



**2016-2017**

## **Webb Elementary**

**School Improvement Plan**

**1400 Webb Ct.**

**Franklin, IN 46131**

**(317) 738-5790**

**Webb Elementary School (3465)**

**Franklin Community Schools (4225)**

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### Administrative Staff at Franklin Community School Corporation

**Dr. David Clendening, Superintendent**

**Mrs. Deb Brown-Nally, Executive Director of Curriculum and Instruction**

**Mr. Jeffrey Mercer, Director of Business and Operations**

**Mr. Matt Sprout, Director of Technology**

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# Signature Page

I have read and approved the Webb Elementary School Improvement Plan.

David Clendening  
Dr. David Clendening, Superintendent

\_\_\_\_\_  
Date

Mrs. Cheryl Moran, Principal  
Mrs. Cheryl Moran, Principal

\_\_\_\_\_  
Date

I have read and approved the Webb Elementary Professional Development Plan.

Heather M Kepner  
Mrs. Heather Kepner, President  
Franklin Community Teacher's Association

9-12-16  
Date

Bryan Wertz  
Mr. Bryan Wertz, President  
Board of School Trustees

9-12-16  
Date

## School Description

*(Narrative of schools, community (link to common description of community), programs)*

Webb Elementary School is an Indiana public school located at 1400 Webb Court in Franklin, Indiana. Webb is one of five elementary schools in the Franklin Community School Corporation. Webb, established in 1967, is a two-story carpeted building that houses preschool through fourth grade.

Webb is an “A” school, offering a well-rounded education, including the fine arts and physical education. We are a Bucket-Filling school which encourages positive character development and good citizenship. Webb has two computer labs for students with 30 computers in each lab, each grade-level classroom has 5 or more computers for staff and students to utilize, and 70 Chromebooks are available for individual and classroom check-out. Webb also provides a newly-renovated multi-media library. Our outdoor facilities include one playground and a shelter house. We share a five-acre nature center with Needham Elementary, our neighboring school. This center includes a totem pole, butterfly garden, friendship bridge, and a restored one-room schoolhouse. We offer before and after-school childcare, called Cub Care, which operates every day that school is in session, and during extended breaks. Webb hosts a weekly Study Connection program, which pairs students with community volunteers for mentoring and skill development. Webb provides weekend food for students in need through the Gleaners backsack program. We also provide students with opportunities for growth through competition via athletic and academic teams. Webb’s first Destination Imagination team advanced to the global competition in 2015. Enrichment opportunities for students include the Spider Choir, Sculpting Club, Dance Club, Rotary partners, Spanish Club and the Helping Hands service club.

Currently, our school has 303 students enrolled and 19 certified faculty members. Webb also employs 18 staff members which include 5 assistants, 2 secretaries, 1 clinic assistant, 1 Behavior Coach and cafeteria and custodial personnel. Part-time personnel include a speech pathologist, a school psychologist, program support, teacher of EL, ISD support and Adult and Child Mental Health. This is our second year to house our very own preschool class which is known as The Cub Academy. We have a full day class with one teacher and two assistants. Twenty preschool students ages 3 – 5 are currently attending this program.

Franklin, named after one of our nation’s founding fathers, is located in the heart of Johnson County and serves as the county seat. This small college community is located twenty miles south of Indianapolis. Much of the population is directly influenced by its close proximity to Indianapolis. Franklin’s current population is 24,356 as of 2014 census data. Franklin houses Franklin College, a small private institution that provides a partnership between Webb staff and Franklin College education students.

School Name: Webb Elementary

Corp. #: 4225

Address:  
1400 Webb Ct.

School #: 3465

City/State/Zip:  
Franklin, IN  
46131

Grade Config.: K-4

Phone: (317)  
738-5790

Enrollment: 303

School Improvement Planning Committee

Member	Position
Cheryl Moran	Principal
Angela Clendening	Guidance Counselor
Belinda Williams	Kindergarten Teacher
Gretchen Honeycutt	First Grade Teacher
Jody Bridges	Second Grade Teacher
Emily Walters	Third Grade Teacher
Carla Taylor	Fourth Grade Teacher
Jayne Abel	Title I Literacy Interventionist
Jenni Bartram	Title I Literacy Interventionist
Rachel Brown	Art Teacher
Ashley Wilde	Parent

**Webb Elementary Mission Statement:**

**Webb Elementary (in conjunction with Franklin Community School District) Together, we empower greatness in all learners through collaboration, dynamic partnerships and rich experiences that develop a world-class learning environment.**

**School Vision**

**Franklin Community Schools (Webb Elementary) – Where education is student-centered and innovative, and learners are inspired to become great!**

**School Beliefs**

**In a safe and nurturing environment, students:**

- **Learn at different rates and in different ways.**
- **Learn more effectively while actively engaged.**
- **Develop positive relationships with adults and peers.**

**School Motto**

**Doing it Right!**

Summary of Data

**3rd Grade Language Arts and Math**

<b>3RD GRADE</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015*</b>	<b>2015-2016*</b>
<b>ELA</b>	<b>94%</b>	<b>81.8%</b>	<b>79%</b>	<b>embargoed</b>
<b>MATH</b>	<b>84.1%</b>	<b>80.4%</b>	<b>74.2%</b>	<b>embargoed6</b>

\*New ISTEP+ test format

**4th Grade Language Arts and Math**

<b>4th GRADE</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015*</b>	<b>2015-2016*</b>
<b>ELA</b>	<b>77.8%</b>	<b>90.4%</b>	<b>73.1%</b>	<b>embargoed</b>
<b>MATH</b>	<b>77.8%</b>	<b>83.6%</b>	<b>67.3%</b>	<b>embargoed</b>

\*New ISTEP+ format

**Science Only**

<b>4th GRADE</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>SCIENCE</b>	<b>78.3%</b>	<b>79.7%</b>	<b>76.9%</b>	<b>embargoed</b>

**Attendance Data**

<b>YEAR</b>	<b>State Average (Public and Nonpublic)</b>	<b>Webb Elementary</b>	<b>Four-Star Goal</b>
<b>2014-15</b>	<b>96.28%</b>	<b>95.7%</b>	<b>97.0%</b>

**Description and names of assessments in addition to ISTEP (DIBELS, NWEA, Acuity, etc.)**

Dibels, used K-4, to measure letter naming fluency, phonemic segmentation, nonsense word fluency, oral fluency, comprehension, & vocabulary

NWEA- research-based, K-4 computerized assessments that accurately measures student growth and academic needs in reading and math.

TRC-TRC is an early reading formative assessment for grades 2-4 that was designed to help teachers understand student reading development by measuring progress on a range of skills, from fluency to comprehension. TRC enables teachers to collect detailed running records and assess student comprehension level. TRC, along with DIBELS, form the comprehensive Reading 3D Assessment system. Reading 3D allows educators to readily and reliably determine student progress toward reading proficiency. School personnel can utilize the Reading 3D Data System reports to make instructional decisions and carry out/monitor interventions and supports.

**Conclusions**

*[Based on above data ]*

● **Conclusions about student achievement, based on information from ISTEP+.**

Based on three-year trend data, Webb has performed inconsistently in comparison to the state and district averages in the area of English/Language Arts and Math. This year the 4th grade students at Webb Elementary performed better than the district average, however the 3rd grade failed to perform at or above the district average. English Language Arts for the third grade resulted in an all-time low percentage of passing, and Math presented room for exponential growth. Several staff changes have been made to better ensure quality instruction of English Language Arts. A continued focus on both Math and English Language Arts will take place during Focused Instruction Time (FIT). Continual review of student data will inform instruction and provide accurate placement of students in intervention groups. Teachers and Instructional Leaders will continue to provide additional supports in the areas of english and mathematics in an attempt to stimulate individual student growth.

This data indicates that interventions targeting English/LA and the Free/Reduced subgroup have had a positive effect. Concentration on the Paid subgroup, particularly in the area of math finally resulted in individual student growth. However, our current A-F Accountability Report Card indicates that our bottom 25% of students are still performing at low growth, and our overall growth in math still has much needed room for intentional instruction and intervention.

- **Information about how the school's curriculum supports the achievement of Indiana Academic Standards**

Webb Elementary School's curriculum is directly linked to the Indiana Academic Standards and Common Core Standards. The Indiana Standards and curriculum frameworks for the Franklin Community Schools are located on the corporation website, on the curriculum page. All curriculum materials are located on a shared drive for all school personnel, and are available upon request from the principal.

- **Information about how the school's instructional strategies support the achievement of Indiana Academic Standards**

Classroom teachers meet weekly for Professional Learning Communities. Teachers use that time to plan for Focused Intervention Time (FIT) and to address the four critical questions of Franklin Community Schools: 1. What is it that we want all students to learn? 2. How will we know they have learned it? 3. How will we respond when they don't know it? 4. How will we respond when they know it? Teachers also spend time reviewing data retrieved from Benchmark and Progress Monitoring from NWEA, classroom assessments, DIBELS/TRC., and mCLASS Math. Review of real-time data allows for an increased level of differentiated instruction within classrooms. Kids' Team meets on a weekly basis to discuss students who are not progressing through the intervention process. RTI is assigned and students' progress are monitored to determine next steps.

- **Parental participation in the school**

Teachers and parents communicate through phone calls, emails, newsletters, and notes sent home. The corporation implemented a calling system that systematically calls parents in case of emergency or for any other reason deemed necessary by administration. Webb Elementary has Facebook and Twitter pages, and some individual classrooms have their own Twitter, Blogs, and Facebook pages.

Parents are involved in their students' education by checking homework, reading newsletters, and volunteering at school. Parents receive classroom newsletters, and updates are posted to the school's website for parental convenience.

Webb Elementary has a strong Parent-Teacher Organization (PTO). PTO plans and implements educational programs, after school student and family activities, school-wide fundraisers, and other events as voted on by the PTO Board. A local church partners with our school to provide free babysitting at the PTO meetings which is proving to increase parent attendance and involvement.

## Goals

*[Specific, measurable, attainable, realistic, timebound]*

School Improvement Plan							
2016-17 Goals							
School:	Webb Elementary						
Principal:	Mrs. Cheryl Moran						
Leadership Team:	Angela Clendening, Gretchen Honeycutt, Belinda Williams, Jody Bridges, Emily Walters, Jennifer Bartram, Rachel Brown, Carla Taylor, Jayme Abel, and Ashley Wilde.						
Submission Date:							
<b>Building Goal</b>	<b>Related District Goal</b>	<b>Baseline Data Spring 2016</b>	<b>Basis for Evidence of Progress</b>	<b>Benchmark 1 10/4 - 10/11</b>	<b>Benchmark 2 1/6 - 1/17</b>	<b>Benchmark 3 5/27 - 6/6</b>	<b>End of Year ISTEP Results</b>
Third grade passing rate will be <b>greater than 61%</b> in the area of English/Language	At least <b>90%</b> of FCS students will pass ISTEP Language Arts by 2015-16.	English/Language Arts on the Spring 2016 ISTEP+ test.	ISTEP Alignment Cut Score Study % passing ISTEP				

Arts as measured by ISTEP+.							
Third grade passing rate will be <b>greater than 66%</b> in Math as measured by ISTEP+.	At least <b>90%</b> of FCS students will pass ISTEP Math by 2016-17.	Math on the Spring 2016 ISTEP+ test.	ISTEP Alignment Cut Score Study % passing ISTEP				
Fourth grade passing rate will be <b>greater than 69%</b> in Math as measured by ISTEP+.	At least <b>90%</b> of FCS students will pass ISTEP Language Arts by 2016-17.	English/Language Arts on the Spring 2016 ISTEP+ test.	ISTEP Alignment Cut Score Study % passing ISTEP				
Fourth grade passing rate will be <b>greater than 74%</b> in English/Language Arts as measured by ISTEP+.	At least <b>90%</b> of FCS students will pass ISTEP Math by 2016-17.	Math on the Spring 2016 ISTEP+ test.	ISTEP Alignment Cut Score Study % passing ISTEP				
Kdg Reading: By May 2016, Webb Kdg students will increase Composite score from proficient 40% (green) to 89% proficient (green) measured by DIBELS (Dynamic	<b>90%</b> Passing ISTEP+		DIBELS BOY assessment/composite score				

Indicators of Basic Early Literacy Skills) Benchmark Assessment (Fall 2016-Spring 2017).							
Kdg Math: By May 2017 Webb Kdg students will increase Math Dibels Missing Number from <b>8%</b> proficient to <b>80%</b> proficient..	<b>90%</b> Passing ISTEP+		NWEA				
1st Reading: By May 2017, the Webb 1st grade students who are enrolled from August 2016 to May 2017 will increase from <b>74.2%</b> to <b>83%</b> proficient in or above as measured by DIBELS NWF (Correct Letter Sounds)..	<b>90%</b> Passing ISTEP+		NWEA				
1st Math: By May 2016, the Webb 1st grade students will increase proficiency from <b>43%</b> to <b>80%</b> as measured by NWEA Math Survey with Goals (Fall 2016-Spring 2017).	<b>90%</b> Passing ISTEP+		DIBELS				
2nd Reading: By May 2017, the Webb 2nd grade students will increase from a mean RIT <b>174</b> to a mean	<b>90%</b> Passing ISTEP+		NWEA				

RIT <b>190</b> as measured by NWEA Student Norm (Fall 2015-Spring 2016).							
2nd Math: By 2017 2nd grade students will increase their RIT mean score from an average of <b>176</b> to an average of <b>190</b> as measured by the NWEA Survey with Goals Test to a (Fall 2016-Spring 2017).	<b>90% Passing ISTEP</b>		NWEA				
Webb Elementary will improve the overall attendance rate from <b>95.7%</b> to <b>97%</b> .	<b>97% Attendance</b>						

**Immediate Needs**

Immediate Need	Solution
ISTEP+ Math Scores within the bottom 25%.	Fidelity to the teaching of EveryDay Math, On-going Professional Development for the math curriculum with emphasis on teacher instruction. Focused Instructional Time (FIT) with math objectives. Parent education of EDM program resources.
Improve student performance and growth to meet or surpass the state average in the area of Language Arts 3rd grade.	Utilize DIBELS/TRC interventions identified by progress monitoring of skills. Continue to identify students in need of RTI through continual analysis of progress monitoring data.
Align Title I and Special Education Services	Use all data points for the planning and implementation of differentiated instruction within the PLC process.
Improvement in Timely Arrival of Students	A focus on Mondays will be a school-wide strategy. Every classroom/student who arrives “on-time” on Mondays receives a backpack charm. Our celebrations will take place on Mondays emphasizing the importance of arriving at school, on-time, ready to learn. Special perfect classroom attendance magnets will be placed on the doors of classrooms who achieve this feat daily.

## **Professional Development**

### **Current Professional Development**

<u>Objective</u>	<u>Activity</u>
Professional Learning Communities (PLC):	Focus on our PLC groups will continue. As we improve our work and understanding, we will stay focused on the Common Core State Standards (across our grade level as well as above and below our grade level) and especially focus on Literacy K – 4. As we meet in PLC Teams, we will be training and reviewing 6+1 and Power Writing, reviewing data, planning curriculum, researching strategies and discussing student needs. We feel the three elements of PLC – 1. Focus on

	Learning; 2. Collaborative Culture; and 3. Focus on Results will increase learning for educators which is key to improved learning for all students.
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**Planned Professional Development**

<u>Objective</u>	<u>Activity</u>
Lindamood-Bell	Kindergarten through second grade teachers will participate in professional development to learn and implement several facets of the Lindamood-Bell training program including Visualizing and Verbalizing, Seeing Stars, and LIPS.
EveryDay Math	District Instructional Coach will mentor new teachers or teachers new to the EveryDay math program. Principal will observe lessons and complete checklist to ensure fidelity to the math curriculum. Grade level representatives will also attend training on the technology portion of EDM, and then return to building to share with said grade level teachers.
Instructional Coaches	Instructional coaches will observe, model, and coach new teachers in best practices of Instruction. The coaches will provide on-going feedback, assistance in goal writing, data collection and monitoring to ensure that new teachers are able to analyze student data to inform instruction.
Benchmarks Literacy	New teachers to the school will participate in intensive training for the delivery of effective Benchmarks Literacy instruction to 3rd and 4th grade students.
Modifications and Accommodations for Student Learning Success	Instructional Leader will provide on-going professional development within staff meetings in order to achieve optimal learning environments for all students. Observations and direct feedback will enhance the implementation of said modifications.
Positive Discipline	Instructional Leader as well as outside experts will provide on-going professional development within staff meetings in order to equip

	teachers with strategies of de-escalation of behaviors and methods to redirect poor student behaviors toward productivity. School-wide incentives will be readily available for distribution of desired behaviors.
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## Interventions

Guided Reading Literacy Groups	Literacy Groups provide daily small group instruction in reading to all grade levels. Small group reading time is built in with our new Superkids and Benchmark reading programs. Students receive instruction based on their independent instructional level assessed through progress monitoring and benchmark data.
Power Writing	<p>Traditional Power Writing is based on a numerical approach to the structure of writing. This numerical structure provides the basis for all forms of writing: expository, persuasive, narrative, and descriptive. Power Writing solves the writer's frequent problem of what to say, how to say it, and in what order.</p> <p>Equally important to Power Writing is the sequential teaching process that builds in steps upon the mastery of each concept. Students are taught how to organize their thoughts before their writing begins. Structured writing follows organized thinking. These concepts are taught with age-appropriate exercises to assure that students possess the skills to expand complexity in their thinking and writing.</p> <p>Power Writing Plus<sup>®</sup>, as developed by Shirley Poulton, blends the other traits of effective writing into the Power Writing approach. This has created an integrated system for teaching students to write in a manner that demonstrates rich word choice, sentence fluency, ideas and content, organizational structure, voice, and conventions.</p>
Compass Learning	<p>The Compass Learning Odyssey Solution provides</p> <ul style="list-style-type: none"><li>· Research-based curriculum</li><li>· Award-winning, standards-aligned content</li><li>· Individualized learning and differentiated instruction</li><li>· Dynamic management and assessment tools</li><li>· Unsurpassed professional partnership services for installation, implementation, maintenance and professional development</li></ul>

Superkids (Rowland Reading Foundation) K-2 and Benchmark Literacy 3 & 4	Superkids Tuck-ins are 5-10 minute lessons available for remediation.
School-wide Title I ( Tier 2-Tier 3)	Assessment data from mCLASS DIBELS, TRC, NWEA as well as data obtained from teacher created formative and summative assessment data will determine the specific Tier 2 and Tier 3 intervention needs that address student deficiencies. Students are assessed formally and informally with standardized tests, running records of text reading, writing samples, anecdotal records, and checklists. Data is analyzed to observe changes over time in literacy development and the levels of proficiency the student exhibits in reading and writing competencies. Small group intervention lessons include meaningful and authentic literacy activities tied to the rigor of Indiana State Standards in order to develop the skill set necessary for meaningful text interaction.
Co-Teaching	Special education students will receive instruction geared toward their individual educational needs during their 90 minute Language Arts block and 60 minute Math block through the co-teaching of the regular education and special education teachers.
Headsprout	Students identified as below grade level in reading may be enrolled in Headsprout at least 4 times per week. Students will complete an episode daily and their progress will be monitored on a bi-weekly basis.
FastMath	Students identified as below grade level in Math may be enrolled in FastMath at least 4 times per week. Students' progress will be monitored on a bi-weekly basis.
Read Naturally	Students identified as below level in reading may be enrolled in Read Naturally. This cloud-based intervention efficiently applies the research-based <a href="#">Read Naturally Strategy</a> to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary. Students' progress will be monitored on a bi-weekly basis.

Lindamood- Bell	This research-based program is utilized by trained, certified teachers to implement a strong Tier 3 intervention to students who require intensive intervention. This program is also utilized by Special Education and Title I teachers.
Earobics	Earobics is a research based research intervention that focuses on individualized and adaptive learning in the areas of phonemic awareness, phonics, comprehension, vocabulary, fluency, and writing. Students' progress will be monitored on a bi-weekly basis.