

Rossville Elementary School Improvement Plans 2023-2025

Contact information:

Rossville Elementary School
1 Robert Egly Drive
Rossville, IN 46065
765-379-2119

School Improvement Team Members:

Chad Dennison- Principal
Leila Barker-Kindergarten Teacher
Abigail Brown-First grade teacher
Angie Bogan-Second grade teacher
Kim Zink-Third grade teacher
Amy Goris-Fourth grade teacher
Chris Miller-Fifth grade teacher
Tammy Mohler-Physical Education teacher
Amanda Huffer-Special Education teacher

Core Curriculums:

Wonders–English Language Arts
Ready and iReady Math–Math
National Geographic–Science
McGraw-Hill–Social Studies

Supplemental Curriculums used by most:

IXL–English Language Arts
Raz Kids–English Language Arts

Specific curriculum maps available upon request

Assessments:

Formative–STAR 360 platform (K-5), iReady Math benchmark (K-5), and F&P (K-2)
Summative: IREAD-3 and ILEARN

PBIS:

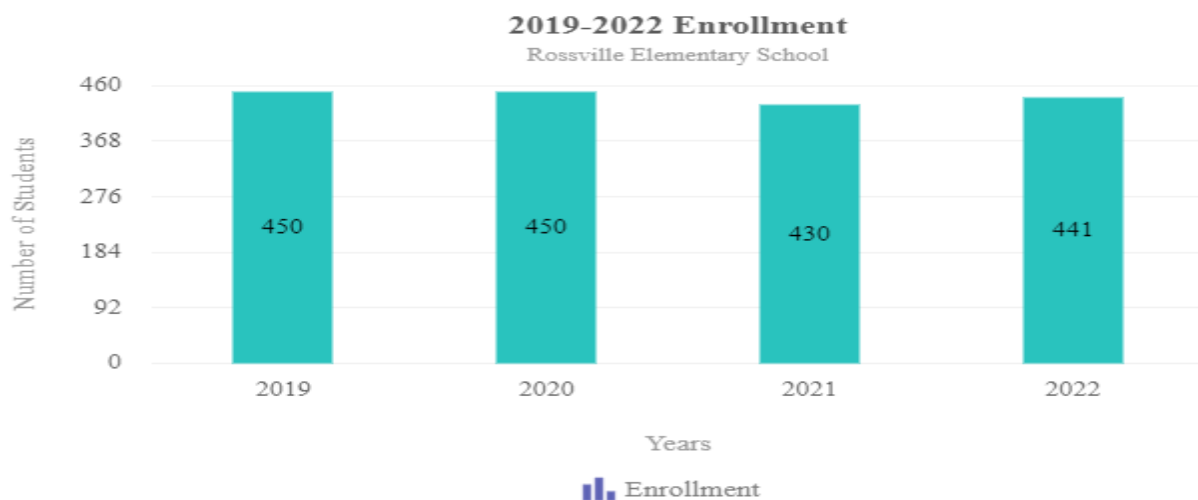
Rossville Elementary School has an established Positive Behavioral Supports system. A committee of staff members with the Assistant Principal being the facilitator meet throughout

each school year to review supports, provide incentives, and make updates when necessary. The committee then communicates to the entire school and patrons.

Student Rules:

Rossville Elementary School has established a set of rules, procedures, and consequences for all students. These can be found in the Student-Parent Handbook and a copy can be found at <https://www.rcsd.k12.in.us/families/handbooks-and-policies> Each spring the RCSD Board of Education is given a copy and affirms.

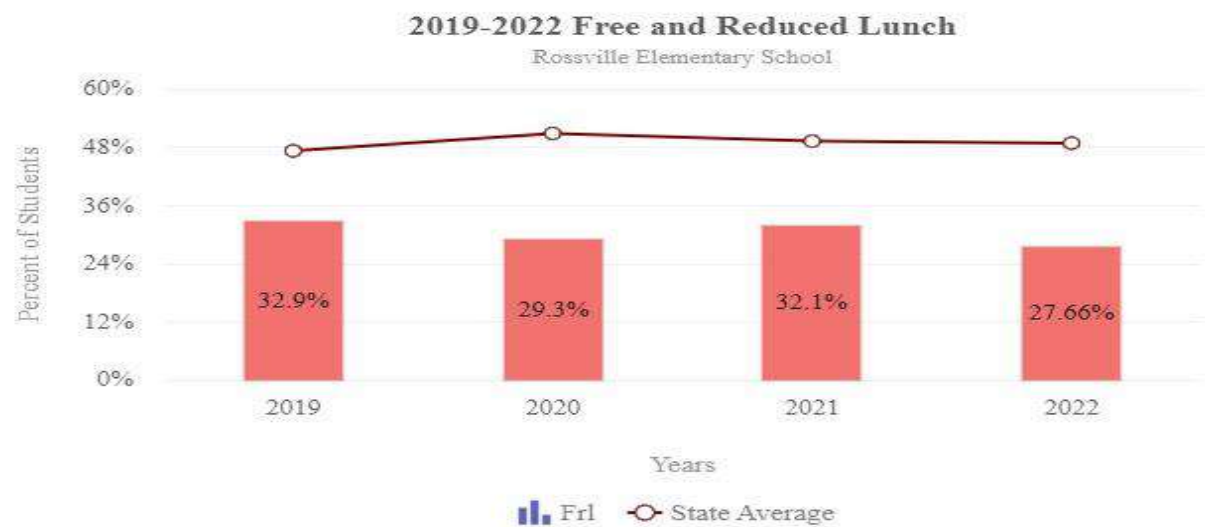
Cultural Competency:



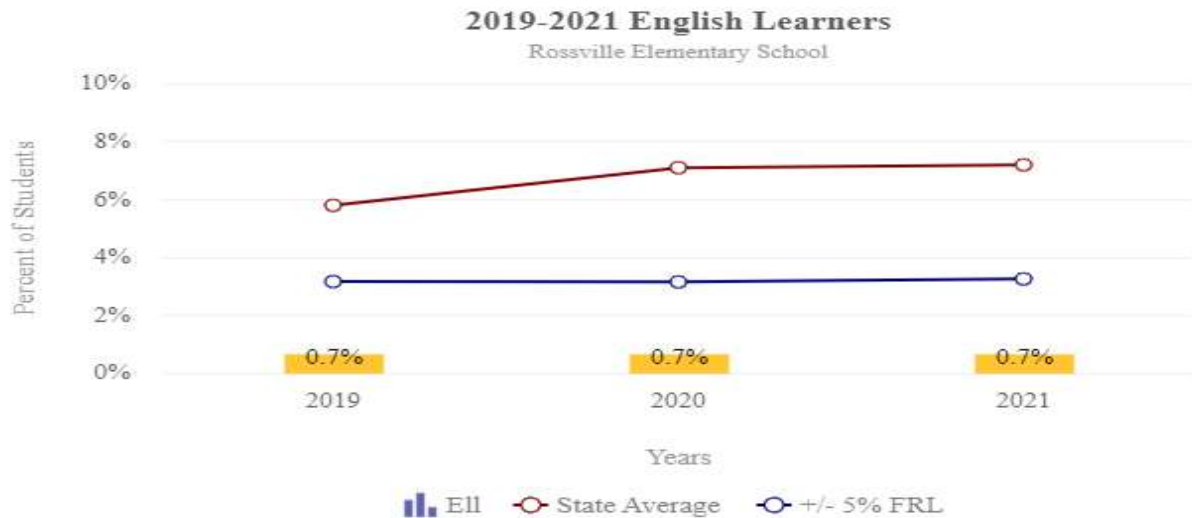
Rossville Elementary School has limited diversity:

92.8% White
3.3% Hispanic
2.3% Multiracial
.9% Black/African-American
.5% Native American
.2 Asian

We have observed an up and down trend with our low socioeconomic status families. Yet, these values have increased over the past 10-years to their current state.



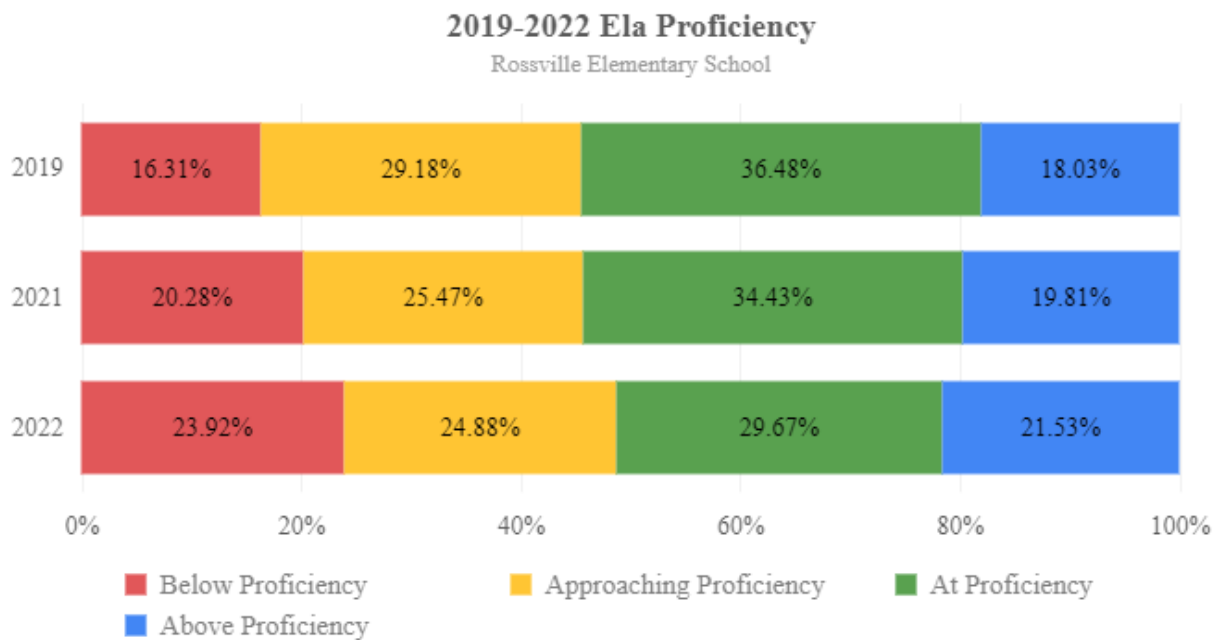
Our English Language Learner population is very low compared to state averages and neighboring school systems:



Parent and Family Engagement

Rossville Elementary School has a rich history of parent involvement with the exception over the past few years due to COVID-19 restrictions. However, we are once again seeing more and more families inside our walls on a daily basis. We believe that a good school does not exist without good students, committed teachers, engaged parents, and supportive community.

Student ELA Academic Performance



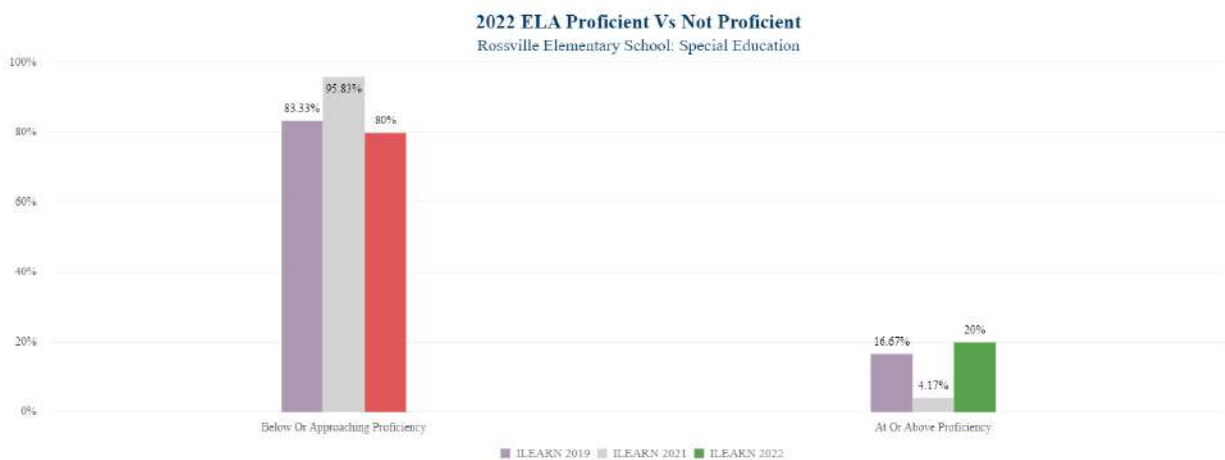
Of the 209 students (**All subgroups**) who took ELA ILEARN in 2022, 51.20% scored at or above proficiency while 48.80% scored below or approaching proficiency. This compares to 212

students who took ELA ILEARN in 2021 where 54.25% scored at or above proficiency and 45.75% scored below or approaching proficiency.

This demonstrates a net decrease of -3.05% of students scoring at or above proficiency from the 2021 ELA ILEARN assessment to the 2022 ELA ILEARN assessment.

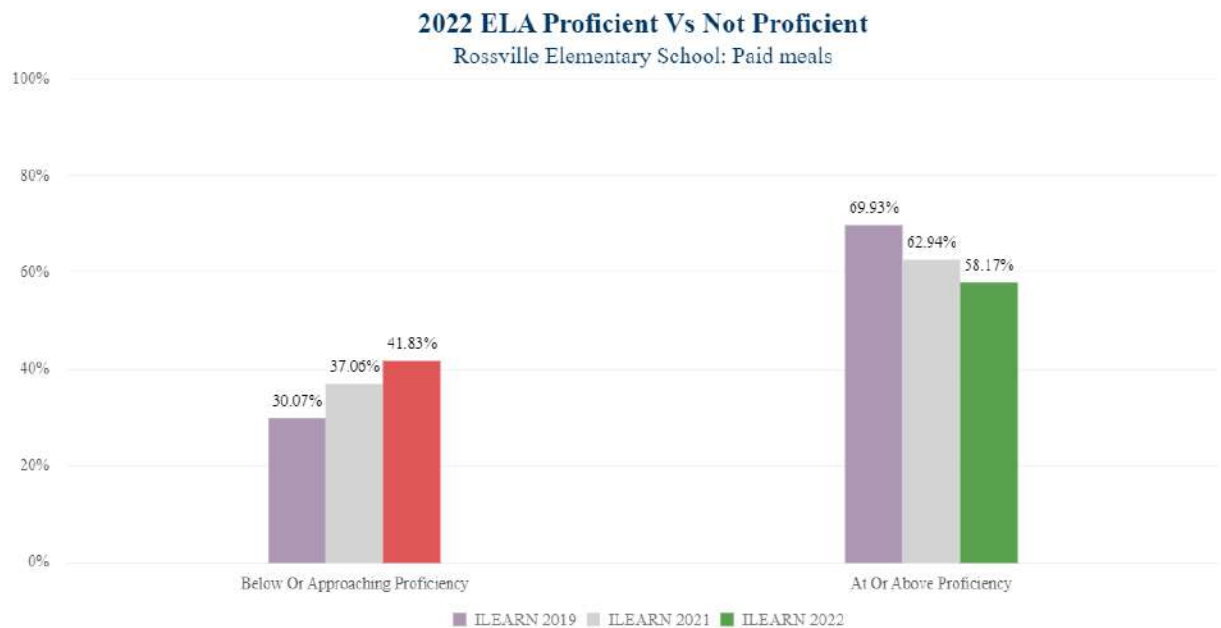
Of the 184 general education students who took ELA ILEARN in 2022, 55.43% scored at or above proficiency while 44.57% scored below or approaching proficiency. This compares to 188 general education students who took ELA ILEARN in 2021 where 60.64% scored at or above proficiency and 39.36% scored below or approaching proficiency.

This demonstrates a net decrease of -5.20% of students scoring at or above proficiency from the 2021 ELA ILEARN assessment to the 2022 ELA ILEARN assessment.



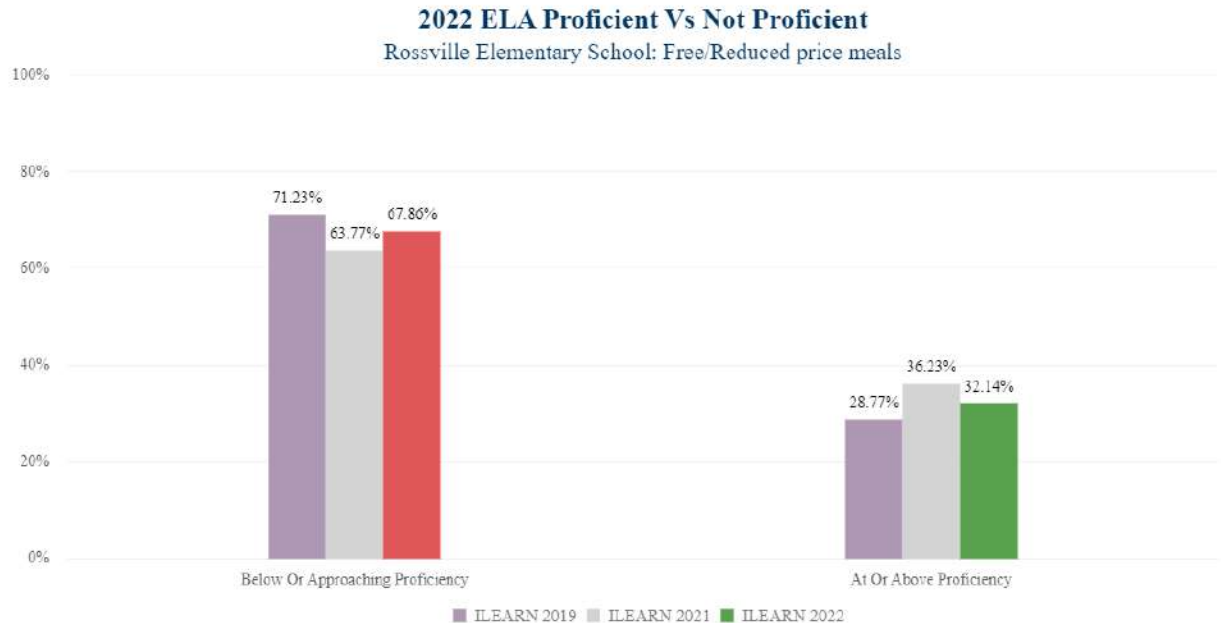
Of the 25 Special Education students who took ELA ILEARN in 2022, 20.00% scored at or above proficiency while 80.00% scored below or approaching proficiency. This compares to 24 students who took ELA ILEARN in 2021 where 4.17% scored at or above proficiency and 95.83% scored below or approaching proficiency.

This demonstrates a net increase of 15.83% of students scoring at or above proficiency from the 2021 ELA ILEARN assessment to the 2022 ELA ILEARN assessment.



Of the 153 students who took ELA ILEARN in 2022, 58.17% scored at or above proficiency while 41.83% scored below or approaching proficiency. This compares to 143 students who took ELA ILEARN in 2021 where 62.94% scored at or above proficiency and 37.06% scored below or approaching proficiency.

This demonstrates a net decrease of -4.77% of students scoring at or above proficiency from the 2021 ELA ILEARN assessment to the 2022 ELA ILEARN assessment.

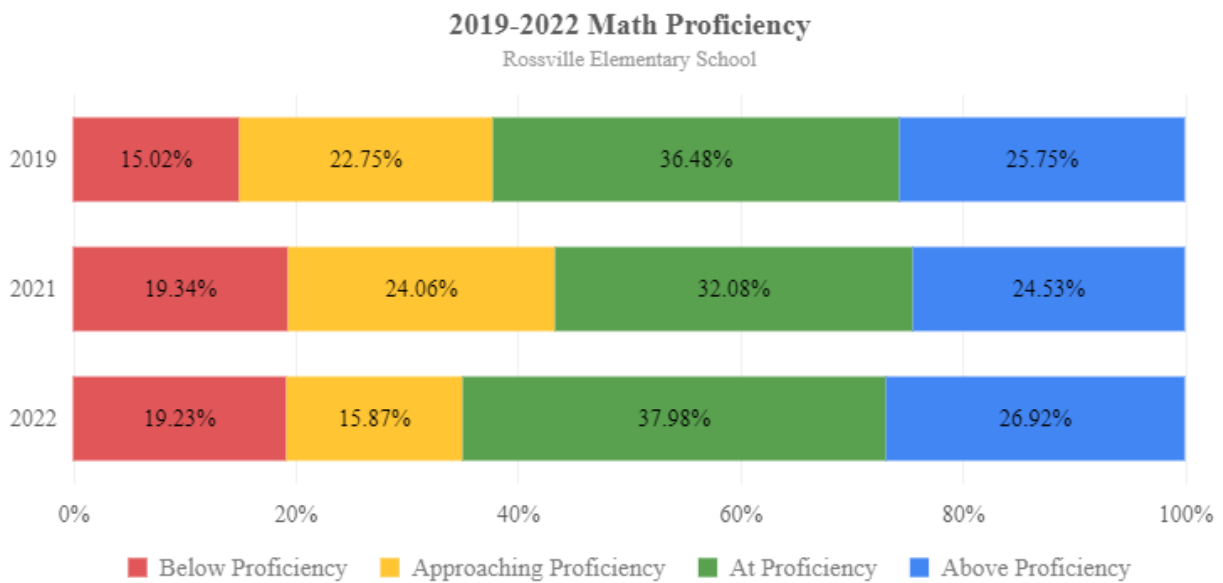
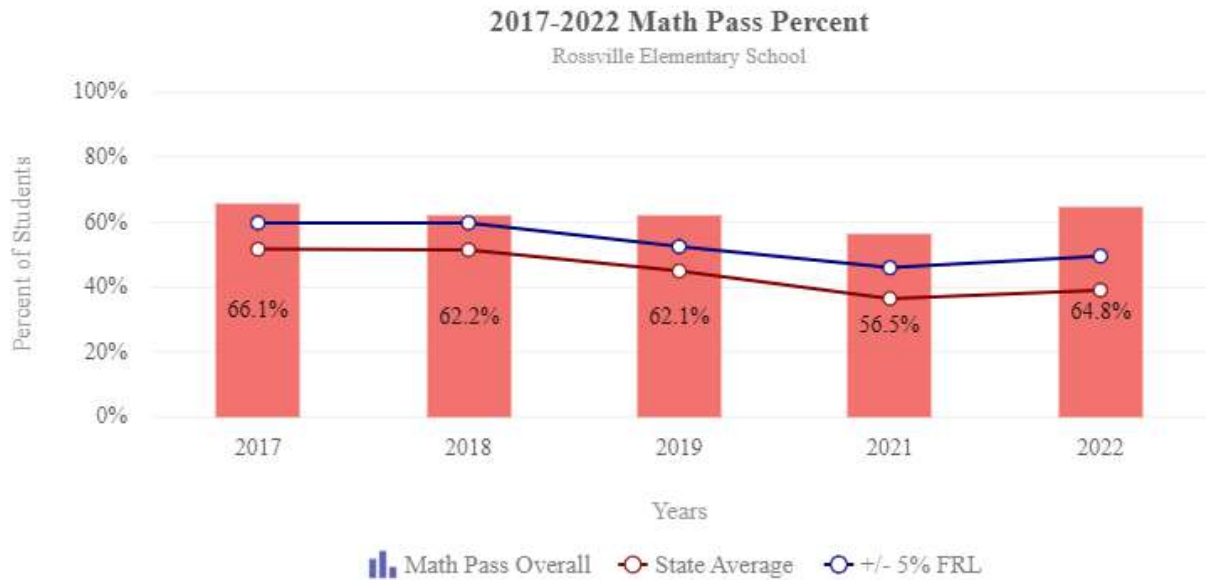


Of the 56 students who are identified as Free/Reduced price meals who took ELA ILEARN in 2022, 32.14% scored at or above proficiency while 67.86% scored below or approaching proficiency. This compares to 69 students who took ILEARN in 2021 where 36.23% scored at or above proficiency and 63.77% scored below or approaching proficiency.

This demonstrates a net decrease of -4.09% of students scoring at or above proficiency from the 2021 ELA ILEARN assessment to the 2022 ELA ILEARN assessment.

Overall, students in most reporting categories decreased in ELA proficiency from 2021 to 2022 except for our Special Education population who saw an improvement of 15.8% at or above proficiency level. Our school improvement team will continue to analyze trends as we gather more summative data; however, a focus on English Language Arts is warranted. A detailed plan will be developed, implemented, reviewed and revised over the next three school years.

Student Math Academic Performance

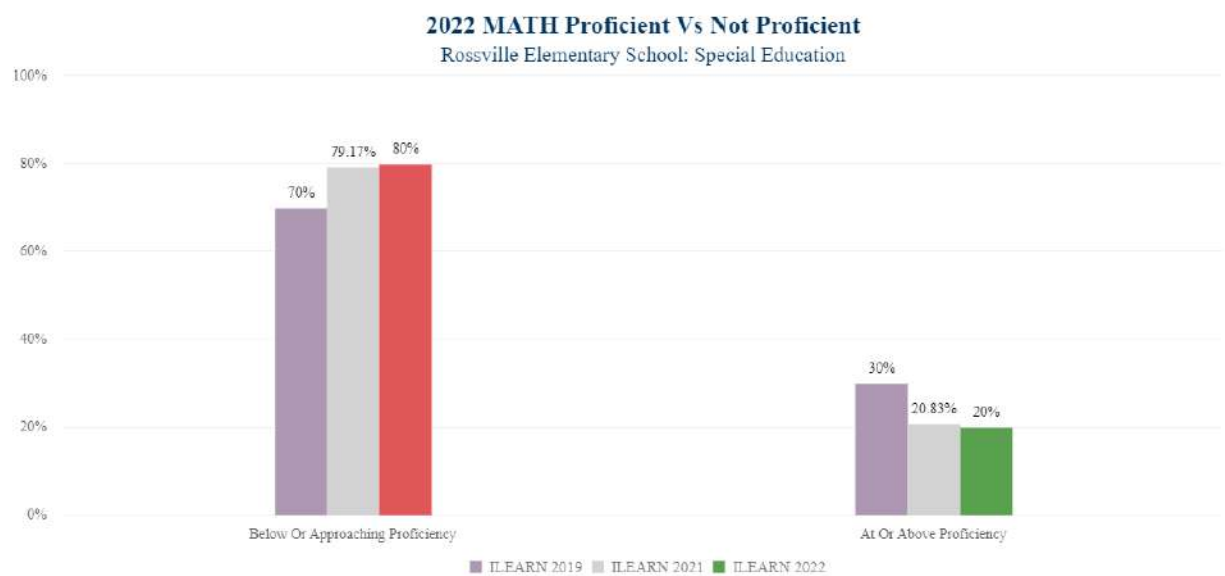


Of the 209 (**All sub groups**) students who took Math ILEARN in 2022, 65.07% scored at or above proficiency while 34.93% scored below or approaching proficiency. This compares to 212 students who took Math ILEARN in 2021 where 56.60% scored at or above proficiency and 43.40% scored below or approaching proficiency.

This demonstrates a net increase of 8.47% of students scoring at or above proficiency from the 2021 Math ILEARN assessment to the 2022 Math ILEARN assessment.

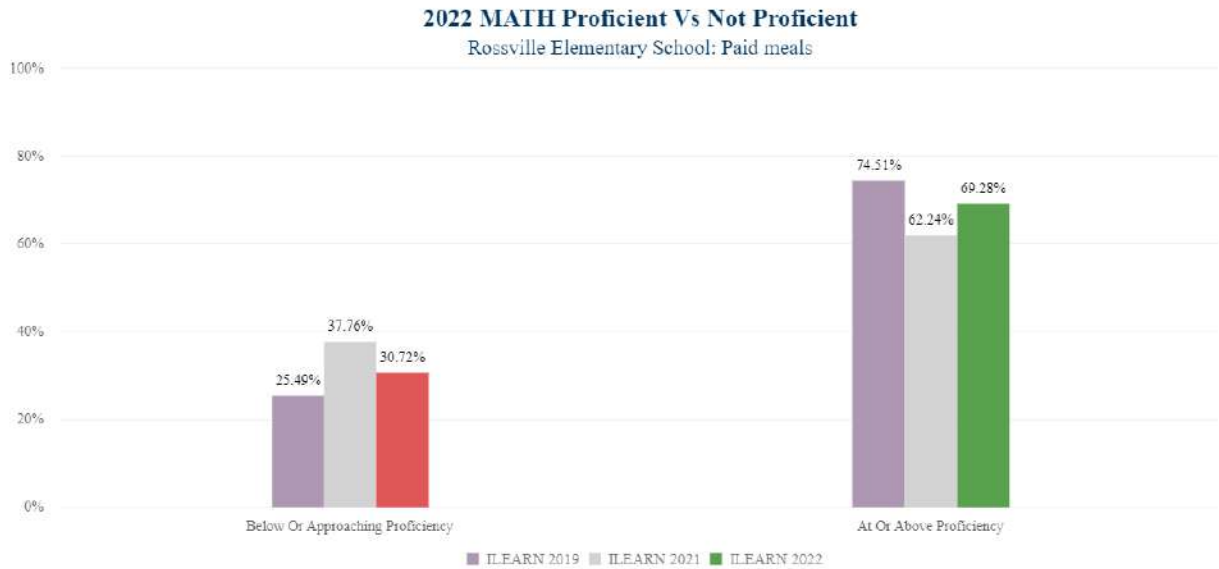
Of the 184 general education students who took Math ILEARN in 2022, 71.20% scored at or above proficiency while 28.80% scored below or approaching proficiency. This compares to 188 students who took ILEARN in 2021 where 61.17% scored at or above proficiency and 38.83% scored below or approaching proficiency.

This demonstrates a net increase of 10.03% of students scoring at or above proficiency from the 2021 Math ILEARN assessment to the 2022 Math ILEARN assessment.



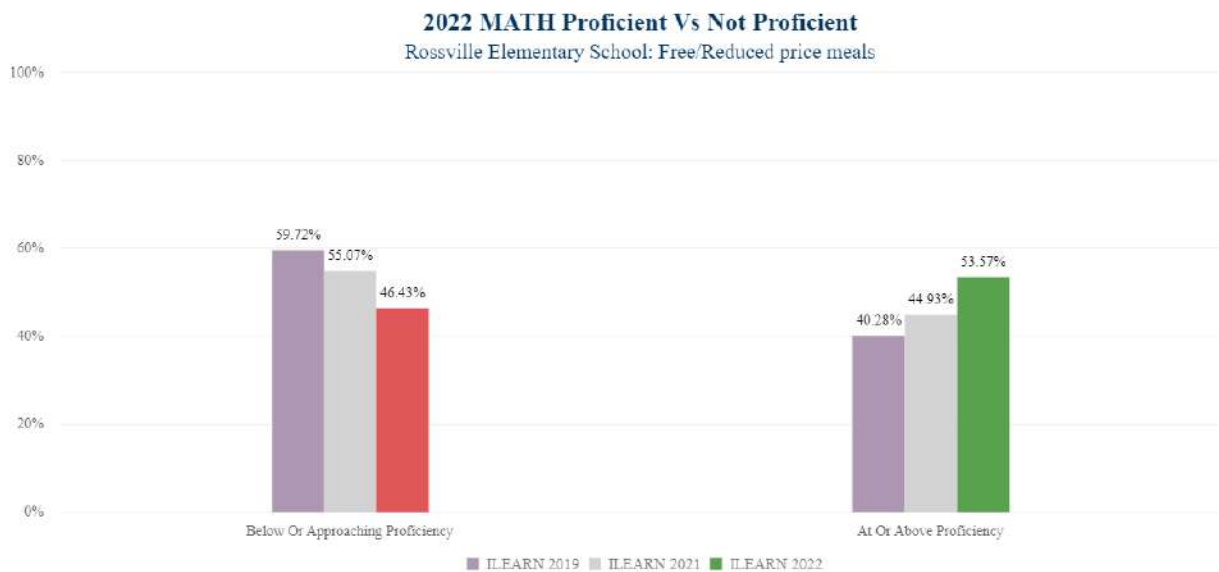
Of the 25 Special Education students who took Math ILEARN in 2022, 20.00% scored at or above proficiency while 80.00% scored below or approaching proficiency. This compares to 24 students who took Math ILEARN in 2021 where 20.83% scored at or above proficiency and 79.17% scored below or approaching proficiency.

This demonstrates a net decrease of -0.83% of students scoring at or above proficiency from the 2021 Math ILEARN assessment to the 2022 Math ILEARN assessment.



Of the 153 paid meal students who took Math ILEARN in 2022, 69.28% scored at or above proficiency while 30.72% scored below or approaching proficiency. This compares to 143 students who took Math ILEARN in 2021 where 62.24% scored at or above proficiency and 37.76% scored below or approaching proficiency.

This demonstrates a net increase of 7.04% of students scoring at or above proficiency from the 2021 Math ILEARN assessment to the 2022 Math ILEARN assessment.



Of the 56 students receiving Free/Reduced price meals who took Math ILEARN in 2022, 53.57% scored at or above proficiency while 46.43% scored below or approaching proficiency. This compares to 69 students who took Math ILEARN in 2021 where 44.93% scored at or above proficiency and 55.07% scored below or approaching proficiency.

This demonstrates a net increase of 8.64% of students scoring at or above proficiency from the 2021 ILEARN assessment to the 2022 ILEARN assessment.

Overall, Rossville Elementary School has seen an increase in Math proficiency over the past two testing years in all categories except for a slight decrease in our students with special needs. A continued focus will be placed on Math in particularly computation and a detailed plan will be created and implemented.

Student Academic Performance Goals

Goal English Language Arts:

60% of 3rd-5th grade students will score at or above proficiency on the English Language Arts ILEARN test by May 2025.

Measurable Benchmark for Spring 2023 and 2024:

2023:

- 54.5% of 3rd-5th grade students will score at or above proficiency on the English Language Art ILEARN test by May 2023.
- 75% of K-5th grade students will score at or above reading proficiency during the winter STAR testing.
- 80% of K-5th grade students will score at or above reading proficiency during the spring STAR testing.

2024:

- 57% of 3rd-5th grade students will score at or above proficiency on the English Language Art ILEARN test by May 2024.
- 75% of K-5th grade students will score at or above reading proficiency during the winter STAR testing.
- 80% of K-5th grade students will score at or above reading proficiency during the spring STAR testing.

Goal Mathematics:

73% of 3rd-5th grade students will score at or above proficiency on the Math ILEARN test by May 2025.

Measurable Benchmark for Spring 2023 and 2024:**2023:**

- 67.5% of 3rd-5th grade students will score at or above proficiency on the Math ILEARN test by May 2023.
- 75% of K-5th grade students will score at or above reading proficiency during the winter STAR testing.
- 80% of K-5th grade students will score at or above reading proficiency during the spring STAR testing.

2024:

- 70% of 3rd-5th grade students will score at or above proficiency on the Math ILEARN test by May 2023.
- 75% of K-5th grade students will score at or above reading proficiency during the winter STAR testing.
- 80% of K-5th grade students will score at or above reading proficiency during the spring STAR testing.

Professional Development:**2022-2023**

- 3rd-5th grade staff continued with Dr. Michelle Grewe focusing on these pillars:
 - Know the data
 - Choose Priority/Focus standards
 - Align resources
 - Best practices
 - Create lessons/assessments
- K-2nd grade staff will be introduced to priority standards, state SENS, and begin the process of aligning curriculum
- School improvement team will investigate best writing practices for RES

2023-2024

- 3rd-5th grade staff continued with Dr. Michelle Grewe focusing on these pillars:
 - Know the data
 - Choose Priority/Focus standards
 - Align resources
 - Best practices
 - Create lessons/assessments
- K-2nd grade staff will continue work with the following focus areas
 - Know the data
 - Choose Priority/Focus standards
 - Align resources
 - Best practices
 - Create lessons/assessments
- School improvement team will adopt a writing process to be implemented by all K-5 teachers
- Teachers will receive training on writing process

2024-2025

- Continue with same curriculum/assessment protocols
- Teachers will implement writing process

Action Plan to Achieve Goals

1. Increase student effort
 - a. Student and teacher goal setting
 - i. After teach formative assessment
 - ii. Summative assessment
 - iii. Grading period
 - b. Motivational speakers like Purdue sport figures and others
 - c. Survey students on extrinsic motivators
2. 3rd-5th grade continued work with Dr. Grewe
 - a. Know the data
 - b. Choose Priority/Focus standards
 - c. Align resources

- d. Best practices
 - e. Create lessons/assessments
 - i. Monthly data meetings discussing common created assessments
3. K-2nd grade with Chad
- a. Align priority standards
 - b. Align resources
 - c. Best practices
 - d. Create lessons/assessments

4. At the conclusion of the winter and spring formative benchmarks, teachers will utilize the RES data analysis tool to analyze data. Action plans for low performing standards particularly priority standards will be created and implemented after the winter testing.