment info is also available online through the IDOE parent connect site.

### NWEA

Northwest Evaluation Association utilizes Measures of Academic Progress® (MAP®) tests to create a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. Educators have essential information about what each student knows and is ready to learn within 24 hours. The purpose of NWEA assessments is to provide diagnostic measures for grade 3-8 students in Reading, Language, and Mathematics. Assessment reports provide standards-aligned performance data, which support an educator's ability to inform instruction at the student-, class-, school-, and corporation-level.

### Reading Skills Tests and Benchmark Tests

The tests are designed to measure a student's progress based on specific skills taught and to help identify a student's specific strengths and weaknesses. These tests/rubrics align with the Reading Units of Study.

### MSDWC Teacher Created Common Assessments

As part of Sharp Creek's Professional Learning Community(PLC) process, teacher teams create common assessments systematically throughout the year to guide intervention and instruction decisions based on student mastery of standards.

## **PARENTAL PARTICIPATION**

### Parent Volunteers

Sharp Creek has parents, grandparents, and other interested patrons who volunteer to work in more than one grade or volunteer for office help. Their duties range from working with individual students to running copies for teachers. They work not only in the classroom, but also in other areas of the building. These parents help with homework assignments, lead novel groups, decorate the hallways, and help with the annual Christmas and spring music productions. Parents also chaperone the 4<sup>th</sup> – 6<sup>th</sup> grade field trips at Sharp Creek.

### Online Resources

Sharp Creek has recently started a Facebook and Twitter page where upcoming events or plans are posted for families. Over to 600 people are following the Facebook page, so we believe it is a great communication tool that parents are utilizing to stay informed. Sharp Creek also has a website with much information including all the email addresses of school staff, lunch calendar, and much more.

### Parent Teacher Organization

Sharp Creek has an especially active Parent Teacher Organization. They meet four times throughout the school year and sponsor a carnival every spring. These parents have helped to landscape around the building, purchase supplies for every classroom teacher, provide meals during Parent/Teacher conferences, and funding for special programming/events. In 2011-2012 our PTO merged with Metro North Elementary PTO to help make meetings and events more convenient and accessible as a result of reconfiguration. Metro North is K-3 and Sharp Creek is 4-6 so we share many families. Now our PTO has two meetings every year at each school.

Parent involvement is critical to helping students reach academic success. The following list has ways in which Sharp Creek Staff encourage parents to become active in the school experiences of their student.

- Provide good discipline and structure at home.
- Encourage positive health habits, proper nutrition and adequate sleep.
- Attend to the child's medical, vision, and dental needs.
- Make reading a regular and fun activity.
- Encourage children's love of learning.
- Monitor television, music, computer activities.
- Make sure children are responsible for their actions.
- Require regular school attendance.
- Improve children's study habits.
- Communicate with teacher: notes, voice mail, email, social media.
- Attend PTO meetings.
- Be a PTO officer.
- Attend Parent/Teacher conferences.
- Be a field trip chaperone.
- Attend open house.

- Help with the Bonanza/Carnival when we have it.
- Help with school Book Fairs.
- Read communications from the school.
- Help your student with the Book-It program by reading with them at home.
- Help with extracurricular activities such as: Scouts, Sports, 4-H, etc.

The need for assistance in the individual classrooms will vary from year to year based upon the type of help already available to the teacher. For example, if the teacher has a student teacher or a Northfield High School cadet teacher they may not need another adult in the classroom. No teacher will be expected to invite anyone into their classroom within whom they do not have complete trust.

## **SAFE AND DISCIPLINED LEARNING ENVIRONMENT**

Sharp Creek Elementary acknowledges that students achieve better in an environment in which they feel safe. Toward this end we have:

- PBIS(Positive Behavior Intervention Supports) a school-wide system of procedures for behavior in every area of the building along with rewards for positive behavior and consequences for negative behavior. Along with this program we have developed and implemented a consistent homework help program to keep students from getting behind.
- Teachers have classroom management plans and procedures which follow state and federal laws
- Most teachers have been trained in the Fred Jones Classroom Management Training
- A corporation and building level School Safety Team
- A corporation and building level School Safety Plan
- A corporation and building level Crisis Intervention Plan(Handle with Care)
- Trained School Safety Specialist on site(School Counselor/Social Worker and a Teacher)
- Safety drills for fire, tornado, and lock down are practiced routinely
- Safe School Helpline for anonymous reporting of potential problems
- Video Cameras in strategic places of the building
- ID tags for all school staff
- A trained counselor/social worker is available to all students to deal with personal issues and to teach conflict resolution, social skills, and anger management
- Anti-Bullying Assembly each year with Steve Seskin
- Safety Program regularly with Sergeant Terry Hall

<p align="center"><b>Sharp Creek Elementary School</b>  <b>Strategic and Continuous School Improvement Plan</b>  <b>Focus: Student Behavior/Management (PBIS)</b></p>			
<b>Goal 2017-2018</b>	Sharp Creek Elementary will reduce disruptive behavior and build positive school climate through continued implementation of School-Wide Positive Behavioral Supports (PBIS).		
Behavioral Data			Assessment
BEHAVIOR STANDARDS	2015-2016	2016-2017	
# Wildcat Pride Slips handed out	834	1446	- Wildcat Pride Slips Database - Progressive Discipline Database
# of progressive discipline forms	273	234	
Benchmarks		Strategies	
<ul style="list-style-type: none"> <li>• Every student each school year at Sharp Creek Elementary will receive at least one Wildcat Pride Slip for positive reinforcement during 17-18 school year.</li> <li>• Research shows that schools need to maintain a 4:1 ratio in positive to negative referrals. We were 3:1 in 15-16, so we are going to encourage more positive notes to get that ration back to at least 1:4. We also have encouraged teachers to do a better job of tracking all discipline so that is a reason for the increase in discipline forms.</li> </ul>		<ul style="list-style-type: none"> <li>• Each staff member will give out two pride slips each week</li> <li>• SCE will continue with the homework help program on Tuesday and Thursday to motivate students to complete assignments on time.</li> </ul>	

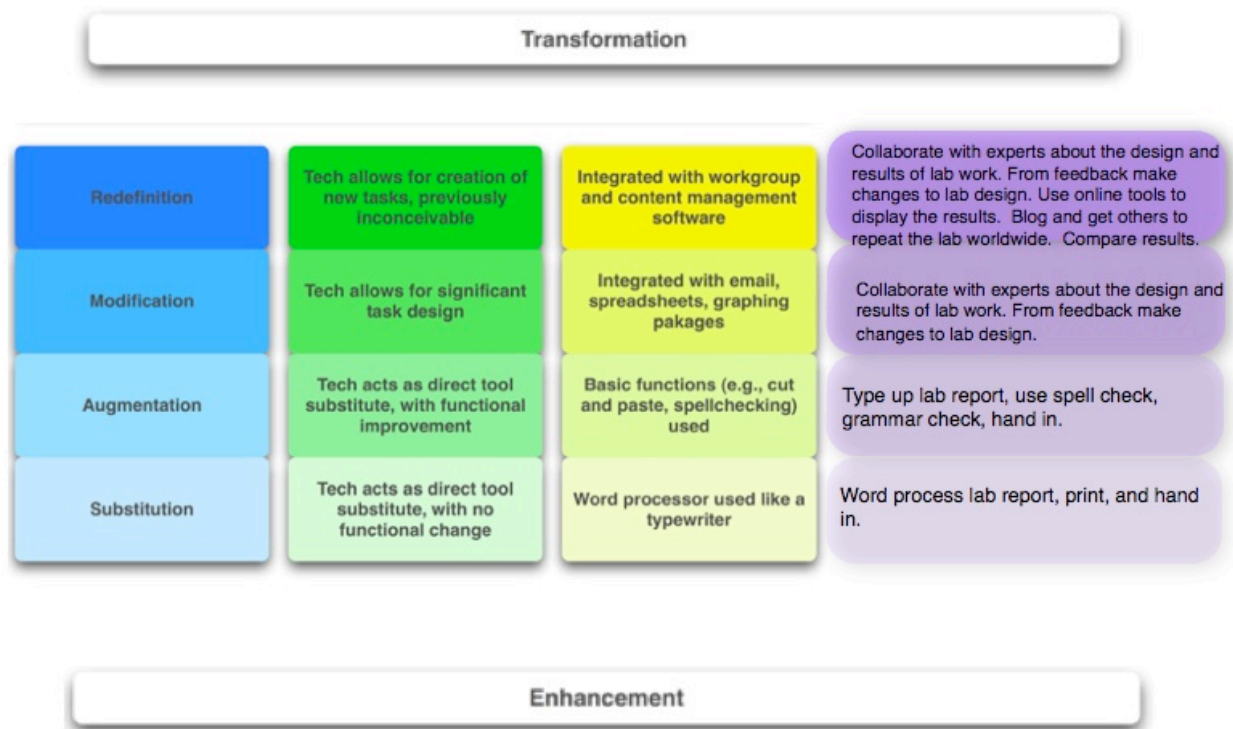
**TECHNOLOGY INITIATIVES AND PLAN**

- Sharp Creek Elementary is currently 1:1 using the MacBook Air computers and continue to integrate technology into daily lesson plans. For the first time ever all of our classrooms utilize data projectors and interactive whiteboards.
- Edmodo and Google Classroom are the Learning Management Systems(LMS) teachers are using at Sharp Creek. Edmodo and Google Classroom are online applications for teachers and students which is a secure, social learning platform that provides a safe and easy way for our classes to connect and collaborate, share content, and access homework, grades and school notices. Students have continuous access to their files they create at home and at school.
- Sharp Creek is currently incorporating Google Drive, Google Chat, Google Hangouts, YouTube, student response systems, iPads, PowerPoints, Keynote Presentations, and iMovie.

- Sharp Creek subscribes to:
  - Think Central - A private learning environment accessed via the Internet using a subscription account. Students receive direct reinforcement of classroom lessons based on Scott Foresman textbooks through interactive skill reviews, games, and randomly generated chapter/unit practice, and state and national standardized assessment tests, which are designed to help instill confidence in students before they take the real tests in classrooms.
  - Destiny Quest Library software-This new software will allow students to check out their own books from home and also be able to check out E-books that can be downloaded to their computers.
- Curriculum will be adopted primarily from Internet and online sources. Students are incorporating Internet-based research in all classes and are becoming proficient in using the web as a learning tool, including the use of Google learning applications.
- In an effort to base school improvement and long-range planning on data analysis, software applications are being used to assist teachers to effectively use data to evaluate programs and suggest improvements. NWEA testing is used to help collect this data. Our school is transitioned and is using a new Student Information System, Skyward. This will improve financial tracking of student information, along with the fact that this software package will allow teachers better access to a variety of student information and data that will enhance student learning goals.
- A technology committee investigates and establishes methodologies to better integrate technology into the curriculum. We have a technology team that provides one-on-one technology sessions on an as-requested basis for staff development and training. This team also provides ongoing support for integrating software and hardware into teachers' daily lessons.
- We send our two technology directors and our Superintendent to the annual HECC conference. We also send each technology assistant plus interested teachers to the annual ICE conference. We hire substitute teachers in place of the teachers attending the ICE conference. Another portion of our professional development fund goes toward teacher stipends for summer training. We also hire consultants to hold workshops for our Interactive Whiteboard software and Apple Training.



- Digital Curriculums: Discovery Techbook Science is available online to assist in expanding the classroom available anywhere there is an internet connection. Our Math curriculum has digital components as well. Many teachers use MobyMax online lesson site to supplement curriculum and give students extra skill practice. NWEA also has a skills component that has recently been added, so we will be looking at how that may be able to assist teachers with differentiation and help students.
- We have a technology assistant at each building that provides one-on-one technology sessions on an as-requested basis for staff development and training. The tech assistants provide ongoing support for integrating software and hardware into teachers' daily lessons. We have a District Technology Learning Coach that spends scheduled time each week in our building. The learning coach has scheduled tech topics for learning every week at various times for staff at Sharp Creek. The Tech Learning Coach also leaves time open for any types of technology help or questions that staff may have.
- Sharp Creek Elementary teachers are continuously assessing their level of technology implementation. We are generating professional development plans to help staff attain higher levels on the SAMR model. Teachers will collaborate each nine weeks to share technology implementation in their classrooms.
  - We have adopted the SAMR model at MSDWC and Sharp Creek Elementary. The SAMR model has four levels. Right now most teachers are probably as level one or two, but our goal in the next couple years is to get most everyone to level four. The four levels of the SAMR model:
    1. Substitution: the computer stands in for another technological tool without significant change in the tool's function.
    2. Augmentation: the computer replaces another technological tool, with significant functionality increase.
    3. Modification: the computer enables the redesign of significant portions of a task.
    4. Redefinition: the computer allows for the creation of new tasks that would otherwise be inconceivable without technology.



## **PROFESSIONAL DEVELOPMENT PLAN 2016-2017 AND INTO 2017-2018**

MSDWC and Sharp Creek Elementary believes that our teachers are our most important asset; therefore, we feel professional learning communities (PLC) will be an important component of our professional development. "Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators." *Learning by Doing, Second Edition*

In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to *impact* their classroom practice in ways that will lead to better results for their students, for their team, and for their school. Therefore their collaboration centers on certain critical questions:

1. What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
2. What evidence will we gather to monitor student learning on a timely basis?
3. How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
4. How will we enrich the learning of students who are already proficient?
5. How can we use our SMART goals and evidence of student learning to inform and improve our practice?

Sharp Creek structures for providing professional learning opportunities include:

1. District-wide weekly collaboration time for PLC: Tuesdays @ 7:30 AM) with additional time determined by grade level team.
2. Sharp Creek has schedules with daily common planning time for teachers of the same grade level.
3. MSDWC offers a Summer Academy with the opportunity to learn when teachers are not planning for classes.
4. MSDWC provides Technology Assistants to work with teachers individually or in small groups. (model lessons, co-teach, observe/give feedback, and/or assist with researching resources)
5. Learning Connection: Communities

## Focus:

### **Professional Learning Communities**

This is year two of PLC's at Sharp Creek. We are going to continue to use data discussions during collaboration time to make instructional decisions.

- Sharp Creek is going to have an intervention time at each grade level where students are grouped based on their understanding of concepts/standards.
- Teachers will track student progress of the intervention time by giving a pre and post test after each intervention cycle.
- The pre/post test data will be turned in for team and principal review following each PLC intervention cycle.

### **Literacy/Reading**

- New teachers and new instructional assistants will be trained in teaching a guided reading group. (Planning for instruction, administering a running record, scoring the running record, and utilizing that data to inform instruction)
- The new Indiana College and Career Readiness Standards will be stressed through our guided reading groups.
- Sharp Creek will also have selected students participating in the Read Naturally Intervention at each grade level.
- We are currently utilizing Lucy Calkins' Units for Reading and Writing and working with teachers to make those units the main curriculum source we use. We plan to purchase new 6<sup>th</sup> grade units of study that come out during the 17-18 school year.
- All Teachers will be given training/support in reading and effective lesson design so that we all become better teachers of reading in all disciplines.

## **Math**

- Sharp Creek Math teachers are continuing to look at current best practice in effective Math instruction; leading from facts and computation to conceptual understanding. How do we move students to the next level so that they become active mathematical thinkers? We are currently looking at what our Math needs are based on the new Indiana Academic Standards with emphasis on the process standards. As we evaluate where we are and what level are students need to be, we worked in 16-17 to decide on a Math curriculum. We have also been to a Greg Tang professional development session and a Sue O'Connell session. Sue has K-5 curriculum books for teachers to help them plan lessons at higher order thinking levels. Our first professional development day of 16-17 school year was to get those books to teachers and we had Sue come to teach them how to use the books and set up high level lessons in classrooms. As a result of this PD we have adopted a new Math curriculum for the 17-18 school year. The 4<sup>th</sup> and 5<sup>th</sup> will be using Eureka and the 6<sup>th</sup> will be using Big Ideas which is book 1 of a 6<sup>th</sup>-8<sup>th</sup> grade middle school series. Over the summer teachers attended training for Eureka in Chicago and Indianapolis. We are currently planning PD sessions for 17-18 to continue to support teachers using Eureka and Big Ideas.

## **Transition to Indiana State College and Career Readiness Standards**

- 2017-2018 will be our fourth year of implementation of the new Indiana Standards. Sharp Creek Teachers have been studying the standards and have discussed the changes.
  - 50/50 for 4<sup>th</sup> and 5<sup>th</sup> grade for nonfiction/fiction reading. That goes to 55/45 at the 6<sup>th</sup> grade level.
  - Teachers have been investigating ways to implement effective questioning. The new standards require student to get beyond surface level facts and more into conceptual understanding. As a result, our training and PD will focus on helping staff ask effective high order questions that these new standards require. The new test and the new standards have not only causes SC scores to drop drastically, but the entire state as well.

## **Technology Integration**

- Distribute the SAMR model with every teacher laptop
- WISE Conference and Collaboration (Wabash Innovative Summit for Education) Sharp Creek Staff has participated in presenting and learning from other educators around the state in regards to digital learning and content.
- Technology staff
- Indiana Computer Educators Conference is offered each year
- Attend inexpensive content area conference/workshops (math, social studies, science, business) with a focus on technology integration
- District membership for Simple K-12 (webinars and other resources) August through December (special free offer for Indiana schools)
- Create resources on MSDWC webpage or MOODLE
- DOE webinars

## **RISE**

Sharp Creek continues to use the RISE rubric for teacher evaluation. Each teacher is evaluated by principal observation and data from ISTEP+.

## **Assessment**

- DOE webinars for new assessment director and for administrators/teachers/guidance counselors as needed

- WIDA
- ISTEP
- NWEA

### **High Ability**

Instructional assistant helps pull students for STEM, Book Groups, Coding

Sharp Creek uses the Cluster Grouping Model for scheduling groups students for Math, Reading, and Writing in help high ability students continue to grow. Research shows that a true cluster grouping model not only helps the High Ability students, but helps all students grow.

Sharp Creek uses leveled reading strategies in each grade to students are reading books at their level which will allow all students to continue to grow regardless of level.

### **New Staff**

District Orientation Breakfast and Meeting at the beginning of 17-18.

Building Orientation

Mentors assigned

**Summary Analysis of Data, Programming, Strategies and Services Regarding Student Learning**

<p align="center"><b>Sharp Creek Elementary School</b>  <b>Strategic and Continuous School Improvement Plan</b>                      Focus: Reading</p>						
<p><b>Goal</b>                      2017-2018</p>		Students will demonstrate growth and achievement in Reading.				
<p align="center"><b>ISTEP+ Percent Passing Data-ELA</b></p>					<p align="center"><b>Assessment</b></p>	
<p align="center"><b>ACADEMIC STANDARDS</b></p>		<p align="center"><b>Percent Passing</b>                      2015-2016</p>		<p align="center"><b>Percent Passing</b>                      2016-2017</p>		
		State	SCE	State	SCE	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• ISTEP+</li> <li>• ISTEP Data is incomplete because we haven't had access to all 16-17 data prior to this plan being due.</li> </ul>
Fourth Grade		68.1%	74.0%	?%	70%	
Fifth Grade		63.3%	62.1%	?%	66%	
Sixth Grade		66.3%	68.2%	?%	63%	
<p align="center"><b>ISTEP+ Growth Data</b></p>						
# of students in each category	2015-2016			2016-2017		
	High	Typical	Low	High	Typical	Low
Fourth Grade	36	19	23	No Growth Data for 16-17		
Fifth Grade	27	21	26			
Sixth Grade	33	22	26			
<p align="center"><b>2016-2017 NWEA Reading Data</b></p>						
Percent at or above NWEA Norm		1 (Aug.)	2 (Dec.)	3 (May)		
Fourth Grade		63%	64%	59%		
Fifth Grade		55%	49%	66%		
Sixth Grade		53%	49%	54%		
<p align="center"><b>Areas of Greatest Concern:</b></p>						
4 <sup>th</sup> – Written responses to questions with textual evidence 5 <sup>th</sup> – Interpreting Nonfiction Text, Comprehension of all types of text, Higher level Questioning 6 <sup>th</sup> – Nonfiction text and citing evidence in text						
<p align="center"><b>Benchmarks</b></p>				<p align="center"><b>Strategies</b></p>		
Students in grades 4 <sup>th</sup> , 5 <sup>th</sup> , & 6 <sup>th</sup> will: <ol style="list-style-type: none"> <li>1. Exceed the state ISTEP+ state average in Reading.</li> <li>2. Meet or exceed 80% predicted to pass ISTEP for Reading/L.A. by Spring NWEA test.</li> <li>3. Reduce the number of students at each grade level that are in the "Low" growth category on ISTEP+</li> <li>4. 80% of students with IEP's will grow one grade level or more as measured by and ISTEP+</li> </ol>				<ul style="list-style-type: none"> <li>• Analyze NWEA and ISTEP results</li> <li>• Utilize Seeing Stars, Visualizing and Verbalizing, Read Naturally Intervention, leveled reading books as strategies for intervention</li> <li>• Look at state standards and ensure that essential standards are being taught</li> <li>• Implement a daily 30 minute intervention and enrichment time for each grade level</li> <li>• Routinely check students individual reading progress (Status of the class) and Calkins Reading Pre/Post Tests</li> <li>• Teachers will use NWEA reports/data to help students set goals for improvement before Spring ISTEP Test</li> <li>• We have decided to go to a workshop model using Lucy Calkins Reading Units of Study starting 16-17.</li> </ul>		

**Sharp Creek Elementary School**  
**Strategic and Continuous School Improvement Plan**  
**Focus: Writing/Language**

<b>Goal 2017-2018</b>	Students will demonstrate the ability to write proficiently as measured by ISTEP+.			
<b>ISTEP+ Data</b>			<b>Assessment</b>  <ul style="list-style-type: none"> <li>• ISTEP+</li> <li>• NWEA</li> </ul>	
<b>ACADEMIC STANDARDS</b>	<b>Percent Scoring 4 or higher 2015-2016</b>	<b>Percent Scoring 4 or higher 2016-2017</b>		
Fourth Grade	70%	24%		
Fifth Grade	22%	40%		
Sixth Grade	48%	42%		
<b>2016-2017 NWEA Language Data</b>				
<b>Percent Meeting NWEA Norm</b>	<b>1 (Nov.)</b>	<b>2 (Jan.)</b>		<b>3 (May)</b>
Fourth Grade	65%	61%		63%
Fifth Grade	51%	55%		55%
Sixth Grade	57%	56%		64%
<b>Areas of Greatest Concern:</b>				
4 <sup>th</sup> Grade – Sentence Structure / Complete Sentences				
5 <sup>th</sup> Grade - Stamina and Conventions				
6 <sup>th</sup> Grade – Stamina / Reading the entire prompt and answering carefully				
<b>Benchmarks</b>		<b>Strategies</b>		
<ul style="list-style-type: none"> <li>• 80% of students in each grade 4<sup>th</sup>-6<sup>th</sup> will score 4 or more points (<b>out of a possible 6</b>) on the ISTEP+ writing sample in the area of writing applications.</li> </ul>		<ul style="list-style-type: none"> <li>• Analyze ISTEP+ test data in the area of writing applications and conventions and adjust instruction</li> <li>• Write in the content areas and in response to literature of all types</li> <li>• Participate in workshops offered by the All Write Consortium</li> <li>• We adopted a Writing Curriculum from Lucy Calkins for the 16-17 school year. Teachers will have these units by the end of 15-16 in order to get training and begin planning so we are ready on day 1 on 16-17 school year.</li> <li>• Continue using Calkins Writing Units K-6 in 17-18</li> </ul>		

**Sharp Creek Elementary School**  
**Strategic and Continuous School Improvement Plan**  
**Focus: Math**

<b>Goal 2017-2018</b>	Students will demonstrate growth and achievement in Mathematics.						
<b>ISTEP+ Percent Passing Data-Math</b>						<ul style="list-style-type: none"> <li>• NWEA</li> <li>• ISTEP+</li> <li>- We have not received reports for the 16-17 tests.</li> </ul>	
<b>ACADEMIC STANDARDS</b>			<b>Percent Passing 2015-2016</b>		<b>Percent Passing 2016-2017</b>		
			State	SCE	State		SCE
Fourth Grade			62.3%	65.8%	?%		63%
Fifth Grade			65.5%	63.0%	?%		63%
Sixth Grade			59.7%	58.8%	?%		62%
<b>ISTEP+ Growth Data</b>							
# of students in each category	<b>2015-2016</b>			<b>2016-2017</b>			
	High	Typical	Low	High	Typical		Low
Fourth Grade	17	23	39	No Growth Data for 16-17			
Fifth Grade	19	23	31				
Sixth Grade	43	24	14				
<b>2016-2017 NWEA Math Data</b>							
<b>Percent at or above NWEA Norm</b>		<b>1 (Nov.)</b>		<b>2 (Jan.)</b>		<b>3 (May)</b>	
Fourth Grade		56%		41%		59%	
Fifth Grade		56%		45%		58%	
Sixth Grade		52%		32%		59%	
<b><u>Areas of Greatest Concern:</u></b>							
<p>4<sup>th</sup> – Written response answers with evidence problems / Measurement / Problem Solving</p> <p>5<sup>th</sup> - Measurement, Problem Solving, Computation</p> <p>6<sup>th</sup> – Algebraic Reasoning, Measurement, Geometry, Problem Solving</p>							
<b>Benchmarks</b>			<b>Strategies</b>				
<p>Students in grades 4<sup>th</sup>, 5<sup>th</sup>, &amp; 6<sup>th</sup> will:</p> <ol style="list-style-type: none"> <li>1. Exceed the state ISTEP+ state average in Math.</li> <li>2. Reduce the number of students at each grade level that are in the “Low” growth category on ISTEP+.</li> <li>3. Meet or exceed 80% predicted to pass ISTEP for Math by Spring NWEA Test.</li> </ol>			<ul style="list-style-type: none"> <li>• Analyze ISTEP+ and NWEA results</li> <li>• Teachers will use NWEA reports to help students set goals for improvement before ISTEP Spring Test</li> <li>• Look at state standards and ensure that essential standards are being taught</li> <li>• Implement a daily 30 minute intervention and enrichment time for each grade level</li> <li>• We are currently evaluating and looking at our Math curriculum. We are continuing work on learning how to adequately imbed the process standards into daily instruction. Our Math scores dropped by over 20% on this new Math assessment, so we are currently looking into new strategies and began new curriculum starting 17-18 school year.</li> </ul>				



**Sharp Creek Elementary School**  
**Strategic and Continuous School Improvement Plan**  
**Focus: Attendance**

<b>Goal 2017-2018</b>	Sharp Creek Elementary will maintain its high attendance rate at 96% or above.		
			<b>IDOE Data</b>
<b>Attendance Rate</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>On Attendance</b>
4 <sup>th</sup>	96.5%	97.6%	<ul style="list-style-type: none"> <li>• IDOE Data</li> <li>• Attendance Records</li> </ul>
5 <sup>th</sup>	96.9%	96.5%	
6 <sup>th</sup>	96.4%	96.6%	
Entire School	96.6%	97.0%	
<b>Benchmarks</b>		<b>Strategies</b>	
<ul style="list-style-type: none"> <li>• 96% or better attendance rate as documented by the IDOE.</li> </ul>		<ul style="list-style-type: none"> <li>• Certificates and awards for perfect attendance will be handed out by the principal following each quarter and at the end of the school year.</li> <li>• The school will use district and state regulations and resources to minimize unexcused absences.</li> <li>• Utilize the Wabash County Probation Dept./DCS whenever parents/guardians refuse to follow attendance policies and students become: <ul style="list-style-type: none"> <li>- Chronically Absent or</li> <li>- Habitually Truant</li> </ul> </li> </ul> <p><u>Chronic Absenteeism:</u> Students who have been absent from school for 10% or more of a school year for any reason.</p> <p><u>Habitual Truancy:</u> Students who have been absent 10 or more days from school without being excused or absent under a parental request.</p>	

**Sharp Creek Elementary School Improvement Team Members:**

Jay Snyder – Principal  
Kelly Ross – 4<sup>th</sup> Grade Teacher / Parent  
Amber Bretzman – 5<sup>th</sup> Grade Teacher  
Tammy Shafer – 6<sup>th</sup> Grade Teacher  
Tara Hauptert – Special Education Teacher  
Keith McWithey – School Counselor/Social Worker