

YORKTOWN ELEMENTARY SCHOOL

8810 West Smith Street
Yorktown, Indiana

SCHOOL IMPROVEMENT PLAN

PL 221 (Improvement), PL 109 (Reading), and HB 1419 (Discipline)

2017-2021

2018-2019

The mission of Yorktown Elementary, working in partnership with all stakeholders, is to educate all students in order to achieve personal and academic excellence in an ever-changing world.

Accessibility of Plan: Superintendent's Office, YES Main Office, and the YES Webpage at <http://yes.yorktown.k12.in.us/>

Updated August, 2018

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DISTRICT PROFILE

SCHOOL DISTRICT NARRATIVE DESCRIPTION

The Yorktown Community School (YCS) district is located in Delaware County, which is in east central Indiana. The school corporation is made up of four schools, Yorktown High School, Yorktown Middle School, Yorktown Elementary School, and Pleasant View Elementary School. All of the Yorktown Community Schools are located on a campus area bordered by State Road 32, Tiger Drive, and County Road 50 South.

Yorktown High School serves grades nine, ten, eleven, and twelve. Students matriculate primarily from Yorktown Middle School (grades six, seven, and eight); however, each year, a small portion of the freshman class is made up of students who attended either Heritage Hall Christian School (K-12), or St. Mary's School (K-8) both of which are located in Muncie, Indiana.

Pleasant View Elementary serves grades kindergarten, first, and second and is the primary school that feeds into Yorktown Elementary which houses third, fourth, and fifth grades. Students at Yorktown Elementary School matriculate into Yorktown Middle School.

DEMOGRAPHICS

Yorktown is a town in Mount Pleasant Township of Delaware County. As of the Census of 2010, there were about 9,405 people, 3,648 households, and 2,726 families residing in the town. The racial makeup of Yorktown was 95.3% White, 1.6% African American, 0.2% Native American, 1.5% Asian, 0.4% from other races, and 1.0% from two or more races. Hispanic or Latino of any race were 1.3% of the population.

There were 3,648 households of which 34.6% had children under the age of 18 living with them, 59.9% were married couples living together, 10.9% had a female householder with no husband present, 3.9% had a male householder with no wife present, and 25.3% were non-families. 21.2% of all households were made up of individuals and 9.9% had someone living alone who was 65 years of age or older. The average household size was 2.55 and the average family size was 2.95.

The median age in the town was 41.2 years. 25.7% of residents were under the age of 18; 6.6% were between the ages of 18 and 24; 22.9% were from 25 to 44; 27.7% were from 45

to 64; and 17% were 65 years of age or older. The gender makeup of the town was 47.5% male and 52.5% female.

The town of Yorktown has received many grants over the years that have been used to support its development. Grant monies have been used for projects involving the parks, utilities, walking/bicycle trails and downtown revitalization. A complete reconfiguration and repaving of the main thoroughfare through town was recently completed. The town manager hopes all the recent revitalization will bring new businesses and families to Yorktown.

YORKTOWN COMMUNITY SCHOOL CORPORATION OVERVIEW

The Yorktown Community Schools currently educates nearly 2,589 students in grades Kindergarten through twelve. The 2016-2017 school year, YCS had a population of nearly 2,534 students, and during the previous year (2015-2016), there were approximately 2,463 students.

The total enrollment at YCS also includes a number of transfer tuition students. Nearly 12% of the current district enrollment is derived from this particular group of students. Historically, each school within the district has accepted transfer tuition students and currently has transfer students enrolled. These students live in adjacent school corporations and are either driven by their parents to Yorktown each day for school or, if licensed, drive themselves. Transfer tuition acceptance is based upon the applicant meeting the district's policy requirements as well as considerations for class sizes and the corporation's financial standing.

The student population is made up of the following ethnic groups: Caucasian (86%), Asian (2.2%), African American (4.3%), American Indian (0.3%), Multiracial (4.5%), and Hispanic (2.7%). There is also a small population throughout the district (.9%) of students who are English Language Learners.

Approximately 11.1% of the students enrolled in the district receive special education support services. The Yorktown Community School Corporation partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify under Article 7 (Indiana's Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent's office. The school corporation does offer extended services for a small number of students in the district to attend alternate educational institutions that better meet their least restrictive

environments (LRE), such as Muncie Community Schools and the Indiana School for the Blind.

In addition to special education services, there are several other academic programs and offerings available for students. Response to Instruction (RtI), a remediation program, and high ability services are available for any K-12 student who qualifies. Title I remediation services are also available for elementary students (K-2 and 3-5). The middle school offers based on prerequisites being met Algebra I, Geometry and Biology, which are high school level courses. At the high school level, flex credit, dual enrollment, and Advanced Placement (AP) courses are offered. They also have a vocational education program as well as a foreign exchange student program. Academic extracurricular activities and clubs are also provided by each school for their students.

Nearly 31.1% of the YCS student population participates in the free lunch program while 6.9% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

YCS continues to have a steady attendance rate of 96.3%. The graduation rate for the Yorktown Community Schools is 98.1% and remains well above the graduation rate for the state which is 89.1% or the 2015-2016 school year data by the Indiana Department of Education.

During the 2012-2013 school year, YCS received national attention because Yorktown High School was named a National Blue Ribbon School by the United States Department of Education. YHS received this distinguished award for their academic excellence and for being among the state's highest performing schools.

For additional corporation data and information, please visit the DOE Compass on the Indiana Department of Education's website at <http://www.doe.in.gov/>. Click on "Data" and then click on "Compass: School and Corporation Data" once here type in "Yorktown Community Schools".

DISTRICT STAFFING OVERVIEW

Further staffing breakdowns may be requested by contacting the superintendent's office or by reviewing an individual school's Staffing Overview located in the school's improvement plan.

Administration and Central Office Support Staff

In addition to the YCS superintendent, the administrative team is made up of an Education Initiatives Director, four principals (one to oversee each building), four assistants/dean of students: dean of students at Pleasant View Elementary (K-2), a dean of students at Yorktown Elementary School (3-5) a middle school assistant principal of students (who also serves as the middle school athletic director), a high school assistant principal and a high school athletic director. Furthermore there is: the Director of Student Services, the Director of Maintenance, the Director of Food Services, and the Director of Transportation.

The administrative team includes the central office support staff, many of whom are housed in the district's central office. This group works alongside the administrative team to ensure things run smoothly. The Central Office Support Staff team is headed by a district Administrative Assistant, who also serves as the Secretary to the School Board; the Treasurer, Deputy Treasurer, and Accounts Payable/Grant Administrator, who oversee a majority of the financial operations; and a special education secretary (who is housed at YMS). Additional district employees on the support staff team oversee their areas of specialty: a certified school nurse, a school psychologist, a technology integration specialist, PowerSchool administrator/data analyst, a network administrator and a technology support specialist.

Teaching/Certified Staff

Approximately 130 certified staff members teach a variety of academic subjects and liberal arts courses. Each of the thirteen licensed special education staff members (1 behavior consultant (services some students still as well), 2 full-time speech pathologists, 1 part-time speech pathologist, 7 special education teachers, and 2 self-contained Functional Academics teachers) work in partnership with classroom teachers to ensure students' individual needs are being met within their specific learning environments. Five district wide guidance counselors advise and monitor students at each level.

Support/Non-Certified Staff

Approximately forty-seven support staff members serve as head secretaries, administrative assistants, treasurers, school nurses, elementary counselors, and paraprofessionals. Working directly with students' paraprofessionals provide remediation and interventions, special education support, physical fitness and wellness education, library lessons, and computer lab assistance.

Maintenance, Transportation, and Food Services Staff

Another facet of Yorktown’s staffing includes: Maintenance--buildings are secure and operating efficiently; Transportation--students are brought to and from school and other events safely; and Food Services—students and staff are served nutritious breakfasts and healthy choice lunch options. The chart below provides a staffing breakdown for each of these departments.

| Maintenance | | Transportation | | Food Services | |
|-------------|--|----------------|--|---------------|--|
| 23.5 | Avg. Number of Employees | 23.5 | Avg. Number of Employees | 24 | Avg. Number of Employees |
| 1 | Director of Maintenance | 1 | Transportation Coordinator (also a Shuttle Driver and Substitute Bus Aide) | 1 | Director of Food Services |
| .5 | Shard sec. w/trans. | | | 1 | Part-time secretary |
| 1 | Skilled Maintenance | | | 4 | Food Service Managers |
| 1 | Groundskeeper | .5 | Shared sec. w/main. | 23 | Food Service Employees (includes head cooks, bakers, kitchen assistants, and cashiers) |
| 3 | Head Custodians | 1 | Driver Trainer/Shuttle or Sub Driver/Asst. Mechanic | | |
| 4 | Day Shift Custodians | 1 | Mechanic/Shuttle or Sub Driver | 4 | Cafeteria Monitors/Aides |
| 8 | 2 nd Shift Custodians | 12 | Elementary Route Drivers | 26 | Part-time Employees |
| | | 11 | Secondary Route Drivers | 3 | Substitutes |
| 2 | 3 rd Shift Custodians 1 – Full-time 1 – Part-time | 2 | Double Route Drivers | | |
| 3 | Part-time Custodians 2 – 2 nd Shift 1 – 3 rd Shift | 4 | Special Needs Bus Drivers | | |
| | | 4 | Special Needs Bus Aides | | |
| 2 | Part-time Summer Helpers (as needed) | 7 | Substitute Drivers | | |
| | | 3 | Special Needs Bus Sub Aides | | |

LOCAL INSIGHTS

This school improvement plan was developed according to data analyzed from the following sources: ISTEP+, AimsWeb, NWEA, and other informal assessments.

YORKTOWN ELEMENTARY SCHOOL OVERVIEW

Yorktown Elementary School (YES) currently houses and educates approximately 589 students and continues to have a steady attendance rate of 96.7%. Throughout the 2016-2017 school year, YES had a population of nearly 579 students. The population at YES is also made up of transfer tuition students. Nearly 6.2% of the upper elementary enrollment is derived from this particular group of students. Transfer tuition students live in adjacent school corporations and are driven by their parents to Yorktown each day so they can attend school.

The student population is made up of the following ethnic groups: Caucasian (85.7%), Asian (2.2%), African American (4.6%), Multiracial (5.3%), and Hispanic (2.0%). The percentage of English Language Learners (ELL) at YES is less than 1%.

Approximately 12% of the students enrolled receive special education support services. Yorktown Community Schools partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify under Article 7 (Indiana's Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent's office.

Nearly 31.4% of the student population participates in the free lunch program while 7.8% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

For additional school data and information, please visit the DOE Compass on the Indiana Department of Education's website at <http://www.doe.in.gov/>. Click on "Hot Topics" and then click on "Accountability."

YORKTOWN ELEMENTARY SCHOOL STAFFING OVERVIEW

Further staffing breakdowns may be requested by contacting the superintendent's office.

Administration –

There are two administrators on staff, the principal and dean of students.

Teaching/Certified –

There are approximately twenty-nine certified employees on staff. Twenty-five teachers provide classroom instruction on the core academic subjects. There are four licensed special educators (2 special education teachers, 1 speech pathologist, and 1 self-contained Functional Academics teacher) who work in partnership with classroom teachers to ensure students' individual learning needs are met. There is also a licensed

school counselor to assist students and monitor their well-being, team with teachers, and lead peer-based activities and lessons along with assisting with data, interventions, and curriculum. There is a certified nurse (also the corporation nurse) on staff to oversee the students' health needs and school medical records.

Since Yorktown Middle School and Yorktown Elementary are adjoined, the speech pathologist, the Functional Academics teacher, and the school nurse are shared.

Support/Non-Certified –

Sixteen support personnel are on staff. There is one secretary and one treasurer. The other support staff members serve as paraprofessionals who work directly with students. They provide remediation, educational interventions, library lessons and activities, physical fitness and wellness education, creative lab for art and music, computer lab assistance, and special education support.

Food Services –

The Food Services staff includes one cafeteria manager, two lunchroom monitors, and four other personnel who serve as head cook, baker, cashier, or kitchen assistant.

Maintenance –

The Maintenance Department is made up of three full-time employees (one day shift custodian and two second shift custodians).

DISTRICT-WIDE STATE AND FEDERAL ACCOUNTABILITY MANDATES

Current accountability mandates are from the State of Indiana (PL 221), the federal government (No Child Left Behind, ESSA), the College Board (YHS only), and the Indiana High School Athletic Association (YHS only). Both the state and federal government place an expectation on schools to document and demonstrate specific adequate yearly progress through cohort group progress and individual student progress. College Board requires high schools to complete corresponding course audits for any classes listed on high school transcripts as “Advanced Placement” (AP). The IHSAA sets accountability with respect to the academic eligibility of student athletes as well as the athletic program itself being offered at each high school.

DISTRICT-WIDE STATE ASSESSMENT MANDATES

Yorktown Elementary – Students at YES participate in ISTEP+/ILEARN testing as mandated by the State of Indiana. Third graders at YES also take the IREAD-3 assessment as mandated by PL 109.

Yorktown Middle School – Students at YMS participate in ISTEP+ testing as mandated by the State of Indiana. Those students enrolled in an Algebra 1, Biology 1, or English 10 course will also participate in End-of-Course Assessment (ECA) testing as mandated by the State of Indiana.

Yorktown High School – Students at YHS participate in End-of-Course Assessment (ECA) testing as mandated by the State of Indiana. English 10 students also participate in the English 10 Acuity (predictive) program. Any student enrolled in an Advanced Placement (AP) course will participate in AP testing which has been mandated by YHS. All students in grades 9-11 will take the PSAT, which is also a matter of school-wide practice.

STATUTES AND RULES

At this point, NO school in the Yorktown Community School Corporation wishes to have any statutes or rules suspended from operation.

CURRICULUM

Yorktown Elementary School has been able to maintain a strong diversified curriculum for third, fourth, and fifth grade students. In addition to delivering a core curriculum comprised of the Indiana Career Readiness Standards in the areas of language arts, math, social studies, and science, Yorktown Elementary provides computer education, art education, music, physical wellness, social and emotional wellness, and library services which are all offered during students' special area time. Furthermore, high ability programming, special education services, and response to intervention services are provided.

Curriculum is located in the principal's office, individual classrooms, and online for review. In support of our efforts to cover the Indiana Career Readiness Standards and maximize instruction; Yorktown Elementary takes advantage of a myriad of professional development and follows the guidelines specified with textbook and/or curriculum adoption.

Students are offered educational programs and opportunities that further enhance the state's curriculum. Examples of these include: spelling bees, essay contests, field trips, academic and attendance incentive programs, technology opportunities, community speakers, convocations, summer camps, academic bowl teams, student council, peer tutoring, band, art club, and book clubs. Such opportunities allow for expansion of current curriculum guidelines. Grants, parental support, and PTO funds help offset the cost of these programs.

Yorktown Elementary has also been thriving with technology. Our fifth grade students had 1:1 Netbooks from 2011-2013 and moved to 1:1 iPads in the Fall of 2013. Digital curriculum development and implementation has been in full swing since the 2011-2012 school year in fifth grade and continues to grow throughout our third and fourth grade curriculum. All students have daily access to iPad(s) in their classroom along with Smart Boards for more interactive lessons. Third and fourth grade classrooms were 2:1 iPads with pockets of 1:1 classrooms, which began in the Fall of 2014. Currently, students in grades 3rd-5th grade are all 1:1 iPads with keyboards for the Fall of 2018.

Special education students receive instruction and support from a special education teacher in their regular classroom under the co-teaching model. These students are also serviced as needed in the instructional resource room.

Students in need of intervention are identified through the triangulation of benchmark testing data (NWEA, AimsWeb, and Running Records) based upon their grade level. Students that do not fall within grade level targets are serviced through response to instruction (RtI) programming. Students are placed into skill tailored groups that meet during the RtI block each day for Tier II services. These students receive 40 minutes of intervention, based on need. Students also work on computer specific programming through the Read-Live program for literacy development, SRA Corrective Reading, Spire, or Moby Max and SRA Corrective Math for math intervention. An additional 30 minute intervention time is provided to Tier III students throughout the school day. The staff conducts monthly data meetings that involve grade level teachers, the school psychologist, and the special education director. These meetings track and discuss student progress/performance, programming changes, and ensure that students are progressing toward their goal.

In addition, Yorktown Elementary School offers a physical health and wellness curriculum and added a social/emotional health curriculum in the Fall of 2013. The general philosophy of both programs is to provide activities that promote education, wellness, and fitness at Yorktown Elementary and in their daily lives.

Some of the physical units include physical fitness testing twice a year to measure improvement, a national free throw competition in the Elk's Hoop Shoot as part of our basketball unit, and a philanthropic program to help raise funds for our school and students. The physical health and wellness program also offers a wide variety of activities that include the following: basketball, bowling, soccer, dance, badminton, softball, volleyball, and relays. In all units and activities, fundamentals are the main focus. As the students mature physically, they will begin to refine these techniques. Each skill, whether movement, stance, gait, or striking; is broken down into basic elements. The movement patterns are broken down so the student may comprehend and mimic these skills. The skills are then completed again as one movement or motion.

Yorktown Elementary offers a social and emotional wellness curriculum in conjunction with the physical health and wellness class. All students have the opportunity to work on social skills, organizational skills, manners, bullying, communication, tolerance, problem solving skills, and how to manage conflict. Students will also experience a variety of activities that focus on "Go College Week". Our school counselor will utilize a variety of resources to meet the needs of our student body. We are utilizing aspects of "Second Steps", which has 26 curriculum units geared toward K-8 students with a home component to reinforce and practice skills. We also offer Kids In the Know personal safety curriculum.

Yorktown Elementary students are afforded an art education. The program teaches students to understand, analyze, and talk about visual images. Through art, students examine the value of home and family, work and play, individuals and society, and nature and environment.

The school also offers extra-curricular activities including academic teams, book clubs, peer tutoring, student council, science fair, band, art club, and the spelling bee.

LIBRARY

The Yorktown Elementary Library is a full-service library that employs a full time library paraprofessional. The library has a wide selection of books and multimedia for faculty and students to utilize at Yorktown Elementary. Our library programming and curriculum involves basic research skills and how to utilize all aspects of the library for our students. Library is a weekly special for students, which provides a time to check out books, focus on library skills, and reinforce reading standards that are being taught in the classroom. Students experience technology enhanced activities such as blogs and coding, along with Genius Hour. The library has a computerized circulation system, Destiny, and several stations for students to use. Our library paraprofessional also puts on the Scholastic Book Fair two times per year and utilizes the profits to continue to add to the library along with other funding sources. The library budget easily allows for the pupil expenditure as mandated by the Department of Education. The library is also utilized as a meeting place for staff. The library recently added a large leveled/Lexiled bookroom for students and faculty to use in small groups, differentiated instruction, and book clubs. Each book title contains six copies for group work and opened in January 2016. A MakerSpace lab was added in August 2016 along with a Lego Wall through a library remodel.

TECHNOLOGY

Yorktown Elementary School not only has a strong technology program and a robust technology plan, but it also has an incredible infrastructure in which to support it all. The growing educational needs from staff, students, and community demands it.

An intricate network, comprised of the Windows operating system, has been installed at Yorktown Elementary in order to provide students with access to technology. All computers and laptops have access to the Internet and a centralized file storage system. Yorktown Elementary has four computer labs with a minimum of thirty computer stations in each lab. There are computers in the library and the instructional resource room. Smart Boards have been installed in every classroom and the library. Digital cameras are also available for teacher or student use. Yorktown Elementary also has iPads available in the library to use during class time long with a green room recording studio, which opened in August 2016.

Yorktown Elementary is growing with technology, which provides many opportunities for students and staff. Our fifth grade students utilized 1:1 Netbooks the 2011-2012 school year and moved to 1:1 iPads in the Fall of 2013. Digital curriculum development and implementation has been in full swing since the 2011-2012 school year in fifth grade and continues to grow throughout the third and fourth grade curriculum. All students in grades three through five have daily access to iPads in their classrooms along with Smart Boards for interactive lessons and activities. Each third and fourth grade classroom, along with special education, has iPads for daily student use (2:1). Classrooms will continue to receive more iPads based on funds. Yorktown Elementary had 1:1 iPad pilot rooms in third and fourth grade classrooms and the rest of the classrooms were 2:1 until the end of the 2017/2018 school year. Currently, beginning in the Fall of 2018, grades 3rd-5th are all 1:1 iPads with bluetooth keyboards.. All staff and students have access to the Internet throughout the day.

Technology is used at Yorktown Elementary as a learning tool to enhance and extend the curriculum. The following are a few examples of how technology is used at Yorktown Elementary: Students use word processing, online assessment tools, video-conferencing, Internet research, digital cameras, Canvas Learning Management System, blogging, creative presentations, and application integration. Although this list does not exhaust all examples of student and staff usage of technology, it helps to develop an understanding of how important technology is to our curriculum.

Technology at Yorktown Elementary School is not just limited to students. Teachers are provided with a laptop computer for home and school use along with an iPad. All office and support staff has access to a computer as well. The main office utilizes a corporation-wide database program to manage student information. Since 2005, our corporation has utilized PowerSchool for this purpose. PowerSchool's Power Grade is also used by classroom teachers as their grade book program. In addition, email is used as the primary method of communication among staff at the present time along with Canvas. The library aide also uses technology through a computerized circulation and card catalog system, Destiny.

The ongoing need for training and professional development in the area of technology is a priority at Yorktown Elementary. In-services and summer breaks are prime times for such trainings along with Canvas modules, Twitter PD, and other innovative approaches to professional development delivery.

PARENT INVOLVEMENT

Yorktown Elementary strives to maximize parental participation by involving parents into many school activities and functions. Pleasant View Elementary and Yorktown Elementary have an active parent/teacher organization, which services both buildings. The purpose of the PTO is to raise money to help with the education of the students, provide help to the school administration and teachers, and most importantly; facilitate the involvement of parents in the elementary schools. Monies raised by the PTO are used to help with the cost of field trips and convocations. Additional money is allocated to each teacher to help with the cost of classroom materials. A small number of parents and teachers, an average of 10, attend meetings and make the decisions for the organization. A high percentage, 75%, is involved with fundraising events or activities throughout the year. Annual fund raising activities throughout the year include Spirit Wear and the Fall Carnival and Parent Activity Outings. The PTO is also involved in hosting several events such as the Teacher Appreciation Luncheon, Grandparent's Night, My Girl Gala, Mom and Son Bowling, and the Fall Carnival.

PARTNERSHIPS

Several local organizations offer support through various programs. Many, including Ball Corporation and Ball State University, offer grants, gifts, and student incentives to support our academic goals. In return, our students at Yorktown Elementary are very generous in their local support for local causes and organizations. Students have raised money and goods by wearing hats, reading books, shooting baskets, and collecting

food and monetary donations. They have helped families affected by cancer, Riley Children's Hospital, the American Red Cross, local food pantries, our local library, and other state and local charities.

SCHOOL SAFETY

Yorktown Elementary strives to keep student safety a priority. We have taken many steps and measures to keep safety and student discipline at the forefront of what we do. We have a Safe School Committee and Emergency Response Team. These groups are made up of key school employees like the principal, certified personnel, non-certified staff members, and the school nurse. The principal is also a licensed School Safety Specialist. Many of our staff members have been trained in CPR and AED usage. As mandated by the state, we conduct safety drills for fire, tornado, and manmade disasters. Our maintenance and custodial staff make improvements and repairs after routine inspections warrant such needs. All exterior doors are secured after the start of the school day, and signs are posted notifying visitors of entry through the front doors/main entrances only. All visitor entrances are secured with a buzzer system, which also includes video surveillance. Individuals are only allowed entry into the building after a visual confirmation is made by a school employee. All visitors are required to sign-in and sign-out through the school's main office and wear identification badges while in the building. Cameras are strategically placed throughout the inside and outside of each school building to monitor safety including around entrances, exits, and parking lots. Camera updates are currently in the planning stage.

DATA COLLECTION ASSESSMENT INSTRUMENTS

The instruments listed below are used to gather student data ,which help drive instruction, decision-making, and school improvement at Yorktown Elementary School.

Formal Evaluations:

- ISTEP+ (grades 3-5)
- AimsWeb RCBM (grade 3)
- AimsWeb MAZE (grades 3-5)
- AimsWeb MCAP (grades 3-5)
- AimsWeb MCOMP (grades 3-5)
- Words Their Way Spelling Inventory (grades 3-5)
- NWEA (grades 3-5)
- Calkins Running Records (grades 3-5)

Informal Evaluations:

- Curriculum tests and assessment tools (textbook support materials, chapter tests, unit evaluations and/or projects, on-line testing, weekly and daily skills tests)
- Teacher made rubrics for assignments

- Curriculum driven assignments (projects, posters, reports, written assignments, presentations)
- Indiana Career Readiness Standards Checklist
- Attendance Rates
- Writing Rubric Results (Calkins, Writing Units of Study)
- Reading Rubric Results (Calkins Reading Units of Study)
- Cold Reads

Community Data

- Yorktown Town Manager
- Delaware County Assessor's Office

II. STATEMENT OF MISSION AND CORE BELIEFS

YORKTOWN COMMUNITY SCHOOLS CORE BELIEFS

1. Students will learn and perform best when stakeholders maintain **high expectations**.
2. Curriculum and instruction will **be research or evidence-based** with student achievement being **measured** to ensure **continuous progress**.
3. Students will be provided **opportunities** to learn and achieve to their highest potential.
4. School leaders will expect and support **ongoing improvement of teaching and student performance**.

MISSION OF YORKTOWN ELEMENTARY

The mission of Yorktown Elementary, working in partnership with all stakeholders, is to educate all students in order to achieve personal and academic excellence in an ever-changing world.

VISION AND PURPOSE OF YORKTOWN ELEMENTARY

To Educate Kids and to do What is Best For Them

MISSION OF YORKTOWN COMMUNITY SCHOOL CORPORATION

The mission of the Yorktown Community School Corporation is to provide an appropriate educational program and learning environment, which will effectively:

- Meet the educational needs of its students;
- Help its students accomplish educational goals which are:
 - Significant,
 - Durable, and
 - Transferable.

BELIEFS OF YORKTOWN ELEMENTARY

The following are the beliefs of Yorktown Elementary:

- Students will learn and perform best when stakeholders maintain high expectations.

- Curriculum and instruction will be research or evidence-based with student achievement being measured to ensure continuous progress.
- Students will be provided opportunities to learn and achieve to their highest potential.
- School leaders will expect and support ongoing improvement of teaching and student performance.

ENVIRONMENTAL SCAN

Yorktown Elementary recognizes there are certain skills that our students will need in their adult lives. Our mission, supported by our belief statements, provides a guide that will keep us focused on developing those skills our students need to become productive and successful adults. Sources such as, Marx's (2012) 21 Trends for the 21st Century: Out of the Trenches and into the Future, Friedman's (2005) The World is Flat, along with Chen's (2010) Education Nation state the skills necessary. These skills include collaboration with others, creative and critical thinking skills, understanding of technological tools, respecting and accepting others, management skills, conflict management skills, core academic mastery, flexibility, problem solving, and practicing individual responsibility.

CULTURAL COMPETENCY

Cultural competency is the ability to teach students who come from a variety of backgrounds while at the same time, valuing diversity among our students and our curriculum. We find it very important to know our students and to acknowledge their cultures and individual abilities. These cherished areas include gender, age, ethnicity, religion, academic ability, and physical ability. Some of the ways we demonstrate cultural competency would be through age appropriate convocations, novel selections, family health guest speakers, peer tutoring, utilization of the school counselor, anti-bullying programs, essay contests, classroom discussions, guest speakers, recognizing special religious and cultural holidays, student surveys, classroom discussions, student council and other various club activities, and the incorporation of academic strategies that meet the needs of all students.

III. INDIANA DEPARTMENT OF EDUCATION SCHOOL DATA LINKS

INTRODUCTION

The following section contains links to various graphs, reports, and charts located on the Indiana Department of Education's (IDOE) website. This data was also used to help Yorktown Elementary School drive instruction, make decisions, and determine school improvement goals. The information found on the IDOE's website also depicts Yorktown Elementary School's annual performance and student growth rates.

IDOE STUDENT PERFORMANCE (ISTEP+ and IREAD-3) LINKS

[IREAD-3](#)
[English/LA Arts](#)
[Math](#)

[Science](#)

[Social Studies](#)

IDOE ACCOUNTABILITY LINKS

[Report Card](#)

IDOE ENROLLMENT AND ATTENDANCE LINKS

[Enrollment](#)

[Attendance](#)

IDOE OVERVIEW (STUDENT DEMOGRAPHIC) LINK

[Student Demographics](#)

IV. ACTION PLAN (2018-2022)

The following section contains Yorktown Elementary School's Action Plan. With our overall goals of demonstrating adequate yearly progress and annual growth and obtaining Four-Star status, Yorktown Elementary School has set the following school improvement goals based on increasing student achievement.

1. All students will demonstrate appropriate growth and performance in the areas of English/Language Arts and Mathematics.
2. All students will increase their daily attendance rate at school (as per PL 221).

These goals were derived from assessment of the current and past status of educational programming and collected data from informal and formal evaluations (see Section III.). Yorktown Elementary School's Action Plan also includes a professional development plan. Our professional development plan will be revised and revisited each year as we evaluate the incoming third grade students' performance levels and determine areas of need. However, a three-year plan is also included in this section. Like any plan, it will be revisited and updated each year.

Goal #1: All students will demonstrate appropriate growth and performance in the areas of English/Language Arts and Mathematics.

Rationale

The state has created the opportunity for students to not only pass/not pass the ISTEP+, but to also show growth by comparing students to their peer cohort groups along with their own individual growth. This comparison allows all students the possibility of having a positive outcome from year to year on the ISTEP+ assessment. We will continue to strive for the highest passing rates we can achieve from year to year but also understand we want to begin to see positive growth in our students in addition to high performance.

Strategies

We believe if we focus our efforts in concentrated areas, we can assist students in fulfilling this goal. The following strategies will assist us in reaching this goal.

- All teachers will follow the Indiana Career Readiness Standards and DOE Curriculum Maps as the foundation of their classroom curriculums.
- We will implement AimsWeb and NWEA testing for Math and English/Language Arts. This formative assessment tool will help us identify those students in need of remediation and assist teachers in driving their instruction. The data will also provide teachers with data so they may target those students who are performing but not growing at a high rate.
- We will use the the NWEA Learning Continuum to help with the planning and pacing of English/Language Arts and Math.
- We will continue to provide constructed response writing prompts in all subject areas with a focus on Web's (third and fourth tier) Depth of Knowledge. These prompts will serve as benchmark assessments to gauge student progress toward being able to appropriately respond to extended response items.
- We will continue to implement the 6+1 Writing Traits building-wide in order to provide consistency and common language across the curriculum for all students in regards to their writing along with the introduction to Calkins Units of Study of Writing Kits.
- We will continue to incorporate Words Their Way instruction for spelling, phonics, and working with words.
- We will continue to monitor and remediate through our Response to Instruction (RtI) program. Students will continue to receive additional reading remediation during their Tier 2 and Tier 3 classes per progress monitoring data.
- We will provide math remediation to those students who have not passed the math ISTEP+ and/or who are not performing at grade level on program based assessments. Students will be placed in a small group setting within the classroom where work will focus on skills specific to their individual weaknesses within mathematics.
- We will continue to use data to drive our instruction, map our curriculum, and target specific needs, strengths, and weaknesses for individual students. We are working toward common assessments to ensure students are working at and securing grade level standards while incorporating Calkins Units of Study for Reading and Units of Study for Writing.

Goal #2: PLAN TO INCREASE DAILY STUDENT ATTENDANCE RATE

The IDOE has a high expectation for student attendance. In order to increase growth toward meeting academic expectations, students must attend school. Attendance is very important to Yorktown Community Schools and is taken into account in every aspect of learning. Students with high attendance rates often perform better and have an increased chance of becoming a productive citizen in society. Yorktown Elementary School will continue to strive for the highest attendance rates that lead to high performance rates.

2018-2019

- Implement policy included in student/parent handbook and be more aggressive with the attendance plan for chronically absent students.
- Current attendance and tardy policy is included in the student handbook and online. Verbally share with students at the beginning of the school year.
- Attendance and tardy letters will be mailed to the parents of students with attendance and/or tardy issues.
- Recognize those students with Perfect Attendance at each nine-week break. Students will be given a certificate, ribbon, or patch from our incentive program.
- Continue the Attendance/Tardy Incentive Program (will include in updated PBS plan.)
- Staff members and students will take measures to learn and practice proper, healthy hygiene.

2019-2020

- Implement policy included in student/parent handbook and be more aggressive with the attendance plan for chronically absent students.
- Include current attendance and tardy policy in student handbook. Verbally share with students at the beginning of the school year.
- Attendance and tardy letters will be mailed to the parents of students with attendance and/or tardy issues.
- Recognize those students with Perfect Attendance at each nine-week break. Students will be given a certificate, ribbon, or patch from our incentive program.
- Continue the Attendance/Tardy Incentive Program (included in PBS plan)
- Staff members and students will take measures to learn and practice proper, healthy hygiene.

2020-2021

- Implement policy included in student/parent handbook and be more aggressive with the attendance plan for chronically absent students.
- Include current attendance and tardy policy in student handbook. Verbally share with students at the beginning of the school year.
- Attendance and tardy letters will be mailed to the parents of students with attendance and/or tardy issues.
- Recognize those students with Perfect Attendance at each nine week break. Students will be given a certificate, ribbon, or patch from our incentive program.
- Continue the Attendance/Tardy Incentive Program (included in PBS plan)
- Staff members and students will take measures to learn and practice proper, healthy hygiene.

2021-2022

- Implement policy included in student/parent handbook and be more aggressive with the attendance plan for chronically absent students.
- Include current attendance and tardy policy in student handbook. Verbally share with students at the beginning of the school year.

- Attendance and tardy letters will be mailed to the parents of students with attendance and/or tardy issues.
- Recognize those students with Perfect Attendance at each nine week break. Students will be given a certificate, ribbon, or patch from our incentive program.
- Continue the Attendance/Tardy Incentive Program (included in PBS plan)
- Staff members and students will take measures to learn and practice proper, healthy hygiene.

PROFESSIONAL DEVELOPMENT NARRATIVE

To assist us in meeting our school goals, it is imperative that we have a solid understanding of how to interpret the formative and summative data we will be collecting on our students and how to appropriately use that data to drive our instruction. This undertaking will be the primary focus for our professional development for the next few years. AimsWeb and NWEA assessments will provide on-going data that will allow teachers to make informed decisions about curricular timelines and pacing along with newly implemented curriculum assessments from Calkins Units of Study for Reading, Calkins Units of Study for Writing, and Words Their Way Spelling Inventory.

In order to address students' learning needs, strategies, programs, and services will have to be implemented that target these specific areas. We are continuing the use of differentiated instructional techniques, remediation efforts, small group interventions, and co-taught classes. We also have regular on-going data meetings to discuss student progress and make changes to programming if needed.

Staff members have been attending various professional development workshops and seminars this school year. They report back to the rest of the staff either through staff meetings, email, or collaboration time to share and model what they have learned. Professional development does not happen only outside of our school but within our building as well. We have collaboration time daily with organized professional development every Monday. This time allows us to work together as a whole staff, departmentally, or according to grade levels. During this time, professional development opportunities are taking place. Staff members are also encouraged to observe others in action.

The staff members at Yorktown Elementary School are encouraged to fill out professional development evaluation forms. It is important that the staff share their feedback in regards to the impact of the professional development opportunity.

Yorktown Elementary School's Professional Development Plan is in compliance with school board policy 3242 and thus aligns with the board's core principles for professional development.

**SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2018-2019**

School Improvement (F/S)

Wes Thornburgh, Principal
Crystal Phillips, Lead Team Member
Jen Boone, Lead Team Member
Kelli Turner, Lead Team Member
All Staff

ISTEP+ Data Analysis (F/S)

Wes Thornburgh, Principal
All Staff

AimsWeb Data Analysis (F/S)

Wes Thornburgh, Principal
YES Counselor, Lead Team Member
Kelli Turner, Dean of Students (Lead)
All Staff

Words Their Way

Julie McCullaugh, Lead Team Member
Rebecca Swander, Lead Team Member
All Staff

Units of Study for Reading, Calkins

Wes Thornburgh, Principal
All Staff

Units of Study for Writing, Calkins

Wes Thornburgh, Principal
All Staff

Response to Instruction (F/S)

Wes Thornburgh, Principal
Kelli Turner, Dean of Students
YES Counselor, Lead Team Member
All Staff

K-3 Reading Initiative (F/S)

Wes Thornburgh, Principal
Kelli Turner, Dean of Students
Cathy Stagge, Lead Team Member
Michelle Cahoe, Lead Team Member
All Staff

Classroom Technology Integration (F/S)

Jordan Kerkoff, Lead Team Member
All Staff

2019-2020

School-Wide Behavior (F/S)

Kelli Turner, Dean of Students
Malia Sandberg, Lead Team Member
All Staff

School Improvement (F/S)

Wes Thornburgh, Principal
Crystal Phillips, Lead Team Member
Jen Boone, Lead Team Member
Kelli Turner, Lead Team Member
All Staff

ISTEP+ Data Analysis (F/S)

Wes Thornburgh, Principal
All Staff

AimsWeb Data Analysis (F/S)

Wes Thornburgh, Principal
YES Counselor, Lead Team Member
Kelli Turner, Dean of Students
All Staff

Words Their Way

Julie McCullaugh, Lead Team Member
Rebecca Swander, Lead Team Member
All Staff

Units of Study for Reading, Calkins

Wes Thornburgh, Principal
All Staff

Units of Study for Writing, Calkins

Wes Thornburgh, Principal
All Staff

Response to Instruction (F/S)

Wes Thornburgh, Principal
Kelli Turner, Lead Team Member
YES Counselor, Lead Team Member
All Staff

K-3 Reading Initiative (F/S)

Wes Thornburgh, Principal
Kelli Turner, Dean of Students

2020-2021

Cathy Stagge, Lead Team Member
Michelle Cahoe, Lead Team Member
All Staff

Classroom Technology Integration (F/S)

Jordan Kerkhoff, Lead Team Member
All Staff

School-Wide Behavior (F/S)

Kelli Turner, Dean of Students
Malia Sandberg, Lead Team Member
All Staff

School Improvement (F/S)

Wes Thornburgh, Principal
Crystal Phillips, Lead Team Member
Jen Boone, Lead Team Member
Kelli Turner, Lead Team Member
All Staff

ISTEP+ Data Analysis (F/S)

Wes Thornburgh, Principal
All Staff

AimsWeb Data Analysis (F/S)

Wes Thornburgh, Principal
YES Counselor, Lead Team Member
Kelli Turner, Lead Team Member
All Staff

Words Their Way

Julie McCullaugh, Lead Team Member
Rebecca Swander, Lead Team Member
All Staff

Units of Study for Reading, Calkins

Wes Thornburgh, Principal
All Staff

Units of Study for Writing, Calkins

Wes Thornburgh, Principal
All Staff

Response to Instruction (F/S)

Wes Thornburgh, Principal

2021-2022

Wes Thornburgh, Lead Team Member
Lisa Harvey, Lead Team Member
All Staff

K-3 Reading Initiative (F/S)

Wes Thornburgh, Principal
Kelli Turner, Dean of Students
Cathy Stagge, Lead Team Member
Michelle Cahoe, Lead Team Member
All Staff

Classroom Technology Integration (F/S)

Jordan Kerkhoff, Lead Team Member
All Staff

School-Wide Behavior (F/S)

Kelli Turner, Dean of Students
Malia Sandberg, Lead Team Member
All Staff

School Improvement (F/S)

Wes Thornburgh, Principal
Crystal Phillips, Lead Team Member
Jen Boone, Lead Team Member
Kelli Turner, Lead Team Member
All Staff

ISTEP+ Data Analysis (F/S)

Wes Thornburgh, Principal
All Staff

AimsWeb Data Analysis (F/S)

Wes Thornburgh, Principal
Lisa Harvey, Lead Team Member
Kelli Turner, Dean of Students
All Staff

Words Their Way

Julie McCullaugh, Lead Team Member
Rebecca Swander, Lead Team Member
All Staff

Units of Study for Reading, Calkins

Wes Thornburgh, Principal
All Staff

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| | <p>Units of Study for Writing, Calkins Wes Thornburgh, Principal All Staff</p> <p>Response to Instruction (F/S) Wes Thornburgh, Principal Kelli Turner, Dean of Students Lisa Harvey, Lead Team Member All Staff</p> <p>K-3 Reading Initiative (F/S) Wes Thornburgh , Principal Kelli Turner, Dean of Students Cathy Stagge, Lead Team Member Michelle Cahoe, Lead Team Member All Staff</p> <p>Classroom Technology Integration (F/S) Jordan Kerkhoff, Lead Team Member All Staff</p> <p>School-Wide Behavior (F/S) Kelli Turner, Dean of Students Malia Sandberg, Lead Team Member All Staff</p> |
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Overview of Professional Development for 2018-2019

Core Professional Development:

- Units of Study - Reading Workshop
- Units of Study - Writing Workshop
- Conferencing
- Words Their Way
- ILEARN
- Differentiation
- Higher Level Questioning and Thinking -DOK
- Utilizing NWEA Data and AimsWeb Data
- Everyday Math
- Blended Learning

Ortan Gillingham –3rd Grade teachers & Special Education teachers

School safety

Strobel: Standard Based Report Cards

Digital Citizenship

Curriculum Mapping and Standards based report cards

Technology

Tier Intervention

Intervention Professional Development:

Review of Tiers and the RtI process (all staff)

NWEA and AimsWeb Data Interpretation (all staff)

Assessment Professional Development:

AimsWeb Training - R-CBM and MAZE (new staff)

NWEA - Student Goal Setting

Learning Progressions/Rubrics for Units of Study for Reading and Units of Study for Writing

Words Their Way Inventories -