

# **Strategic and Continuous School Improvement Plan**

For

**Sugar Creek Elementary  
6246**

For the period of

**September 2015 to August 2018**

**Cris McCoy  
Principal**



Board approved 2-22-16

**Certification of Superintendent's Review and Adherence to Timelines as  
Established by I.C. 20-10.2-3-2**

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**Step 1 – I.C. 20-10.2.3.2 Sec. 2. (a)**

The committee, comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school's initial plan to the Superintendent by February 17, 2016, of the school year before the year of implementation.

\_\_\_\_\_  
*Signature of Building Principal*

\_\_\_\_\_  
*Date of Submission for Superintendent Review*

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**Step 2 – I.C. 20-10.2-3-2 Sec 2. (a) (1) (2) (3)**

The Superintendent shall review the plan to ensure that the plan aligns with the school corporation's objections, goals, and expectations; and may make written recommendations of modifications to the plan to ensure the alignment and return plan and recommendations to the committee by February 20, 2016 of the school year of implementation.

\_\_\_\_\_  
*Signature of Superintendent*

\_\_\_\_\_  
*Date of Return*

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**Step 3 – I.C. 20-10.2-3-2 Sec. 2. (b) (c)**

The school committee may modify the plan to comply with the recommendations made by the Superintendent. The school committee shall submit the plan and the written recommendations of the Superintendent to the local governing body by March 1, 2016 of the school year of implementation.

\_\_\_\_\_  
*Signature of Building Principal*

\_\_\_\_\_  
*Date of Submission for Board Review*

**Resolution of the Board of School Trustees to Adopt the Strategic and Continuous School Improvement Plan**

The Board of School Trustees adopts the resolution for North Montgomery Community School Corporation, Montgomery County, Indiana.

WHEREAS, a three year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for Sugar Creek Elementary as required by I.C. 20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C. 20-10.2-3-2 Sec 2 (a), reviewed the plan to ensure that the plan aligns with the school corporation’s objectives, goals, and expectations, and

WHEREAS, the governing body is required under I.C. 20-10.2-3-2 Sec. 2 (d) to review said plan, and

WHEREAS, the governing body reviewed this plan on February 22, 2016, at the Office of the Superintendent of Schools, 480 W. 580 N. Crawfordsville, Indiana, 47933.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511 IAC 6.2-3-5 Sec. 5 and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST:

**BOARD OF SCHOOL TRUSTEES**

\_\_\_\_\_  
*Superintendent*

\_\_\_\_\_  
*President*

\_\_\_\_\_  
*Vice President*

\_\_\_\_\_  
*Secretary*

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*Member*

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*Member*

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*Member*

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*Member*

**Documentation of Support for the Professional Development Section of the Strategic and Continuous School Improvement Plan by the North Montgomery Community School Corporation Teachers' Association**

As required by 511 IAC 6.2-3-3, I, as a representative of the North Montgomery Community School Corporation Teachers' Association, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for Sugar Creek Elementary School.

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*Signature of a representative of the NMCSC Teachers' Association*

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*Printed name of a representative of the NMCSC Teachers' Association*

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*Date*

## **STUDENT ACHIEVEMENT OBJECTIVES AND GOALS**

### **Goal #1**

The percentage of students in grades 3-5 passing the ELA portion of ISTEP+ will improve from 67.1% in 2015 to exceed the state average by 1% in 2016, exceed the state average by 2% in 2017, and exceed the state average by 3% in 2018. (State average 67.3% in 2015)

### **Strategies**

1. All students receive 90 minutes core reading time.
2. All students receive 30 minutes of Tier 2 small group reading instruction using differentiated independent reading routines.
3. All students will utilize and apply connections from prior knowledge.
4. All students will use higher order thinking skills and strategic thinking of inferring, synthesizing, critiquing, creating and summarizing.
5. All teachers will utilize higher order Depth of Knowledge questions to stimulate higher order thinking skills in classroom activities.
6. All students will be taught through guided reading activities.
7. All students will experience a variety of reading genres.
8. All teachers will use the Gradual Release of Responsibility model across all content areas.

### **Goal #2**

The percentage of students in grades 3-5 passing the Math portion of ISTEP+ will improve from 55.3% in 2015 to meet the state average in 2016, exceed the state average by 1% in 2017, and exceed the state average by 2% in 2018. (State average 61.0% in 2015)

### **Strategies**

1. All students will be able to interpret graphs and data across all curricular areas.
2. All students will be taught problem solving strategies.
3. All students will be able to solve multi-step mathematical problems.
4. All students will be able to explain mathematical solutions by writing the steps needed to solve the problem.
5. All students will be assigned online math support using Dreambox in grades K-5 for differentiated instruction at each student's instructional level.
6. All teachers will utilize higher order Depth of Knowledge questions to stimulate higher order thinking skills in classroom activities.
7. All teachers will use the Gradual Release of Responsibility model across all content areas.

### **Goal #3**

The percentage of students in grades 3-5 passing both ELA and Math combined will improve from 52.1% in 2015 to meet the state average in 2016, exceed the

state average by 1% in 2017, and exceed the state average by 2% in 2018. (State average 53.5% in 2015)

### **Strategies**

1. All students receive 90 minutes core reading time.
2. All students receive 30 minutes of Tier 2 small group reading instruction using differentiated independent reading routines.
3. All students will utilize and apply connections from prior knowledge.
4. All students will use higher order thinking skills and strategic thinking of inferring, synthesizing, critiquing, creating and summarizing.
5. All teachers will utilize higher order Depth of Knowledge questions to stimulate higher order thinking skills in classroom activities.
6. All students will be taught through guided reading activities.
7. All students will experience a variety of reading genres.
8. All teachers will use the Gradual Release of Responsibility model across all content areas.
9. All students will be able to interpret graphs and data across all curricular areas.
10. All students will be taught problem solving strategies.
11. All students will be able to solve multi-step mathematical problems.
12. All students will be able to explain mathematical solutions by writing the steps needed to solve the problem.
13. All students will be assigned online math support using Dreambox in grades K-5 for differentiated instruction at each student's instructional level.
14. All teachers will use the Gradual Release of Responsibility model across all content

### **Attendance Rate**

Sugar Creek's attendance has been consistently been 96.5% or higher over for the past seven years. The overall attendance rate for the 14-15 school year is 97%. Our goal is always to have a 97% attendance rate or higher each year.

### **Proposed Interventions Based on Student Achievement Objectives/Goals**

Our Rtl allows all students a daily 90 minute core reading block supported by Tier 2, which allows for an additional 30 minutes of either small group remediation or enrichment literacy activities. Students performing in the lowest 5-10% of the grade level receive Tier 3 support.

All students in grades K-1 participate in Study Dog online intervention for a minimum of 120 minutes per week. Students in grades 2-5 identified as "approaching" or "critical" on the Raps 360 assessment will participate in Mindplay Virtual Reading Coach online intervention for a minimum of 120 minutes per week.

All students in grades kindergarten through fifth grade students participate in Dreambox, an online math program that enhances math instruction beyond our core EnVision Math Program.

Students in grades 4 and 5 have access to IXL, an online supplemental program for English/language arts intervention and enrichment.

### **Professional Development**

Professional development initiatives are continuous, ongoing, and directly related to the academic goals for our students. These activities are planned for the upcoming school year to work towards our stated goals:

- August 2015 –Growing Better Together: NMCSC Elementary Staff Retreat
- September 2015 – Dreambox Webinar
- October 2015 – Introduction to Pivot Assessments
- November 2015- Inspect PERFECT Process
- December 2015-Using Data to Guide Instruction
- January 2016 – Digging Deeper into Webb’s Depth of Knowledge
- February 2016-Effective Questioning Techniques for Higher Order Thinking
- March 2016-Differentiated Instruction: Meeting the Needs of All Learners
- April 2016-Curriculum Mapping
- June 2016- Rigorous Curriculum Design-Units of Study

Continued work on student engagement strategies based on Eric Jensen’s *Engaging Students with Poverty in Mind*.

Non-violent Crisis Prevention Intervention (CPI) training is ongoing and is provided by our in-house certified trainers. All members of our staff have been trained and certified and refresher courses scheduled throughout the school year.

As we continue to work to meet the needs of all students, our instructional coach and/or principal will meet with grade levels monthly and provide training based on teacher evaluations and progress monitoring data.

Grade level teams of general education teachers, teachers of exceptional learners, and paraprofessional aides meet weekly to review data and plan instruction and intervention.

Corporation-wide grade level meetings in the summer of 2016 will focus on creating and implementing rigorous curriculum based on the Indiana College and Career Readiness Standards.

School-wide in-service provided by our ELL instructor and/or through Webinars on WIDA standards.

CPR/AED training options for certification are offered each spring and fall to all staff.