

**REGULAR MEETING  
BOARD OF SCHOOL TRUSTEES  
Plainfield Community School Corporation  
October 10, 2019  
7:00 p.m.**

**I. CALL TO ORDER**

A. Pledge of Allegiance

**II. PRESIDENT'S PREROGATIVE**

A. Welcome Guests

B. Recognize Value of the Month Nominees

**III. PATRON'S INPUT ON AGENDA ITEMS**

**IV. REPORTS**

A. Health and Wellness Committee

**V. CONSENT ITEMS**

A. Record of September 12, 2019, Work Session

B. Minutes of the September 12, 2019, Regular Meeting

C. Minutes of September 16, 2019, Work Session

D. Minutes of September 19, 2019, Special Board Meeting

E. Camps, Tutoring and Overnight Field Trips

F. School Improvement Plans

G. Donations

H. Obsolete Equipment

I. Approve Engagement Letter for Bond Counsel

J. Adopt Expenditure Goals for 2019-2020

**VI. FINANCIAL REPORT AND CLAIMS**

- A. Financial Summary and Fund Transfers - Mr. Wolfe
- B. Claims: 51998-52271 - Mr. Wolfe

**VII. NEW BUSINESS**

- A. Personnel – Mr. Olinger
- B. Appoint Board Representative for Teacher of the Year – Mr. Cooney
- C. Approve Parent Square Agreement – Mr. Wolfe

**VIII. OLD BUSINESS**

- A. 2020 Budget Adoption - Mr. Wolfe
  - Adopt 2020 Budget Form 4 (Budgets, Levis, Rates)
  - Adopt 2020 Budget (Line 2) Resolution
  - Adopt Resolution for Transfers Between Education Fund and Operations Fund

**IX. BOARD DISCUSSION**

**X. ADJOURNMENT**

## **MEMORANDUM**

To: Scott Olinger and Board of School Trustees  
Re: Wellness Policy  
From: Kelly Collins, Food Service Director  
Date: September 26, 2019

The Health and Wellness Committee had their annual meeting on September 17, 2019 at which the committee reviewed and evaluated the policy. At this time, our schools are meeting all of the objectives and there were no recommended changes to Board Policy E-21, Wellness Policy on Physical Activity and Nutrition.

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Plainfield Community School Corporation  
985 Longfellow Lane  
Plainfield, IN 46168  
317-839-2578

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**RECORD OF WORK SESSION**  
Board of School Trustees  
Plainfield Community School Corporation

**September 12, 2019**  
**5:30 p.m.**

A work session was held on September 12, 2019, in accordance with the law. The purpose of the work session was to discuss the 2020 budget.

The following members of the Board of School Trustees were in attendance:

Mr. Allen, Mrs. Chamness, Mr. DuBois, Mrs. Elston, Mr. Flood

The undersigned Board members who were present and participating in said executive session do hereby certify that they discussed no subject matter in the session other than permitted in accordance with law.

There being no further business, the meeting was adjourned.

\_\_\_\_\_  
Scott Flood, President

\_\_\_\_\_  
Katie Chamness, First Vice President

\_\_\_\_\_  
Michael Allen, Second Vice President

\_\_\_\_\_  
Jessica Elston, Secretary

\_\_\_\_\_  
Brad DuBois, Parliamentarian



**BOARD OF SCHOOL TRUSTEES**  
**Plainfield Community School Corporation**  
**September 12, 2019**

A regular meeting of the Board of School Trustees of the Plainfield Community School Corporation, Hendricks County, Indiana, was held in the Board Room at the administration building of Plainfield Community School Corporation on September 12, 2019, at 7:00 p.m.

Members of the Board of School Trustees Michael Allen, Katie Chamness, Brad DuBois, Jessica Elston and Scott Flood were present. Scott Olinger, Pat Cooney and Jud Wolfe were also in attendance, along with approximately fifty-nine guests. When President Flood provided the opportunity, no one from the audience provided input regarding the agenda items.

**PRESIDENT'S  
PROROGATIVE**

President Flood welcomed everyone to the meeting.  
The meeting was opened with the Pledge of Allegiance.

New teachers were taken on a tour of Plainfield and Guilford Township to familiarize them with the community they're serving. Following the tour, a work session was held to discuss the 2020 budget which is just under \$71 MM.

Late last month, we officially broke ground for Guilford Elementary School. Students turned first earth. Site work should be visible in next couple weeks.

There are many great teachers in PCSC and one received special recognition last week. AJ McAdams at Plainfield High School was named an outstanding teacher by Project Lead the Way and is now in the running for the national winner. Mr. McAdams teaches several of the courses in our BioMedical Science program. Karen Gossmann has also been named a finalist for the 2019 Indiana Academic Coach of the Year. We wish them both good luck!

It's hard to believe that it has been 18 years since 9/11. Our schools mark this event in many ways. A particularly impressive one is at Clarks Creek Elementary where students shake hands with first responders, military personnel, and veterans and then participate in a silent dismissal. Students take it very seriously.

Transportation Department mechanics Jon Morris and Tyler Hecht were recognized for their work towards PCSC's 100% score during the Indiana State Police School Bus Inspections.

A student from each school was recognized for our August Value of the Month – Truth/Respect for Laws and Rules.

## REPORTS

Mr. Wolfe gave a summary of the 2019 Summer Lunch Feeding Program and verbal approval was given by the Board to continue the program during the summer of 2020.

## MINTES FROM AUGUST 8, 2019 MEETING

On a motion by Jessica Elston and seconded by Brad DuBois, the minutes of the August 8, 2019, Regular Meeting were approved.

## MINUTES FROM AUGUST 29, 2019 MEETING

On a motion by Jessica Elston and seconded by Brad DuBois, the minutes of the August 29, 2019 Special Meeting were approved.

## FIELD TRIPS & CAMPS

On a motion by Jessica Elston and seconded by Brad DuBois, the Board approved the field trips, camps and tutoring.

## DONATIONS

A motion was made by Jessica Elston to accept the donations submitted by the various schools. Brad DuBois seconded and the motion passed.

## OBSOLETE EQUIPMENT

On a motion by Jessica Elston and seconded by Brad DuBois, the Board approved the list of obsolete equipment.

## FINANCIAL REPORT

Mr. Wolfe presented the financial reports for the month of August and fund transfers. Mike Allen made the motion, Katie Chamness seconded and the Board accepted the financial summary and approved the fund transfers.

## FINANCIAL REPORT AND CLAIMS

Mr. Wolfe presented the claims 51711-51997. Mike Allen made the motion, Katie Chameness seconded and the Board approved payment of claims: 51711-51997.

***The meeting was suspended to conduct the Budget Hearing.***

*President Flood asked for questions and comments on the proposed 2020 Budget, the proposed 2020 Capital Projects Plan, and the proposed 2020-2024 Bus Replacement Plan from the public. No public input was provided.*

***The Budget Hearing was closed and the regular meeting was resumed.***

## PERSONNEL

On a motion by Katie Chamness seconded by Brad DuBois, the Board approved the personnel recommendations as per Schedule A-1.

|  |   |
|--|---|
| 2019-2020 TRANSFER POLICY                      | On a motion by Brad DuBois and seconded by Jessica Elston, the Board approved the 2020-2021 transfer policy to accept incoming kindergarten, 1 <sup>st</sup> grade, 6 <sup>th</sup> grade and 9 <sup>th</sup> grade students. No transfer applications will be accepted for Pride Academy due to building capacity. |
| ADOPT 2020 CAPITAL PROJECTS PLAN               | Jessica Elston made a motion, Katie Chamness seconded and the Board adopted the 2020 Capital Projects Plan.   |
| ADOPT 2020-2024 BUS REPLACEMENT PLAN           | On a motion by Mike Allen, seconded by Katie Chamness, the Board adopted the 2020-2024 Bus Replacement Plan.  |
| APPROVE CHANGE ORDER NO. 1 – ELEM. PLAYGROUNDS | Katie Chamness made a motion, Jessica Elston seconded, and the Board approved the Change Order No. 1 for the elementary playgrounds.  |
| APPROVE LEASE-PURCHASE AGREEMENT               | On a motion by Jessica Elston and seconded by Brad DuBois, the Board approved the Lease-Purchase Agreement with Sharp Business Systems for new copiers.   |
| BOARD DISCUSSION                               | Mr. Flood reminded the Board of the upcoming Work Session and Special Board Meeting.  |

There being no further business, the meeting was adjourned.

|   |   |
|---|---|
| _____<br>Scott Flood, President               | _____<br>Katie Chamness, First Vice President |
| _____<br>Michael Allen, Second Vice President | _____<br>Jessica Elston, Secretary            |
| _____<br>Brad DuBois, Parliamentarian         |   |



Plainfield Community School Corporation  
985 Longfellow Lane  
Plainfield, IN 46168  
317-839-2578

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## **RECORD OF WORK SESSION**

Board of School Trustees  
Plainfield Community School Corporation

**September 16, 2019**  
**8:00 a.m.**

A work session was held on September 16, 2019, in accordance with the law. The purpose of the work session was to discuss the 2019-2020 Teacher Negotiated Agreement and provide opportunity for public comment.

The following members of the Board of School Trustees were in attendance:

Mr. Allen, Mr. DuBois, Mrs. Elston, Mr. Flood

The undersigned Board members who were present and participating in said executive session do hereby certify that they discussed no subject matter in the session other than permitted in accordance with law.

There being no further business, the meeting was adjourned.

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Scott Flood, President

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Katie Chamness, First Vice President

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Michael Allen, Second Vice President

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Jessica Elston, Secretary

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Brad DuBois, Parliamentarian

**BOARD OF SCHOOL TRUSTEES**  
**Plainfield Community School Corporation**  
**September 19, 2019**  
**MINUTES**

A special meeting of the Board of School Trustees of the Plainfield Community School Corporation, Hendricks County, Indiana, was held in the administration building of Plainfield Schools at 985 Longfellow Lane on September 19, 2019, at 8:00 a.m.

Board of School Trustee members in attendance were Mike Allen, Brad DuBois, Jessica Elston, and Scott Flood. Also in attendance were Scott Olinger, Jud Wolfe, Pat Cooney, and no other guests. When President Flood provided the opportunity for public comment on the 2019-2020 Teacher Negotiated Contract, no one from the audience provided input.

|                            |   |
|----------------------------|---|
| PRESIDENT'S<br>PREROGATIVE | The meeting was opened with the Pledge of Allegiance. |
|----------------------------|---|

|   |  |
|---|--|
| 2019-2020 TEACHER<br>NEGOTIATED<br>CONTRACT | Jessica Elston made a motion, Brad DuBois seconded and the Board approved the 2019-2020 Teacher Negotiated Contract. |
|---|--|

**BOARD DISCUSSION** Mike Allen announced that Amy Boyles has been named director of the Youth Assistance Program.

There being no further business, the meeting was adjourned.

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Scott Flood, President

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Katie Chamness, First Vice President

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Michael Allen, Second Vice President

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Jessica Elston, Secretary

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Brad DuBois, Parliamentarian

## 2018-2019 Academic Tutoring/Private Lessons

[illegible]

### 2018-2019 Overnight and Out-of-State Field Trips

| Activity          | Group/Grade Level | Dates            | Time  | Sponsor(s)       | Contact Number | Location                     | Fee | Projected Participants | Approved |
|-------------------|-------------------|------------------|---|------------------|----------------|------------------------------|-----|------------------------|----------|
| Camp Jameson      | 5th               | May 19-20, 2020  | Depart @ 9am 5/19/20<br>Return @ 2:30pm 5/20/20 | Diana Cragen     | 317-839-7707   | Camp Jemson                  | N/A | 150                    |          |
| Publications Team | 9th - 12th        | Nov. 20-24, 2019 | Depart 4pm 11/20/19<br>Return 11/24/19          | Michelle Burress | 317-839-7711   | Washington, DC               | N/A | 17                     |          |
| Flat Rock         | 5th               | April 9-10, 2020 | Depart @ 9am 4/9/20<br>Return @ 2pm 4/10/20     | Brian Nelson     | 317-839-0120   | Flat Rock River<br>YMCA Camp | N/A | 210                    |          |

## 2018-2019 Athletic Clinics and Summer Camps

[illegible]

## 2018-2019 Clubs

[illegible]



# **SCHOOL IMPROVEMENT PLAN 2019-2020**

Brentwood Elementary School



1. Cover Sheet
2. Table of Contents
  - a. Part 1: Schoolwide Planning: Introduction (Components)
  - b. Part 2: Additional Narrative for PL221 Compliance (School Improvement Team)
3. Statement of Mission and Beliefs
  - a. Corporation Mission Statement
    - i. Bringing joy to learning.
  - b. School Mission Statement
4. Part 1: Schoolwide Planning: Introduction
  - a. Narrative description of the school.
  - b. Narrative description of the community.
    - i. Provided by district
5. Component 1. Comprehensive Needs Assessment
  - a. Student Achievement (every school will not have all of the data listed below)
    - i. ISTEP+, ILEARN, IREAD and other relevant assessment data- to include narrative, charts and graphs
      1. Results include longitudinal data
      2. Results disaggregated by sub groups
      3. Graduation rates
      4. Break Down reading, writing, math data
      5. Discuss formative assessments
      6. Using benchmark data to drive instruction and groupings
      7. Discuss growth on STAR
      8. Reading Remediation
      9. Writing Remediation
      10. Math Remediation
      11. Review ELL assessment data
  - b. Curriculum and Instruction
    - i. Description of the curriculum and information concerning the location of a copy of the curriculum that is available for public inspection.
    - ii. Provision outlining how the school will address the learning needs of all students, including exceptional learners; provide courses to allow students to earn an Academic Honors diploma; and encourage the completion of the Core 40 and Academic Honors curriculums.
  - c. Professional Development
  - d. Family and Community Involvement
  - e. School Context and Organization
  - f. Discipline data
6. Component 2: Implementation of Reform Strategies
  - a. Student achievement objectives - establish objectives of continuous improvement in, at a minimum, the areas of attendance rate, ISTEP+/ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives, with annual review and revision if necessary to accomplish objectives.
    - i. List of assessments - description and name of the assessments that will be used by the school in addition to ISTEP+/ILEARN



- ii. Attendance rate
  - iii. Percentage of students meeting academic standards under the ISTEP+/ILEARN program
  - iv. Graduation Rates
  - v. Benchmark Testing Results
- b. Specific areas where school improvement is needed immediately, and how the school will address these areas.
- c. Benchmarks for Progress
- d. Target Goals
  - i. Strategies listed
- 7. Component 3: Instruction By Highly Qualified Teachers
- 8. Component 4: Professional Development - professional development program that includes a narrative of student learning data, strategies, programs and services to address learning needs, activities to implement such strategies and an evaluation of the impact of such strategies; and an assurance that the professional development program complies with the State Board's core principles for professional development.
- 9. Component 5: Highly Qualified Teachers to High Needs Schools
- 10. Component 6: Parental Involvement - Provisions to maximize parental participation in the school.
- 11. Component 7: Preschool Transition (K-5)
- 12. Component 8: Teacher Decision Making Using Academic Assessment Results
- 13. Component 9: Effective, Timely Additional Assistance
- 14. Component 10: Coordination and Integration of Funds
- 15. Component 11: Cultural Competency - Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language minority, cultural, exceptional learning and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified in need of additional professional development to increase cultural competency in the school.
- 16. Component 12: Career Awareness/Development and Employability Standards
- 17. Part 2: Additional Narrative for PL221 Compliance
  - a. Attendance
  - b. Technology as a learning tool
  - c. Safe and Disciplined Learning Environment

**Schoolwide Planning: Introduction (Components)**

|                            |   |
|----------------------------|---|
| <b><u>Component 1</u></b>  | <b><u>Comprehensive Needs Assessment</u></b>                            |
| <b><u>Component 2</u></b>  | <b><u>Implementation of Reform Strategies</u></b>                       |
| <b><u>Component 3</u></b>  | <b><u>Instruction by Highly Qualified Teachers</u></b>                  |
| <b><u>Component 4</u></b>  | <b><u>Professional Development</u></b>                                  |
| <b><u>Component 5</u></b>  | <b><u>Highly Qualified Teachers to High Needs Schools</u></b>           |
| <b><u>Component 6</u></b>  | <b><u>Parent Involvement</u></b>  |
| <b><u>Component 7</u></b>  | <b><u>Preschool Transition</u></b>                                      |
| <b><u>Component 8</u></b>  | <b><u>Teacher Decision-Making Using Academic Assessment Results</u></b> |
| <b><u>Component 9</u></b>  | <b><u>Effective and Timely Additional Assistance</u></b>                |
| <b><u>Component 10</u></b> | <b><u>Coordination and Integration of Funds</u></b>                     |

**Additional Narrative for PL221 Compliance (School Improvement Team)**

|                    |   |
|--------------------|---|
| Nicole Walker      | Principal                               |
| Barry Osborne      | 5th grade Teacher / Assistant Principal |
| Rachel Barker      | 4th grade Teacher                       |
| Stacy Davis        | 3rd grade Teacher                       |
| Kelly Edwards      | 2nd grade Teacher                       |
| Kristen Sullivan   | 1st grade Teacher                       |
| Brandy Prather     | Kindergarten Teacher                    |
| Danielle Shepheard | SPED Teacher (ASD)                      |
| Alex Scott         | SPED Teacher (resource)                 |
| Madalin Eakes      | Special Area Teacher / Union Rep (PE)   |
| Tara Sherman       | Special Area Teacher / Admin Asst       |
| Michelle Bergman   | Home School Advisor (counselor)         |
| Rachel Jacone      | PTO Parent                              |

## **Statement of Mission and Beliefs**

### **Plainfield Community School Corporation Mission Statement:**

Bringing Joy to Learning

### **Brentwood Elementary School Mission Statement:**

Bringing Joy to Learning Through Excellence with our Achievement, Actions, and Attitudes.

## **Schoolwide Planning: Introduction**

Brentwood Elementary School is located in a residential area on the East side of Plainfield. A large percentage of students in grades kindergarten through five live within walking distance of the school; students who live farther away come to school by bus or car. As of May 2019, Brentwood had 31.2% of Free/Reduced student population.

There are three class sections in grades K-5. Brentwood currently offers three sections of full-day kindergarten for all of its students. The average class size in grades kindergarten through 5<sup>th</sup> grade is 23. Brentwood has a music, art, and physical education teacher, media specialist and two special education teachers. A Home/School Advisor, speech, occupational and physical therapy, and ELL services are available to students who may need them. Brentwood also has the district's Autism Program, serving students in kindergarten through 5<sup>th</sup> grade.

Teachers have a wide variety of experience levels, from beginning teachers to veterans of thirty or more years. Our blend of new and experienced teachers allows us the opportunity to share fresh ideas with the wisdom of experience. All of the 26 teachers work together to help our 430 students strive for excellence.

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves the residents of Guilford Township, including the town of Plainfield, through four K-5 elementary schools, a middle school for grades six through eight, and a high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for its 4500 students. Plainfield is located north of Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five (5) member Board of School Trustees, elected on an at-large nonpartisan basis during the primary elections to four years, staggered terms, governs the school corporation.

Plainfield Community School Corporation is the fourth largest employer in the area, following Duke Energy, Foxconn, Amazon and Bright Point. The township and community is primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown

Indianapolis and the Indianapolis International Airport. In the past ten years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, and retail development with the addition of a significant shopping mall and supporting retail stores and restaurants. Plainfield's student growth continues to increase yearly at an average rate of 2.3%. This continuous growth caused the Plainfield Community Schools to construct a new high school and realign facilities to accommodate the additional students in grades K-12. Plainfield is also constructing a new elementary school that is scheduled to open in the fall of 2021.

## **Component 1. Comprehensive Needs Assessment**

The educational program at Brentwood Elementary School is designed to develop well-rounded students that are able to master the rigorous Indiana Standards. Students participate in a general education program that begins with the Indiana Standards. The staff has worked to align curriculum, instruction, and assessment through curriculum mapping. Students who do not initially master the standard being taught receive remediation through our Response to Intervention Program (RtI), and parent and community volunteers.

In addition to the general education classroom, Brentwood Elementary School offers students a variety of educational opportunities. All students in grades K-5 participate in music, art, library and physical education. These four areas strengthen the students' ability to follow directions, set goals, and manage their time. There is a school-wide focus and common language around the 4C's and Design Thinking. The 4 C's are Collaboration, Communication, Creativity and Critical Thinking. Students are engaged with the 4 C's daily across curricular. Design Thinking is also a process we use to work through problems with a hand-on approach. Students also participate in a technology class and character building throughout the school year. After school activities include Choir, Sports Clubs, Student Council, STEM Robotics, Math Bowl and Art Club.

Students who are identified as having learning disabilities receive support from the special education teacher. Most support is given to the areas of Language Arts and Math; however, support can be offered in any subject area. Speech and occupational therapy are also available to children who need these services. ELL services are also provided to any student who would need these services.

The Title I program at Brentwood concentrates on providing services to students not at standard or on grade level academically. Students who are performing below grade level are pulled out for an additional 30-40 minutes of intensive small group instruction. Phonics, reading comprehension, and writing are all part of the well-balanced Language Arts remediation given to at-risk students. The Title 1 program also supports students who are struggling with mathematics. Foundational math concepts, number sense and computation are part of the basic math skills needed to be successful in future math classes.

## **A. Student Achievement**

Assessments at Brentwood Elementary are designed to collect formative and summative information. ISTEP and now ILEARN provides the summative information on student achievement and growth. That information is used as one piece of data to support teachers with planning instruction. The formative pieces of data are gathered from STAR 360 Reading and Math assessments, DIBELS, in-class assessments, quick checks and teacher observations.

Plainfield's students from kindergarten through 10<sup>th</sup> grade are assessed each year with the following tests:

- (1) Grades K Phelps BOY 25 top and bottom 25%
- (2) K-1 DIBELS bottom 25%
- (3) Grades K,2 and 5: CoGat
- (4) K Early Literacy (STAR 360)
- (5) Grade 1-10: Star 360
- (6) Grade 3: IREAD 3 Assessment
- (7) Grade 3-10: ILEARN (ELA and MA)

The following data, including graphs, comes from the annual performance reports and data disaggregation from our assessments. We know a comprehensive professional development program, aligning instruction with curriculum standards, strong parent partnerships, and setting high expectations for student growth and achievement will improve student performance.

**Brentwood Elementary All Grades ISTEP+**

| <b><u>ISTEP+</u><br/>All<br/>Grades</b> | <b>Language Arts<br/>Above Standard</b> |                  | <b>Mathematics<br/>Above Standard</b> |                  | <b>Both ELA/Math<br/>Above Standard</b> |                  |
|---|---|------------------|---------------------------------------|------------------|---|------------------|
|   | <b>Corporation</b>                      | <b>Brentwood</b> | <b>Corporation</b>                    | <b>Brentwood</b> | <b>Corporation</b>                      | <b>Brentwood</b> |
| <b>2006/7</b>                           | 84.9%                                   | 85.2%            | 88.5%                                 | 89%              | 81.3%                                   | 81.4%            |
| <b>2007/8</b>                           | 84.5%                                   | 85.8%            | 88.4%                                 | 89.3%            | 80.7%                                   | 80.6%            |
| <b>2008/9</b>                           | 83.9%                                   | 98.1%            | 87.9%                                 | 95.2%            | 80.1%                                   | 94.2%            |
| <b>2009/10</b>                          | 88.1%                                   | 96.5%            | 90.9%                                 | 95.7%            | 84.5%                                   | 94.7%            |
| <b>2010/11</b>                          | 90%                                     | 96%              | 92%                                   | 97.6%            | 86.1%                                   | 95.2%            |
| <b>2011/12</b>                          | 89%                                     | 99.2%            | 90.5%                                 | 95.9%            | 85.2%                                   | 95%              |

|                           |        |       |        |       |        |        |
|---------------------------|--------|-------|--------|-------|--------|--------|
| <b>2012/13</b>            | 89.8%  | 98.1% | 94.1%  | 99.1% | 87.8%  | 97.6%  |
| <b>2013/14</b>            | 91%    | 99.5% | 93.7%  | 99.1% | 88.1%  | 98.6%  |
| <b>2014/15</b>            | 82.6%  | 88.5% | 79.8%  | 91.6% | 73.6%  | 84.6%  |
| <b>2015/16</b>            | 83.5%  | 89%   | 82.8%  | 84.3% | 84.65% | 86.65% |
| <b>2016/17</b>            | 86.01% | 80.9% | 81.47% | 77.6% | 83.74% | 79.25% |
| <b>2017/18</b>            | 82.8%  | 82.9% | 83.8%  | 85.3% | 83.3%  | 84.1%  |
| <b>ILEARN<br/>2018/19</b> | 70%    | 69%   | 74.6%  | 70.6% | 72.3%  | 69.8%  |

**Grade 3 ISTEP+**

| <b>ISTEP+<br/>Grade 3</b>   | <b>Language Arts<br/>Above Standard</b> |                  | <b>Mathematics72<br/>Above Standard</b> |                  |
|-----------------------------|---|------------------|---|------------------|
|                             | <b>Corporation</b>                      | <b>Brentwood</b> | <b>Corporation</b>                      | <b>Brentwood</b> |
| <b>2003-2004</b>            | 87%                                     | 85%              | 88%                                     | 85%              |
| <b>2004-2005</b>            | 87%                                     | 87%              | 87%                                     | 84%              |
| <b>2005-2006</b>            | 85%                                     | 84%              | 85%                                     | 88%              |
| <b>2006-2007</b>            | 89%                                     | 88%              | 82%                                     | 80%              |
| <b>2007-2008</b>            | 88%                                     | 90%              | 84%                                     | 90%              |
| <b>2008-2009</b>            | 88%                                     | 96%              | 86%                                     | 93%              |
| <b>2009-2010</b>            | 94%                                     | 96%              | 93%                                     | 96%              |
| <b>2010-2011</b>            | 96%                                     | 96%              | 93%                                     | 98%              |
| <b>2011-2012</b>            | 95%                                     | 99%              | 90%                                     | 96%              |
| <b>2012-2013</b>            | 95%                                     | 100%             | 93%                                     | 100%             |
| <b>2013-2014</b>            | 94%                                     | 100%             | 92%                                     | 98%              |
| <b>2014-2015</b>            | 86%                                     | 89%              | 80%                                     | 89%              |
| <b>2015-2016</b>            | 84.41%                                  | 92.41%           | 79.14%                                  | 84.8%            |
| <b>2016-2017</b>            | 90.77%                                  | 87%              | 74.42%                                  | 80.5%            |
| <b>2017-2018</b>            | 84.2%                                   | 86.3%            | 82.4%                                   | 86.3%            |
| <b>ILEARN<br/>2018-2019</b> | 65.0%                                   | 70.0%            | 77.0%                                   | 74.0%            |

**Grade 4 ISTEP+**

| <b>ISTEP+<br/>Grade 4</b>   | <b>Language Arts<br/>Above Standard</b> |                  | <b>Mathematics<br/>Above Standard</b> |                  |
|-----------------------------|---|------------------|---------------------------------------|------------------|
|                             | <b>Corporation</b>                      | <b>Brentwood</b> | <b>Corporation</b>                    | <b>Brentwood</b> |
| <b>2012-2013</b>            | 95%                                     | 97%              | 95%                                   | 98%              |
| <b>2013-2014</b>            | 98%                                     | 100%             | 98%                                   | 100%             |
| <b>2014-2015</b>            | 88%                                     | 89%              | 88%                                   | 92%              |
| <b>2015-2016</b>            | 86.8%                                   | 87.2%            | 85.5%                                 | 83.3%            |
| <b>2016-2017</b>            | 86.5%                                   | 82.4%            | 80%                                   | 76.5%            |
| <b>2017-2018</b>            | 87.1%                                   | 85.3%            | 84.3%                                 | 88.2%            |
| <b>ILEARN<br/>2018-2019</b> | 70%                                     | 72%              | 74%                                   | 68%              |

**Grade 5 ISTEP+**

| <b>ISTEP+<br/>Grade 5</b>   | <b>Language Arts<br/>Above Standard</b> |                  | <b>Mathematics<br/>Above Standard</b> |                  |
|-----------------------------|---|------------------|---------------------------------------|------------------|
|                             | <b>Corporation</b>                      | <b>Brentwood</b> | <b>Corporation</b>                    | <b>Brentwood</b> |
| <b>2012-2013</b>            | 93%                                     | 98%              | 97%                                   | 99%              |
| <b>2013-2014</b>            | 92%                                     | 99%              | 97%                                   | 100%             |
| <b>2014-2015</b>            | 86%                                     | 87%              | 90%                                   | 94%              |
| <b>2015-2016</b>            | 79.4%                                   | 86.3%            | 83.8%                                 | 85%              |
| <b>2016-2016</b>            | 82.29%                                  | 73.3%            | 84.20%                                | 76%              |
| <b>2017-2018</b>            | 77.3%                                   | 83.5%            | 84.7%                                 | 88.6%            |
| <b>ILEARN<br/>2018-2019</b> | 75%                                     | 65%              | 73%                                   | 70%              |

**Grade 4 ISTEP+ Science**

| <b>ISTEP+<br/>Grade 4</b>   | <b>Science<br/>Above Standard</b> |                  |
|-----------------------------|-----------------------------------|------------------|
|                             | <b>Corporation</b>                | <b>Brentwood</b> |
| <b>2012-2013</b>            | 88%                               | 98%              |
| <b>2013-2014</b>            | 96%                               | 97%              |
| <b>2014-2015</b>            | 93%                               | 95%              |
| <b>2015-2016</b>            | 87.93%                            | 84.62%           |
| <b>2016-2017</b>            | 83.06%                            | 80%              |
| <b>2017-2018</b>            | 82.5%                             | 79.4%            |
| <b>ILEARN<br/>2018-2019</b> | 68%                               | 67%              |

**Grade 5 ISTEP+ Social Studies**

| <b>ISTEP+<br/>Grade 5</b>   | <b>Social Studies<br/>Above Standard</b> |                  |
|-----------------------------|--|------------------|
|                             | <b>Corporation</b>                       | <b>Brentwood</b> |
| <b>2012-2013</b>            | 92%                                      | 99%              |
| <b>2013-2014</b>            | 89%                                      | 99%              |
| <b>2014-2015</b>            | N/A                                      | N/A              |
| <b>2015-2016</b>            | 85.98%                                   | 90%              |
| <b>2016-2017</b>            | 81.60%                                   | 81.3%            |
| <b>2017-2018</b>            | 79.2%                                    | 84.8%            |
| <b>ILEARN<br/>2018-2019</b> | 71%                                      | 68%              |



**IREAD 3**

| <b>IREAD</b> | <b>2015-2016</b>                       | <b>2016-2017</b>                       | <b>2017-2018</b>                         | <b>2018-2019</b>                       |
|--------------|--|--|--|--|
| 3            | After Summer<br>Testing<br>2/72<br>97% | After Summer<br>Testing<br>3/74<br>96% | After Summer<br>Testing<br>73/73<br>100% | After Summer<br>Testing<br>1/67<br>99% |

**County Data Comparison**

| Hendricks County ILEARN Scores - Spring 2019                       |             |                   |                 |                   |                 |                   |
|--|-------------|-------------------|-----------------|-------------------|-----------------|-------------------|
| The sum of 4s and 3s, as reported the the ORS Score Reports Screen |             |                   |                 |                   |                 |                   |
| <b>E/LA</b>  | <b>Avon</b> | <b>Brownsburg</b> | <b>Danville</b> | <b>Mill Creek</b> | <b>NW Hend.</b> | <b>Plainfield</b> |
| 3  | 58%         | 75%               | 53%             | 48%               | 67%             | 65%               |
| 4  | 54%         | 76%               | 64%             | 64%               | 68%             | 70%               |
| 5  | 58%         | 78%               | 61%             | 63%               | 65%             | 75%               |
| 6  | 63%         | 75%               | 68%             | 64%               | 67%             | 71%               |
| 7  | 56%         | 72%               | 62%             | 60%               | 75%             | 71%               |
| 8  | 60%         | 72%               | 62%             | 68%               | 77%             | 71%               |
| 10   | 75%         | 76%               | 70%             | 78%               | 76%             | 83%               |
|  |             |                   |                 |                   |                 |                   |
| <b>Math</b>  | <b>Avon</b> | <b>Brownsburg</b> | <b>Danville</b> | <b>Mill Creek</b> | <b>NW Hend.</b> | <b>Plainfield</b> |
| 3  | 74%         | 85%               | 68%             | 66%               | 85%             | 77%               |
| 4  | 71%         | 84%               | 72%             | 79%               | 74%             | 74%               |
| 5  | 63%         | 84%               | 73%             | 77%               | 72%             | 73%               |
| 6  | 61%         | 77%               | 65%             | 63%               | 68%             | 71%               |
| 7  | 49%         | 77%               | 58%             | 50%               | 61%             | 65%               |
| 8  | 50%         | 72%               | 58%             | 54%               | 60%             | 65%               |
| 10   | 44%         | 55%               | 36%             | 53%               | 56%             | 64%               |
|  |             |                   |                 |                   |                 |                   |
| <b>Science</b>   | <b>Avon</b> | <b>Brownsburg</b> | <b>Danville</b> | <b>Mill Creek</b> | <b>NW Hend.</b> | <b>Plainfield</b> |
| 4  | 54%         | 67%               | 67%             | 62%               | 74%             | 68%               |
| 6  | 65%         | 78%               | 63%             | 73%               | 66%             | 73%               |
|  |             |                   |                 |                   |                 |                   |
| <b>Social Studies</b>  | <b>Avon</b> | <b>Brownsburg</b> | <b>Danville</b> | <b>Mill Creek</b> | <b>NW Hend.</b> | <b>Plainfield</b> |
| 5  | 59%         | 70%               | 63%             | 53%               | 62%             | 71%               |

**Brentwood Overall (Grades 3-4-5)**

ELA - 69%    Math - 71%    SC - 67%    SS - 68%

| Plainfield Schools | BW (% passing) | School 1 | School 2 | School 3 |
|--------------------|----------------|----------|----------|----------|
| 3rd ELA            | 70             | 62       | 66       | 62       |
| 3rd Math           |                | 76       | 77       | 83       |
|                    |                |          |          |          |
| 4th ELA            | 72             | 64       | 72       | 77       |
| 4th Math           |                | 70       | 79       | 81       |
| 4th SC             |                | 68       | 69       | 70       |
|                    |                |          |          |          |
| 5th ELA            |                | 72       | 83       | 83       |
| 5th Math           | 70             | 72       | 67       | 84       |
| 5th SS             | 68             | 61       | 81       | 77       |

Green - highest

Yellow - middle of the pack

Red - lowest

**Historical Achievement Data**

|   | 2016<br>ISTEP                     | 2017<br>ISTEP                     | 2018<br>ISTEP                     | 2019<br>ILEARN                    | difference              |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-------------------------|
| 3 | ELA 92.4%<br>MA 84.8%             | ELA 89.6%<br>MA 83.1%             | ELA 86.3%<br>MA 86.3%             | ELA 70.0%<br>MA 74.0%             | -16.3<br>-12.3          |
| 4 | ELA 87.2%<br>MA 83.3%<br>SC 84.6% | ELA 83.5%<br>MA 77.6%<br>SC 80.0% | ELA 85.3%<br>MA 88.2%<br>SC 79.4% | ELA 72.0%<br>MA 68.0%<br>SC 67.0% | -13.3<br>-20.2<br>-12.4 |
| 5 | ELA 86.3%<br>MA 85.0%<br>SS 90.0% | ELA 74.7%<br>MA 77.3%<br>SS 81.3% | ELA 83.5%<br>MA 88.6%<br>SS 84.8% | ELA 65.0%<br>MA 70.0%<br>SS 68.0% | -18.5<br>-18.6<br>-16.8 |

## Analysis and Action Planning

### IREAD 3

| Strengths  | Areas of Improvement |
|--|----------------------|
| <p>3 students DNP IREAD in Spring</p> <p>2 out of 3 passed IREAD in Summer</p> <p>1 student received a GCE after Summer</p> <p>Goal was 95% passing</p> <p>We had a total of ____99%__ passing</p> |                      |

### ILEARN

| Strengths   | Areas of Improvement   |
|---|--|
| <p><b>3rd</b></p> <p>Our ELA data is the highest in the district and second highest in the county.</p> <ul style="list-style-type: none"> <li>• Consistent RTI</li> <li>• Small group or 1:1 support</li> </ul> | <p>Our Math data is the lowest in the district and lowest for the county.</p>  |
| <p><b>4th</b></p> <p>Our ELA data is the middle of the pack for the district and second highest in the county.</p>  | <p>Our Math data is the lowest in the district and middle of the pack for the county.</p> <p>Our SC data is the lowest for the district and middle of the pack for the county.</p> <ul style="list-style-type: none"> <li>• Not ideal Reading RTI schedule</li> </ul>                        |
| <p><b>5th</b></p>   | <p>Our ELA data is the lowest in the district and middle of the pack in the county.</p> <p>Our Math data is in the middle of the pack for the district and second-lowest the county.</p> <p>Our SS data is the middle of the pack for the district and middle of the pack for the county</p> |

## Overall Analysis

Brentwood data has seen a significant decrease in all content areas in all grades, with the new ILEARN assessment. Our highest data point, when compared to our district scores, was 3rd-grade reading. The third grade is intentional with planing and RTI daily. A classroom teacher takes the most struggling students in small groups. The librarian also works 1:1 or 1:2 with students in most need. Our math data in every grade was either the lowest or second-lowest in our district. The biggest area of need is 5th grade reading with only 65% passing. When compared to the district, we are 7% away from the next lowest score. Literacy instruction is our main area in need of improvement while increasing our stamina and responses to math problem-solving. We need to continue our pair passages, writing responses and keyboarding skills.

We will continue to provide:

- quality and rigorous tier 1 instruction, following curriculum maps.
- daily small groups for guided reading and math.
- reading RTI for 40mins and Math RTI for 30mins.
- monthly data meetings to rank and file students for tier 2 and tier 3 support and make adjustments to groups and the intervention.
- closely monitoring of student growth on STAR and in-class data.
- Mr. Fritch working daily 1:1 or 1:2 with reading support for our most struggling students.
- training and supports to our Title 1 and General Educational Instructional Assistants.
- continue our intentional teaching and learning for Envisions 2.0.
- provide detailed ILEARN data to teachers for planning purposes.
- implement Total School Cluster Groupings in grades 3,4,5.
- have Literacy Blocks in grades 1-4 where reading and writing are combined.
- have PD around Guided Reading Best Practices.
- review and give feedback about small group instruction from Mrs. Walker.
- track RTI instruction and guided reading lessons.
- review and implement other reading interventions, as needed.
- work to incorporate learned science-related information and activities from the Imagination Lab into the classroom.
- Work to enhance the teaching of writing to include the craft of writing and written response by comparing 2 texts and providing evidence to support opinions.
- have a few teachers/grades pilot the Lucy Calkins Writing Curriculum.
- 4th grade will map out Science and SS curriculum to be taught every other quarter. During the SS quarter, 3 of the 9 weeks will also be Science. We will utilize our Science Curriculum Resource – Fusion.
- engage in PD for ILEARN and Ren Learn.

New Steps -

- Embed daily practices of the 4 C's
- Embed parts of the Design Thinking process into daily instruction
- Follow with fidelity the new Reading Series
- 3rd grade is Piloting Pattern Writing
- New SPED teacher with a different approach/style of teaching

- New PLC Model with teachers
- New Reading Interventions materials ( My View, Success Maker, Scholastics Reads, Short Reads)
- New 5th grade HA teacher (licensed)
- 13 IEPs in 5th grade so a new approach to clusters
- Moved RTI blocks and added more time (40mins grades 3-4-5)
- Teachers work with below level during RTI and assistants work with on-level

**Star 360 Student Growth Percentile(SGP)/Percentile Rank (PR)/  
Scaled Score (SS)**

**Grade K STAR 360  
Aug. 2019**

|                       |               |             |
|-----------------------|---------------|-------------|
| Early Emergent Reader | Score 300-487 | 11 students |
| Late Emergent Reader  | Score 488-674 | 50 students |
| Transitional Reader   | Score 675-774 | 4 students  |

**Grade 1 Star 360**

| Date        | Math (AVG.) | Reading (AVG.) |
|-------------|-------------|----------------|
| August 2016 | 86 (PR)     | 68(PR)         |
| August 2017 | 76 (PR)     | 74 (PR)        |
| August 2018 | 81 (PR)     | 71 (PR)        |
| August 2019 | 71(PR)      | 58(PR)         |

**Grade 2 Star 360**

| Date        | Math (AVG.) | Reading (AVG.) |
|-------------|-------------|----------------|
| August 2016 | 82(PR)      | 75(PR)         |
| August 2017 | 69 (PR)     | 64 (PR)        |
| August 2018 | 83 (PR)     | 76 (PR)        |
| August 2019 | 81(PR)      | 69(PR)         |

**Grade 3 Star 360**

| <b>Date</b>        | <b>Math (AVG.)</b> | <b>Reading (AVG.)</b> |
|--------------------|--------------------|-----------------------|
| <b>August 2016</b> | <b>83(PR)</b>      | <b>71(PR)</b>         |
| <b>August 2017</b> | <b>82 (PR)</b>     | <b>65 (PR)</b>        |
| <b>August 2018</b> | <b>77 (PR)</b>     | <b>62 (PR)</b>        |
| <b>August 2019</b> | <b>73(PR)</b>      | <b>59(PR)</b>         |

**Grade 4 Star 360**

| <b>Date</b>        | <b>Math (AVG.)</b> | <b>Reading (AVG.)</b> |
|--------------------|--------------------|-----------------------|
| <b>August 2016</b> | <b>86(PR)</b>      | <b>88(PR)</b>         |
| <b>August 2017</b> | <b>85 (PR)</b>     | <b>69 (PR)</b>        |
| <b>August 2018</b> | <b>88 (PR)</b>     | <b>68 (PR)</b>        |
| <b>August 2019</b> | <b>76(PR)</b>      | <b>53(PR)</b>         |

**Grade 5 Star 360**

| <b>Date</b>        | <b>Math (AVG.)</b> | <b>Reading (AVG.)</b> |
|--------------------|--------------------|-----------------------|
| <b>August 2016</b> | <b>85(PR)</b>      | <b>68(PR)</b>         |
| <b>August 2017</b> | <b>84 (PR)</b>     | <b>62 (PR)</b>        |
| <b>August 2018</b> | <b>84(PR)</b>      | <b>65(PR)</b>         |
| <b>August 2019</b> | <b>75(PR)</b>      | <b>47(PR)</b>         |

The STAR 360 Assessment is a tool we use for grades K-5. Kindergarten utilizes STAR Early Literacy and grades 1-6 utilizes STAR Reading and Math assessments. This assessment takes about 30 minutes and is completed on-line. The STAR assessments permit “move-in students” to be quickly assessed for placement into proper groups for CORE and RTI instruction. Teachers are continually trained on how to use this data and the tools and resources that STAR provides.

We also review Enrollment and Free and Reduced data to make decisions to best support our students.

| <b>Enrollment Data</b> |                   |
|------------------------|-------------------|
| <b>Year</b>            | <b>Enrollment</b> |
| 1994-1995              | 459               |
| 1995-1996              | 450               |
| 1996-1997              | 437               |
| 1997-1998              | 425               |
| 1998-1999              | 439               |
| 1999-2000              | 472               |
| 2000-2001              | 449               |
| 2001-2002              | 437               |
| 2002-2003              | 519               |
| 2003-2004              | 512               |
| 2004-2005              | 472               |
| 2005-2006              | 548               |
| 2006-2007              | 561               |
| 2007-2008              | 602               |
| 2008-2009              | 443               |
| 2009-2010              | 466               |
| 2010-2011              | 501               |
| 2011-2012              | 499               |
| 2012-2013              | 448               |
| 2013-2014              | 454               |
| 2014-2015              | 450               |
| 2015-2016              | 458               |
| 2016-2017              | 458               |
| 2017-2018              | 443               |
| 2018-2019              | 440               |

| <b>Free and Reduced Lunch Population</b> |                |
|--|----------------|
| <b>Year</b>                              | <b>Percent</b> |
| 1997                                     | 9%             |
| 1998                                     | 13%            |
| 1999                                     | 15%            |
| 2000                                     | 14%            |
| 2001                                     | 22%            |
| 2002                                     | 26.3%          |
| 2003                                     | 27.15%         |
| 2004                                     | 29.89%         |
| 2005                                     | 29.56%         |
| 2006                                     | 25.31%         |
| 2007                                     | 25.41%         |
| 2008                                     | 20.03%         |
| 2009                                     | 19.31%         |
| 2010                                     | 25.3%          |
| 2011                                     | 27.4%          |
| 2012-2013                                | 30.6%          |
| 2013-2014                                | 29.75%         |
| 2014-2015                                | 29.3%          |
| 2015-2016                                | 31%            |
| 2016-2017                                | 31%            |
| 2017-2018                                | 33%            |
| 2018-2019                                | 33%            |



## B. Curriculum and Instruction

The master schedule at Brentwood provides uninterrupted blocks of time for literacy, math and RTI at each grade level. These blocks of time are protected from unnecessary interruptions during the school day. We utilize the following resources, along with our curriculum maps and state standards to provide rigorous and engaging lessons for our students. The following summary does not encompass all resources teachers may use throughout the year.

| Subject        | Main Curriculum Supports<br>(textbooks/programs)   | Intervention   | Other Resources and Technology   |
|----------------|--|--|--|
| Reading        | My View (Pearson)<br>Novels<br>Picture Books   | *My Focus RTI Kit<br>*Lindamood Bell:<br>Seeing Stars, Visualize<br>& Verbalize, LIPS<br>*Waterford<br>*SuccessMaker<br>*Story Works<br>*Short Reads | Learning A-Z<br>Brain Pop<br>Starfall<br>ABCYa<br>Moby Max   |
| Writing        | Lucy Calkins<br>6+1 Writing Traits<br>Ralph Fletcher<br>Smarter Balance Tasks<br>Pattern-Based Writing |  | Reading A to Z<br>Read Works<br>Story Works<br>(both for paired<br>texts & non-fiction<br>writing) |
| Math           | EnVision 2.0<br>High Ability - Big Ideas   | Envision 2.0 RTI Kit<br>Waterford<br>Mathseeds<br>Number Worlds<br>Do The Math<br>SuccessMaker   | Mountain Math<br>Marcy Cook<br>Cool Math for Kids<br>Prodigy<br>Khan Academy<br>Moby Max           |
| Science        | Fusion   |  | Scholastic News<br>Discovery Ed<br>Defined STEM  |
| Social Studies | Houghton-Mufflin<br>Social Studies Weekly<br>Time of Kids  |  | Scholastic News  |

The Plainfield Instructional model is a 1+1+1 model. This model includes Indiana state standards, the 4 C's and a component of Design Thinking, STEM, and or College/Career readiness into each lesson plan. Teachers use this model to plan for an engaging, relevant and hands-on lesson in all academic areas. As a district, we have common language and visuals for our instructional model, the 4 C's and the Design Thinking process. The students will encounter at least one full design thinking process each quarter within their classrooms.

**Reading (k-5):** Classroom teachers provide a 90 minute CORE Reading Block. During this time teacher are implementing a Reader's Workshop model. The Reader's Workshop model includes several pieces focused around student data and needs. The daily model including whole group explicit instruction, small group differentiated instruction and work stations for practice. Our resources include My View by Pearson (textbooks) and a variety of authentic materials. Consistent Guided Reading instruction expands each student's mastery of reading skills.

**Writing (k-5):** Classroom teachers provide the Writer's Workshop model 4-5 times per week. This block of time might be part of the literacy block or a stand-alone time for 25-40 minutes. Teachers use a variety of curriculum resources including Lucy Calkins Units of Study, Six Traits of Writing, Ralph Fletcher, Pattern-Based Writing, Smarter Balance Resources along with Paired Texts. The model includes a mini-lesson, independent writing time, conferencing and share times. We are enhancing our Writer's Workshop model at Brentwood. We are deepening our understanding of the writing framework and engaging in professional development to expand our knowledge and application.

We are spending professional development time researching, planning and growing our practice for response and non-fiction writing. Teachers will provide instruction in the craft of writing for a variety of genres along with the technical pieces of responding to a prompt.

**Math (k-5):** Classroom teachers provide a 55-70-minute CORE Math Block daily. Teachers utilize the EnVisions 2.0 Math Curriculum. The district supports a comprehensive sequence of teaching math skills. The math block consists of whole group, small groups and math work stations.

**Science/Social Studies (k-5):** Classroom teachers provide instruction for both science and social students content. These lessons can be stand-alone activities or embedded in other content areas. Our science curriculum resource is Fusion and social studies is a variety of resources including Time of Kids, Weekly Readers, Discovery Ed, Defined STEM, etc.

Appropriate teachers have been given copies of the published Indiana Academic Standards. The State of Indiana has assisted the schools by making the state standards available to all staff on an annual basis and on the Indiana Department of Education web site [www.doe.in.gov](http://www.doe.in.gov).

Every year, including summer staff development days, the teachers have been actively involved in updating our local curriculum calendars guaranteeing that it is aligned to the state standards. To assist the teacher's efforts with the updating process, time is provided for teachers to work on curriculum development at various times throughout the school year and summer months. The resulting curriculum is then printed and distributed to the teachers. Curriculum outlines/calendars are housed at each school as well as at the superintendent's office. A web link is available on the school corporation's web page, [www.plainfield.k12.in.us](http://www.plainfield.k12.in.us), to the academic standards in each curricular area.

Each teacher at Brentwood Elementary has been involved in assessing how and to what extent each standard is being instructed, assessed, and mastered. In recent months, several staff members have served on corporation curriculum committees to be sure that our local curriculum is aligned with Indiana Standards (college and career readiness). The classroom teachers shall pace their instruction using these standards based curriculum maps.

Brentwood teachers are evaluating instructional materials and textbooks to be sure that we are utilizing our time and resources in the most effective manner.

Based on our data, Brentwood will continue to provide the following:

- quality and rigorous tier 1 instruction, following curriculum maps
- daily small groups for guided reading and math
- reading RTI for 30- 40 mins and math RTI for 30 mins
- monthly data meetings to rank and file students for tier 2 and tier 3 support and make adjustments to groups and the intervention
- close monitoring of student growth on STAR and in class data
- provide training and support to our title 1 and general educational instructional assistants
- continue our intentional teaching and learning for new math resource Envisions 2.0
- continue PD with STAR 360
- provide detailed ILEARN data to teachers for planning purposes
- review and give feedback about small group instruction through evaluations
- implement Total School Cluster Groupings in grades 3,4,5
- have literacy blocks in grades 1-4 where reading and writing are combined.
- have continued PD around guided reading best practices
- track RTI instruction and guided reading lessons
- review and implement other reading interventions, as needed

- work to incorporate learned science related information and activities from the Imagination Lab into the classroom
- work to enhance the teaching of writing to include the craft of writing and written response by comparing 2 texts and providing evidence to support opinions
- have selected teachers/grade levels pilot the Lucy Calkins Writing Curriculum
- 4<sup>th</sup> grade will map out Science and SS curriculum to be taught every other quarter.  
During the SS quarter, 3 of the 9 weeks will also be Science. We will utilize our Science Curriculum Resource – Fusion
- engage in PD for ILEARN

\*engage in PD for the 4C's

\*engage in PD for the Design Thinking process

The professional educators at Brentwood Elementary are articulating the most effective instructional strategies. Within the school and throughout the school district teachers discuss and share strategies that are proven effective to teach the state standards with other teachers who teach similar grade levels and subject areas. Teachers are also researching best practices in other areas of the state, country, or world which have yielded desirable results with similar populations of students.

**Response to Intervention:** All students at Brentwood take a Beginning of the Year, Middle of the Year and End of the year benchmark STAR test for Reading and Math (K only does Early Literacy). Monthly data meetings with the principal, grade level teachers and instructional assistants identifies any student that is performing below grade level academically. Based on this data, students are placed into Tier 1, Tier 2, or Tier 3 groupings. These groupings provided differentiated reading and math instruction based on the group's abilities and needs and these students are progress monitoring monthly for growth on STAR.

**Special Education(IEP):** If the supports and instruction provided by RTI and or a student has an identified exceptionality, a student may qualify for Special Education. Differentiated instruction, written in an individualized educational plan, is based on individual student needs. Instruction is based on best practices through push-in and pull-out programming. A variety of resources for both literacy and math instruction are used by certified staff and trained instructional assistants. These supports are in addition to the core classroom instruction.

**English Language Learners(ILP):** Students for whom English is not their first language and show language need based on the WIDA Language assessment, may qualify for an ILP. Differentiated instruction, written in an individualized learning plan, is based on individual student needs. Instruction is based on best practices through push-in and pull-out programming. A variety of resources for language acquisition is

used to support the learning of English. These supports are in addition to the core classroom instruction.

### C. Professional Development

Growing professional is a critical element to the success at Brentwood. The school administration and correlate committees have developed a timeline and list of priorities for upcoming years to address the areas of growth and learning. In addition to our school level professional development, the school also incorporates district level initiatives.

The current professional develop plan at Brentwood Elementary School is focused on increasing student growth in all academic areas and promoting a GRIT. Based on our data, we will also focus on the Best Practices for Reading Workshop. We will spend time engaged in conversations and professional learning around the Reading and Writing Workshop, engagement, rigor and comprehension. We will also spend time deepening our understanding of the 4C's and Design Thinking. Some specifics for PD are: Defined STEM, The 4 C's, Design Thinking, Digital Literacy and Computer Science PD ie. Code.org, etc., Reading Workshop Components and Strategies with new reading series, GRIT and Growth Mindset Activities, ILEARN Assessment and Testing Expectations, and the STAR Platform and resources. We also value teacher leadership, so teachers will share information that they have learned through book studies and or attending conferences.

This will be measured by STAR data, common assessments, and teacher observations. Response to Intervention will focus on writing, math computation, problem-solving, reading comprehension, reading fluency and vocabulary. Grade level teams collaborate on a weekly basis to plan instruction, analyze student data, and to collaboratively score student work. Each grade level team has worked to develop a curriculum guide focused on the Indiana Standards and assessments to determine the students' level of understanding of the indicators being addressed in the classroom. The instructional teaching staff and instructional assistants will continue to receive training in differentiated instruction and effective instructional strategies

To keep consistent communication, enhance teaching learning and continue to build a positive climate and culture in our building, we will meet each week on Thursdays. The table below shows the type of meetings, dates and times.

|           | <b>Staff Meeting</b><br>7:30 am – 8:30am<br>(usually 1 <sup>st</sup> Thursday) | <b>PD</b><br>4:10pm – 5:00pm<br>(usually 2 <sup>nd</sup> Thursday) | <b>Data Meetings</b><br>During School Day<br>(usually 3 <sup>rd</sup> Thursday) | <b>Committees/Lead<br/>ers</b><br>4:10pm – 5:00pm<br>(Usually 4 <sup>th</sup> Thursday) |
|-----------|--|--|---|---|
| August    | 8  | 15   | 29**  | 22  |
| September | 5  | 12   | 19  | 26  |
| October   | 3  | 10   | 24  | 31  |
| November  | 7  | 14   | 21  | -----   |

|          |      |    |       |       |
|----------|------|----|-------|-------|
| December | 5    | 12 | ----- | ----- |
| January  | 23** | 16 | 9     | 30    |
| February | 6    | 13 | 20    | 27    |
| March    | 6    | 12 | 19    | ----- |
| April    | 9    | 16 | 23    | 30    |
| May      | 7    | 14 | 21    | ----- |

## D. Family and Community Involvement

Brentwood Elementary takes great pride in the number of parent and community members that volunteer at school. Volunteers assist the classroom teachers by providing one-on-one and small group supports and assist teachers with daily tasks. Parent conferences and activities are routinely scheduled throughout the school year to increase parent interaction with the school.

### Several examples of volunteer activities are listed below.

- **P.T.O.**—Brentwood parents and teachers actively participate in the P.T.O. which coordinates fundraising events and activities for our students. The P.T.O. organizes a Super Saturday each year, serve as room parents for the Fall and Valentine's Day parties, and sponsor Donuts with Dad, Muffins with Mom, Carnival, Walk-A-Thon, Magic and Reptile shows, Holiday Shopping along with other various events.
- **Classroom Volunteers**—Parents and grandparents help in classrooms at a teacher's request. They offer individual and small group tutoring, assist in the computer lab, read to and with students, accompany classes on field trips, and assist with class projects.
- **Conferences**—Parents attend conferences in October and throughout the year to learn more about their children's progress and needs.
- **Parent Meetings**—Each year an opportunity is given to parents to visit classrooms and meet the teachers.
- **Study Buddies**—Parents and community members are paired with students for purposes of tutoring and adult mentoring.
- **Special Programs**—Each year, students are involved in special programming including music programs, an art fair, a science fair, a social studies fair, Jump Rope for Heart Health and outdoor education.

- **PL 221 Committees**—Parents have participated in the steering committee meetings, as well as many individual subject area meetings. Their input has been invaluable.
- **Field Day**—Each spring the physical education teacher organizes an outdoor field day for the students. Parents run each event and serve refreshments to the children throughout the day.
- **Math Facts Challenge Celebration**—parents participate in making snow cones and celebrating success during this event.

**Family Nights** —parents participate with their children in a science-focused and hands-on activity night at the Imagination Lab.

## **E. School Context and Organization**

Students at Brentwood are aware that their safety is important. Monthly emergency drills are practiced, and all children know what to do in case of a fire, a tornado, intruder or an earthquake. Emergency procedures are posted in every classroom. If an emergency warrants its use, the principal or his designee will notify the staff that a lockdown is in place. Adults work continually to keep the building free of safety hazards and any problems noted are fixed immediately.

Brentwood also has a CPI team that is trained in how to respond to a student in crisis to protect the student and the other students in the room.

In addition to the general education classroom, Brentwood Elementary School offers students a variety of educational opportunities. All students in grades K-5 participate in music, art, library and physical education. These four areas strengthen the students' ability to follow directions, set goals, and manage their time. Students also participate in a technology class and character building throughout the school year. After school activities include Choir, Sports Club, Student Council, STEM Robotics, Math Bowl and Art Club.

A school-wide discipline plan is in place. The principal conducts meetings to review the school rules and the consequences for not following them. All areas of the school are supervised when students are present. Adults teach, model and expect children to follow directions and treat others with respect. Community values are posted throughout the building. Each month a value is featured and discussed in the individual

classrooms. Children are encouraged to model the values and recognized for displaying those values through Student of the Week Awards, Student of the Month, SWAG Tags and Excellence T-Shirts. C.A.R.S.-Caring and Responsible Students-is a program that educates students on positive behaviors, character education, and anti-bullying. Our school-wide focus this year is Got GRIT. (Growth Mindset, Remain committed to goals, I CAN...Just not yet and Try again)

A school nurse is employed on a full time basis to assist with sick or injured children. She maintains communication with parents of children who are absent and serves as the attendance officer in the building. The Hendricks County Sheriff's Department helps with chronic attendance problems through Project Attend.

A full-time Plainfield Police Officer is on campus everyday along with a Plainfield Schools Security Officer. They are available whenever a need should arise. Security cameras are in place to monitor outside doors, hallways, the cafeteria, and the parking lot.

All visitors must sign-in at the office with an identification card (ID), where a background check is run before entering the building with students.



**F. Discipline Data**

| Brentwood Elementary Discipline Statistics 2018-19 |    |     |         |                            |  |     |         |  |  |
|--|----|-----|---------|----------------------------|--|-----|---------|--|--|
| Discipline Incidents =                             |    | 131 |         |                            |  |     |         |  |  |
| GRADE  |    |     |         | GENDER                     |  |     |         |  |  |
| Total Discipline Incidents                         |    | 131 |         | Total Discipline Incidents |  | 131 |         |  |  |
| Grade  | KG | 26  | 19.85%  | Female                     |  | 9   | 6.87%   |  |  |
| Grade  | 1  | 20  | 15.27%  | Male                       |  | 122 | 93.13%  |  |  |
| Grade  | 2  | 17  | 12.98%  |                            |  |     |         |  |  |
| Grade  | 3  | 14  | 10.69%  |                            |  |     |         |  |  |
| Grade  | 4  | 34  | 25.95%  |                            |  |     |         |  |  |
| Grade  | 5  | 20  | 15.27%  |                            |  |     |         |  |  |
| ETHNICITY  |    |     |         | SOCIOECONOMIC STATUS       |  |     |         |  |  |
| Total Discipline Incidents                         |    | 131 |         | Total Discipline Incidents |  | 131 |         |  |  |
| American Indian                                    |    | 0   | 0.00%   | Free                       |  | 67  | 51.15%  |  |  |
| Asian  |    | 0   | 0.00%   | Reduced                    |  | 13  | 9.92%   |  |  |
| Black  |    | 22  | 16.79%  | Paid                       |  | 51  | 38.93%  |  |  |
| Hispanic   |    | 6   | 4.58%   |                            |  |     |         |  |  |
| Multi-Race   |    | 5   | 3.82%   |                            |  |     |         |  |  |
| Native Hawaiian                                    |    | 0   | 0.00%   |                            |  |     |         |  |  |
| White  |    | 98  | 74.81%  |                            |  |     |         |  |  |
| SPECIAL EDUCATION                                  |    |     |         |                            |  |     |         |  |  |
| Total Discipline Incidents                         |    | 131 |         |                            |  |     |         |  |  |
| Special Education                                  |    | 43  | 32.82%  |                            |  |     |         |  |  |
| General Education                                  |    | 88  | 67.18%  |                            |  |     |         |  |  |
| SUSPENSIONS =                                      |    | 2   |         |                            |  |     |         |  |  |
| GRADE  |    |     |         | GENDER                     |  |     |         |  |  |
| Total Discipline Incidents                         |    | 2   |         | Total Discipline Incidents |  | 2   |         |  |  |
| Grade  | KG | 0   | 0.00%   | Female                     |  | 0   | 0.00%   |  |  |
| Grade  | 1  | 0   | 0.00%   | Male                       |  | 2   | 100.00% |  |  |
| Grade  | 2  | 0   | 0.00%   |                            |  |     |         |  |  |
| Grade  | 3  | 0   | 0.00%   |                            |  |     |         |  |  |
| Grade  | 4  | 2   | 100.00% |                            |  |     |         |  |  |
| Grade  | 5  | 0   | 0.00%   |                            |  |     |         |  |  |
| ETHNICITY  |    |     |         | SOCIOECONOMIC STATUS       |  |     |         |  |  |
| Total Discipline Incidents                         |    | 2   |         | Total Discipline Incidents |  | 2   |         |  |  |
| American Indian                                    |    | 0   | 0.00%   | Free                       |  | 1   | 50.00%  |  |  |
| Asian  |    | 0   | 0.00%   | Reduced                    |  | 0   | 0.00%   |  |  |
| Black  |    | 1   | 50.00%  | Paid                       |  | 1   | 50.00%  |  |  |
| Hispanic   |    | 0   | 0.00%   |                            |  |     |         |  |  |
| Multi-Race   |    | 0   | 0.00%   |                            |  |     |         |  |  |
| Native Hawaiian                                    |    | 0   | 0.00%   |                            |  |     |         |  |  |
| White  |    | 1   | 50.00%  |                            |  |     |         |  |  |
| SPECIAL EDUCATION                                  |    |     |         |                            |  |     |         |  |  |
| Total Discipline Incidents                         |    | 2   |         |                            |  |     |         |  |  |
| Special Education                                  |    | 0   | 0.00%   |                            |  |     |         |  |  |
| General Education                                  |    | 2   | 100.00% |                            |  |     |         |  |  |

## Component 2: Implementation of Reform Strategies

The teachers and staff at Brentwood Elementary have worked collaboratively to create our school improvement plan around the centralized theme of continuous improvement. Each grade level and correlate area has developed specific action steps to help our school achieve our school's goals. These objectives will be carefully planned, implemented, evaluated, and revised each school year.

### **Brentwood Elementary School-Wide Goals**

- Brentwood students will pass the 2020 Spring ILEARN with an overall school percentage of 80% or more passing for both ELA and Math.
- In 3rd grade, 95% of students will pass the IREAD3 assessment.
- A minimum of 80% of students in grades K – 5 will make adequate yearly growth (50 SGP) by the STAR 360 EOY assessment for both ELA and Math.
- A minimum of 85% of students in grades K – 5 will reach the 70 percentile ranking on STAR 360 EOY assessment for both ELA and Math.

#### **Specific areas where improvement is needed:**

1. Reading comprehension and vocabulary
2. Comprehension through written expression
3. Math process standards

### **SCHOOL IMPROVEMENT**

#### **Goals and Instructional Initiatives**

**FOCUS AREA: Reading** - Brentwood students will pass the 2020 Spring ILEARN with an overall school percentage of 80% Reading. 100% of students in the bottom 25% will have high growth and 100% of students in the top 75% will move a minimum of 100 points (standard movement) on ILEARN. A minimum of 80% of students in grades K – 5 will make adequate yearly growth (50 SGP) by the STAR 360 EOY assessment. A minimum of 85% of students in grades K – 5 will reach the 70 percentile ranking on STAR 360 EOY assessment. In 3<sup>rd</sup> grade, 95% of students will pass the IREAD3 assessment.

| Supportive Instructional Initiative | Timeline | Benchmarks, Performance Indicators | Supportive Professional Development | Assessment Tools |
|-------------------------------------|----------|------------------------------------|-------------------------------------|------------------|
|                                     |          |                                    |                                     |                  |

|   |                       |   |  |   |
|---|-----------------------|---|--|---|
| The lowest 25% of K – 5 <sup>th</sup> grade students will receive additional reading instruction using interventions outlined in the Brentwood Response to Intervention plan.   | 2013-2020<br>On-going | Student eligibility for intervention program will be determined by the results of the STAR 360, ILEARN, school-wide common assessments, and teacher referral. | <ul style="list-style-type: none"> <li>-Primary staff and special education staff.</li> <li>-Teaching assistants and volunteers trained in assisting with reading instruction.</li> <li>-All staff trained in Response to Intervention strategies.</li> <li>-Waterford, LMB, VV Strategies and Interventions</li> </ul>            | <ul style="list-style-type: none"> <li>-ILEARN Reading</li> <li>- STAR 360</li> <li>-DIBELS</li> </ul>                            |
| All classrooms have a minimum of a 90 min Reading Block or Literacy that includes whole group, small group and work stations. Students work on vocabulary, literacy skills and standards, comprehension, reading response, word work, phonics and phonemic awareness, higher order thinking and depth of knowledge. Teachers also use leveled | 2013-2020<br>Daily    | Weekly Comprehension assessments with vocabulary and reading skills   | <ul style="list-style-type: none"> <li>Weekly collaborations with grade level teams to discuss the curriculum maps, instructional resources and strategies</li> <li>-Reading Workshop</li> <li>-Yes Ma'am and RADD strategy</li> <li>-LMB and LIPPS training</li> <li>- Waterford, LMB, VV Strategies and Interventions</li> </ul> | <ul style="list-style-type: none"> <li>ILEARN Reading</li> <li>-Curriculum Tests</li> <li>- STAR 360</li> <li>- DIBELS</li> </ul> |

|   |                     |  |  |  |
|---|---------------------|--|--|--|
| readers, AR Reading Cards, Reading Counts and games.  |                     |  |  |  |
| Teachers will follow and adjust standards taught based on the curriculum maps that give the plan for the school year.   | 2013-2020<br>Weekly | Teachers analyze and evaluate student progress with the STAR assessment, common assessments, in-class work and observations to adjust their curriculum maps. | Weekly collaborations with grade level teams to discuss the curriculum maps, instructional resources and strategies<br><br>PD with STAR 360<br><br>PD with Pearson                         | -ILEARN Reading<br>-Curriculum Tests<br>- STAR 360<br>-DIBELS                          |
| -Teachers will utilize computer programs and Internet resources to reinforce standard based instruction such as STAR 360, Waterford, Success Maker, Accelerated Reading, Reading Eggs, Moby Max, Spelling City etc. | 2013-2020<br>Weekly | Computer programs and Internet assignments as set by classroom teachers.   | -Teachers will receive training on current building wide programs and other related Internet websites.<br>-Teachers receive a list of websites to reinforce grade level reading standards. | -Classroom teachers will monitor the use of computer programs and Internet activities. |

|  |                     |   |  |                                      |
|--|---------------------|---|--|--------------------------------------|
| -Teachers will utilize a variety of resources to enhance written responses and comprehension through writing | 2013-2020<br>Weekly | Weekly Comprehension assessments with vocabulary and written response | Weekly collaborations with grade level teams to discuss the curriculum maps, instructional resources and strategies<br><br>Training with identified resources for comprehension through writing and comparing texts. | -ILEARN Reading<br>-Curriculum Tests |
|--|---------------------|---|--|--------------------------------------|

**FOCUS AREA: Math - Brentwood students will pass the 2020 Spring ILEARN with an overall school percentage of 80% Math. 100% of students in the bottom 25% will have high growth and 100% of students in the top 75% will move a minimum of 100 points (standard movement) on ILEARN. A minimum of 80% of students in grades K – 5 will make adequate yearly growth (50 SGP) by the STAR 360 EOY assessment. A minimum of 85% of students in grades K – 5 will reach the 70 percentile ranking on STAR 360 EOY assessment.**

| Supportive Instructional Initiative | Timeline | Benchmarks, Performance Indicators | Supportive Professional Development | Assessment Tools |
|-------------------------------------|----------|------------------------------------|-------------------------------------|------------------|
|-------------------------------------|----------|------------------------------------|-------------------------------------|------------------|

|   |                       |  |  |  |
|---|-----------------------|--|--|--|
| The lowest 25% of 1st – 5 <sup>th</sup> grade students will receive additional mathematics instruction using interventions outlined in the Brentwood Response to Intervention plan. | 2013-2020<br>On-going | Students eligibility for intervention program will be determined by the results of the ILEARN, STAR 360, school-wide common assessments, and teacher referral. | -Primary staff and special education staff.<br>-Teaching assistants and volunteers trained in assisting with math instruction.<br>-All staff trained in Response to Intervention strategies. | -ILEARN Math<br>-Math curriculum assessments<br>- STAR 360 |
|---|-----------------------|--|--|--|

|  |                    |  |   |  |
|--|--------------------|--|---|--|
| Students will be involved in daily math computation and problem solving practice. Results of benchmark assessments and daily math lessons will lead to differentiated instruction to further enrich or remediate students as needed in small group, individual instruction, and high ability instruction while utilizing supplemental materials. | 2013-2020<br>Daily | <p>-Teachers will revise and implement standards based assessments. Teachers evaluate student performance using Envision 2.0 math assessments.</p> <p>-Teacher lesson plans to demonstrate implementation of daily problem solving and computation practice.</p> <p>-Instruction provided to students in need of enrichment or remediation in small groups, individualized, or high ability classes.</p> | <p>-Sharing at staff meetings and professional development days regarding “best practices”.</p> <p>--Continued implementation of standards based assessments at each grade level.</p> <p>-Differentiated Instruction training, and staff collaboration across grade levels regarding differentiation. response data to determine areas of strength and need in problem solving.</p> | -ILEARN Math<br>-Math curriculum assessments<br>- STAR 360 |
|--|--------------------|--|---|--|

|   |                     |  |   |  |
|---|---------------------|--|---|--|
|   |                     | -Mountain Math instruction.  | -All staff trained in Response to Intervention.<br>-Students working above grade level will receive accelerated instruction.  |  |
| -Students below standard will be identified and receive additional support through small group and/or individual instruction. Classrooms will create math vocabulary posters and use posters within the curriculum to increase understanding of common vocabulary through grade levels. (CUBES) | 2013-2020<br>Weekly | -Teachers will revise and implement standards based assessments. Teachers evaluate student performance using Envision 2.0 math assessments.<br><br>-Teacher lesson plans to demonstrate implementation of daily problem solving and computation practice.<br><br>-Instruction provided to students in need of enrichment or remediation in small groups, individualized, or high ability classes.<br><br>-Daily Mountain Math instruction. | -Sharing at staff meetings and professional development days regarding "best practices".<br><br>-Analysis of ILEARN to determine areas of strength and need in problem solving. | -ILEARN Math<br>-Math curriculum assessments<br><br>- STAR 360 |

|  |                     |  |   |  |
|--|---------------------|--|---|--|
| Assess student computation using a progressive math facts assessment in grades K-5 that increases in difficulty through grade 5. Kindergarten students will be assessed utilizing "rapid review" to increase speed and accuracy of numeral recognition. Students mastering grade level goals will be recognized school-wide. | 2013-2020<br>Weekly | Grade levels will evaluate student proficiency using grade level math goals. | Continued articulation between grade levels to coordinate fact assessments.   | -ILEARN Math<br>-Math curriculum assessments<br>- STAR 360<br>-Math Facts Test         |
| -Teachers will utilize computer programs and Internet resources to reinforce standard based instruction such as Envision 2.0, Math Seeds, Moby Max, STAR 360, Khan Academy, etc.   | 2013-2020<br>Weekly | Computer programs and Internet assignments as set by classroom teachers.     | -Teachers will receive training on current building wide math programs and other related Internet websites.<br>-Teachers will develop a list of websites to reinforce grade level math standards. | -Classroom teachers will monitor the use of computer programs and Internet activities. |



**FOCUS AREA: - STEM -** Brentwood students will participate in STEM activities, learn Indiana Computer Science standards, develop the 4 C's (Communication/ Creativity/ Critical Thinking/Collaboration) and become proficient in the Design Thinking Process to better address the new College and Career Readiness standards.

| Supportive Instructional Initiative   | Timeline              | Benchmarks, Performance Indicators                                  | Supportive Professional Development  | Assessment Tools   |
|---|-----------------------|---|--|--|
| 4 C's into daily instruction<br><br>Parts of the DT process into weekly instruction<br><br>Full DT lessons at least 1 time per quarter<br><br>Computer Science standards as part of the curriculum map and technology lessons | 2019-2022<br>On-going | Teachers will incorporate STEM activities into all curriculum maps. | Teachers will participate in ongoing professional development on STEM, 4C's, Design Thinking and Computer Science Standards. | -ILEARN Science<br><br>-Curriculum assessments<br><br>- STEM certified school with IDOE by 2020-2021 |

### Component 3: Instruction by Highly Qualified Teachers

| Teacher Name   | Teaching Assignment | HQ Status | Location of verification form and Supporting documentation |
|----------------|---------------------|-----------|--|
| Rachel McGinn  | Kindergarten        | Yes       | Central Office -HR   |
| Denise Kennedy | Kindergarten        | Yes       | Central Office -HR   |
| Brandy Prather | Kindergarten        | Yes       | Central Office -HR   |

|                      |                                     |     |                    |
|----------------------|-------------------------------------|-----|--------------------|
|                      |                                     |     |                    |
| Hanna Mayo           | 1 <sup>st</sup> Grade               | Yes | Central Office -HR |
| Amanda Napier        | 1 <sup>st</sup> Grade               | Yes | Central Office -HR |
| Krissy Sullivan      | 1 <sup>st</sup> Grade               | Yes | Central Office -HR |
| Kelly Edwards        | 2 <sup>nd</sup> Grade               | Yes | Central Office -HR |
| Meghan Hamlin        | 2 <sup>nd</sup> Grade               | Yes | Central Office -HR |
| Ashley Henry         | 2 <sup>nd</sup> Grade               | Yes | Central Office -HR |
| Marissa Binole       | 3 <sup>rd</sup> Grade               | Yes | Central Office -HR |
| Stacy Davis          | 3 <sup>rd</sup> Grade               | Yes | Central Office -HR |
| Lynn Jones           | 3 <sup>rd</sup> Grade               | Yes | Central Office -HR |
| Rachel Barker        | 4 <sup>th</sup> Grade               | Yes | Central Office -HR |
| Jennifer Goodin      | 4 <sup>th</sup> Grade               | Yes | Central Office -HR |
| Jennifer Gray        | 4 <sup>th</sup> Grade               | Yes | Central Office -HR |
| Tara Sherman         | 4 <sup>th</sup> Grade<br>Math/Music | Yes | Central Office -HR |
| Melissa Maxwell      | 5 <sup>th</sup> Grade               | Yes | Central Office -HR |
| Barry Osborne        | 5 <sup>th</sup> Grade               | Yes | Central Office -HR |
| Audra<br>Vanderbush  | 5 <sup>th</sup> Grade               | Yes | Central Office -HR |
| Cherri Rutan         | 5 <sup>th</sup> Grade<br>Math/Art   | Yes | Central Office -HR |
| Alex Scott           | Special Ed                          | Yes | Central Office -HR |
| Danielle<br>Shepherd | Special Ed                          | Yes | Central Office -HR |
| Diane Bennett        | Speech<br>Pathologist               | Yes | Central Office -HR |
| Madalin Eakes        | PE                                  | Yes | Central Office -HR |

|             |         |     |                    |
|-------------|---------|-----|--------------------|
| Mike Fritch | Library | Yes | Central Office –HR |
|-------------|---------|-----|--------------------|

### **Committee and Teams to support student learning:**

- Program Improvement Committee—Teachers participate in curriculum revision at the corporation level. Committee members get input from all teachers for program improvement.
- Leadership Team-Meets once a quarter with a representative from each grade level, Special Education & Specials representative to discuss building wide curriculum, assessment, and building wide components.
- Curriculum/Rtl Data Team Meetings – Teams of teachers meet to discuss how to help low achieving students. The team of teachers determine if the students are candidates for psychological testing. These teams meet monthly throughout the school year to monitor student data related to student achievement in the areas of reading, writing, and math. Teams identify student strengths and needs and identify best practices to improve student achievement.
- Varied Building Committees- School teams meet regularly to discuss building wide student activities and events. Teachers participate on other committees to support the climate and culture in the building.
- Title I Program—Students who have been identified as Tier 2, receive services in reading and mathematics. This program focuses mainly on phonemic awareness, fluency, comprehension, foundational math skills, number sense and computation.
- Technology Committee—District Committee working on a 5-year Tech Plan.
- Building Discussion—The principal meets each month with a leadership team that is comprised of representatives from each grade level. The group discusses upcoming events or any issues that may be brought to the table.
- P.T.O.—Parents and teachers meet six times each year to discuss fundraising and projects that involve parents assisting in the classrooms or at a school wide function.

### **Component 7: Preschool Transition (K-5)**

Brentwood hosts a kindergarten round up experience during the month of April. An announcement is made to every currently enrolled family through our district wide school messenger and flyers are mailed to every home in the community. In addition,

flyers are shared with local daycares, and preschools. We also post signs in the community.

Plainfield Schools has a community preschool program with 200 student enrolled. Families in our preschool receive information from the preschool direction. The Head Start coordinator is in the contact with our preschool director. The director informs the Head Start Coordinator when kindergarten registration will occur and encourage families to attend.

## **Component 8: Teacher Decision Making Using Academic Assessment Results**

All teachers base instruction on Indiana College and Career Readiness Standards. To make continuous improvement in all areas of the educational system, periodic benchmarks have been set for reading, writing and math achievement in every grade level throughout the year. Students not meeting these minimum standards are targeted for additional assistance. Teachers meet with the principal, instructional assistants, special educational teacher during the year for team data meetings. The data meeting purpose is to have all teachers part of the decision making, review data and student growth, intervention programming, and action plan next steps for continuous improvement.

## **Component 9: Effective, Timely Additional Assistance**

The use of ongoing benchmark data, as the base for assessing interventions for children, enables every child to be successful at Brentwood. There is no guessing if a child is struggling or succeeding - the data supports growth or non-growth. Students are progressed monitored monthly to check growth and improvement. A lack of improvement would necessitate a change in intervention and follow up communication with families. This process continues until child is on-grade level.

## **Component 10: Coordination and Integration of Funds**

Brentwood Elementary has chosen to coordinate program efforts. We will not consolidate program funds at this time. Funding sources include: Title 111 A; Title IV - Part A; Title 111; IDEA; and PL221

## **Component 11: Cultural Competency -**

Cultural competence is about our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security and work towards equality in opportunity. Relationship building is fundamental to cultural competence and is based on the foundations of understanding each other's expectations and attitudes, and subsequently building on the strength of each other's knowledge, using a wide range of community members and resources to build on their

understandings. We focus on building relationships with students and families to better understand our community and enhance our learning opportunities.

Teachers receive training on English Language Learners to be better prepared on supporting these learners and how to best implement ILPs.

## **Component 12: Career Awareness/Development and Employability Standards**

Indiana's Employability Skills Standards allow students to be prepared for the ever-changing needs of today's workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, and the Governor's Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

|                            |                                    |
|----------------------------|------------------------------------|
| <b>Mindsets</b>            | <b>Work Ethic</b>                  |
| <b>Learning Strategies</b> | <b>Social and Emotional Skills</b> |

### **Mindsets:**

At Brentwood Elementary School, we teach, model and practice a Growth Mindset daily. We emphasize the "Power of Yet" through lessons, common language and visuals. All staff have been part of professional development and book studies to research the best practices to support growth mindsets.

Teachers acknowledge growth and effort consistently through the school day. Students earn incentives for modeling growth mindset. These include Excellence Slips, Mindset Brag Tags and event school t-shirts.

Teachers also model making mistakes and using the "think aloud" strategy so that students can see and hear what happens when you learn from a mistake.

Students set goals and track their progress throughout the school year. This strategy helps students recognize their own growth to build self confidence. Students also provide feedback to peers in various activities that promote lifelong learning.

Along with the teachers, our school counselor does specific lessons on self esteem, growth mindset and learning from mistakes with all students.

### **Work Ethic:**

At Brentwood Elementary School, we emphasize the Plainfield's Communities Values: Truth, Dignity Responsibility, Respect, Kindness, Equal Opportunities, Honesty, Reliability, Respect for the Environment and Integrity. We do this with lessons, modeling, visuals, announcements, and recognition of students. We also do recognition for attendance by students and by classroom. These values allow us to center on the importance of character building and hard work.

As a school, we also focus on Excellence in Achievements, Attitudes, Actions and Growth Mindset. We simplify these areas with specific traits that would demonstrate excellence in these areas. The teachers discuss and model what it looks and sounds like in all areas of our building. We recognize and rewards these traits within our students and staff.

When an issue arises at school, students spend time reflecting with "think sheets". This allows them time to take perspectives and construct ideas to solve the problem. Students then talk through these issues with adults in the building. These interactions are powerful for student ownership.

### **Learning Strategies:**

At Brentwood Elementary School, we have a variety of strategies to support cognitive work of thinking, remembering and learning. We are consistently modeling effective communication and delivery of ideas. We also provide daily lessons that include student involvement, student choice and student ownership.

A few examples are as follows:

- get to know student activities/choice boards
- bringing in a variety of guest speakers at every grade level & excellence convos to talk about their jobs
- list writing curriculums we use and types of writing emphasized at each grade level
- technology programs
- displaying student work in hallways
- career/transportation day
- classroom goal setting (whole group & individual)
- HOTS questioning & levels of understanding incorporated in lessons/activities

### **Social and Emotional Skills:**

At Brentwood Elementary School, we believe the "soft skills" or "social skills" are just as important as the academic skills. We interitally plan lessons, presentations, activities etc that engage students with collaboration skills, communication skills, perspective taking skills, and self regulation. Teachers model and teach these skills daily.

Our school counselor also has specific lessons for each grade level, building on the grade level before. These lessons are delivered in a way that has student involvement and reflection to deepen understanding.

A few examples of our strategies are as follows:

PBIS behavior matrix, school-wide behavior plans and individual plans per grade level

- buddy classrooms help students work with a variety of students (different ages)
- collaboration in games in PE class and collaboration in daily classroom activities
- social skills program for students with ASD
- social skills lessons in every grade

## **Additional Narrative for PL221 Compliance**

The teachers and staff at Brentwood Elementary have worked collaboratively to create our school improvement plan around the centralized theme of continuous improvement. Each grade level and correlate area has developed specific action steps to help our school achieve our school's goals. These objectives will be carefully planned, implemented, evaluated, and revised each school year.

Our school goals have been established and shared with all of the stakeholders within the school and school community. While these goals may seem to be set very high, our school community has committed itself to this level of excellence. Each correlate area working on the school improvement plan has established objectives toward achieving the school wide goals. This focus will allow us to meet and exceed our own expectations. Correlate committees shall stay intact from year to year to facilitate continuous growth and yearly evaluation of progress.

## **Attendance**

It is difficult to help students read, write and understand math if they are not in school. Attendance policies were written to allow for typical illness and excused absences. Excessive absences are detrimental to student learning. The instruction a student misses when not at school can never be reconstructed through make-up times. The goal is not to be punitive but to be supportive in solving problems that keep students from school.

Policies are written in our handbook, which is given to each family at the beginning of the year and on the website. Our Assistant to the Principal oversees attendance in our building. Awards are given to classes for weekly attendance rates and students can earn monthly swag tags for monthly perfect attendance.

## **Technology as a learning tool**

The technology initiatives at Brentwood Elementary School are embedded in our school Improvement Plan. Technology is used for several purposes throughout the school day. For example, teachers utilize technology with students to reinforce skills taught in the classroom and to assess students' reading and math progress.

Teachers use Star 360 Assessment and Accelerated Reader, Waterford, Education City, Brain pop, Discovery Education, Moby Max, Reading Eggs, Success Maker and the Mathseeds programs are utilized to remediate and enrich skills taught in Math and Language Arts. Web based subscriptions are used to build students' background knowledge and to reinforce concepts taught in the classroom. Teachers use Reading A to Z, RAZ Kids to provide leveled reading materials both to remediate and enrich. Students are also involved in a technology curriculum called Easy Learning.Com.

We have computers in the classrooms, computer carts for grade levels and a computer lab that classroom access every week.

### **Safe and Disciplined Learning Environment**

Students at Brentwood are aware that their safety is important. Monthly emergency drills are practiced, and all children know what to do in case of a Lock Out, Lock Down, need to evacuate and or seek shelter. Emergency procedures are posted in every classroom. If an emergency warrants its use, the principal or his designee will notify the staff that a lockout or lockdown is in place. Adults work continually to keep the building free of safety hazards and any problems noted are fixed immediately.

Brentwood also has a CPI team that is trained in how to respond to a student in crisis to protect the student and the other students in the room.

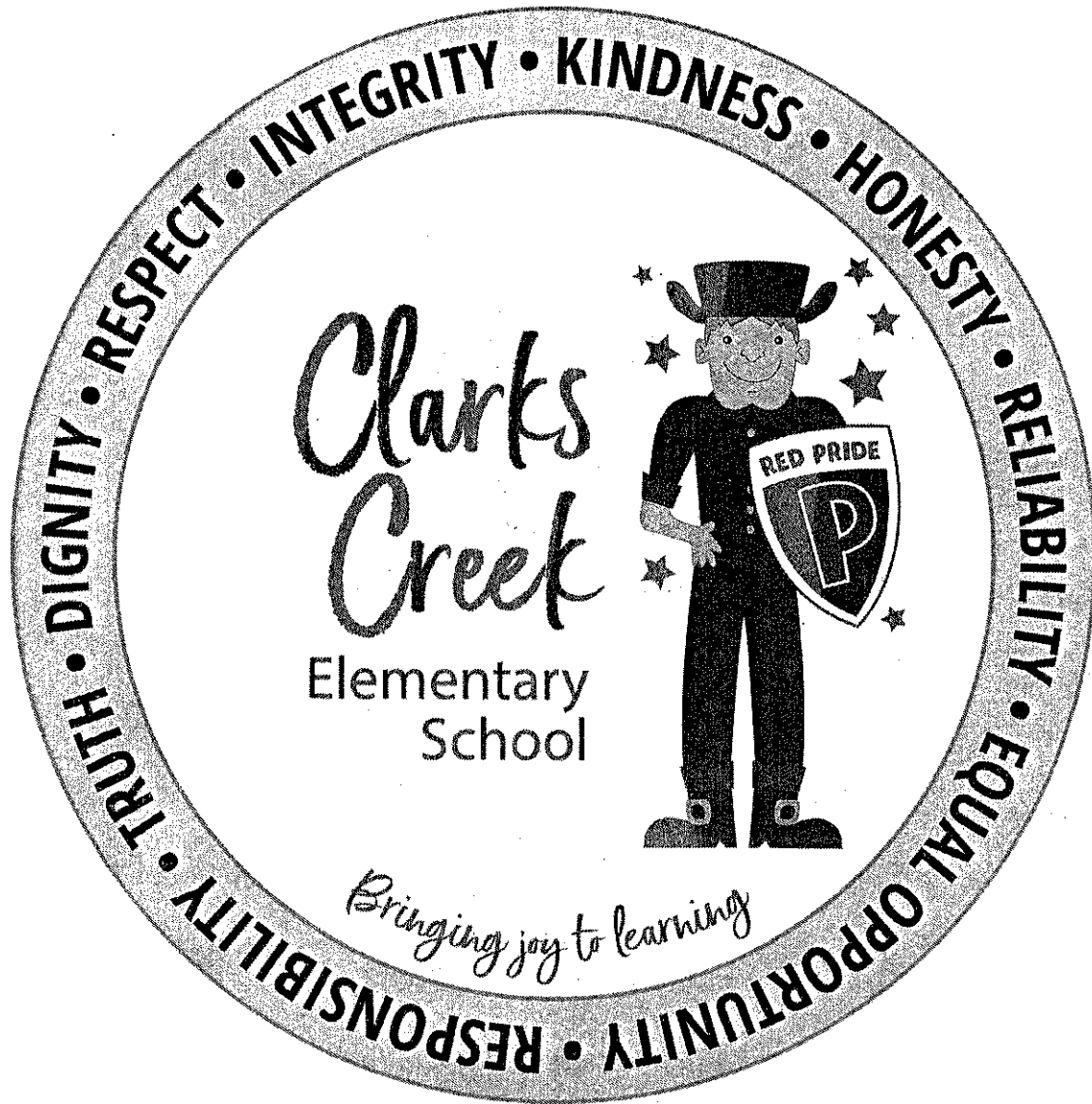
A school-wide expectations matrix and plan is in place.. Teachers teach, model and practice expectations in all areas of the building the first week of school. All areas of the school are supervised when students are present. There is a focus on what students are doing right with clip-up and clip-down slips. Adults teach, model and expect children to display excellence in their actions and attitudes. Community values are posted throughout the building and each month a value is featured and discussed in the individual classrooms and on announcements. Children are encouraged to model the values and are recognized for displaying those values through Student of the Week Awards, Student of the Month, SWAG (Brag) Tags and Excellence T-Shirts at quarterly Excellence Convocations. C.A.R.S.-Caring and Responsible Students-is a program that educates students on positive behaviors, character education, and anti-bullying. There is an annual anti-bullying convocation that the whole school attends. There is also an Anti-Bullying Building-wide plan that all teachers are trained on anti-bullying expectations and reporting.

A school nurse is employed on a full time basis to assist with sick or injured children. She maintains communication with parents of children who are absent and serves as the attendance officer in the building. The Hendricks County Sheriff's Department helps with chronic attendance problems through Project Attend.



A full-time Plainfield Police Officer is on campus everyday along with a Plainfield Schools Security Officer. They are available whenever a need should arise. Security cameras are in place to monitor outside doors, hallways, the cafeteria, and the parking lot.

All visitors must sign-in at the office with an identification card (ID), where a background check is run before entering the building with students using our Safe Visitor protocol.



# SCHOOL IMPROVEMENT PLAN

## 2019-2020

CLARKS CREEK ELEMENTARY



- **Table of Contents**

- **Part 1: Schoolwide Planning: Introduction (Components)**

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- **Part 2: Additional Narrative for PL221 Compliance - School Improvement Team**

- Marisa Donovan, Principal
- Colleen Perry, Assistant Principal
- Ann Mennonno, Dean of Students
- Natalie Keating, Kindergarten Teacher
- Dayna Cade, 1st Grade Teacher
- Lauren Heckman, 2nd Grade Teacher
- Jenny Judd, 3rd Grade Teacher
- Karisa Schwanekamp, 4th Grade Teacher
- Bethany Bammann, 5th Grade Teacher
- Angie Swincher, Music Teacher
- Diana Weatherly, Parent
- Amanda Mullenix, Parent

- **Statement of Mission and Beliefs**

- **Corporation & School Mission Statement**

Our district adopted the mission statement,

*Bringing joy to learning*

a few years ago. In planning for our school's future, we saw no better mission than to adopt this as our own, as well. We continue to make this a focus for staff and students. Whereas we used to have a mission statement that was hard to remember and harder to recite, this mission is known to all who work in our school and each would be able to state it at any time.



- **Part 1: Schoolwide Planning: Introduction**
  - **Narrative Description of the School**

Clarks Creek Elementary School is located at 401 Elm Drive in Plainfield, Indiana. Clarks Creek opened its doors to all of the fourth and fifth grade students in Plainfield for the first time in August of 2008. The school currently serves students in kindergarten to fifth grade. The current enrollment is 980 students. Clarks Creek Elementary School has thirty-seven general education classroom teachers, full-time art, music, and physical education teachers and a full-time media specialist. The school also has five full-time special education teachers serving students with mild disabilities, moderate/severe disabilities and speech needs. Each of these teachers is fully certified within his/her area of instruction.

Other staff members include: principal, assistant principal, dean of students, two school counselors, Title-One Learning Specialist, building secretary, registered nurse, two office clerical assistants, a technology assistant, assistants to each of the special education teachers (other than speech) and Title assistants and general education assistants working with our intervention programs.

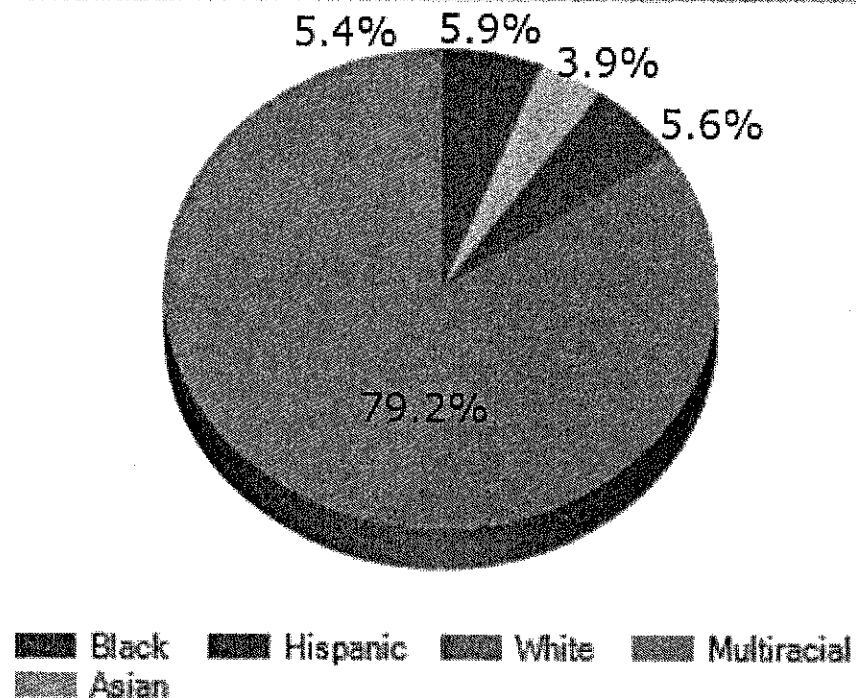
We are proud of our diverse student body and are pleased with the opportunities it gives our students to create a better understanding of others' differences and similarities. Our students are a melting pot of different cultures. They represent a large number of different ethnic groups and speak approximately 20 different languages.

Clarks Creek Elementary School serves a wide socio-economic community. The majority of our families reside in single-family dwellings with a significant percentage of families living in renter-occupied units. Approximately thirty



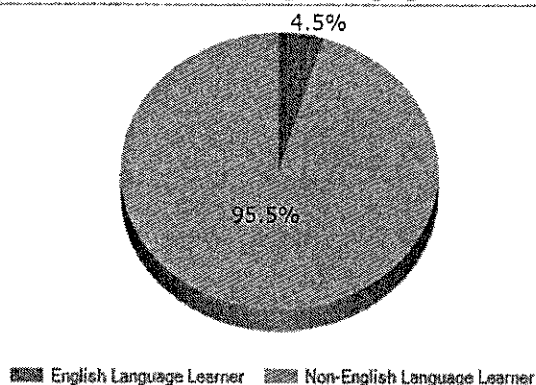
percent of our students will receive financial assistance for lunch and textbook

### Enrollment 2018-19 by Ethnicity

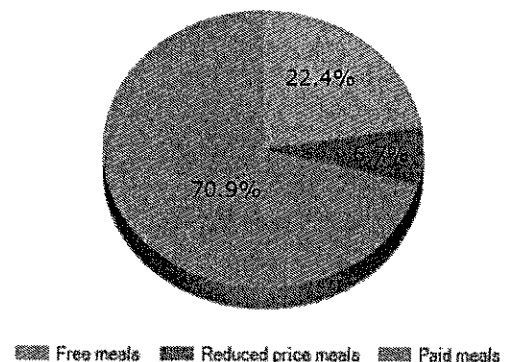


rental.

### Enrollment 2018-19 by English Language Learners



### Enrollment 2018-19 by Free/Reduced Price Meals



#### o Narrative Description of the Community

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves approximately 23,000 residents of Guilford Township, including the town of Plainfield, through a preschool, four K-5 elementary schools, a middle school for grades six through eight, and a high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for their over 5,650 students. Plainfield is located north of Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.



A five (5) member Board of School Trustees, elected on an at-large non-partisan basis during the primary elections to four-year, staggered terms, governs the school corporation.

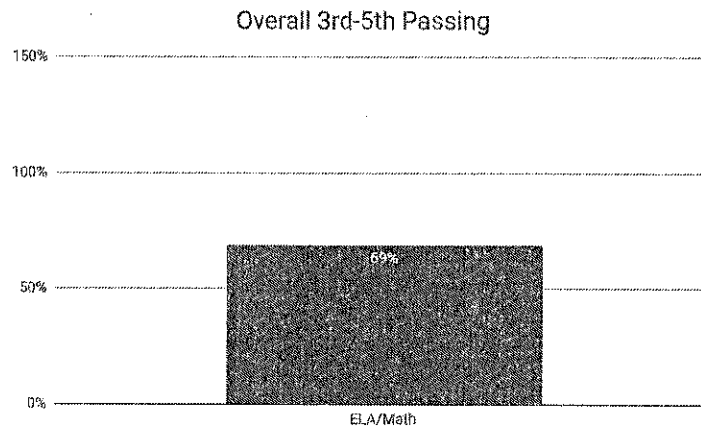
The township and community is primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown Indianapolis and the Indianapolis International Airport. In the past several years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of millions of square feet of light industrial and distribution centers, and retail development. Plainfield's student population continues to increase yearly. This continuous growth caused the Plainfield Community Schools to construct a new high school and realign facilities to accommodate the additional students in grades K-12 in 2008 and plans are underway, now, for adding an additional elementary school in the fall of 2021.

- **Component 1. Comprehensive Needs Assessment**

The Clarks Creek School Improvement Committee reviewed data from the five focus areas: Student Achievement, Curriculum and Instruction, Professional Development, Family and Community Involvement, and School Context and Management.

- **Student Achievement**

Data is collected throughout the year at Clarks Creek Elementary in order to ascertain student progress toward mastery of state standards. Both formative and summative measures are used to provide the most robust student achievement information. ILEARN summative assessments help us measure student proficiency on the Indiana College and Career Readiness Standards. Formative assessments - Star Reading, Star Math, and DIBELS - help inform our instructional practices. Data below shows some of the results of these assessments.



### Overall Performance on the ILEARN test, by Subject, Grade: Clarks

#### English/Language Arts

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Grade 3 | 157                       | 62%                |
| Grade 4 | 173                       | 64%                |
| Grade 5 | 163                       | 72%                |

#### Mathematics

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Grade 3 | 157                       | 76%                |
| Grade 4 | 173                       | 70%                |
| Grade 5 | 163                       | 72%                |

#### Science

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Grade 4 | 173                       | 68%                |

#### Social Studies

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Grade 5 | 163                       | 66%                |

- Longitudinal Data

It should be noted that the 2019 assessment was the new ILEARN test. Our scores for this year showed a noticeable decline, as they did across the state.



### ISTEP+/ILEARN ELA Data

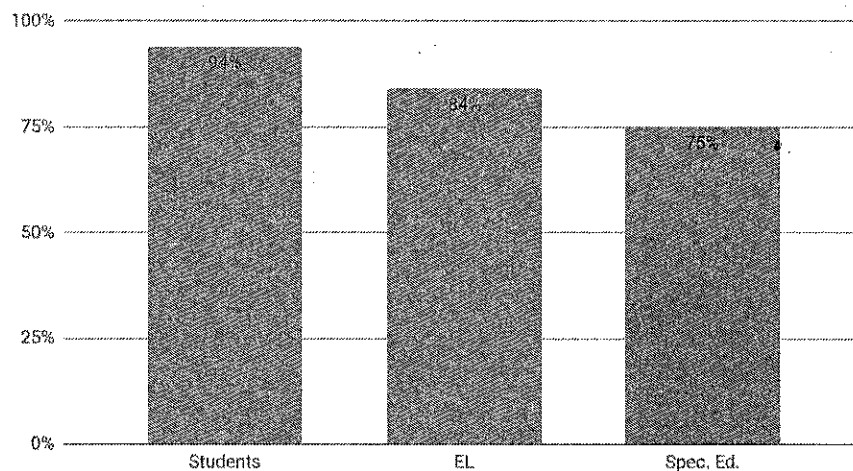
| Year | Grade 3 | Grade 4 | Grade 5 |
|------|---------|---------|---------|
| 2014 | 93.2    | 98.2    | 92.4    |
| 2015 | 88.1    | 90.6    | 81.7    |
| 2016 | 94.6    | 90.6    | 74.8    |
| 2017 | 94.3    | 90.3    | 78.6    |
| 2018 | 82.2    | 87.3    | 73.3    |
| 2019 | 62      | 64      | 72      |

### ISTEP+/ILEARN Math Data

| Year | Grade 3 | Grade 4 | Grade 5 |
|------|---------|---------|---------|
| 2014 | 89.1    | 97.4    | 94.1    |
| 2015 | 74.2    | 89.1    | 84.2    |
| 2016 | 79.2    | 87.4    | 82.3    |
| 2017 | 74.6    | 81.3    | 82.7    |
| 2018 | 79.1    | 84      | 81.4    |
| 2019 | 76      | 70      | 72      |

### IREAD Data

IREAD % Passing



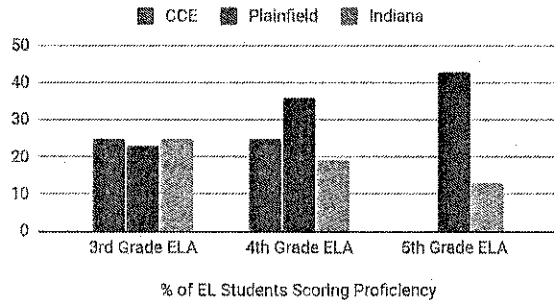




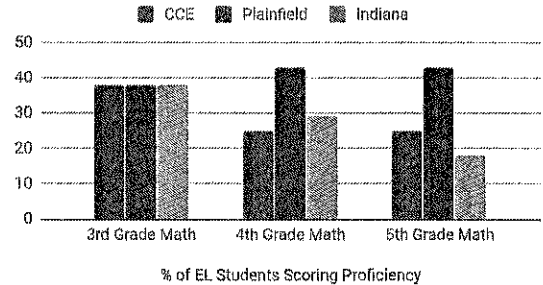
- Disaggregation by Subgroups

### Grades 3-5 ELL and Special Education % Proficient on ILEARN

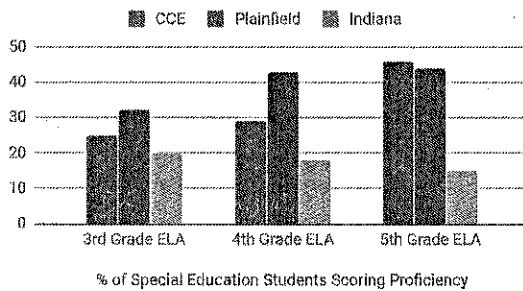
CCE, Plainfield and Indiana



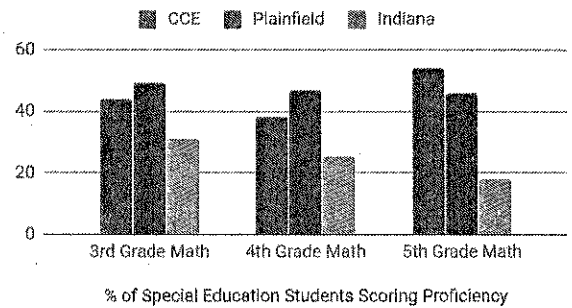
CCE, Plainfield and Indiana



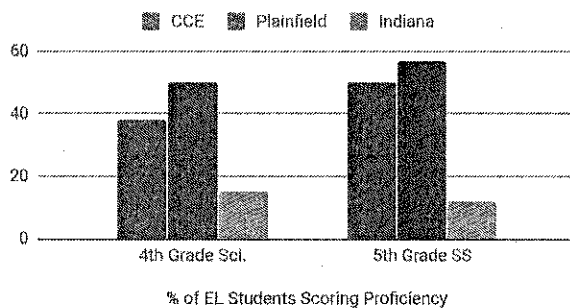
CCE, Plainfield and Indiana



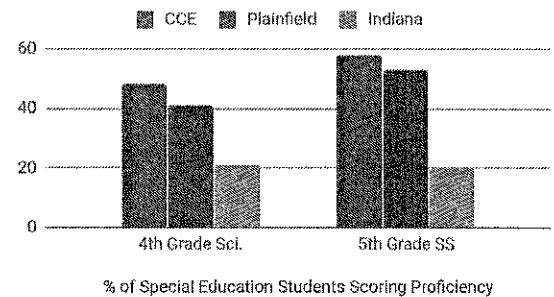
CCE, Plainfield and Indiana



CCE, Plainfield and Indiana

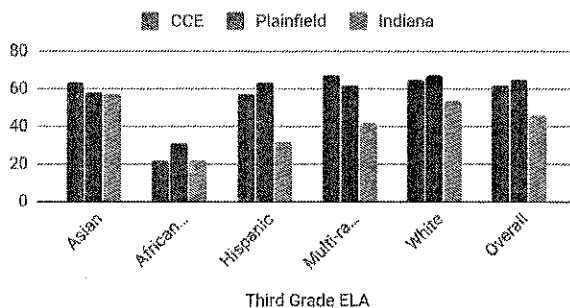


CCE, Plainfield and Indiana

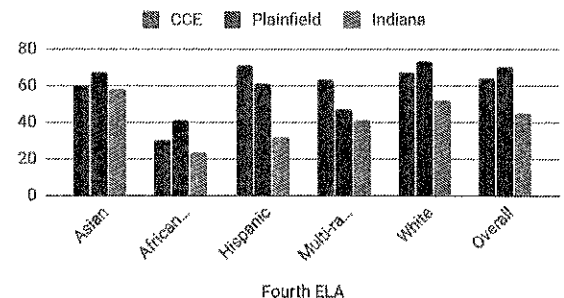


### Grades 3-5 Ethnicity % Proficient on ILEARN ELA

CCE, Plainfield and Indiana

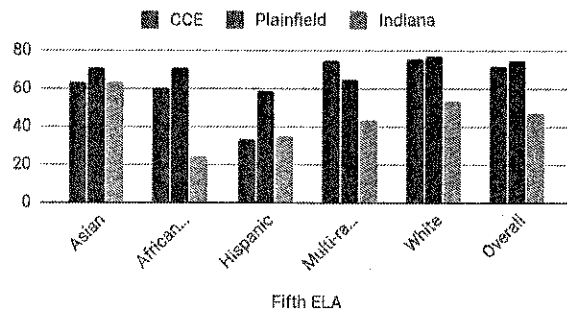


CCE, Plainfield and Indiana



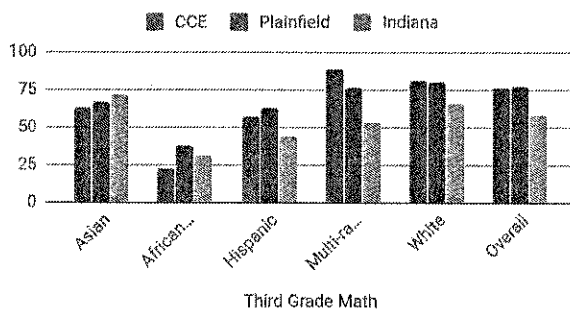


### CCE, Plainfield and Indiana

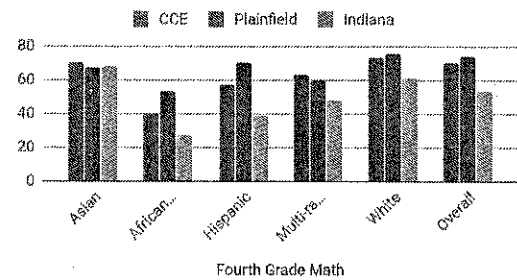


### Grades 3-5 Ethnicity % Proficient on ILEARN Math

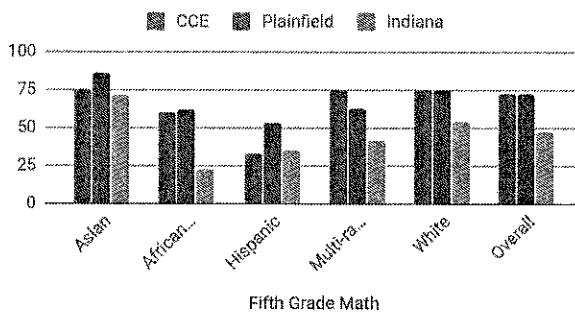
#### CCE, Plainfield and Indiana



#### CCE, Plainfield and Indiana



#### CCE, Plainfield and Indiana



### 3rd Grade ELL ELA Results

| Name                                | Grouping            | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|-------------------------------------|---------------------|--------------------|---------------------|--------------------|---|--|
| Clarks Creek Elementary (3330_2749) | All                 | 157                | 5478                | 62                 | 17 21 30                                      | 26 30 47                                     |
| Clarks Creek Elementary (3330_2749) | English Learner     | 8                  | 5406                | 25                 | 0 0 0   | 5 0 0  |
| Clarks Creek Elementary (3330_2749) | Not English Learner | 149                | 5482                | 64                 | 17 21 32                                      | 27 30 47                                     |



### 3rd Grade Breakdown by Ethnicity

| Name                                | Grouping                     | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|-------------------------------------|------------------------------|--------------------|---------------------|--------------------|---|--|
| Clarks Creek Elementary (3330_2748) | All                          | 157                | 5478                | 62                 | 17% 21% 30%                                   | 26 33 31 47                                  |
| Clarks Creek Elementary (3330_2748) | Asian                        | 8                  | 5449                | 63                 | 38% 38% 10%                                   | 3 3 1 1                                      |
| Clarks Creek Elementary (3330_2748) | Black/African American       | 9                  | 5443                | 22                 | 11% 22% 33%                                   | 1 2 3 0                                      |
| Clarks Creek Elementary (3330_2748) | Hispanic                     | 7                  | 5461                | 57                 | 43% 43% 33%                                   | 3 0 3 0                                      |
| Clarks Creek Elementary (3330_2748) | Multiracial/Tw or More Races | 9                  | 5494                | 67                 | 11% 22% 33% 33%                               | 1 2 3 3                                      |
| Clarks Creek Elementary (3330_2748) | White                        | 124                | 5482                | 65                 | 19% 21% 33% 32%                               | 18 23 31 40                                  |

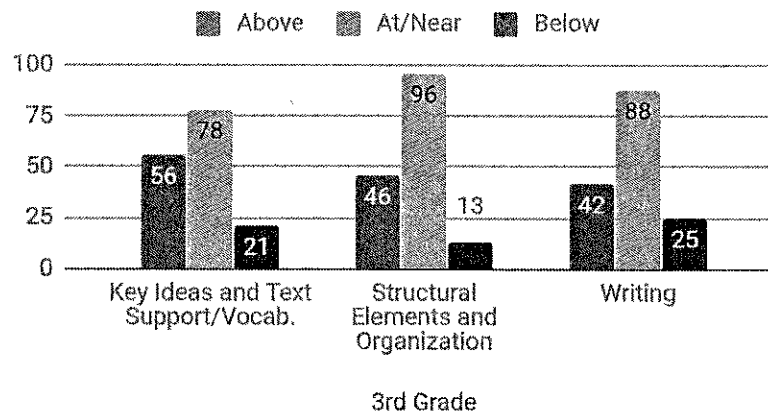
### 3rd Grade Special Education Subgroup

|                                     |                       |     |      |    |                 |             |
|-------------------------------------|-----------------------|-----|------|----|-----------------|-------------|
| Clarks Creek Elementary (3330_2748) | All                   | 157 | 5478 | 62 | 17% 21% 30%     | 26 33 31 47 |
| Clarks Creek Elementary (3330_2748) | Not Special Education | 125 | 5491 | 72 | 10% 16% 35% 24% | 12 20 47 25 |
| Clarks Creek Elementary (3330_2748) | Special Education     | 32  | 5426 | 25 | 14% 25% 33% 13% | 4 8 11 4    |

### • Break Down of Reading, Writing, Math Data

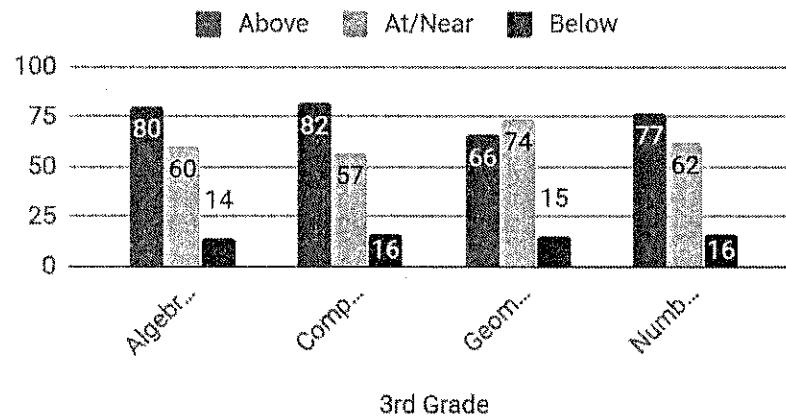
#### 3rd Grade Reading, Writing, Math Data

##### Above, At/Near and Below



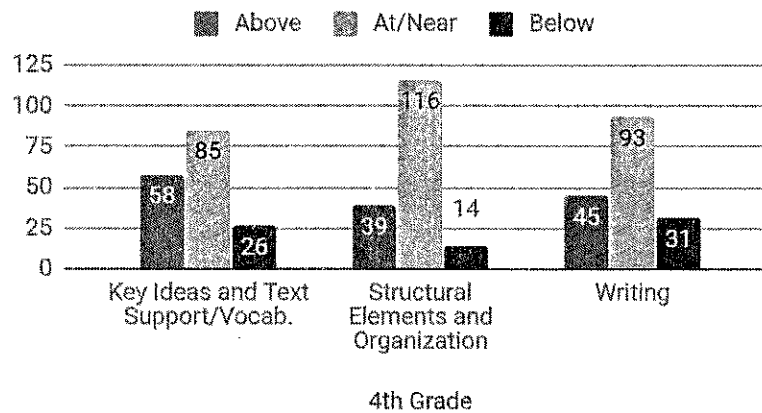


## Above, At/Near and Below

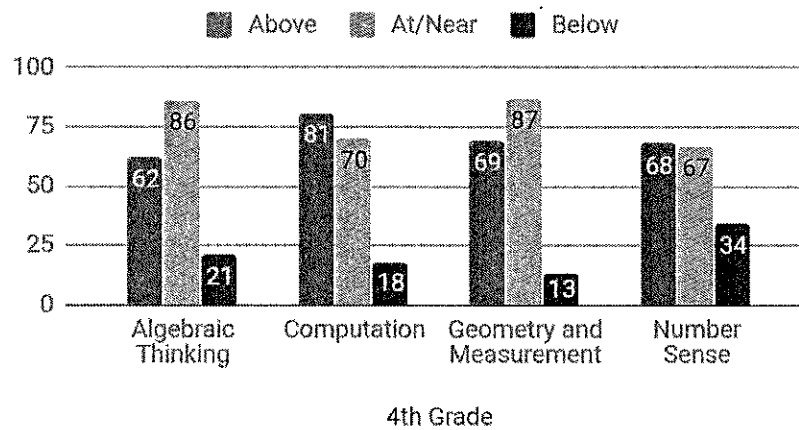


## 4th Grade Reading, Writing, Math Data

### Above, At/Near and Below



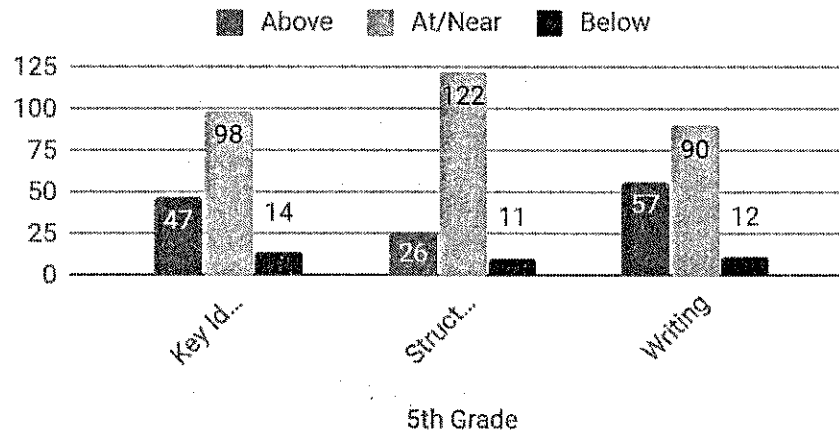
### Above, At/Near and Below



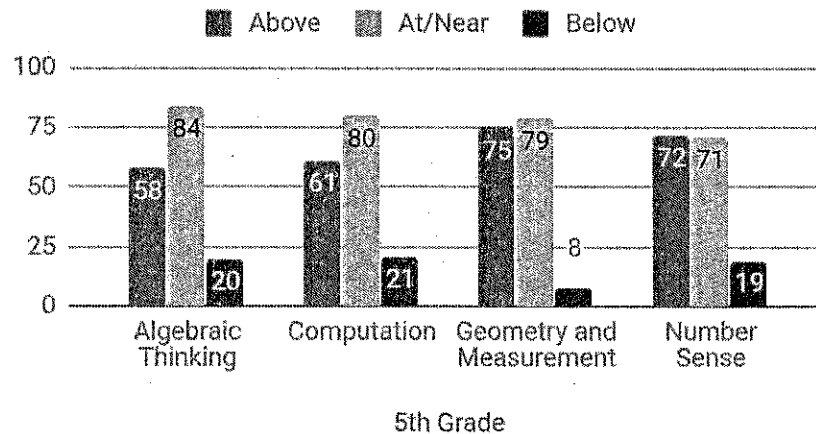


## 5th Grade Reading, Writing, Math Data

### Above, At/Near and Below



### Above, At/Near and Below



- Formative Assessments

| Benchmarks         | Kindergarten                              | First Grade  | Second Grade   | Third Grade  | Fourth Grade   | Fifth Grade  |
|--------------------|---|--|--|--|--|--|
|                    | STAR Early Literacy<br>Phelps Screener    | STAR Reading and<br>STAR Math<br>PCSC Math Grade Level<br>Assessment | STAR Reading and<br>STAR Math<br>PCSC Grade Level<br>Math Assessment | STAR Reading and<br>STAR Math<br>PCSC Grade Level<br>Math Assessment | STAR Reading and<br>STAR Math<br>PCSC Grade Level<br>Math Assessment | STAR Reading and STAR<br>Math<br>PCSC Grade Level Math<br>Assessment |
| Program Monitoring | DIBELS<br>(Tier 2 and 3)-Every 2<br>Weeks | DIBELS<br>(Tier 2 and 3)<br>Every 2 weeks                            | STAR Reading and<br>STAR Math<br>(whole grade level)-Monthly         | STAR Reading and<br>STAR Math<br>(whole grade level)-Monthly         | STAR Reading and<br>STAR Math<br>(whole grade level)-Monthly         | STAR Reading and STAR<br>Math<br>(whole grade level)-Monthly         |
|                    | STAR Early Literacy-<br>Monthly           | STAR Reading and<br>STAR Math Monthly<br>Fluency                     | Tier 2 & Tier 3<br>bi-weekly   | Tier 2 & Tier 3<br>bi-weekly   | Tier 2 & Tier 3<br>bi-weekly   | Tier 2 & Tier 3<br>bi-weekly   |

We use a variety of formative assessments throughout the year. All of our teachers in 1st grade through 5th grade will administer the STAR reading and the STAR math assessments three times throughout the year. Teachers always use three data pieces to be able to triangulate data in data team meetings. Kindergarten students will take the STAR Early Literacy Assessment three times per year. Students who fall into tier 2, tier 3 based on data or have an ILP or IEP, will be progress-monitored every 3-4 weeks using a variety of assessments. Some of the formative



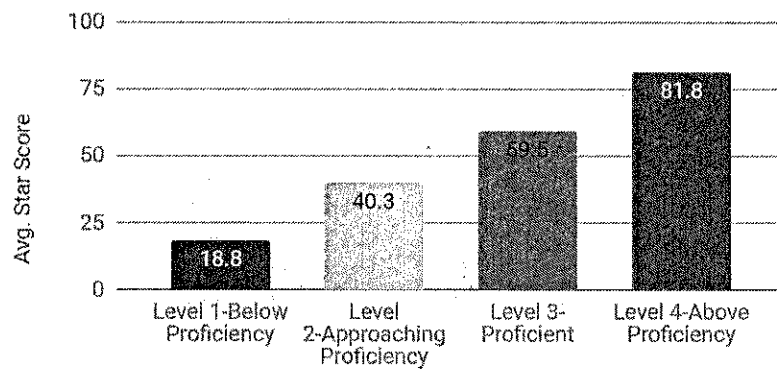
assessments that we use are DIBELS Edition 8, fluency reads, MAZE vocabulary assessments, comprehension checks, classroom observations, student feedback, 1:1 conferencing and ongoing quick checks for understanding.

- **Use of Benchmark Data to Drive Instruction and Groupings**

Each quarter, formal data team meetings take place during which student progress on the Star assessments in both ELA and math for grades 1-5 and the Early Literacy Assessment for kindergarten are discussed. During these meetings, students are regrouped, as needed for more intense interventions, continuation in tier 1 instruction, or readiness for more enriched material. Spreadsheets of all student data show progress over the past several testing sessions.

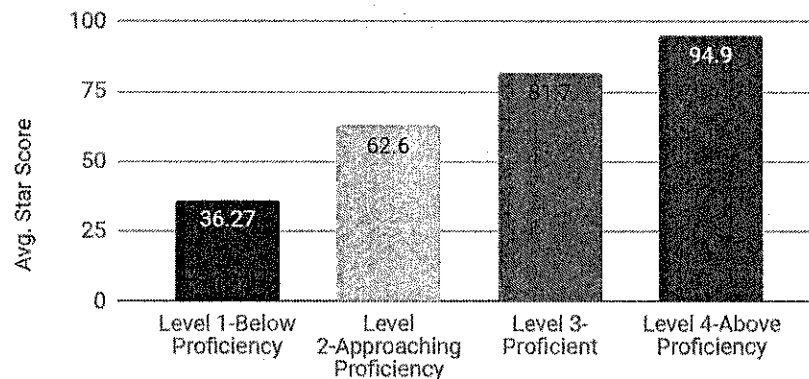
- **Star Data and Correlation to ILEARN Scores**

#### ELA ILEARN Scores/EOY STAR PR



Reading STAR/ILEARN Comparison

#### Math ILEARN Scores/EOY STAR PR



Math STAR/ILEARN Comparison



## CLARKS CREEK SCHOOL IMPROVEMENT PLAN | 2019 - 2020

### Clarks Creek Elementary - Growth

| Grade   | School Year<br>Apr 1 - May 31 (Spring) | Percent of Students by<br>District Benchmark Category | Total<br>Students | 70+ PR    | 50-69 PR  | 20-49 PR  | 1-19 PR   |
|---------|--|---|-------------------|-----------|-----------|-----------|-----------|
| Grade 1 | No data for this grade                 |   | -                 | -         | -         | -         | -         |
| Grade 2 | 2019 - 2020 Grade 2                    |   | -                 | -         | -         | -         | -         |
|         | 2018 - 2019 Grade 1                    |   | 137               | 69%<br>94 | 7%<br>9   | 14%<br>19 | 11%<br>15 |
|         | 2017 - 2018 Kindergarten               |   | -                 | -         | -         | -         | -         |
| Grade 3 | 2019 - 2020 Grade 3                    |   | -                 | -         | -         | -         | -         |
|         | 2018 - 2019 Grade 2                    |   | 149               | 59%<br>88 | 19%<br>28 | 16%<br>24 | 6%<br>9   |
|         | 2017 - 2018 Grade 1                    |   | 129               | 76%<br>98 | 10%<br>13 | 12%<br>15 | 2%<br>3   |
|         | 2016 - 2017 Kindergarten               |   | -                 | -         | -         | -         | -         |
| Grade 4 | 2019 - 2020 Grade 4                    |   | -                 | -         | -         | -         | -         |
|         | 2018 - 2019 Grade 3                    |   | 145               | 54%<br>78 | 23%<br>34 | 17%<br>25 | 6%<br>8   |
|         | 2017 - 2018 Grade 2                    |   | 128               | 63%<br>81 | 18%<br>23 | 13%<br>17 | 5%<br>7   |
|         | 2016 - 2017 Grade 1                    |   | 111               | 76%<br>84 | 7%<br>8   | 13%<br>14 | 5%<br>5   |
| Grade 5 | 2019 - 2020 Grade 5                    |   | -                 | -         | -         | -         | -         |
|         | 2018 - 2019 Grade 4                    |   | 164               | 50%<br>82 | 23%<br>36 | 18%<br>30 | 9%<br>14  |
|         | 2017 - 2018 Grade 3                    |   | 130               | 50%<br>65 | 26%<br>34 | 18%<br>23 | 6%<br>8   |
|         | 2016 - 2017 Grade 2                    |   | 131               | 58%<br>76 | 25%<br>33 | 14%<br>18 | 3%<br>4   |

### Clarks Creek Elementary - Cross Sectional

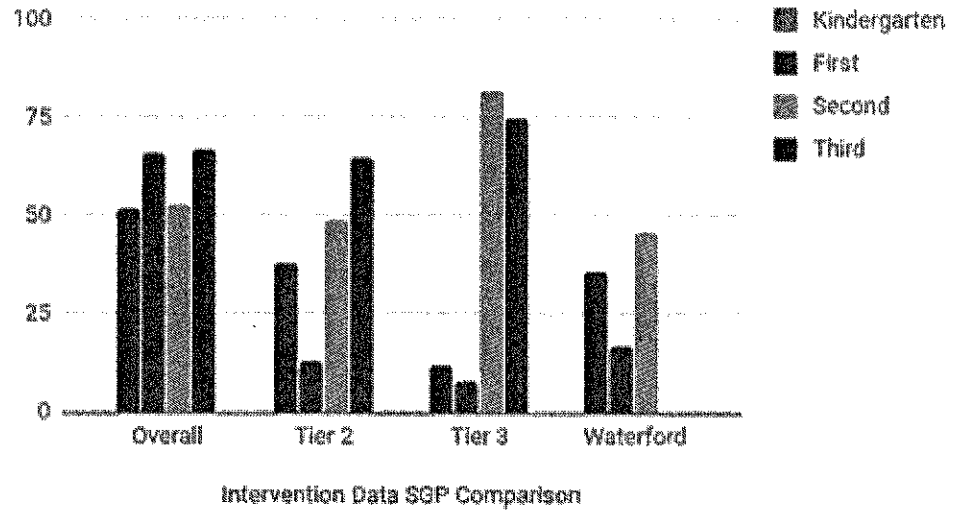
| Grade   | School Year<br>Apr 1 - May 31 (Spring) | Percent of Students by<br>District Benchmark Category | Students<br>Tested | 70+ PR     | 50-69 PR  | 20-49 PR  | 1-19 PR   |
|---------|--|---|--------------------|------------|-----------|-----------|-----------|
| Grade 1 | 2019 - 2020 Grade 1                    |   | -                  | -          | -         | -         | -         |
|         | 2018 - 2019 Grade 1                    |   | 154                | 66%<br>102 | 7%<br>11  | 14%<br>22 | 12%<br>19 |
|         | 2017 - 2018 Grade 1                    |   | 154                | 72%<br>111 | 12%<br>18 | 14%<br>21 | 3%<br>4   |
|         | 2016 - 2017 Grade 1                    |   | 129                | 71%<br>92  | 9%<br>11  | 14%<br>18 | 6%<br>8   |
| Grade 2 | 2019 - 2020 Grade 2                    |   | -                  | -          | -         | -         | -         |
|         | 2018 - 2019 Grade 2                    |   | 162                | 55%<br>89  | 20%<br>32 | 20%<br>32 | 6%<br>9   |
|         | 2017 - 2018 Grade 2                    |   | 144                | 63%<br>91  | 19%<br>28 | 14%<br>20 | 3%<br>5   |
|         | 2016 - 2017 Grade 2                    |   | 150                | 56%<br>84  | 24%<br>36 | 15%<br>23 | 5%<br>7   |
| Grade 3 | 2019 - 2020 Grade 3                    |   | -                  | -          | -         | -         | -         |
|         | 2018 - 2019 Grade 3                    |   | 155                | 54%<br>83  | 23%<br>35 | 18%<br>28 | 6%<br>9   |
|         | 2017 - 2018 Grade 3                    |   | 141                | 50%<br>71  | 24%<br>34 | 18%<br>26 | 7%<br>10  |
|         | 2016 - 2017 Grade 3                    |   | 141                | 57%<br>81  | 27%<br>38 | 13%<br>19 | 2%<br>3   |
| Grade 4 | 2019 - 2020 Grade 4                    |   | -                  | -          | -         | -         | -         |
|         | 2018 - 2019 Grade 4                    |   | 173                | 51%<br>88  | 21%<br>37 | 18%<br>31 | 10%<br>17 |
|         | 2017 - 2018 Grade 4                    |   | 151                | 53%<br>80  | 25%<br>37 | 19%<br>29 | 3%<br>5   |
|         | 2016 - 2017 Grade 4                    |   | 153                | 58%<br>89  | 24%<br>37 | 16%<br>24 | 2%<br>3   |
| Grade 5 | 2019 - 2020 Grade 5                    |   | -                  | -          | -         | -         | -         |
|         | 2018 - 2019 Grade 5                    |   | 165                | 42%<br>69  | 28%<br>47 | 22%<br>36 | 8%<br>13  |
|         | 2017 - 2018 Grade 5                    |   | 161                | 46%<br>74  | 20%<br>32 | 27%<br>43 | 7%<br>12  |
|         | 2016 - 2017 Grade 5                    |   | 132                | 40%<br>53  | 31%<br>41 | 19%<br>25 | 10%<br>13 |

### • Reading Remediation

Clarks Creek Elementary is a Title I school. We have a Learning Specialist and two assistants who work with students who fall into the lowest 20%ile for reading. Interventions that have been used include Waterford, Read Well, LIPS, Seeing Stars, Reading Street, Reading A to Z, and Lexia.



## Kindergarten, First, Second and Third

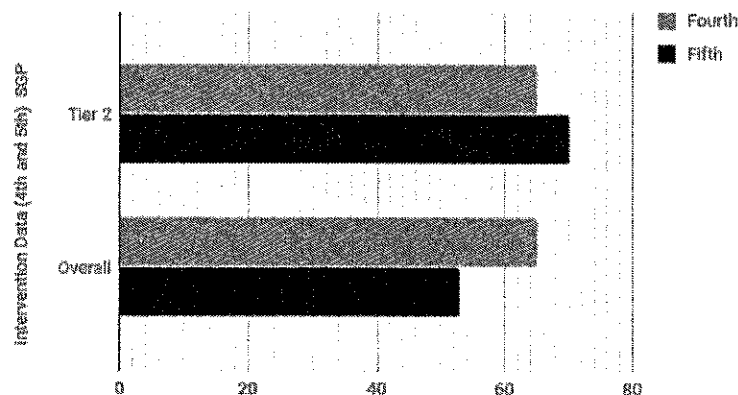


- **Writing Remediation**

We implemented professional development to align our writing curriculum. Pattern-Based Writing was used as a framework for writing. Grade levels took a benchmark assessment in the fall and then compared this writing to the end of the year writing assessment to show growth. An emphasis was made for administration to observe teacher, teaching writing in the classroom so that feedback could be offered to teachers throughout the year.

- **Math Remediation**

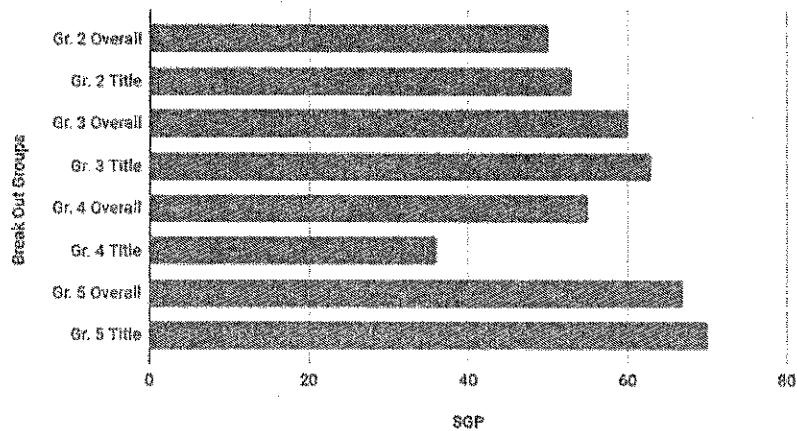
### Fourth and Fifth







### Title I Math Data (Small Group Instruction)



We did have a Title I math teacher who worked with students in grades 2-5 who qualified for additional math support. This teacher met with students daily for a minimum of 30 minutes per day. Students in fifth grade showed the most growth and this was the grade level where she was able to offer the most amount of intervention support. Teachers in grades K-2 used Waterford and classroom intervention support to differentiate instruction to meet the needs of their students who qualified for tier 2 or tier 3 support. The classroom teacher met daily with these students, in small groups, to work on skills at their level.

### • ELL Assessment Data



**ACCESS for ELLs 2.0®**  
English Language Proficiency Test

District: Plainfield Community School Corp  
School: Clarks Creek Elementary  
Grade: K  
Cluster: K

| School Frequency Report - 2019  |                        |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|---|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| Proficiency Level   | Listening              |                   | Speaking               |                   | Reading                |                   | Writing                |                   | Oral Language <sup>A</sup>  |                   | Literacy <sup>B</sup>  |                   | Comprehension <sup>C</sup> |                   | Overall Score <sup>D</sup> |                   |
|   | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level  | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level     | % of Total Tested | # of Students at Level     | % of Total Tested |
| <b>1 – Entering</b><br>Knows and uses minimal social language and minimal academic language with visual and graphic support | 2                      | 22%               | 3                      | 33%               | 7                      | 78%               | 7                      | 78%               | 3   | 33%               | 7                      | 78%               | 7                          | 78%               | 5                          | 56%               |
| <b>2 – Emerging</b><br>Knows and uses some social English and general academic language with visual and graphic support     | 2                      | 22%               | 0                      | 0%                | 1                      | 11%               | 1                      | 11%               | 1   | 11%               | 1                      | 11%               | 0                          | 0%                | 2                          | 22%               |
| <b>3 – Developing</b><br>Knows and uses social English and some specific academic language with visual and graphic support  | 0                      | 0%                | 2                      | 22%               | 0                      | 0%                | 1                      | 11%               | 1   | 11%               | 1                      | 11%               | 1                          | 11%               | 1                          | 11%               |
| <b>4 – Expanding</b><br>Knows and uses social English and some technical academic language                                  | 0                      | 0%                | 1                      | 11%               | 1                      | 11%               | 0                      | 0%                | 1   | 11%               | 0                      | 0%                | 0                          | 0%                | 1                          | 11%               |
| <b>5 – Bridging</b><br>Knows and uses social and academic language working with grade level material                        | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 1                          | 11%               | 0                          | 0%                |
| <b>6 – Reaching</b><br>Knows and uses social and academic language at the highest level measured by this test               | 5                      | 56%               | 3                      | 33%               | 0                      | 0%                | 0                      | 0%                | 3   | 33%               | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>Highest Score</b>  | 363                    |                   | 392                    |                   | 280                    |                   | 271                    |                   | <sup>A</sup> – Oral Language = 50% Listening + 50% Speaking<br><sup>B</sup> – Literacy = 50% Reading + 50% Writing<br><sup>C</sup> – Comprehension = 70% Reading + 30% Listening<br><sup>D</sup> – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking |                   |                        |                   |                            |                   |                            |                   |
| <b>Lowest Score</b>   | 170                    |                   | 123                    |                   | 100                    |                   | 100                    |                   |   |                   |                        |                   |                            |                   |                            |                   |
| <b>Total Tested</b>   | 9                      |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |



**ACCESS for ELLs 2.0®**  
English Language Proficiency Test

District: Plainfield Community School Corp  
School: Clarks Creek Elementary  
Grade: 01  
Cluster: 1

# School Frequency Report - 2019

| Proficiency Level   | Listening              |                   | Speaking               |                   | Reading                |                   | Writing                |                   | Oral Language <sup>a</sup>  |                   | Literacy <sup>b</sup>  |                   | Comprehension <sup>c</sup> |                   | Overall Score <sup>d</sup> |                   |  |  |  |  |  |  |  |  |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|---|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|--|--|--|--|--|--|--|--|
|   | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level  | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level     | % of Total Tested | # of Students at Level     | % of Total Tested |  |  |  |  |  |  |  |  |
| <b>1 – Entering</b><br>Knows and uses minimal social language and minimal academic language with visual and graphic support | 0                      | 0%                | 0                      | 0%                | 2                      | 50%               | 0                      | 0%                | 0   | 0%                | 1                      | 25%               | 0                          | 0%                | 0                          | 0%                |  |  |  |  |  |  |  |  |
| <b>2 – Emerging</b><br>Knows and uses some social English and general academic language with visual and graphic support     | 0                      | 0%                | 2                      | 50%               | 0                      | 0%                | 2                      | 50%               | 0   | 0%                | 1                      | 25%               | 2                          | 50%               | 2                          | 50%               |  |  |  |  |  |  |  |  |
| <b>3 – Developing</b><br>Knows and uses social English and some specific academic language with visual and graphic support  | 0                      | 0%                | 1                      | 25%               | 0                      | 0%                | 2                      | 50%               | 1   | 25%               | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |  |  |  |  |  |  |  |  |
| <b>4 – Expanding</b><br>Knows and uses social English and some technical academic language                                  | 0                      | 0%                | 1                      | 25%               | 0                      | 0%                | 0                      | 0%                | 2   | 50%               | 1                      | 25%               | 0                          | 0%                | 1                          | 25%               |  |  |  |  |  |  |  |  |
| <b>5 – Bridging</b><br>Knows and uses social and academic language working with grade level material                        | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0   | 0%                | 1                      | 25%               | 0                          | 0%                | 1                          | 25%               |  |  |  |  |  |  |  |  |
| <b>6 – Reaching</b><br>Knows and uses social and academic language at the highest level measured by this test               | 4                      | 100%              | 0                      | 0%                | 2                      | 50%               | 0                      | 0%                | 1   | 25%               | 0                      | 0%                | 2                          | 50%               | 0                          | 0%                |  |  |  |  |  |  |  |  |
| <b>Highest Score</b>  | 414                    |                   | 348                    |                   | 398                    |                   | 322                    |                   | A – Oral Language = 50% Listening + 50% Speaking<br>B – Literacy = 50% Reading + 50% Writing<br>C – Comprehension = 70% Reading + 30% Listening<br>D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking |                   |                        |                   |                            |                   |                            |                   |  |  |  |  |  |  |  |  |
| <b>Lowest Score</b>   | 331                    |                   | 233                    |                   | 246                    |                   | 246                    |                   |   |                   |                        |                   |                            |                   |                            |                   |  |  |  |  |  |  |  |  |
| <b>Total Tested</b>   | 4                      |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |  |  |  |  |  |  |  |  |



**ACCESS for ELLs 2.0®**  
English Language Proficiency Test

District: Plainfield Community School Corp  
School: Clarks Creek Elementary  
Grade: 02  
Cluster: 2-3

| School Frequency Report - 2019  |                        |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|---|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| Proficiency Level   | Listening              |                   | Speaking               |                   | Reading                |                   | Writing                |                   | Oral Language <sup>a</sup>  |                   | Literacy <sup>b</sup>  |                   | Comprehension <sup>c</sup> |                   | Overall Score <sup>d</sup> |                   |
|   | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level  | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level     | % of Total Tested | # of Students at Level     | % of Total Tested |
| <b>1 – Entering</b><br>Knows and uses minimal social language and minimal academic language with visual and graphic support | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>2 – Emerging</b><br>Knows and uses some social English and general academic language with visual and graphic support     | 0                      | 0%                | 6                      | 50%               | 2                      | 17%               | 0                      | 0%                | 1   | 8%                | 1                      | 8%                | 1                          | 8%                | 0                          | 0%                |
| <b>3 – Developing</b><br>Knows and uses social English and some specific academic language with visual and graphic support  | 3                      | 25%               | 4                      | 33%               | 5                      | 42%               | 11                     | 92%               | 5   | 42%               | 7                      | 58%               | 3                          | 25%               | 8                          | 67%               |
| <b>4 – Expanding</b><br>Knows and uses social English and some technical academic language                                  | 1                      | 8%                | 2                      | 17%               | 0                      | 0%                | 1                      | 8%                | 4   | 33%               | 4                      | 33%               | 1                          | 8%                | 3                          | 25%               |
| <b>5 – Bridging</b><br>Knows and uses social and academic language working with grade level material                        | 2                      | 17%               | 0                      | 0%                | 1                      | 8%                | 0                      | 0%                | 2   | 17%               | 0                      | 0%                | 3                          | 25%               | 1                          | 8%                |
| <b>6 – Reaching</b><br>Knows and uses social and academic language at the highest level measured by this test               | 6                      | 50%               | 0                      | 0%                | 4                      | 33%               | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 4                          | 33%               | 0                          | 0%                |
| <b>Highest Score</b>  | 406                    |                   | 337                    |                   | 409                    |                   | 350                    |                   | <b>A – Oral Language = 50% Listening + 50% Speaking</b><br><b>B – Literacy = 50% Reading + 50% Writing</b><br><b>C – Comprehension = 70% Reading + 30% Listening</b><br><b>D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking</b> |                   |                        |                   |                            |                   |                            |                   |
| <b>Lowest Score</b>   | 294                    |                   | 233                    |                   | 292                    |                   | 282                    |                   |   |                   |                        |                   |                            |                   |                            |                   |
| <b>Total Tested</b>   | 12                     |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |

**ACCESS for ELLs 2.0®**  
English Language Proficiency TestDistrict: Plainfield Community School Corp  
School: Clarks Creek Elementary  
Grade: 03  
Cluster: 2-3

### School Frequency Report - 2019

| Proficiency Level   | Listening              |                   | Speaking               |                   | Reading                |                   | Writing                |                   | Oral Language <sup>A</sup>  |                   | Literacy <sup>B</sup>  |                   | Comprehension <sup>C</sup> |                   | Overall Score <sup>D</sup> |                   |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|---|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
|   | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level  | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level     | % of Total Tested | # of Students at Level     | % of Total Tested |
| <b>1 – Entering</b><br>Knows and uses minimal social language and minimal academic language with visual and graphic support | 1                      | 17%               | 2                      | 33%               | 1                      | 17%               | 0                      | 0%                | 1   | 17%               | 1                      | 17%               | 1                          | 17%               | 1                          | 17%               |
| <b>2 – Emerging</b><br>Knows and uses some social English and general academic language with visual and graphic support     | 0                      | 0%                | 0                      | 0%                | 2                      | 33%               | 1                      | 17%               | 1   | 17%               | 0                      | 0%                | 1                          | 17%               | 0                          | 0%                |
| <b>3 – Developing</b><br>Knows and uses social English and some specific academic language with visual and graphic support  | 1                      | 17%               | 2                      | 33%               | 0                      | 0%                | 4                      | 67%               | 0   | 0%                | 2                      | 33%               | 1                          | 17%               | 2                          | 33%               |
| <b>4 – Expanding</b><br>Knows and uses social English and some technical academic language                                  | 0                      | 0%                | 2                      | 33%               | 0                      | 0%                | 1                      | 17%               | 3   | 50%               | 3                      | 50%               | 0                          | 0%                | 3                          | 50%               |
| <b>5 – Bridging</b><br>Knows and uses social and academic language working with grade level material                        | 2                      | 33%               | 0                      | 0%                | 1                      | 17%               | 0                      | 0%                | 1   | 17%               | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>6 – Reaching</b><br>Knows and uses social and academic language at the highest level measured by this test               | 2                      | 33%               | 0                      | 0%                | 2                      | 33%               | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 3                          | 50%               | 0                          | 0%                |
| <b>Highest Score</b>  | 406                    |                   | 348                    |                   | 391                    |                   | 350                    |                   | <sup>A</sup> – Oral Language = 50% Listening + 50% Speaking<br><sup>B</sup> – Literacy = 50% Reading + 50% Writing<br><sup>C</sup> – Comprehension = 70% Reading + 30% Listening<br><sup>D</sup> – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking |                   |                        |                   |                            |                   |                            |                   |
| <b>Lowest Score</b>   | 187                    |                   | 169                    |                   | 262                    |                   | 250                    |                   |   |                   |                        |                   |                            |                   |                            |                   |
| <b>Total Tested</b>   | 6                      |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |

**ACCESS for ELLs 2.0®**  
English Language Proficiency TestDistrict: Plainfield Community School Corp  
School: Clarks Creek Elementary  
Grade: 04  
Cluster: 4-5

| School Frequency Report - 2019  |                        |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|---|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| Proficiency Level   | Listening              |                   | Speaking               |                   | Reading                |                   | Writing                |                   | Oral Language <sup>A</sup>  |                   | Literacy <sup>B</sup>  |                   | Comprehension <sup>C</sup> |                   | Overall Score <sup>D</sup> |                   |
|   | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level  | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level     | % of Total Tested | # of Students at Level     | % of Total Tested |
| <b>1 – Entering</b><br>Knows and uses minimal social language and minimal academic language with visual and graphic support | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>2 – Emerging</b><br>Knows and uses some social English and general academic language with visual and graphic support     | 0                      | 0%                | 0                      | 0%                | 2                      | 29%               | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>3 – Developing</b><br>Knows and uses social English and some specific academic language with visual and graphic support  | 0                      | 0%                | 4                      | 57%               | 0                      | 0%                | 1                      | 14%               | 1   | 14%               | 3                      | 43%               | 1                          | 14%               | 1                          | 14%               |
| <b>4 – Expanding</b><br>Knows and uses social English and some technical academic language                                  | 0                      | 0%                | 3                      | 43%               | 1                      | 14%               | 5                      | 71%               | 3   | 43%               | 2                      | 29%               | 1                          | 14%               | 4                          | 57%               |
| <b>5 – Bridging</b><br>Knows and uses social and academic language working with grade level material                        | 1                      | 14%               | 0                      | 0%                | 2                      | 29%               | 1                      | 14%               | 3   | 43%               | 1                      | 14%               | 1                          | 14%               | 1                          | 14%               |
| <b>6 – Reaching</b><br>Knows and uses social and academic language at the highest level measured by this test               | 6                      | 86%               | 0                      | 0%                | 2                      | 29%               | 0                      | 0%                | 0   | 0%                | 1                      | 14%               | 4                          | 57%               | 1                          | 14%               |
| <b>Highest Score</b>  | 471                    |                   | 365                    |                   | 420                    |                   | 413                    |                   | A – Oral Language = 50% Listening + 50% Speaking<br>B – Literacy = 50% Reading + 50% Writing<br>C – Comprehension = 70% Reading + 30% Listening<br>D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking |                   |                        |                   |                            |                   |                            |                   |
| <b>Lowest Score</b>   | 369                    |                   | 294                    |                   | 327                    |                   | 325                    |                   |   |                   |                        |                   |                            |                   |                            |                   |
| <b>Total Tested</b>   | 7                      |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |



**ACCESS for ELLs 2.0®**  
English Language Proficiency Test

District: Plainfield Community School Corp  
School: Clarks Creek Elementary  
Grade: 05  
Cluster: 4-5

### School Frequency Report - 2019

| Proficiency Level   | Listening              |                   | Speaking               |                   | Reading                |                   | Writing                |                   | Oral Language <sup>A</sup>  |                   | Literacy <sup>B</sup>  |                   | Comprehension <sup>C</sup> |                   | Overall Score <sup>D</sup> |                   |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|---|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
|   | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level  | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level     | % of Total Tested | # of Students at Level     | % of Total Tested |
| <b>1 – Entering</b><br>Knows and uses minimal social language and minimal academic language with visual and graphic support | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>2 – Emerging</b><br>Knows and uses some social English and general academic language with visual and graphic support     | 0                      | 0%                | 1                      | 33%               | 0                      | 0%                | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>3 – Developing</b><br>Knows and uses social English and some specific academic language with visual and graphic support  | 0                      | 0%                | 2                      | 67%               | 1                      | 33%               | 1                      | 33%               | 1   | 33%               | 1                      | 33%               | 0                          | 0%                | 0                          | 0%                |
| <b>4 – Expanding</b><br>Knows and uses social English and some technical academic language                                  | 0                      | 0%                | 0                      | 0%                | 0                      | 0%                | 2                      | 67%               | 2   | 67%               | 2                      | 67%               | 1                          | 33%               | 3                          | 100%              |
| <b>5 – Bridging</b><br>Knows and uses social and academic language working with grade level material                        | 0                      | 0%                | 0                      | 0%                | 1                      | 33%               | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 0                          | 0%                | 0                          | 0%                |
| <b>6 – Reaching</b><br>Knows and uses social and academic language at the highest level measured by this test               | 3                      | 100%              | 0                      | 0%                | 1                      | 33%               | 0                      | 0%                | 0   | 0%                | 0                      | 0%                | 2                          | 67%               | 0                          | 0%                |
| <b>Highest Score</b>  | 441                    |                   | 332                    |                   | 396                    |                   | 363                    |                   | <sup>A</sup> – Oral Language = 50% Listening + 50% Speaking<br><sup>B</sup> – Literacy = 50% Reading + 50% Writing<br><sup>C</sup> – Comprehension = 70% Reading + 30% Listening<br><sup>D</sup> – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking |                   |                        |                   |                            |                   |                            |                   |
| <b>Lowest Score</b>   | 417                    |                   | 282                    |                   | 347                    |                   | 345                    |                   |   |                   |                        |                   |                            |                   |                            |                   |
| <b>Total Tested</b>   | 3                      |                   |                        |                   |                        |                   |                        |                   |   |                   |                        |                   |                            |                   |                            |                   |

### o Curriculum and Instruction

- Clarks Creek Elementary provides its diverse student population a variety of educational programs that complement our core curriculum. Teachers are required to follow curriculum maps that delineate when the various Indiana College and Career Ready Standards will be taught. These standards are available online at [www.doe.in.gov](http://www.doe.in.gov). Teachers participate in ongoing alignment of school curriculum maps with Indiana state standards during summer work sessions. The resulting curriculum maps are placed on the corporation shared drive for teachers to access and print.
- The master schedule at Clarks Creek Elementary is purposefully designed to provide uninterrupted blocks of time for literacy and math instruction at each grade level as well as time for content areas (science and social studies.) Our educational programming is summarized as follows:
  - **Reading:** Classroom teachers are required to provide 90 minutes of reading instruction each day. All teachers use research-based practices to provide students with the strategies. General education instruction is anchored in an adopted reading textbook and classroom sets of engaging books. Many teachers use the



"Daily 5" framework to deliver their reading and writing instruction. Primary teachers are trained in Lindamood Bell LIPS, Seeing Stars, and Visualizing and Verbalizing programs to provide a solid foundation of reading skills and to assist in teaching students who struggle learning how to read. The Clarks Creek library provides students with an ample selection of quality literature. The Accelerated Reading program is used in classrooms to promote daily reading at each student's "just right level" for maximum reading development. Through this program, teachers are able to easily monitor student progress through comprehension checks.

- **Writing:** We continue to focus on writing by exposing students to quality literature and using the Pattern-Based Writing program. We are also focusing on helping students develop greater writing stamina and using technology as their "blank canvas" for writing.
- **Math:** Clarks Creek's math program uses many hands-on, drill, and practice activities to facilitate strong math application and computation skills. The adopted EnVision math program also has a strong problem solving component that builds each year and helps students learn how to explain their answers.
- **Special Education:** Students supported by Individualized Education Plans are provided with additional resources and differentiated instruction to provide for their unique needs. Instruction includes work with specialized teachers and assistants who assist them in learning grade level curriculum, as appropriate, and in working on their own individual goals. Instruction is based on best practices including push-in and pull-out programming and is supported by a variety of literacy and math materials. Our school provides programming for students across the spectrum of learning - from those with significant cognitive delays in our life skills classes, to those in functional academic program, to those in the gen ed classroom needing additional support for a variety of disabilities.
- **English Language Learners:** Learning English while also trying to master state standards presents a unique set of challenges for ELL students. In order to facilitate this process, classroom teachers are trained in the SIOP methods of instruction to help our ELL students while simultaneously providing excellent instruction to all the students in their classes. Instruction includes bothi push-in and pull-out programming, supported by a variety of literacy and math materials. Certified ELL teachers oversee the instruction happening in the classrooms and help the classroom teachers



create appropriate goals for these students' Individualized Learning Plans.

- **High Ability Learners:** The QuEST Track has a menu of services for academically advanced students. Identified students in grades 1-5 are placed in classrooms with other exceptional learners and receive advanced skill instruction.

The QuEST Track consists of a high ability curriculum map for ELA and Math identified students. Students access advanced reading instruction through accelerated IDOE novel units of study, designed tasks centered on higher level of Bloom's Taxonomy, and advanced vocabulary curriculum through the Caesar's English program.

- In math, third grade students identified for the math QuEST program access an enriched 3rd grade math curriculum with exposure to limited 4th grade standards. Students are expected to master and excel in critical thinking and advanced problem solving. Identified 4th and 5th grade students are clustered into accelerated math classes. Accelerated 4th grade students complete both the 4th and 5th grade math curriculum. Identified accelerated 5th grade math students complete 6th grade and part of 7th grade math curriculum. Students are taught advanced problem solving exercises and participate in flexible learning groups..
- **Fine Arts Programs:** Instruction is provided in physical education, art, and music throughout the school year. Indiana Academic Standards give curriculum guidance to the teachers as they enrich student learning through exposure to these important additional curriculum areas.
- **Response to Intervention:** Students in kindergarten through fifth grade participate in the Response to Intervention that provides daily support beyond core instruction. to improve student learning is provided through researched curriculum, computer programs, and small group instruction for students below benchmark in reading and math. Selection for intervention is based on student achievement data gathered throughout the school year. Students that are below identified benchmarks for reading, math follow remedial plans designed to assist students in closing the achievement gap.



o **Professional Development**

Professional development is a vital part of the work that we do with staff each year. We know that in order to best serve our students, we must continually look for revised and new information that provides evidence of "best practice" strategies that we need to implement. It is our desire to always be improving our instruction and understanding of what creates the optimal learning environment for our students. See Component 4 and the Goal Action Plan for specifics on what we are doing this year to ensure that our staff is apprised of the newest information related to our students' needs and our overall goals.

o **Family and Community Involvement**

We are blessed to have an active parent group which provides enormous support to our students and staff. Parents are involved in many day-to-day operations of our school and also in special events and activities that take place. Parents are encouraged to be actively involved in our school.

- Parents participate in the textbook review and selection process for new adoptions.
- Parent representatives comprise a portion of our School Improvement Committee.
- Parents volunteer in the classroom for general clerical tasks.
- Parents volunteer in the classroom to support student learning by serving as Reading Buddies, leading small groups, and working one-on-one with students who need additional support.
- Parents participate in specific activities such as:
  - o Field Trips
  - o Field Day
  - o Musicals/Programs
  - o Book Fair
  - o Science Fair
  - o Walkathon Fundraiser
- Parents contribute to the curriculum through demonstrations, convocations, or presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including volunteering for large school events such as Santa Shop, the Spring Carnival/Event, Book Fairs, and the Halloween event, chaperones for the overnight outdoor education program, and assisting with various classroom parties and events throughout the year. The first week of school they also provide extra support for new and young students as they navigate the building.
- Parents/Volunteers support the curriculum through the Study Buddy program and/or various tutoring programs.
- Parents and grandparents are involved in Grandparents' Day activities.
- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards/showcases and classroom volunteer assistance.

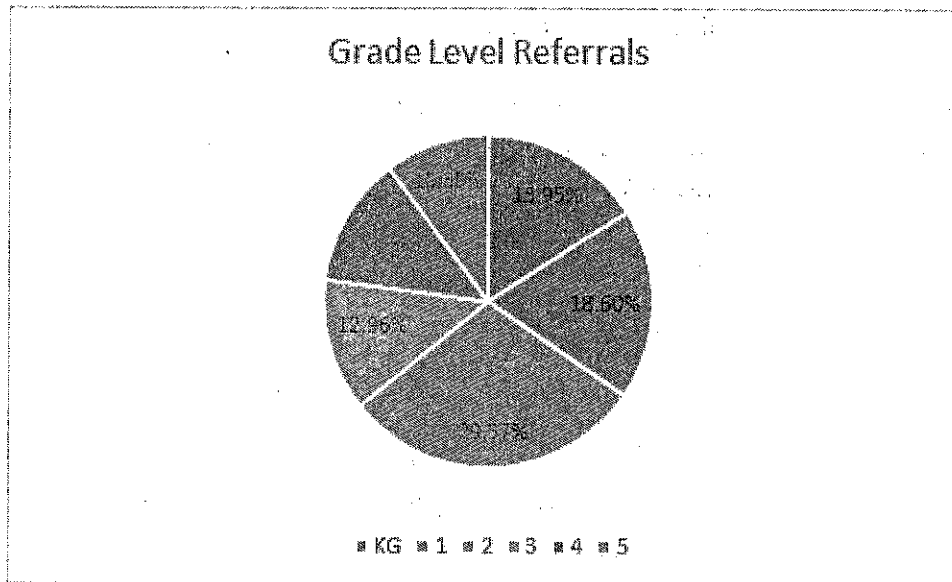


- Teachers work to actively engage parents by communicating through weekly newsletters and emails.
- Teachers connect with parents and build relationships by making positive phone calls, and sending "good" emails and/or notes home.

○ **School Context and Organization**

Clarks Creek Elementary follows the steps outlined in our comprehensive school improvement plan. This plan becomes the roadmap for how we will implement strategies to help us reach our stated goals. This year, the integration of design thinking and the 4 C's is our largest overall reform strategy, using this type of instruction to help us further students' skills in all the other disciplines of reading, writing, math, and content area skills. We are excited to see how intentionally instructing students in the 21st century skills of collaboration, communication, creativity, and critical thinking impact our students' academic performance and their passion for pursuing their own educational pathways.

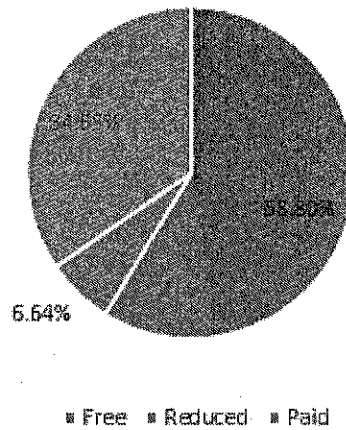
○ **Discipline data**



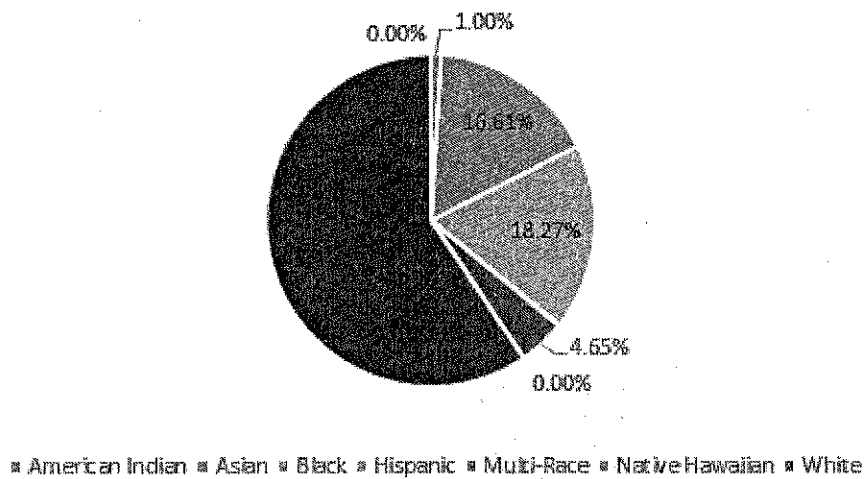




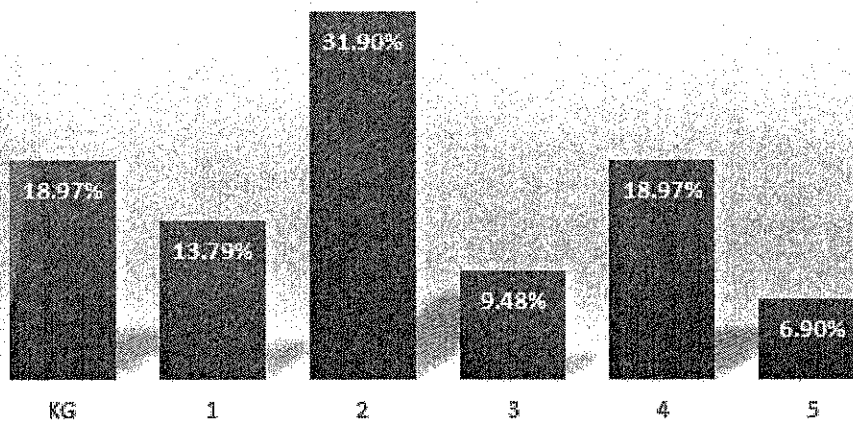
### Office Referrals



### Office Referral Data by Ethnicity

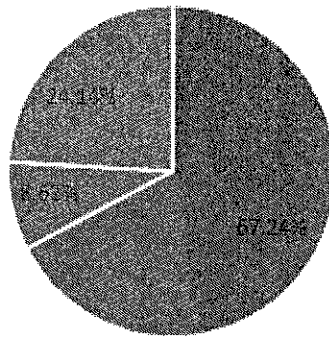


### Suspension Data 2018-2019 by Grade



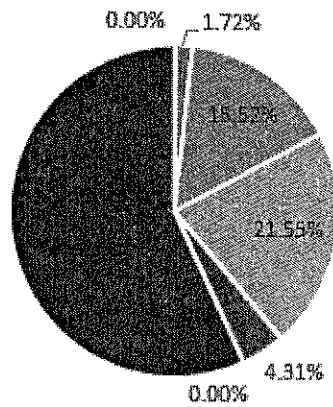


### Suspension Data Free/Reduced/Paid



■ Free ■ Reduced ■ Paid

### Suspensions By Ethnicity



■ American Indian ■ Asian ■ Black ■ Hispanic ■ Multi-Race ■ Native Hawaiian ■ White



• **Component 2: Implementation of Reform Strategies**

◦ Student Achievement Objectives

■ List of Assessments

|                       | 1 <sup>st</sup> Quarter  | 2 <sup>nd</sup> Quarter    | 3 <sup>rd</sup> Quarter                      | 4 <sup>th</sup> Quarter  |
|-----------------------|--------------------------|----------------------------|--|--|
| Kindergarten          | Star360 Reading          | Math Benchmark Assessments | Star360 Reading                              | Star360 Reading  |
| 1 <sup>st</sup> Grade | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading   |
| 2 <sup>nd</sup> Grade | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading<br>CogAT assessment | Star360 Math and Reading<br>Math Benchmark Assessment                          |
| 3 <sup>rd</sup> Grade | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading<br>ILEARN Language Arts and Math<br>IREAD3            |
| 4 <sup>th</sup> Grade | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading<br>ILEARN Language Arts, Math, & Science Tests        |
| 5 <sup>th</sup> Grade | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading<br>ILEARN Language Arts, Math, & Social Studies Tests |

**GOAL ACTION PLAN**

| <b>Objectives for Continuous Improvement</b><br><br>In what specific areas must we improve?<br><br><b>Goal 1:</b><br><b>Increase ILEARN Proficiency Rates</b> | <b>Action Steps</b><br>What do we need to do in order to improve in this area?  | <b>Professional Development Plan</b>  |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>Reformulate RTI groups so certified staff has more time working with our students struggling the most</li> <li>Modify interventions</li> </ul> | <ul style="list-style-type: none"> <li>Dyslexia Intervention Training for all staff</li> <li>Teachers will be trained by Pearson on the newly adopted textbook</li> </ul> |



- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Provide more access for students to work on their writing using word processing</li><li>• Data from ILEARN, IREAD, and Star will be analyzed with areas of growth discussed among team leaders and the school as a whole</li><li>• Set groups in Star to align with RTI groups; monitor throughout the year, looking for patterns of advancement or decline based on intervention or instruction</li><li>• Set student goals in Star for both ELA and math</li><li>• Review RTI data at set points to determine effectiveness of instruction; make adjustments, as needed</li><li>• Increase the amount of time students are writing every day; develop stamina for writing.</li><li>• Ensure that at least 50% of the ELA grades in the gradebook are related to writing development</li><li>• Teachers will use the Item Specifications to determine additional academic vocabulary that needs to be taught and emphasized throughout the year.</li><li>• Teachers will conference with students in grades 2-5 on their independent reading to closely monitor student progress.</li></ul> | <ul style="list-style-type: none"><li>• Training will be provided to Title I staff in the "My Focus" program, including use of the program for instruction and data collection.</li><li>• PLC groups will spend time looking at individual students' ILEARN data to look for patterns and places they may increase instruction</li><li>• Emphasis on differentiated, small group instruction will be placed on intermediate grades; grade levels will plan for these types of instruction during PLC meetings</li><li>• Teachers will be provided guidance on setting student goals in Star</li></ul> |
|--|---|



**Goal 2:**  
**Attendance –**  
**Increase**  
**Attendance**  
**Rate to over**  
**97%**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Closely monitor all students who had an attendance rate of less than 97% last year, with the goal of keeping every student above this threshold.</li><li>• Attendance goals will be shared with students and monthly competitions culminate in grade level prizes and an all-school trophy award.</li><li>• Teachers will continue to emphasize engagement strategies during instruction. (See Goal 4 for more info.)</li><li>• The NBA club (Never Be Absent) will target individual students with significant attendance concerns.</li><li>• A tiered approach will be used to address attendance concerns, including conferences with students and parents, letters home, and attendance contracts in partnership with Project Attend, if necessary.</li></ul> | <ul style="list-style-type: none"><li>• As part of our training to provide safe and secure schools, anti-bullying training will take place with all staff; it is hoped this will translate to improved attendance, as well.</li><li>• Principals will utilize resources available on the Attendance Works website and will work with the Dean of Students to find new strategies for increasing the student attendance rate.</li><li>• Dean of Students will seek additional professional development opportunities related to student attendance.</li><li>• The Dean of Students will schedule a meeting with the county coordinator of Project Attend to hear her vision for the program and any suggestions she may have.</li></ul> |
|---|--|

**Goal 3:**

**ELL – Student Growth on the WIDA Access Assessment will increase and all students will make anticipated growth.**

- Hire another teacher as an ELL support staff member
- Use our ELL Certified Teacher to support other teachers working with ELL students.
- Use WIDA Growth Goals to determine appropriate ILP goals.
- Lexia Core will be used with our level 1 and 2 students.
- Students with higher WIDA Access scores who are still not yet proficient will receive additional services.
- Cooperative structures will be used regularly in rooms with ELL students; the emphasis on the 4 C's will increase opportunities for conversation for our ELL students.
- ELL students' Star data will be monitored separately

- All ELL teachers are WIDA/SIOP trained. Additional staff members will be trained in these methods this year through formal district meetings.
- ELL Certified Teachers will hold teacher trainings to explain the "Can-Do" statements and model effective strategies for working with our students.
- Principals will investigate options for progress monitoring all ELL students in the same four areas assessed on WIDA Access
- WIDA/SIOP teachers meet as a district for PD multiple times per year.

**Goal 4:**

**Use of Design Thinking Processes and the 4 C's in intentional ways in daily instruction**

- Teachers will add morning meetings to their daily routines, in which communication is an integral part; they will focus on employability skills and character traits that will help students accept challenges of rigorous instruction
- "Morning Work" time will be expanded to include more than just skills practice, with a focus on critical thinking and creativity
- Teachers will be required to submit lesson plans with the

- NexTech Computer Science Training for staff.
- Teachers will receive PD in morning meetings
- Teachers will receive instruction on incorporating the 4 C's and DT into core curriculum
- A committee will work on revision of grade level "morning work" to include more rigorous content and provide opportunities for critical thinking and creativity
- Teachers will receive training in Defined STEM; in addition, one person from each grade level will become the "expert"



|  |  |   |
|--|--|---|
|  | <p>DT and 4 C's elements highlighted; these will be discussed during pre-observation conferences</p> <ul style="list-style-type: none"><li>• Teachers will implement Defined STEM curriculum</li><li>• Project Lead the Way curriculum will be explored as an additional way to infuse DT and 4 C's into our curriculum; a grant will be written to attain the resources needed for this</li><li>• Tech demonstrations will be provided to staff members at staff meetings to enhance their understanding of available resources</li><li>• Work toward STEM school certification</li></ul> | <p>for their team to provide assistance to others</p> <ul style="list-style-type: none"><li>• Teachers will be provided with a list of proposed Defined STEM units to coordinate with their curriculum; this list will be created by teachers</li><li>• Administrators will attend PLTW training and hold conversations about implementation; this will also be done with teachers, with numbers depending on the grant received</li><li>• The "Tech Demo" committee will prepare demonstrations for colleagues at least once per month</li><li>• Principals and Dean of Students will meet with district experts about STEM certification</li><li>• Dean of Students will meet with other deans to coordinate efforts related to STEM certification; this will be conveyed to the committee also spearheading this effort</li><li>• Leadership team members will be trained in Pattern-Based Writing</li><li>• Teachers will be trained in PBW and will continue to learn with the help of their leadership team rep and principals.</li><li>• New teachers will be supported in their learning of enVision math strategies by a mentor teacher.</li><li>• Teachers will have opportunities to provide PD for colleagues at a staff meeting to share effective</li></ul> |
|--|--|---|



|  |  |   |
|--|--|---|
|  |  | strategies for teaching math processes. Extension of this across the district by grade level teams will be discussed by principals. |
|--|--|---|

- Component 3: Instruction By Highly Qualified Teachers

| Last Name   | First Name | Current Assignment | Highly Qualified? | Location of HQT Evidence? |
|-------------|------------|--------------------|-------------------|---------------------------|
| Bangel      | Erin       | K Teacher          | Yes               | Central Office            |
| Johnson     | Jennifer   | K Teacher          | Yes               | Central Office            |
| Keating     | Natalie    | K Teacher          | Yes               | Central Office            |
| Love        | Brittany   | K Teacher          | Yes               | Central Office            |
| Martin      | Macon      | K Teacher          | Yes               | Central Office            |
| O'Connor    | Jennifer   | K Teacher          | Yes               | Central Office            |
| Passariello | Angi       | K Teacher          | Yes               | Central Office            |
| Back        | Andrea     | 1st Grade Teacher  | Yes               | Central Office            |
| Broughton   | Camie      | 1st Grade Teacher  | Yes               | Central Office            |
| Cade        | Dayna      | 1st Grade Teacher  | Yes               | Central Office            |
| Markowitz   | Jessica    | 1st Grade Teacher  | Yes               | Central Office            |
| Stringer    | Elizabeth  | 1st Grade Teacher  | Yes               | Central Office            |
| Zeronik     | Megan      | 1st Grade Teacher  | Yes               | Central Office            |

|            |          |                   |     |                |
|------------|----------|-------------------|-----|----------------|
| Carmichael | Jennifer | 2nd Grade Teacher | Yes | Central Office |
| Freeland   | Lisa     | 2nd Grade Teacher | Yes | Central Office |
| Heckman    | Lauren   | 2nd Grade Teacher | Yes | Central Office |
| Imburgia   | Gina     | 2nd Grade Teacher | Yes | Central Office |
| Smith      | Maisie   | 2nd Grade Teacher | Yes | Central Office |





|             |           |                    |     |                |
|-------------|-----------|--------------------|-----|----------------|
| Sweeney     | Karen     | 2nd Grade Teacher  | Yes | Central Office |
| Allen       | Sara      | 3rd Grade Teacher  | Yes | Central Office |
| Carlson     | Christine | 3rd Grade Teacher  | Yes | Central Office |
| Holstad     | Jennifer  | 3rd Grade Teacher  | Yes | Central Office |
| Judd        | Jennifer  | 3rd Grade Teacher  | Yes | Central Office |
| McGary      | Cindy     | 3rd Grade Teacher  | Yes | Central Office |
| Metz        | Shelby    | 3rd Grade Teacher  | Yes | Central Office |
| Richter     | Jackie    | 3rd Grade Teacher  | Yes | Central Office |
| Carnes      | Kelli     | 4th Grade Teacher  | Yes | Central Office |
| Gibbs       | Elaina    | 4th Grade Teacher  | Yes | Central Office |
| Harrison    | Shai      | 4th Grade Teacher  | Yes | Central Office |
| Johnston    | Kevin     | 4th Grade Teacher  | Yes | Central Office |
| Kugelman    | Sydney    | 4th Grade Teacher  | Yes | Central Office |
| Schwanekamp | Karisa    | 4th Grade Teacher  | Yes | Central Office |
| Bammann     | Bethany   | 5th Grade Teacher  | Yes | Central Office |
| Cook        | Chelsea   | 5th Grade Teacher  | Yes | Central Office |
| Dockery     | Stephanie | 5th Grade Teacher  | Yes | Central Office |
| Nelson      | Brian     | 5th Grade Teacher  | Yes | Central Office |
| Schaffer    | Catherine | 5th Grade Teacher  | Yes | Central Office |
| Slover      | Becky     | 5th Grade Teacher  | Yes | Central Office |
| Colgan      | Melissa   | Special Ed Teacher | Yes | Central Office |
| Fast        | Mandi     | Special Ed Teacher | Yes | Central Office |
| Siepmann    | Courtney  | Special Ed Teacher | Yes | Central Office |
| Smith       | Rachel    | Special Ed Teacher | Yes | Central Office |
| Doty        | Kim       | Speech Pathologist | Yes | Central Office |
| Collins     | Holly     | Art Teacher        | Yes | Central Office |
| Swincher    | Angie     | Music Teacher      | Yes | Central Office |



|          |          |                     |     |                |
|----------|----------|---------------------|-----|----------------|
| Lease    | Matt     | P.E. Teacher        | Yes | Central Office |
| Silver   | Kara     | Media Specialist    | Yes | Central Office |
| Bonney   | Lorraine | Counselor           | Yes | Central Office |
| Ellis    | Cathy    | Counselor           | Yes | Central Office |
| Donovan  | Marisa   | Principal           | Yes | Central Office |
| Perry    | Colleen  | Assistant Principal | Yes | Central Office |
| Mennonno | Ann      | Dean of Students    | Yes | Central Office |

- **Component 4: Professional Development**

Each year, our administrative team, in collaboration with other school leaders, creates a dynamic professional development plan in order to help us more quickly and efficiently meet the goals set forth in that year's plan. These goals serve to lead us toward greater competence in student performance, as it relates to the Indiana College and Career Ready Standards and our aligned curriculum.

Our School Improvement Committee serves not only to create the overall goals for the year, but also to collaborate and help create the professional development plan that will bring our goals to fruition. After evaluation of student data to determine areas of greatest need, this plan is developed. In addition, several members of this group and other teacher leaders participate in delivering relevant professional development to colleagues in staff meetings, through observations and in mentorship relationships.

Professional development takes place on a regular schedule. Staff meetings with a particular PD focus take place once per month. In addition, our district schedules three days during the school year that include professional development. Two of these days are full PD days during which we are able to schedule PD relevant to our goals for all staff members. This provides an excellent opportunity to support teachers with resources and information to implement the strategies needed to meet our goals.

While we use our time as a School Improvement Team to develop a PD plan at the beginning of the year, we also recognize that we must be responsive to how the year progresses. By monitoring our students' data, we are able to analyze whether the PD plan we've put in place is having the desired effect. If needed, we are able to update and add to the plan throughout the year. The initial plan can be found in the Goal Action Plan found previously in this document.



- **Component 5: Highly Qualified Teachers to High Needs Schools**

Clarks Creek teachers and staff are highly qualified to work with our students. We have made some adjustments in our planning to allow for the most trained and experienced staff members to be working with our student having the most academic struggles. In addition, we make purposeful placements of students, thinking about the "perfect match" when we consider personalities and learning/teaching styles.

Our teachers provide input into school programming. Each grade level and special area team has a designated instructional leadership team member who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. This collaborative approach allows the staff at Clarks Creek to provide a quality education with high expectations for themselves and students.

School administrators, our PTO, and our Climate & Culture and Kindness Committees work hard to create a warm, supportive, kind and friendly working environment for all staff. We look for ways to celebrate the positive things happening around us each day and to recognize the times of year that tend to be more stressful for staff members and work to alleviate those whenever possible.

- **Component 6: Parental Involvement**

We are blessed to have an active parent group which provides enormous support to our students and staff. Parents are involved in many day-to-day operations of our school and also in special events and activities that take place. Parents are encouraged to be actively involved in our school.

- Parents participate in the textbook review and selection process for new adoptions.
- Parent representatives comprise a portion of our School Improvement Committee.
- Parents volunteer in the classroom for general clerical tasks.
- Parents volunteer in the classroom to support student learning by serving as Reading Buddies, leading small groups, and working one-on-one with students who need additional support.
- Parents participate in specific activities such as:
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  - Field Day
  - Musicals/Programs
  - Book Fair
  - Science Fair



- Walkathon Fundraiser

- Parents contribute to the curriculum through demonstrations, convocations, or presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including volunteering for large school events such as Santa Shop, the Spring Carnival/Event, Book Fairs, and the Halloween event, chaperones for the overnight outdoor education program, and assisting with various classroom parties and events throughout the year. The first week of school they also provide extra support for new and young students as they navigate the building.
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- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards/showcases and classroom volunteer assistance.
- Teachers work to actively engage parents by communicating through weekly newsletters and emails.
- Teachers connect with parents and build relationships by making positive phone calls, and sending "good" emails and/or notes home.

- **Component 7: Preschool Transition (K-5)**

Every year we have students entering our school from our preschool, Little Quakers Academy. Prior to this, principals and teachers meet with the LQA Director and/or teachers to learn important information about the students coming to us. Data is shared that is relevant to placing students in appropriate classes with proper support. In addition to these meetings, the principal meets with our local Head Start representative to learn the same information about any students coming to us from their programs.

- **Component 8: Teacher Decision Making Using Academic Assessment Results**

Teachers use results of many different assessments to make decisions about what services and types of instruction our students need. Results of pre- and post-tests gauge student mastery of material and allow teachers to discern needs for reteaching or acceleration/enrichment. Oftentimes, small group instruction is used to address a variety of student needs. Students can be groups based on ability for this type of instruction and provided with the appropriate level of instruction to move them further on their own independent learning paths.

Star assessment scores are used as progress-monitoring and at benchmarks to determine where students are in their learning. These scores are used to identify students who will receive Title I services, specifically, and all of the other tier 1, tier 2, or enrichment levels of instruction.



- **Component 9: Effective, Timely Additional Assistance**

Each quarter, teachers, principals, and Title staff meet together to discuss all students' progress. Data of students receiving intervention support is especially scrutinized to determine if students' progress is meeting expectations. At that point, any changes in interventions or levels of support are adjusted. We also celebrate students whose progress allows them to move to a tier of lesser support.

In between these formal data team meetings, students in interventions take progress monitoring assessments. Any student whose progress monitoring does need seem to be going in the right direction are immediately targeted for additional support. While formal changes to the tiers may not happen until the data team meeting, we don't want to wait to begin servicing students whose demonstrated needs become greater than what we had been servicing.

- **Component 10: Coordination and Integration of Funds**

Clarks Creek Elementary School has chosen to coordinate the program efforts. It will not consolidate funds at this time. Funding sources include: Title 111A; Title IV-Part A; Title 111; IDEA; and PL221.

- **Component 11: Cultural Competency**

Clarks Creek strives to bring cultural competence to the forefront for our students and families. Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. It is our goal to foster equitable outcomes for all students by being responsive to the issues of race, culture, gender, and socio-economic status.

Decisions are made based on the best interest of students. The integration of knowledge about specific individuals and groups has increased the quality of education and services for our entire population. We work diligently with our staff and through our school counselors and teachers to create an environment of acceptance and understanding of all of our students' similarities and differences in an effort to provide the education and support that each needs at all times. Events at Clarks Creek that promote cultural competence include:

- Annual English Language Learner Family Game Night
- Translators provided for teacher conferences and meetings as needed
- Families are invited to attend a district sponsored International Night
- All families are invited to attend school-wide events
- Chili Supper
- Nightmare on Elm Drive (Halloween Event)
- Grade level music performances and art shows



- Teacher education/recognition of cultural and religious days/periods that may affect students (i.e. Eid - students fasting)

In addition, we work with families to provide services that they need to access all elements of our school programming. Interpreters are provided for parent conferences, as needed to enhance communication. Letters and other documents are translated for families who have indicated this need. Arrangements are made for students who do not wish to participate in various school activities (i.e. lunch during fasting periods, music rehearsals for programs, etc.) because of cultural or religious preferences.

Each year, we train additional teachers in SIOP methods of instruction, which are most notably used for making curriculum more accessible for our ELL students. It is our goal to have 100% of our trained in these methods, even if they do not currently have ELL students in their classroom.

### • **Component 12: Career Awareness/Development and Employability Standards**

One of our most important roles is to prepare our students for whatever comes next for them following their time in Plainfield Schools. Our school works diligently to expose students to a variety of career options and to prepare students with the employability skills they will need in order to take on the roles that await them in the future. Some of these methods include:

- Participation in odysseys at The Imagination Lab that allow exploration of different careers.
- Parents are invited to come in and be interviewed about their careers. This is a weekly feature on our morning announcements allowing students insight into areas of the "world of work" with which they may not be familiar.
- The Employability Standards and included in our Morning Meeting topics.

| Morning Meeting Daily Themes |    |                        |    |                         |    |                    |    |                     |       |
|------------------------------|----|------------------------|----|-------------------------|----|--------------------|----|---------------------|-------|
| Mindset Monday               |    | Toolbox Tuesday        |    | We Care Wednesday       |    | Thinking Thursday  |    | PRIDE Day Friday    |       |
| Lifelong learning            | ES | Learning Strategies    | ES | Equal Opportunity       | V  | Aptitude Awareness | ES | Respect Everyone    | V, P  |
| Self-confidence              | ES | Time Management        | ES | Kindness                | V  | Decision-Making    | ES | Safety/Safe Choices | P     |
| Perseverance                 | ES | Organization           | ES | Empathy                 | P  | Problem-Solving    | ES | Self-Discipline     | ES    |
| Adaptability                 | ES | Attention to Detail    | ES | Respect for Environment | V  | Critical Thinking  | -  | Independence        | ES    |
| Initiative                   | ES | Reliability            | V  | Connection              | ES | Creativity         | -  | Integrity, Dignity  | ES, V |
| Mindfulness                  | -  | Regulation of Emotions | ES | Communication           | ES | Design Thinking    | -  | Honesty & Truth     | V     |

ES - Indiana Employability Standards

V - PCSC Values

P - Clarke Creek PRIDE Expectations



● **Part 2: Additional Narrative for PL221 Compliance**

○ **Attendance**

During the 2018-19 school year, our average attendance rate was 96.8%. We continue to employ new strategies to ensure that this rate increases. See Goal Action Plan for more information.

○ **Technology as a learning tool**

Students use tools from Google as a learning tool in their classroom, such as Google docs, slides, and sheets. Google Classroom is also used by many teachers as a tool to help students connect curriculum online. We have fully transitioned over to Google, so teachers are having opportunities to teach students about these new tools as they learn them, themselves.

- Additional tools that are being used at Clarks Creek Elementary as a tool for learning are Concept Boards, Flip-grids, and Menitmeter
- Students use valid and secured internet sites for research and enrichment.
- Students use learning software such as STAR 360, Learning.com, Math Seeds, Waterford, Lexia Core, and more for remediation and to support individual growth.
- Students use Google Earth to support geography curriculum.
- Students use Accelerated Reader for individualized assessments, incentives, and support on their own level.
- Teachers use websites and software such as Raz Kids, Renaissance Place, Reading A-Z, Reading Eggs, Math Seeds, Lexia, Waterford, and many more as additional resources for instruction.
- All teachers have access to Defined Stem where they can access standards-aligned lessons that incorporate the design thinking process.
- Teachers use Youtube, CDs, DVDs, Audiobooks, and online literature to support and enhance the curriculum.
- Discovery Ed is also used to enhance the curriculum.
- Teachers use interactive presentation boards as a foundation to their instruction on a daily basis.
- Students receive instruction in Digital Literacy and foundational instruction in the Computer Science Standards through Learning.com, teacher instruction, and laptops.
- Classrooms are equipped with presentation boards, student computers, and document cameras to enhance instruction.
- Teachers are able to check out a laptop cart to provide all students with direct access to technology in grades K-4. Each classroom now has 10-13 laptops available for student use.
- Computer science is integrated into the classroom and is also provided during special class time, every 6 days.
- Students go to The Imagination Lab every month, where they may have opportunities to experience robotics, coding, and other types of engaging, cutting-edge technology.

In order to ensure that all staff members have been adequately trained on the software/technology available, new teacher training takes place in the summer prior to school starting. In addition, there are opportunities for other development of skills throughout the year at a variety of teacher-led PD sessions.



o **Safe and Disciplined Learning Environment**

Teachers work with students to implement our PRIDE program of student expectations:

Put safety first  
Respect everyone  
Insist on your personal best  
Demonstrate responsibility  
Empathize with others

Because this is a school-wide program, we have consistency with this language and all strive to communicate these same expectations. Parents and other stakeholders have been informed about this program, which is a form of Positive Behavioral Intervention and Supports. Information has gone out on our website, in newsletters, and in letters to the parents from the main office. Additional ways this program and its expectations have been communicated:

- Dean of students meets regularly with staff and students to review PRIDE expectations
- Daily check-ins by the Dean of Students to help build positive relationships with students and families
- Posted throughout the building (classrooms & halls)
- Bus driver meeting to review PRIDE program
- Grade level meetings with administration to review PRIDE expectations in the fall of each year
- Reinforce in the classroom & special area classrooms
- Use of motions to learn each facet of the PRIDE acronym
- Student references PRIDE to be able to correct their behavior
  - Think sheets, writing, orally
  - Consistent data collection, "Pursuing Pride" tool throughout the grade levels (K-5)
- Put in agendas
- Put in newsletters
- Put in parent handbook
- Develop a classroom positive behavior support plan
- PRIDE Referrals
- Documentation about in & out of school suspensions
  - To the teacher
  - In permanent record files

Students attend "PRIDE Convocations every quarter to promote schoolwide unity and common language. Upper-grade students model PRIDE by sharing essays they write and read these on announcements the week prior to the convocation.

**Supervision and General Security of Students**

- Entrances secured with supervision during arrival and dismissal
- All doors, except door 1, locked during school hours
- Parents and other visitors must be "buzzed in" two different locked doors before gaining access to the building.





- SafeVisitor check in and check out for visitors, including photo ID stickers with time sensitive stamp
- Panic button in place for silent communication with the local police department
- Standard Response Protocols (SRP) in place throughout the building, with binders and information consistent in every classroom
- Reunification plan and training implemented district-wide
- Safety videos are used for explaining the SRP for all staff and students
- A Plainfield police officer is on site all day at Clarks Creek Elementary
- Car rider pick-up is done with a series of tags and verified identification with adult supervision
- Cameras inside and outside the building are able to monitor activities effectively
- Recess & cafeteria supervision includes multiple adults and video surveillance
- Extensive background checks are required of employees
- Volunteer background checks must be on file prior to adults working with students in the building
- SafeSchools video training on bullying, disruptive students, managing emergent situations, reporting child abuse, FERPA, etc.
- All teachers know how to call a schoolwide lockdown.
- Radios are used to communicate with staff and students both in the building and when they are at recess.
- Clarks Creek has a school safety team that can be utilized in any crisis situation to help de-escalate students and/or adults. This team includes staff who are NCI trained.
- Special education staff, who work with students in self-contained classrooms are trained in NCI.
- Stop the Bleed training for all certified staff has been provided
- Access to intercom system for all staff from their classroom phone and cell phones to be able to call "lockdown or lockout"

### **Students Feel Safe and Comfortable**

- Open house and tours will be available prior to opening; new students and families are targeted for tours, specifically
- Daily live announcements will allow children to know activities that will be going on in the building
- Parent orientation during the first weeks of school and drop-off of supplies occurs prior to the first day so students can feel confident in where they will be going on day one
- Student "Step-Up" at end of year to meet teacher for next year or the team of teachers that he/she will have
- A designated School Resource Officer, Chris Duffer, is in the building every day
- Practice of all required drills (lockdown, fire, severe weather, earthquake) takes place with feedback provided to teachers and students to improve speed or if changes need to be made to processes
- Teachers emphasize personal connections with students; our building has implemented Morning Meetings and intentionally personally greets each student everyday to build these connections



- Parent volunteers are thoroughly screened, including background checks; any visitor must be listed in PowerSchool; visitors for school-day programs must sign up ahead of time and be screened through Safe Visitor and through contacts in PowerSchool; volunteers also must sign a Confidentiality Agreement
  - All visitors must present ID to the receptionist to be run through the SafeVisitor system, and obtain a photo ID sticker
  - Our school counselors, Cathy Ellis and Lorraine Bonney, work with students individually and in small groups when they are facing difficult circumstances, need guidance in making good decisions, or simply need someone to listen; they also provide character education lessons for our younger classes
  - Daily supervision is provided in all areas where students are present, with all staff assigned to various duties to increase the level of supervision in areas with the most traffic.
  - A trained School Safety Specialist provides ongoing professional development to enhance and update the school's emergency plan.
  - Healthcare plans and evacuation plans are shared with appropriate staff and housed in the nurse's office.
  - The Dean of Students, Ann Mennonno, supports students both in the classroom and 1:1 to promote positive behavior and implement appropriate behavior plans to address student needs.
  - Safety binders are kept in each classroom for easy access during emergencies.
  - An additional crosswalk has been added in the south lot to alleviate families from crossing in between traffic.
  - The assistant principal leads each grade level in a discussion to define bullying and to be an upstander within the first two weeks of school
  - The PRIDE Program provides a common language and expectations for the entire school.
  - A trained School Safety Specialist provides ongoing professional development to enhance and update the school's emergency plan.
  - Our school welcomes parent volunteers and parents are invited to eat with their students daily.
  - An anonymous reporting system exists for students and parents; those with concerns click a bold link on our website and the information automatically gets delivered to the principals by email.
- **Statutes and Rules to be Waived**
- Plainfield Community School Corporation and Clarks Creek Elementary School staff recognize the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived.
- **Three-year Timeline for Implementation, Review, and Revision**
- This plan encompasses a three-year timeline for the school years 2019-20, 2020-21, and 2021-22. Annual monitoring and revision of goals and methods selected to accomplish those goals will take place to ensure that the trajectory in which we are moving is in alignment with our desired outcomes. Changes in our methodology will take place more frequently than formal revision of this plan if data review shows us that additional steps are needed to bolster student success.



Through the combined efforts of all the stakeholders in our school community, Clarks Creek Elementary will make continuous improvement toward the goals set forth in this plan. Strategies identified will be executed through these efforts, allowing for students to more fully reach their potential and beyond.



# **SCHOOL IMPROVEMENT PLAN**

## **2019-2020**

Central Elementary



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### **Part 2 - Additional Narrative for PL221 Compliance**

Central Elementary School  
School Improvement Committee

|                   |                     |
|-------------------|---------------------|
| Julie Thacker     | Principal           |
| Brady Edwards     | Assistant Principal |
| Katy Riester      | Teacher             |
| Carey Hackleman   | Teacher             |
| Shannon Todd      | Teacher             |
| Anne Johnson      | Teacher             |
| Sarah Tobey       | Teacher             |
| Melissa Mosier    | Teacher             |
| Nicole McClatchey | Teacher             |
| Dana Loudermilk   | Teacher             |
| Danielle Bell     | Parent              |
| Nicole Rongo      | Parent              |
| Connie Burns      | Parent              |
| Dennis Gibbs      | Community Member    |



## **Statement of Mission & Beliefs**

Corporation Mission Statement:

Bringing joy to learning.

School Mission Statement:

Bringing joy to learning.

## **Part 1 - Schoolwide Planning: Introduction**

### **Narrative Description of Central Elementary**

Central Elementary School is located on U.S. Highway 40 in downtown Plainfield, Indiana. The present facility was originally constructed in 1931 with the gymnasium added as a Works Project Administration (WPA) project in 1939. Another renovation was completed in 1952. The building served as a high school, as a junior high school, and began serving as an elementary school in 1968.

Construction began in 1975 in order to create a facility that better suited for the needs of elementary students. Large rooms were developed for the media center, art room, music room, and a large group instruction (LGI). The gymnasium received a composite floor treatment and the old stage was transformed into a motor skills development area for younger children. The hallways and classrooms were carpeted throughout the building. An elevator was added in 1977.

A general renovation began in 1989 with new carpet, paint and wall treatments throughout the building. The gymnasium was renovated in the early 1990's with carpet on the bleachers and new padding being placed around the walls. The wall enclosing the bleachers was lowered to facilitate the needs of smaller students.

During 2002-2003 school year, a more specific renovation was completed. A complete HVAC system was installed throughout the building. The basement was renovated at this time. The current elevator was installed in 2006. In August 2008, Central became a K-3 facility. During the summer of 2008, Central had four classrooms and two bathrooms renovated for kindergarten in preparation of the K-3 reconfiguration. Lobby renovations provided a higher level of security. A \$40,000 playground project focused on the needs of K-3 students.

The summer of 2016 the classrooms and bathrooms were updated and the media center was moved from the second floor to the first floor. This was done to provide natural lighting from the windows facing north and to begin using the bricked in patio area. Two new updated special education classrooms were designed and created for use on the second floor where the majority of students are located. This allows for less travel time and opportunities for special education teachers to communicate with general education teachers.



Throughout 2016-2017 and into the summer, the school has received cosmetic updates. New stairwells, hallways, carpet and design features will be added with the goal of completion at the end of the summer 2017. Two additional classrooms were added in preparation for future growth. Updating the outside of the building continues through the 2017-2018 school year. By adding a canopy and a warm metal gray wrap with blue trim, the goal of creating a warmer elementary building will be achieved.

In the summer of 2019, the playground received a significant update. The district invested \$250,000 to become ADA compliant and to make better use of the space so more children could participate in activities.

Central currently serves students in kindergarten through fifth grade with an enrollment of 583 students and 31 certified teachers. This year a full-time assistant principal was added to the staff.

### **Narrative Description of Plainfield, Indiana**

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves over 32,389 residents of Guilford Township, including the town of Plainfield, through four K-5 elementary schools, a middle school for grades six through eight, and a high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for over 5,850 students. Plainfield is located north of interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five-member Board of School Trustees governs the school corporation. The elections are held on an at-large, non-partisan basis. The board members' four-year terms are staggered.

The township and community is primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. These highways provide easy access to downtown Indianapolis and the

Indianapolis International Airport. In the past ten years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport, which is located on the eastern boundary of the community. Also, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, and retail development with the addition of a significant shopping mall and supporting retail stores and restaurants have contributed to the growth. Plainfield's student growth continues to increase yearly at an annual rate of 2.3%.



## **Component 1: Comprehensive Needs Assessment**

The Central Elementary School Improvement Committee reviewed data from the five focus areas: Student Achievement, Curriculum and Instruction, Professional Development, Family and Community Involvement, and School Context and Management.

### **A. Student Achievement**

Assessment at Central Elementary is designed to collect formative and summative student information. The ILEARN assessments measures student proficiency of the Indiana College and Career Readiness Standards. STAR Reading, STAR Math, and DIBELS formative assessments provide staff with data used to guide instruction. This is further discussed in Component 8 of this plan

#### **ISTEP+ and ILEARN Results**

|          | <b>ISTEP</b>     |       | <b>ISTEP</b>     |        | <b>ILEARN</b>    |     |
|----------|------------------|-------|------------------|--------|------------------|-----|
|          | <b>2016-2017</b> |       | <b>2017-2018</b> |        | <b>2018-2019</b> |     |
| <b>3</b> | ELA              | 85.0% | ELA              | 84.40% | ELA              | 67% |
|          | MA               | 64.0% | MA               | 84.40% | MA               | 77% |
| <b>4</b> | ELA              | 82.0% | ELA              | 88.64% | ELA              | 72% |
|          | MA               | 74.0% | MA               | 80.86% | MA               | 79% |
|          |                  |       |                  |        | SC               | 69% |
| <b>5</b> | ELA              | 91.0% | ELA              | 85.87% | ELA              | 83% |
|          | MA               | 88.0% | MA               | 90.22% | MA               | 67% |
|          |                  |       |                  |        | SS               | 81% |

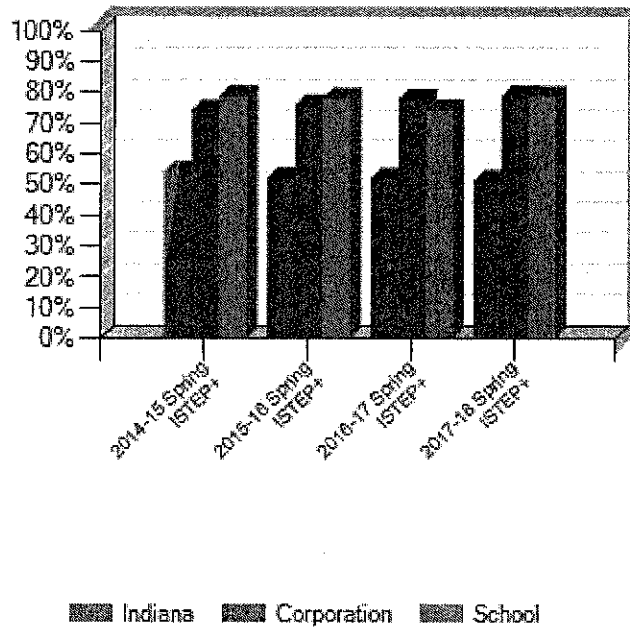
#### **IREAD Results**

|          | <b>IREAD</b>     |                  |                  |
|----------|------------------|------------------|------------------|
|          | <b>2016-2017</b> | <b>2017-2018</b> | <b>2018-2019</b> |
| <b>3</b> | 93%              | 95%              | 97%              |

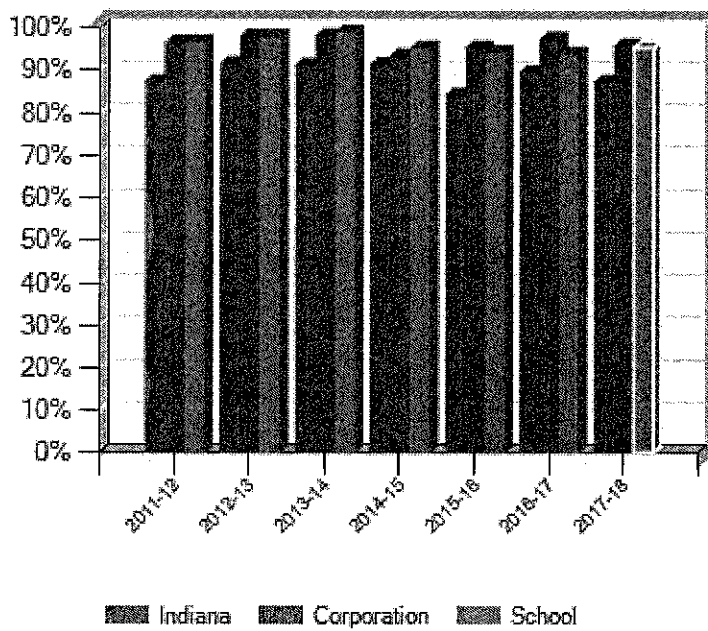




ISTEP+ Percent Passing Trend

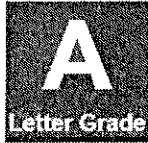


IREAD-3 Percent Passing Trend





# 2017-2018 Report Card



## Central Elementary School

Central Elementary School received an "A" as its final letter grade for school accountability.

| Overall Summary                   |        |        |                 |
|-----------------------------------|--------|--------|-----------------|
|                                   | Points | Weight | Weighted Points |
| Performance Domain Grades 3-8     | 87.00  | 0.500  | 43.50           |
| Performance Domain Grade 10       | 0.00   | 0.000  | 0.00            |
| Growth Domain Grade 4-8           | 127.70 | 0.500  | 63.85           |
| Growth Domain Grade 9-12          | 0.00   | 0.000  | 0.00            |
| Multiple Measures Domain Grade 12 | 0.00   | 0.000  | 0.00            |
| Overall points                    |        |        | 107.4           |
| Overall grade                     |        |        | A               |

## Performance Domain

### Mathematics

85.7% of students passed the assessment.  
This rate is above the state average.  
99.7% of students participated in the assessment.

### English/Language Arts

88.2% of students passed the assessment.  
This rate is above the state average.  
100.0% of students participated in the assessment.

## Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

### Mathematics

123.4 points for Top 75% Growth  
152.3 points for Bottom 25% Growth  
137.9 points for Growth

### Elementary - Mathematics

points for Top 75% Growth  
points for Bottom 25% Growth  
points for Growth

### English/Language Arts

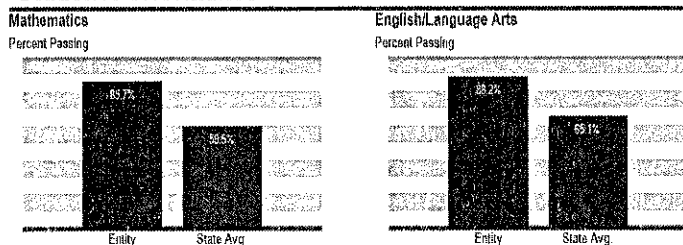
114.2 points for Top 75% Growth  
120.5 points for Bottom 25% Growth  
117.4 points for Growth

### Elementary - English/Language Arts

114.2 points for Top 75% Growth  
120.5 points for Bottom 25% Growth  
117.4 points for Growth



## Student Performance



## Plainfield Community School Corp

### 2018 Annual Performance Report

#### Central Elementary School, Plainfield 2751

| Indicator   | School Results |         |         |         | State Total |
|---|----------------|---------|---------|---------|-------------|
|   | '14-'15        | '15-'16 | '16-'17 | '17-'18 |             |
| A-F Accountability Grade  | A              | A       | A       | A       |             |
| Student Enrollment  | 573            | 544     | 570     | 547     | 1,139,822   |
| Number of Certified Teachers  | 32             | 34      | 31      | 32      | 60,085      |
| Percentage of Students Passing IREAD  | 95.1           | 96.5    | 93.8    | 95.3    | 86.6        |
| * Grade 3 Percent Passing ISTEP+ Math Standard                                | 74.3           | 80.4    | 64.2    | 85.2    | 59.3        |
| * Grade 3 Percent Passing ISTEP+ Language Arts Standard                       | 83.7           | 81.6    | 86.3    | 84.4    | 67.4        |
| * Grade 4 Percent Passing ISTEP+ Math Standard                                | 86.2           | 84.1    | 75.0    | 80.7    | 60.9        |
| * Grade 4 Percent Passing ISTEP+ Language Arts Standard                       | 84.0           | 82.2    | 82.7    | 88.6    | 63.8        |
| * Grade 4 Percent Passing ISTEP+ Science Standard                             | 90.4           | 85.0    | 80.6    | 83.0    | 57.6        |
| * Grade 5 Percent Passing ISTEP+ Math Standard                                | 90.3           | 88.4    | 88.1    | 90.2    | 65.6        |
| * Grade 5 Percent Passing ISTEP+ Language Arts Standard                       | 92.4           | 85.2    | 90.9    | 85.9    | 60.4        |
| * Grade 5 Percent Passing ISTEP+ Social Science Standard                      |                | 89.4    | 90.0    | 89.0    | 56.0        |
| Pupil Enrollment to Certified Employee Ratio                                  | 17.9           | 17      | 16.7    | 16      | 13.5        |
| Attendance Rate   | 97.3           | 97.2    | 97.1    | 97.4    | 95.3        |
| Number of Students with More Than 10 Unexcused Days Absent                    | 7              | 5       | 6       |         | 76,150      |
| Number of Students absent greater than 10% of School Year                     | 8              | 12      | 8       | 5       | 80,423      |
| Number of Students Suspended  | 5              | 25      | 15      | 17      | 96,436      |
| Number of Students Expelled or Suspended Involving Drugs, Weapons, or Alcohol |                |         |         | 1       | 5,749       |
| Number of Out of School Suspensions   | 8              | 51      | 15      | 17      | 65,437      |

\* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

**STAR Test**

## Reading

| Grade        | Fall | Winter | Spring |
|--------------|------|--------|--------|
| Kindergarten | 37%  | 66%    | 74%    |
| Grade 1      | 39%  | 70%    | 80%    |
| Grade 2      | 61%  | 68%    | 66%    |
| Grade 3      | 57%  | 71%    | 68%    |
| Grade 4      | 51%  | 70%    | 67%    |
| Grade 5      | 48%  | 60%    | 66%    |

**STAR Test**

## Math

| Grade        | Fall | Winter | Spring |
|--------------|------|--------|--------|
| Kindergarten |      |        |        |
| Grade 1      | 63%  | 90%    | 83%    |
| Grade 2      | 64%  | 75%    | 78%    |
| Grade 3      | 66%  | 73%    | 70%    |
| Grade 4      | 65%  | 89%    | 80%    |
| Grade 5      | 56%  | 71%    | 79%    |



## Attendance By Grade

| Grade        | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------|-----------|-----------|-----------|
| Kindergarten | 96.9%     | 96.5%     | 96.20%    |
| Grade 1      | 96.4%     | 97.7%     | 97.33%    |
| Grade 2      | 97.1%     | 97.1%     | 97.60%    |
| Grade 3      | 97.2%     | 97.6%     | 96.82%    |
| Grade 4      | 97.5%     | 97.6%     | 97.34%    |
| Grade 5      | 97.2%     | 97.7%     | 97.61%    |
| All Grades   | 97.1%     | 97.4%     | 97.15%    |

## B. Curriculum and Instruction

Central Elementary provides its diverse student population a variety of educational programs that complement our core curriculum. Teachers use content area and differentiated instruction to accomplish the best possible student outcome through the use of curriculum maps with foundations in the Indiana College and Career Ready Standards which are available online at [www.doe.in.gov](http://www.doe.in.gov). Teachers participate in ongoing alignment school curriculum maps with Indiana State standards during summer work sessions. The resulting curriculum maps are placed on the corporation shared drive for teachers to access and print.

The master schedule at Central Elementary provides an uninterrupted block of time for literacy and math instruction at each grade level as well as adequate time for Science and Social Studies. Each grade level has a designated time set aside for intentional writing instruction. Central's educational programming is summarized as follows:

**Reading:** Classroom teachers are required to provide 90 minutes of reading each day. All teachers use research based best instructional practices to provide students with the strategies necessary to ensure educational success. General education instruction is anchored in a reading textbook and classroom sets of engaging books. Many Central teachers use the Daily 5 framework to deliver their reading and writing instruction. Teachers are trained in Lindamood Bell LIPS, Seeing Stars, and Visualizing and Verbalizing programs to assist in teaching students who struggle learning how to read. Central's library provides students with an ample selection of authentic literature. The Accelerated Reading program used schoolwide by students, promoting daily reading and comprehension checks. The program enables teachers to track and steer student progress. Additionally, we have a schoolwide reading challenge and an annual literacy night. The literacy night usually falls in the middle of our schoolwide Readathon. These programs challenge students to read at home and celebrates reaching their goals.

**Writing:** This year writing is a focus at Central Elementary. Teachers have used a variety of programs such as 6 Traits, Yes Ma'am, and RACE to help their students become better writers.



This year teachers are focusing not only on writing stamina, but on utilizing technology as a writing tool.

*Math:* Central's math program uses many hands-on, drill, and practice activities to facilitate strong math application and computation skills. The EnVision math program also has a strong problem solving component that builds each year and helps students learn how to explain their answers. To support math fact fluency we use a program called Rocket Math in all our grades. This year in the fall we are adding a Mathathon to support our yearlong, schoolwide Math Fact Challenge.

*Special Education and English Language Learner Programs:* Differentiated instruction is based on individual student needs with specific teaching to assist struggling students. Instruction is based on best practices, push-in and pull-out programming, supported by a variety of literacy and math materials. All instruction through Special Education and English Language Learner services are in addition to core-classroom instruction in the general education classroom.

*Exceptional Learners:* The QuEST Track has a menu of services for academically advanced students. Identified students in grades 1-5 are placed in classrooms with other exceptional learners and receive advanced skill instruction. At the beginning of second semester in Kindergarten, we identify those students who need additional enrichment during team time. These students work with our HA licensed kindergarten teacher.

The QuEST Tract consists of a high ability curriculum map for ELA and Math identified students. Students access advanced reading instruction through accelerated IDOE novel units of study, designed tasks centered on higher level of Bloom's Taxonomy and level 3 and 4 DOK questioning, and advanced vocabulary curriculum through the Caesar's English program.

In math, third grade students identified for the math QuEST program access an enriched 3rd grade math curriculum with exposure to limited 4th grade standards. Students are expected to master and excel in critical thinking and advanced problem solving. Identified 4th and 5th grade students are clustered into accelerated math classes. Accelerated 4th grade students complete both the 4th and 5th grade math curriculum. Identified accelerated 5th grade math students complete 6th grade and part of 7th grade math curriculum. Students are taught advanced problem solving exercises and participate in flexible learning groups..

*Fine Arts Programs:* Instruction is provided in physical education, art, music, and library science throughout the school year. Indiana Academic Standards give curriculum guidance to the teachers as they enrich student learning through exposure to these important additional curriculum areas.

*Response to Intervention:* Students in kindergarten through fifth grade participate in the Response to Intervention that provides daily support beyond core instruction. to improve student learning is provided through researched curriculum, computer programs, and small group instruction for students below benchmark in reading and math. Selection for intervention is based on student achievement data gathered throughout the school year. Students that are below identified benchmarks for reading, math follow remedial plans designed to assist students in closing the achievement gap.



*Data Meetings:* Each month teachers participate in data meetings to focus on student achievement and determine if the intervention is supporting student growth.

Data Meeting Dates: September 5, October 10, November 21, January 9, February 12, March 25, April 24

### **C. Professional Development**

Central Elementary School will focus weekly professional development time on improving student achievement by developing better intervention and more effective differentiated instruction. The weekly sessions follow the Professional Learning Community model (PLC) consisting of reflection on past practices and experiences, a study of current student performance data, and a plan for trying new strategies to address focused areas of deficiencies.

The use of differentiated reading and math instruction will continue to be implemented in all grade levels. New staff members will be trained in this instructional framework and all staff will set yearly improvement goals in the area of effective differentiated instruction. The principal will provide teachers with relevant training opportunities to facilitate their goal achievement.

Design Thinking is a current school improvement goal. Teacher leaders on each grade level team have attended professional development on Design Thinking in a STEM rich learning environment. Discovery Education, Nextec, and Defined STEM are some of the facilitators selected to train our teachers.

Central has a Professional Development/Design Thinking Committee which meets throughout the year to identify and lead areas of need within our school.

Additionally, teachers will receive training from Pearson reading coaches as part of adopting a new reading series. Central teachers will focus on differentiating reading and writing at the grades 2-5 level and early literacy intervention and enrichment at the K-1 grade level.

Continue to train staff on the importance of developing the whole child and building relationships. We will provide teacher-led character education lessons to give students needed social and emotional support. At Central Elementary we will focus on the following through our professional development:

- **Focus for the Year— Be Intentional with Implementation of Design Thinking and 4 Cs, Strong Student Engagement, and Thinking Like a Champion**
  - **Be Intentional**—From lesson planning to communication to reading aloud to students, we will be intentional in all the choices we make. Additionally, building prior knowledge communicating objectives, presenting rigorous content, check for understanding, and differentiating instruction. This year, our students need to be writing in an intentional and instructional way. Teachers will be intentional in meeting the individual needs of students. This holds true in our intervention choices so we are meeting the individual needs of students.
  - **Engaging Students in Writing and Problem Solving**—In addition to designing problems surrounding math process skills in your math class, plan fun, engaging



problems for students to solve as a team. Short and sweet activities are great. Students should be writing responses to what they are learning and how they are thinking. They need to use **EVIDENCE FROM THE TEXT** to **SUPPORT ANSWERS**

- **Think Like a Champion**-Like an athlete with a goal, students will keep track of their own growth and percentile data through a data folder, binder, sheet, etc. and will chart and review this after each progress monitoring (once a month) test.
- **Reviewing data on a regular basis.** Once a month teachers will come to data team prepared with STAR data, intervention progress data, and observations in both math and reading.
- **Creating a Growth Mindset classroom culture**-As a school we will continue to emphasize and understand that we learn through our mistakes and by being challenged.
- **Collaborative Leadership**-Assistant principal and principal meet regularly to assess the climate of the school. We have designated grade level team leaders who meet monthly to discuss concerns, celebrations, and climate.

These professional development areas of focus simultaneously address the needs of all students.

#### **D. Family and Community Involvement**

Parental involvement is viewed as an essential component when it comes to helping students reach their full potential. Central Elementary families are part of a very active Parent Teacher Organization (PTO). They provide financial support to Central staff and students through fundraising activities. The Central PTO submits articles to the Central Hub newsletter linked to the school website, provides teacher appreciation activities, purchases extra educational supplies for all teachers, provides volunteers, plan the annual family fun night and literacy night, and helps pay for student field trips. Parent partnerships in the education process are valued.

#### **E. School Context and Organization**

Central Elementary continues working on a comprehensive improvement plan. The principal continues to expand building-level leadership by cultivating new teacher leaders and support staff. Central's focus on improving reading, writing, and math dovetails nicely with school wide integration of STEM into all curriculum. Teachers use Design Thinking as the model of choice for teaching problem solving and develop college and career ready students by intentionally teaching effective communication, critical thinking, creativity, and collaborative skills.





## F. Discipline Data

Behavior is supported in various ways at Central Elementary. Classroom teachers develop their own classroom behavior plans. Common behavior management plans used at Central include Clip Up Clip Down, Classroom DOJO, and Responsive Classroom. Classroom teachers submit their behavior management plan to the principal at the beginning of the year.

If a major classroom interruption occurs, the principal, assistant, or home-school advisor intervene and provide support to the student and teacher. Each year the principal, assistant principal, and home-school advisor meet with each grade level to review school behavior expectations.

| 2018-2019 School Year    |                      |                         |
|--------------------------|----------------------|-------------------------|
| Incidents by Grade Level | Total Incidents: 130 |                         |
| Grade Level              | Number of Incidents  | Percentage of Incidents |
| Kindergarten             | 22                   | 16.92%                  |
| First Grade              | 13                   | 10.00%                  |
| Second Grade             | 12                   | 9.23%                   |
| Third Grade              | 44                   | 33.85%                  |
| Fourth Grade             | 31                   | 23.85%                  |
| Fifth Grade              | 8                    | 6.15%                   |

| 2017-2018 School Year    |                      |                         |
|--------------------------|----------------------|-------------------------|
| Incidents by Grade Level | Total Incidents: 108 |                         |
| Grade Level              | Number of Incidents  | Percentage of Incidents |
| Kindergarten             | 11                   | 10.19%                  |
| First Grade              | 8                    | 7.41%                   |
| Second Grade             | 26                   | 24.07%                  |
| Third Grade              | 30                   | 27.78%                  |
| Fourth Grade             | 21                   | 19.44%                  |
| Fifth Grade              | 12                   | 11.11%                  |



| 2016-2017 School Year    |                     |                         |
|--------------------------|---------------------|-------------------------|
| Incidents by Grade Level | Total Incidents: 83 |                         |
| Grade Level              | Number of Incidents | Percentage of Incidents |
| Kindergarten             | 11                  | 13.25%                  |
| First Grade              | 19                  | 22.89%                  |
| Second Grade             | 12                  | 14.46%                  |
| Third Grade              | 22                  | 26.51%                  |
| Fourth Grade             | 8                   | 9.64%                   |
| Fifth Grade              | 11                  | 13.25%                  |

## **Component 2: Implementation of Reform Strategies**

Central staff members use effective instructional strategies that are based on solid research. The core academic program is supported by professional development in reading, writing, and math. Students that are not meeting state standards for their grade levels have supplemental strategies utilized to meet their identified deficiencies.

During the 2019-2020 school year, the following goals will be refined and expanded to improve instruction for all Central students. These goals were established from student and teacher data and multiple conversations with school stakeholders.

### **Student Achievement Objectives**

The achievement objectives are derived from an assessment of the current status of educational programming, including the following:

- a) Central Elementary School uses a variety of instruments in order to determine if students have met their achievement objectives based on the Indiana standards. The following is a list of the assessments we currently use to evaluate our educational programming.
  - Grades 3-5 ILEARN Testing-State mandated testing.
  - End-of-Unit Tests/Pearson Basal Series
  - Star360 Math and Reading assessments and progress monitoring
  - DIBELS Grades K-2



- IREAD3 Assessment for all 3<sup>rd</sup> graders.

b) Attendance Rate:

Central Elementary School plans to continue a focus on increasing student attendance. The Plainfield Community School Corporation's attendance policy will guide this focus. Measures to ensure ongoing success in identifying and monitoring student attendance are found in the student handbook. In addition to these measures, efforts have been made to provide healthy alternatives as part of the school lunch program.

The following trends in annual attendance rates are evidence of part efforts:

| Grade          | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Kindergarten   | 96.0%   | 96.1%   | 97.6%   | 96.2%   | 96.2%   | 95.7%   | 96.9%   | 96.5%   |
| Grade 1        | 96.5%   | 97.6%   | 97.5%   | 97.8%   | 97.2%   | 97.2%   | 96.4%   | 97.7%   |
| Grade 2        | 97.1%   | 97.3%   | 98.7%   | 97.9%   | 97.9%   | 97.0%   | 97.1%   | 97.1%   |
| Grade 3        | 97.1%   | 97.4%   | 97.8%   | 98.4%   | 97.6%   | 97.5%   | 97.2%   | 97.6%   |
| Grade 4        |         |         | 97.3%   | 97.4%   | 97.9%   | 97.3%   | 97.5%   | 97.6%   |
| Grade 5        |         |         | 98.4%   | 98.4%   | 97.3%   | 97.9%   | 97.2%   | 97.7%   |
| Grade 6        |         |         | ***     |         |         |         |         |         |
| Grade 7        |         |         |         | ***     |         |         |         |         |
| All Grades     | 96.7%   | 97.1%   | 97.9%   | 97.7%   | 97.3%   | 97.2%   | 97.1%   | 97.4%   |
| *** suppressed |         |         |         |         |         |         |         |         |

b) Percentage of students meeting academic standards under the ILEARN program

Central Elementary School has shown good student academic progress. Central Elementary School expects the passing rate for third, fourth, and fifth grade students to improve each year on Language Arts and Math. It is expected that the average improvement in the passing rate for Language Arts and Math will increase by at least 5-7% in 2019-20, and a continuing yearly 5% increments until a 90% passing rate is reached and maintained.

c) Benchmark Testing

Students in grades 1-5 take the STAR 360 Math and Reading Assessment every 2-6 weeks. This program, which is a part of Renaissance Learning, determines the reading and math level of each student, measures individual and class growth, and forecasts results on standardized tests. This is a web-based program. Kindergartners take the Star Early Literacy test every 2-6 weeks.



Every year, students at each grade level are given assessments to help measure their academic growth. The data gathered from these assessments help teachers know what to teach and how to teach in ways that help both struggling and high achieving students. Below is a list of most assessments given across each grade level:

|                             | 1 <sup>st</sup> Quarter                  | 2 <sup>nd</sup> Quarter                    | 3 <sup>rd</sup> Quarter                               | 4 <sup>th</sup> Quarter  |
|-----------------------------|--|--|---|--|
| <b>Kindergarten</b>         | Star360<br>Reading<br>DIBELS             | Math<br>Benchmark<br>Assessments<br>DIBELS | Star360 Reading<br>DIBELS                             | Star360 Reading<br>DIBELS  |
| <b>1<sup>st</sup> Grade</b> | Star360<br>Math and<br>Reading<br>DIBELS | Star360<br>Math and<br>Reading<br>DIBELS   | Star360<br>Math and<br>Reading<br>DIBELS              | Star360<br>Math and Reading<br>DIBELS  |
| <b>2<sup>nd</sup> Grade</b> | Star360<br>Math and<br>Reading           | Star360<br>Math and<br>Reading             | Star360<br>Math and<br>Reading<br>CogAT<br>Assessment | Star360<br>Math and Reading<br>Math Benchmark<br>Assessment                                |
| <b>3<sup>rd</sup> Grade</b> | Star360<br>Math and<br>Reading           | Star360<br>Math and<br>Reading             | Star360<br>Math and<br>Reading                        | Star360<br>Math and Reading<br>ILEARN Language<br>Arts and Math<br>IREAD3                  |
| <b>4<sup>th</sup> Grade</b> | Star360<br>Math and<br>Reading           | Star360<br>Math and<br>Reading             | Star360<br>Math and<br>Reading                        | Star360<br>Math and Reading<br>ILEARN Language<br>Arts, Math, &<br>Science Tests           |
| <b>5<sup>th</sup> Grade</b> | Star360<br>Math and<br>Reading           | Star360<br>Math and<br>Reading             | Star360<br>Math and<br>Reading                        | Star360<br>Math and Reading<br>ILEARN Language<br>Arts, Math, &<br>Social Studies<br>Tests |



### **Specific Areas Where Improvement is Needed Immediately**

According to our current data, our immediate areas of improvement in grades K to 5 are: evidence-based response to literature, vocabulary, writing using multiple informational text, writing conventions, the writing process, and exposure and practice in informational writing, narrative writing, and persuasive writing.

In math number sense, algebraic thinking and measurement are areas where we need to focus. Our school improvement goals address these needs. In addition, our school will be integrating STEM activities, computer science standards, and Design Thinking into core curriculum to increase student engagement in learning and better prepare students future demands in the workforce (Employability Standards).

| School-Wide Data Analysis ELA   |  |
|---|--|
| Strengths   | Areas for Improvement  |
| <ul style="list-style-type: none"><li>• Students are becoming more proficient in identifying key ideas and supporting answer using evidence.</li><li>• 5th grade had the least number of students falling below proficiency in writing.<ul style="list-style-type: none"><li>◦ Did fifth grade write more?</li><li>◦ Team time tier one intervention of writing proving effective</li><li>◦ Was the instruction more consistent?</li></ul></li><li>• Star scores continue to correlate with pass and dnp.</li><li>• Strong RTI program with intentional interventions</li></ul> | <ul style="list-style-type: none"><li>• Writing in grades 3 and 4 is still a struggle and this is the area where we have the most students falling into below proficiency.<ul style="list-style-type: none"><li>◦ The scores vary from classroom to classroom. Will planning collaboratively during PLC time help with higher growth?</li></ul></li><li>• Fourth grade ELA scores could have been higher in math, reading and science<ul style="list-style-type: none"><li>◦ This may be contributed by having 2 teachers out for maternity leaves.</li></ul></li><li>• We need to incorporate more extended writing and have more complicated directions</li><li>• Not necessarily throw out current models (Yes Ma'am) but do more modeling of teaching writing, model prewriting, and show students many examples</li></ul> |

| School-Wide Data Analysis Math  |   |
|---|---|
| Strengths   | Areas for Improvement   |
| <ul style="list-style-type: none"><li>• Some grade levels (3, 4) were strong in algebraic thinking and number sense (3, 4)</li><li>• Computation is a strength</li><li>• Fourth grade had our highest math data</li><li>• Reason quantitatively and abstractly</li><li>• Making sense of problems and persevering</li></ul> | <ul style="list-style-type: none"><li>• Measuring and estimating mass (all three grade levels)</li><li>• Grade-level pockets for algebraic thinking and number sense (5 and specific teachers)</li><li>• 5th grade is implementing a more intentional RTI program including enrichment</li><li>• Geometry in grades 3, 5</li><li>• Attend to precision (grade5)</li></ul> |

### **Benchmarks for Progress**

Central Elementary School reviewed and revised our school improvement plan. The School Improvement Committee members are in agreement with the target area goals established by the revision process. The target goals are Central Elementary School's benchmarks for progress.

### **Target Goals**

Goal 1: Central students will develop and maintain writing strategies and skills in order to demonstrate mastery of Language Arts state standards with a focus on Evidence-Based Response to Literature.



### Strategies

- Students will participate in a 40 minute writing block on a daily basis which will include teacher modeling and a focus on the Six Traits strategies or other proven writing instructional strategies.
- Students will use a rubric to self-assess writing progress.
- Staff will utilize RACE or Yes M'am writing strategies and writing prompts to teach and practice Evidence Based Response to Literature.
- Students in grades 3-5 will study Latin root vocabulary.
- Six grade level teachers will attend a writing conference and present professional development to staff
- Teachers will use Edulastic to present students with ILEARN writing prompts
- Teachers will do more modeling of writing, model prewriting, and show students many examples

Goal 2: Central students will participate in daily STEM activities, learn Indiana Computer Science standards, develop Communication/Creativity/Critical Thinking/Collaboration skills, and become proficient in Design Thinking to better address the new College and Career Readiness standards.

### Strategies

- Teachers will incorporate STEM activities into all curriculum maps.
- Teachers will participate in ongoing professional development on Design Thinking.
- Teachers will participate in ongoing professional development to improve instructional strategies that develop communication, critical thinking, collaboration, and creativity skills for students.
- Central will begin the process of becoming STEM certified by 2021.
- Teachers will use Defined STEM as we way to incorporate the Design Thinking Process into their lessons

Goal 3: Central students will demonstrate improved algebraic thinking, number sense and success at multiple step problem solving resulting in performance above the 70 percentile and Student Growth Projections of 50% or higher on the STAR 360 Math Assessment.

### Strategies

- Staff will provide students with daily math fact practice in the form of rote practice and in the form of in-depth, multi-step problem solving.
- Staff will provide instruction and activities to help students discern the validity of information presented in math problems.
- Staff will provide students will weekly practice at solving math problems that develop number sense skills
- Staff will model and provide practice identifying the operation or operations required to solve a given problem, focusing on speedy application of fact knowledge.
- Staff will provide students with weekly practice at multiple-step math problem solving.



- Staff will provide multiple classroom experiences to illustrate practical use of real world applications. This includes time, money, and measurement concepts.
- Staff will use technology to provide supplemental problem solving activities for students.
- Students will receive intentional differentiated math instruction as part of the RTI program.
- Students will work on Moby Max three-five times per week as an intervention and enrichment activity.
- Students in the lower 25 percent will participate in Successmaker
- Staff will provide an enriched math curriculum in 3<sup>rd</sup> grade and an accelerated curriculum in 4<sup>th</sup>-5<sup>th</sup> grades to high ability students.
- All students, K-5, will provide at least 60 minutes of daily core math instruction.
- Students in grades K-2 will utilize the Mathseeds program to improve fact fluency and improve number sense.

### **Component 3: Instruction by Highly Qualified Teachers**

At Central Elementary teachers and support staff are highly qualified. There is a clear expectation that the “most trained and experienced” person work with students in the greatest need. Staff members are appreciated for the unique gifts and talents each bring to share with Central children and families.

Collaboration and input into school programming from staff is a must at Central. Each team, including specials and special education, have a designated team leader who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. The staff at Central work very hard to provide a quality education with high expectations for themselves and students.

Although Central teachers and support staff are on an established contract, the goal is to provide a warm, supportive, kind and friendly working environment. The PTO sends treats and provides meals for the staff to enjoy. Regular social activities are planned throughout the school year and there is a Sunshine committee which continues to look for ways to “brighten” the day for staff.

A teamwork approach is reinforced from the principal and staff members are encouraged to be on one of several committees to work towards making Central the very best school. Staff may choose from the following committees: Professional Development Committee, Math Fact and AR committee, RTI/PBIS committee, Central Celebration and School-wide Theme Committee, which staff may self-select to

participate. A positive work environment, caring and a definite feel of “this is a special place to learn and grow” renders Central Elementary a desirable place to work!

Central office ensures all new hires are appropriately and highly-qualified prior to any employment offers.



| Teacher's Name      | Teaching Assignment                    | Highly Qualified | Location of Verification Form and Supporting Documentation |
|---------------------|--|------------------|--|
| April Allen         | Music K-5                              | x                | Central Office--HR   |
| Nicky Andrews       | Sped Assistant                         | x                | Central Office-HR  |
| Gina Atkins         | Sped Assistant                         | x                | Central Office-HR  |
| Nicole Campbell     | Assistant                              | x                | Central Office-HR  |
| Courtney Carmichael | Second grade                           | x                | Central Office--HR   |
| Diana Cragen        | Fifth grade                            | x                | Central Office--HR   |
| Kathy Crum          | Library K-5                            | x                | Central Office--HR   |
| Linda Dickey        | Assistant                              | x                | Central Office-HR  |
| Kelly Gowen         | Sped Assistant                         | x                | Central Office--HR   |
| Carey Hackleman     | First grade                            | x                | Central Office--HR   |
| Diana Harris        | Fifth grade                            | x                | Central Office--HR   |
| Lexy Hollingsworth  | First grade                            | x                | Central Office--HR   |
| Anne Johnson        | Third grade                            | x                | Central Office--HR   |
| Megan Johnson       | Third grade                            | x                | Central Office--HR   |
| Lindsey Kelley      | Special Education                      | X                | Central Office--HR   |
| Tina Kirkoff        | Special Education Asst.                | x                | Central Office--HR   |
| Kim Laswell         | Third grade                            | x                | Central Office--HR   |
| Dana Loudermilk     | Art K-5 and Math 5 <sup>th</sup> grade | x                | Central Office--HR   |
| Jill Maple          | Third grade                            | x                | Central Office--HR   |





|                   |                       |   |                    |
|-------------------|-----------------------|---|--------------------|
| Nicole McClatchey | Special Education K-5 | x | Central Office--HR |
| Staci McDonald    | Special Education K-5 | x | Central Office--HR |
| Jennie Menser     | Fourth grade          | x | Central Office--HR |
| Lynn Miller       | Assistant             | x | Central Office--HR |
| Kelly Mitchell    | First grade           | x | Central Office--HR |
| Melissa Meek      | Assistant             | x | Central Office--HR |
| Melissa Mosier    | Fifth grade           | x | Central Office--HR |
| Annie Pagels      | Kindergarten          | x | Central Office--HR |
| Curt Pickard      | Kindergarten          | x | Central Office--HR |
| Patty Price       | Assistant             | x | Central Office--HR |
| Lauren Richard    | Fourth grade          | x | Central Office--HR |
| Katy Riester      | Kindergarten          | x | Central Office--HR |
| Megan Roach       | Second grade          | x | Central Office--HR |
| Jacki Rogers      | Assistant Principal   | x | Central Office--HR |
| Erin Shelly       | Speech                | x | Central Office--HR |
| Julie Smith       | Sped Assistant        | x | Central Office--HR |
| Rebecca Stanley   | Assistant             | x | Central Office--HR |
| Anita Stevenson   | Second grade          | x | Central Office--HR |
| Amy Stultz        | Fifth grade           | x | Central Office--HR |
| Rhianda Szepski   | Kindergarten          | x | Central Office--HR |
| Erica Telezyn     | Fourth grade          | X | Central Office--HR |
| Sarah Tobey       | Fourth grade          | x | Central Office--HR |
| Shannon Todd      | Second grade          | x | Central Office--HR |



|               |                     |   |                    |
|---------------|---------------------|---|--------------------|
| Shelly Weaver | First grade         | x | Central Office--HR |
| Eli Wheeler   | Physical Education  | x | Central Office--HR |
| Diana White   | Home-School Advisor | x | Central Office--HR |

#### **Component 4: Professional Development**

Growing professionally is the critical element to successful school change. Professional development has been intently focused on best practices in instruction in reading, writing, and math. Each professional development activity is carefully aligned with the schools short and long term goals. Most professional development is based on individual and grade level needs as identified through data. Professional development is job embedded and prioritized as one of the most effective ways to improve student learning. At Central Elementary we have a committee of teacher leaders dedicated to professional development.

| <b><u>2019-2020 School Year</u></b>  |  |
|--|--|
| <i>The activities listed below will be offered for some or all staff, depending on the training. Release time to visit other classrooms and schools to observe writing and math activities related to our goals will also be available to staff as appropriate. Finally, grade level teams will continually collect, analyze, and report data to help develop future professional development.</i> |  |
| <u>May 2019</u>  | <ul style="list-style-type: none"> <li>• Nextech Computer Science training</li> </ul>  |
| <u>June 2019</u>   | <ul style="list-style-type: none"> <li>• Dyslexia intervention training.</li> <li>• Pearson My View reading resources training</li> </ul>  |
| <u>July 2019</u>   | <ul style="list-style-type: none"> <li>• Reading Intervention training on new Pearson My Focus program</li> <li>• Defined STEM training--program providing STEM lessons and other instructional resources aligned with state standards.</li> </ul>   |
| <u>August, 2019</u>  | <ul style="list-style-type: none"> <li>• All staff will receive training on anti-bullying, universal precautions, sexual harassment, child abuse, gangs, and other topics related to providing a safe learning environment.</li> <li>• Faculty Meeting--professional development on the 4Cs and safety training with Plainfield police Chief and Deputy Chief</li> </ul>   |
| <u>September 2019</u>  | <ul style="list-style-type: none"> <li>• Staff review 2018-19 summative data from ILEARN, IREAD, and STAR.</li> <li>• Staff discuss and approve school improvement goals and strategies to address areas of concern.</li> <li>• Grade Level Data Meetings – Review RTI Data and plan Interventions. Develop STEM and Design Thinking activities for the coming month.</li> <li>• School Leadership Meeting – Ensure that the school and board goals are being addressed and prescribed strategies are being implemented with fidelity.</li> <li>• Faculty Meeting--professional development on CPS reporting, computer science and safety drill</li> </ul> |
| <u>October, 2019</u>   | <ul style="list-style-type: none"> <li>• Grade Data Level Meetings - RTI Data Review and Interventions. Develop STEM and Design Thinking activities for the coming month.</li> <li>• School Leadership Team Meeting – Discuss professional development sessions on STEM and Design Thinking for the next grading period.</li> </ul>  |



|                       |  |
|-----------------------|--|
| <u>November, 2019</u> | <ul style="list-style-type: none"><li>• Grade Level Data Meetings - RTI Data Review and Interventions. Develop STEM and Design Thinking activities for the coming month.</li><li>• School Leadership Team Meeting – Review school data and determine the effectiveness of current intervention and differentiated instruction practices.</li><li>• Faculty Meeting-professional development Writing, behavioral supports and safety drill</li></ul>                    |
| <u>December, 2019</u> | <ul style="list-style-type: none"><li>• Grade Level Data Meetings - Focus on RTI Data Review and Interventions</li><li>• Faculty Meeting-professional development update on STAR goals and Professional development on incorporating Collaboration, Creativity, Critical Thinking, and Communication skills into core curriculum.</li></ul>  |
| <u>January, 2020</u>  | <ul style="list-style-type: none"><li>• Grade Level Meetings - Focus on RTI Data Review and Interventions. develop STEM and Design Thinking activities for the coming two months..</li><li>• School Leadership Team Meeting – Plan professional development on Design Thinking for the next grading period.</li><li>• Professional development on incorporating Collaboration, Creativity, Critical Thinking, and Communication skills into core curriculum.</li></ul> |
| <u>February, 2020</u> | <ul style="list-style-type: none"><li>• Grade Level Data Meetings - Focus on RTI Data Review and Interventions</li><li>• School Leadership Team Meeting – Develop timeline for reviewing and revising the School Improvement Plan. Organize teachers into needed committees to work on the next plan.</li><li>• Professional development on Design Thinking process, Computer Science and safety scenario</li></ul>  |
| <u>March, 2020</u>    | <ul style="list-style-type: none"><li>• Grade Level Data Meetings - Focus on RTI Data Review and Interventions. develop STEM and Design Thinking activities for the coming month.</li><li>• School Leadership Team Meeting – Plan professional development for the last grading period.</li><li>• Faculty meeting-Professional development on new Career and Employability standards and safety scenario</li></ul>   |
| <u>April, 2020</u>    | <ul style="list-style-type: none"><li>• Grade Level Data Meetings - Focus on RTI Data Review and Interventions</li><li>• School Leadership Team Meeting – Work on strategic planning with a focus on STEM certification and address needs identified from student achievement data</li><li>• Faculty meeting-Strategic planning for the 2020-21 school year and safety scenario</li></ul>  |
| <u>May, 2019</u>      | <ul style="list-style-type: none"><li>• Grade Level Data Meetings – Analyze student growth and achievement based on year-end data. Make notations for future teachers regarding achievement data.</li><li>• School Leadership Team Meeting – Develop preliminary School Improvement Plan goals to be finalized after ILEARN data is available</li></ul>  |

### **Component 5: Highly Qualified Teachers to High Needs Schools**

Central Elementary teachers and support staff are highly qualified. There is a clear expectation that the “most trained and experienced” person work with students in the greatest need. Staff



members are appreciated for the unique gifts and talents each bring to share with Central children and families.

Collaboration and input into school programming from staff is a must at Central. Each team, including specials and special education, have a designated team leader who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. The staff at Central work very hard to provide a quality education with high expectations for themselves and students.

Lastly, school administrators work hard to create a warm, supportive, kind and friendly working environment for all staff. The PTO sends treats and provides meals for the staff to enjoy. Regular social activities are planned throughout the school year and the social committee continues to look for ways to brighten the day for staff.

### **Component 6: Parental Involvement**

Parental involvement is viewed as an essential component when it comes to helping students reach their full potential. Parent partnerships in the education process are valued. In order to maximize parent participation, the following strategies will be utilized:

- Parents volunteer in the classroom for general administrative tasks.
- Parents volunteer in the classroom to support student learning, for example, by serving as reading buddies or Mystery Readers.
- Parents volunteer in the classroom providing station help.
- Parents utilize our Central Website, PowerSchool Parent Portal, allowing 24/7 access to student grades, School Messenger
- Parents participate in specific activities such as:
  - Field Trips
  - Field Day
  - Music Programs
  - Book Fair
  - Robotics League
  - Math Bowl
  - Fall and Valentine's Day parties
  - Family Fun Night
  - Literacy Night
  - Readathon and Mathathon Celebrations
  - Parent-Teacher conferences
- Parents have opportunities to contribute to the curriculum through presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including, Santa Shop, chaperones for overnight outdoor education program and assisting with various classroom parties throughout the year.
- Parents/Volunteers support the curriculum through the Study Buddy program.
- Parents and grandparents are involved in Book Fair and Central Family Celebration/Grandparents Day activities.



- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards, showcase displays, and classroom assistance.

**Current 2019 areas of strengths and opportunities according to parents and community members through our committee:**

- Warm and friendly school, especially when entering and being greeted by a friendly receptionist
- Attractive and welcoming learning environment
- Inclusionary
- Excellent and dedicated teachers
- Inspire students with a joy of learning
- Many clubs and experiences for students
- Central C.H.A.M.P.S. character education program
- Imagination Lab

**Current 2019 areas of improvement or threats according to parent and community members:**

- Continue to increase or make known each teachers' form of parent communication
- Making sure all parents feel included and a part of volunteering
- Student chronic absenteeism
- Student home life and access to mental health help
- Social Media "gossip"

**Component 7: Preschool Transition**

Central Elementary School hosts a Kindergarten roundup experience during the month of April. An announcement is made to every currently enrolled family through school messenger and flyers are mailed to every home in the community. In addition, flyers are shared with daycares and preschools. Plainfield School has a community preschool program with 205 students enrolled. Families in our preschool receive information from the preschool director. The Head Start coordinator is in contact with our Preschool Director. The director informs the Head Start Coordinator when kindergarten registration will occur.

**Component 8: Teacher Decision Making Using Academic Assessment Results**

To make continuous improvement in all areas of the educational system, periodic benchmarks have been set for reading, writing, and math achievement in every grade level throughout the year. Students not meeting these minimum standards are targeted for additional assistance. Teachers meet the principal, Title one staff, special education teacher to "staff" each child during the year at team data meetings. Team data meetings have the following purpose: review data and student growth, intervention programming, identify next steps for instructional improvement in the classroom, and feedback on goals.

Spreadsheets from Data Meetings: These spreadsheets are updated by teachers and discussed during data meetings



### **Component 9: Effective, Timely Additional Assistance**

The use of ongoing benchmark data, as the base for accessing interventions for children, enables every child to be successful at Central. There is no guessing if a child is struggling or succeeding-the data supports growth or non growth.

Additional support is provided to students that are below identified benchmarks for reading and/or math and have an individual plan created to assist in closing the achievement gap. Support through interventions is delivered in small group instruction, additional skill-deficit instruction while in the classroom, additional practice on computers and, 1-to-1 tutoring. This is a second, different dose of instruction in addition to strong classroom instruction. The interventions are all scientifically research-based and have a proven reputation for success.

Students that continue to perform below grade level after receiving a second-dose of instruction begin the Intervention Process. The Intervention Process at Central Elementary is designed to gather information about struggling students and then organize a specific plan to address areas of weakness. This is a comprehensive system that involves parents, teachers, students, support staff, and administrators throughout the process. Student's are progressed monitored bi weekly to check for improvement. A lack of improvement would necessitate a change in interventions and follow up communication with parents. This process continues until a child is on "grade level."

### **Component 10: Coordination and Integration of Funds**

Central Elementary has chosen to coordinate the program efforts, it will not consolidate program funds at this time. Funding sources include: Title 111 A: Title IV- Part A; Title 111; IDEA; and PL221.

### **Component 11: Cultural Competency**

Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. Central Elementary School has utilized cross-cultural collaborations to foster equitable outcomes for all students by being responsive to the issues of race, culture, gender, and socio-economic status. Decisions are made based on the best interest of students. The integration of knowledge about specific individuals and groups has increased the quality of education and services for our entire population.

### **Component 12: Career Awareness/Development and Employability Standards**

All teachers base instruction on Indiana College and Career Readiness Standards. Following the state's guidelines with emphasis on STEM education, students are given the opportunity to use and develop skill sets daily that introduce them to work values and basic employment concepts. Each lesson is intentionally designed to include at least one of the Four C's as applicable: communication, critical thinking, collaboration, creative thinking.

## **Part 2: Additional Narrative for PL221 Compliance**

### **Attendance**



It is very difficult to help children learn to read, write, and understand math if they are not in school. Attendance policies are written to allow for normal illnesses. Excessive absences are detrimental to student learning. The material a student misses when not at school can never be reconstructed because of how instruction is delivered at Central. The Central staff understands the importance of reviewing attendance patterns and procedures. The goal is not to be punitive but to be supportive in solving problems when attendance issues arise at the school. During the first week of school, each Central family is given a Student Handbook and separate letter which includes a written statement that explains the school district's policy on attendance. Consequences for excessive and unnecessary absences are outlined for each parent/guardian.

The Central Elementary School Assistant Principal will work to address concerns in relation to frequent/chronic absenteeism. Prior to punitive actions, the staff attempts to work with each family to improve attendance on an individual basis.

### **Technology as a Learning Tool**

The instructional staff of Central Elementary School provide teaching and learning support to students through the use of technology. The following is a description of how our school uses technology to support student learning.

Students and staff have access to a wide variety of hardware options throughout our school. This year we have increased the number of computers in classrooms. In grades four and five, we have thirteen computers in the classrooms. In grade three we have ten computers. In second grade there are six, and in grades K-first, we have 5 to 6 in each classroom. The additional technology tools include:

- Desktop computers in each classroom
- Laptops that can be checked out
- Promethean Boards
- Remote Responders/Clickers/Plickers
- Computer Lab

Students and staff also have access to numerous software options. Our software list includes, but is not limited to the following:

- Accelerated Reader
- Do the Math
- Mathseeds
- Reading Eggs
- Brainpop or Brainpop Jr.
- Mountain Language
- Mountain Math
- Envision Math
- Learning A-Z (Reading A-Z, RAZ Kids, etc)
- Microsoft Office
- Moby Max
- Learning.com
- Scott Foresman Reading Street
- Waterford Early Learning (reading and math)
- Successmaker



- 4th and 5th grade email

The majority of these programs are web-based allowing access from any device that has internet connectivity. Many of these programs allow students to access them from home. These programs focus on a wide variety of topics including productivity, remediation, and enrichment in either language, literacy, or math. These programs may be used by individuals, in small groups, or by an entire class.

Students in grades kindergarten through fifth develop specific technology oriented skills that help them to manipulate the hardware and software tools listed above. Starting in kindergarten, students begin exploring how to use the mouse, a keyboard, how to log in to a computer using a username and password, how to access software, and how to use software to accomplish an educational task.

In order to use technology as a learning accelerator, teachers must be provided with professional development in the hardware and software that our students use. The following description provides a basic overview of the resources and professional development opportunities available to all instructional staff members.

Central Elementary has a Technology Instructional Assistant on staff. This assistant, along with teacher experts, provides training on all of the hardware and software used for instruction and assessment. The technology instructional assistant is also a trouble shooter, fixing problems as they arise.

### **Safe and Disciplined Learning Environment**

Central Elementary School is continually striving to provide a safe and disciplined environment for its students. All visitors enter through one entrance that utilizes a buzzer system on the doors. Visitors are checked in using the SafeVisitor background check program and receive a guest tag before they are allowed to enter the school. Once visitors have been screened, a second buzzer system allows people into our hallways. We have cameras located throughout the building and outside. An additional camera at the registration desk monitors everyone entering the school. Fire, severe weather, and lockdown drills are conducted as mandated by state agencies. In addition, we practice two safety drills a month. Parents have access to an anonymous bullying or concern reporting link on our website, which is available at any time. Messages are received by an administrator.

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty voicemail and email are available to parents 24 hours a day. The Central website provides families with pertinent information such as school announcements and emergency school closing information.

Additionally, teachers create classroom email groups and communicate with parents through a weekly email or newsletter.

PowerSchool software was put into operation in August 2008, to allow parents access to up-to-date information regarding grades and assignments. This program, along with the school's web page, allows parents to contact staff members any time. School Messenger, an automated calling system, is used to contact parents regarding the dissemination of important





information. Additionally, the administrator sends out a bi-monthly newsletter filled with important school information.

Input from students and parents indicate that a safe and disciplined school is provided. Patrons are kept well-informed of situations that pertain to the health and welfare of students and staff. The school Messenger automated calling system is used to keep parents informed of upcoming meetings, inclement weather, and other pertinent information. This proactive approach to problem solving and communication has virtually eliminated any disruption to the educational process. A crisis plan has been developed and implemented. The plan is reviewed annually and changes are made accordingly.

### **Central Elementary Guidelines to Maintaining a Safe School**

Central Elementary School is a safe place where all students can learn and grow surrounded by caring teachers and staff. Our staff encourages all students to try challenging work, to not give up when the work gets hard, to care for and respect others, and to make our school a better place. All of our school programming and rules are designed to support these core goals.

### **Be a Central C.H.A.M.P.S. Student**

Our Positive Behavior Intervention Support program is rooted in Central character and the idea that Champions Make Choices and Choices Make Champions. Our faculty was involved in creating and defining a Central CHAMPS student. The following defines what it means to be a CHAMPS student:

**Caring**  
**Honest**  
**Achieving**  
**Making good choices**  
**Prepared to learn**  
**Safe**

Furthermore, we have defined our Central Champs expectations in all areas throughout our school. In a continued effort to recognize our students making good choices as well as build our climate and culture, we recognize students each month, using CHAMPS Tags. This is a way to acknowledge the hard work and positive behavior of our students.

At the end of each quarter, we have a Central Celebration. This is a fun convocation where we reward perfect attendance, honor roll, town value winners, and excellence in specials classes. Parents are welcome to attend.

### **Student Language**

Students are expected to use respectful language when talking with adults and other students. All comments should be said in a polite and respectful manner. Students should address all school staff by using their titles (Mr. \_\_\_\_\_ or Mrs. \_\_\_\_\_ or Ms. \_\_\_\_\_).

### **Character Development**



Each classroom teacher leads his/her class in the lessons and discussions, which are created by the home-school advisor. There are four, half-hour lessons each year, and taught on the day the class goes to the Imagination Lab in SEPTEMBER, NOVEMBER, FEBRUARY AND MARCH. Each lesson is uniquely designed specifically for a grade level. The character education program helps create a safe school environment, greatly decreases bullying, and empowers students to protect themselves from bullying.

### **Anti-Bullying Program**

We believe that all students must feel safe, physically and emotionally, at school. Bullying is defined by Indiana Codes I.C. 20-33-8-0.2 and I.C. 20-33-8-13.5. All students at Central will participate in anti-bullying curriculum each school year to help identify bullying, address it effectively, and empower students to help stop bullying. The anti-bullying curriculum is based on materials found on the Indiana Department of Education Bullying Prevention website and a variety of other resources provided by different Anti-Bullying programs. Lessons are developed for each grade level.

### **Behavior Expectations**

#### **CLASSROOMS**

Each classroom teacher is responsible to develop a classroom behavior plan that creates and sustains a safe and learning-conducive classroom environment as well as a caring and respectful climate. Teachers must communicate with parents when students do not stay within the classroom behavior norms. Consequences for students who violate classroom behavior norms are established and enforced by the teachers. Students are to only bring items to school that are needed. Toys, trading cards, cell phones, laser pointers, etc. should remain at home. In addition, no items that could be perceived as weapons (either real or look-alike) are permitted at any time. The principal is always involved to varying extents in cases of physical altercations, excessive verbal assault, sexual harassment, theft, and destruction of school property. Consequences for behaviors where the principal is involved may include but are not limited to: student conference, parent contact, recess detention, short-term removal from the classroom to another classroom, in-school suspension, out-of-school suspension, and expulsion (in very severe cases).

#### **HALLWAYS**

To keep hallways safe, students are expected to walk in single file lines on the right side and keep voices quiet or very soft.

#### **RESTROOMS**

To keep restrooms safe, all students are expected to help keep restrooms clean, to notify teachers when finding a mess, to not play or fight in the restrooms, be aware of personal space, and to be quick and quiet when using the restroom.

#### **CAFETERIA**

To help keep lunch time safe, students are expected to talk quietly and only to students at their table. They are to use polite manners when eating and not share food with other students. Students will clean up all of the food and trash on and under their table before leaving.

#### **PLAYGROUND**



To help ensure safety, student responsibilities and expectations are to have fun and help those around them have fun. Be respectful of everyone around you: Students will not hit, push, wrestle or kick others. Also, students will talk to each other respectfully and avoid name-calling at all times. Students will keep hands to themselves and will be obedient and respectful to the playground supervisors. Be respectful of the playground equipment: Students will return all equipment to the shed at the end of recess. Balls that go outside of the playground fence should not be retrieved without permission from the playground supervisors.

### RIDING THE BUS

When riding the bus, students are to stay seated, facing forward at all times. Students are to use an inside voice and report all issues to the driver and leave the bus in an orderly fashion and walk to the nearest door using the designated walkways. Students are never to cross between buses.

This poster hangs in every classroom.

### STUDENT EXPECTATIONS AT A GLANCE

| Central Elementary<br>School-Wide Expectations |  | CHAMPS   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|
|  | CLASSROOM  | HALLWAYS   | CAFETERIA   | PLAYGROUND  | RESTROOMS   | BUS   | ASSEMBLY  |
| <b>Caring</b>                                  | <ul style="list-style-type: none"> <li>Listen</li> <li>Indoor voice</li> <li>Raise hand</li> <li>Be a good friend</li> <li>Include everyone</li> </ul> | <ul style="list-style-type: none"> <li>Respect others' working and learning</li> <li>Be kind</li> </ul>                        | <ul style="list-style-type: none"> <li>Pick up trash</li> <li>Indoor voice</li> <li>Be polite</li> </ul>                | <ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Be responsible</li> <li>Be a good friend</li> <li>Include everyone</li> </ul> | <ul style="list-style-type: none"> <li>Clean up</li> </ul>  | <ul style="list-style-type: none"> <li>Stay seated</li> <li>Indoor voice</li> </ul>   | <ul style="list-style-type: none"> <li>Respectful</li> <li>Stay seated</li> <li>Listen to speaker</li> </ul>            |
| <b>Honest</b>                                  | <ul style="list-style-type: none"> <li>Be truthful to everyone</li> <li>Take responsibility for your actions</li> </ul>                                | <ul style="list-style-type: none"> <li>Be truthful to everyone</li> <li>Take responsibility for your actions</li> </ul>        | <ul style="list-style-type: none"> <li>Be truthful to everyone</li> <li>Take responsibility for your actions</li> </ul> | <ul style="list-style-type: none"> <li>Be truthful to everyone</li> <li>Report problems at recess</li> </ul>  | <ul style="list-style-type: none"> <li>Be truthful to everyone</li> <li>Take responsibility for your actions</li> </ul> | <ul style="list-style-type: none"> <li>Be truthful to yourself, peers and staff</li> <li>Take responsibility for your actions</li> </ul>        | <ul style="list-style-type: none"> <li>Be truthful to everyone</li> <li>Take responsibility for your actions</li> </ul> |
| <b>Achieving</b>                               | <ul style="list-style-type: none"> <li>Be prepared</li> <li>Positive attitude</li> <li>Give best effort</li> <li>Use time wisely</li> </ul>            | <ul style="list-style-type: none"> <li>Quiet</li> <li>Stay in line</li> </ul>  | <ul style="list-style-type: none"> <li>Respect for peers and adults</li> <li>Keep food on trays</li> </ul>              | <ul style="list-style-type: none"> <li>Respect school property</li> </ul>   | <ul style="list-style-type: none"> <li>Respect for area</li> </ul>  | <ul style="list-style-type: none"> <li>Be kind to the driver and peers</li> </ul>   | <ul style="list-style-type: none"> <li>Respond appropriately</li> </ul>   |
| <b>Making good choices</b>                     | <ul style="list-style-type: none"> <li>Be respectful</li> <li>Listen &amp; follow directions</li> </ul>  | <ul style="list-style-type: none"> <li>Hands &amp; feet to myself</li> <li>Walk on right side</li> <li>Stay forward</li> </ul> | <ul style="list-style-type: none"> <li>Hands to self</li> <li>Clean up area</li> <li>Manners</li> </ul>                 | <ul style="list-style-type: none"> <li>Kind actions &amp; words</li> <li>Follow directions</li> <li>Stay in two lines</li> </ul>                          | <ul style="list-style-type: none"> <li>Wash hands</li> <li>Be aware of personal space</li> </ul>                        | <ul style="list-style-type: none"> <li>Follow adult direction</li> <li>Enter &amp; exit quickly and quietly</li> </ul>                          | <ul style="list-style-type: none"> <li>Sit on pinks</li> </ul>  |
| <b>Prepared to learn</b>                       | <ul style="list-style-type: none"> <li>Materials ready</li> <li>Turn in homework</li> <li>Study</li> </ul>   | <ul style="list-style-type: none"> <li>Be quiet</li> <li>Get all materials needed out of locker</li> </ul>                     | <ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Use time wisely (finish on time)</li> </ul>     | <ul style="list-style-type: none"> <li>When whistle is blown, line up quickly and quietly</li> </ul>  | <ul style="list-style-type: none"> <li>Quiet and quiet</li> </ul>   | <ul style="list-style-type: none"> <li>Make sure you have all of your things before leaving the bus</li> </ul>                                  | <ul style="list-style-type: none"> <li>Enter &amp; exit quietly</li> <li>Active listening</li> </ul>                    |
| <b>Safe</b>                                    | <ul style="list-style-type: none"> <li>Hands &amp; feet to self</li> <li>Report problems</li> <li>Follow class rules</li> </ul>                        | <ul style="list-style-type: none"> <li>Don't jump from stairs</li> </ul>   | <ul style="list-style-type: none"> <li>Wait</li> <li>Report spills</li> <li>Don't share food</li> </ul>                 | <ul style="list-style-type: none"> <li>Stay in playground</li> <li>Use equipment correctly</li> </ul>   | <ul style="list-style-type: none"> <li>Water stays in sink</li> <li>No horseplay</li> </ul>                             | <ul style="list-style-type: none"> <li>Report issues to driver</li> <li>Hands &amp; feet to self</li> <li>Face forward</li> <li>Wait</li> </ul> | <ul style="list-style-type: none"> <li>Follow adult directions</li> </ul>   |



### **Parent and Guardian Communication Regarding Behavior**

The staff at Central Elementary are committed to keeping parents and guardians informed on both the exemplary behavior of their students as well as when their students fall short of behavior expectations. It is our goal to work in partnership with parents and guardians to praise students for positive behavior and to problem-solve when their behavior needs improvement.

### **Graduation Rate**

To support our secondary graduation rate, Central Elementary strives to build a strong literacy and math foundation for all students.

### **Specific Areas Where Improvement is Needed Immediately**

All Legal Requirements Met

### **Academic Honors Diploma and Core 40**

Non-applicable Section - High School Only

### **Statutes and Rules to be Waived**

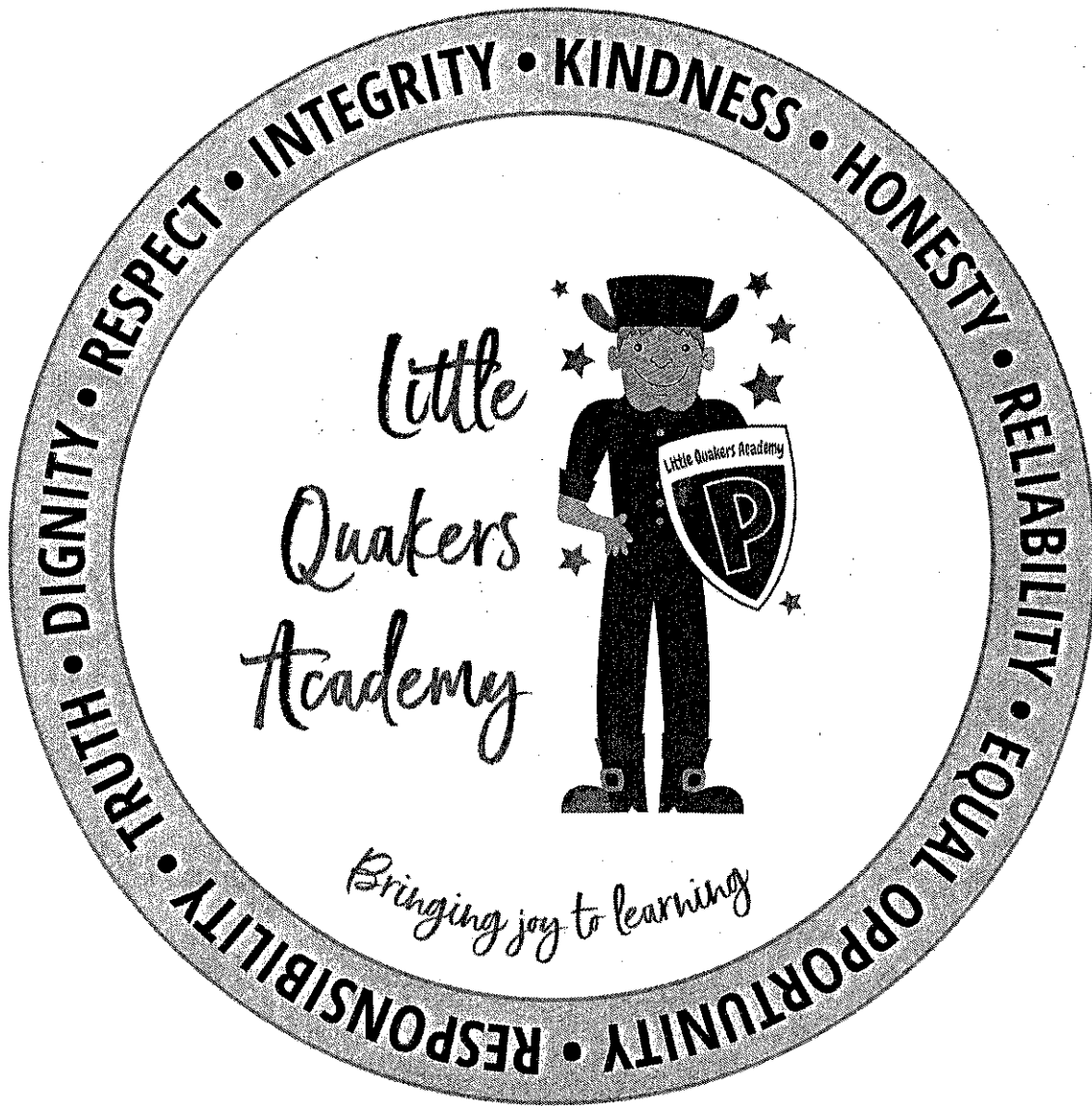
Plainfield Community School Corporation and Central Elementary School staff recognize the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived.

### **Three-year Timeline for Implementation, Review, and Revision**

The strategies employed by Central Elementary staff reflect a comprehensive understanding of data-collection, analysis, and interventions to close the achievement gap. Central Elementary School is a diverse learning community with many quality programs, dedicated staff members, and caring families. The literacy and math focus in the school provides a positive direction for improved student achievement.

A three-year timeline is used for implementation, review, and revision of this Public Law 221 School Improvement Plan. The School Improvement Committee has been consolidated with Title I Schoolwide Planning Committee. It is through planned programming that Central Elementary School attempts to address the needs of all students. This plan encompasses a three-year timeline for the school years 2019-20, 2020-21, and 2021-22.





# SCHOOL IMPROVEMENT PLAN 2019-2020

LITTLE QUAKERS ACADEMY



1. Cover Sheet
2. Table of Contents
  - a. Part 1: Schoolwide Planning: Introduction (Components)
  - b. Part 2: Additional Narrative for PL221 Compliance (School Improvement Team)
3. Statement of Mission and Beliefs
  - a. Corporation Mission Statement
    - i. Bringing joy to learning.
  - b. School Mission Statement
4. Part 1: Schoolwide Planning: Introduction
  - a. Narrative description of the school.
  - b. Narrative description of the community.
    - i. Provided by district
5. Component 1. Comprehensive Needs Assessment
  - a. Student Achievement (every school will not have all of the data listed below)
    - i. ISTEP+, ILEARN, IREAD and other relevant assessment data- to include narrative, charts and graphs
      1. Results include longitudinal data
      2. Results disaggregated by sub groups
      3. Graduation rates
      4. Break Down reading, writing, math data
      5. Discuss formative assessments
      6. Using benchmark data to drive instruction and groupings
      7. Discuss growth on STAR
      8. Reading Remediation
      9. Writing Remediation
      10. Math Remediation
      11. Review ELL assessment data
  - b. Curriculum and Instruction
    - i. Description of the curriculum and information concerning the location of a copy of the curriculum that is available for public inspection.
    - ii. Provision outlining how the school will address the learning needs of all students, including exceptional learners; provide courses to allow students to earn an Academic Honors diploma; and encourage the completion of the Core 40 and Academic Honors curriculums.
  - c. Professional Development
  - d. Family and Community Involvement
  - e. School Context and Organization
  - f. Discipline data
6. Component 2: Implementation of Reform Strategies



- a. Student achievement objectives - establish objectives of continuous improvement in, at a minimum, the areas of attendance rate, ISTEP+/ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives, with annual review and revision if necessary to accomplish objectives.
    - i. List of assessments - description and name of the assessments that will be used by the school in addition to ISTEP+/ILEARN
    - ii. Attendance rate
    - iii. Percentage of students meeting academic standards under the ISTEP+/ILEARN program
    - iv. Graduation Rates
    - v. Benchmark Testing Results
  - b. Specific areas where school improvement is needed immediately, and how the school will address these areas.
  - c. Benchmarks for Progress
  - d. Target Goals
    - i. Strategies listed
7. Component 3: Instruction By Highly Qualified Teachers
  8. Component 4: Professional Development - professional development program that includes a narrative of student learning data, strategies, programs and services to address learning needs, activities to implement such strategies and an evaluation of the impact of such strategies; and an assurance that the professional development program complies with the State Board's core principles for professional development.
  9. Component 5: Highly Qualified Teachers to High Needs Schools
  10. Component 6: Parental Involvement - Provisions to maximize parental participation in the school.
  11. Component 7: Preschool Transition (K-5)
  12. Component 8: Teacher Decision Making Using Academic Assessment Results
  13. Component 9: Effective, Timely Additional Assistance
  14. Component 10: Coordination and Integration of Funds
  15. Component 11: Cultural Competency - Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language minority, cultural, exceptional learning and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified in need of additional professional development to increase cultural competency in the school.
  16. Component 12: Career Awareness/Development and Employability Standards
  17. Part 2: Additional Narrative for PL221 Compliance
    - a. Attendance
    - b. Technology as a learning tool
    - c. Safe and Disciplined Learning Environment





## LITTLE QUAKERS ACADEMY

### PLAINFIELD COMMUNITY SCHOOL CORPORATION

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#### **Statement of Mission & Beliefs**

Corporation Mission Statement:

Bringing joy to learning.

Little Quakers Academy Mission Statement:

Bringing joy to learning.

#### **Part 1 - Schoolwide Planning: Introduction**

##### **Narrative description of the school:**

Little Quakers Academy is located at 401 Elm Drive in Plainfield, Indiana. It opened its doors to community children 3-5 years old for the first time in August of 2014. The current enrollment is approximately 195 students. Little Quakers Academy has seven classroom teachers. Three of the seven classrooms serve students in developmental preschool programming.

Other staff members include Director of Student Learning, instructional aides to assist the learning process, speech therapists, occupational therapists, physical therapists, a director, a school psychologist and a secretary.

##### **Narrative description of the community:**

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves 32,865 residents of Guilford Township, including the town of Plainfield, through four K-5 elementary schools, a middle school for grades six through eight, and a high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for its more than 5,400 students. Plainfield is located north of Interstate 70 and west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five (5) member Board of School Trustees, elected on an at-large non-partisan basis during the primary elections to four-year, staggered terms, governs the school corporation.



The township and community is primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown Indianapolis and the Indianapolis International Airport. In the past ten years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, retail development with the addition of a significant shopping mall, supporting retail stores, and restaurants. Plainfield's student growth continues to increase yearly. This continuous growth caused the Plainfield Community Schools to construct a new high school and realign facilities to accommodate the additional students in grades K-12.

## **Component 1: Comprehensive Needs Assessment**

### **A. Student Achievement**

Parents can expect a progress report in October and in May to provide an update on their child's progress toward the curriculum goals and *Indiana Foundations for Young Children*. This developmental checklist provides an outcome of skills for preschool aged students. Students will be assessed in mathematics, english/language arts, motor development, and social emotional skills.

Ongoing review of local formative assessments, summative evaluations, and Program Quality Assessment allows LQA staff to monitor core program progress on a continual basis. Developmental preschool students are assessed using ISPROUT at the beginning, middle, and end of preschool services. Weekly small-scale review of classroom best practices and bi-annual summative assessments provide data to monitor student progress toward the stated goals.

### **B. Curriculum and Instruction**

PCSC Little Quakers Academy will utilize the High Scope Curriculum. This research-based curriculum has been found to lead to positive outcomes for young students as they progress through school. The High Scope Curriculum aligns with the *Indiana Foundations for Young Children* and addresses the following areas:

- Language, Literacy, and Communication
- Social and Emotional Development
- Physical Development, Health, and Well-Being



- Math, Science & Technology, Social Studies, and Arts

Daily activity offerings will include:

- Creative arts
- Blocks
- Dramatic play
- Sensory activities
- Manipulatives
- Science and inquiry of the natural world
- Literature
- Music and movement
- Snacks
- Outdoor play

The classroom teacher will strive to maintain a balance between:

- Child-directed and teacher-directed activity
- Structure and flexibility
- Group needs and individual needs
- Program goals and children's interests
- Security and risk-taking
- Familiarity and challenge

Little Quakers Academy delivers a strong core program built upon a clear articulation and integration of the Foundations to the Indiana Standards and the High Scope Curriculum. The High Scope Curriculum emphasizes adult-child interaction, a carefully designed learning environment, and a plan-do-review process that strengthens initiative and self-reliance in children and young people. Teachers and students are active partners in shaping the educational experience.

At Little Quakers Academy each student will be introduced to science, technology, engineering, arts, and math (STEAM). At the preschool level, our teachers will be exposing students to fun and interactive activities that will help them develop a passion for exploration and discovery.

### **Half Day Program**

The mission of our morning and afternoon preschool classes is to Bring Joy to Learning for all students. Our morning and afternoon preschool classes are integrated classrooms. In these classrooms, both children who have been identified with special needs and children who are typically developing engage in activities together. Our teachers and staff cultivate environments in their classrooms in which students learn that all children have value, everyone has



strengths and challenges, and all children can both teach and learn. These classrooms use HighScope curriculum and adhere to the guidelines of Indiana's early foundations.

### **Full Day Program**

The mission of our full day preschool classes is to Bring Joy to Learning for all students. Our teachers and staff plan each day to provide hands-on experiences, play-based interactions, and academics that prepare each child for their next grade. Each classroom fosters an environment where creativity, innovation, and imagination are encouraged and explored.

These classrooms use High Scope Curriculum and adhere to the guidelines of Indiana's Early Foundations. Full-day students can attend LQA from 6:30 AM to 6:00 PM. The school day for full-day students begins at 9:00 AM and ends at 4:00 PM. Before- and after-school care is offered to each student.

### **Developmental Preschool**

The goal of the developmental preschool is to provide individualized programming for each student. Our developmental preschool offers programming for students ages 3 to 5 who are eligible for special education services. The multidisciplinary team at LQA performs comprehensive diagnostic evaluations in our preschool setting. The evaluation data they gather is then used to determine if a child qualifies for special education services. Eligibility is discussed at a case conference meeting along with parents or caregivers, who are active members of the team.

If a child is determined to be eligible to receive special education services, an Individualized Education Plan (IEP) will be presented. An IEP ensures that a child's individual goals are implemented into the daily curriculum. It provides opportunities for a child with special needs to practice the skills that are specific to his or her needs.

### **Therapy Services**

At LQA, we have a talented therapy team that is dedicated to serving our students who are in need of speech, physical, or occupational therapy. These services are delivered to individual students or groups of students in pull-out or push-in contexts. We also have a school psychologist available to aid the teachers and staff and to support students' ability to learn.



### C. Professional Development

The Little Quakers Academy, like all PCSC schools, participates in staff development. There is a weekly time provided for collaboration among the staff. Working from a common curricular framework aligned with the Preschool Foundations, teachers use the collaborative time to evaluate instructional effectiveness as measured by data collection and teacher observation. Data from Program Quality Assessment is analyzed to determine core program effectiveness and remediation interventions necessary to close achievement gaps. Monthly professional development time will focus on improving interventions and differentiated instruction. Targeted professional development for teachers will be the key in the planned interventions. Teachers will use research-based best practices and differentiated instruction techniques that focus on identifying where the student is and tailoring the instruction to that level. This differentiated instructional framework will diagnose student needs, address these needs, progress monitor, and track student progress.

| 2019 - 2020 Professional Development Meetings |                  |               |
|---|------------------|---------------|
| August 2, 2019                                | December 5, 2019 | March 5, 2020 |
| September 5, 2019                             | January 9, 2020  | April 9, 2020 |
| October 10, 2019                              | February 6, 2020 | May 1, 2020   |
| November 7, 2019                              | March 4, 2020    | May 7, 2020   |

### D. Family and Community Involvement

Little Quakers Academy welcomes and encourages parents to visit the preschool and volunteer when they have time. All parent volunteers must complete a "Background Authorization and Release" form. This authorization form is available at enrollment as well as at all school offices and online. Parent volunteers must complete the form two weeks prior to volunteering for proper processing. This form must be filled out and reviewed for parents to be included on field trips, tutoring, classroom volunteering or any activity where one would have contact with our student population. The Clarks Creek PTO also provides support to teachers and staff members of Little Quakers Academy. The Clarks Creek PTO publishes a newsletter linked to the school website, establishes Box Tops for Education through community/business support, provides teacher appreciation activities, purchases extra educational supplies for all teachers,



provides volunteers and help plan activities that take place throughout the school year.

Effective and frequent communication is the key to a successful preschool experience. We ask that parents interact with the Little Quakers Academy on many levels.

The preschool director provides quarterly newsletter to all families. Preschool teachers will send newsletters home periodically by email or in folders to inform parents of curriculum covered, upcoming activities, as well as a recap of the school week. Parents will receive folders every Friday filled with student work, school/district news, as well as community news. LQA will share information with families and the community via the LQA website, Facebook and Twitter. Teachers may choose to communicate information, pictures, or videos with parents via the Remind App. In addition to the Little Quakers Academy updates, parents will receive electronic newsletters from Clarks Creek Elementary regarding school and district events.

## **E. School Context and Organization**

Little Quakers Academy will continue working a comprehensive improvement plan. The principal has worked to expand building-level leadership by supporting and cultivating additional leadership strength from the classroom teachers and support staff. The focus is on the High Scope Curriculum and the Early Learning Foundations without deviating into other areas that take away from the persistence of using best practices in the classroom.

### **Discipline Data**

LQA utilizes positive behavior management techniques. Teachers instruct children as to what they should do rather than telling them what not to do. For example, "We must walk inside the building" instead of "no running." Staff will use positive reinforcement while supervising children, encouraging them to cooperate and continue using appropriate behaviors. Children will be redirected to an alternate activity if their behavior continues to be inappropriate. An example is when a child is doing something that could hurt others or themselves or is destroying property and choosing not to use problem-solving techniques. Teachers will continue to be active listeners and support the child with conflict resolution. Parents will be notified of the behavior management strategies used and receive an incident report. If a child's behavior is unmanageable within a group setting, parents will be consulted and an individual behavior plan will be developed and implemented. The overall behavioral goals of the program are for students to learn to maintain self-control, understand behaviors have consequences, learn problem solving skills, and learn how to interact with other children in a socially acceptable



manner. These skills will enable students to demonstrate the necessary readiness for kindergarten.

## **Component 2: Implementation of Reform Strategies**

Little Quakers staff members use effective instructional strategies that are based on solid research. The core academic program utilizes the Indiana Foundations for Young Children and is supported by quality professional development in the High Scope Curriculum.

During the 2019-2020 school year, the following goals will be refined and expanded to improve instruction for all Little Quakers students. These goals were established from student and teacher data and multiple conversations with school stakeholders.

### **Student Achievement Objectives**

The achievement objectives are derived from an assessment of the current status of educational programming, including the following:

- a) Parents can expect a progress report in October and in May to provide an update on their child's progress toward the curriculum goals and *Indiana Foundations for Young Children*. This developmental checklist provides an outcome of skills for preschool aged students. Students will be assessed in mathematics, english/language arts, motor development, and social emotional skills.
- b) Ongoing review of local formative assessments, summative evaluations, and Program Quality Assessment allows LQA staff to monitor core program progress on a continual basis. Developmental preschool students are assessed using ISPROUT at the beginning, middle, and end of preschool services. Weekly small-scale review of classroom best practices and bi-annual summative assessments provide data to monitor student progress toward the stated goals.

### **Specific Areas Where Improvement is Needed Immediately**

According to our current data, our immediate areas of improvement include more intentional incorporation of the High Scope Curriculum. Little Quakers Academy strives to Bring Joy to Learning and are doing so with more hands on learning opportunities. Teachers are including STEM and Design Thinking into their curriculum. Most importantly Little Quakers academy continues to focus on the child's social and emotional development to ensure that we are teaching the whole child.



## **Benchmarks for Progress**

Little Quakers Academy reviewed and revised our school improvement plan. The Little Quakers Academy teachers, Leadership Team, and School Improvement parent members are in agreement with the target area goals established by the revision process. The target goals are Little Quakers Academy's benchmarks for progress.

## **Target Goals**

Goal 1: Younger students who will be 4 years old by July 31: 100% of students will listen and follow multi-step directions with adult support.  
Older students who will be 5 years old by July 31: 100% of students will listen and follow multi-step directions with no adult support.

### **Strategies**

- Children will listen to songs that help them to follow directions through music and dance.
- Teachers will help students to complete tasks by following directions, increasing the number of steps.

Goal 2: Younger students who will be 4 years old by July 31: 100% of students will directly compare two objects with a measurable attribute given 3 out of 4 opportunities.  
Older students who will be 5 years old by July 31: 100% of students will directly compare three or more objects with a measurable attribute give 3 out of 4 opportunities.

### **Strategies**

- Teachers will help students understand the vocabulary of same and different.
- Students will learn to compare objects by size, shape, and color.
- Students will practice comparing utilizing real objects and pictures.

Goal 3: Younger students who will be 4 years old by July 31: 100% of students will identify own emotions and those of others. Students will use words/actions to express feelings 3 out of 4 opportunities.  
Older students who will be 5 years old by July 31: 100% of students will identify own emotions and those of others. Students will express/respond to emotions correctly 3 out of 4 opportunities.

### **Strategies**

- Students will learn about the different emotions through songs, books, videos and discussions.





- Students will learn to recognize emotions based on faces that others make.
- Students will learn to use their words to describe the feelings that they are having such as "I feel angry when."

### **Component 3: Instruction by Highly Qualified Teachers**

Little Quakers Academy teachers and support staff are highly qualified. The central office ensures all new hires are appropriately and highly-qualified prior to any employment offers.

| Teacher's Name  | Teaching Assignment      | Highly Qualified | Location of Verification Form and Supporting Documentation |
|-----------------|--------------------------|------------------|--|
| Abby Adams      | Full Day                 |                  | Central Office--HR   |
| Diane Bennett   | Phonology                | X                | Central Office--HR   |
| Kelly Bodart    | Half Day - Developmental | X                | Central Office--HR   |
| Kelly Carr      | Half Day                 |                  | Central Office--HR   |
| Melissa Carlton | Full Day                 |                  | Central Office--HR   |
| Kristen Fuson   | Half Day                 | X                | Central Office--HR   |
| Emily Hayes     | Full Day                 |                  | Central Office--HR   |
| Jacki Rogers    | Director                 | X                | Central Office--HR   |
| Heather Rugg    | Full Day                 |                  | Central Office--HR   |
| Erin Shelley    | Speech                   | X                | Central Office--HR   |
| Olivia Wade     | Speech                   | X                | Central Office--HR   |
| Autumn Wyndham  | School Psychologist      | X                | Central Office--HR   |

### **Component 4: Professional Development**

Growing professionally is the critical element to successful school change. Professional development has been intently focused on best practices in instruction in reading and math. Special attention has also been included to further develop the staff's understanding and incorporation of the High Scope Curriculum, STEM and Design Thinking, and a child's social and emotional development. Each professional development activity is carefully aligned with



the schools short and long term goals. Most professional development is based on individual and grade level needs as identified through data. Professional development is job embedded and prioritized as one of the most effective ways to improve student learning.

In 2019, ISPROUT was introduced as the assessment tool (replacing ISTAR-KR). ISPROUT is aligned to the Indiana Early Learning Foundations and includes: social and emotional skills, english/language arts, mathematics, physical development, science, and social studies. Any staff involved with the utilization of ISPROUT has to be trained and pass the assessment before it can be used. This year the staff will receive ongoing professional development on this tool to ensure it is being used with fidelity.

### **Regular and Ongoing Professional Development:**

| <u>2019-2020 School Year</u>  |   |
|---|---|
| <i>The activities listed below will be required for staff. Also, release time to visit other classrooms and schools to observe writing and math activities related to our goals will also be available to staff as appropriate. Finally, grade level teams will continually collect, analyze, and report data to help develop future professional development..</i> |   |
| <u>August, 2019</u>   | <ul style="list-style-type: none"> <li>All staff will receive training on anti-bullying, universal precautions, sexual harassment, child abuse, gangs, and other topics related to providing a safe learning environment.</li> </ul>  |
| <u>September 2019</u>   | <ul style="list-style-type: none"> <li>Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li> <li>Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li> <li>ISPROUT Training</li> </ul> |
| <u>October, 2019</u>  | <ul style="list-style-type: none"> <li>Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li> <li>Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li> <li>ISPROUT review</li> </ul>   |
| <u>November, 2019</u>   | <ul style="list-style-type: none"> <li>Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li> <li>Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li> </ul>                           |
| <u>December, 2019</u>   | <ul style="list-style-type: none"> <li>Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li> <li>Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li> </ul>                           |
| <u>January, 2020</u>  | <ul style="list-style-type: none"> <li>Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li> <li>Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li> <li>ISPROUT review</li> </ul>   |
| <u>February, 2020</u>   | <ul style="list-style-type: none"> <li>Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li> <li>Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li> </ul>                           |
| <u>March, 2020</u>  | <ul style="list-style-type: none"> <li>Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li> <li>Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li> </ul>                           |



|                    |   |
|--------------------|---|
|                    | <ul style="list-style-type: none"><li>• ISPROUT review</li></ul>  |
| <u>April, 2020</u> | <ul style="list-style-type: none"><li>• Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li><li>• Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li></ul>                          |
| <u>May, 2020</u>   | <ul style="list-style-type: none"><li>• Weekly collaboration between staff to discuss evaluation, curriculum, assessments, and best practices.</li><li>• Monthly staff meetings - Professional Development - Best practices/STEM/Design Thinking</li><li>• ISPROUT review</li></ul> |

### **Component 5: Highly Qualified Teachers to high needs Schools**

Little Quakers teachers and support staff are highly qualified. There is a clear expectation that the "most trained and experienced" person work with students in the greatest need. Staff members are appreciated for the unique gifts and talents each bring to share with Little Quakers Academy children and families.

### **Component 6: Parental Involvement**

Little Quakers Academy welcomes and encourages parents to visit the preschool and volunteer when they have time. All parent volunteers must complete a "Background Authorization and Release" form. This authorization form is available at enrollment as well as at all school offices and online. Parent volunteers must complete the form two weeks prior to volunteering for proper processing. This form must be filled out and reviewed for parents to be included on field trips, tutoring, classroom volunteering or any activity where one would have contact with our student population. The Clarks Creek PTO also provides support to teachers and staff members of Little Quakers Academy. The Clarks Creek PTO publishes a newsletter linked to the school website, establishes Box Tops for Education through community/business support, provides teacher appreciation activities, purchases extra educational supplies for all teachers, provides volunteers and help plan activities that take place throughout the school year.

Effective and frequent communication is the key to a successful preschool experience. We ask that parents interact with the Little Quakers Academy on many levels.

The Preschool Director provides quarterly newsletter to all families. Preschool teachers will send newsletters home periodically by email or in folders to inform parents of curriculum covered, upcoming activities, as well as a recap of the school week. Parents will receive folders every Friday filled with student work, school/district news, as well as community news. LQA will share information with families and the community via the LQA website, Facebook and Twitter. Teachers may choose to communicate information, pictures, or videos with



parents via the Remind App. In addition to the Little Quakes Academy updates, parents will receive electronic newsletters from Clarks Creek Elementary regarding school and district events.

- Parents volunteer in the classroom for general administrative tasks.
- Parents volunteer in the classroom to support student learning..
- Parents volunteer in the classroom providing station help.
- Parents utilize our Little Quakers Academy Website, PowerSchool Parent Portal, and School Messenger
- Parents participate in specific activities such as:
  - Field Trips (In house)
  - Field Day
  - Book Fair
  - Family Fun Night
  - Parent-Teacher conferences
- Parents contribute to the curriculum through demonstrations, convocations, or presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including, Santa Shop and assisting with various classroom parties throughout the year.
- Parents and grandparents are involved in Book Fair and Grandparents Day activities.
- Parents also volunteer for occasional duties

**Current 2019 areas of strengths and opportunities according to parents and community members through our committee:**

- Warm and friendly school, especially when entering and being greeted by someone at the door or office
- Attractive and welcoming learning environment
- Strong communication
- Inclusionary
- Excellent and dedicated teachers
- Inspire students with a joy of learning
- Imagination Lab

**Current 2019 areas of improvement or threats according to parent and community members:**

- Parking could be improved, identifying areas to park for events
- Continue to increase or make known each teachers' form of parent communication
- School Internet sometimes is inconsistent
- Student home life and access to mental health help



- Social Media "gossip"

### **Component 7: Preschool Transition**

Each elementary in the Plainfield Community School Corporation hosts a Kindergarten Roundup experience during the month of April. An announcement is made to every currently enrolled family through school messenger and flyers are mailed to every home in the community. In addition, flyers are shared with daycares and preschools. Plainfield School has a community preschool program with 205 students enrolled. Families in our preschool receive information from the preschool director. The Head Start Coordinator is in contact with our preschool director. The director informs the Head Start Coordinator when kindergarten registration will occur.

### **Component 8: Teacher Decision Making Using Academic Assessment Results**

All teachers base instruction on Foundations to the Indiana Standards and the High Scope Curriculum. To make continuous improvement in all areas of the educational system, periodic benchmarks have been set throughout the year.

### **Component 9: Effective, Timely Additional Assistance**

The use of ongoing benchmark data, as the base for accessing interventions for children, enables every child to be successful at Little Quakers Academy. There is no guessing if a child is struggling or succeeding-the data supports growth or non growth.

Support through interventions is delivered in small group instruction, additional skill-deficit instruction while in the classroom, additional practice on computers and, 1-to-1 tutoring. This is a second, different dose of instruction in addition to strong classroom instruction. The interventions are all scientifically research-based and have a proven reputation for success.

### **Component 10: Coordination and Integration of Funds**

Little Quakers Academy has chosen to coordinate the program efforts. It will not consolidate program funds at this time. Funding sources include: Title 111 A: Title IV- Part A; Title 111; IDEA; and PL221.

### **Component 11: Cultural Competency**

Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. Little Quaker Academy has utilized cross-cultural collaborations to foster equitable outcomes



for all students by being responsive to the issues of race, culture, gender, and socio-economic status. Decisions are made based on the best interest of students. The integration of knowledge about specific individuals and groups has increased the quality of education and services for our entire population.

## **Component 12: Career Awareness/Development and Employability Standards**

Not Applicable

### **Part 2: Additional Narrative for PL221 Compliance**

#### **Attendance**

It is very difficult to help children learn to read, write, and understand math if they are not in school. Attendance policies are written to allow for normal illnesses. Excessive absences are detrimental to student learning. The material a student misses when not at school can never be reconstructed because of how instruction is delivered at Little Quakers Academy.

#### **Technology as a Learning Tool**

The Plainfield Community School Corporation (PCSC) recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21<sup>st</sup>-century technology and communication skills. To that end, we provide access to technologies for student and staff use. PCSC's technology curriculum is aligned with ISTE NETS standards and includes an emphasis on online safety. All classrooms have Promethean boards, computers and/or iPads for instruction.

#### **Safe and Disciplined Learning Environment**

For the safety and security of our PCSC Little Quakers Academy students and staff, all exterior doors are locked throughout the day. A police officer or security assistant is in the building daily during school hours. LQA drop-off and pick-up activities all occur at door 4. Any person listed on the student's emergency pick-up form must present photo identification to the staff member at the door. Parents or caregivers must also sign their child in and out at his or her respective classroom. If door 4 is locked, parents or caregivers should proceed to door 1, the main office entrance. PCSC uses Safe Visitor Solutions which requires visitors who enter the school to show ID and wear a sticker with their picture while in the school. All visitors who enter door #1 must be buzzed in twice before accessing the inside of the school. Children must be accompanied to the preschool area and be signed in/out upon arrival and departure.



PCSC also has a camera security system installed inside and outside the LQA entrance and throughout the school building to enhance the protection of our students and staff.

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty voicemail and email are available to parents 24 hours a day. The Little Quakers Academy website provides families with pertinent information such as school announcements and emergency school closing information.

Additionally, teachers create classroom email groups and communicate with parents through a weekly email or newsletter.

PowerSchool software was put into operation in August 2008, to allow parents access to up-to-date information regarding grades and assignments. This program, along with the school's web page, allows parents to contact staff members any time. School Messenger, an automated calling system, used to contact parents regarding the dissemination of important information. Additionally, the administrator creates a monthly newsletter filled with important school information.

Input from students and parents indicate that a safe and disciplined school is provided. Patrons are kept well-informed of situations that pertain to the health and welfare of students and staff. The school Messenger automated calling system is used to keep parents informed of upcoming meetings, inclement weather, and other pertinent information. This proactive approach to problem solving and communication has virtually eliminated any disruption to the educational process. A crisis plan has been developed and implemented. The plan is reviewed annually and changes are made accordingly.

### **Little Quakers Academy Guidelines to Maintaining a Safe School**

Little Quakers Academy is a safe place where we work together to bring joy to learning each day.

#### **Release of Children**

PCSC Little Quakers Academy will only release children to their parents and the people that have been authorized on their emergency and pick up authorization form. It is the responsibility of the parent to inform any person that may be unfamiliar with our preschool that they will be required to present photo identification before a child will be released to them. Parents will communicate with the preschool teacher that someone unfamiliar to LQA will drop off or pick up.

#### **Emergency Drills and Procedures**



Fire and Severe Weather evacuation plans are posted in each classroom. Standard Response Protocol binders are in each classroom along with an "In an Emergency-When You Hear It. Do It." Poster. Fire drills are practiced one time each month and tornado drills are practiced one time each semester. Lockdown and Lockout procedures are explained and practiced throughout the school year. At the beginning of the year, all students watch a developmentally appropriate video created by a school safety team member explaining the standard response protocol.

### **Daily Sign In and Sign Out Policy**

To ensure the safety of all students, all PCSC Little Quakers Academy children are required to be signed in and out daily.

Parents will be required to walk their child into the building through the Preschool Entrance located at door #4 on the south end of the building. LQA drop-off and pick-up activities all occur at door 4. Any person listed on your child's emergency pick-up form must present photo identification to the staff member at the door. Parents or caregivers must also sign their child in and out at his or her respective classroom. If door 4 is locked, parents or caregivers should proceed to door 1, the main office entrance. This sentence is redundant Parents will be required to come into the preschool to pick up and sign out their child. This will occur at the after-school care room or classroom.

If a student needs to be picked up prior to the end of the scheduled preschool day, parents should notify preschool staff or the child's teacher of an early departure. Parents will be required to enter the building at Door #1 and check in at the front office of Clarks Creek Elementary.

### **Safety Plan**

The entire safety plan is on file at Little Quakers Academy

### **Graduation Rate**

Non-applicable section.

### **Specific Areas Where Improvement is Needed Immediately**

All Legal Requirements Met

### **Academic Honors Diploma and Core 40**

Non-applicable Section - High School Only

### **Statutes and Rules to be Waived**





Plainfield Community School Corporation recognizes the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived. The staff at Little Quakers Academy supports this belief.



# **SCHOOL IMPROVEMENT PLAN**

## **2019-2020**

PLAINFIELD COMMUNITY MIDDLE SCHOOL



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- Component 10: Coordination & Integration of Funds
- Component 11: Cultural Competency

### **Part 2- Additional Narrative for PL221 Compliance**

Plainfield Community Middle School

School Leadership Team

Kami Broughton-Parent

Laurie Stark – 6th Grade Math

Karen Smith – 6th Grade Science

Lisa Chandler – 6th Grade Social Studies

Denise Williams – 8th Grade English/Language Arts

Angela Blevins – 8th Grade Math

Erin McCrea-Gantz– 7<sup>th</sup> Grade Science

Julia Crone– 7th Grade Social Studies

Michelle Butler – Special Education

Mindy Slavens – Choir

Donald Dones – Athletic Director

Stacy Mattern-Director of Guidance

Devin Carter – Assistant Principal

Brooke Walden – Assistant Principal

Kyle Tutterow – Principal



## **Statement of Mission and Beliefs**

**Corporation Mission Statement:** Bringing Joy to Learning

**Plainfield Community Middle School Mission Statement:** Striving for excellence, Plainfield Community Middle School will prepare, develop, and inspire students to be successful in all life endeavors.



## **PART ONE-Schoolwide Planning: Introduction**

### **Narrative Description of the School:**

In 1987, a school task force was organized to study the educational configuration of the Plainfield School Corporation. Its task was to evaluate the effectiveness of services provided to students in a K-6 and 7-12 setting. After the completion of the study, several recommendations were made to enhance the quality of education. The task force recommended that a kindergarten center, three elementary schools (grades 1-5), a middle school (grades 6-8), and a high school (grades 9-12) be adopted to provide "age-appropriate" programs. Before all of the task force's recommendations could be put into place, a new middle school building had to be constructed. In August 1990, Plainfield Community Middle School began servicing students. The school features state-of-the-art classrooms equipped with computers, SmartBoards, telephones, and internet access. An automated media center uses computers to help students access information. Physical education facilities feature a gymnasium, a fitness room, outdoor fields (including football, soccer, and baseball). Our music programming includes band, choir, orchestra, and an advanced fine arts program. To accommodate the increase in student enrollment, the current middle school moved into their current location at 709 Stafford Road. At Plainfield Community Middle School, we focus on four essential attributes and characteristic of a successful middle school as outlined by the Association for Middle Level Education. AMLE affirms that education for young adults must be developmentally responsive, challenging, empowering, and equitable.

The Plainfield Community School Corporation was organized on January 1, 1962, under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves 29,154 residents of Guilford



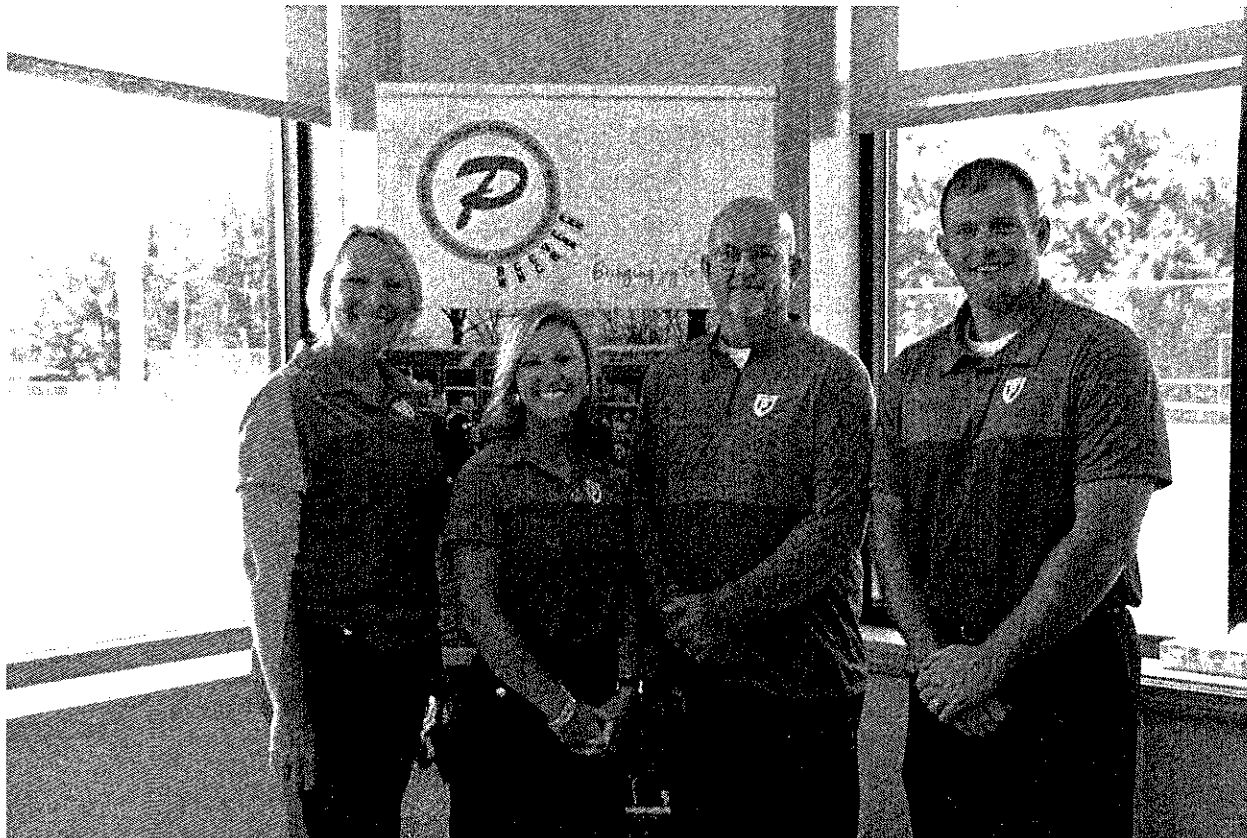
Township, including the town of Plainfield, with four elementary schools housing students from kindergarten through fifth grade, a middle school for grades six through eight, and a high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for their 5,800 students. Plainfield is located north of Interstate 70, west of the Indianapolis International Airport, in the southeast corner of Hendricks County.

A five (5) member Board of School Trustees, elected on an at-large non-partisan basis during the primary elections to four-year staggered terms, governs the school corporation.

The school corporation employs 630 people, of which 305 are certified personnel. Plainfield Community School Corporation is the fourth largest employer in the area, following Duke Energy, Foxconn, and Brightpoint.

#### **Narrative description of the community:**

The township and community are primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown Indianapolis and to the Indianapolis International Airport. In the past ten years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, and retail development, including the addition of a significant shopping mall with supporting retail stores and restaurants. Plainfield's student population continues to increase yearly at an average rate of 2.3%. This continuous growth caused the Plainfield Community School Corporation to construct a new high school in 2007 and realign facilities to accommodate these additional students in grades K-12.





## **Component 1: Comprehensive Needs Assessment**

### **A. Student Achievement:**

Analysis of student achievement based on ILEARN and other assessment strategies: The students and staff at Plainfield Community Middle School have made significant gains in student achievement in recent years. As a school community, we are proud of the work that we have done, but realize that improvement is still necessary.

### **ILEARN OVERALL**

#### English/Language Arts

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Grade 6 | 472                       | 71%                |
| Grade 7 | 406                       | 71%                |
| Grade 8 | 451                       | 71%                |

#### Mathematics

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Grade 6 | 472                       | 71%                |
| Grade 7 | 406                       | 65%                |
| Grade 8 | 451                       | 65%                |

#### Science

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Grade 6 | 471                       | 73%                |

#### **Overall Performance on the ILEARN Biology test, by Subject, Grade: Plainfield Community Middle School, Spring 2019**

##### Science

| Grade   | Number of Students Tested | Percent Proficient |
|---------|---------------------------|--------------------|
| Biology | 83                        | 95%                |

**ILEARN GRADE 6****Performance on the ILEARN English/Language Arts Grade 6 Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: 

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 85738              | 5534                | 47                 | 27 23 30 18                                   | 23166 23348 25311 15022                      |
| Plainfield Community School Corp (3330)        | 472                | 5578                | 71                 | 9 18 38 33                                    | 43 85 176 158                                |
| Plainfield Community Middle School (3330_2750) | 472                | 5578                | 71                 | 9 18 38 33                                    | 43 85 176 158                                |
| Students with no group (Teacher)               | 472                | 5578                | 71                 | 9 18 38 33                                    | 43 85 176 158                                |

**Performance on the ILEARN Mathematics Grade 6 Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: 

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 85709              | 6527                | 48                 | 30 26 20                                      | 25931 22516 21044 17318                      |
| Plainfield Community School Corp (3330)        | 472                | 6585                | 71                 | 18 29 42                                      | 62 77 185 198                                |
| Plainfield Community Middle School (3330_2750) | 472                | 6585                | 71                 | 18 29 42                                      | 62 77 185 198                                |
| Students with no group (Teacher)               | 472                | 6585                | 71                 | 18 29 42                                      | 62 77 185 198                                |

**Performance on the ILEARN Science Grade 6 Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: 

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 85591              | 7500                | 48                 | 27 25 23 19                                   | 22687 21742 20031 15551                      |
| Plainfield Community School Corp (3330)        | 471                | 7534                | 73                 | 8 18 30 43                                    | 37 81 141 202                                |
| Plainfield Community Middle School (3330_2750) | 471                | 7534                | 73                 | 8 18 30 43                                    | 37 81 141 202                                |
| Students with no group (Teacher)               | 471                | 7534                | 73                 | 8 18 30 43                                    | 37 81 141 202                                |

**ILEARN GRADE 7****Performance on the ILEARN English/Language Arts Grade 7 Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: ON

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 84489              | 5580                | 49                 | 25 23 20                                      | 20844 22170 24363 17112                      |
| Plainfield Community School Corp (3330)        | 406                | 5596                | 71                 | 10 27 34                                      | 42 77 150 137                                |
| Plainfield Community Middle School (3330_2750) | 406                | 5596                | 71                 | 10 27 34                                      | 42 77 150 137                                |
| Students with no group (Teacher)               | 406                | 5596                | 71                 | 10 27 34                                      | 42 77 150 137                                |

**Performance on the ILEARN Mathematics Grade 7 Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: ON

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 84483              | 6536                | 41                 | 32 27 23 18                                   | 26985 22293 19088 16594                      |
| Plainfield Community School Corp (3330)        | 406                | 6591                | 65                 | 13 22 24 39                                   | 52 91 107 156                                |
| Plainfield Community Middle School (3330_2750) | 406                | 6591                | 65                 | 13 22 24 39                                   | 52 91 107 156                                |
| Students with no group (Teacher)               | 406                | 6591                | 65                 | 13 22 24 39                                   | 52 91 107 156                                |



**ILEARN GRADE 8****Performance on the ILEARN English/Language Arts Grade 8 Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: 

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 82863              | 5573                | 50                 |   |  |
| Plainfield Community School Corp (33330)       | 451                | 5609                | 71                 |   |  |
| Plainfield Community Middle School (3330_2750) | 451                | 5609                | 71                 |   |  |
| Students with no group (Teacher)               | 451                | 5609                | 71                 |   |  |

**Performance on the ILEARN Mathematics Grade 8 Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: 

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 82863              | 6550                | 37                 |   |  |
| Plainfield Community School Corp (33330)       | 451                | 6617                | 65                 |   |  |
| Plainfield Community Middle School (3330_2750) | 451                | 6617                | 65                 |   |  |
| Students with no group (Teacher)               | 451                | 6617                | 65                 |   |  |

Year: Spring 2019

Name: Plainfield Community Middle School

Legend: Proficiency Levels

%Below Proficiency %Approaching Proficiency %At Proficiency %Above Proficiency

**Performance on the ILEARN Science Biology Test: Plainfield Community Middle School, Spring 2019**Breakdown by:  Comparison: 

| Name   | Number of Students | Average Scale Score | Percent Proficient | Percent of Students in Each Proficiency Level | Number of Students in Each Proficiency Level |
|--|--------------------|---------------------|--------------------|---|--|
| Indiana  | 80621              | 7498                | 38                 |   |  |
| Plainfield Community School Corp (33330)       | 396                | 7524                | 61                 |   |  |
| Plainfield Community Middle School (3330_2750) | 83                 | 7563                | 95                 |   |  |
| Students with no group (Teacher)               | 83                 | 7563                | 95                 |   |  |

**Results include longitudinal data:**

As a school, we performed significantly above the state average on ILEARN in every grade and every subject area. Scores indicate a decline in math in 7th and 8th grade in comparison to our other scores. STAR 360 data indicates weakness in these areas as well.

**Disaggregated Data by Subgroups**

The staff at Plainfield Community Middle School routinely disaggregates student performance data to identify students that are not meeting standards in order to provide an intervention. The school improvement goals and related professional development are designed to improve student learning across all of our different populations. Classroom teachers regularly collaborate with the resource personnel in order to provide a consistent and meaningful instruction for all students. Staff will continue to research best practices for assisting students of all ethnicities and backgrounds. The staff has received training in and has implemented differentiated instruction, utilizing *John Hattie's 252 Influences and effect sizes related to student achievement*.

Marzano's effective instructional strategies, and effective reading strategies to support students (in the classrooms). Please refer to the attached school improvement goal action plans and the related professional development plan for further information.


**ILEARN: Special Populations**

| ILEARN: Special Education Student Population |       |       |         | ILEARN: Section 504 Student Population |       |       |         |
|--|-------|-------|---------|--|-------|-------|---------|
| 6th Grade                                    | ELA   | Math  | Science | 6th Grade                              | ELA   | Math  | Science |
|  | 26/73 | 28/73 | 32/73   |  | 14/20 | 14/20 | 13/20   |
|  | 35%   | 38%   | 44%     |  | 70%   | 70%   | 65%     |
| 7th Grade                                    | 22/62 | 19/62 |         | 7th Grade                              | 6/14  | 8/14  |         |
|  | 35%   | 31%   |         |  | 43%   | 57%   |         |
| 8th Grade                                    | 18/59 | 17/59 |         | 8th Grade                              | 8/14  | 10/14 |         |
|  | 31%   | 29%   |         |  | 57%   | 71%   |         |
| Overall 33% Special Education Proficiency    |       |       |         | Overall Section 504 proficiency 53%    |       |       |         |



### ILEARN: ELL Student Population

| 6th Grade                   | ELA | Math | Science |
|-----------------------------|-----|------|---------|
|                             | 2/9 | 2/9  | 2/9     |
|                             | 22% | 22%  | 22%     |
| 7th Grade                   | 1/5 | 1/5  |         |
|                             | 20% | 20%  |         |
| 8th Grade                   | 1/7 | 2/7  |         |
|                             | 14% | 29%  |         |
| Overall ELL Proficiency 21% |     |      |         |



### ILEARN: Ethnicity

## ILEARN: Black Student Population

| 6th Grade | ELA  | Math | Science |
|-----------|------|------|---------|
|           | 7/19 | 6/19 | 7/19    |
|           | 37%  | 32%  | 37%     |

| 7th Grade | 6/11 | 5/11 |  |
|-----------|------|------|--|
|           | 55%  | 45%  |  |

| 8th Grade | 7/15 | 5/15 |  |
|-----------|------|------|--|
|           | 47%  | 33%  |  |

Overall Black Proficiency 42%

## ILEARN: White Student Population

| 6th Grade | ELA     | Math    | Science |
|-----------|---------|---------|---------|
|           | 285/386 | 287/386 | 296/386 |
|           | 74%     | 74%     | 77%     |

| 7th Grade | 240/336 | 223/336 |  |
|-----------|---------|---------|--|
|           | 71%     | 66%     |  |

| 8th Grade | 279/381 | 247/381 |  |
|-----------|---------|---------|--|
|           | 73%     | 65%     |  |

Overall White proficiency 71%

## ILEARN: Multiracial Student Population

| 6th Grade | ELA   | Math  | Science |
|-----------|-------|-------|---------|
|           | 15/24 | 14/24 | 16/24   |
|           | 63%   | 58%   | 67%     |

| 7th Grade | 17/22 | 15/22 |  |
|-----------|-------|-------|--|
|           | 77%   | 68%   |  |

| 8th Grade | 10/16 | 12/16 |  |
|-----------|-------|-------|--|
|           | 63%   | 75%   |  |

Overall multiracial proficiency 67%

## ILEARN: Asian Student Population

| 6th Grade | ELA  | Math | Science |
|-----------|------|------|---------|
|           | 8/10 | 9/10 | 9/10    |
|           | 80%  | 90%  | 90%     |

| 7th Grade | 10/15 | 9/15 |  |
|-----------|-------|------|--|
|           | 67%   | 60%  |  |

| 8th Grade | 10/14 | 12/14 |  |
|-----------|-------|-------|--|
|           | 71%   | 86%   |  |

Overall Asian Proficiency 76%

**ILEARN: Gender**

| ILEARN: Male Student Population |         |         |         | ILEARN: Female Student Population |         |         |         |
|---------------------------------|---------|---------|---------|-----------------------------------|---------|---------|---------|
| 6th Grade                       | ELA     | Math    | Science | 6th Grade                         | ELA     | Math    | Science |
|                                 | 172/252 | 178/252 | 184/252 |                                   | 164/220 | 155/220 | 159/220 |
|                                 | 68%%    | 70%%    | 73%%    |                                   | 75%     | 70%     | 72%     |
| 7th Grade                       | 129/193 | 127/193 |         | 7th Grade                         | 158/213 | 136/213 |         |
|                                 | 67%%    | 66%     |         |                                   | 74%%    | 64%     |         |
| 8th Grade                       | 146/227 | 142/227 |         | 8th Grade                         | 173/224 | 149/224 |         |
|                                 | 64%     | 63%     |         |                                   | 77%%    | 66%%    |         |
| Overall male proficiency 68%    |         |         |         | Overall Female Proficiency 71%    |         |         |         |

**Formative assessment:**

STAR 360 is our primary formative assessment tool. We administer the screening assessment to all students at the beginning of each school year and then again in March. STAR 360 provides several data points including grade level equivalency, lexile score, scale score, percentile rank, and growth indicator. All of these measures help teachers drive instruction.



# STAR 360

## READING, GRADE 6 STAR DATA



### Screening Report School Benchmark

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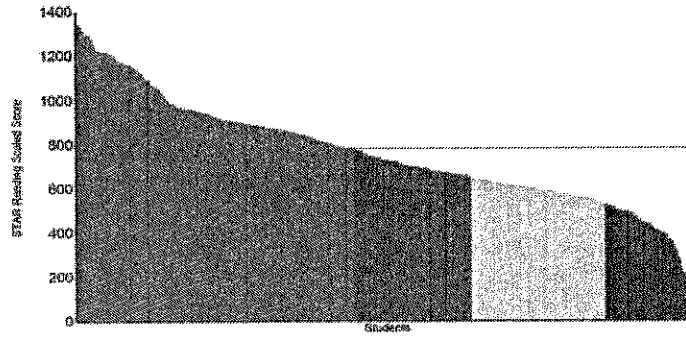
School: Plainfield Community Middle School

Reporting Period: 8/7/2019 - 9/5/2019  
(Fall)

#### Report Options

Reporting Parameter Group: All Demographics (Default)

#### Grade: 6

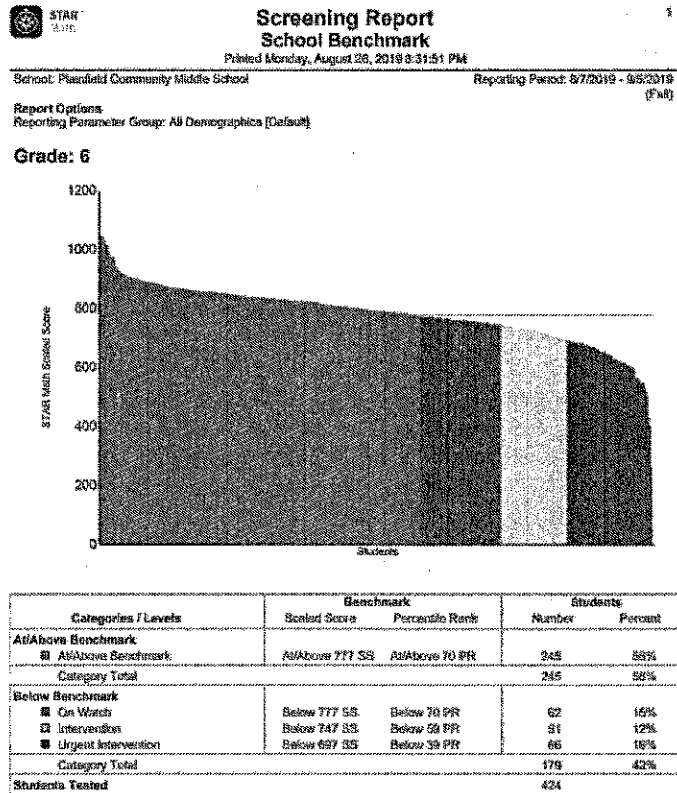


| Categories / Levels       | Benchmark       |                 | Students |         |
|---------------------------|-----------------|-----------------|----------|---------|
|                           | Scaled Score    | Percentile Rank | Number   | Percent |
| <b>At/Above Benchmark</b> |                 |                 |          |         |
| At/Above Benchmark        | At/Above 760 SS | At/Above 80 PR  | 196      | 45%     |
| <b>Category Total</b>     |                 |                 | 196      | 45%     |
| <b>Below Benchmark</b>    |                 |                 |          |         |
| On Watch                  | Below 760 SS    | Below 80 PR     | 80       | 19%     |
| Intervention              | Below 651 SS    | Below 45 PR     | 92       | 22%     |
| Urgent Intervention       | Below 531 SS    | Below 24 PR     | 81       | 14%     |
| <b>Category Total</b>     |                 |                 | 233      | 55%     |
| <b>Students Tested</b>    |                 |                 | 423      |         |



## STAR 360

### Math, Grade 6 STAR DATA





# STAR 360

## READING Grade 7 STAR DATA



### Screening Report School Benchmark

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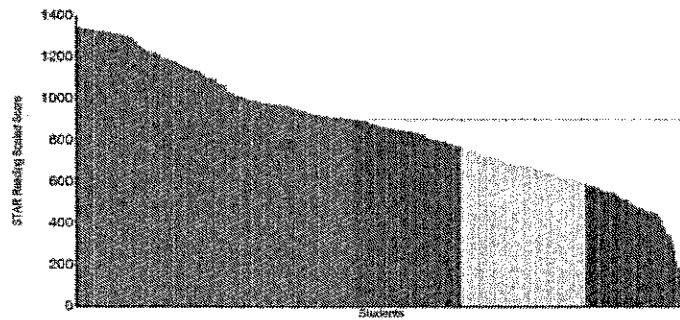
School: Plainfield Community Middle School

Reporting Period: 8/7/2019 - 8/5/2019  
(Fall)

#### Report Options

Reporting Parameter Group: All Demographics (Default)

#### Grade: 7



| Categories / Levels       | Benchmark       |                 | Students |         |
|---------------------------|-----------------|-----------------|----------|---------|
|                           | Scaled Score    | Percentile Rank | Number   | Percent |
| <b>At/Above Benchmark</b> |                 |                 |          |         |
| At/Above Benchmark        | At/Above 892 SS | At/Above 63 PR  | 214      | 45%     |
| <b>Category Total</b>     |                 |                 | 214      | 45%     |
| <b>Below Benchmark</b>    |                 |                 |          |         |
| On Watch                  | Below 892 SS    | Below 60 PR     | 24       | 18%     |
| Intervention              | Below 768 SS    | Below 45 PR     | 97       | 21%     |
| Urgent Intervention       | Below 563 SS    | Below 24 PR     | 76       | 16%     |
| <b>Category Total</b>     |                 |                 | 257      | 55%     |
| <b>Students Tested</b>    |                 |                 | 471      |         |



## STAR 360

### MATH GRADE 7 STAR DATA



### Screening Report School Benchmark

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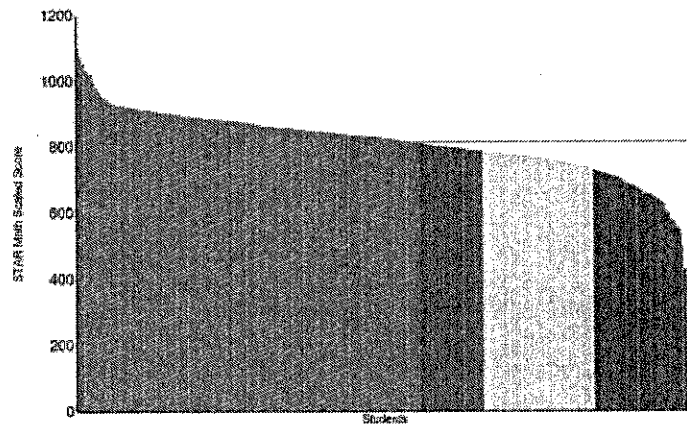
School: Plainfield Community Middle School

Reporting Period: 8/7/2019 - 9/9/2019  
(Fall)

#### Report Options

Reporting Parameter Group: All Demographics (Default)

#### Grade: 7



| Categories / Levels       | Benchmark       |                 | Students |         |
|---------------------------|-----------------|-----------------|----------|---------|
|                           | Scaled Score    | Percentile Rank | Number   | Percent |
| <b>At/Above Benchmark</b> |                 |                 |          |         |
| ■ At/Above Benchmark      | At/Above 816 SS | At/Above 70 PR  | 261      | 56%     |
| <b>Category Total</b>     |                 |                 | 261      | 56%     |
| <b>Below Benchmark</b>    |                 |                 |          |         |
| ■ On Watch                | Below 816 SS    | Below 70 PR     | 51       | 11%     |
| ■ Intervention            | Below 790 SS    | Below 59 PR     | 85       | 18%     |
| ■ Urgent Intervention     | Below 733 SS    | Below 39 PR     | 73       | 16%     |
| <b>Category Total</b>     |                 |                 | 209      | 44%     |
| <b>Students Tested</b>    |                 |                 | 470      |         |





# STAR 360

## READING GRADE 8 STAR DATA



### Screening Report School Benchmark

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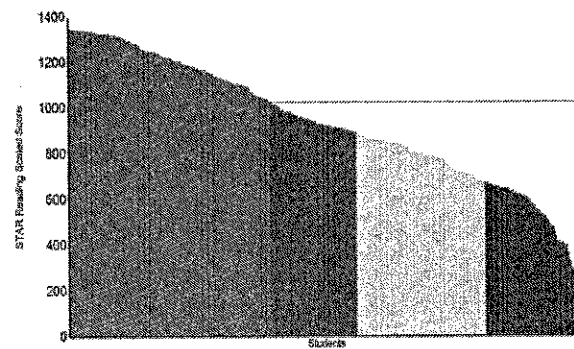
School: Plainfield Community Middle School

Reporting Period: 8/7/2019 - 8/5/2019  
(Fall)

#### Report Options

Reporting Parameter Group: All Demographics [Default]

#### Grade: 8



| Categories / Levels        | Benchmark         |                 | Students |         |
|----------------------------|-------------------|-----------------|----------|---------|
|                            | Scaled Score      | Percentile Rank | Number   | Percent |
| <b>All Above Benchmark</b> |                   |                 |          |         |
| ■ All Above Benchmark      | All Above 1028 SS | All Above 60 PR | 181      | 39%     |
| <b>Category Total</b>      |                   |                 | 181      | 39%     |
| <b>Below Benchmark</b>     |                   |                 |          |         |
| ■ On Watch                 | Below 1028 SS     | Below 60 PR     | 68       | 17%     |
| ■ Intervention             | Below 891 SS      | Below 43 PR     | 183      | 26%     |
| ■ Urgent Intervention      | Below 673 SS      | Below 24 PR     | 76       | 16%     |
| <b>Category Total</b>      |                   |                 | 247      | 61%     |
| <b>Grand Total</b>         |                   |                 | 428      | 100%    |



# STAR 360

## MATH GRADE 8 STAR DATA



### Screening Report School Benchmark

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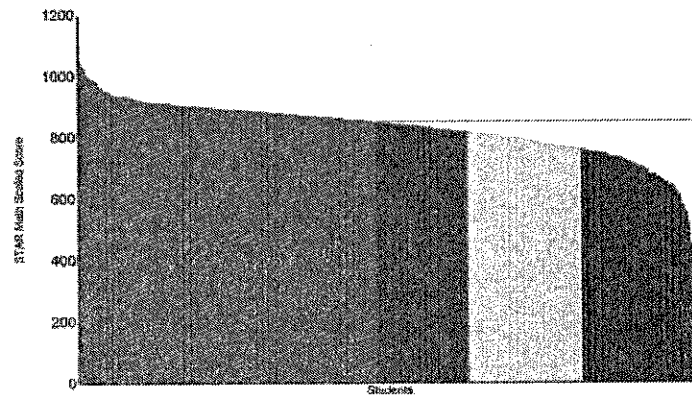
School: Plainfield Community Middle School

Reporting Period: 8/7/2019 - 9/25/2019  
(Fall)

#### Report Options

Reporting Parameter Group: All Demographics (Default)

#### Grade: 8



| Categories / Levels       | Benchmark       |                 | Students   |         |
|---------------------------|-----------------|-----------------|------------|---------|
|                           | Scaled Score    | Percentile Rank | Number     | Percent |
| <b>At/Above Benchmark</b> |                 |                 |            |         |
| ■ At/Above Benchmark      | At/Above 851 SS | At/Above 70 PR  | 197        | 48%     |
| <b>Category Total</b>     |                 |                 | 197        | 48%     |
| <b>Below Benchmark</b>    |                 |                 |            |         |
| ■ On Watch                | Below 851 SS    | Below 70 PR     | 60         | 15%     |
| ■ Intervention            | Below 821 SS    | Below 60 PR     | 75         | 18%     |
| ■ Urgent Intervention     | Below 784 SS    | Below 50 PR     | 77         | 19%     |
| <b>Category Total</b>     |                 |                 | 212        | 52%     |
| <b>Students Tested</b>    |                 |                 | <b>409</b> |         |



## **Using Benchmark data to drive instruction and groupings**

Students who demonstrate the need for intervention or urgent intervention are provided additional instruction and are assessed using the STAR 360 test in math and/or ELA once per month. Teachers are able to set moderate, typical, or ambitious goals for students to achieve and are able to track and monitor student growth. Students are involved in this process by helping to set their own goals as well.

## **Growth on STAR 360**

STAR 360 also measures growth between the beginning of the year and just prior to the ILEARN assessment in March. Students are compared to like students who performed the same as them during the beginning of the year benchmark. Low growth is categorized as a score of 39 and below. Typical growth is a score of 40-59 student growth percentile. Anything 60 and above is considered high growth.

## **Reading Remediation**

Teachers will monitor students' current levels, as well as their ILEARN scores to determine what reading remediation will strategically improve reading. While all students will receive differentiated learning, identified students in grade 6 will receive an additional RTI course, focused on improving reading and writing. Seventh and eighth grade students who have a deficiency will receive reading and writing interventions during their blocked 105 minutes of instruction.

## **Writing Remediation**

Teachers will monitor students' current levels, as well as their ILEARN scores, to determine what reading remediation will strategically improve reading. While all students will receive differentiated learning, identified students in grade 6 will receive an additional RTI course, focused on improving reading and writing. Seventh and eighth grade students who have a deficiency will receive reading and writing interventions during their blocked 105 minutes of instruction.

## **Math Remediation**

Teachers will monitor students' current levels, as well as their ILEARN scores to determine what remediation will strategically improve math skills. While all students will receive differentiated learning, identified students in grade 6 will receive an additional RTI course, focused on improving math facts and supporting the math standards and curriculum. Similarly, grade 7 and 8 students that are identified as needing extra support will have a Math Lab, a class that meets daily to support math learning.

## **Review ELL assessment data**

In our 6th grade ELL Student Population, 2 out of 9 students passed the English/Language Arts, Math, and Science ILEARN Assessment. In 7th grade, 1 out of 5 students passed the English/Language Arts and Math ILEARN Assessment. In our 8th grade class, 1 out of 7 ELL students passed the English/Language



Arts ILEARN Assessment and 2 out of 7 ELL students passed the Math ILEARN Assessment. Overall, 21% of our ELL Student Population scored at or above proficiency.

## **Component One Continued**

### **B. Curriculum and Instruction**

Teachers implement the College and Career Readiness Standards as outlined by the Indiana Department of Education. The State of Indiana has assisted the schools by making the state standards available to all staff via the Indiana Department of Education web site [www.doe.in.gov](http://www.doe.in.gov). For the past several school years, including summer staff development days, the teachers have been actively involved in updating our local curriculum calendars, guaranteeing that they are aligned to the state standards. To assist the teachers in the updating process, time is provided for teachers to work on curriculum development at various times throughout the school year and during the summer months. The resulting curriculum is then printed and distributed to the teachers. Curriculum outlines/calendars are housed at each school as well as at the superintendent's office. A web link is available on the school corporation's web page, [www.plainfield.k12.in.us](http://www.plainfield.k12.in.us), to the academic standards in each curricular area.

#### ***Titles and descriptions of assessment instruments:***

Plainfield's students from kindergarten through 10<sup>th</sup> grade are assessed each year with the following tests:

- Grades K-1 STAR 360 Early Literacy
- Grades 2-10 STAR 360 Reading and Math Assessments
- Grades 6-8 STAR 360
- Grades 3-8 ILEARN ELA and Mathematics
- High School ILEARN Biology ECA
- High School ILEARN U.S. Government End
- High school students may take the PSAT, SAT, ACT, National Merit Scholarship, Accuplacer, and Advance Placement.

The Indiana Academic Standards have been infused into our curriculum through the use of curriculum calendars. These calendars have been used to integrate English and mathematics standards into course requirements. The resulting curriculum is distributed to teachers and made available to parents on the corporation website. In addition to the regular curriculum, three courses (Math Lab, RTI, Excel) have been developed to promote mastery of the Indiana Academic Standards for students who fall below the proficiency cut score.

First, age-appropriate instructional strategies are used to support the achievement of College and Career Readiness standards. Second, our curriculum maps incorporate instructional strategies into our text sets which are used by teachers to promote mastery of the academic standards. Third, interdisciplinary teams/departments and professional learning communities develop and share instructional strategies that incorporate standards into other core subjects. Fourth, teachers participate in summer workshops for the purpose of analyzing data from the ISTEP and the STAR 360 Benchmark Assessments in order to develop instructional strategies based on the enrichment and remediation needs of students. Google



Classroom and other types of technology have been used to incorporate researched-based instructional strategies that promote student engagement and achievement.

### **C. Professional Development**

Plainfield Community Middle School's vision is to improve student performance as it relates to the College and Career Ready Standards and overall curriculum. Teacher leadership and our professional development sessions take place at least once per month. These are short sessions where teachers plan, implement, and deliver professional development at monthly staff meetings as well as teacher in-service learning. Language arts, math, science, and social studies departments address areas needing improvement which are identified in the school improvement plan. This approach to professional development uses a collaborative process to build continuous improvement into the performance of teachers. Best practices in instruction, assessment, and skill acquisition will continue to be identified and used. Alignment of the curriculum with state and local standards serves as the fundamental knowledge base. The collection and analysis of ILEARN and STAR 360 data by PCMS educators will be used to make informed decisions related to student proficiency. Team leaders, consultants, and workshops will provide information that will be used to enrich, enhance, and modify current instructional practices for improved curriculum delivery. Staff members will engage in professional development activities that will allow them to address differentiating instruction, using data to drive instruction, implementing high-yield reading strategies, and incorporating best practices for the implementation of technology in the classroom. These professional development areas of focus simultaneously address the needs of all students, including the special education and high ability populations.

### **D. Family and Community Involvement**

Parental involvement is viewed as an essential component when it comes to helping students reach their full potential. Parent partnerships in the education process are valued. In order to maximize parent participation, the following strategies will be utilized:

- Increase the number of parents who take advantage of the following educational services and organizations:
  - Pre-school registration/orientations
  - Parent/Teacher Organization
  - Parent/Teacher Conferences
  - PCMS Website
  - Schoology
  - Back to School Night
  - Textbook Online Services (Lessons and Practice Tests)
  - PowerSchool Parent Portal – allows 24/7 access to student grades
  - School Messenger
  - Increased social media presence
- Increase two-way communication between home and school
- Improve the percentage of parents who receive a “positive” communication from a staff member about their student.



## **E. School Context and Organization:**

Plainfield Community Middle School is continually striving to provide a safe and disciplined environment for its students. All patrons and guests enter through one entrance after the beginning of the school day. The main entrance to the office utilizes a buzzer system on the doors as an added safety precaution. Our school has implemented a system called Safe Visitor, which is a program where all visitors must present their state issued I.D. to receive a guest tag before going out into the school. Since the summer of 2001, one hundred and sixty-one cameras have been installed for security purposes. An additional camera at the registration desk monitors everyone entering the school. Fire, severe weather, and lockdown drills are conducted as mandated by state agencies.

Input from students and parents indicate that a safe and disciplined school is provided. Patrons are kept well-informed of situations that pertain to the health and welfare of students and staff. The School Messenger automated calling system is used to keep parents informed of upcoming meetings, inclement weather, and other pertinent information. This proactive approach to problem solving and communication has virtually eliminated any disruption to the educational process. A crisis plan has been developed and implemented. The plan is reviewed annually and changes are made accordingly.

Plainfield Community Middle School takes a proactive approach to incorporate character education and to authentically connect students to our school. This includes the PCSC values program, anti-bullying education, a student-led kindness committee, and increased opportunities for club involvement.

In 2015, a full-time school resource officer was added to our staff as well two school safety specialists. Random drug testing and the use of K-9 drug-sniffing dogs are utilized. Our staff participates monthly in a safety scenario for continuous improvement and awareness in regard to school safety. Students in grades 6-8 are exposed to drug education. Our 6<sup>th</sup> grade students participate in DARE programming. Students in 7<sup>th</sup> and 8<sup>th</sup> grade participate in education related to drugs, alcohol, tobacco, juvenile justice system, and positive social and student relationships. Plainfield Community Middle School maintains positive relationships with local police and fire departments.

This school year, a school safety committee has been established. This committee serves to evaluate our current practices and to build upon those practices to ensure safety at PCMS is our top priority.

In an effort to address all areas of school safety, we have developed social-emotional curriculum that is infused through various aspects of our grades 6-8 programming. Additionally, we are continually emphasizing the importance of good digital citizenship through all coursework.



## F. Discipline Data

### PCMS School, Discipline Report

2018-2019

**DISCIPLINE INCIDENTS = 487**

|                            |            |       |                             |            |       |
|----------------------------|------------|-------|-----------------------------|------------|-------|
| <b>GRADE</b>               |            |       | <b>GENDER</b>               |            |       |
| Total Discipline Incidents | <b>487</b> |       | Total Discipline Incidents  | <b>487</b> |       |
| Grade 6                    | 200        | 41.1% | Female                      | 89         | 18.3% |
| Grade 7                    | 114        | 23.4% | Male                        | 398        | 81.7% |
| Grade 8                    | 173        | 35.5% |                             |            |       |
| <b>ETHNICITY</b>           |            |       | <b>SOCIOECONOMIC STATUS</b> |            |       |
| Total Discipline Incidents | <b>487</b> |       | Total Discipline Incidents  | <b>487</b> |       |
| Black                      | 37         | 7.6%  | Free                        | 154        | 52.6% |
| Asian                      | 1          | .2%   | Reduced                     | 31         | 8.8%  |
| Hispanic                   | 36         | 7.4%  | Paid                        | 112        | 38.6% |
| White                      | 360        | 73.9% |                             |            |       |
| Multi-Race                 | 53         | 10.9% |                             |            |       |
| <b>SPECIAL EDUCATION</b>   |            |       |                             |            |       |
| Total Discipline Incidents | <b>487</b> |       |                             |            |       |
| Special Education          | 218        | 44.8% |                             |            |       |
| General Education          | 269        | 55.2% |                             |            |       |

**SUSPENSIONS = 192**

|                          |            |       |                               |            |       |
|--------------------------|------------|-------|-------------------------------|------------|-------|
| <b>GRADE</b>             |            |       | <b>GENDER</b>                 |            |       |
| Total Suspensions        | <b>192</b> |       | Total Suspensions             | <b>192</b> |       |
| Grade 6                  | 77         | 40.1% | Female                        | 32         | 16.7% |
| Grade 7                  | 36         | 18.8% | Male                          | 160        | 83.3% |
| Grade 8                  | 79         | 41.1% |                               |            |       |
| <b>ETHNICITY</b>         |            |       | <b>SOCIAL ECONOMIC STATUS</b> |            |       |
| Total Suspensions        | <b>192</b> |       | Total Suspensions             | <b>192</b> |       |
| White                    | 131        | 68.2% | Free                          | 111        | 57.8% |
| Black                    | 18         | 9.3%  | Reduced                       | 15         | 7.8%  |
| Multi-Race               | 23         | 12%   | Paid                          | 66         | 34.4% |
| Hispanic                 | 20         | 10.4% |                               |            |       |
| Asian                    | 0          | 0%    |                               |            |       |
| <b>SPECIAL EDUCATION</b> |            |       |                               |            |       |
| Total Suspensions        | <b>192</b> |       |                               |            |       |
| Special Education        | 92         | 50%   |                               |            |       |
| General Education        | 92         | 50%   |                               |            |       |

**Discipline Data****EXPULSIONS = 3**

|                          |          |       |                               |          |       |
|--------------------------|----------|-------|-------------------------------|----------|-------|
| <b>GRADE</b>             |          |       | <b>GENDER</b>                 |          |       |
| Total Expulsions         | <u>4</u> |       | Total Expulsions              | <u>3</u> |       |
| 6 <sup>th</sup>          | 0        | 0%    | Female                        | 0        | 0%    |
| 7 <sup>th</sup>          | 1        | 33.3% | Male                          | 3        | 100%  |
| 8 <sup>th</sup>          | 3        | 66.7% |                               |          |       |
| <b>ETHNICITY</b>         |          |       | <b>SOCIAL ECONOMIC STATUS</b> |          |       |
| Total Expulsions         | <u>3</u> |       | Total Expulsions              | <u>3</u> |       |
| Black                    | 0        | 0%    | Free                          | 1        | 33.3% |
| Hispanic                 | 0        | 0%    | Reduced                       | 1        | 33.3% |
| White                    | 3        | 100%  | Paid                          | 1        | 33.3% |
| <b>SPECIAL EDUCATION</b> |          |       |                               |          |       |
| Total Expulsions         | <u>3</u> |       |                               |          |       |
| Special Education        | 0        | 0%    |                               |          |       |
| General Education        | 3        | 100%  |                               |          |       |

**Component 2: Implementation of Reform Strategies****A. Student Achievement Objectives**

## i. List of assessments:

- Grades K-1 STAR 360 Early Literacy
- Grades 2-10 STAR 360 Reading and Math Assessments
- Grades 6-8 STAR 360
- Grades 3-8 ILEARN ELA and Mathematics
- High School ILEARN Biology ECA
- High School ILEARN U.S. Government End
- High school students may take the PSAT, SAT, ACT, National Merit Scholarship, Accuplacer, and Advance Placement.

## ii. Attendance rate: 96.6%





## iii. Percentage for students meeting academic standards under the ILEARN program

|         | ELA | Math | Science |
|---------|-----|------|---------|
| Grade 6 | 71% | 71%  | 73%     |
| Grade 7 | 71% | 65%  |         |
| Grade 8 | 71% | 65%  |         |

## iv. Benchmark Testing Results--STAR 360, Fall 2019

|              | At/Above Proficiency | On Watch | Intervention | Urgent Intervention |
|--------------|----------------------|----------|--------------|---------------------|
| Grade 6 ELA  | 45                   | 19       | 22           | 14                  |
| Grade 6 Math | 58                   | 15       | 12           | 16                  |
| Grade 7 ELA  | 45                   | 18       | 21           | 16                  |
| Grade 7 Math | 56                   | 11       | 18           | 16                  |
| Grade 8 ELA  | 39                   | 17       | 25           | 19                  |
| Grade 8 Math | 48                   | 15       | 18           | 19                  |

**B. Specific areas where improvement is needed immediately**

The teachers and staff at Plainfield Community Middle School have worked collaboratively to create our school improvement plan around the centralized theme of continuous improvement. Each department and correlate area has developed specific action steps to help our school achieve our goals. These objectives will be carefully planned, implemented, evaluated, and revised each school year. This initial school improvement plan will only serve as a starting point for the school's future planning and successes.

Our school goals have been established and shared with all of the stakeholders within the school and school community. While these goals may seem to be set very high, our school community has committed itself to this level of excellence. Each correlate area working on the school improvement plan has established objectives toward achieving the school wide goals. This focus will allow us to meet and exceed our own expectations. Correlate committees shall stay intact from year to year to facilitate continuous growth and yearly evaluation of progress.

**C. Benchmarks for progress**

Plainfield Community Middle School reviewed and revised our school improvement plan. PCMS teachers, team leaders, school improvement plan members are in agreement with the target area goals established by the revision process. The target goals are Plainfield Community Middle School's benchmarks for progress.

**D. Target Goals/Strategies**

| Target Goals   | Strategies   |
|--|--|
| <p>Goal 1. Increase the number of students who achieve proficiency in Language Arts to 80% as measured by the ILEARN assessment.</p> | <p>Analyze and evaluate ILEARN ELA blueprints to ensure there is a strong alignment to our curriculum maps.</p> <p>Focused improvement in the area of identifying key Ideas and finding textual support.</p> <p>Students will have at least 90 minutes of literacy instruction daily.</p> <p>Students will use a variety of programs to enhance reading comprehension and reading skills such as Study Island, Khan Academy, NewsELA, and Commonlit.</p> <p>Staff will develop differentiated instruction based upon diagnostic and instructional planning reports from STAR 360.</p> <p>Staff will monitor student growth using STAR 360 progress monitoring.</p> <p>Staff will incorporate questioning from a variety of Depth of Knowledge levels.</p> <p>Non-assessed content areas will align with ELA department to enhance and reinforce key concepts taught through English/Language arts courses.</p> |
| <p>Goal 2. Increase the number of students who achieve proficiency in mathematics to 75% as measured by the ILEARN assessment.</p>   | <p>Analyze and evaluate ILEARN mathematics blueprints to ensure there is a strong alignment to our curriculum maps.</p>  |



|  |  |
|--|--|
|  | <p>Students will have at least 50 minutes of mathematics instruction daily.</p> <p>Students will use a variety of programs to enhance computation skills such as Study Island, Khan Academy, and Moby Max.</p> <p>Staff will develop differentiated instruction based upon diagnostic and instructional planning reports from STAR 360.</p> <p>Staff will monitor student growth using STAR 360 progress monitoring.</p> <p>Staff will incorporate questioning from a variety of Depth of Knowledge levels.</p> <p>Non-assessed content areas will align with the math department to enhance and reinforce key concepts taught through English/Language arts courses.</p> <p>Use PLD (Performance Level Descriptors) to help determine student proficiency in every standard so that students can grow to a higher level of proficiency.</p> |
| Goal 3. Increase the number of special education students who achieve proficiency in Math and ELA to 40% as measured by the ILEARN assessment. | <p>Provide professional development that is coordinated with proposed Interventions and that supports sustainable school improvement efforts.</p> <p>Support students identified with the greatest need in both the math and ELA classrooms with an instructional assistant or special education teacher.</p> <p>Support identified students with an EXCEL class, an additional 50 minutes of support with a special education teacher, working towards math and ELA goals.</p>  |



### Component 3: Instruction by Highly Qualified Teachers

| Teacher's Name | Teaching Assignment   | Highly Qualified | Location of Verification From and Supporting Documentation |
|----------------|-----------------------|------------------|--|
| Adams          | Special Education     | X                | Central Office- HR   |
| Amos           | Special Education     | X                | Central Office- HR   |
| Apollos        | Science               | X                | Central Office- HR   |
| Arvin          | Business              | X                | Central Office- HR   |
| Blevins        | Math                  | X                | Central Office- HR   |
| Butler         | Special Education     | X                | Central Office- HR   |
| Brush          | Visual Art            | X                | Central Office- HR   |
| Carpenter      | Music                 | X                | Central Office- HR   |
| Carter,D       | Administration        | X                | Central Office- HR   |
| Carter, M      | Elementary            | X                | Central Office- HR   |
| Chandler       | Elementary            | X                | Central Office- HR   |
| Costin         | Elementary            | X                | Central Office- HR   |
| Craney         | Elementary            | X                | Central Office- HR   |
| Crone          | Social Studies        | X                | Central Office- HR   |
| Cummings       | Music                 | X                | Central Office- HR   |
| DeHoff         | Science               | X                | Central Office- HR   |
| Dellinger      | English/Language Arts | X                | Central Office- HR   |
| Dones          | Administration        | X                | Central Office- HR   |
| Duggins        | Math                  | X                | Central Office- HR   |
| Dugan          | Social Studies        | X                | Central Office- HR   |
| Ellis          | Social Studies        | X                | Central Office- HR   |
| Flint          | Special Education     | X                | Central Office- HR   |
| Flynn          | Elementary            | X                | Central Office- HR   |
| Gauck          | Elementary            | X                | Central Office- HR   |
| Giesting       | Math                  | X                | Central Office- HR   |
| Haney          | Special Education     | X                | Central Office- HR   |
| Harris         | Math                  | X                | Central Office- HR   |
| Hesson         | Social Studies        | X                | Central Office- HR   |
| Honegger       | Visual Art            | X                | Central Office- HR   |
| Humphries      | English/Language Arts | X                | Central Office- HR   |
| Johnson        | Social Studies        | X                | Central Office- HR   |



SCHOOL IMPROVEMENT PLAN | 2019 - 2020

|                 |                             |   |                    |
|-----------------|-----------------------------|---|--------------------|
| Koch            | English/Language Arts       | X | Central Office- HR |
| Leath           | Physical Education          | X | Central Office- HR |
| Mack            | English/Language Arts       | X | Central Office- HR |
| Mansfield North | Media                       | X | Central Office- HR |
| Martin          | Elementary                  | X | Central Office- HR |
| McCrea-Gantz    | Science                     | X | Central Office- HR |
| McLaughlin      | Special Education           | X | Central Office- HR |
| Mennonno        | Math                        | X | Central Office- HR |
| Meyers          | Elementary                  | X | Central Office- HR |
| Morken          | Special Education           | X | Central Office- HR |
| Nicodemus       | Math                        | X | Central Office- HR |
| Olejnik         | Elementary                  | X | Central Office- HR |
| Parker          | Elementary                  | X | Central Office- HR |
| Paschal         | Industrial Technology       | X | Central Office- HR |
| Planker         | English/Language Arts       | X | Central Office- HR |
| Rogers          | Math                        | X | Central Office- HR |
| Russell         | Music                       | X | Central Office- HR |
| Schaffer        | Physical Education          | X | Central Office- HR |
| Schaub          | Science                     | X | Central Office- HR |
| Schonegg        | Science                     | X | Central Office- HR |
| Schuld          | Special Education           | X | Central Office- HR |
| Schultz         | Math                        | X | Central Office- HR |
| Siefert         | Family and Consumer Science | X | Central Office- HR |
| Slavens         | Music                       | X | Central Office- HR |
| Slone           | Elementary                  | X | Central Office- HR |
| Smith           | Elementary                  | X | Central Office- HR |
| Sprague         | Visual Art                  | X | Central Office- HR |
| Stark           | Elementary                  | X | Central Office- HR |
| Taghi           | Elementary/ELL              | X | Central Office- HR |
| Taylor          | Industrial Technology       | X | Central Office- HR |
| Trogdon         | English/Language Arts       | X | Central Office- HR |
| Tucker          | English/Language Arts       | X | Central Office- HR |
| Tutterow        | Administration              | X | Central Office- HR |
| Van Leer        | English/Language Arts       | X | Central Office- HR |
| Vandewalle      | Elementary                  | X | Central Office- HR |



|          |                                  |   |                    |
|----------|----------------------------------|---|--------------------|
| Walden   | Administration                   | X | Central Office- HR |
| Walters  | World Language<br>German/Spanish | X | Central Office- HR |
| Williams | English/Language Arts            | X | Central Office- HR |
| Wilson   | Music                            | X | Central Office- HR |
| Woodall  | English/Language Arts            | X | Central Office- HR |
| Young    | English/Language Arts            | X | Central Office- HR |
| Young    | Business                         | X | Central Office- HR |
| Zaidi    | Science                          | X | Central Office- HR |

## Component 4: Professional Development

### Summer Training

| Month | Date       | Topic  |
|-------|------------|--|
| May   | 5/23/19    | 7th/8th High Ability<br>STEM, Project-based learning, Curriculum development<br>Science & Math |
| May   | 5/28/19    | 6th High Ability<br>STEM, Project-based learning, Curriculum development<br>Science            |
| May   | 5/29/19    | 6th-8th ELA<br>ELA High Ability Novel Unit Development   |
| May   | 5/29-20/19 | NextTech Computer Science  |
| May   | 5/30/19    | Social-emotional training-counselors   |
| June  | 6/10-12/19 | Retreat: Design Process & 4 Cs   |
| July  | 7/24/19    | Defined STEM   |

### Staff Training

|                      |           |  |
|----------------------|-----------|--|
| August Inservice     | 8/1/19    | Procedure updates, QPR   |
| August Inservice     | 8/2/2019  | An introduction to<br>4 C's, Design Process  |
| August staff meeting | 8/7/2019  | Growth Mindset & Social-Emotional:<br>Favorite Mistake, Celebration<br>Connect students/teachers |
| August               | 8/22/2019 | ELA & Math RTI meeting—Identify students for intervention and supports                           |



# SCHOOL IMPROVEMENT PLAN | 2019 - 2020

|                         |             |  |
|-------------------------|-------------|--|
| September staff meeting | 9/4/2019    | Defined Stem—Intro Activity<br>Team Chart Paper Unit Alignment   |
| October staff meeting   | 10/2/2019   | Employability Skills Standards<br>Computer Science Standards   |
| October PD              | 10/2-3/2019 | ELA and Math ILEARN Instructional Strategies   |
| October PD              | 10/8/2019   | Interpreting ILEARN data   |
| October Inservice       | 10/23/2019  | Full Day PD<br>Most Likely to Succeed<br>Cross-curricular discussion<br>Design Process Breakout Sessions |
| November staff meeting  | 11/6/2019   | Defined Stem   |
| December staff meeting  | 12/4/2019   | Reflection of semester<br>Monitor student<br>benchmark progress  |
| January staff meeting   | 1/8/2020    | Design Process-Empathy   |
| February staff meeting  | 2/5/2020    | Design Process-Define/Ideate   |
| March staff meeting     | 3/4/2020    | Design Process-Prototype/Test  |
| March Inservice         | 3/4/2020    | Full Day PD<br>Teacher-led Inservice: Technology, Design Process, Cross-curricular                       |
| April staff meeting     | 4/8/2020    | Preparation for ILEARN   |
| May staff meeting       | 5/6/2020    | End of Year  |





## **Component 6: Parental Involvement**

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty voicemail is available to parents 24 hours a day. The PCMS website and Schoology provide families with pertinent information such as daily homework assignments, school announcements and emergency school closing information. PowerSchool software was put into operation in August 2008, to allow parents access to up-to-date information regarding grades and assignments. (Currently, over 99% parents are enrolled.) This program, along with the school's web page, allows parents to contact staff members any time. School Messenger, an automated calling system, used to contact parents regarding the dissemination of important information. An anonymous student concern form has also been created for students and parents to anonymously report issues of concern to administration.

The school promotes communication with parents through social media: Twitter, Facebook, Instagram, and the website. PCMS also encourages parent volunteers for multiple field trips throughout the year: Job Spark and a vocational school. Parents volunteer to lead student mock interviews, speak for College and Career class, the job fair, and Reality Mall.

## **Component 7: Preschool Transition N/A**

## **Component 8: Teacher Decision Making Using Academic Assessment Results**

Teachers worked this summer and fall to review ILEARN results. They reviewed trends in the data, as well as individual student progress to inform curriculum and instruction. As well, teachers will administer and review benchmark testing throughout the year, closely monitoring the reading and math levels. Departments meet weekly to align curriculum to the standards. Teachers also administer STAR 360 monthly to students who are identified as having a greater need in either math or ELA. This information is used to make decisions regarding intervention strategies.

## **Component 9: Effective, Timely Additional Assistance**

The use of ongoing benchmark data, as the base for accessing interventions for children, enables every child to be successful at Plainfield Community Middle School. There is no guessing if a child is struggling or succeeding-the data supports growth or non growth.

Additional support is provided to students that are below identified benchmarks for reading and/or math and have an individual plan created to assist in closing the achievement gap. Support through interventions is delivered in small group instruction, additional skill-deficit instruction while in the classroom, additional practice on computers and, 1-to-1 tutoring. This is a second, different dose of instruction in addition to strong classroom instruction. The interventions are all scientifically research-based and have a proven reputation for success.

Students that continue to perform below grade level after receiving a second-dose of instruction begin the Intervention Process. The Intervention Process at PCMS is designed to gather information about struggling students and then organize a specific plan to address areas of weakness. This is a comprehensive system that involves parents, teachers, students, support staff, and administrators throughout the process. Students are progressed monitored monthly to check for improvement. A lack





of improvement would necessitate a change in interventions and follow up communication with parents. This process continues until a child is on "grade level."

### **Component 10: Coordination and Integration of Funds**

Plainfield Community Middle School has chosen to coordinate the program efforts, and it will not consolidate program funds at this time. Funding sources include: Title 111 A; Title IV- Part A; Title 111; IDEA; and PL221.

### **Component 11: Cultural Competency**

Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. Plainfield Community Middle School has utilized cross-cultural collaborations to foster equitable outcomes for all students by being responsive to the issues of race, culture, gender, and socio-economic status. Decisions are made based on the best interest of students. The integration of knowledge about specific individuals and groups has increased the quality of education and services for our entire population.

### **Part Two: Additional Narrative for PL221 Compliance**

#### **A. Attendance**

When a student is absent, parents are asked to notify the school. Our attendance secretary calls to confirm if we have not heard from the parent. Letters are sent home for any unexcused days, and when a student has been absent 6 days and 8 days. The overall PCMS attendance rate is strong, but we recognize that a few individual students have struggled with attendance. This is often a sign of another issue. In an effort to improve attendance and overall education, we are working in conjunction with Project Attend to provide education to the students and parents, identify barriers, and make a plan to improve attendance. PCMS administrators and counselors are working together to support the social-emotional needs that are uncovered in attendance issues as well.

#### **B. Technology as a Learning Tool**

Plainfield Community Middle School is a 1:1 school learning environment. We utilize Schoology as a learning management system and Google Classroom to enhance learning. Teachers and students are encouraged to use the access to technology as a support to engage, enhance, and extend learning opportunities. We advocate for a blended approach to learning, incorporating books and writing with technology. The student devices allow for collaboration utilizing the Google Suite, as well as real-world information quickly. Students also have access to a variety of technological tools in our IDEA lab, including 3D printers, Cricut, a vinyl press, drones, as well as many other tools. These are available to students to create and innovate, connecting curriculum to authentic experiences.

#### **C. Safe and Disciplined Learning Environment**

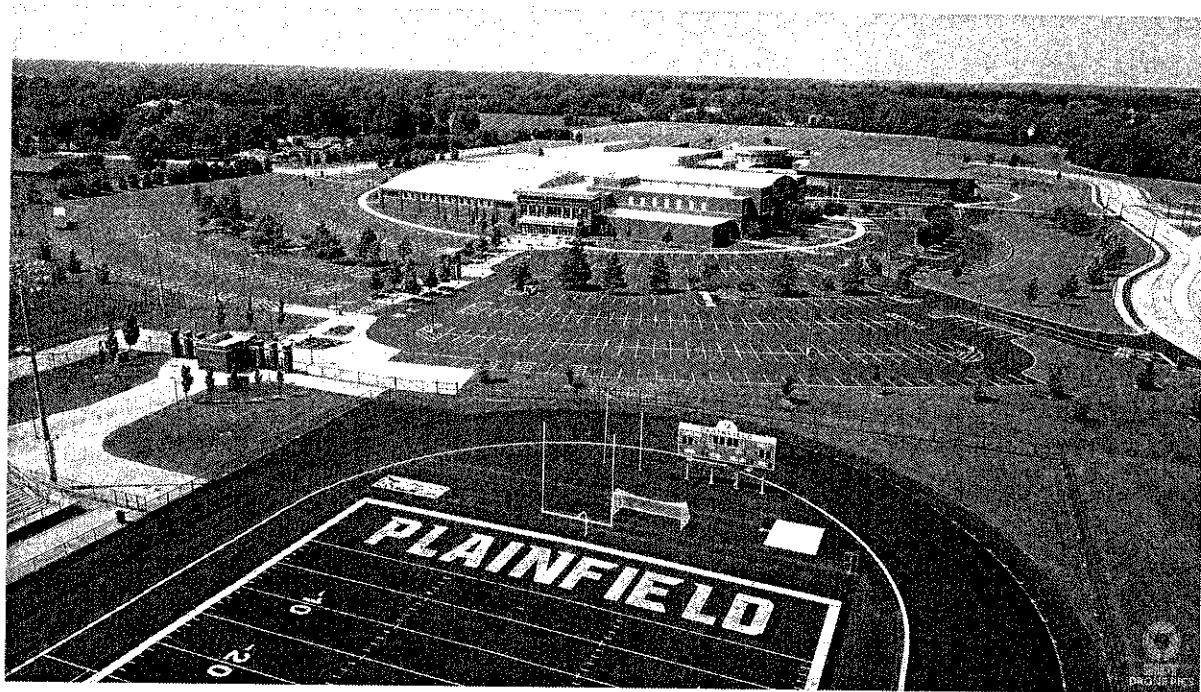


Plainfield Community Middle School has a safety specialist on the administrative staff, as well as employs a resource officer. We participate in monthly safety drills, including lock-down drills, fire drills, and tornado drills. We have a safety team that meets quarterly to assess and plan for safety measures in the school. PCMS takes a proactive approach to keeping our students safe, including utilizing the Safe Visitor system for any visitor and locking all classroom doors throughout the school day.

In addition to physical safety, we employ three counselors and a licensed social worker to address the social-emotional needs of students. The website also offers an anonymous location to report safety or discipline concerns. Discipline is addressed quickly, as students are expected to be in class and learning. Parent communication is key in this area as well. The teachers, administrators, and counselors all work as a team to ensure students are learning in a safe and disciplined environment.

# SCHOOL IMPROVEMENT PLAN 2019-2020

PLAINFIELD HIGH SCHOOL





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### Part 2: Additional Narrative for PL221 Compliance

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## Statement of Mission and Beliefs

### Corporation Mission Statement

*"Bringing Joy to Learning"*

### School Mission Statement

*"Plainfield High School creates a positive educational environment in order to prepare students for their present and future roles and encourages each individual to develop his or her potential by providing a wide range of curricular, co-curricular, and extracurricular experiences."*

### School Board of Trustees' Goals

The work at PHS supports the goals of the school board. For 2019-20, these goals are as follows:

- 1) Bring joy to learning to all students while ensuring they will be challenged to maximize their potential through curriculum, instruction, and assessment.
- 2) Maintain a safe, caring, and supportive environment for our students and employees.
- 3) Enhance the relationship and understanding between the Plainfield Community School Corporation and all stakeholders.
- 4) Allocate and maintain resources to support learning in a fiscally responsible manner.

### PHS Focus and Initiatives

**Improving Student Achievement through Innovative Instruction:** Provide standards based instruction that is engaging to students with adequate supports to realize student success in credit bearing courses and state mandated tests. Plainfield High School will expand our work with the 4Cs of 21st Century Learning, the Design Thinking process, and the inclusion of Career and STEM connections. This type of innovative instruction will become commonplace in all of our classrooms throughout a given day.

**Developing College and Career Pathways:** Present a clearly articulated plan to guide student exploration of potential careers while gaining the skills and knowledge to be successful in the desired career cluster. Incorporating the study of both academic and career standards with the soft skills of Employability Standards. PHS will create Career-Centered Schools that will give additional exposure and opportunity to students in four areas beginning in the 2020-2021



school year. Those areas are business, civic involvement and advancement, STEM, and career and trades.

Expanding the Use of Technology and Exposure to STEM: Utilize the technology in our school to create opportunities to experience learning in new and exciting ways. Allow technology to open doors to new and creative connections with STEM fields that prepare students for jobs that do not even exist yet. One area of focus will be the expansion of the computer science program pathway. PHS will begin offering a third year of computer science that is focused on Special Topics. The engineering program at PHS will expand to include Aerospace Engineering next year as well. This will give students even more opportunities to explore curriculum and careers with STEM.

*Bringing joy to learning*



## **Part 1: Schoolwide Planning: Introduction**

### **Narrative description of the school**

*Plainfield High School is a part of the Plainfield Community School Corporation and is centrally located in Guilford Township in Hendricks County just southwest of Indianapolis, Indiana. The enrollment of Plainfield High School is currently 1,735 in grades 9 through 12. There are 88 professional certified educators and 65 classified staff members who support Plainfield High School. The high school offers a curriculum of over 150 courses. Advanced Placement and dual credit programming affords Plainfield students the opportunity to earn college credit and advanced placement. Our excellent graduation rate has surpassed the state targets for years.*

### **Narrative description of the community**

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves residents of Guilford Township, including the town of Plainfield, through one community preschool, four K-5 elementary schools, one middle school for grades six through eight, and one high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for its students. Plainfield is located north of Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five (5) member Board of School Trustees, elected on an at-large non-partisan basis during the primary elections to four year staggered terms, governs the school corporation.

Plainfield Community School Corporation is the fourth largest employer in the area, following Duke Energy, Foxconn, and Bright Point.

The township and community is primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown Indianapolis and the Indianapolis International Airport. In the past ten years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, and retail stores and restaurants. Plainfield schools continue to experience student growth.



## Component 1: Comprehensive Needs Assessment

PHS student data is included for review with each of our Goals in Component 2. We wanted that pertinent data available for review when looking at the goals and plans to address these goals. We are proud of data and see opportunities for continued growth for all students at PHS. Meaningful study of data with all stakeholders, including staff, parents, and students will help PHS continue to be one of the top performing schools in the State of Indiana.

### Curriculum and Instruction

Within each department at Plainfield High School, teachers have developed curriculum maps with foundations in the Indiana academic standards. Curriculum development also occurs during the summer each year as requested by teachers to revise the curriculum as the standards change, as new textbooks are adopted, or as teachers are ready to build new "best practice" strategies into their plans.

The State of Indiana assists schools by making the state standards available to all staff on an annual basis and on the Indiana Department of Education's website <https://www.doe.in.gov/standards>. Teachers actively align our local curriculum maps to the state standards. To assist the teachers' efforts with this process, time is provided to work on curriculum development throughout the school year and during the summer months.

Plainfield High School strives to ensure appropriate programming leading to success for all students. Some of the ways in which this is accomplished are as follows:

- Supporting Students with Special Needs and Language Learners – All students at PHS are supported by a knowledgeable and caring staff. Staff receives information about students with special needs and language learners and the accommodations necessary to support their learning. Staff also receives training on these accommodations and SIOP training for language learners. Classroom learning is supported with licensed special education teachers, our ELL teacher, and trained instructional assistants.
- High Ability Programming – Students at the high school level may self-select rigorous, "high ability" programming if they meet the stated prerequisites. Our high ability students are served through honors level, college level and AP courses.
- Courses Leading to Academic and Technical Honors Diplomas – A concerted effort has been made to increase the number and variety of high level courses that will help students qualify for advanced diplomas. New courses being considered include:

- Dual Credit Courses – Computer Science I / II



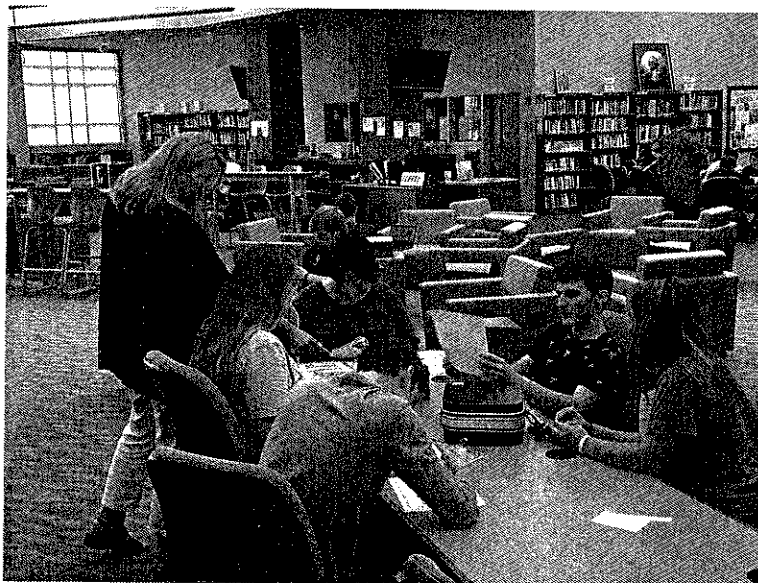


- AP Courses – AP Seminar
- Career and Technical Education - Computer Science III
- Industry Certifications – Many industry certifications are available through our collaboration with Area 31

## Family and Community Involvement

Plainfield High School enjoys rich family support. There are many ways that PHS encourages family and community involvement in all aspects of the school experience. Some of those include:

- Structured evenings designed to keep parents informed about the happenings at school and to keep them apprised of ways to continue to support their students' future plans – i.e. Freshman Parent Night, Open House, Early College Planning Night, Financial Aid Night, Priority Scheduling Night, Corporation Community Forums, School Board Coffees
- Use of social media for both general school information and for athletics
- PowerSchool parent logins to monitor student grades
- Monthly PTO meetings
- Volunteer opportunities – i.e. Red Pride Booster Club, Band/Choir Boosters, set design for the theatre department
- An interactive website which provides useful information for parents
- School Messenger phone calls and emails home which remind parents of deadlines, provide timely information, and encourage attendance at events
- New plans to include student created videos and podcasts to share what is going on at PHS and other critical information





## School Context and Organization

Plainfield High School is continually striving to provide a safe and disciplined environment for its students. All patrons and guests enter through two monitored entrances after the beginning of the school day. The main entrance to the office utilizes a buzzer system on the doors as an added safety precaution. Our school has implemented a system called Safe Visitor, which is a program where all visitors must present their state issued I.D. to receive a guest tag before going out into the school. PHS has one hundred and forty cameras installed for security purposes. Fire, severe weather, and lockdown drills are conducted as mandated by state agencies.

Patrons are kept well-informed of situations that pertain to the health and welfare of students and staff. The School Messenger automated calling system is used to keep parents informed of upcoming meetings, inclement weather, and other pertinent information. This proactive approach to problem solving and communication has virtually eliminated any disruption to the educational process. A crisis plan has been developed and implemented. The plan is reviewed annually and changes are made accordingly.

Plainfield High School takes a proactive approach to incorporate character education and to authentically connect students to our school. This includes the PCSC values program, anti-bullying education, and increased opportunities for club involvement.

PHS has a full-time school resource officer on our staff as well two school safety specialists. Random drug testing and the use of K-9 drug-sniffing dogs are utilized. Plainfield High School maintains positive relationships with local police and fire departments.

Last school year, a school safety committee was established. This committee serves to evaluate our current practices and to build upon those practices to ensure safety at PHS is our top priority.



## Discipline data

| <b>PLAINFIELD HIGH SCHOOL DISCIPLINE 2018-19</b> |                   |      |        |        |  |                            |         |      |        |
|--|-------------------|------|--------|--------|--|----------------------------|---------|------|--------|
| Discipline Incidents                             |                   | =    |        | 1607   |  |                            |         |      |        |
| GRADE  |                   |      |        |        |  | GENDER                     |         |      |        |
| Total Discipline Incidents                       |                   | 1607 |        |        |  | Total Discipline Incidents |         | 1607 |        |
|  | Grade             | 9    | 450    | 28.00% |  |                            | Female  | 578  | 35.97% |
|  | Grade             | 10   | 499    | 31.05% |  |                            | Male    | 1029 | 64.03% |
|  | Grade             | 11   | 347    | 21.59% |  |                            |         |      |        |
|  | Grade             | 12   | 311    | 19.35% |  |                            |         |      |        |
|  | Grade             | 13   | 0      |        |  |                            |         |      |        |
| ETHNICITY  |                   |      |        |        |  | SOCIOECONOMIC STATUS       |         |      |        |
| Total Discipline Incidents                       |                   | 1607 |        |        |  | Total Discipline Incidents |         | 1607 |        |
|  | American Indian   | 1    | 0.06%  |        |  |                            | Free    | 682  | 42.44% |
|  | Asian             | 36   | 2.24%  |        |  |                            | Reduced | 155  | 9.65%  |
|  | Black             | 156  | 9.71%  |        |  |                            | Paid    | 770  | 47.92% |
|  | Hispanic          | 110  | 6.85%  |        |  |                            |         |      |        |
|  | Multi-Race        | 49   | 3.05%  |        |  |                            |         |      |        |
|  | Native Hawaiian   | 3    | 0.19%  |        |  |                            |         |      |        |
|  | White             | 1252 | 77.91% |        |  |                            |         |      |        |
| SPECIAL EDUCATION                                |                   |      |        |        |  |                            |         |      |        |
| Total Discipline Incidents                       |                   | 1607 |        |        |  |                            |         |      |        |
|  | Special Education | 306  | 19.04% |        |  |                            |         |      |        |
|  | General Education | 1301 | 80.96% |        |  |                            |         |      |        |



SCHOOL IMPROVEMENT PLAN | 2019 - 2020

|                            |                   |            |        |        |                             |         |     |        |  |
|----------------------------|-------------------|------------|--------|--------|-----------------------------|---------|-----|--------|--|
| <b>SUSPENSIONS =</b>       |                   | <b>215</b> |        |        |                             |         |     |        |  |
| <b>GRADE</b>               |                   |            |        |        | <b>GENDER</b>               |         |     |        |  |
| Total Discipline Incidents |                   |            | 215    |        | Total Discipline Incidents  |         |     | 215    |  |
|                            | Grade             | 9          | 71     | 33.02% |                             | Female  | 50  | 23.26% |  |
|                            | Grade             | 10         | 77     | 35.81% |                             | Male    | 165 | 76.74% |  |
|                            | Grade             | 11         | 38     | 17.67% |                             |         |     |        |  |
|                            | Grade             | 12         | 29     | 13.49% |                             |         |     |        |  |
|                            | Grade             | 13         | 0      | 0.00%  |                             |         |     |        |  |
| <b>ETHNICITY</b>           |                   |            |        |        | <b>SOCIOECONOMIC STATUS</b> |         |     |        |  |
| Total Discipline Incidents |                   |            | 215    |        | Total Discipline Incidents  |         |     | 215    |  |
|                            | American Indian   | 0          | 0.00%  |        |                             | Free    | 111 | 51.63% |  |
|                            | Asian             | 6          | 2.79%  |        |                             | Reduced | 19  | 8.84%  |  |
|                            | Black             | 24         | 11.16% |        |                             | Paid    | 85  | 39.53% |  |
|                            | Hispanic          | 10         | 4.65%  |        |                             |         |     |        |  |
|                            | Multi-Race        | 5          | 2.33%  |        |                             |         |     |        |  |
|                            | Native Hawaiian   | 0          | 0.00%  |        |                             |         |     |        |  |
|                            | White             | 170        | 79.07% |        |                             |         |     |        |  |
| <b>SPECIAL EDUCATION</b>   |                   |            |        |        |                             |         |     |        |  |
| Total Discipline Incidents |                   |            | 215    |        |                             |         |     |        |  |
|                            | Special Education | 73         | 33.95% |        |                             |         |     |        |  |
|                            | General Education | 142        | 66.05% |        |                             |         |     |        |  |



SCHOOL IMPROVEMENT PLAN | 2019 - 2020

|                            |                   |           |    |        |                             |         |    |        |  |
|----------------------------|-------------------|-----------|----|--------|-----------------------------|---------|----|--------|--|
| <b>EXPULSIONS =</b>        |                   | <b>13</b> |    |        |                             |         |    |        |  |
| <b>GRADE</b>               |                   |           |    |        | <b>GENDER</b>               |         |    |        |  |
| Total Discipline Incidents |                   |           | 13 |        | Total Discipline Incidents  |         |    | 13     |  |
|                            | Grade             | 9         | 4  | 30.77% |                             | Female  | 2  | 15.38% |  |
|                            | Grade             | 10        | 3  | 23.08% |                             | Male    | 11 | 84.62% |  |
|                            | Grade             | 11        | 3  | 23.08% |                             |         |    |        |  |
|                            | Grade             | 12        | 3  | 23.08% |                             |         |    |        |  |
| <b>ETHNICITY</b>           |                   |           |    |        | <b>SOCIOECONOMIC STATUS</b> |         |    |        |  |
| Total Discipline Incidents |                   |           | 13 |        | Total Discipline Incidents  |         |    | 13     |  |
|                            | American Indian   |           | 0  | 0.00%  |                             | Free    | 4  | 30.77% |  |
|                            | Asian             |           | 1  | 7.69%  |                             | Reduced | 2  | 15.38% |  |
|                            | Black             |           | 0  | 0.00%  |                             | Paid    | 7  | 53.85% |  |
|                            | Hispanic          |           | 1  | 7.69%  |                             |         |    |        |  |
|                            | Multi-Race        |           | 1  | 7.69%  |                             |         |    |        |  |
|                            | Native Hawaiian   |           | 0  | 0.00%  |                             |         |    |        |  |
|                            | White             |           | 10 | 76.92% |                             |         |    |        |  |
| <b>SPECIAL EDUCATION</b>   |                   |           |    |        |                             |         |    |        |  |
| Total Discipline Incidents |                   |           | 13 |        |                             |         |    |        |  |
|                            | Special Education |           | 2  | 15.38% |                             |         |    |        |  |
|                            | General Education |           | 11 | 84.62% |                             |         |    |        |  |



## Component 2: Implementation of Reform Strategies

### Student Achievement Objectives:

In working to establish goals for the 2019-20 year, we took into account the changes in the school accountability formula:

Our staff worked together to drill down into the data and determine the most significant areas of need and areas of school strength. The outcome of this work is included in this plan and was the basis for our goals. The Professional Development Plan is also largely focused on the completion of these goals in addition to the continuation of work toward ongoing goals.

### ISTEP+ Proficiency Rates

**Goal 1:** Plainfield High School students in the 10th grade will beat the state average in Math and ELA by 20% in 3 years. [16% better in year 1(2018); 18% better in year 2(2019); 20% better in year 3(2020)]

|      | Test        | PHS Pass % | State Pass % | Difference | Test                           | PHS Pass % | State Pass % | Difference |
|------|-------------|------------|--------------|------------|--------------------------------|------------|--------------|------------|
|      | <b>Math</b> |            |              |            | <b>English / Language Arts</b> |            |              |            |
| 2011 | ECA         | 87.80%     | 72.40%       | 15.40%     | ECA                            | 86.80%     | 71.90%       | 14.90%     |
| 2012 | ECA         | 87.10%     | 70.20%       | 16.90%     | ECA                            | 89.80%     | 77.80%       | 12.00%     |
| 2013 | ECA         | 92.50%     | 69.40%       | 23.10%     | ECA                            | 86.40%     | 75.90%       | 10.50%     |
| 2014 | ECA         | 92.50%     | 73.30%       | 19.20%     | ECA                            | 90.50%     | 78.20%       | 12.30%     |
| 2015 | ECA         | 79.40%     | 69.80%       | 9.60%      | ECA                            | 88.50%     | 78.70%       | 9.80%      |
| 2016 | ISTEP       | 42.90%     | 34.60%       | 8.30%      | ISTEP                          | 64.00%     | 59.00%       | 5.00%      |
| 2017 | ISTEP       | 50.80%     | 34.00%       | 16.80%     | ISTEP                          | 74.40%     | 58.00%       | 16.40%     |
| 2018 | ISTEP       | 54.00%     | 36.20%       | 17.80%     | ISTEP                          | 79.30%     | 59.00%       | 20.30%     |
| 2019 | ISTEP       | 64.40%     | 35.30%       | 29.10%     | ISTEP                          | 83.70%     | 62.40%       | 21.30%     |

Plainfield High School utilizes a variety of assessment tools to gauge and support student learning.

Common Unit Assessments throughout Course Teams  
 Accuplacer (Placement)  
 ASVAB  
 PSAT/NMSQT  
 ISTEP+: Math 10, English 10  
 ILEARN: Science 10  
 WIDA Access



# ISTEP+ GRADE 10 FIRST TIME ADMINISTRATION SPRING 2019

## Disaggregated Summary

| School                                    | Subject                  | Tested Grade |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
|---|--------------------------|--------------|----|----------|----|-------------------|----|------------------|----|------------------|---|-------|--------------------|--------------|---------------|-----|
| PLAINFIELD HIGH SCHOOL (3330-2749)        | ELA                      | 10           |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
|   | Total Number of Students | PASS - N     | %  | PASS - N | %  | TOTAL PASSING - N | %  | DID NOT PASS - N | %  | UNDETERMINED - N | % | Mean  | Standard Deviation | OBTAINED Low | OBTAINED High |     |
| All Students                              | 405                      | 175          | 43 | 163      | 40 | 328               | 81 | 66               | 16 | 1                | 0 | 284.5 | 42.60              | 100          | 388           |     |
| General Education                         |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| TOTAL General Education                   | 385                      | 169          | 46 | 152      | 42 | 321               | 86 | 43               | 12 | 1                | 0 | 287.0 | 40.674             | 100          | 388           |     |
| Special Education                         |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| With Accommodations                       | 25                       | 3            | 12 | 5        | 29 | 8                 | 32 | 17               | 68 | 0                | 0 | 0     | 230.0              | 60.452       | 100           | 346 |
| Without Accommodations                    | 16                       | 3            | 20 | 6        | 40 | 9                 | 60 | 6                | 40 | 0                | 0 | 0     | 246.0              | 51.988       | 136           | 203 |
| TOTAL Special Education                   | 40                       | 6            | 15 | 11       | 28 | 17                | 43 | 23               | 58 | 0                | 0 | 0     | 236.0              | 58.110       | 100           | 346 |
| English Learner                           |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| With Accommodations                       | 1                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| Without Accommodations                    | 8                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| TOTAL English Learner                     | 9                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| Non-English Learner                       |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| With Accommodations                       | 24                       | 3            | 13 | 4        | 17 | 7                 | 29 | 17               | 71 | 0                | 0 | 0     | 224.0              | 61.397       | 100           | 346 |
| Without Accommodations                    | 372                      | 172          | 46 | 167      | 42 | 329               | 88 | 42               | 11 | 1                | 0 | 0     | 287.0              | 39.271       | 136           | 388 |
| TOTAL Non-English Learner                 | 386                      | 175          | 44 | 161      | 41 | 336               | 85 | 59               | 15 | 1                | 0 | 0     | 285.0              | 44.248       | 100           | 386 |
| Gender                                    |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| Male                                      | 209                      | 73           | 37 | 86       | 43 | 159               | 80 | 40               | 20 | 1                | 1 | 0     | 278.0              | 45.832       | 128           | 372 |
| Female                                    | 205                      | 102          | 50 | 77       | 36 | 179               | 87 | 26               | 13 | 0                | 0 | 0     | 291.0              | 45.504       | 100           | 388 |
| No Valid Information                      | 0                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| SES                                       |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| Paid Lunch                                | 311                      | 149          | 48 | 127      | 41 | 276               | 89 | 35               | 11 | 0                | 0 | 0     | 289.0              | 39.169       | 166           | 386 |
| Free or Reduced Lunch                     | 94                       | 26           | 28 | 36       | 38 | 62                | 66 | 31               | 33 | 1                | 1 | 0     | 256.0              | 67.057       | 100           | 386 |
| No Valid Information                      | 0                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| Ethnicity                                 |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| American Indian or Alaska Native          | 0                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| Black or African American                 | 10                       | 1            | 10 | 6        | 60 | 7                 | 70 | 3                | 30 | 0                | 0 | 0     | 250.0              | 56.273       | 136           | 300 |
| Asian                                     | 22                       | 12           | 56 | 5        | 23 | 17                | 77 | 5                | 23 | 0                | 0 | 0     | 292.5              | 63.885       | 100           | 388 |
| Hispanic                                  | 24                       | 9            | 38 | 9        | 38 | 18                | 75 | 6                | 25 | 0                | 0 | 0     | 276.5              | 51.781       | 150           | 346 |
| White                                     | 339                      | 149          | 44 | 137      | 40 | 287               | 85 | 51               | 15 | 0                | 0 | 0     | 288.0              | 44.041       | 100           | 386 |
| Multi-Racial                              | 10                       | 3            | 30 | 8        | 60 | 9                 | 90 | 1                | 10 | 0                | 0 | 0     | 263.0              | 25.438       | 238           | 317 |
| Native Hawaiian or Other Pacific Islander | 0                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| No Valid Information                      | 0                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |
| Migrant                                   |                          |              |    |          |    |                   |    |                  |    |                  |   |       |                    |              |               |     |
| TOTAL Migrant                             | 0                        | 0            | 0  | 0        | 0  | 0                 | 0  | 0                | 0  | 0                | 0 | 0     | 0                  | 0            | 0             |     |

Values not computed for fewer than 10 students.

PASS+ Scale Score range is 282-400. PASS Scale Score range is 244-291. Low to High Scale Score range is 100-400.



ISTEP+ GRADE 10 FIRST TIME ADMINISTRATION SPRING 2019

Disaggregated Summary

| School  | Subject                  | Tested Grade |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
|---|--------------------------|--------------|----|------|----|---------------|----|--------------|-----|--------------|---|-------------|--------------------|----------|------|-----|
| PLAINFIELD HIGH SCHOOL (3330-2749)  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| Mathematics   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 10  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| All Students  | Total Number of Students | PASS         |    | PASS |    | TOTAL PASSING |    | DID NOT PASS |     | UNDETERMINED |   | SCALE SCORE |                    | OBTAINED |      |     |
|   |                          | N            | %  | N    | %  | N             | %  | N            | %   | N            | % | Mean        | Standard Deviation | Low      | High |     |
| 435   | 385                      | 36           | 9  | 227  | 59 | 251           | 65 | 69           | 113 | 31           | 1 | 0           | 287.5              | 43.774   | 100  | 400 |
| General Education   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| TOTAL General Education   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 385   | 365                      | 36           | 10 | 215  | 58 | 251           | 69 | 69           | 113 | 31           | 1 | 0           | 287.5              | 43.774   | 100  | 400 |
| Special Education   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| With Accommodations   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 25  | 25                       | 1            | 4  | 5    | 20 | 8             | 24 | 19           | 76  | 0            | 0 | 0           | 226.0              | 49.280   | 123  | 374 |
| Without Accommodations  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 15  | 15                       | 1            | 7  | 2    | 13 | 3             | 20 | 12           | 80  | 0            | 0 | 0           | 239.0              | 62.880   | 137  | 347 |
| TOTAL Special Education   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 40  | 40                       | 2            | 5  | 7    | 18 | 8             | 23 | 31           | 78  | 0            | 0 | 0           | 233.5              | 49.809   | 123  | 374 |
| English Learner   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| With Accommodations   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 1   | 1                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| Without Accommodations  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| TOTAL English Learner   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 1   | 1                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| Non-English Learner   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| With Accommodations   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 24  | 24                       | 1            | 4  | 5    | 21 | 6             | 25 | 18           | 75  | 0            | 0 | 0           | 236.5              | 50.286   | 123  | 374 |
| Without Accommodations  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 372   | 372                      | 37           | 10 | 215  | 58 | 252           | 68 | 119          | 32  | 1            | 0 | 0           | 287.0              | 42.005   | 137  | 400 |
| TOTAL Non-English Learner   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 396   | 396                      | 38           | 10 | 220  | 56 | 256           | 65 | 65           | 137 | 35           | 1 | 0           | 285.0              | 43.900   | 123  | 400 |
| Gender  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| Male  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 200   | 200                      | 23           | 12 | 104  | 52 | 127           | 64 | 72           | 36  | 1            | 0 | 0           | 284.0              | 45.065   | 134  | 400 |
| Female  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 205   | 205                      | 15           | 7  | 118  | 58 | 133           | 65 | 72           | 35  | 0            | 0 | 0           | 286.0              | 44.158   | 100  | 400 |
| No Valid Information  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| SES   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| Paid Lunch  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 311   | 311                      | 36           | 12 | 186  | 60 | 222           | 71 | 89           | 29  | 0            | 0 | 0           | 289.0              | 41.184   | 134  | 400 |
| Free or Reduced Lunch   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 84  | 84                       | 2            | 2  | 36   | 36 | 36            | 40 | 55           | 59  | 1            | 0 | 0           | 251.0              | 51.296   | 100  | 344 |
| No Valid Information  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| Ethnicity   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| American Indian or Alaska Native  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| Black or African American   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 10  | 10                       | 0            | 0  | 2    | 20 | 2             | 20 | 8            | 80  | 0            | 0 | 0           | 231.0              | 59.908   | 100  | 286 |
| Asian   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 22  | 22                       | 4            | 18 | 11   | 50 | 15            | 68 | 7            | 32  | 0            | 0 | 0           | 285.5              | 68.008   | 134  | 400 |
| Hispanic  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 24  | 24                       | 1            | 4  | 9    | 38 | 10            | 42 | 14           | 58  | 0            | 0 | 0           | 259.0              | 62.263   | 134  | 374 |
| White   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 339   | 339                      | 32           | 9  | 195  | 58 | 227           | 67 | 111          | 33  | 1            | 0 | 0           | 286.0              | 43.008   | 123  | 400 |
| Multi-racial  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 10  | 10                       | 1            | 10 | 5    | 50 | 6             | 60 | 4            | 40  | 0            | 0 | 0           | 276.5              | 35.491   | 216  | 341 |
| Native Hawaiian or Other Pacific Islander   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| No Valid Information  |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| Migrant   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| TOTAL Migrant   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| 0   | 0                        | 0            | 0  | 0    | 0  | 0             | 0  | 0            | 0   | 0            | 0 | 0           | 0                  | 0        | 0    | 0   |
| Value not computed for fewer than 10 students   |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |
| PASS+ Scale Score range is 339-400. PASS+ Scale Score range is 271-338. LOW to High Scale Score range is 100-400. |                          |              |    |      |    |               |    |              |     |              |   |             |                    |          |      |     |

\*\*\* Value not computed for fewer than 10 students.

PASS+ Scale Score range is 339-400.

PASS Scale Score range is 271-338.

Low to High Scale Score range is 100-400.





The Performance Domain looks at PHS's success with the ISTEP+ test scores in English 10 and Math 10. For the class of 2021, these are the graduation qualifying exams.

- The English 10 Pass rate at PHS was 83.7%. This was a 4.4% improvement from the previous year. This pass rate was 21.3% greater than the state pass rate. For schools of our size or larger (350+ students tested), we had the fifth best pass rate in the state.
- The Math 10 Pass rate at PHS was 64.4%. This was more than a 10% improvement from the previous year. This pass rate was 29.1% greater than the state pass rate. For schools of our size or larger (350+ students tested), we had the fourth best pass rate in the state.

We'll continue our efforts to improve these scores and make gains in both individual areas and in the combined passing rates. Our focus will be on improving student performance in the years to come as we know that assessments at the high school level are continuing to change. One of our three school goals for the year will address this target.

Formative data from staff-created diagnostic tests and the PSAT, as well as previous summative data from ISTEP are being used to target small groups of students who need additional support with skills. We continue to structure courses to support identified students during their math and English classes. Students currently utilize Double Block versions of English 9, Algebra I, and Geometry. Additionally we provide additional support with a Geometry Lab and three sections of English 10 that are team taught by two certified English teachers. We are focused on giving meaningful, individualized instruction to these struggling learners.

Student Mentoring And Resource Time (SMART) periods is utilized once a week to create another opportunity to support identified students with skill gaps in math and ELA and also to build relationships between teachers and students. During the 2016-2017 school year, we focused our improvement through a school-wide writing initiative. Our ELA department members structured and led this professional development to improve writing throughout the building.





| Action Steps                                     | Responsibilities   | Timeline | Other Notes on Methodology  |
|--|--|----------|---|
| <b>Curriculum Mapping</b>                        | Teachers<br>Administration   | Ongoing  | Teachers in English/Language Arts and mathematics will create and continually revise their curriculum maps as course teams.   |
| <b>PSAT Testing Data Analysis</b>                | Teachers<br>Administration   | Ongoing  | Students in grades 9, 10, and 11 will take the PSAT test. This data will be analyzed to help identify students who need additional support and challenges.                      |
| <b>Additional Diagnostic Tests</b>               | Teachers<br>Administration   | Ongoing  | Teachers will utilize locally created diagnostic tools to identify students in need of focused support in essential skills that are necessary to have success on the ISTEP Test |
| <b>SMART Period Tutoring</b>                     | Teachers<br>Administration   | Ongoing  | Teachers will work with small groups of identified students to provide intervention and remediation to close gaps.  |
| <b>Double Block Algebra and Geometry courses</b> | Rachel Freeman<br>Matt Steward<br>Caitlin Rosner<br>Lance Mayfield | Ongoing  | These courses provide the opportunity to conduct a co-teaching model for struggling math students to best prepare them for the ISTEP+ test                                      |
| <b>Double Block English 9 Course</b>             | Deanna Schoeff<br>Kris Weisbach                                    | Ongoing  | Building on the success of the co-teaching model used in Algebra, these courses are intended for our students most in need of additional help.                                  |
| <b>Team Taught English 10 Course</b>             | Allison Tabaska<br>Michelle Cheek                                  | Ongoing  | Teachers will be able to focus on the standards in English 10 while being able to subdivide the class for additional  |



## Attendance Rate

**Goal 2:** Plainfield High School will have an average attendance rate of 96.5% over each of the next 3 years. We aspire to have at least one year at 98%.

|           | Attendance Rate |
|-----------|-----------------|
| 2010-2011 | 96.9%           |
| 2011-2012 | 96.8%           |
| 2012-2013 | 96.9%           |
| 2013-2014 | 97.3%           |
| 2014-2015 | 96.9%           |
| 2015-2016 | 96.2%           |
| 2016-2017 | 96.4%           |
| 2017-2018 | 96.4%           |
| 2018-2019 | 96.72%          |

| Action Steps                      | Responsibilities  |         | Other Notes on Methodology   |
|-----------------------------------|---|---------|--|
| <b>Attendance Contacts</b>        | Mr. Moore<br>Mrs. Ricketts<br>Mr. Schwanekamp<br>Mr. Menser | Ongoing | Our attendance office places calls daily to locate absent students and notify parents when students are not present. Letters are currently mailed home when students reach their fourth, seventh, and eighth absences. |
| <b>Attendance Consequences</b>    | Mr. Moore<br>Mrs. Ricketts<br>Mr. Schwanekamp<br>Mr. Menser | Ongoing | Students suffer consequences for violation of the attendance policy that may include being obligated to sign an attendance contract, loss of credit, or possible expulsion from school.                                |
| <b>Project Attend</b>             | Mr. Moore<br>Mr. Schwanekamp<br>Mr. Menser                  | Ongoing | Plainfield High School has also teamed with the Hendricks County Prosecutor's Office in Project Attend; it is used as an intervention to reduce truancy and to encourage regular attendance.                           |
| <b>Senior Exemption Incentive</b> | Mr. Menser<br>Senior Leaders                                | Ongoing | Senior Exemptions will be presented to the school board an incentive for good attendance, no discipline, and good grades.  |

Attendance is a key component for any student to have success in high school. It takes the entire school community to improve attendance. It takes administrators and office staff to monitor attendance, have important conversations with families, and hold students accountable when they are



chronically absent. It takes guidance counselors to find the best placement for students and to help them select courses that will engage them in a way that will make it easier to come to school. It takes teachers to engage students with content in meaningful ways and to make personal connections with students. It takes families invested in their students success and providing encouragement and support throughout their 4 years in high school. Most importantly, it takes students having clear goals of graduating from high school and plans for life after that. At Plainfield High School, we strive to foster this mix of groups who deeply care about student success.





### Graduation Rate

**Goal 3:** Plainfield High School students will graduate with a Core 40 diploma or better at a rate of 100% by 2020.

| Core 40 or better<br>Graduation Rate |       |
|--------------------------------------|-------|
| <b>2019</b>                          | 85.2% |
| <b>2018</b>                          | 87.9% |
| <b>2017</b>                          | 84.9% |
| <b>2016</b>                          | 92.4% |
| <b>2015</b>                          | 93.4% |
| <b>2014</b>                          | 87.3% |
| <b>2013</b>                          | 82.3% |
| <b>2012</b>                          | 87.1% |

| Action Steps   | Responsibilities                                      | Timeline    | Other Notes on Methodology  |
|--|---|-------------|---|
| <b>Analysis of ICP Curriculum</b>                      | Science Teachers<br>Mr.<br>Schwanekamp                | Ongoing     | Teachers will analyze ICP curriculum and compare with other area schools. They will look for key concepts and strategies to utilize in the course. Overall science curriculum will be analyzed as well  |
| <b>Algebra and Geometry Credit Recovery Strategies</b> | Math Teachers<br>Mr. Dave Owens<br>Mr.<br>Schwanekamp | Ongoing     | Structures and strategies will be discussed to determine the best way to help students pass Algebra 1 and Geometry by the end of the 10 <sup>th</sup> grade year.   |
| <b>Supported Algebra 2 Course Creation</b>             | Math Teachers<br>Mr.<br>Schwanekamp                   | Spring 2018 | Curriculum will be reviewed to look for ways to make Algebra 2 curriculum accessible to all students with the appropriate amount of support.  |
| <b>4 Year Course Plans</b>                             | Guidance<br>Counselors                                | Ongoing     | Students will create 4 year course plans as an 8 <sup>th</sup> or 9 <sup>th</sup> grade students and these will be updated throughout high school. Guidance from the DOE will be shared with students and families so they can see the importance of the Core 40 diploma. |



The Multiple Measures Domain looks at students in their final year at PHS. One portion of this measure is our graduation rate. Our rate has hovered around 93-94% over the previous years. In 2019, our 4-year graduation rate was over 93.2%. While this is once again above the state target, we continue to strive to increase this percentage and support all of our students. It is due to the diligence of our guidance department with their meticulous tracking of withdrawn students that this number remains so high. We also credit our alternative school with providing another avenue for "at risk" students to earn their diplomas in a non-traditional setting. With the advent of the Graduation Pathways, we are developing plans to help find the best plan for individual students to meet these graduation requirements.

We continue to strive to increase student graduation rates for previous graduation cohorts. We utilize our Alternative Education program, Plainfield Opportunity Academy, to help students complete their diploma requirements.

For several years, we have looked at ways to support students so they can meet the requirements of the Core 40 diploma, but sometimes this is in conflict with our desire to help students be ready for careers after high school. We will continue to examine our course offerings and our curriculum and will look for guidance from the Indiana Department of Education with regards to this matter.

The other portion of this domain is our students College and Career Readiness. It is the percentage of students taking and passing an AP exam with a score of "3" or better or earning three college credit hours in a dual credit course.\* Even with this success, we continue to develop our AP and dual credit programs to include more options for students with a variety of backgrounds, academic strengths, and interests in order to make successful completion more realistic for all students at PHS. We continue to look toward increasing our current percentage in this category to include an even greater number of students who will leave PHS having already earned meaningful college credit. We will always partner with area post-secondary institutions and area businesses to create opportunities for our students that will make them well prepared for post-secondary schooling and/or their future careers.

\*The other option the state accepts to meet this requirement is participation in International Baccalaureate programming. PHS does not offer IB.





### Clear Post-High School Plan

**Goal 4:** Plainfield High School graduates will be able to articulate a clear post high school plan at a rate of 100% each year.

|             | Rate |
|-------------|------|
| <b>2018</b> | 100% |
| <b>2019</b> | 100% |
| <b>2020</b> |      |

| Action Steps                          | Responsibilities   | Timeline | Other Notes on Methodology   |
|---------------------------------------|--|----------|--|
| <b>Graduation Pathways</b>            | Mr. Siefert<br>Mr. Schwanekamp<br>Mr. Owens<br>PHS Guidance Counselors<br>PCMS Guidance Counselors | Ongoing  | Team will continue to learn about the new Graduation Pathways and utilize these new paths to help students graduate and prepare them for post-secondary success. These pathway plans will begin during the eighth grade year. There will also be an increased level of communication with families regarding the new pathways. |
| <b>4-Year Course Planning</b>         | PHS / PCMS Guidance Counselors<br>PHS / PCMS Classroom Teachers                                    | Ongoing  | Guidance counselors will develop programming to facilitate ongoing 4-year course planning beginning at the 8 <sup>th</sup> grade level. Classroom teachers will have conversations with students about future courses and how they might fit into their plan.  |
| <b>College and Career Programming</b> | College and Career Advisor<br>PHS Guidance Counselors  | Ongoing  | Create and refine opportunities for students to learn about colleges and careers during the school day and outside it. This includes Preparing for College and Career Day, Career / Job Fair, and other similar programs.  |
| <b>College Visits / Job Shadowing</b> | College and Career Advisor<br>PHS Guidance Counselors  | Ongoing  | Continue opportunities for students to visit colleges and shadow prospective jobs. Create new opportunities to guarantee all students are benefitting from these opportunities.  |





|                                 |   |         |  |
|---------------------------------|---|---------|--|
| <b>Internship Opportunities</b> | College and Career Advisor<br>PHS Guidance Counselors | Ongoing | Create a new course and promote it to students and local businesses. |
|---------------------------------|---|---------|--|







## Component 3: Instruction by Highly Qualified Teachers

At Plainfield High School, teachers and support staff are highly qualified. The central office ensures all new hires are appropriately and highly-qualified prior to any employment offers.

| Staff Member       | Department     | Highly Qualified Status |
|--------------------|----------------|-------------------------|
| Melvin Siefert     | Administration | Yes                     |
| Michael Menser     | Administration | Yes                     |
| Torrey Rodkey      | Administration | Yes                     |
| Brent Schwanekamp  | Administration | Yes                     |
| Shane Abrell       | Business       | Yes                     |
| Megan Craft        | Business       | Yes                     |
| Jared Mackey       | Business       | Yes                     |
| Jeffrey McKeon     | Business       | Yes                     |
| Edward Schmitt     | Engineering    | Yes                     |
| Michael Taylor     | Engineering    | Yes                     |
| Emily Astroski     | English        | Yes                     |
| Michelle Burress   | English        | Yes                     |
| Carrie Cavanaugh   | English        | Yes                     |
| Michelle Cheek     | English        | Yes                     |
| Stephanie Eldridge | English        | Yes                     |
| Kellie Jacobs      | English        | Yes                     |
| Kevin Mucho        | English        | Yes                     |



|                   |                               |     |
|-------------------|-------------------------------|-----|
| Liza Payton       | English                       | Yes |
| Nicholas Purichia | English                       | Yes |
| Stacy Sanford     | English                       | Yes |
| Deanna Schoeff    | English                       | Yes |
| Keith Sheppard    | English                       | Yes |
| Kathryn Staublin  | English                       | Yes |
| Allison Tabaska   | English                       | Yes |
| Jamie Treash      | English                       | Yes |
| Kelli Dennis      | Family and Consumer Science   | Yes |
| Alicia Hummel     | Family and Consumer Science   | Yes |
| Michael Carpenter | Fine Arts                     | Yes |
| Frederick Graf    | Fine Arts                     | Yes |
| Jonelle Heaton    | Fine Arts                     | Yes |
| Adam Fritz        | Guidance                      | Yes |
| John Newbold      | Guidance                      | Yes |
| Robert Owens      | Guidance                      | Yes |
| Jaleen Royer      | Guidance                      | Yes |
| Julie Bradshaw    | Health and Physical Education | Yes |
| Joshua Estridge   | Health and Physical Education | Yes |
| Joseph Hoffman    | Health and Physical Education | Yes |
| Durand Vanderbush | Health and Physical Education | Yes |
| Teresa Carpenter  | Mathematics                   | Yes |
| Jamie Collier     | Mathematics                   | Yes |
| Michelle Franch   | Mathematics                   | Yes |



|                     |                |     |
|---------------------|----------------|-----|
| Rachel Freeman      | Mathematics    | Yes |
| Brian Guth          | Mathematics    | Yes |
| Barbra Nichols      | Mathematics    | Yes |
| Paul Nicodemus      | Mathematics    | Yes |
| Christopher Pearson | Mathematics    | Yes |
| Stacey Peters       | Mathematics    | Yes |
| Matthew Steward     | Mathematics    | Yes |
| Timothy Titzer      | Mathematics    | Yes |
| Andrew Weaver       | Mathematics    | Yes |
| Sara Clark          | Science        | Yes |
| Matthew Craig       | Science        | Yes |
| Lisa Jackson        | Science        | Yes |
| Joseph Johnson      | Science        | Yes |
| Kathy Mathews       | Science        | Yes |
| Aaron McAdams       | Science        | Yes |
| Susan Ritter        | Science        | Yes |
| Melissa Sedwick     | Science        | Yes |
| Elaine Townsend     | Science        | Yes |
| Emily Williams      | Science        | Yes |
| Brian Woodard       | Science        | Yes |
| Curt Benge          | Social Studies | Yes |
| Patrick Cavanaugh   | Social Studies | Yes |
| Lawrence Early      | Social Studies | Yes |
| Adam Ferguson       | Social Studies | Yes |



|                    |                   |     |
|--------------------|-------------------|-----|
| David Knueve       | Social Studies    | Yes |
| Brian Pelkey       | Social Studies    | Yes |
| Jon Utterback      | Social Studies    | Yes |
| Christina Wilburn  | Social Studies    | Yes |
| Jessica Breidinger | Special Education | Yes |
| Lance Mayfield     | Special Education | Yes |
| Benjamin Moore     | Special Education | Yes |
| Jennifer Pasteur   | Special Education | Yes |
| Carolyn Riddle     | Special Education | Yes |
| Caitlin Salisbury  | Special Education | Yes |
| Kristina Weisbach  | Special Education | Yes |
| Heather Armstrong  | Visual Art        | Yes |
| David Ballinger    | Visual Art        | Yes |
| Lauren Brush       | Visual Art        | Yes |
| Susan Ament        | World Language    | Yes |
| Andrea Birke       | World Language    | Yes |
| Lael DuBois        | World Language    | Yes |
| Karen Gossmann     | World Language    | Yes |
| Brittanie Hacker   | World Language    | Yes |
| Ryann Mills        | World Language    | Yes |
| Jamie Nichols      | World Language    | Yes |
| Jordan Walters     | World Language    | Yes |
| Renea Whicker      | World Language    | Yes |



## Component 4: Professional Development

Growing professionally is the critical element to successful schools. Professional development has been intently focused on best practices in instruction.. Each professional development activity is carefully aligned with our goals as we shape innovative instruction in all classes at Plainfield High School.

When developing the focuses of our professional development for the 2019-2020 school year, we wanted to align opportunities with our 3 major initiatives.

- Improving Student Achievement through Innovative Instruction
- Developing College and Career Pathways
- Expanding the Use of Technology and Exposure to STEM

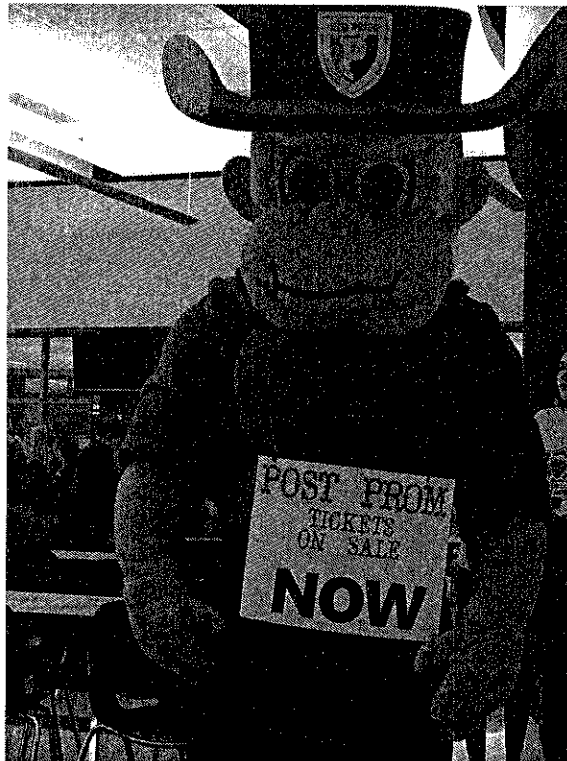
|   | Focus   | Dates                                  |
|---|---|--|
| <b>August Professional Development Day</b>  | Teacher Development, QPR Training, and Technology   | August 1, 2019<br>August 2, 2019       |
| <b>September Meeting of the Minds</b>       | Testing Security Information; Implementation of Innovative Instruction: Domain 4;               | September 4, 2019<br>September 5, 2019 |
| <b>October Meeting of the Minds</b>         | Design Thinking- Introduction   | October 2, 2019<br>October 3, 2019     |
| <b>October Professional Development Day</b> | Design Thinking- Collaboration and Creation   | October 10, 2018                       |
| <b>November Meeting of the Minds</b>        | Discovery Education   | November 6, 2019<br>November 7, 2019   |
| <b>December Meeting of the Minds</b>        | Best Practices: Collaboration and Google  | December 4, 2019<br>December 5, 2019   |
| <b>January Meeting of the Minds</b>         | Best Practices: Communication and Google  | January 8, 2020<br>January 9, 2020     |
| <b>February Meeting of the Minds</b>        | Best Practices: Creative Thinking and Google  | February 5, 2020<br>February 6, 2020   |
| <b>March Professional Development Day</b>   | Local Industry Trips and Breakout Sessions: Design Thinking, the 4Cs, and Google implementation | March 4, 2020                          |
| <b>April Meeting of the Minds</b>           | Best Practices: Critical Thinking and Google  | April 8, 2020<br>April 9, 2020         |
| <b>May Professional Development Day</b>     | Curriculum Refinement and Alignment   | May 1, 2020                            |
| <b>May Meeting of the Minds</b>             | Year in Review: Design Thinking and the 4Cs   | May 6, 2020<br>May 7, 2020             |
| <b>AP Teacher Workshop</b>                  | AP Curriculum Refinement  | Summer 2018; Fall 2019                 |



## Component 6: Parental Involvement

Plainfield High School enjoys rich parent support. There are many ways that PHS encourages parental involvement in all aspects of the school experience. Some of those include:

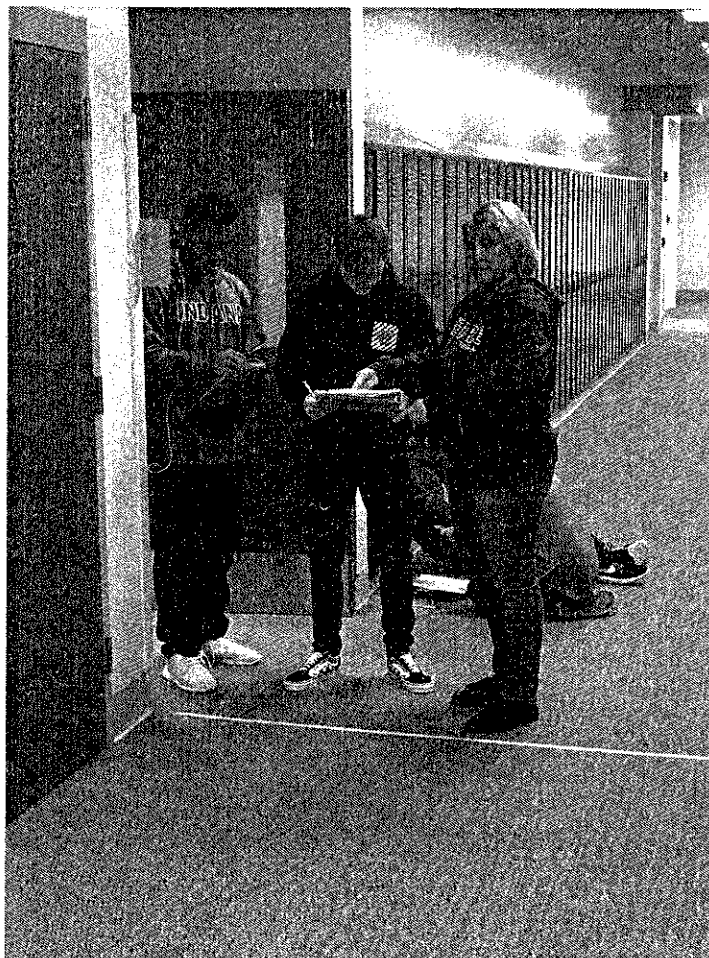
- Structured evenings designed to keep parents informed about the happenings at school and to keep them apprised of ways to continue to support their students' future plans – i.e. Freshman Parent Night, Open House, College Info Night, Priority Scheduling Night
- Use of social media including our Twitter and Instagram feeds for both general school information and for athletics
- PowerSchool parent logins to monitor student grades
- Monthly PTO meetings
- Volunteer opportunities – i.e. Red Pride Booster Club, Band/Choir Boosters, set design for the theatre department
- An interactive website which provides useful information for parents
- School Messenger phone calls and emails home which remind parents of deadlines, provide timely information, and encourage attendance at events





## Component 8: Teacher Decision Making Using Academic Assessment Results

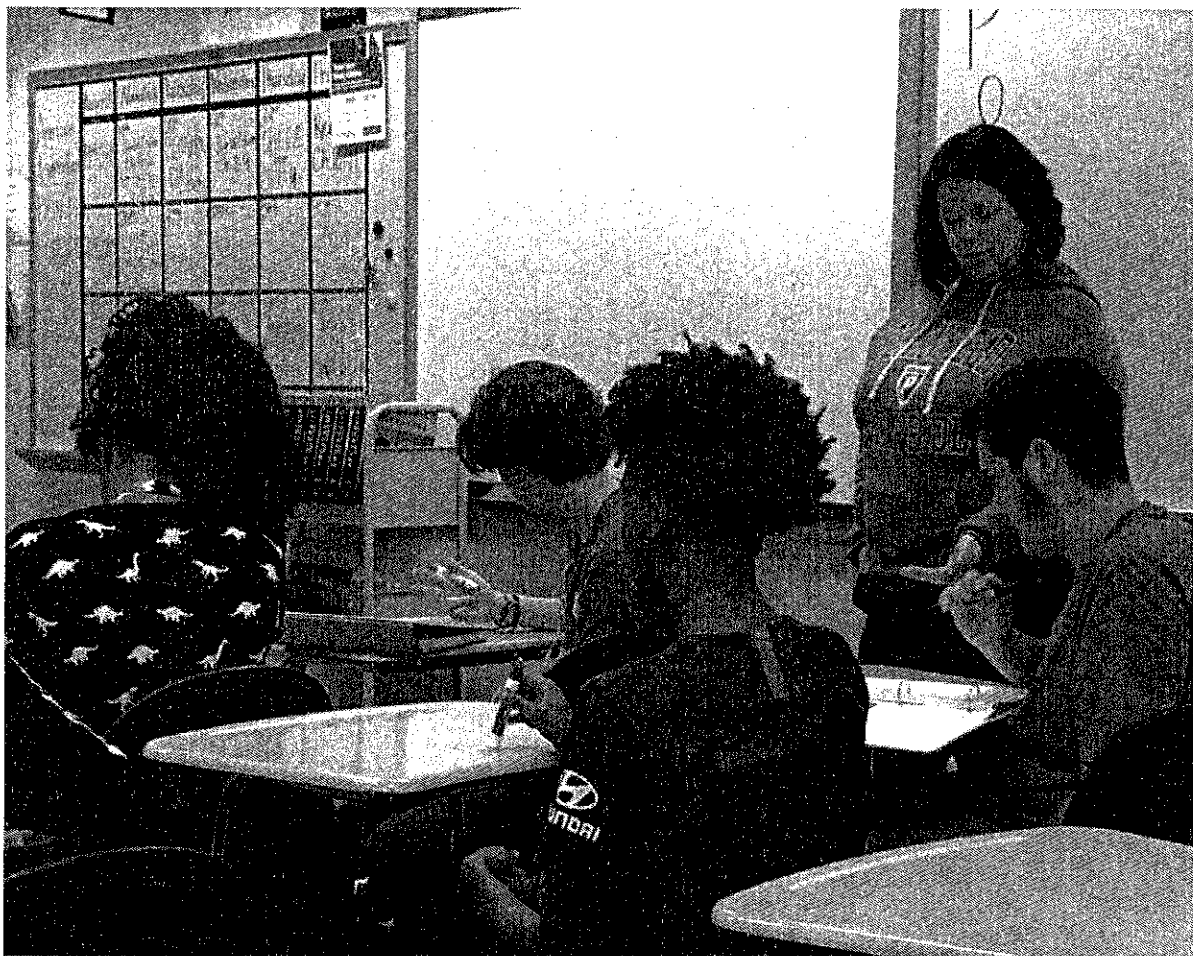
All teachers base instruction on Indiana College and Career Readiness Standards. Additionally, curricular teams use common assessments, curriculum maps, and other formative assessments to drive the pace and depth of instruction. Teachers are empowered to make decisions about the data that they gather in their classrooms. Teachers also use formative and summative assessment data to determine students who are targeted for additional assistance.





## Component 9: Effective, Timely Additional Assistance

Students at Plainfield High School are identified for interventions and supports based on the entire scope of formative and summative assessments that our staff utilizes. These students are placed in the appropriate courses, additionally supported classes, or additional support outside the classroom. This support is critical to these students realizing success. Staff works to provide this extra help as soon as possible to work with students to keep them on pace in their course work and prepared for the next step in their studies.

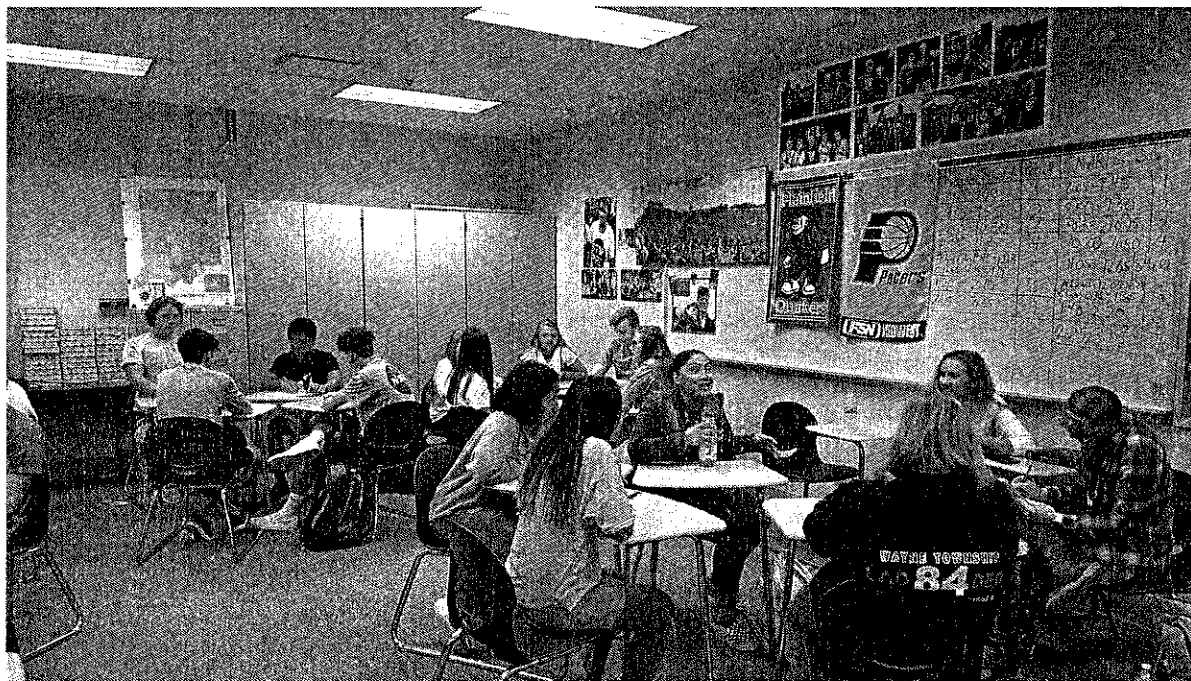






## Component10: Coordination and Integration of Funds

Plainfield High School has chosen to coordinate the program efforts, it will not consolidate program funds at this time. funding sources include: Title 111 A; Title IVPart A; Title 111; IDEA; and PL221.

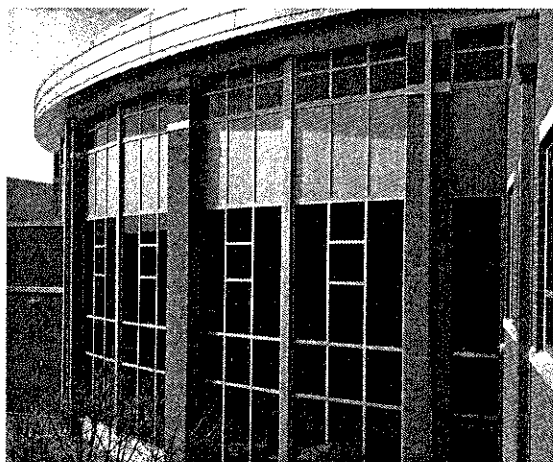




## Component 11: Cultural Competency

Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. Plainfield High School continually works to create the best experience for all students by being responsive to the issues of race, culture, gender, and socio-economic status. Decisions are made based on the best interest of students. Some of the activities that students and/or staff participate in throughout the year includes the following.

- Disability Month Activities: Trike-A-Thon, Introduction of Life Skills students, Disability Awareness Days for students, Banners teaching students and staff about our Life Skills students
- Support for Special Olympics: Participation in the Plane Pull and Polar Plunge
- Bus Tour of Guilford Township for New Teachers
- Poverty Simulation for Teaching Staff
- Student Assistance Fund Support of students and families
- Backpack give-aways during the summer in needy portions of town
- Summer Lunch bunch and Summer meal program provided through the schools
- Muslim Student Association: Cultural events, Open House at INSA, Soccer Event
- LGBTQ+ Club: Support and education for students, ongoing information and training for staff, degendering of courses
- English Language Learners: Weekly Email Tips to all teachers, Quarterly training for staff, language support for students and families
- Creating a Multicultural Club: Meeting with area schools to learn about their programs, hoping to expand Black History Month celebrations and other similar celebrations of culture





## **Component 12: Career Awareness/Development and Employability Standards**

Students at Plainfield High School will have significant exposure to the new Employability Skill Standards from the IDOE. These experiences for students will take place in a variety of formats including specific courses with employability themes, embedded curriculum in Student Mentoring and Resource Time (SMART), all courses through our implementation of the 4Cs and Design Thinking, and specific speakers and experiences.

Curriculum at PHS includes several courses that have a strong foundation of the Employability Skills Standards. These courses range from required to elective courses. They included Preparing for College and Careers, Intrapersonal Relationships, Adult Roles, and Career Exploration Internship. Students are not only taught many of the employability skills during these courses, but they are also asked to apply them in real-life situations.

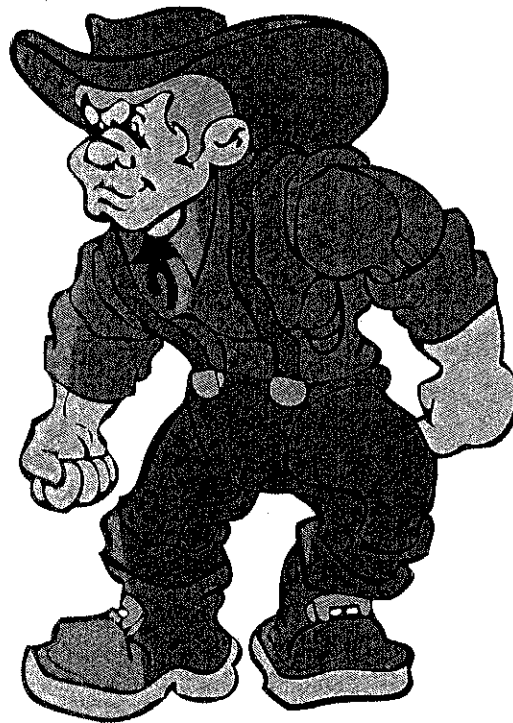
Weekly students at PHS spend time in their SMART class. This time is utilized to support students academically, allow them to participate in clubs, and expose them to critical curriculum to their overall development as a person. These topics fall in four categories: Employability Skills, Healthy Habits, Digital Citizenship, and Financial Literacy. This allows students to be exposed to a thoughtful, structured collection of topics that are not necessarily taught in their traditional classes.

Plainfield Community Schools have embraced the teaching of the 4Cs (Collaboration, Communication, Creativity, and Critical Thinking) and the Design Thinking Process. This initiative both explicitly and implicitly address Employability Skill Standards. Many of these standards are specifically identified in the 4Cs or in the Design Thinking Process. Others will be learned and practiced through the immersive learning that occurs with the Design Thinking Process. At PHS, students will be asked to solve real world problems collaboratively in all of their classes which will expose them to the Employability Skills.

Plainfield High School will begin Career-Centered Schools in 2019-2020. These career based programs will give students exposure to careers of interest to them beginning in their freshman year. These structured experiences will help students make connections between the learning that is going on in the classroom and the career aspirations throughout the four years of high school. Students will



have in depth experience in their programming that will further develop their understanding and practice with the Employability Skills.





## **Part 2: Additional Narrative for PL221 Compliance**

### **Attendance**

Attendance is a key component for any student to have success in high school. It takes the entire school community to improve attendance. It takes administrators and office staff to monitor attendance, have important conversations with families, and hold students accountable when they are chronically absent. It takes guidance counselors to find the best placement for students and to help them select courses that will engage them in a way that will make it easier to come to school. It takes teachers to engage students with content in meaningful ways and to make personal connections with students. It takes families invested in their students success and providing encouragement and support throughout their 4 years in high school. Most importantly, it takes students having clear goals of graduating from high school and plans for life after high school. At Plainfield High School, we strive to foster this mix of groups who deeply care about student success.

### **Technology as a learning tool**

Technology continues to impact instruction and assessment at PHS. Technology is an everyday part of life at PHS as we embrace our 1-to-1 initiative that began in the Fall of 2015. Each student has a Windows 10 laptop. Each classroom teacher will utilize this technology differently to engage students and enhance learning for all students.

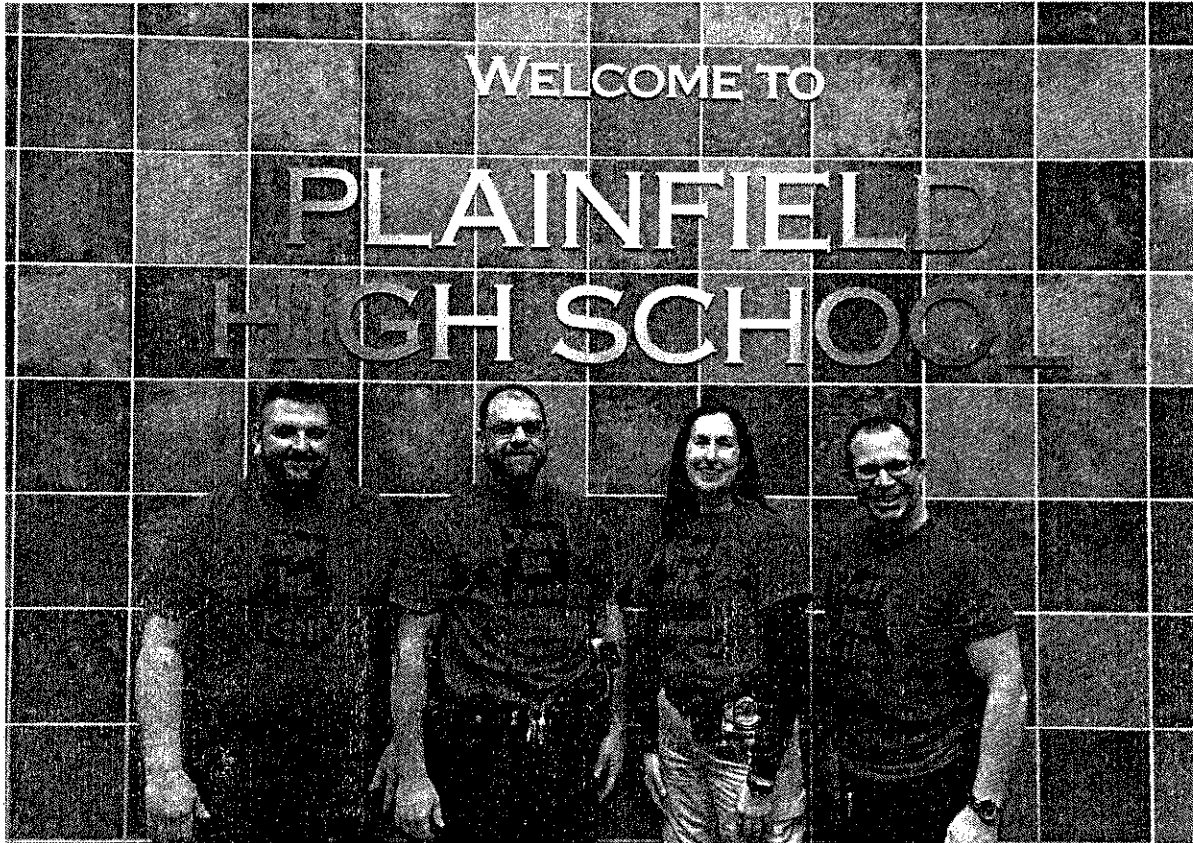
In recent textbook adoptions, teachers have been outfitted with online textbooks to help them take advantage of this capability. Teachers utilize Schoology and continue to add student resources to their websites, including videoed lessons to be used to enhance and support learning.

### **Safe and Disciplined Learning Environment**

Supervision schedules are in place in order to maintain a safe environment for PHS students and staff at all times. When students arrive, faculty is posted at all three possible entry points into the school building. During the school day, a single entry point is available to ensure no unidentified guests enter the building. Additionally, all staff members wear identification, and all visitors must show photo identification. The school district employs a School Resource Officer (SRO) who maintains an office at PHS. Three staff members, one assistant principals, one director of alternative school, and our SRO, are currently School



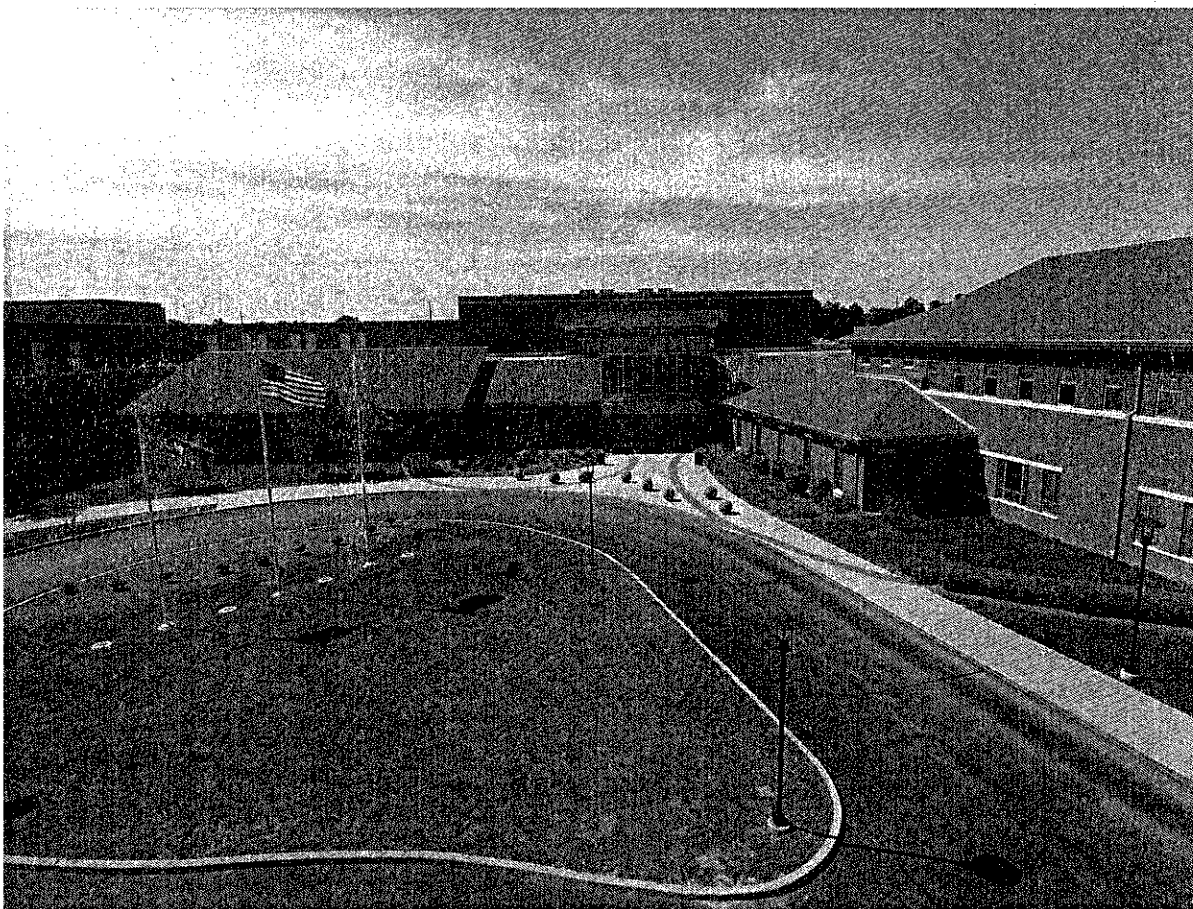
Safety Specialists and take part in the Advanced Safety Training offered by the state each year. We are also in compliance with all emergency drills.





## Statutes & Rules to be Waived

Plainfield Community School Corporation recognizes the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived. The staff at Plainfield High School supports this belief.





## School Improvement Committee

### Membership:

Melvin Siefert (Principal)

Brent Schwanekamp (Assistant Principal)

Michael Menser (Assistant Principal)

Dave Owens (Guidance Department Chair)

Teri Carpenter (Mathematics Department Chair)

Liza Payton (English Department Chair)

Pam Stout (Parent), Monawar Sultan (Parent)

Jason Young (Parent)

### Meetings:

*August 15, 2019*

*September 12, 2019*

*October 10, 2019*

*November 14, 2019*

*December 12, 2019*

*January 16, 2020*

*February 13, 2020*

*March 12, 2020*

*April 9, 2020*

*May 7, 2020*







# SCHOOL IMPROVEMENT PLAN

## 2019-2020

VAN BUREN ELEMENTARY SCHOOL



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### **Part 2 - Additional Narrative for PL221 Compliance**

Van Buren Elementary School  
School Improvement Committee

|                   |                               |
|-------------------|-------------------------------|
| Ray Helmuth       | Principal, Chair of Committee |
| Julie Zmijewski   | Dean of Students              |
| Stephanie Manning | Home/School Advisor           |
| Lindsey Warner    | Teacher                       |
| Tanya Cox         | Teacher                       |
| Beth Underwood    | Teacher                       |
| Molly Craney      | Teacher                       |
| Randi Yoho        | Teacher                       |
| Pam Speck         | Teacher                       |
| Shelby Pineda     | Teacher                       |
| Brandi Bates      | Parent                        |
| Katie Pedigo      | Parent                        |
| Colbey Jones      | Parent                        |
| Jennifer McCoy    | Community Member              |



## **Statement of Mission & Beliefs**

Corporation Mission Statement:

Bringing joy to learning.

School Mission Statement:

Bringing joy to learning.

## **Part 1 - Schoolwide Planning: Introduction**

### **Narrative description of the school:**

Van Buren Elementary School is located at 225 Shaw Street in Plainfield, IN. The current enrollment in Van Buren Elementary is 541 students. Our staff consists of one principal, a dean of students, 23 classroom teachers (K-5), 1.5 special education teachers, 3 Title I instructional assistants, one music teacher/interventionist, one computer science teacher/interventionist, one art teacher/interventionist, and one media specialist.

### **Narrative description of the community:**

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves residents of Guilford Township, including the town of Plainfield, through one community preschool, four K-5 elementary schools, one middle school for grades six through eight, and one high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for its students. Plainfield is located north of Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five (5) member Board of School Trustees, elected on an at-large non-partisan basis during the primary elections to four year staggered terms, governs the school corporation.

Plainfield Community School Corporation is the fourth largest employer in the area, following Duke Energy, Foxconn, and Bright Point.

The township and community is primarily a bedroom community to the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. This provides easy access to downtown Indianapolis and the Indianapolis International Airport. In the past ten years, the community and township have



undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport located on the eastern boundary of the community, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, and retail stores and restaurants. Plainfield schools continue to experience student growth.

### **Component 1: Comprehensive Needs Assessment**

The Van Buren School Improvement Committee reviewed data from the five focus areas: Student Achievement, Curriculum and Instruction, Professional Development, Family and Community Involvement, and School Context and Management.

#### **A. Student Achievement**

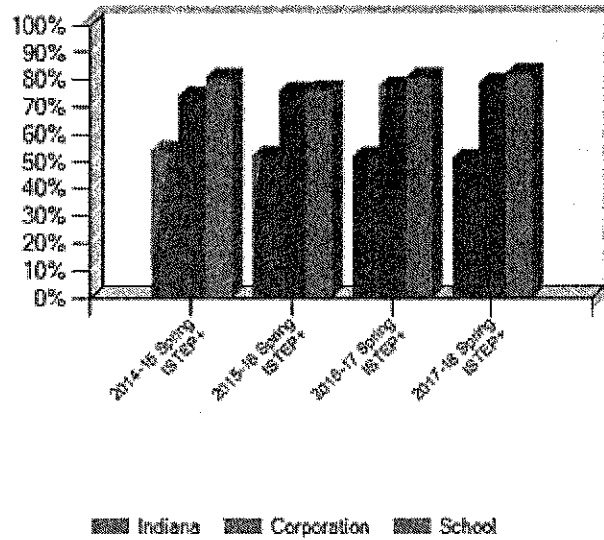
Assessment at Van Buren Elementary is designed to collect formative and summative student information. The ILEARN assessments measures student proficiency of the Indiana College and Career Readiness Standards. STAR Reading, STAR Math, and DIBELS formative assessments provide staff with data used to guide instruction. This is further discussed in Component 8 of this plan.

#### **ISTEP+ and ILEARN Results**

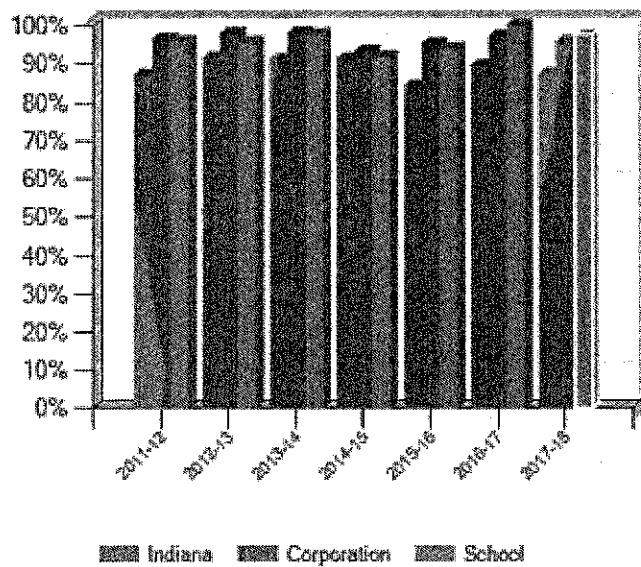
|          | <b>ISTEP</b>     |        | <b>ISTEP</b>     |               |        | <b>ILEARN</b>    |     |
|----------|------------------|--------|------------------|---------------|--------|------------------|-----|
|          | <b>2016-2017</b> |        | <b>2017-2018</b> | <b>Change</b> |        | <b>2018-2019</b> |     |
| <b>3</b> | ELA              | 93.42% | ELA              | 89.37%        | -4.05% | ELA              | 62% |
|          | MA               | 80.26% | MA               | 85.06%        | 4.80%  | MA               | 83% |
| <b>4</b> | ELA              | 89.37% | ELA              | 89.02 %       | -0.35% | ELA              | 77% |
|          | MA               | 86.00% | MA               | 87.79%        | 1.79%  | MA               | 81% |
|          | SC               | 82.00% | SC               | 82.60 %       | 0.60%  | SC               | 70% |
| <b>5</b> | ELA              | 82.86% | ELA              | 77.32%        | -5.54% | ELA              | 83% |
|          | MA               | 87.14% | MA               | 87.63%        | 0.49%  | MA               | 84% |
|          | SS               | 78.57% | SS               | 73.20%        | -5.37% | SS               | 77% |



ISTEP+ Percent Passing Trend



IREAD-3 Percent Passing Trend





Year: 2017-18 ▼

## 2017-2018 Report Card



### Van Buren Elementary School

Van Buren Elementary School received an "A" as its final letter grade for school accountability.

#### Overall Summary

## Performance Domain

### Mathematics

89.8% of students passed the assessment.  
This rate is above the state average.  
99.3% of students participated in the assessment.

### English/Language Arts

88.6% of students passed the assessment.  
This rate is above the state average.  
99.3% of students participated in the assessment.

## Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

### Mathematics

111.2 points for Top 75% Growth  
142.7 points for Bottom 25% Growth  
127 points for Growth

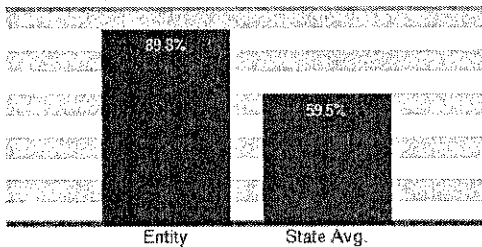
### English/Language Arts

94.6 points for Top 75% Growth  
110.4 points for Bottom 25% Growth  
102.5 points for Growth

## Student Performance

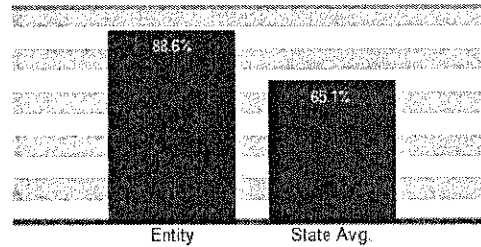
### Mathematics

Percent Passing



### English/Language Arts

Percent Passing





# Plainfield Community School Corp

## 2018 Annual Performance Report

**Van Buren Elementary School, Plainfield 2761**

| Indicator  | School Results |         |         |         | State Total |
|--|----------------|---------|---------|---------|-------------|
|  | '14-'15        | '15-'16 | '16-'17 | '17-'18 |             |
| A-F Accountability Grade                                   | A              | A       | A       | A       |             |
| Student Enrollment   | 581            | 558     | 528     | 541     | 1,139,822   |
| Number of Certified Teachers                               | 27             | 29      | 30      | 29      | 60,085      |
| Percentage of Students Passing IREAD                       | 91.9           | 99.0    | 100.0   | 97.8    | 86.6        |
| * Grade 3 Percent Passing ISTEP+ Math Standard             | 88.9           | 74.7    | 80.2    | 86.0    | 59.3        |
| * Grade 3 Percent Passing ISTEP+ Language Arts Standard    | 83.1           | 83.0    | 94.6    | 90.3    | 67.4        |
| * Grade 4 Percent Passing ISTEP+ Math Standard             | 83.7           | 88.4    | 86.0    | 88.9    | 60.9        |
| * Grade 4 Percent Passing ISTEP+ Language Arts Standard    | 85.7           | 88.2    | 87.0    | 91.3    | 63.8        |
| * Grade 4 Percent Passing ISTEP+ Science Standard          | 92.9           | 92.7    | 82.0    | 87.7    | 57.6        |
| * Grade 5 Percent Passing ISTEP+ Math Standard             | 93.1           | 84.3    | 87.1    | 90.4    | 65.6        |
| * Grade 5 Percent Passing ISTEP+ Language Arts Standard    | 86.0           | 77.4    | 82.8    | 80.0    | 60.4        |
| * Grade 5 Percent Passing ISTEP+ Social Science Standard   |                | 87.3    | 78.5    | 75.5    | 56.0        |
| Pupil Enrollment to Certified Employee Ratio               | 19.3           | 18      | 17.6    | 17.4    | 13.5        |
| Attendance Rate  | 96.5           | 96.7    | 97.1    | 96.9    | 95.3        |
| Number of Students with More Than 10 Unexcused Days Absent | 3              | 3       | 5       | 3       | 76,150      |
| Number of Students absent greater than 10% of School Year  | 19             | 15      | 14      | 14      | 80,423      |
| Number of Students Suspended                               | 12             | 29      | 9       | 28      | 96,436      |
| Number of Students Expelled                                |                |         | 1       | 1       | 3,088       |
| Number of Out of School Suspensions                        | 13             | 58      | 9       | 28      | 65,437      |
| Number of In School Suspensions                            | 9              |         |         | 2       | 49,853      |

\* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.



## **STAR Test**

Reading

### **5<sup>th</sup> Grade**

78% at Proficiency in Reading

68% made typical or high growth in Reading

### **4<sup>th</sup> Grade**

90% at Proficiency in Reading

95% made typical or high growth in Reading

### **3<sup>rd</sup> Grade**

72% at Proficiency in Reading

77% made typical or high growth in Reading

### **2<sup>nd</sup> Grade**

72% at Proficiency in Reading

50% made typical or high growth in Reading

### **1<sup>st</sup> Grade**

95% at Proficiency in Reading

87% made typical or high growth in Reading

### **Kindergarten**

80% at Proficiency in Reading

55% made typical or high growth in Reading





## **STAR Test**

### **Math**

#### **5<sup>th</sup> Grade**

81% at Proficiency in Math

66% made typical or high growth in Math

#### **4<sup>th</sup> Grade**

94% at Proficiency in Math

88% made typical or high growth in Math

#### **3<sup>rd</sup> Grade**

83% at Proficiency in Math

67% made typical or high growth in Math

#### **2<sup>nd</sup> Grade**

91% at Proficiency in Math

54% made typical or high growth in Math

#### **1<sup>st</sup> Grade**

91% at Proficiency in Math

84% made typical or high growth in Math



## Attendance By Grade

| Grade        | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------|-----------|-----------|-----------|
| Kindergarten | 96.3%     | 96.2%     | 94.5%     |
| Grade 1      | 97.0%     | 96.9%     | 97.3%     |
| Grade 2      | 97.3%     | 97.4%     | 97.0%     |
| Grade 3      | 97.4%     | 97.0%     | 97.4%     |
| Grade 4      | 97.3%     | 96.3%     | 97.0%     |
| Grade 5      | 97.2%     | 97.4%     | 97.5%     |
| All Grades   | 97.1%     | 96.8%     | 96.9%     |

## B. Curriculum and Instruction

Van Buren Elementary provides its diverse student population a variety of educational programs that complement our core curriculum. Teachers use content area and differentiated instruction to accomplish the best possible student outcome through the use of curriculum maps with foundations in the Indiana College and Career Ready Standards which are available online at [www.doe.in.gov](http://www.doe.in.gov). Teachers participate in ongoing alignment school curriculum maps with Indiana State standards during summer work sessions. The resulting curriculum maps are placed on the corporation shared drive for teachers to access and print.

The master schedule at Van Buren Elementary provides an uninterrupted block of time for literacy and math instruction at each grade level as well as adequate time for Science and Social Studies.. Van Buren's educational programming is summarized as follows:

*Reading:* Classroom teachers are required to provide 90 minutes of reading each day. All teachers use research based best instructional practices to provide students with the strategies necessary to ensure educational success. General education instruction is anchored in a reading textbook and classroom sets of engaging books . Many Van Buren teachers use the Daily 5 framework to deliver their reading and writing instruction. Teachers are trained in Lindamood Bell LIPS, Seeing Stars, and Visualizing and Verbalizing programs to assist in teaching students who struggle learning how to read. Van Buren's library provides students with an ample selection of authentic literature. The Accelerated Reading program used by most Van Buren students, promotes daily reading and comprehension checks. The program enables teachers to



track and steer student progress. Finally, the annual reading festival challenges students to read at home and celebrates reaching their goals.

*Writing:* This year writing is a focus at Van Buren Elementary. Teachers have used a variety of programs such as 6 Traits, Yes Ma'am, APE, and CAPE to help their students become better writers. This year teachers are focusing not only on writing stamina, but on utilizing technology as a writing tool.

*Math:* Van Buren's math program uses many hands-on, drill, and practice activities to facilitate strong math application and computation skills. The EnVision math program also has a strong problem solving component that builds each year and helps students learn how to explain their answers.

*Special Education and English Language Learner Programs:* Differentiated instruction is based on individual student needs with specific teaching to assist struggling students. Instruction is based on best practices, push-in and pull-out programming, supported by a variety of literacy and math materials. All instruction through Special Education and English Language Learner services are in addition to core-classroom instruction in the general education classroom.

*Exceptional Learners:* The QuEST Track has a menu of services for academically advanced students. Identified students in grades 1-5 are placed in classrooms with other exceptional learners and receive advanced skill instruction.

The QuEST Tract consists of a high ability curriculum map for ELA and Math identified students. Students access advanced reading instruction through accelerated IDOE novel units of study, designed tasks centered on higher level of Bloom's Taxonomy, and advanced vocabulary curriculum through the Caesar's English program.

In math, third grade students identified for the math QuEST program access an enriched 3rd grade math curriculum with exposure to limited 4th grade standards. Students are expected to master and excel in critical thinking and advanced problem solving. Identified 4th and 5th grade students are clustered into accelerated math classes. Accelerated 4th grade students complete both the 4th and 5th grade math curriculum. Identified accelerated 5th grade math students complete 6th grade and part of 7th grade math curriculum. Students are taught advanced problem solving exercises and participate in flexible learning groups..

*Fine Arts Programs:* Instruction is provided in physical education, art, music, and computer science throughout the school year. Indiana Academic Standards give curriculum guidance to the teachers as they enrich student learning through exposure to these important additional curriculum areas.

*Response to Intervention:* Students in kindergarten through fifth grade participate in the Response to Intervention that provides daily support beyond core instruction. to improve student learning is provided through researched curriculum, computer programs, and small group instruction for students below benchmark in reading and math. Selection for intervention is based on student achievement data gathered



throughout the school year. Students that are below identified benchmarks for reading, math follow remedial plans designed to assist students in closing the achievement gap.

### **C. Professional Development**

Van Buren Elementary School will focus weekly professional development time on improving student achievement by developing better intervention and more effective differentiated instruction. The weekly sessions follow the Professional Learning Community model consisting of reflection on past practices and experiences, a study of current student performance data, and a plan for trying new strategies to address focused areas of deficiencies.

The use of differentiated reading and math instruction will continue to be implemented in all grade levels. New staff members will be trained in this instructional framework and all staff will set yearly improvement goals in the area of effective differentiated instruction. The principal will provide teachers with relevant training opportunities to facilitate their goal achievement.

Design Thinking is a current school improvement goal. Teacher leaders on each grade level team have attended professional development on Design Thinking in a STEM rich learning environment. Discovery Education, Nextec, and Defined STEM are some of the facilitators selected to train our teachers.

Lastly, teachers will receive training from Pearson reading coaches as part of adopting a new reading series. Van Buren teachers will focus on differentiating reading and writing at the grades 2-5 level and early literacy intervention and enrichment at the K-1 grade level.

### **D. Family and Community Involvement**

Van Buren families are part of a very active Parent Teacher Organization (PTO). They provide financial support to Van Buren staff and students through fundraising activities. The Van Buren PTO publishes a newsletter linked to the school website, provides teacher appreciation activities, purchases extra educational supplies for all teachers, provides volunteers, plan the annual fall festival and reading festival, and help pay for student field trips.

### **E. School Context and Organization**

Van Buren Elementary continue working a comprehensive improvement plan. The principal continues to expand building-level leadership by cultivating new teacher leaders and support staff. Van Buren's focus on improving reading, writing, and math dovetails nicely with school wide integration of STEM into all curriculum. Teachers use Design Thinking as the model of choice for teaching problem solving and develop



college and career ready students by intentionally teaching effective communication , critical thinking, creativity, and collaborative skills.

## F. Discipline Data

Behavior is supported in various ways at Van Buren Elementary. Classroom teachers develop their own classroom behavior plans. Common behavior management plans used at Van Buren include Clip Up Clip Down, Classroom DOJO, and Marvin Marshall Discipline Without Stress. Classroom teachers submit their behavior management plan to the principal at the beginning of the year.

If a major classroom interruption occurs, the principal, dean, or home-school advisor intervene and provide support to the student and teacher. Each year the principal, dean, and home-school advisor meet with each grade level to review school behavior expectations.

| 2018-2019 School Year    |                     |                         |
|--------------------------|---------------------|-------------------------|
| Incidents by Grade Level | Total Incidents: 33 |                         |
| Grade Level              | Number of Incidents | Percentage of Incidents |
| Kindergarten             | 2                   | 6.06%                   |
| First Grade              | 4                   | 12.12%                  |
| Second Grade             | 0                   | 0.00%                   |
| Third Grade              | 6                   | 18.18%                  |
| Fourth Grade             | 12                  | 36.36%                  |
| Fifth Grade              | 9                   | 27.27%                  |

| 2017-2018 School Year    |                      |                         |
|--------------------------|----------------------|-------------------------|
| Incidents by Grade Level | Total Incidents: 146 |                         |
| Grade Level              | Number of Incidents  | Percentage of Incidents |
| Kindergarten             | 4                    | 2.72%                   |
| First Grade              | 7                    | 4.76%                   |
| Second Grade             | 34                   | 23.13%                  |
| Third Grade              | 22                   | 14.97%                  |
| Fourth Grade             | 19                   | 12.93%                  |



|                    |           |               |
|--------------------|-----------|---------------|
| <b>Fifth Grade</b> | <b>61</b> | <b>41.50%</b> |
|--------------------|-----------|---------------|

| <b>2016-2017 School Year</b>    |                            |                                |
|---------------------------------|----------------------------|--------------------------------|
| <b>Incidents by Grade Level</b> | <b>Total Incidents: 65</b> |                                |
| <b>Grade Level</b>              | <b>Number of Incidents</b> | <b>Percentage of Incidents</b> |
| <b>Kindergarten</b>             | 19                         | 29.23%                         |
| <b>First Grade</b>              | 3                          | 4.62%                          |
| <b>Second Grade</b>             | 6                          | 9.23%                          |
| <b>Third Grade</b>              | 13                         | 20%                            |
| <b>Fourth Grade</b>             | 13                         | 20%                            |
| <b>Fifth Grade</b>              | 11                         | 16.92%                         |

### **Component 2: Implementation of Reform Strategies**

Van Buren staff members use effective instructional strategies that are based on solid research. The core academic program is supported by professional development in reading, writing, and math. Students that are not meeting state standards for their grade levels have supplemental strategies utilized to meet their identified deficiencies.

During the 2019-2020 school year, the following goals will be refined and expanded to improve instruction for all Van Buren students. These goals were established from student and teacher data and multiple conversations with school stakeholders.

### **Student Achievement Objectives**

The achievement objectives are derived from an assessment of the current status of educational programming, including the following:

- a) Van Buren Elementary School uses a variety of instruments in order to determine if students have met their achievement objectives based on the Indiana standards. The following is a list of the assessments we currently use to evaluate our educational programming.
  - Grades 3-5 ILEARN Testing-State mandated testing.
  - End-of-Unit Tests/Pearson Basal Series



- Star360 Math and Reading assessments and progress monitoring
- IREAD3 Assessment for all 3<sup>rd</sup> graders.

b) Attendance Rate:

Van Buren Elementary School plans to continue to focus on increasing student attendance. The Plainfield Community School Corporation's attendance policy will guide this focus. Measures to ensure ongoing success in identifying and monitoring student attendance are found in the student handbook. In addition to these measures, efforts have been made to provide healthy alternatives as part of the school lunch program. The following trends in annual attendance rates are evidence of part efforts.

| School Year | Attendance Rate for 2761 |
|-------------|--------------------------|
| 2018-19     | 96.9%                    |
| 2017-18     | 96.9%                    |
| 2016-17     | 97.1%                    |
| 2015-16     | 96.6%                    |
| 2014-15     | 96.1%                    |
| 2013-14     | 97.3%                    |
| 2012-13     | 97.6%                    |

b) Percentage of students meeting academic standards under the ILEARN program

Van Buren Elementary School has shown good student academic progress. Van Buren Elementary School expects the passing rate for third, fourth, and fifth grade students to improve each year on Language Arts and Math. It is expected that the average improvement in the passing rate for Language Arts and Math will increase by at least 5% in 2019-20, and a continuing yearly 5% increments until a 90% passing rate is reached and maintained.

c) Benchmark Testing

Students in grades 1-5 take the STAR 360 Math and Reading Assessment every 2-6 weeks. This program, which is a part of Renaissance Learning, determines the reading and math level of each student, measures individual and class growth, and forecasts results on standardized tests. This is a web-based program. Kindergartners take the Star Early Literacy test every 2-6 weeks.



Every year, students at each grade level are given assessments to help measure their academic growth. The data gathered from these assessments help teachers know what to teach and how to teach in ways that help both struggling and high achieving students. Below is a list of most assessments given across each grade level:

|                             | 1 <sup>st</sup> Quarter  | 2 <sup>nd</sup> Quarter    | 3 <sup>rd</sup> Quarter                      | 4 <sup>th</sup> Quarter  |
|-----------------------------|--------------------------|----------------------------|--|--|
| <b>Kindergarten</b>         | Star360 Reading          | Math Benchmark Assessments | Star360 Reading                              | Star360 Reading  |
| <b>1<sup>st</sup> Grade</b> | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading   |
| <b>2<sup>nd</sup> Grade</b> | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading<br>CogAT assessment | Star360 Math and Reading<br>Math Benchmark Assessment                          |
| <b>3<sup>rd</sup> Grade</b> | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading<br>ILEARN Language Arts and Math<br>IREAD3            |
| <b>4<sup>th</sup> Grade</b> | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading<br>ILEARN Language Arts, Math, & Science Tests        |
| <b>5<sup>th</sup> Grade</b> | Star360 Math and Reading | Star360 Math and Reading   | Star360 Math and Reading                     | Star360 Math and Reading<br>ILEARN Language Arts, Math, & Social Studies Tests |





### **Specific Areas Where Improvement is Needed Immediately**

According to our current data, our immediate areas of improvement in grades K to 5 are: evidence-based response to literature, vocabulary, informational writing, narrative writing, and math number sense. Our school improvement goals address these needs. In addition, our school will be integrating STEM activities, computer science standards, and Design Thinking into core curriculum to increase student engagement in learning and better prepare students future demands in the workforce (Employability Standards).

### **Benchmarks for Progress**

Van Buren Elementary School reviewed and revised our school improvement plan. The School Improvement Committee members are in agreement with the target area goals established by the revision process. The target goals are Van Buren Elementary School's benchmarks for progress.

### **Target Goals**

Goal 1: Van Buren students will develop and maintain writing strategies and skills in order to demonstrate mastery of Language Arts state standards with a focus on Evidence-Based Response to Literature.

#### **Strategies**

- Students will participate in a 30 minute writing block on a daily basis which will include teacher modeling and a focus on the Daily Five strategies or other proven writing instructional strategies.
- Students will use a rubric to self-assess writing progress.
- Staff will utilize APE or Yes M'am writing strategies and writing prompts to teach and practice Evidence Based Response to Literature.
- Students in grades 3-5 will study Latin root vocabulary.

Goal 2: Van Buren students will participate in daily STEM activities, learn Indiana Computer Science standards, develop Communication/Creativity/Critical Thinking/Collaboration skills, and become proficient in Design Thinking to better address the new College and Career Readiness standards.

#### **Strategies**

- Teachers will incorporate STEM activities into all curriculum maps.
- Teachers will participate in ongoing professional development on Design Thinking.
- Teachers will participate in ongoing professional development to improve instructional strategies that develop communication, critical thinking, collaboration, and creativity skills for students.



- Van Buren will begin the process of becoming STEM certified by 2021.

Goal 3: Van Buren students will demonstrate improved number sense and success at multiple step problem solving resulting in Student Growth Projections of 50% or higher on the STAR 360 Math Assessment.

Strategies

- Staff will provide students with daily math fact practice in the form of rote practice and in the form of in-depth, multi-step problem solving.
- Staff will provide instruction and activities to help students discern the validity of information presented in math problems.
- Staff will provide students will weekly practice at solving math problems that develop number sense skills
- Staff will model and provide practice identifying the operation or operations required to solve a given problem, focusing on speedy application of fact knowledge.
- Staff will provide students with weekly practice at multiple-step math problem solving.
- Staff will provide multiple classroom experiences to illustrate practical use of real world applications. This includes time, money, and measurement concepts.
- Staff will use technology to provide supplemental problem solving activities for students.
- Students will receive differentiated math instruction as part of the RTI program.
- Students will work on Moby Max three times per week as an intervention and enrichment activity.
- Staff will provide an enriched math curriculum in 3<sup>rd</sup> grade and an accelerated curriculum in 4<sup>th</sup>-5<sup>th</sup> grades to high ability students.
- All students, K-5, will provide at least 60 minutes of daily core math instruction.
- Students in grades K-2 will utilize the Mathseeds program to improve fact fluency and improve number sense.

**Component 3: Instruction by Highly Qualified Teachers**

At Van Buren Elementary teachers and support staff are highly qualified. The central office ensures all new hires are appropriately and highly-qualified prior to any employment offers.

| <b>Teacher's Name</b> | <b>Teaching Assignment</b> | <b>Highly Qualified</b> | <b>Location of Verification Form and Supporting Documentation</b> |
|-----------------------|----------------------------|-------------------------|---|
| Angela Ash            | First grade                | x                       | Central Office--HR  |
| Melissa Bennett       | First grade                | x                       | Central Office--HR  |
| Megan Brouillard      | Third grade                | x                       | Central Office--HR  |
| Tanya Cox             | Kindergarten               | x                       | Central Office--HR  |
| Molly Craney          | Second grade               | x                       | Central Office--HR  |
| Carrie Dilley         | Fifth grade                | x                       | Central Office--HR  |
| Gwen Earnhart         | Music K-5                  | x                       | Central Office--HR  |
| Andrea Eckler         | Second grade               | x                       | Central Office--HR  |
| Erin Elsey            | Third grade                | x                       | Central Office--HR  |
| Casey Harvey          | Kindergarten               | x                       | Central Office--HR  |
| Ray Helmuth           | Principal                  | x                       | Central Office--HR  |
| Stephanie Hensley     | Fifth grade                | x                       | Central Office--HR  |
| Amanda Johnson        | Fourth grade               | x                       | Central Office--HR  |
| Colbey Jones          | Special Education Asst.    | x                       | Central Office--HR  |
| Lindsay Kelley        | Special Education          | x                       | Central Office--HR  |
| Diana Lautenschlager  | Second grade               | x                       | Central Office--HR  |
| Shelby Lewis          | Fourth grade               | x                       | Central Office--HR  |
| Jill Love             | Fifth grade                | x                       | Central Office--HR  |
| Stephanie Manning     | Home-School Advisor        | x                       | Central Office--HR  |
| Rebecca Masters       | Assistant                  | x                       | Central Office--HR  |
| Jennifer McCoy        | Special Education Asst.    | x                       | Central Office--HR  |
| Amber Mead            | Third grade                | x                       | Central Office--HR  |



|                   |                             |   |                    |
|-------------------|-----------------------------|---|--------------------|
| Abby Ogden        | Kindergarten                | x | Central Office--HR |
| Alejandra Ortega  | Special Education Asst.     | x | Central Office--HR |
| Shelby Pineda     | Fifth grade                 | x | Central Office--HR |
| Pamela Reeve      | Special Education K-5       | x | Central Office--HR |
| Kimberly Robinson | Assistant                   | x | Central Office--HR |
| Casey Sadler      | Speech/Language Pathologist | x | Central Office--HR |
| Natasha Smith     | Assistant                   | x | Central Office--HR |
| Pamela Speck      | Fourth grade                | x | Central Office--HR |
| Kristen Steed     | Computer Science            | x | Central Office--HR |
| Kimberly Stephens | Second grade                | x | Central Office--HR |
| Amy Thompson      | Assistant                   | x | Central Office--HR |
| Beth Underwood    | First grade                 | x | Central Office--HR |
| Hailee Vieck      | Fifth grade                 | x | Central Office--HR |
| Lindsey Warner    | Art K-5                     | x | Central Office--HR |
| Rebecca Williams  | First grade                 | x | Central Office--HR |
| Angela Woodson    | Media Specialist            | x | Central Office--HR |
| Randi Yoho        | Third grade                 | x | Central Office--HR |
| Julie Żmijewski   | Dean of Students            | x | Central Office--HR |

#### **Component 4: Professional Development**

Growing professionally is the critical element to successful school change. Professional development has been intently focused on best practices in instruction in reading, writing, and math. Each professional development activity is carefully aligned with the schools short and long term goals. Most professional development is based on individual and grade level needs as identified through data. Professional development is job embedded and prioritized as one of the most effective ways to improve student learning.

##### **2019-2020 School Year**

*The activities listed below will be offered for some or all staff, depending on the training. Release time to visit other classrooms and schools to observe writing and math activities related to our goals will also be available to staff as appropriate. Finally, grade level teams will continually collect, analyze, and report data to help develop future professional development..*



|                       |  |
|-----------------------|--|
| <u>May 2019</u>       | <ul style="list-style-type: none"> <li>• Nextech Computer Science training</li> </ul>  |
| <u>June 2019</u>      | <ul style="list-style-type: none"> <li>• Dyslexia intervention training.</li> <li>• Pearson My View reading resources training</li> </ul>  |
| <u>July 2019</u>      | <ul style="list-style-type: none"> <li>• Reading Intervention training on new Pearson My Focus program</li> <li>• Defined STEM training--program providing STEM lessons and other instructional resources aligned with state standards.</li> </ul>   |
| <u>August, 2019</u>   | <ul style="list-style-type: none"> <li>• All staff will receive training on anti-bullying, universal precautions, sexual harassment, child abuse, gangs, and other topics related to providing a safe learning environment.</li> </ul>   |
| <u>September 2019</u> | <ul style="list-style-type: none"> <li>• Staff review 2018-19 summative data from ILEARN, IREAD, and STAR.</li> <li>• Staff discuss and approve school improvement goals and strategies to address areas of concern.</li> <li>• Grade Level Meetings – Review RTI Data and plan Interventions. Develop STEM and Design Thinking activities for the coming month.</li> <li>• School Leadership Meeting – Ensure that the school and board goals are being addressed and prescribed strategies are being implemented with fidelity.</li> </ul> |
| <u>October, 2019</u>  | <ul style="list-style-type: none"> <li>• Grade Level Meetings - RTI Data Review and Interventions. Develop STEM and Design Thinking activities for the coming month.</li> <li>• School Leadership Team Meeting – Discuss professional development sessions on STEM and Design Thinking for the next grading period.</li> </ul>   |
| <u>November, 2019</u> | <ul style="list-style-type: none"> <li>• Grade Level Meetings - RTI Data Review and Interventions. Develop STEM and Design Thinking activities for the coming month.</li> <li>• School Leadership Team Meeting – Review school data and determine the effectiveness of current intervention and differentiated instruction practices.</li> </ul>   |
| <u>December, 2019</u> | <ul style="list-style-type: none"> <li>• Staff meeting—Professional development on incorporating Collaboration, Creativity, Critical Thinking, and Communication skills into core curriculum.</li> <li>• Grade Level Meetings - Focus on RTI Data Review and Interventions</li> </ul>  |
| <u>January, 2020</u>  | <ul style="list-style-type: none"> <li>• Grade Level Meetings - Focus on RTI Data Review and Interventions. develop STEM and Design Thinking activities for the coming two months..</li> <li>• School Leadership Team Meeting – Plan professional development on Design Thinking for the next grading period.</li> </ul>   |
| <u>February, 2020</u> | <ul style="list-style-type: none"> <li>• Staff meeting --Professional development on the Design Thinking process.</li> <li>• Grade Level Meetings - Focus on RTI Data Review and Interventions</li> <li>• School Leadership Team Meeting – Develop timeline for reviewing and revising the School Improvement Plan. Organize teachers into needed committees to work on the next plan.</li> </ul>  |
| <u>March, 2020</u>    | <ul style="list-style-type: none"> <li>• Staff meeting—Professional development on new Career and Employability standards.</li> <li>• Grade Level Meetings - Focus on RTI Data Review and Interventions. develop STEM and Design Thinking activities for the coming month.</li> <li>• School Leadership Team Meeting – Plan professional development for the last grading period.</li> </ul>   |
| <u>April, 2020</u>    | <ul style="list-style-type: none"> <li>• Staff meeting—Strategic planning for the 2020-21 school year.</li> <li>• Grade Level Meetings - Focus on RTI Data Review and Interventions</li> <li>• School Leadership Team Meeting – Work on strategic planning with a focus on STEM certification and address needs identified from student achievement data</li> </ul>  |
| <u>May, 2019</u>      | <ul style="list-style-type: none"> <li>• Grade Level Meetings – Analyze student growth and achievement based on year-end data. Make notations for future teachers regarding achievement data.</li> </ul>   |



- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• <i>School Leadership Team Meeting – Develop preliminary School Improvement Plan goals to be finalized after ILEARN data is available</i></li></ul> |
|--|--|

### **Component 5: Highly Qualified Teachers to High Needs Schools**

Van Buren teachers and support staff are highly qualified. There is a clear expectation that the “most trained and experienced” person work with students in the greatest need. Staff members are appreciated for the unique gifts and talents each bring to share with Van Buren children and families.

Collaboration and input into school programming from staff is a must at Van Buren. Each team, including specials and special education, have a designated team leader who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. The staff at Van Buren work very hard to provide a quality education with high expectations for themselves and students.

Lastly, school administrators work hard to create a warm, supportive, kind and friendly working environment for all staff. The PTO sends treats and provides meals for the staff to enjoy. Regular social activities are planned throughout the school year and the social committee continues to look for ways to brighten the day for staff.

### **Component 6: Parental Involvement**

Parental involvement is viewed as an essential component when it comes to helping students reach their full potential. Parent partnerships in the education process are valued. In order to maximize parent participation, the following strategies will be utilized:

- Parents volunteer in the classroom for general administrative tasks.
- Parents volunteer in the classroom to support student learning, for example, by serving as reading buddies or Mystery Readers.
- Parents volunteer in the classroom providing station help.
- Parents utilize our Central Website, PowerSchool Parent Portal, allowing 24/7 access to student grades, School Messenger
- Parents participate in specific activities such as:
  - Field Trips
  - Field Day
  - Music Programs
  - Book Fair
  - Robotics League
  - Reading Festival
  - Fall Festival
  - Parent-Teacher conferences



- Parents have opportunities to contribute to the curriculum through presentations in their applicable area of expertise.
- PTO Parents support the school in numerous ways including, Santa Shop, chaperones for overnight outdoor education program and assisting with various classroom parties throughout the year.
- Parents/Volunteers support the curriculum through the Study Buddy program.
- Parents and grandparents are involved in Book Fair and Grandparents Day activities.
- Parents also volunteer for occasional duties including library shelving and creation of bulletin boards, showcase displays, and classroom assistance.

**Current 2019 areas of strengths and opportunities according to parents and community members through our committee:**

- Warm and friendly school, especially when entering and being greeted by a friendly receptionist
- Attractive and welcoming learning environment
- Inclusionary
- Excellent and dedicated teachers
- Inspire students with a joy of learning
- Many clubs and experiences for students
- Bucket Filling and TEAM character education program
- Imagination Lab

**Current 2019 areas of improvement or threats according to parent and community members:**

- Continue to increase or make known each teachers' form of parent communication
- Student chronic absenteeism
- Shortage of student computer devices
- Student home life and access to mental health help
- Social Media "gossip"

**Component 7: Preschool Transition**

Van Buren Elementary School hosts a Kindergarten roundup experience during the month of April. An announcement is made to every currently enrolled family through school messenger and flyers are mailed to every home in the community. In addition, flyers are shared with daycares and preschools. Plainfield School has a community preschool program with 205 students enrolled. Families in our preschool receive information from the preschool director. The Head Start coordinator is in contact with



our Preschool Director. The director informs the Head Start Coordinator when kindergarten registration will occur.

### Component 8: Teacher Decision Making Using Academic Assessment Results

To make continuous improvement in all areas of the educational system, periodic benchmarks have been set for reading, writing, and math achievement in every grade level throughout the year. Students not meeting these minimum standards are targeted for additional assistance. Teachers meet the principal, Title one staff, special education teacher to "staff" each child during the year at team data meetings. Team data meetings have the following purpose: review data and student growth, intervention programming, identify next steps for instructional improvement in the classroom, and feedback on goals.

Spreadsheets from Data Meetings: These spreadsheets are updated by teachers and discussed during data meetings

| LA Teacher | Titr    | 2018 COGAT VON | 2018 COGAT VERBAL | 2018 STEP | 2017 STEP | 2017 STEP Pass | April 8/18 4/3-5/19 260 | August 8/18 8/19 59% | PM Sept. 18/18 280 | PM Oct. (Start 25-Dec 81) 831 | PM Nov. Nov. 10/18 843 | PM Nov. 18/18 860 | SS GROWTH 11 Aug-Nov 84% | Dec. 8/18 82% | Dec. 18/18 830 | Dec. 25/18 850 | SS GROWTH 11 Aug-Dec 86% | Jan. 8/19 850 | Jan. 15/19 850 | SS Growth Dec-15 | SS Growth Aug-Jan 87% |     |     |
|------------|---------|----------------|-------------------|-----------|-----------|----------------|-------------------------|----------------------|--------------------|-------------------------------|------------------------|-------------------|--------------------------|---------------|----------------|----------------|--------------------------|---------------|----------------|------------------|-----------------------|-----|-----|
| Pineda     | 2       | 95             | 101               | dnp       |           |                |                         |                      |                    |                               |                        |                   |                          |               |                |                |                          |               |                |                  |                       |     |     |
| Edwards    | 9       | 91             | 91                | dnp       | Pass      |                | 543                     | 393                  | 625                | 373                           | 434                    | 19                | 12                       | 41            | 501            | 81             | 46                       | 128           | 509            | 31               | 46                    | 4   | 118 |
| Edwards    | 3       | 87             | 82                | dnp       |           |                | 488                     | 481                  | 351                | 295                           | 291                    | 5                 | 1                        | 190           | 474            | 26             | 20                       | 175           | 501            | 30               | 30                    | 27  | 79  |
| Zmijewski  | 1       | 97             | 89                | dnp       |           |                | 474                     | 454                  | 358                | 529                           | 581                    | 49                | 84                       | 127           | 528            | 36             | 80                       | 74            | 618            | 42               | 89                    | 90  | 184 |
| Edwards    | 3       | 109            | 97                | dnp       |           |                | 494                     | 478                  | 461                | 477                           | 296                    | 5                 | 1                        | 182           | 413            | 16             | 6                        | 42            | 838            | 38               | 88                    | 275 | 160 |
| Pineda     | 3 (IEP) | 95             | 99                | dnp       |           |                | 524                     | 519                  | 373                | 367                           | 371                    | 11                | 13                       | 147           | 351            | 12             | 2                        | 137           | 318            | 6                | 1                     | 65  | 200 |
| Pineda     | 3       | N/A            | N/A               | dnp       |           |                | 449                     | 247                  | 232                | 450                           | 240                    | 2                 | 1                        | 7             |                |                |                          |               |                |                  |                       |     |     |
| Zmijewski  | 3 (IEP) | 95             | 97                | dnp       |           |                | 483                     | 495                  | 392                | 530                           | 518                    | 35                | 56                       | 25            | 537            | 38             | 50                       | 44            | 698            | 65               | 95                    | 161 | 205 |
| Edwards    | 1       | 85             | 85                | dnp       | Pass      |                | 1262                    | 576                  | 608                | 573                           | 504                    | 33                | 14                       | 72            | 706            | 68             | 64                       | 133           | 566            | 42               | 12                    | 160 | 10  |
| Pineda     | 3       | 90             | 89                | dnp       |           |                |                         |                      |                    | 498                           |                        |                   |                          |               | 457            | 22             | 19                       | 41            | 570            | 44               | 68                    | 113 | 570 |
| Edwards    | 3 (IEP) | 91             | 93                | dnp       | Pass      |                | 506                     | 484                  | 451                | 551                           | 554                    | 42                | 77                       | 70            | 597            | 14             | 9                        | 154           | 529            | 39               | 51                    | 152 | 65  |
| Edwards    | 3       | 88             | 82                | dnp       |           |                | 900                     | 875                  | 456                | 362                           | 216                    | 2                 | 1                        | 339           | 478            | 27             | 50                       | 16            | 423            | 16               | 20                    | 55  | 48  |
| Edwards    | 3       |                |                   | dnp       |           |                |                         |                      |                    |                               |                        |                   |                          |               |                |                |                          |               |                |                  |                       |     |     |
| Edwards    | 1       | 100            | 108               | dnp       | Pass      |                | 1262                    | 747                  | 838                | 633                           | 838                    | 30                | 38                       | 479           | 708            | 66             | 27                       | 85            | 684            | 63               | 19                    | 24  | 83  |
| Zmijewski  | 1       | 95             | 104               | dnp       | Pass      |                | 1262                    | 486                  | 623                | 699                           | 811                    | 24                | 4                        | 155           | 750            | 71             | 38                       | 282           | 831            | 80               | 88                    | 121 | 385 |
| Edwards    | 1       | 101            | 98                | dnp       | Pass      |                | 1262                    | 631                  | 600                | 531                           | 683                    | 66                | 90                       | 52            | 586            | 48             | 20                       | 65            | 530            | 45               | 17                    | 4   | 49  |
| Edwards    | 1       | 104            | 106               | dnp       | Pass      |                | 516                     | 468                  | 446                | 525                           | 587                    | 56                | 39                       | 121           | 590            | 49             | 79                       | 85            | 483            | 27               | 21                    | 108 | 19  |
| Zmijewski  | 3 (IEP) | 79             | 82                | dnp       |           |                | 855                     | 387                  | 380                | 375                           | 439                    | 20                | 66                       | 52            | 452            | 21             | 85                       | 85            | 408            | 13               | 57                    | 43  | 21  |
| Pineda     | 3 (IEP) | 85             | 80                | dnp       |           |                | 515                     | 474                  | 424                | 277                           | 241                    | 9                 | 1                        | 733           | 572            | 45             | 83                       | 96            | 542            | 46               | 35                    | 10  | 108 |
| Edwards    | 1       | 93             | 94                | dnp       | Pass      |                | 533                     | 555                  | 399                | 554                           | 556                    | 43                | 27                       | 1             | 682            | 65             | 82                       | 126           | 655            | 58               | 71                    | 27  | 100 |
| Edwards    | 1       | 101            | 99                | dnp       | Pass      |                | 513                     | 482                  | 551                | 525                           | 515                    | 35                | 70                       | 33            | 536            | 38             | 46                       | 111           | 567            | 43               | 98                    | 91  | 85  |
| Zmijewski  | 1       | 99             | 91                | dnp       | Pass      |                | 1262                    | 476                  | 558                | 619                           | 576                    | 47                | 42                       | 100           | 499            | 51             | 15                       | 23            | 691            | 64               | 86                    | 132 | 215 |
| Zmijewski  | 2       | 95             | 95                | dnp       | Pass      |                | 421                     | 454                  | 470                | 493                           | 433                    | 19                | 34                       | 21            | 556            | 43             | 83                       | 100           | 624            | 93               | 93                    | 68  | 170 |
| Pineda     | 2       |                |                   |           |           |                |                         |                      |                    |                               |                        |                   |                          |               |                |                |                          |               |                |                  |                       |     |     |
| Pineda     | 1       | 107            | 122               |           |           |                | 1282                    | 902                  | 1106               | 935                           | 913                    | 84                | 47                       | 11            | 910            | 87             | 25                       | 6             | 1104           | 92               | 82                    | 194 | 202 |
| Zmijewski  | 1       | 111            | 114               |           | Pass      |                | 1262                    | 812                  | 461                | 685                           | 525                    | 37                | 17                       | 47            | 670            | 65             | 39                       | 54            | 744            | 67               | 33                    | 44  | 102 |
| Zmijewski  | 2       | 97             | 97                |           |           |                | 481                     | 274                  | 447                | 464                           | 559                    | 62                | 78                       | 280           | 649            | 58             | 96                       | 370           | 477            | 25               | 81                    | 167 | 283 |
| Pineda     | 1       | 122            | 108               |           | Pass      |                | 1262                    | 643                  | 596                | 661                           | 796                    | 78                | 94                       | 125           | 656            | 61             | 19                       | 33            | 679            | 60               | 43                    | 17  | 30  |
| Pineda     | 1       | 118            | 119               |           |           |                | 1262                    | 889                  | 912                | 1071                          | 829                    | 82                | 58                       | 70            | 925            | 86             | 49                       | 26            | 911            | 78               | 23                    | 14  | 12  |
| Pineda     | 1       | 104            | 108               |           |           |                | 1262                    | 945                  | 848                | 772                           | 529                    | 56                | 9                        | 437           | 1936           | 95             | 39                       | 140           | 793            | 75               | 16                    | 283 | 153 |
| Zmijewski  | 2       | 99             | 91                |           | Pass      |                | 505                     | 440                  | 551                | 440                           | 422                    | 18                | 7                        | 18            | 584            | 48             | 81                       | 174           | 792            | 75               | 93                    | 208 | 352 |
| Zmijewski  | 1       | 117            | 120               |           | Pass      |                | 1262                    | 699                  | 716                | 793                           | 717                    | 72                | 33                       | 58            | 777            | 75             | 93                       | 138           | 771            | 72               | 46                    | 4   | 112 |
| Zmijewski  | 1       | 119            | 107               |           | Pass      |                | 1262                    | 648                  | 698                | 719                           | 825                    | 80                | 65                       | 177           | 892            | 82             | 77                       | 214           | 770            | 72               | 48                    | 92  | 172 |
| Zmijewski  | 1       | 95             | 98                |           | Pass      |                | 1262                    | 561                  | 639                | 526                           | 587                    | 33                | 15                       | 54            | 661            | 61             | 54                       | 100           | 727            | 69               | 77                    | 65  | 156 |
| Pineda     | 1       | 118            | 113               |           | Pass      |                | 1262                    | 784                  | 906                | 767                           | 815                    | 79                | 45                       | 31            | 908            | 86             | 88                       | 123           | 908            | 95               | 67                    | 3   | 125 |
| Pineda     | 1       | 104            | 104               |           | Pass      |                | 1262                    | 673                  | 711                | 676                           | 663                    | 63                | 25                       | 10            | 869            | 83             | 90                       | 193           | 970            | 90               | 97                    | 104 | 297 |





SCHOOL IMPROVEMENT PLAN | 2019 - 2020

| AA               | AB             | AC              | AD                | AE              | AF               | AG                    | AH                    | AI                | AJ              | AK               | AL                    | AM                    |
|------------------|----------------|-----------------|-------------------|-----------------|------------------|-----------------------|-----------------------|-------------------|-----------------|------------------|-----------------------|-----------------------|
| Feb. Star<br>328 | Feb. PR<br>>60 | Feb. SGP<br>>50 | March Star<br>341 | March PR<br>>60 | March SGP<br>>50 | Growth Aug.-<br>March | Growth Dec.-<br>March | April Star<br>354 | April PR<br>>60 | April SGP<br>>50 | Growth Aug.-<br>April | Growth Dec.-<br>April |
|                  |                |                 |                   |                 |                  | >78                   | >39                   |                   |                 |                  | >91                   | >52                   |
| 421              | 82             | 68              | 442               | 83              | 72               | 158                   | 64                    | 445               | 81              | 69               | 161                   |                       |
| 381              | 76             | 74              | 381               | 73              | 69               | 167                   | 40                    | 343               | 61              | 33               | 129                   |                       |
| 175              | 22             | 18              | 209               | 25              | 28               | 94                    | 58                    | 271               | 41              | 37               | 156                   |                       |
| 503              | 92             | 48              | 453               | 84              | 20               | 63                    | -15                   | 515               | 91              | 35               | 125                   |                       |
| 270              | 47             | 87              | 284               | 48              | 87               | 199                   | -22                   | 277               | 42              | 76               | 192                   |                       |
| 476              | 89             | 56              | 471               | 87              | 57               | 137                   | 10                    | 570               | 95              | 89               | 236                   |                       |
| 514              | 93             | 77              | 477               | 88              | 53               | 103                   | 160                   | 491               | 88              | 48               | 117                   |                       |
| 321              | 61             | 29              | 340               | 63              | 35               | 102                   | 24                    | 468               | 85              | 86               | 230                   |                       |
| 303              | 57             | 41              | 242               | 36              | 10               | 12                    | -16                   | 301               | 49              | 21               | 71                    |                       |
| 313              | 59             | 75              | 340               | 63              | 80               | 143                   | 66                    | 291               | 46              | 35               | 169                   |                       |
| 352              | 69             | 62              | 371               | 70              | 66               | 105                   | 27                    | 345               | 61              | 36               | 79                    |                       |
| 301              | 57             | 14              | 436               | 82              | 77               | 152                   | 13                    | 445               | 81              | 73               | 161                   |                       |
| 447              | 85             | 51              | 454               | 84              | 50               | 120                   | -12                   | 531               | 92              | 78               | 197                   |                       |
| 262              | 45             | 23              | 320               | 58              | 52               | 89                    | -10                   | 281               | 43              | 16               | 50                    |                       |
| 321              | 61             | 43              | 310               | 19              | 33               | 112                   | 30                    | 371               | 68              | 53               | 173                   |                       |
| 274              | 48             | 19              | 252               | 39              | 11               | 54                    | -24                   | 339               | 60              | 34               | 141                   |                       |
| 384              | 76             | 48              | 354               | 66              | 27               | 354                   | 31                    | 431               | 79              | 55               | 119                   |                       |
| 368              | 72             | 44              | 380               | 73              | 46               | 139                   | -21                   | 383               | 71              | 33               | 142                   |                       |
| 352              | 69             | 61              | 459               | 86              | 94               | 256                   | 88                    | 354               | 63              | 42               | 151                   |                       |
| 547              | 95             | 78              | 558               | 95              | 52               | 160                   | 85                    | 526               | 92              | 52               | 128                   | 53                    |
| 541              | 95             | 44              |                   |                 | 77               | -448                  | -608                  | 647               | 98              | 77               | 199                   | 39                    |
| 561              | 96             | 71              | 647               | 98              | 44               | 123                   | 125                   | 616               | 97              | 44               | 92                    | 94                    |
| 467              | 89             | 67              | 574               | 96              | 75               | 107                   | 65                    | 614               | 97              | 75               | 147                   | 105                   |
| 451              | 86             | 17              | 345               | 75              | 46               | -41                   | -87                   | 479               | 97              | 46               | 93                    | 47                    |
| 583              | 97             | 45              | 500               | 91              | 39               | 64                    | -24                   | 513               | 90              | 39               | 77                    | -11                   |
| 492              | 91             | 64              | 464               | 86              | 85               | 147                   | -64                   | 532               | 92              | 85               | 215                   | 4                     |
| 518              | 93             | 80              | 542               | 94              | 26               | 193                   | 163                   | 460               | 84              | 26               | 111                   | 81                    |
| 512              | 94             | 30              | 500               | 91              | 54               | 84                    | -38                   | 570               | 95              | 54               | 154                   | 58                    |
| 647              | 98             | 66              | 665               | 98              | 97               | 77                    | 165                   | 907               | 99              | 97               | 319                   | 407                   |
| 522              | 94             | 74              | 521               | 92              | 86               | 205                   | 67                    | 573               | 95              | 86               | 257                   | 119                   |
| 411              | 80             | 32              | 459               | 86              | 46               | 86                    | 8                     | 510               | 90              | 46               | 137                   | 59                    |
| 514              | 93             | 75              | 533               | 93              | 38               | 163                   | 146                   | 487               | 88              | 38               | 117                   | 100                   |
| 515              | 93             | 35              | 412               | 78              | 81               | 66                    | -35                   | 520               | 91              | 81               | 174                   | 73                    |



### **Component 9: Effective, Timely Additional Assistance**

The use of ongoing benchmark data, as the base for accessing interventions for children, enables every child to be successful at Van Buren. There is no guessing if a child is struggling or succeeding-the data supports growth or non growth.

Additional support is provided to students that are below identified benchmarks for reading and/or math and have an individual plan created to assist in closing the achievement gap. Support through interventions is delivered in small group instruction, additional skill-deficit instruction while in the classroom, additional practice on computers and, 1-to-1 tutoring. This is a second, different dose of instruction in addition to strong classroom instruction. The interventions are all scientifically research-based and have a proven reputation for success.

Students that continue to perform below grade level after receiving a second-dose of instruction begin the Intervention Process. The Intervention Process at Van Buren Elementary is designed to gather information about struggling students and then organize a specific plan to address areas of weakness. This is a comprehensive system that involves parents, teachers, students, support staff, and administrators throughout the process. Student's are progressed monitored bi weekly to check for improvement. A lack of improvement would necessitate a change in interventions and follow up communication with parents. This process continues until a child is on "grade level."

### **Component 10: Coordination and Integration of Funds**

Van Buren Elementary has chosen to coordinate the program efforts, it will not consolidate program funds at this time. Funding sources include: Title 111 A: Title IV-Part A; Title 111; IDEA; and PL221.

### **Component 11: Cultural Competency**

Cultural competence requires educational institutions to address the needs of all segments of the student population by developing a system of services that is sensitive to the cultural impact on learning and behavior. Van Buren Elementary School has utilized cross-cultural collaborations to foster equitable outcomes for all students by being responsive to the issues of race, culture, gender, and socio-economic status. Decisions are made based on the best interest of students. The integration of knowledge about specific individuals and groups has increased the quality of education and services for our entire population.



## **Component 12: Career Awareness/Development and Employability Standards**

All teachers base instruction on Indiana College and Career Readiness Standards. Following the state's guidelines with emphasis on STEM education, students are given the opportunity to use and develop skill sets daily that introduce them to work values and basic employment concepts. Each lesson is intentionally designed to include at least one of the Four C's as applicable: communication, critical thinking, collaboration, creative thinking.

### **Part 2: Additional Narrative for PL221 Compliance**

#### **Attendance**

It is very difficult to help children learn to read, write, and understand math if they are not in school. Attendance policies are written to allow for normal illnesses. Excessive absences are detrimental to student learning. The material a student misses when not at school can never be reconstructed because of how instruction is delivered at Van Buren. The Van Buren staff understands the importance of reviewing attendance patterns and procedures. The goal is not to be punitive but to be supportive in solving problems when attendance issues arise at the school. During the first week of school, each Van Buren family is given a Student Handbook and separate letter which includes a written statement that explains the school district's policy on attendance. Consequences for excessive and unnecessary absences are outlined for each parent/guardian.

The Van Buren Dean of Students will work to address concerns in relation to frequent/chronic absenteeism. Prior to punitive actions, the staff attempts to work with each family to improve attendance on an individual basis.

#### **Technology as a Learning Tool**

The instructional staff of Van Buren Elementary School provide teaching and learning support to students through the use of technology. The following is a description of how our school uses technology to support student learning.

Students and staff have access to a wide variety of hardware options throughout our school. This year we have increased the number of computers in classrooms. In grades four and five, we have thirteen computers in the classrooms. In grade three we have ten computers. In second grade there are six, and in grades K-first, we have 5 to 6 in each classroom. The additional technology tools include:

- Desktop computers in each classroom
- Laptops that can be checked out
- Promethean Boards
- Remote Responders/Clickers/Plickers
- Computer Lab



Students and staff also have access to numerous software options. Our software list includes, but is not limited to the following:

- Accelerated Reader
- Do the Math
- Mathseeds
- Reading Eggs
- Brainpop or Brainpop Jr.
- Mountain Language
- Mountain Math
- Envision Math
- Learning A-Z (Reading A-Z, RAZ Kids, etc)
- Microsoft Office
- Moby Max
- Learning.com
- Scott Foresman Reading Street
- Waterford Early Learning (reading and math)
- Successmaker
- 4th and 5th grade email

The majority of these programs are web-based allowing access from any device that has internet connectivity. Many of these programs allow students to access them from home. These programs focus on a wide variety of topics including productivity, remediation, and enrichment in either language, literacy, or math. These programs may be used by individuals, in small groups, or by an entire class.

Students in grades kindergarten through fifth develop specific technology oriented skills that help them to manipulate the hardware and software tools listed above. Starting in kindergarten, students begin exploring how to use the mouse, a keyboard, how to log in to a computer using a username and password, how to access software, and how to use software to accomplish an educational task.

In order to use technology as a learning accelerator, teachers must be provided with professional development in the hardware and software that our students use. The following description provides a basic overview of the resources and professional development opportunities available to all instructional staff members.

Van Buren Elementary has a Technology Instructional Assistant on staff. This assistant, along with teacher experts, provides training on all of the hardware and software used for instruction and assessment.. The technology instructional assistant is also a trouble shooter, fixing problems as they arise.



## **Safe and Disciplined Learning Environment**

Van Buren Elementary School is continually striving to provide a safe and disciplined environment for its students. All visitors enter through one entrance that utilizes a buzzer system on the doors. Visitors are checked in using the SafeVisitor background check program and receive a guest tag before they are allowed to enter the school. Once visitors have been screened, a second buzzer system allows people into our hallways. We have cameras located throughout the building and outside. An additional camera at the registration desk monitors everyone entering the school. Fire, severe weather, and lockdown drills are conducted as mandated by state agencies. In addition, we practice two safety drills a month. Parents have access to an anonymous bullying or concern reporting link on our website, which is available at any time. Messages are received by an administrator.

Multiple avenues of communication are available to the community to contact staff members with concerns and compliments. Faculty voicemail and email are available to parents 24 hours a day. The Van Buren website provides families with pertinent information such as school announcements and emergency school closing information.

Additionally, teachers create classroom email groups and communicate with parents through a weekly email or newsletter.

PowerSchool software was put into operation in August 2008, to allow parents access to up-to-date information regarding grades and assignments. This program, along with the school's web page, allows parents to contact staff members any time. School Messenger, an automated calling system, is used to contact parents regarding the dissemination of important information. Additionally, the administrator sends out a bi-monthly newsletter filled with important school information.

Input from students and parents indicate that a safe and disciplined school is provided. Patrons are kept well-informed of situations that pertain to the health and welfare of students and staff. The school Messenger automated calling system is used to keep parents informed of upcoming meetings, inclement weather, and other pertinent information. This proactive approach to problem solving and communication has virtually eliminated any disruption to the educational process. A crisis plan has been developed and implemented. The plan is reviewed annually and changes are made accordingly.

## **Van Buren Elementary Guidelines to Maintaining a Safe School**

Van Buren Elementary School is a safe place where all students can learn and grow surrounded by caring teachers and staff. Our staff encourages all students to try challenging work, to not give up when the work gets hard, to care for and respect others, and to make our school a better place. All of our school programming and rules are designed to support these core goals.



### **Be a T.E.A.M. Student**

Try challenging work—don't be afraid of making errors because that is how we learn. Even when your work gets hard, don't give up. When you do this, you will succeed. Always care for and respect others. When you do this to others, they will do the same for you.

Make Van Buren a better place. If every student does this, our school will be a wonderful place to be.

### **Student Language**

Students are expected to use respectful language when talking with adults and other students. All comments should be said in a polite and respectful manner. Students should address all school staff by using their titles (Mr. \_\_\_\_\_ or Mrs. \_\_\_\_\_ or Ms. \_\_\_\_\_).

### **Character Development**

Van Buren is proud to be a Bucket Filler school. Students are taught character development lessons each month based on the Bucket Fillers Organization materials. Bucket Filler students and school staff understand that all actions and words can be used to build up (bucket fill) or tear down (bucket dip) others. The program teaches students how to be great bucket fillers and how to be protected from anyone trying to "bucket dip". The Bucket Filler program helps create a safe school environment, greatly decreases bullying, and empowers students to protect themselves from bullying.

### **Anti-Bullying Program**

We believe that all students must feel safe, physically and emotionally at school. Bullying is defined by Indiana Codes I.C. 20-33-8-0.2 and I.C. 20-33-8-13.5. All students at Van Buren will participate in anti-bullying curriculum each school year to help identify bullying, address it effectively, and empower students to help stop bullying. The anti-bullying curriculum is based on Carol McCloud's book *Have You Filled a Bucket Today?*, supporting resources provided with the book, and a variety of other resources provided by different Anti-Bullying programs. Lessons are developed for each grade level.



## **Behavior Plans**

### **Fitness360 Rules:**

#### **Be respectful of everyone around you:**

- Have fun and help those around you have fun
- Kick and throw balls back and forth to each other in places where you will not hit others
- Do not hit, push, wrestle, or kick others
- Talk to each other respectfully and avoid name-calling at all times
- Remember the "hands-off" expectation between students of the opposite sex
- Be obedient and respectful to the playground supervisors
- Do not retrieve balls that go outside of the playground fence without permission from a playground supervisors.

#### **Be respectful of the playground equipment:**

- Return all equipment to the basket at the end of Fitness360
- Do not kick or throw balls against walls or fences

#### **Get Exercise:**

- Participate every day in a Fitness360 activity
- Come to school prepared to participate—have tennis shoes and appropriate clothing for daily exercise
- Invite other students to join your activity

#### **Other Fitness360 Rules:**

- No bare feet outside or during physical activities anywhere
- Keep snow and ice on the ground at all times. Building with snow is allowed at designated areas
- Baseballs are not permitted during Fitness360 unless approved by the principal and supervising adult.
- Two-hand touch football is permitted ONLY when supervised by a school staff member. Tackle football is never permitted
- Soccer is permitted ONLY when supervised by a school staff member
- Dodge ball or ball tag are not permitted at Fitness360
- Electronic devices (Game Boys, CD players, cell phones, etc.) are not permitted at Fitness360
- Collector cards (such as Pokémon and others) are not permitted at Fitness360



### **Classrooms:**

Each classroom teacher is responsible to develop a classroom behavior plan that creates and sustains a safe and learning-conducive classroom environment as well as a caring and respectful climate. Teachers must communicate with parents when students do not stay within the classroom behavior norms. Consequences for students who violate classroom behavior norms are established and enforced by the teachers. The principal is always involved to varying extents in cases of physical altercations, excessive verbal assault, sexual harassment, theft, and destruction of school property. Consequences for behaviors where the principal is involved may include but are not limited to: Recess detention, short-term removal from the classroom to another classroom, in-school suspension, out-of-school suspension, and expulsion (in very severe cases).

### **Hallways:**

To keep hallways safe, students are expected to walk on the right side and keep voices quiet or very soft.

**Cafeteria:** To help keep lunch time safe, students are expected to:

- Talk quietly and only to the students at their table.
- Not share food with other students.
- Use polite manners when eating.
- Clean up all of the food and trash on and under your table before leaving.

### **Safety Rules for Cell Phones, iPads, Readers, Electronic Games, and other Wi-Fi Devices:**

- Student cell phones must be turned OFF and stored in a concealed pocket in their backpack while on the bus and at school.
- Use of electronic devices within the classroom is up to the discretion and supervision of each teacher.
- Electronic games and other devices are never to be visible or turned on while at school unless given explicit permission by the principal or teacher.
- Van Buren is not responsible for any stolen, damaged, or lost electronic devices or cell phones.
- Photos are never to be taken using electronic devices with internet access during the school day.





### **Parent and Guardian Communication Regarding Behavior**

The staff at Van Buren Elementary are committed to keeping parents and guardians informed on both the exemplary behavior of their students as well as when their students fall short of behavior expectations. It is our goal to work in partnership with parents and guardians to praise students for positive behavior and to problem-solve when their behavior needs improvement.

### **Graduation Rate**

To support our secondary graduation rate, Van Buren Elementary strives to build a strong literacy and math foundation for all students.

### **Specific Areas Where Improvement is Needed Immediately**

All Legal Requirements Met

### **Academic Honors Diploma and Core 40**

Non-applicable Section - High School Only

### **Statutes and Rules to be Waived**

Plainfield Community School Corporation and Van Buren Elementary School staff recognize the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived.

### **Three-year Timeline for Implementation, Review, and Revision**

The strategies employed by Van Buren Elementary staff reflect a comprehensive understanding of data-collection, analysis, and interventions to close the achievement gap. Van Buren Elementary School is a diverse learning community with many quality programs, dedicated staff members, and caring families. The literacy and math focus in the school provides a positive direction for improved student achievement.

A three-year timeline is used for implementation, review, and revision of this Public Law 221 School Improvement Plan. The School Improvement Committee has been consolidated with Title I Schoolwide Planning Committee. It is through planned programming that Van Buren Elementary School attempts to address the needs of all students. This plan encompasses a three-year timeline for the school years 2019-20, 2020-21, and 2021-22.

**Donations**  
**October 10, 2019**

**Plainfield Community Middle School**

1. Tayyab Yunus & Bushra Syed donated \$100 to the Robotics Club.

**Clarks Creek Elementary**

1. Duke Energy, on behalf of Amanda Mullenix, donated \$100 to the Student Activities Fund.
2. Kappa Kappa Kappa donated \$750 to the Robotics Club.

**Plainfield Schools**  
**Obsolete Equipment Form**

# Obsolete Equipment Form

**SEND TO: ASSISTANT SUPERINTENDENT, JUD WOLFE**

Administration Building, PCSC

985 Longfellow St.

Plainfield, Indiana 46168

Phone: (317) 839-2578

**NAME OF PERSON FILLING OUT THIS FORM:**

Julie Mansfield North

**BUILDING:** PCMS

| Serial Number  | Equipment Make and Model                    | Plainfield Black and White Bar Code #<br>( if marked) |
|----------------|---|---|
| 2UA01919QZ     | HP Pro 3000 SFF Business PC                 | 12487   |
| CNU9314G78     | HP Mini Laptop 5101                         | 12434   |
| R2892823       | Sony Notebook Computer PCG-8A1R             | 04673   |
| 1YLPQ71        | Dell Latitude D810 Laptop                   |   |
| OU58USA1800868 | Phaser Wireless RF Mouse                    |   |
| D0517024865    | Kensington Wireless Presentation Remote     |   |
| D0517024728    | Kensington Wireless Presentation Remote     |   |
| D0517024891    | Kensington Wireless Presentation Remote     |   |
| D1R09390       | Follett PHD+ Dolphin 7200 Inventory Scanner | 01543   |
| CNN8021H1F     | HP L1908w Monitor                           |   |
| 100155         | SMART Response PE Clickers 03-00099-21      |   |
| 142106         | SMART Response PE Clickers 03-00099-21      |   |
| 100154         | SMART Response PE Clickers 03-00099-21      |   |
| 100156         | SMART Response PE Clickers 03-00099-21      |   |
| 100153         | SMART Response PE Clickers 03-00099-21      |   |
| 100150         | SMART Response PE Clickers 03-00099-21      |   |
| 100152         | SMART Response PE Clickers 03-00099-21      |   |
| 100148         | SMART Response PE Clickers 03-00099-21      |   |
| 100160         | SMART Response PE Clickers 03-00099-21      |   |
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*JW*  
9/17/19

## Obsolete Equipment Form

BUILDING: PHS- Cafeteria

[illegible]

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Plainfield Community School Corporation

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Jud Wolfe &lt;jwolfe@plainfield.k12.in.us&gt;

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## Plainfield Schools Engagement Letter

1 message

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Jane.Herndon@icemiller.com <Jane.Herndon@icemiller.com>

Fri, Sep 27, 2019 at 2:07 PM

To: "Jud Wolfe (jwolfe@plainfield.k12.in.us)" &lt;jwolfe@plainfield.k12.in.us&gt;

Jud:

We recently went through a conversion to a new accounting system and under this new system we are required to have engagement letters on file. Historically, we've just tended to work on more of a trust/honor basis with long term clients like your school corporation and not worry too much about a formal letter. Unfortunately, even for long term clients like you we now have to have some type of engagement letter in order to open the matter.

We've tried to put together a general engagement letter which can be used into the future, which is attached. I'm hoping that this more generic letter will then be on file into the future so that if and when your district asks us to work with you on another bond issue, we won't necessarily have to send a new letter.

This letter does not obligate you to use Ice Miller in the future, however it will be the basis of the relationship if you do hire us on future matters.

If you have any questions or concerns, please let me know. I would be glad to discuss in more detail. Sorry to give you one more thing to do.

Jane



Jane Herndon

Partner

Jane.Herndon@icemiller.com

p 317-236-2437 f 317-592-4670



September 23, 2019

WRITER'S DIRECT NUMBER: (317) 236-2437  
DIRECT FAX: (317) 592-4670  
EMAIL: Jane.Hemdon@icemiller.com

Mr. Jud Wolfe, Assistant Superintendent  
of Finance and Operations  
Plainfield Community School Corporation  
985 S. Longfellow Lane  
Plainfield, IN 46168

RE: Plainfield Community School Corporation – Bond Counsel Services

Dear Jud:

We wanted to take this opportunity to confirm the engagement of Ice Miller LLP (the "Firm") as bond counsel to the School Corporation for its financings, which include Leases or Bonds for facility improvements (the "Projects") and other related legal services. Please take a moment to review this letter (and the enclosed standard Ice Miller Terms and Conditions) to confirm our mutual understanding regarding your retention of the Firm, the scope of the engagement and the basis on which we will provide legal services to you. Please let us know if there is anything you do not understand or would like to discuss changing.

Scope of Relationship and Opinion

We understand that we will continue providing legal services to the School Corporation as requested by you from time to time with respect to legal issues ("Legal Issues"). We agree that our work will commence when the School Corporation specifically contacts us with regard to Legal Issues for which it seeks our advice and consultation and will continue until such service has been resolved. As bond counsel, our job is principally to render certain approving opinions on behalf of the School Corporation and/or the Building Corporation (the "Issuer"), as applicable, regarding the validity of the bonds and the lease, if applicable, under applicable state and federal laws and to render certain opinions concerning tax status, as well as other matters. We, as bond counsel to the Issuer or the School Corporation, will be drafting and/or reviewing the documentation, participating in discussions regarding the structure of the transaction and generally supervising the proceedings as they move toward closing. Although our primary responsibility is to the School Corporation or the Issuer, we also have a responsibility to those persons or entities who will ultimately purchase the bonds to deliver an accurate, objective and independent bond opinion.

In delivering our opinion, we will rely upon the certified proceedings and other certifications of public officials and other persons furnished to us without undertaking to verify the same by independent investigation. As a general matter, we anticipate that our opinion will

state: (1) that the bonds and lease, if applicable, are valid and binding obligations of the Issuer or School Corporation, as applicable; (2) all taxable property of the School Corporation is subject to ad valorem taxation to pay the lease rental (subject to the limitations of IC 6-1.1-20.6); (3) interest on the bonds is exempt from income taxation in the State of Indiana; and (4) interest on the bonds is excludable from gross income for purposes of federal income taxation. Subject to the completion of proceedings to our satisfaction, our opinion will be executed and delivered on the date of closing of the bonds and will be based on facts and law existing as of its date.

During the transaction, we will consult with you, your counsel and other parties to the transaction regarding matters relating to compliance with applicable federal and state laws. We also will be preparing documents from time to time, such as resolutions, notices, leases and trust indentures, which assure or demonstrate such compliance and, in some cases, reviewing documents prepared by you or other parties to the same effect.

Issuers of governmental securities must also comply with applicable federal and state securities laws. The School Corporation's financial advisor will compile certain information in an official statement or other disclosure document for each bond issue and prepare certain accounting materials related thereto. Our Firm normally provides some materials for use in the disclosure document including a section on federal tax matters and our opinion. We do not undertake responsibility for compiling or reviewing other materials nor do we engage in any due diligence to investigate the accuracy, completeness or sufficiency of the materials compiled or provided other than those we provide.

As issuer of the bonds, the Issuer, if applicable, and the School Corporation will have ultimate responsibility for compliance with both state and federal securities law provisions applicable to the bonds. Therefore, the official statement or any other offering information supplied by the Issuer or School Corporation should be carefully reviewed to ensure that all of it is correct and there are no material omissions.

We also want to advise you that the School Corporation, as obligor, must undertake certain efforts to qualify securities for sale or to register those securities in certain jurisdictions. We have undertaken no responsibility for registering or qualifying securities in any state and believe that the competitive bidder to whom the bonds are awarded or the purchaser of the bonds at negotiated sale will undertake responsibility for determining when to register or qualify securities sold in any particular jurisdiction.

#### Fees and Billing

We would propose to charge on an hourly rate for the time associated with the planning of Projects and financial structure, any preliminary determination hearings and resulting taxpayer/voter process, and general Legal Issues. Once the nature of the Projects and structure



of the financing is known, we will contact you with an estimated flat fee for bond counsel services. To the extent that several series of bonds or a bond anticipation note is needed, we will provide an update of any additional compensation at that time. We also reserve our right to adjust that flat fee to the extent that a purchaser or trustee bank has counsel resulting in substantially more time than anticipated. In addition to our fees, our invoices will include charges for certain ancillary items such as long distance telephone calls, copying expense, express mail, etc. These charges do not typically exceed \$1,500 per issue. We will submit our invoice for services rendered at each closing and expect to be paid within 30 days of our invoice.

We will continue to serve as bond counsel on the financing until the issuance of the bonds, regardless of whether there is a change in the School Corporation administration. If the financing is abandoned, substantially delayed or stopped by taxpayers, or we are replaced as bond counsel, we will be compensated for our fees and expenses to the time of abandonment, stoppage, delay or replacement.

#### Client Responsibilities

We understand that the School Corporation agrees to be candid and cooperative with us and keep us informed with complete and accurate information, documents and other communications relevant to the subject matter of our representation or otherwise requested by us.

#### Document Retention

After the closing, we will provide the School Corporation, the Issuer, and counsel to the Issuer, with a final bond transcript for the bond issue for which we will send a separate invoice for fees and charges incurred in the preparation and production of such transcripts. With respect to maintenance of documentation subsequent to the closing, papers and property that the School Corporation and Issuer have provided to us will, upon request, be returned. Copies of papers and electronic documents and records we have retained that were created or obtained for the School Corporation or Issuer likewise will be made available upon request. Our drafts and work product will belong to us. We reserve the right, subject to any applicable laws or rules or professional responsibility to the contrary, to apply records retention policies and procedures to these items and also to destroy within a reasonable time any items described in this paragraph that are retained by us.

#### Immigration Matters

Pursuant to IC 22-5-1.7, we shall enroll in and verify the work eligibility status of all newly hired employees of the firm through the E-Verify Program ("Program"). We are not required to verify the work eligibility status of all newly hired employees through the Program if the Program no longer exists.

Any failure by us to remedy a violation of IC 22-5-1.7 within 30 days of notice of such violation from you requires that you terminate the engagement unless such termination would be detrimental to the public interest or public property.

#### Termination or Withdrawal

The School Corporation or the Firm has the right to terminate this engagement at any time after providing reasonable advanced written notice, and the Firm's withdrawal is further subject to applicable rules of professional responsibility. In the event we withdraw from the representation, appropriate measures to the extent required by these rules will be taken to confirm protection of the School Corporation's interests to prevent any materially adverse effect. If the withdrawal occurs prior to completion of the matter, any unpaid fees and charges incurred prior to such termination shall be paid by the School Corporation to the Firm.

Otherwise, this representation is intended to be an ongoing representation of the School Corporation during the term of each financing. This representation will not terminate until the specific services covered within the scope of the representation have been completed. Any obligation to the School Corporation to provide advice or other legal services concerning this representation ends upon termination of the representation. The fact that we may inform the School Corporation from time to time of issues or developments in the law, by newsletter or otherwise, should not be understood as a revival or creation of a once existing or new attorney-client relationship. After completion of the matter, changes may occur in the applicable laws or regulations that could have an impact upon future rights and liabilities. Even though we may send the School Corporation newsletters or the like, no responsibility exists on our part to provide the School Corporation with updates or advice concerning any changes in the law or regulations or future legal developments on this matter, unless a new engagement agreement is undertaken to provide this service.

#### Post-Issuance Engagements

Please note that our role as bond counsel does not entail any responsibility for post-issuance duties, such as compliance, after the date of issuance of the bonds, with various federal tax or securities laws. However, we would be happy to assist you in post-issuance requirements such as compliance with the arbitrage rebate requirements and continuing disclosure requirements. We would treat such work as a separate engagement from our engagement as bond counsel and would quote you a fee prior to the commencement of that work.

#### Certain Limitations

Any opinions we express about the outcome of a legal matter are only our best professional estimates; they are necessarily limited by our knowledge of facts at the time

Mr. Jud Wolfe, Assistant Superintendent of Finance and Operations  
September 23, 2019  
Page 5

opinions are expressed and the law then in effect. Nothing in our engagement and nothing in our statements to the School Corporation are to be construed as a promise or guarantee about the outcome of the financing to the School Corporation. The School Corporation is engaging the Firm to provide legal services in connection with specific matters.

If the terms of this engagement letter are consistent with your understanding of our employment and are acceptable to the School Board, please have the acceptance clause at the end hereof executed and return the executed copy to me for our file.

Ice Miller's standard Terms and Conditions of Engagements for Legal Services is enclosed. These terms and conditions, which cover various other aspects of this engagement, including a waiver of future conflicts of interest and provisions regarding termination and withdrawal are important and are to be read as part of this letter, as they apply to this engagement to the same extent as if they were typed as part of this letter. Unless a different engagement letter is executed in the future, the basic terms of this engagement letter will also be applicable to, and govern our professional relationship on any subsequent matters, on or in which we may become involved or engaged on your behalf.

Please feel free to call me if you have any questions or comments.

Very truly yours,

ICE MILLER LLP



Jane Neuhauser Herndon

JNH:msd

N14765108.1

Mr. Jud Wolfe, Assistant Superintendent of Finance and Operations  
September 23, 2019  
Page 6

Accepted by and on behalf of Plainfield Community School Corporation this 10 day  
of OCTOBER, 2019.

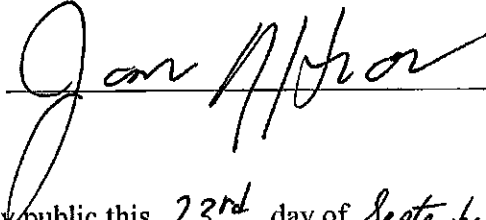
PLAINFIELD COMMUNITY SCHOOL  
CORPORATION

By: \_\_\_\_\_

AFFIDAVIT RE: IC 22-5-1.7

STATE OF INDIANA           )  
  ) SS:  
COUNTY OF MARION        )

Jane N. Herndon, having been duly sworn upon her oath deposes and says that Ice Miller LLP does not employ unauthorized aliens to the best of her knowledge and belief.

\_\_\_\_\_

Subscribed and sworn by me, a notary public this 23<sup>rd</sup> day of September, 2019.

Notary Public:

Melodie Dorn\_\_\_\_\_

My commission expires:       My county of residence:

May 1, 2024                   Marion\_\_\_\_\_

MELODIE DORN  
Notary Public  
**SEAL**  
Marion County, State of Indiana  
My Commission Expires May 1, 2024  
Commission No. 681769

ICE MILLER LLP

**Terms and Conditions of Engagements for Legal Services**

Ice Miller LLP has prepared this statement of the terms and conditions that are generally applicable to its legal services representations of its clients, in the absence of an express agreement specifically to the contrary. These terms and conditions, together with the letter or other document that references them, are the Terms and Conditions applicable to our engagement by you. When used in this document, "we" or "us" or "our" and similar terms refer to Ice Miller LLP, a limited liability partnership, and "you" or "your" and similar terms refer to the person or persons specifically identified in this statement as the client or clients of Ice Miller LLP.

**Our Responsibilities**

We are responsible to provide legal services to you in accordance with these Terms and Conditions and with our express understandings with you concerning the nature and scope of our representation.

**Your Responsibilities**

You are responsible for paying our statements for services and expenses. You also are responsible for being candid and cooperative with us and for keeping us informed with complete and accurate information, documents and other communications relevant to the subject matter of our representation or otherwise requested by us. Because it is important that we be able to contact our clients at all times in order to consult with them regarding our representation, we expect that you will inform us, in writing, of any changes in the name, address, telephone number, contact person, e-mail address, state of incorporation or other relevant changes regarding you and your business or affairs. If you affiliate with, acquire or your company is acquired by or merged with another company, you will provide us with sufficient notice to permit us to withdraw as your attorneys if we determine that such an affiliation, acquisition or merger creates a conflict of interest between any of our clients and the other party to such affiliation, acquisition or merger, or if we determine that it is not in the best interests of the Firm with respect to the resulting association with the new entity. Your failure to communicate and cooperate with us in these respects could have an adverse effect on our ability to effectively and efficiently represent your interests in this matter and may require that we suspend the rendition of further services in respect of or entirely withdraw from this engagement.

**Client(s) Represented**

The client or clients for this engagement are as specifically identified in the engagement letter. Our client(s) do not include natural persons or entities that are not identified as a client in the engagement letter. For clients that are companies, unless otherwise specified or agreed, this does not include individuals or persons who are shareholders, partners, members or owners of the company, or its officers, directors, managers or other representatives, or family members, nor does it include affiliates of the company. Our representation of you for the matter

described in the engagement letter does not give rise to a lawyer-client relationship with any such other individual, person or affiliate. Accordingly our representation of you will not give rise to a conflict of interest in the event other clients of ours are or become adverse to any such other individual, person or affiliate. For clients that are trade associations or other group-type organizations, our clients would not include their members or other constituents.

**How We Will Work For You**

We provide services to you through our attorneys and other professionals. We will designate a mutually agreeable partner whom you may contact should you have any questions or concerns at any time about our representation of you or your interests. You will keep us advised of the name(s) and contact information of the person(s) who are authorized to instruct us as to the performance of our legal services for you.

Our engagement is for legal services. While from time to time we may share with you as part of our legal advice information and insights based on our experience with respect to certain market, industry or business practices, structures, or the like, it is understood that you will be solely responsible for determining the extent to which other professional services and advice are obtained and for making all decisions concerning business, investment and accounting matters. In addition, it is understood that we will not have any responsibility to investigate the character or credit of any person with whom you may be dealing in connection with any matter directly or indirectly related to our engagement.

**How We May Communicate With You**

Unless you instruct otherwise in writing, we may communicate with you using unencrypted e-mail, facsimile transmission and cellular telephone with the understanding that these methods carry an inherent risk of interception.

**About Our Fees**

We will charge you fees based upon the time expended and other factors applicable to legal fees that are specified by applicable professional rules and standards. Unless otherwise specifically agreed, our fees are based on our hourly rates as applied to the amount of time that we

expend in providing services. Our base hourly rates for work performed by our attorneys, absent special engagements or circumstances, are established effective January 1 of each calendar year. Hourly rates may change periodically without prior notice to clients, typically after the end of each calendar year, but a current schedule for anyone working on your engagement is available at any time upon request.

Payment of our fees and other charges is in no way contingent on the outcome of any matter, unless and to the extent that there is a mutual written agreement to the contrary.

#### **Other Charges and Expenses**

Our charges for ancillary services and expenses, such as photocopying, computer research, electronic data discovery services, mileage, travel expenses and other similar charges are pursuant to a schedule of charges and expenses, as the same is revised from time to time, a copy of which is available to you upon request.

#### **Estimates**

The total amount of fees and costs relating to this matter are difficult to predict. Accordingly, we have made no commitment to you concerning the maximum fees and costs that will be necessary to resolve or complete this matter. If requested to provide an estimate of our fees for a given matter, we will endeavor in good faith to provide our best estimate, but unless there is a mutual written agreement to a fixed fee, the actual fees incurred on any project will likely differ from the estimate.

#### **Billing Procedures**

Unless we agree to an alternative billing arrangement, you will receive a statement on a monthly basis for services rendered, and for costs and other charges posted to your account, in the prior month. Payment is due upon receipt of our billing statement or within 30 days thereafter. If your account becomes more than 30 days past due, our Billing and Collection Committee will decide whether additional legal work will be performed while the account remains past due, taking into account obligations we owe to you under applicable professional conduct rules. While we typically do not charge interest on past due amounts, we reserve the right to charge interest on any amount invoiced that remains unpaid after 30 days at the rate of 1% per month until paid in full, plus all costs of collection (including reasonable attorneys' fees). Any questions or disagreements should be brought to our attention in writing within 60 days of the billing date.

#### **Retainers**

As a matter of standard practice for new clients and/or new matters, we typically request a retainer deposit before we begin work, and we may request retainers or additional retainers from time to time with respect to existing clients and existing matters. Unless there is a mutual written agreement to the contrary, we will hold any such retainers in our firm's agency account until disbursed in accordance

with these terms and conditions or other mutual written agreement. We may apply funds held as retainers to any past due account balance of your account. We will return any unapplied excess of your retainers to you within a reasonable period of time following the conclusion of the related engagement. Unless we determine in our discretion to apply all or a portion of the retainers sooner, we will apply the retainers to the final invoice for the related engagement. If we determine for any client or matter to initially waive the required retainer deposit, we nonetheless reserve the right at a later date to require a retainer deposit if conditions concerning either the extent or nature of the matter in our discretion so warrant, or should our statements not be timely paid as expected.

#### **Your Consent to Future Conflicts of Interest**

You are aware that the Firm has grown geographically and represents many other entities and individuals. Thus, during the time that we are representing you, some of our present or future clients may have disputes or transactions with you or other interests that may be adverse to yours. As part of this engagement, you agree that we may undertake in the future to represent existing or new clients in any matter that is not substantially related to any matter as to which we have represented or advised you, even if the interests of such clients in those other matters are directly or indirectly adverse to yours, and you agree not to disqualify our Firm for those conflicting representations. Of course, we agree that we will keep confidential any information of a nonpublic nature provided to us as a result of our representation of you. You acknowledge that we may obtain confidential information as a result of our representation of other clients that might be of interest to you but for the same reasons cannot be shared with you.

#### **Document Retention**

Unless you indicate otherwise to us in writing, we will assume that all papers and property that you provide to us are duplicates and that you retain all originals, so that we do not need to return them to you. When the representation concludes, we will (if you request) return any papers and property that you have provided to us (or that we have obtained for you and that belong to you) if we have them in our possession. Our drafts and work product that we create in relation to our work for you, however, belong to us. We reserve the right, subject to any applicable laws or rules of professional responsibility to the contrary, to apply records retention policies and procedures to these items and also to destroy within a reasonable time any items described in this paragraph that are retained by us.

#### **Personal Data from the European Economic Area**

If you will be providing the Firm with the personal data of individuals in the European Economic Area during the course of the engagement, then it is your responsibility to obtain all appropriate consents, make any necessary disclosures, and take all other required steps to comply with any applicable data privacy and protection laws and regulations in connection with your use of the Firm's services. As used herein, "personal data" means any information relating to an identified or identifiable natural person, to the extent that such personal data are associated

with individuals in the European Economic Area or are otherwise within the scope of the General Data Protection Regulation (EU) 2016/679.

#### **Response to Audit Inquiries**

If you ask that we do so, we will respond to your auditors concerning certain "loss contingencies" as defined by accounting standards by preparing a letter to your auditors. To assist us in responding timely to your auditors, please direct all audit inquiries to:

Audit Letter Coordinator  
Ice Miller LLP  
One American Square, Suite 2900  
Indianapolis, Indiana 46282-0200.

If there are any questions presented by your audit inquiry letter, our Audit Letter Coordinator will contact you. Absent special circumstances, our current fee structure for the preparation of these letters is a minimum of \$300 and a maximum of \$700, depending on the extent and number of any matters reported. However, the fee may exceed \$700 if there are many matters to be reported upon, or if the letter requires extensive substantive attention to disclosure or other related issues. This charge will appear on your statement as a line item for "Services rendered in connection with preparation of response to audit inquiry."

#### **Termination or Withdrawal**

Both you and we have the right to terminate any engagement at any time after providing reasonable advance written notice, and our withdrawal or termination is further subject to applicable rules of professional responsibility. In the event that we terminate the engagement, we will, subject to the terms hereof, take such steps as are reasonably practicable to protect your interests in the above matter and, if you so request, we will suggest to you possible successor counsel and provide that counsel with whatever papers you have provided to us. If permission for withdrawal is required by a court, we will promptly apply for such permission, and you agree to engage successor counsel to represent you. Otherwise, this representation will terminate (a) once the specific services covered within the scope of the representation have been completed and we have sent you our final statement for services rendered

in this matter, or (b) if the engagement is open-ended without any specific services being described, when more than six months have elapsed from the last time you requested and we furnished legal services to you. We are not obligated to provide advice or other legal services concerning this representation to you after our representation of you is completed, or has terminated. After completion of a matter in which we have represented you, changes may occur in the applicable laws or regulations that could have an impact upon your future rights and liabilities. Even though we may send you newsletters or the like after the date of termination of our engagement, we will have no responsibility to provide you with updates or advice concerning any changes in the law or regulations or future legal developments on any matter, including those matters that may have been the subject of a prior representation, unless you and we have expressly agreed that we will provide this service.

#### **Certain Limitations**

Any opinions or views, formal or informal, that we may express to you or to third parties about the outcome of a legal matter are only our best professional estimates. Those opinions or views are necessarily limited by our knowledge of facts at the time that we express them and the law and regulations that are then in effect. You understand and agree that we cannot – and will not – promise to you, or guarantee to you, that any particular outcome will result from your legal matters.

#### **Identification of Relationship**

We are pleased that you have chosen Ice Miller LLP as your legal advisor and would like to have your permission to share this with others. By signing the acknowledgement, you hereby grant us the authority to use your name and logo in connection with Ice Miller LLP's marketing activities, including, without limitation, identification of you as a client of Ice Miller LLP on its website and other printed marketing materials and publications issued by Ice Miller LLP. You may revoke the consent granted in this paragraph at any time by contacting our marketing department at [enews@icemiller.com](mailto:enews@icemiller.com).

Revised: July 2018



**Plainfield Community School Corporation  
Financial Goals  
2019-20**

**Student Academic Achievement**

The Plainfield Community School Corporation will strive to increase the percentage budgeted and spent for Student Academic Achievement. The size of the certified instructional staff has been increased for the 2019-20 year, and all instructional staff received increases in compensation. The school corporation will continue to look for opportunities to drive more dollars to the classroom.

**Student Instructional Support**

The Plainfield Community School Corporation will strive to increase the percentage budgeted and spent for Student Instructional Support.

**Overhead and Operational**

The Plainfield Community School Corporation will continue to seek to opportunities for efficiencies and savings in the Overhead and Operational category.

**Nonoperational**

The Plainfield Community School Corporation will continue to seek ways to reduce expenditures in this category.

**FINANCIAL REPORT**  
**PLAINFIELD COMMUNITY SCHOOL CORPORATION**  
9/30/2019

| FUND  | BEGINNING<br>APPROPRIATION | 2019<br>M.T.D.<br>EXPENDITURE | 2019<br>Y.T.D.<br>EXPENDITURE | 2018<br>Y.T.D. EXPENDED<br>COMPARISON | APPROPRIATION<br>BALANCE | APPROPRIATION<br>% SPENT |
|---|----------------------------|-------------------------------|-------------------------------|---------------------------------------|--------------------------|--------------------------|
| Education Fund (0101)                           |                            |                               |                               |                                       |                          |                          |
| Payroll   | \$24,612,365.00            | \$1,918,563.57                | \$17,867,104.57               |                                       | \$6,745,260.43           |                          |
| Other   | <u>10,421,415.72</u>       | <u>702,422.07</u>             | <u>7,308,833.51</u>           |                                       | <u>3,112,582.21</u>      |                          |
| Sub-Total                                       | \$35,033,780.72            | \$2,620,985.64                | 25,175,938.08                 |                                       | \$9,857,842.64           | 71.86%                   |
| Transfer of Revenue to Operations Fund          |                            | \$401,162.82                  | 3,669,814.02                  |                                       |                          |                          |
| Re-Payment of TAW                               | <u>-</u>                   | <u>0.00</u>                   | <u>0.00</u>                   |                                       |                          |                          |
| <b>Total Education Fund</b>                     | \$35,033,780.72            | \$3,022,148.46                | 28,845,752.10                 |                                       | \$9,857,842.64           |                          |
|   |                            |                               |                               |                                       |                          |                          |
| Debt Service Fund (0200)                        | \$15,080,735.00            | \$0.00                        | \$7,386,705.25                | \$7,510,343.57                        | \$7,694,029.75           | 48.98%                   |
| Transfer of Revenue (to Tax Levy Fund)          | -                          | 0.00                          | 0.00                          | 0.00                                  |                          |                          |
| Re-Payment of TAW                               | <u>-</u>                   | <u>0.00</u>                   | <u>0.00</u>                   | <u>0.00</u>                           |                          |                          |
| <b>Total Debt Service Fund</b>                  | \$15,080,735.00            | \$0.00                        | 7,386,705.25                  | \$7,510,343.57                        |                          |                          |
|   |                            |                               |                               |                                       |                          |                          |
| Retire/Sevr. Fund (0250)                        | \$349,917.00               | \$0.00                        | \$175,741.00                  | \$173,499.00                          | \$174,176.00             | 50.22%                   |
| Transfer of Revenue (to Tax Levy Fund)          | -                          | 0.00                          | 0.00                          | 0.00                                  |                          |                          |
| Transfer to(Rainy Day Fund, temp loan)          |                            | 0.00                          | 0.00                          | 0.00                                  |                          |                          |
| Re-Payment of TAW                               | <u>-</u>                   | <u>0.00</u>                   | <u>0.00</u>                   | <u>0.00</u>                           |                          |                          |
| <b>Total Retire/Sevr. Fund</b>                  | \$349,917.00               | \$0.00                        | 175,741.00                    | \$173,499.00                          |                          |                          |
|   |                            |                               |                               |                                       |                          |                          |
| Operations Fund (0300)                          | \$12,786,250.63            | \$984,747.36                  | \$9,574,928.88                |                                       | \$3,211,321.75           | 74.88%                   |
| Transfer of Revenue (to Rainy Day Fund)         | -                          | 0.00                          | 2,000,000.00                  |                                       |                          |                          |
| Transfer of Revenue (Rainy Day Fund, temp loan) |                            | 0.00                          | 0.00                          |                                       |                          |                          |
| Transfer of Revenue to Education Fund           |                            | 0.00                          | 0.00                          |                                       |                          |                          |
| Re-Payment of TAW                               | <u>-</u>                   | <u>0.00</u>                   | <u>0.00</u>                   |                                       |                          |                          |
| <b>Total Operations Fund</b>                    | \$12,786,250.63            | \$984,747.36                  | \$11,574,928.88               |                                       |                          |                          |

**FINANCIAL REPORT**  
**PLAINFIELD COMMUNITY SCHOOL CORPORATION**  
9/30/2019

| FUND  | BEGINNING<br>APPROPRIATION | 2019<br>M.T.D<br>EXPENDITURE | 2019<br>Y.T.D.<br>EXPENDITURE | 2018<br>Y.T.D. EXPENDED<br>COMPARISON | APPROPRIATION<br>BALANCE | APPROPRIATION<br>% SPENT |
|---|----------------------------|------------------------------|-------------------------------|---------------------------------------|--------------------------|--------------------------|
| Rainy Day Fund                                  | \$756,157.05               | \$2,123.85                   | \$43,648.16                   | \$212,975.84                          | \$712,508.89             | 5.77%                    |
| Transfer of Revenue (temp loan)                 | -                          | 0.00                         | 58,050.38                     | 173,526.94                            |                          |                          |
| <b>Total Rainy Day Fund</b>                     | \$756,157.05               | \$2,123.85                   | \$101,698.54                  | \$386,502.78                          |                          |                          |
| Levy Excess                                     |                            | \$0.00                       | \$0.00                        | \$0.00                                |                          |                          |
| School Lunch Fund                               |                            | \$249,792.37                 | \$1,705,296.45                | \$1,715,463.49                        |                          |                          |
| Prepaid Balance                                 |                            | 158,548.44                   | 970,777.56                    | \$952,298.14                          |                          |                          |
| <b>Total School Lunch Fund</b>                  |                            | 408,340.81                   | \$2,676,074.01                | \$2,667,761.63                        |                          |                          |
| Federal/State/ Local Grants                     |                            | \$209,513.90                 | \$1,948,919.47                | \$2,070,334.08                        |                          |                          |
| Transfer of Revenue (Rainy Day Fund, temp loan) |                            | 0.00                         | 56,411.04                     | 253,243.62                            |                          |                          |
| <b>Total Federal/State/Local Grants</b>         | \$0.00                     | \$209,513.90                 | \$2,005,330.51                | \$2,323,577.70                        |                          |                          |
| Construction Fund                               |                            | \$1,175,563.45               | \$3,263,894.15                | \$3,504,217.88                        |                          |                          |
| Transfer of Revenue (Rainy Day Fund, temp loan) |                            |                              | 0.00                          | 0.00                                  |                          |                          |
|   |                            | \$1,175,563.45               | \$3,263,894.15                | \$3,504,217.88                        |                          |                          |

CASH BALANCE

|                            |                        |
|----------------------------|------------------------|
| (0101) Education Fund      | \$5,370,456.35         |
| (0200) Debt Service Fund   | \$7,545,861.41         |
| (0250) Retire/Sevr. Fund   | \$161,501.82           |
| (0300) Operations Fund     | \$192,359.39           |
| (0120) Levy Excess         | \$0.00                 |
| School Lunch Fund          | \$289,260.11           |
| Federal/State/Local Grants | \$442,465.70           |
| Clearing Accounts          | \$1,079.43             |
| Rainy Day Fund             | \$2,768,919.93         |
| Construction Fund          | \$919,803.23           |
|                            | <u>\$17,691,707.37</u> |

Interest on Checking Account for Sept 2019- \$32,796.35

**FINANCIAL REPORT**  
**PLAINFIELD COMMUNITY SCHOOL CORPORATION**  
9/30/2019

INVESTMENTS  
ALL FUNDS

|                             |                 |       |                   |
|-----------------------------|-----------------|-------|-------------------|
| Old National Bank           | \$16,616,273.35 | 0.25% | OPERATING ACCOUNT |
| First Merchants, Superfund  | \$ 1,043,244.80 | 0.13% | AS NEEDED         |
| Trust Indiana               | \$ 32,189.22    | 0.59% | AS NEEDED         |
| Total All Funds Investments | \$17,691,707.37 |       |                   |



**SCHOOL LUNCH PROGRAM  
FINANCIAL REPORT  
9/30/2019**

**BALANCE Sept 1, 2019** \$379,132.89

**RECEIPTS**

|                          |              |
|--------------------------|--------------|
| ADULTS AND STUDENT MEALS | \$161,713.80 |
| STATE REIMBURSEMENT      | 0.00         |
| FEDERAL REIMBURSEMENT    | 0.00         |
| PREPAID ACCOUNTS (8400)  | 152,898.61   |
| CATERING                 | 3,691.62     |
| REBATES                  | 164.00       |
| MISC. CHANGE RETURNED    |              |

|                |              |
|----------------|--------------|
| TOTAL RECEIPTS | \$318,468.03 |
|----------------|--------------|

**EXPENDITURES**

|                                       |              |
|---------------------------------------|--------------|
| FOOD AND PAPER COSTS                  | \$123,855.70 |
| LABOR                                 | 114,841.45   |
| CATERING                              | 2,761.01     |
| MAINTENANCE COSTS (Equipment)         | 5,476.13     |
| FUND 8400                             | 158,548.44   |
| MISC: REFUNDS, CHANGE, PREPAID, OTHER | 2,858.08     |

|               |              |
|---------------|--------------|
| TOTAL EXPEND. | \$408,340.81 |
|---------------|--------------|

|                                  |              |
|----------------------------------|--------------|
| BALANCE AS PER ACCOUNT           | \$289,260.11 |
| PRE-PAID DEDUCTED FROM BALANCE   | \$133,616.16 |
| ADJUSTED BALANCE FOR COMPARISON* | \$155,643.95 |

|                     |              |
|---------------------|--------------|
| OUTSTANDING BILLS** | \$132,857.07 |
|---------------------|--------------|

|                  |           |
|------------------|-----------|
| INVENTORY        |           |
| FOOD             | 29,115.69 |
| NON-FOOD         | 16,980.35 |
| GOVERNMENT COMM. |           |
| ACTUAL COST      | 100.60    |

MARKET VALUE

|                    |             |
|--------------------|-------------|
| TOTAL INVENTORY*** | \$46,196.64 |
|--------------------|-------------|

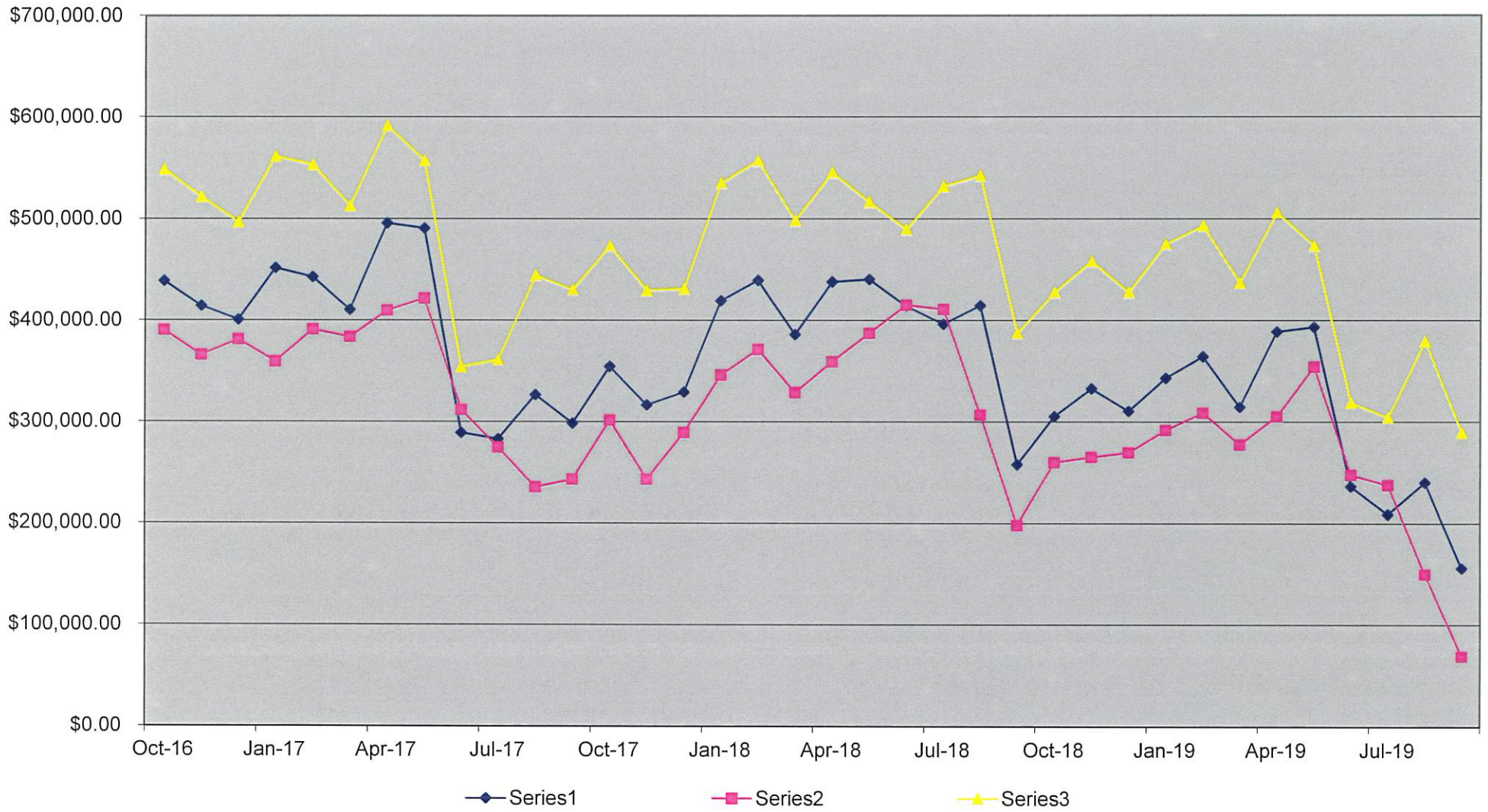
|                                     |             |
|-------------------------------------|-------------|
| SCHOOL LUNCH PROGRAM STATUS 9/30/19 | \$68,983.52 |
|-------------------------------------|-------------|

**2018 COMPARISON**

|                                  |              |
|----------------------------------|--------------|
| ADJUSTED BALANCE FOR COMPARISON* | \$257,643.33 |
| OUTSTANDING BILLS**              | 109,796.12   |
| TOTAL INVENTORY***               | 49,905.33    |

|                                     |              |
|-------------------------------------|--------------|
| SCHOOL LUNCH PROGRAM STATUS 9/30/18 | \$197,752.54 |
|-------------------------------------|--------------|

## School Lunch Comparison Report



10/07/2019

9:46:44

Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*  
Between Board: IncludedPage: 1  
farvcho0.pG004

| Date       | Brd | Voucher # | Vendor # | Vendor                      | Fnd  | Obj | Voucher Total | Check # | Bank # | Memorandum             |
|------------|-----|-----------|----------|-----------------------------|------|-----|---------------|---------|--------|------------------------|
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 0101 | 110 | 779,382.61    | 0       | 001    | PAYROLL                |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 0101 | 110 | 794,496.54    | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 110 **    | 0101 | 110 | 1,573,879.15  |         |        |                        |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 0101 | 120 | 130,787.76    | 0       | 001    | PAYROLL                |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 0101 | 120 | 181,291.34    | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 120 **    | 0101 | 120 | 312,079.10    |         |        |                        |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 0101 | 131 | 10,000.00     | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 131 **    | 0101 | 131 | 10,000.00     |         |        |                        |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 0101 | 135 | 7,200.02      | 0       | 001    | PAYROLL                |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 0101 | 135 | 7,792.80      | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 135 **    | 0101 | 135 | 14,992.82     |         |        |                        |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 0101 | 136 | 3,787.50      | 0       | 001    | PAYROLL                |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 0101 | 136 | 3,825.00      | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 136 **    | 0101 | 136 | 7,612.50      |         |        |                        |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                       | 0101 | 211 | 9,530.84      | 1       | 001    | NC FICA 09/13/2019     |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                       | 0101 | 211 | 13,391.76     | 1       | 001    | NC FICA 09/27/2019     |
|            |     |           |          | ** Object Total - 211 **    | 0101 | 211 | 22,922.60     |         |        |                        |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                       | 0101 | 212 | 55,426.67     | 1       | 001    | NC FICA 09/13/2019     |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                       | 0101 | 212 | 56,903.22     | 1       | 001    | NC FICA 09/27/2019     |
|            |     |           |          | ** Object Total - 212 **    | 0101 | 212 | 112,329.89    |         |        |                        |
| 09/13/2019 | yes | 00052029  | 54200    | PUBLIC EMPLOYEES RETIRE     | 0101 | 214 | 3,799.88      | 1       | 001    | PERF 09/13/2019        |
| 09/13/2019 | yes | 00052030  | 54200    | PUBLIC EMPLOYEES RETIRE     | 0101 | 214 | 14,186.68     | 1       | 001    | EMPLR PERF 09/13/2019  |
| 09/13/2019 | yes | 00052031  | 54200    | PUBLIC EMPLOYEES RETIRE     | 0101 | 214 | -132.37       | 1       | 001    | PERF 09/13/2019        |
| 09/27/2019 | yes | 00052061  | 54200    | PUBLIC EMPLOYEES RETIRE     | 0101 | 214 | 20,260.71     | 1       | 001    | PERF 09/27/2019        |
| 09/27/2019 | yes | 00052062  | 54200    | PUBLIC EMPLOYEES RETIRE     | 0101 | 214 | 0.06          | 1       | 001    | PERF 09/27/2019        |
|            |     |           |          | ** Object Total - 214 **    | 0101 | 214 | 38,114.96     |         |        |                        |
| 09/13/2019 | yes | 00052028  | 35700    | INDIANA STATE TEACHERS'     | 0101 | 215 | 4,119.86      | 1       | 001    | EMP TRF 09/13/2019     |
| 09/27/2019 | yes | 00052060  | 35700    | INDIANA STATE TEACHERS'     | 0101 | 215 | 4,229.76      | 1       | 001    | EMP TRF 09/27/2019     |
|            |     |           |          | ** Object Total - 215 **    | 0101 | 215 | 8,349.62      |         |        |                        |
| 09/13/2019 | yes | 00052028  | 35700    | INDIANA STATE TEACHERS'     | 0101 | 216 | 54,158.39     | 1       | 001    | EMP TRF 09/13/2019     |
| 09/13/2019 | yes | 00052032  | 35700    | INDIANA STATE TEACHERS'     | 0101 | 216 | 139.67        | 1       | 001    | TRF 09/13/2019         |
| 09/27/2019 | yes | 00052060  | 35700    | INDIANA STATE TEACHERS'     | 0101 | 216 | 55,988.03     | 1       | 001    | EMP TRF 09/27/2019     |
| 09/27/2019 | yes | 00052063  | 35700    | INDIANA STATE TEACHERS'     | 0101 | 216 | 0.03          | 1       | 001    | TRF 09/27/2019         |
|            |     |           |          | ** Object Total - 216 **    | 0101 | 216 | 110,286.12    |         |        |                        |
| 09/30/2019 | yes | 00052082  | 52800    | PLAINFIELD COMM. SCHOOL     | 0101 | 218 | 1,087.19      | 75933   | 001    | EMP INT TRF 09/13/2019 |
|            |     |           |          | ** Object Total - 218 **    | 0101 | 218 | 1,087.19      |         |        |                        |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 0101 | 221 | 2,311.06      | 75931   | 001    | LIFE INS 09/13/2019    |
|            |     |           |          | ** Object Total - 221 **    | 0101 | 221 | 2,311.06      |         |        |                        |

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Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*  
Between Board: IncludedPage: 2  
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| Date       | Brd | Voucher # | Vendor # | Vendor                       | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum                  |
|------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|-----------------------------|
| 09/30/2019 | yes | 00052068  | 3400     | AMERICAN FIDELITY            | 0101 222 | 210.03        | 1       | 001    | MONTHLY PREMIUMS            |
| 09/30/2019 | yes | 00052078  | 65400    | TEXAS LIFE INSURANCE CO.     | 0101 222 | 12.03         | 75929   | 001    | MONTHLY PREMIUMS            |
| 09/30/2019 | yes | 00052079  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0101 222 | -7,184.54     | 75930   | 001    | MONTHLY PREMIUMS            |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0101 222 | 195,981.41    | 75931   | 001    | LIFE INS 09/13/2019         |
|            |     |           |          | ** Object Total - 222 **     | 0101 222 | 189,018.93    |         |        |                             |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0101 224 | 7,260.89      | 75931   | 001    | LIFE INS 09/13/2019         |
|            |     |           |          | ** Object Total - 224 **     | 0101 224 | 7,260.89      |         |        |                             |
| 09/30/2019 | yes | 00052081  | 45125    | MET LIFE RESOURCES           | 0101 241 | 59,556.78     | 75932   | 001    | 401A 09/13/2019             |
|            |     |           |          | ** Object Total - 241 **     | 0101 241 | 59,556.78     |         |        |                             |
| 09/13/2019 | yes | 00052009  | 892170   | ALEX COLEMAN                 | 0101 311 | 38.00         | 75882   | 001    | INSTRUCTION SERVICES        |
| 09/20/2019 | yes | 00052033  | 892170   | ALEX COLEMAN                 | 0101 311 | 52.25         | 75900   | 001    | SERVICES                    |
| 10/10/2019 |     | 00052126  | 14350    | CIESC SERVICE CENTER         | 0101 311 | 275.00        | 75973   | 001    | REGISTRATION                |
| 10/10/2019 |     | 00052135  | 60292    | CYNTHIA M. SHELTON           | 0101 311 | 337.50        | 75982   | 001    | HOMEBOUND SERVICES          |
|            |     |           |          | ** Object Total - 311 **     | 0101 311 | 702.75        |         |        |                             |
| 10/10/2019 |     | 00052112  | 892396   | ALEXIS BONE                  | 0101 313 | 3,315.00      | 75959   | 001    | PHYSICAL THERAPY            |
| 10/10/2019 |     | 00052142  | 892423   | EDUCATIONAL AUDIOLOGY RESOUR | 0101 313 | 42.50         | 75989   | 001    | PHYSICAL THERAPY            |
| 10/10/2019 |     | 00052158  | 892369   | HENDRICKS REGIONAL HEALTH    | 0101 313 | 7,335.25      | 76005   | 001    | OT SERVICES                 |
| 10/10/2019 |     | 00052176  | 52411    | JULIE PITCOCK                | 0101 313 | 7,140.00      | 76023   | 001    | PHYSICAL THERAPY/HOMESCHOOL |
| 10/10/2019 |     | 00052270  | 891841   | WYNDHAM PSYCHOLOGY LLC       | 0101 313 | 5,130.00      | 76120   | 001    | SERVICES -PHYSICAL THERAPY  |
|            |     |           |          | ** Object Total - 313 **     | 0101 313 | 22,962.75     |         |        |                             |
| 10/10/2019 |     | 00052125  | 891713   | CHURCH CHURCH HITTLE & ANTRI | 0101 318 | 104.00        | 75972   | 001    | PROFESSIONAL SERVICES       |
| 10/10/2019 |     | 00052181  | 891430   | LEWIS & KAPPES               | 0101 318 | 425.00        | 76029   | 001    | PROFESSIONAL SERVICES       |
|            |     |           |          | ** Object Total - 318 **     | 0101 318 | 529.00        |         |        |                             |
| 09/20/2019 | yes | 00052033  | 892170   | ALEX COLEMAN                 | 0101 319 | 14.25         | 75900   | 001    | SERVICES                    |
|            |     |           |          | ** Object Total - 319 **     | 0101 319 | 14.25         |         |        |                             |
| 10/10/2019 |     | 00052199  | 890430   | NETWORK SOLUTIONS INC        | 0101 432 | 2,674.39      | 76047   | 001    | TECHNOLOGY RELATED REPAIR   |
|            |     |           |          | ** Object Total - 432 **     | 0101 432 | 2,674.39      |         |        |                             |
| 09/13/2019 | yes | 00052012  | 890251   | DMS                          | 0101 530 | 3,005.38      | 75885   | 001    | POSTAGE                     |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0101 530 | 88.31         | 75905   | 001    | REGISTRATION                |
| 09/27/2019 | yes | 00052052  | 890815   | LIGHTBOUND                   | 0101 530 | 6,493.96      | 75917   | 001    | TELEPHONE/ETHERNET          |
|            |     |           |          | ** Object Total - 530 **     | 0101 530 | 9,587.65      |         |        |                             |
| 10/10/2019 |     | 00052195  | 890988   | MSD OF WABASH COUNTY         | 0101 561 | 30,723.26     | 76043   | 001    | TRANSFER TUITION            |
|            |     |           |          | ** Object Total - 561 **     | 0101 561 | 30,723.26     |         |        |                             |
| 10/10/2019 |     | 00052136  | 892535   | DAMAR SERVICES               | 0101 569 | 5,742.00      | 75983   | 001    | SERVICES                    |
|            |     |           |          | ** Object Total - 569 **     | 0101 569 | 5,742.00      |         |        |                             |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 0101 611 | 1,121.44      | 75902   | 001    | SUPPLIES/TECH SUPPLIES      |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0101 611 | 868.86        | 75905   | 001    | REGISTRATION                |
| 09/27/2019 | yes | 00052048  | 892508   | CARDMEMBER SERVICE           | 0101 611 | 98.99         | 75913   | 001    | FEES                        |



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Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*  
Between Board: IncludedPage: 3  
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| Date       | Brd | Voucher # | Vendor # | Vendor                       | Fnd  | Obj | Voucher Total | Check # | Bank # | Memorandum                    |
|------------|-----|-----------|----------|------------------------------|------|-----|---------------|---------|--------|-------------------------------|
| 10/04/2019 | yes | 00052100  | 42285    | LOWE'S COMPANIES INC.        | 0101 | 611 | 144.33        | 75948   | 001    | IMAG LAB CONSUMABLES          |
| 10/10/2019 |     | 00052139  | 9900     | BLICK ART MATERIALS          | 0101 | 611 | 18.40         | 75986   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052145  | 891282   | EDUCATORS PUBLISHING SERVICE | 0101 | 611 | 540.40        | 75992   | 001    | SUPPLIES/FEES                 |
| 10/10/2019 |     | 00052152  | 26775    | ACCO BRANDS USA LLC          | 0101 | 611 | 529.36        | 75999   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052164  | 891407   | ID WHOLESALER                | 0101 | 611 | 116.98        | 76011   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052170  | 37350    | J.W. PEPPER                  | 0101 | 611 | 1,116.93      | 76017   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052184  | 888959   | MACGILL                      | 0101 | 611 | 316.35        | 76032   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052204  | 889856   | OFFICE DEPOT                 | 0101 | 611 | 1,501.60      | 76052   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052215  | 52825    | PLAINFIELD SCHOOL CAFE.      | 0101 | 611 | 41.02         | 76063   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052225  | 892405   | ROBOTSHOP INC                | 0101 | 611 | 84.34         | 76074   | 001    | LAB SUPPLIES                  |
| 10/10/2019 |     | 00052227  | 891003   | ROGARDS OFFICE PLUS          | 0101 | 611 | 103.62        | 76076   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052232  | 58610    | SCHOLASTIC INC               | 0101 | 611 | 1,579.47      | 76081   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052234  | 892438   | SCHOOL LIFE                  | 0101 | 611 | 46.05         | 76083   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052236  | 58810    | SCHOOL SPECIALTY INC         | 0101 | 611 | 441.67        | 76085   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052243  | 891529   | STAPLES BUSINESS ADVANTAGE   | 0101 | 611 | 318.42        | 76092   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052244  | 63300    | STARKEN PRINTING CO          | 0101 | 611 | 84.00         | 76093   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052246  | 64400    | SUPER DUPER                  | 0101 | 611 | 310.56        | 76095   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052250  | 50925    | THE PAPER CORPORATION        | 0101 | 611 | 9,657.60      | 76099   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052253  | 66095    | TIME FOR KIDS                | 0101 | 611 | 297.00        | 76102   | 001    | SUPPLIES/FEES                 |
| 10/10/2019 |     | 00052259  | 891310   | US GAMES                     | 0101 | 611 | 81.98         | 76109   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052264  | 68172    | WARD'S NATURAL SCIENCE       | 0101 | 611 | 74.56         | 76114   | 001    | SUPPLIES/FEES                 |
|            |     |           |          | ** Object Total - 611 **     | 0101 | 611 | 19,493.93     |         |        |                               |
| 10/10/2019 |     | 00052151  | 891240   | FOLLETT SCHOOL SOLUTIONS INC | 0101 | 640 | 2,176.02      | 75998   | 001    | LIBRARY BOOKS                 |
|            |     |           |          | ** Object Total - 640 **     | 0101 | 640 | 2,176.02      |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 0101 | 655 | 104.89        | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0101 | 655 | 452.90        | 75905   | 001    | REGISTRATION                  |
| 10/10/2019 |     | 00052115  | 891687   | APPTGEY                      | 0101 | 655 | 13,500.00     | 75962   | 001    | TECHNOLOGY RELATED SUPPLIES   |
| 10/10/2019 |     | 00052122  | 14220    | CDW GOVERNMENT INC           | 0101 | 655 | 1,867.76      | 75969   | 001    | OTHER TECH/HARDWARE           |
| 10/10/2019 |     | 00052138  | 20245    | DELL MARKETING L.P.          | 0101 | 655 | 210.00        | 75985   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052147  | 888922   | FAIRCHILD COMMUNICATIONS     | 0101 | 655 | 103.26        | 75994   | 001    | TECHNOLY RELATED              |
| 10/10/2019 |     | 00052192  | 892306   | MONSIDO                      | 0101 | 655 | 2,795.50      | 76040   | 001    | TECHNOLOGY RELATED SUPPLIES   |
| 10/10/2019 |     | 00052221  | 891509   | PROMETHEAN INC               | 0101 | 655 | 313.00        | 76070   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052230  | 891386   | SCENARIO LEARNING LLC        | 0101 | 655 | 4,190.13      | 76079   | 001    | TECHNOLOGY RELATED SUPPLIES   |
| 10/10/2019 |     | 00052252  | 891288   | TIERNAY BROTHERS INC         | 0101 | 655 | 2,000.00      | 76101   | 001    | FURNITURE                     |
| 10/10/2019 |     | 00052256  | 37025    | TURNITIN LLC                 | 0101 | 655 | 5,727.00      | 76105   | 001    | SOFTWARE-HS                   |
|            |     |           |          | ** Object Total - 655 **     | 0101 | 655 | 31,264.44     |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 0101 | 660 | 72.93         | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0101 | 660 | 874.40        | 75905   | 001    | REGISTRATION                  |
| 09/27/2019 | yes | 00052048  | 892508   | CARDMEMBER SERVICE           | 0101 | 660 | 33.96         | 75913   | 001    | FEES                          |
| 10/04/2019 | yes | 00052100  | 42285    | LOWE'S COMPANIES INC.        | 0101 | 660 | 7.12          | 75948   | 001    | IMAG LAB CONSUMABLES          |
| 10/10/2019 |     | 00052170  | 37350    | J.W. PEPPER                  | 0101 | 660 | 163.99        | 76017   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052204  | 889856   | OFFICE DEPOT                 | 0101 | 660 | 620.21        | 76052   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052215  | 52825    | PLAINFIELD SCHOOL CAFE.      | 0101 | 660 | 40.84         | 76063   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052220  | 891103   | PROJECT LEAD THE WAY INC     | 0101 | 660 | 238.00        | 76069   | 001    | EQUIPMENT                     |
| 10/10/2019 |     | 00052224  | 55710    | RESOURCES FOR EDUCATORS      | 0101 | 660 | 50.00         | 76073   | 001    | LQA & DEVELOPMENTAL CLASSROOM |
| 10/10/2019 |     | 00052231  | 58550    | SCHOLASTIC INC               | 0101 | 660 | 531.30        | 76080   | 001    | SUPPLIES/FEES                 |
| 10/10/2019 |     | 00052232  | 58610    | SCHOLASTIC INC               | 0101 | 660 | 8,106.83      | 76081   | 001    | SUPPLIES                      |

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Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
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Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*  
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| Date       | Brd | Voucher # | Vendor # | Vendor                     | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum            |
|------------|-----|-----------|----------|----------------------------|----------|---------------|---------|--------|-----------------------|
| 10/10/2019 |     | 00052236  | 58810    | SCHOOL SPECIALTY INC       | 0101 660 | 698.96        | 76085   | 001    | SUPPLIES              |
| 10/10/2019 |     | 00052243  | 891529   | STAPLES BUSINESS ADVANTAGE | 0101 660 | 37.21         | 76092   | 001    | SUPPLIES              |
| 10/10/2019 |     | 00052253  | 66095    | TIME FOR KIDS              | 0101 660 | 371.25        | 76102   | 001    | SUPPLIES/FEES         |
| 10/10/2019 |     | 00052264  | 68172    | WARD'S NATURAL SCIENCE     | 0101 660 | 181.50        | 76114   | 001    | SUPPLIES/FEES         |
| 10/10/2019 |     | 00052267  | 68299    | WEST MUSIC COMPANY         | 0101 660 | 562.80        | 76117   | 001    | FEES                  |
|            |     |           |          | ** Object Total - 660 **   | 0101 660 | 12,591.30     |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                    | 0300 110 | 22,696.66     | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                    | 0300 110 | 27,338.59     | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 110 **   | 0300 110 | 50,035.25     |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                    | 0300 115 | 1,006.60      | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                    | 0300 115 | 1,950.60      | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 115 **   | 0300 115 | 2,957.20      |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                    | 0300 120 | 142,996.30    | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                    | 0300 120 | 152,862.36    | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 120 **   | 0300 120 | 295,858.66    |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                    | 0300 125 | 339.12        | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                    | 0300 125 | 2,640.60      | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 125 **   | 0300 125 | 2,979.72      |         |        |                       |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                    | 0300 131 | 15,000.00     | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 131 **   | 0300 131 | 15,000.00     |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                    | 0300 136 | 9,953.00      | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                    | 0300 136 | 12,133.25     | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 136 **   | 0300 136 | 22,086.25     |         |        |                       |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                    | 0300 140 | 151.60        | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 140 **   | 0300 140 | 151.60        |         |        |                       |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                      | 0300 211 | 10,968.01     | 1       | 001    | NC FICA 09/13/2019    |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                      | 0300 211 | 12,315.52     | 1       | 001    | NC FICA 09/27/2019    |
|            |     |           |          | ** Object Total - 211 **   | 0300 211 | 23,283.53     |         |        |                       |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                      | 0300 212 | 586.67        | 1       | 001    | NC FICA 09/13/2019    |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                      | 0300 212 | 916.11        | 1       | 001    | NC FICA 09/27/2019    |
|            |     |           |          | ** Object Total - 212 **   | 0300 212 | 1,502.78      |         |        |                       |
| 09/13/2019 | yes | 00052029  | 54200    | PUBLIC EMPLOYEES RETIRE    | 0300 214 | 4,293.52      | 1       | 001    | PERF 09/13/2019       |
| 09/13/2019 | yes | 00052030  | 54200    | PUBLIC EMPLOYEES RETIRE    | 0300 214 | 16,029.14     | 1       | 001    | EMPLR PERF 09/13/2019 |
| 09/13/2019 | yes | 00052031  | 54200    | PUBLIC EMPLOYEES RETIRE    | 0300 214 | -132.38       | 1       | 001    | PERF 09/13/2019       |
| 09/27/2019 | yes | 00052061  | 54200    | PUBLIC EMPLOYEES RETIRE    | 0300 214 | 22,485.27     | 1       | 001    | PERF 09/27/2019       |
|            |     |           |          | ** Object Total - 214 **   | 0300 214 | 42,675.55     |         |        |                       |
| 09/13/2019 | yes | 00052028  | 35700    | INDIANA STATE TEACHERS'    | 0300 216 | 1,929.22      | 1       | 001    | EMP TRF 09/13/2019    |
| 09/27/2019 | yes | 00052060  | 35700    | INDIANA STATE TEACHERS'    | 0300 216 | 3,428.79      | 1       | 001    | EMP TRF 09/27/2019    |
|            |     |           |          | ** Object Total - 216 **   | 0300 216 | 5,358.01      |         |        |                       |

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Account Types: \*\*ALL\*\*  
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|------------|-----|-----------|----------|--|----------------------|------------------------|---------|--------|-----------------------|
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES<br>** Object Total - 221 **  | 0300 221<br>0300 221 | 413.31<br>413.31       | 75931   | 001    | LIFE INS 09/13/2019   |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES<br>** Object Total - 222 **  | 0300 222<br>0300 222 | 43,900.81<br>43,900.81 | 75931   | 001    | LIFE INS 09/13/2019   |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES<br>** Object Total - 224 **  | 0300 224<br>0300 224 | 1,345.66<br>1,345.66   | 75931   | 001    | LIFE INS 09/13/2019   |
| 09/30/2019 | yes | 00052081  | 45125    | MET LIFE RESOURCES<br>** Object Total - 241 **           | 0300 241<br>0300 241 | 2,476.20<br>2,476.20   | 75932   | 001    | 401A 09/13/2019       |
| 09/20/2019 | yes | 00052036  | 33875    | IASBO  | 0300 312             | 400.00                 | 75906   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052163  | 33875    | IASBO<br>** Object Total - 312 **                        | 0300 312<br>0300 312 | 140.00<br>540.00       | 76010   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052125  | 891713   | CHURCH CHURCH HITTLE & ANTRI<br>** Object Total - 318 ** | 0300 318<br>0300 318 | 1,328.50<br>1,328.50   | 75972   | 001    | PROFESSIONAL SERVICES |
| 09/13/2019 | yes | 00052012  | 890251   | DMS  | 0300 319             | 301.22                 | 75885   | 001    | POSTAGE               |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE                                       | 0300 319             | 40.00                  | 75905   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052116  | 4800     | ARAB TERMITE & PEST CONT                                 | 0300 319             | 91.00                  | 75963   | 001    | PROFESSIONAL SERVICES |
| 10/10/2019 |     | 00052132  | 892385   | CONTEXT DESIGN   | 0300 319             | 2,484.70               | 75979   | 001    | PROFESSIONAL SERVICES |
| 10/10/2019 |     | 00052157  | 31350    | HENDRICKS OCCUPATIONAL MEDIC                             | 0300 319             | 553.00                 | 76004   | 001    | EXAM                  |
| 10/10/2019 |     | 00052203  | 892388   | OFF DUTY MANAGEMENT INC                                  | 0300 319             | 6,833.75               | 76051   | 001    | SECURITY SERVICES     |
| 10/10/2019 |     | 00052254  | 66300    | TOWN OF PLAINFIELD<br>** Object Total - 319 **           | 0300 319<br>0300 319 | 33,104.80<br>43,408.47 | 76103   | 001    | SECURITY              |
| 10/10/2019 |     | 00052226  | 891946   | ROEING CORPORATION<br>** Object Total - 350 **           | 0300 350<br>0300 350 | 3,750.00<br>3,750.00   | 76075   | 001    |                       |
| 09/27/2019 | yes | 00052056  | 55100    | RAY'S TRASH SERVICE<br>** Object Total - 412 **          | 0300 412<br>0300 412 | 2,074.31<br>2,074.31   | 75921   | 001    | TRASH                 |
| 09/20/2019 | yes | 00052037  | 892330   | INTELLI-BUILDING CONTROL                                 | 0300 431             | 658.00                 | 75907   | 001    | REPAIR                |
| 10/10/2019 |     | 00052110  | 892312   | ADMIRAL WILDLIFE SERVICES                                | 0300 431             | 1,800.00               | 75957   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052113  | 892180   | ALPHA ELECTRIC   | 0300 431             | 2,700.00               | 75960   | 001    | REPAIR                |
| 10/10/2019 |     | 00052119  | 889963   | BASSETT SERVICES INC                                     | 0300 431             | 144.00                 | 75966   | 001    | MAINTENANCE           |
| 10/10/2019 |     | 00052131  | 16697    | COMMERCIAL SEWER CLEANING                                | 0300 431             | 712.64                 | 75978   | 001    | REPAIR                |
| 10/10/2019 |     | 00052141  | 892419   | DPF FLOW TECH LLC  | 0300 431             | 300.00                 | 75988   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052143  | 890415   | EDWARDS EQUIPMENT CO INC                                 | 0300 431             | 593.78                 | 75990   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052147  | 888922   | FAIRCHILD COMMUNICATIONS                                 | 0300 431             | 600.00                 | 75994   | 001    | TECHNOLY RELATED      |
| 10/10/2019 |     | 00052150  | 891849   | FLEXPAC  | 0300 431             | 629.13                 | 75997   | 001    | MAINTENANCE           |
| 10/10/2019 |     | 00052152  | 26775    | ACCO BRANDS USA LLC                                      | 0300 431             | 595.00                 | 75999   | 001    | SUPPLIES              |
| 10/10/2019 |     | 00052160  | 66090    | HIRAM J. HASH & SONS                                     | 0300 431             | 152.75                 | 76007   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052169  | 37290    | J & K COMMUNICATIONS                                     | 0300 431             | 238.00                 | 76016   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052171  | 889619   | JACK LAURIE COMMERCIAL FLOOR                             | 0300 431             | 13,765.00              | 76018   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052173  | 891024   | JACKSON SYSTEMS LLC                                      | 0300 431             | 343.00                 | 76020   | 001    | REPAIR                |
| 10/10/2019 |     | 00052174  | 890182   | JOHNSON CONTROLS INC                                     | 0300 431             | 5,477.00               | 76021   | 001    | REPAIR/MAINTENANCE    |

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|------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|------------------------|
| 10/10/2019 |     | 00052177  | 29650    | K K HALL                     | 0300 431 | 4,494.66      | 76024   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052179  | 889620   | KOORSEN ENVIRONMENTAL        | 0300 431 | 250.00        | 76027   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052180  | 891435   | LAFORCE                      | 0300 431 | 21,326.00     | 76028   | 001    | REPAIR AND MAINTENANCE |
| 10/10/2019 |     | 00052188  | 45980    | MID AMERICA ELEVATOR CO.     | 0300 431 | 169.10        | 76036   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052189  | 46125    | MIDWEST MAINTENANCE &        | 0300 431 | 202.00        | 76037   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052190  | 46200    | MIDWEST TRANSIT EQUIP        | 0300 431 | 333.85        | 76038   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052194  | 892050   | MOSQUITO JOE                 | 0300 431 | 149.00        | 76042   | 001    | SERVICES               |
| 10/10/2019 |     | 00052200  | 891245   | NORTH MECHANICAL SERVICES IN | 0300 431 | 2,671.17      | 76048   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052201  | 889389   | NU-TEC ROOFING CONTRACTORS L | 0300 431 | 1,270.44      | 76049   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052205  | 50550    | OVERHEAD DOOR COMPANY        | 0300 431 | 322.00        | 76053   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052212  | 889605   | PITNEY BOWES INC             | 0300 431 | 538.50        | 76060   | 001    | POSTAGE                |
| 10/10/2019 |     | 00052213  | 52850    | PLAINFIELD EQUIPMENT         | 0300 431 | 240.83        | 76061   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052218  | 53582    | 982-PRAXAIR DISTRIBUTION     | 0300 431 | 112.95        | 76067   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052219  | 890528   | PREMIER PEST CONTROL         | 0300 431 | 150.00        | 76068   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052223  | 891179   | R & M ELECTRIC INC           | 0300 431 | 1,739.35      | 76072   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052248  | 891308   | TECH ELECTRONICS             | 0300 431 | 1,947.00      | 76097   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052251  | 22025    | THYSSENKRUPP ELEVATOR        | 0300 431 | 557.16        | 76100   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052255  | 66530    | TRANE US INC                 | 0300 431 | 1,427.42      | 76104   | 001    | REPAIR                 |
| 10/10/2019 |     | 00052262  | 50700    | PAIGE'S MUSIC                | 0300 431 | 1,029.65      | 76112   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052263  | 889609   | GREGORY'S APPLIANCE SERVICE  | 0300 431 | 149.00        | 76113   | 001    | REPAIR/MAINTENANCE     |
| 10/10/2019 |     | 00052265  | 889992   | WATER IN MOTION LLC          | 0300 431 | 2,799.83      | 76115   | 001    | REPAIR/MAINTENANCE     |
|            |     |           |          | ** Object Total - 431 **     | 0300 431 | 70,588.21     |         |        |                        |
| 09/13/2019 | yes | 00052022  | 34091    | RICOH USA INC                | 0300 442 | 1,449.48      | 75895   | 001    | RENT                   |
| 09/13/2019 | yes | 00052023  | 34092    | RICOH USA INC                | 0300 442 | 10,307.26     | 75896   | 001    | RENT                   |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 442 | 1,940.00      | 75905   | 001    | REGISTRATION           |
| 09/27/2019 | yes | 00052056  | 55100    | RAY'S TRASH SERVICE          | 0300 442 | 945.00        | 75921   | 001    | TRASH                  |
| 10/04/2019 | yes | 00052090  | 892143   | CROSSROADS BANK              | 0300 442 | 1,193.88      | 75938   | 001    | RENT                   |
| 10/10/2019 |     | 00052229  | 889491   | RYDER TRANSPORTATION SERVICE | 0300 442 | 1,020.13      | 76078   | 001    | RENTAL                 |
|            |     |           |          | ** Object Total - 442 **     | 0300 442 | 16,855.75     |         |        |                        |
| 10/10/2019 |     | 00052127  | 15660    | CINTAS LOCATION LOC G65      | 0300 444 | 443.18        | 75974   | 001    | SUPPLIES               |
|            |     |           |          | ** Object Total - 444 **     | 0300 444 | 443.18        |         |        |                        |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 520 | 70.00         | 75905   | 001    | REGISTRATION           |
|            |     |           |          | ** Object Total - 520 **     | 0300 520 | 70.00         |         |        |                        |
| 09/13/2019 | yes | 00052012  | 890251   | DMS                          | 0300 530 | 995.95        | 75885   | 001    | POSTAGE                |
| 09/27/2019 | yes | 00052052  | 890815   | LIGHTBOUND                   | 0300 530 | 8,848.80      | 75917   | 001    | TELEPHONE/ETHERNET     |
|            |     |           |          | ** Object Total - 530 **     | 0300 530 | 9,844.75      |         |        |                        |
| 09/27/2019 | yes | 00052050  | 892543   | GROW LOCAL MEDIA             | 0300 540 | 48.80         | 75915   | 001    | ADVERTISING            |
| 10/10/2019 |     | 00052156  | 891584   | HENDRICKS COUNTY REPUBLICAN  | 0300 540 | 26.66         | 76003   | 001    | ADVERTISING            |
|            |     |           |          | ** Object Total - 540 **     | 0300 540 | 75.46         |         |        |                        |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 580 | 249.28        | 75905   | 001    | REGISTRATION           |
| 10/10/2019 |     | 00052124  | 889032   | CHICK-FIL-A OF PLAINFIELD    | 0300 580 | 111.67        | 75971   | 001    | TRAVEL                 |
|            |     |           |          | ** Object Total - 580 **     | 0300 580 | 360.95        |         |        |                        |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 0300 611 | 53.90         | 75902   | 001    | SUPPLIES/TECH SUPPLIES |

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|------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|----------------------|
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 611 | 16,765.52     | 75905   | 001    | REGISTRATION         |
| 09/27/2019 | yes | 00052048  | 892508   | CARDMEMBER SERVICE           | 0300 611 | 218.24        | 75913   | 001    | FEES                 |
| 10/04/2019 | yes | 00052100  | 42285    | LOWE'S COMPANIES INC.        | 0300 611 | 439.17        | 75948   | 001    | IMAG LAB CONSUMABLES |
| 10/10/2019 |     | 00052114  | 890225   | AMERICAN BUS AND ACCESSORIES | 0300 611 | 485.46        | 75961   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052120  | 891226   | BEST PLUMBING SPECIALTIES IN | 0300 611 | 604.32        | 75967   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052127  | 15660    | CINTAS LOCATION LOC G65      | 0300 611 | 106.36        | 75974   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052137  | 892303   | DC ELECTRICAL SYSTEMS        | 0300 611 | 161.97        | 75984   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052146  | 24264    | ESSENTIAL ARCH. SIGNS        | 0300 611 | 75.00         | 75993   | 001    | EQUIPMENT            |
| 10/10/2019 |     | 00052148  | 890413   | FASTENAL COMPANY             | 0300 611 | 14.49         | 75995   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052149  | 33200    | HP PRODUCTS                  | 0300 611 | 4,231.90      | 75996   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052150  | 891849   | FLEXPAC                      | 0300 611 | 4,115.69      | 75997   | 001    | MAINTENANCE          |
| 10/10/2019 |     | 00052154  | 889486   | GRAYBAR ELECTRIC COMPANY     | 0300 611 | 950.72        | 76001   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052162  | 32400    | HOLZKNECHT ENTERPRISES       | 0300 611 | 420.00        | 76009   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052166  | 34490    | IN CHAMBER OF COMMERCE       | 0300 611 | 787.41        | 76013   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052182  | 891138   | M & M TRUCK AND BUS LLC      | 0300 611 | 1,627.37      | 76030   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052183  | 42571    | MACALLISTER MACHINERY CO INC | 0300 611 | 381.10        | 76031   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052187  | 44971    | MENARDS - CAMBY              | 0300 611 | 39.01         | 76035   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052190  | 46200    | MIDWEST TRANSIT EQUIP        | 0300 611 | 390.94        | 76038   | 001    | REPAIR               |
| 10/10/2019 |     | 00052191  | 53300    | MITCH'S INCREDIBLE           | 0300 611 | 90.75         | 76039   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052202  | 890675   | O'REILLY AUTO PARTS          | 0300 611 | 1,516.55      | 76050   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052204  | 889856   | OFFICE DEPOT                 | 0300 611 | 508.75        | 76052   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052207  | 889852   | KENWORTH OF INDIANAPOLIS     | 0300 611 | 58.50         | 76055   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052209  | 52010    | PERRY ACOUSTICS              | 0300 611 | 1,452.80      | 76057   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052211  | 52375    | PIONEER MANUFACTURING CO     | 0300 611 | 1,708.10      | 76059   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052213  | 52850    | PLAINFIELD EQUIPMENT         | 0300 611 | 247.69        | 76061   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052214  | 52940    | PLAINFIELD FLORIST           | 0300 611 | 109.85        | 76062   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052216  | 891022   | PLUMBMASTER INC              | 0300 611 | 241.50        | 76064   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052233  | 891767   | SCHOOL FIX                   | 0300 611 | 144.97        | 76082   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052241  | 890475   | SPEEDWAY AUTO PARTS          | 0300 611 | 35.03         | 76090   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052243  | 891529   | STAPLES BUSINESS ADVANTAGE   | 0300 611 | 259.37        | 76092   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052245  | 891346   | STERNBERGS                   | 0300 611 | 229.34        | 76094   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052249  | 890670   | THE HARDWARE STORE           | 0300 611 | 312.44        | 76098   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052261  | 67900    | VANS ELECTRICAL SYSTEMS      | 0300 611 | 77.08         | 76111   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052262  | 50700    | PAIGE'S MUSIC                | 0300 611 | 201.83        | 76112   | 001    | REPAIR/MAINTENANCE   |
| 10/10/2019 |     | 00052268  | 892514   | WINTHROP SUPPLY COMANY       | 0300 611 | 856.31        | 76118   | 001    | SUPPLIES             |
| 10/10/2019 |     | 00052271  | 71400    | ZEP SALES & SERVICE          | 0300 611 | 223.36        | 76121   | 001    | SUPPLIES             |
|            |     |           |          | ** Object Total - 611 **     | 0300 611 | 40,142.79     |         |        |                      |
| 10/10/2019 |     | 00052168  | 890763   | BEST-ONE OF INDY             | 0300 612 | 77.50         | 76015   | 001    | TIRES/REPAIRS        |
|            |     |           |          | ** Object Total - 612 **     | 0300 612 | 77.50         |         |        |                      |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 613 | 419.61        | 75905   | 001    | REGISTRATION         |
| 10/10/2019 |     | 00052128  | 46050    | CO-ALLIANCE LLP              | 0300 613 | 996.23        | 75975   | 001    | FUEL                 |
| 10/10/2019 |     | 00052172  | 37400    | JACKSON OIL & SOLVENTS       | 0300 613 | 36,254.15     | 76019   | 001    | FUEL                 |
|            |     |           |          | ** Object Total - 613 **     | 0300 613 | 37,669.99     |         |        |                      |
| 09/13/2019 | yes | 00052026  | 68101    | VECTREN ENERGY DELIVERY      | 0300 622 | 1,758.99      | 75899   | 001    | GAS                  |
| 09/27/2019 | yes | 00052049  | 891552   | CIMA ENERGY LTD              | 0300 622 | 3,505.47      | 75914   | 001    | GAS                  |
| 09/27/2019 | yes | 00052058  | 68101    | VECTREN ENERGY DELIVERY      | 0300 622 | 667.89        | 75923   | 001    | GAS                  |
|            |     |           |          | ** Object Total - 622 **     | 0300 622 | 5,932.35      |         |        |                      |

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|------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|-------------------------------|
| 09/13/2019 | yes | 00052013  | 54300    | DUKE ENERGY                  | 0300 625 | 109,744.65    | 75886   | 001    | ELECTRICITY                   |
| 09/13/2019 | yes | 00052014  | 31355    | HENDRICKS POWER              | 0300 625 | 1,642.74      | 75887   | 001    | ELECTRICITY                   |
|            |     |           |          | ** Object Total - 625 **     | 0300 625 | 111,387.39    |         |        |                               |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 650 | 127.60        | 75905   | 001    | REGISTRATION                  |
|            |     |           |          | ** Object Total - 650 **     | 0300 650 | 127.60        |         |        |                               |
| 10/10/2019 |     | 00052134  | 892536   | CRIFE PHOTOGRAPHY            | 0300 660 | 350.00        | 75981   | 001    | FEES                          |
|            |     |           |          | ** Object Total - 660 **     | 0300 660 | 350.00        |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 0300 730 | 1,663.64      | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 730 | 832.56        | 75905   | 001    | REGISTRATION                  |
| 10/04/2019 | yes | 00052100  | 42285    | LOWE'S COMPANIES INC.        | 0300 730 | 260.55        | 75948   | 001    | IMAG LAB CONSUMABLES          |
| 10/10/2019 |     | 00052146  | 24264    | ESSENTIAL ARCH. SIGNS        | 0300 730 | 3,227.00      | 75993   | 001    | EQUIPMENT                     |
| 10/10/2019 |     | 00052147  | 888922   | FAIRCHILD COMMUNICATIONS     | 0300 730 | 639.00        | 75994   | 001    | TECHNOLY RELATED              |
| 10/10/2019 |     | 00052211  | 52375    | PIONEER MANUFACTURING CO     | 0300 730 | 1,575.50      | 76059   | 001    | REPAIR/MAINTENANCE            |
| 10/10/2019 |     | 00052220  | 891103   | PROJECT LEAD THE WAY INC     | 0300 730 | 4,534.00      | 76069   | 001    | EQUIPMENT                     |
| 10/10/2019 |     | 00052235  | 889238   | SCHOOL MART                  | 0300 730 | 394.08        | 76084   | 001    | EQUIPMENT                     |
| 10/10/2019 |     | 00052242  | 892507   | SPORTSFIELD SPECIALTIES INC  | 0300 730 | 1,764.00      | 76091   | 001    | EQUIPMENT                     |
| 10/10/2019 |     | 00052252  | 891288   | TIERNAY BROTHERS INC         | 0300 730 | 210.00        | 76101   | 001    | FURNITURE                     |
|            |     |           |          | ** Object Total - 730 **     | 0300 730 | 15,100.33     |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 0300 733 | 474.11        | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
| 10/10/2019 |     | 00052197  | 48450    | NASCO                        | 0300 733 | 1,116.90      | 76045   | 001    | FURNITURE                     |
| 10/10/2019 |     | 00052243  | 891529   | STAPLES BUSINESS ADVANTAGE   | 0300 733 | 0.00          | 76092   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052252  | 891288   | TIERNAY BROTHERS INC         | 0300 733 | 3,172.00      | 76101   | 001    | FURNITURE                     |
| 10/10/2019 |     | 00052266  | 68307    | WENGER CORPORATION           | 0300 733 | 832.00        | 76116   | 001    | EQUIPMENT                     |
|            |     |           |          | ** Object Total - 733 **     | 0300 733 | 5,595.01      |         |        |                               |
| 10/10/2019 |     | 00052173  | 891024   | JACKSON SYSTEMS LLC          | 0300 735 | 5,735.00      | 76020   | 001    | REPAIR                        |
| 10/10/2019 |     | 00052200  | 891245   | NORTH MECHANICAL SERVICES IN | 0300 735 | 8,285.00      | 76048   | 001    | REPAIR/MAINTENANCE            |
|            |     |           |          | ** Object Total - 735 **     | 0300 735 | 14,020.00     |         |        |                               |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0300 810 | 378.87        | 75905   | 001    | REGISTRATION                  |
| 10/10/2019 |     | 00052193  | 47550    | MOORESVILLE CONS SCHLS       | 0300 810 | 100.00        | 76041   | 001    | DUES & FEES                   |
|            |     |           |          | ** Object Total - 810 **     | 0300 810 | 478.87        |         |        |                               |
| 09/09/2019 | yes | 00051998  | 890942   | MAGIC-WRIGHTER               | 0300 871 | 195.00        | 1       | 001    | E`FUNDS SERVICE FEES - JUL 19 |
| 09/09/2019 | yes | 00051999  | 890942   | MAGIC-WRIGHTER               | 0300 871 | 17.50         | 1       | 001    | E`FUNDS SERV FEES - AUG 2019  |
| 09/30/2019 | yes | 00052085  | 890503   | OLD NATIONAL BANK            | 0300 871 | 480.53        | 1       | 001    | SEPT 2019 ACCT ANANLYSIS FEES |
|            |     |           |          | ** Object Total - 871 **     | 0300 871 | 693.03        |         |        |                               |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                      | 0610 135 | 225.00        | 0       | 001    | PAYROLL                       |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                      | 0610 135 | 525.00        | 0       | 001    | PAYROLL                       |
|            |     |           |          | ** Object Total - 135 **     | 0610 135 | 750.00        |         |        |                               |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                        | 0610 212 | 17.22         | 1       | 001    | NC FICA 09/13/2019            |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                        | 0610 212 | 40.18         | 1       | 001    | NC FICA 09/27/2019            |
|            |     |           |          | ** Object Total - 212 **     | 0610 212 | 57.40         |         |        |                               |

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Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
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|------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|-----------------------|
| 09/13/2019 | yes | 00052015  | 892449   | INDIANA K-12 USERS GROUP INC | 0610 312 | 100.00        | 75888   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052126  | 14350    | CIESC SERVICE CENTER         | 0610 312 | 125.00        | 75973   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052165  | 33874    | IN ASSOC SCHOOL PRINCIPALS   | 0610 312 | 290.00        | 76012   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052240  | 889269   | SMEKENS EDUCATION SOLUTIONS  | 0610 312 | 490.00        | 76089   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052257  | 892025   | UNIVERSITY OF INDIANAPOLIS   | 0610 312 | 124.00        | 76106   | 001    | REGISTRATIONS         |
|            |     |           |          | ** Object Total - 312 **     | 0610 312 | 1,129.00      |         |        |                       |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0610 580 | 434.24        | 75905   | 001    | REGISTRATION          |
|            |     |           |          | ** Object Total - 580 **     | 0610 580 | 434.24        |         |        |                       |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0610 611 | 302.81        | 75905   | 001    | REGISTRATION          |
|            |     |           |          | ** Object Total - 611 **     | 0610 611 | 302.81        |         |        |                       |
| 10/10/2019 |     | 00052117  | 7636     | BANNING ENGINEERING PC       | 0770 319 | 4,765.00      | 75964   | 001    | PROFESSIONAL SERVICES |
| 10/10/2019 |     | 00052125  | 891713   | CHURCH CHURCH HITTLE & ANTRI | 0770 319 | 682.50        | 75972   | 001    | PROFESSIONAL SERVICES |
| 10/10/2019 |     | 00052132  | 892385   | CONTEXT DESIGN               | 0770 319 | 61,957.07     | 75979   | 001    | PROFESSIONAL SERVICES |
|            |     |           |          | ** Object Total - 319 **     | 0770 319 | 67,404.57     |         |        |                       |
| 09/20/2019 | yes | 00052038  | 892398   | SPRINTURF LLC                | 0770 715 | 228,510.15    | 75908   | 001    | ARTIFICIAL TURF       |
|            |     |           |          | ** Object Total - 715 **     | 0770 715 | 228,510.15    |         |        |                       |
| 10/10/2019 |     | 00052174  | 890182   | JOHNSON CONTROLS INC         | 0770 730 | 3,423.00      | 76021   | 001    | REPAIR/MAINTENANCE    |
|            |     |           |          | ** Object Total - 730 **     | 0770 730 | 3,423.00      |         |        |                       |
| 10/10/2019 |     | 00052111  | 891708   | ADVANCED TURF                | 0790 431 | 16,594.88     | 75958   | 001    | REPAIR/MAINTENANCE    |
|            |     |           |          | ** Object Total - 431 **     | 0790 431 | 16,594.88     |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                      | 0800 120 | 42,942.75     | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                      | 0800 120 | 48,506.17     | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 120 **     | 0800 120 | 91,448.92     |         |        |                       |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                        | 0800 211 | 3,175.57      | 1       | 001    | NC FICA 09/13/2019    |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                        | 0800 211 | 3,601.17      | 1       | 001    | NC FICA 09/27/2019    |
|            |     |           |          | ** Object Total - 211 **     | 0800 211 | 6,776.74      |         |        |                       |
| 09/13/2019 | yes | 00052029  | 54200    | PUBLIC EMPLOYEES RETIRE      | 0800 214 | 1,046.58      | 1       | 001    | PERF 09/13/2019       |
| 09/13/2019 | yes | 00052030  | 54200    | PUBLIC EMPLOYEES RETIRE      | 0800 214 | 3,907.21      | 1       | 001    | EMPLR PERF 09/13/2019 |
| 09/27/2019 | yes | 00052061  | 54200    | PUBLIC EMPLOYEES RETIRE      | 0800 214 | 5,492.93      | 1       | 001    | PERF 09/27/2019       |
|            |     |           |          | ** Object Total - 214 **     | 0800 214 | 10,446.72     |         |        |                       |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0800 221 | 39.22         | 75931   | 001    | LIFE INS 09/13/2019   |
|            |     |           |          | ** Object Total - 221 **     | 0800 221 | 39.22         |         |        |                       |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0800 222 | 6,583.74      | 75931   | 001    | LIFE INS 09/13/2019   |
|            |     |           |          | ** Object Total - 222 **     | 0800 222 | 6,583.74      |         |        |                       |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0800 224 | 106.58        | 75931   | 001    | LIFE INS 09/13/2019   |
|            |     |           |          | ** Object Total - 224 **     | 0800 224 | 106.58        |         |        |                       |

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Account Types: \*\*ALL\*\*  
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| Date       | Brd | Voucher # | Vendor # | Vendor                       | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum            |
|------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|-----------------------|
| 09/30/2019 | yes | 00052081  | 45125    | MET LIFE RESOURCES           | 0800 241 | 251.83        | 75932   | 001    | 401A 09/13/2019       |
|            |     |           |          | ** Object Total - 241 **     | 0800 241 | 251.83        |         |        |                       |
| 10/10/2019 |     | 00052163  | 33875    | IASBO                        | 0800 312 | 140.00        | 76010   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052167  | 892133   | INDIANA SCHOOL NUTRITION ASS | 0800 312 | 430.00        | 76014   | 001    | REGISTRATION          |
|            |     |           |          | ** Object Total - 312 **     | 0800 312 | 570.00        |         |        |                       |
| 10/10/2019 |     | 00052116  | 4800     | ARAB TERMITE & PEST CONT     | 0800 431 | 210.00        | 75963   | 001    | PROFESSIONAL SERVICES |
| 10/10/2019 |     | 00052140  | 892245   | DIGI INTERNATIONAL INC       | 0800 431 | 124.00        | 75987   | 001    | REPAIR                |
| 10/10/2019 |     | 00052144  | 889682   | GENERAL PARTS LLC            | 0800 431 | 209.00        | 75991   | 001    | REPAIR                |
| 10/10/2019 |     | 00052161  | 32060    | HOBART CORPORATION           | 0800 431 | 919.34        | 76008   | 001    | REPAIR                |
| 10/10/2019 |     | 00052177  | 29650    | K K HALL                     | 0800 431 | 648.09        | 76024   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052179  | 889620   | KOORSEN ENVIRONMENTAL        | 0800 431 | 2,095.00      | 76027   | 001    | REPAIR/MAINTENANCE    |
| 10/10/2019 |     | 00052239  | 890604   | SMART SYSTEMS                | 0800 431 | 511.86        | 76088   | 001    | SUPPLIES              |
| 10/10/2019 |     | 00052260  | 891742   | VANCO COMMERCIAL LLC         | 0800 431 | 4,663.17      | 76110   | 001    | REPAIR                |
| 10/10/2019 |     | 00052263  | 889609   | GREGORY'S APPLIANCE SERVICE  | 0800 431 | 189.00        | 76113   | 001    | REPAIR/MAINTENANCE    |
|            |     |           |          | ** Object Total - 431 **     | 0800 431 | 9,569.46      |         |        |                       |
| 10/10/2019 |     | 00052238  | 891580   | SHOES FOR CREWS LLC          | 0800 444 | 185.74        | 76087   | 001    | UNIFORMS              |
|            |     |           |          | ** Object Total - 444 **     | 0800 444 | 185.74        |         |        |                       |
| 09/13/2019 | yes | 00052011  | 889402   | DEBBIE BROUILLARD            | 0800 580 | 23.20         | 75884   | 001    | TRAVEL                |
| 09/13/2019 | yes | 00052016  | 889752   | JANALYN HABIG                | 0800 580 | 82.94         | 75889   | 001    | TRAVEL                |
| 09/13/2019 | yes | 00052017  | 891472   | JULIE BUCKNER                | 0800 580 | 23.20         | 75890   | 001    | TRAVEL                |
| 09/13/2019 | yes | 00052019  | 891638   | MICHELLE ROOKSTOOL           | 0800 580 | 17.40         | 75892   | 001    | TRAVEL                |
| 09/13/2019 | yes | 00052020  | 892057   | NANCY MULLER                 | 0800 580 | 10.44         | 75893   | 001    | TRAVEL                |
| 09/13/2019 | yes | 00052024  | 892350   | SARAH BRITTON                | 0800 580 | 13.92         | 75897   | 001    | PUPIL SERVICES        |
| 10/04/2019 | yes | 00052091  | 889402   | DEBBIE BROUILLARD            | 0800 580 | 22.62         | 75939   | 001    | TRAVEL                |
| 10/04/2019 | yes | 00052095  | 889752   | JANALYN HABIG                | 0800 580 | 16.24         | 75943   | 001    | TRAVEL                |
| 10/04/2019 | yes | 00052098  | 891850   | JESSICA ALLEN                | 0800 580 | 39.43         | 75946   | 001    | TRAVEL                |
| 10/04/2019 | yes | 00052101  | 892550   | MELISSA POWERS               | 0800 580 | 6.61          | 75949   | 001    | TRAVEL                |
| 10/04/2019 | yes | 00052102  | 892057   | NANCY MULLER                 | 0800 580 | 15.89         | 75950   | 001    | TRAVEL                |
| 10/04/2019 | yes | 00052105  | 890990   | TAMMY HALSEY                 | 0800 580 | 6.61          | 75953   | 001    | TRAVEL                |
| 10/04/2019 | yes | 00052106  | 892549   | TYLA KENT                    | 0800 580 | 6.61          | 75954   | 001    | TRAVEL                |
|            |     |           |          | ** Object Total - 580 **     | 0800 580 | 285.11        |         |        |                       |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0800 611 | 1,236.00      | 75905   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052109  | 850      | ACORN DISTRIBUTORS INC.      | 0800 611 | 3,935.63      | 75956   | 001    | SUPPLIES              |
| 10/10/2019 |     | 00052130  | 16650    | COMMERCIAL FOOD SYSTEMS      | 0800 611 | 1,136.21      | 75977   | 001    | FOOD                  |
| 10/10/2019 |     | 00052204  | 889856   | OFFICE DEPOT                 | 0800 611 | 310.55        | 76052   | 001    | SUPPLIES              |
| 10/10/2019 |     | 00052239  | 890604   | SMART SYSTEMS                | 0800 611 | 1,395.33      | 76088   | 001    | SUPPLIES              |
|            |     |           |          | ** Object Total - 611 **     | 0800 611 | 8,013.72      |         |        |                       |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 0800 614 | 32.32         | 75905   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052129  | 892293   | COCA COLA BOTTLING           | 0800 614 | 5,035.25      | 75976   | 001    | FOOD                  |
| 10/10/2019 |     | 00052130  | 16650    | COMMERCIAL FOOD SYSTEMS      | 0800 614 | 10,825.03     | 75977   | 001    | FOOD                  |
| 10/10/2019 |     | 00052159  | 891569   | HERSHEY CREAMERY CO          | 0800 614 | 2,168.88      | 76006   | 001    | FOOD                  |
| 10/10/2019 |     | 00052178  | 890268   | KLOSTERMAN BAKING COMPANY IN | 0800 614 | 3,008.48      | 76026   | 001    | FOOD                  |
| 10/10/2019 |     | 00052210  | 890327   | PIAZZA PRODUCE               | 0800 614 | 8,141.99      | 76058   | 001    | FOOD                  |



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Account Types: \*\*ALL\*\*  
User: \*ALL\*

Plainfield Community School Corp  
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Bank: \*\*ALL\*\*

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| Date       | Brd | Voucher # | Vendor # | Vendor                      | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum            |
|------------|-----|-----------|----------|-----------------------------|----------|---------------|---------|--------|-----------------------|
| 10/10/2019 |     | 00052217  | 53581    | PRAIRIE FARMS DAIRY         | 0800 614 | 10,698.00     | 76066   | 001    | FOOD                  |
| 10/10/2019 |     | 00052237  | 890434   | SEVEN UP SNAPPLE            | 0800 614 | 530.00        | 76086   | 001    | FOOD                  |
| 10/10/2019 |     | 00052258  | 891570   | US FOODS INC                | 0800 614 | 68,404.74     | 76108   | 001    | FOOD                  |
|            |     |           |          | ** Object Total - 614 **    | 0800 614 | 108,844.69    |         |        |                       |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE          | 0800 730 | 53.99         | 75905   | 001    | REGISTRATION          |
| 10/10/2019 |     | 00052123  | 14475    | CENTRAL RESTAURANT PRODUCTS | 0800 730 | 5,936.72      | 75970   | 001    | EQUIPMENT             |
|            |     |           |          | ** Object Total - 730 **    | 0800 730 | 5,990.71      |         |        |                       |
| 09/10/2019 | yes | 00052000  | 52800    | PLAINFIELD COMM. SCHOOL     | 0800 899 | 12.30         | 1       | 001    | TRANSFER TO PREPAID   |
|            |     |           |          | ** Object Total - 899 **    | 0800 899 | 12.30         |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 1650 110 | 1,748.18      | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 1650 110 | 1,747.84      | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 110 **    | 1650 110 | 3,496.02      |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 1650 120 | 16,432.96     | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 1650 120 | 18,696.55     | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 120 **    | 1650 120 | 35,129.51     |         |        |                       |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 1650 135 | 675.00        | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 135 **    | 1650 135 | 675.00        |         |        |                       |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 1650 136 | 862.50        | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 136 **    | 1650 136 | 862.50        |         |        |                       |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                       | 1650 211 | 1,177.08      | 1       | 001    | NC FICA 09/13/2019    |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                       | 1650 211 | 1,355.94      | 1       | 001    | NC FICA 09/27/2019    |
|            |     |           |          | ** Object Total - 211 **    | 1650 211 | 2,533.02      |         |        |                       |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                       | 1650 212 | 65.99         | 1       | 001    | NC FICA 09/13/2019    |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                       | 1650 212 | 45.90         | 1       | 001    | NC FICA 09/27/2019    |
|            |     |           |          | ** Object Total - 212 **    | 1650 212 | 111.89        |         |        |                       |
| 09/13/2019 | yes | 00052029  | 54200    | PUBLIC EMPLOYEES RETIRE     | 1650 214 | 478.13        | 1       | 001    | PERF 09/13/2019       |
| 09/13/2019 | yes | 00052030  | 54200    | PUBLIC EMPLOYEES RETIRE     | 1650 214 | 1,785.08      | 1       | 001    | EMPLR PERF 09/13/2019 |
| 09/27/2019 | yes | 00052061  | 54200    | PUBLIC EMPLOYEES RETIRE     | 1650 214 | 2,581.17      | 1       | 001    | PERF 09/27/2019       |
|            |     |           |          | ** Object Total - 214 **    | 1650 214 | 4,844.38      |         |        |                       |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 1650 221 | 19.14         | 75931   | 001    | LIFE INS 09/13/2019   |
|            |     |           |          | ** Object Total - 221 **    | 1650 221 | 19.14         |         |        |                       |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 1650 222 | 3,545.87      | 75931   | 001    | LIFE INS 09/13/2019   |
|            |     |           |          | ** Object Total - 222 **    | 1650 222 | 3,545.87      |         |        |                       |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 1650 224 | 58.34         | 75931   | 001    | LIFE INS 09/13/2019   |
|            |     |           |          | ** Object Total - 224 **    | 1650 224 | 58.34         |         |        |                       |
| 09/13/2019 | yes | 00052010  | 892526   | BRITYN UNLAND               | 1650 313 | 35.62         | 75883   | 001    | PUPIL SERVICES        |
| 09/13/2019 | yes | 00052018  | 892527   | LILIANA R SHARP             | 1650 313 | 59.85         | 75891   | 001    | PUPIL SERVICES        |

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Account Types: \*\*ALL\*\*  
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| Date       | Brd | Voucher # | Vendor # | Vendor                      | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum                    |
|------------|-----|-----------|----------|-----------------------------|----------|---------------|---------|--------|-------------------------------|
| 09/13/2019 | yes | 00052021  | 892097   | RACHEL G DUNLEVY            | 1650 313 | 28.50         | 75894   | 001    | PUPIL SERVICES                |
| 09/13/2019 | yes | 00052025  | 892529   | SARAH MEYER                 | 1650 313 | 47.50         | 75898   | 001    | PUPIL SERVICES                |
| 09/27/2019 | yes | 00052047  | 892526   | BRITYN UNLAND               | 1650 313 | 114.00        | 75912   | 001    | PUPIL SERVICES                |
| 09/27/2019 | yes | 00052053  | 892527   | LILIANA R SHARP             | 1650 313 | 114.00        | 75918   | 001    | PUPIL SERVICES                |
| 09/27/2019 | yes | 00052055  | 892528   | RACHEL DUNLEVY              | 1650 313 | 92.63         | 75920   | 001    | PUPIL SERVICES                |
| 09/27/2019 | yes | 00052057  | 892529   | SARAH MEYER                 | 1650 313 | 95.00         | 75922   | 001    | PUPIL SERVICES                |
|            |     |           |          | ** Object Total - 313 **    | 1650 313 | 587.10        |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON       | 1650 611 | -24.99        | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
| 10/10/2019 |     | 00052222  | 54600    | QUILL CORPORATION           | 1650 611 | 151.64        | 76071   | 001    | LQA OFFICE SUPPLIES           |
| 10/10/2019 |     | 00052243  | 891529   | STAPLES BUSINESS ADVANTAGE  | 1650 611 | 60.12         | 76092   | 001    | SUPPLIES                      |
|            |     |           |          | ** Object Total - 611 **    | 1650 611 | 186.77        |         |        |                               |
| 10/10/2019 |     | 00052224  | 55710    | RESOURCES FOR EDUCATORS     | 1650 660 | 75.00         | 76073   | 001    | LQA & DEVELOPMENTAL CLASSROOM |
| 10/10/2019 |     | 00052243  | 891529   | STAPLES BUSINESS ADVANTAGE  | 1650 660 | 72.35         | 76092   | 001    | SUPPLIES                      |
|            |     |           |          | ** Object Total - 660 **    | 1650 660 | 147.35        |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON       | 1650 733 | -141.59       | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
|            |     |           |          | ** Object Total - 733 **    | 1650 733 | -141.59       |         |        |                               |
| 10/04/2019 | yes | 00052088  | 892053   |                             | 2050 877 | 9.50          | 75936   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052089  | 892107   |                             | 2050 877 | 8.00          | 75937   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052092  | 891799   |                             | 2050 877 | 9.50          | 75940   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052093  | 892055   |                             | 2050 877 | 8.50          | 75941   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052094  | 892335   |                             | 2050 877 | 9.00          | 75942   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052096  | 891141   |                             | 2050 877 | 9.00          | 75944   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052097  | 892337   |                             | 2050 877 | 7.00          | 75945   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052099  | 891800   |                             | 2050 877 | 9.50          | 75947   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052103  | 892334   |                             | 2050 877 | 9.50          | 75951   | 001    | LIFESKILLS                    |
| 10/04/2019 | yes | 00052104  | 892524   |                             | 2050 877 | 6.00          | 75952   | 001    | STUDENT WORK                  |
| 10/04/2019 | yes | 00052107  | 892551   |                             | 2050 877 | 9.50          | 75955   | 001    | STUDENT WORK                  |
|            |     |           |          | ** Object Total - 877 **    | 2050 877 | 95.00         |         |        |                               |
| 10/02/2019 | yes | 00052087  | 892548   | PARKHURST DINNING           | 2061 580 | 315.00        | 75935   | 001    | TRAVEL                        |
|            |     |           |          | ** Object Total - 580 **    | 2061 580 | 315.00        |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON       | 2061 733 | 178.75        | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
| 10/10/2019 |     | 00052197  | 48450    | NASCO                       | 2061 733 | 270.30        | 76045   | 001    | FURNITURE                     |
|            |     |           |          | ** Object Total - 733 **    | 2061 733 | 449.05        |         |        |                               |
| 10/01/2019 | yes | 00052084  | 892548   | PARKHURST DINNING           | 2970 611 | 459.00        | 75934   | 001    | SUPPLIES                      |
|            |     |           |          | ** Object Total - 611 **    | 2970 611 | 459.00        |         |        |                               |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE          | 2990 580 | 208.68        | 75905   | 001    | REGISTRATION                  |
| 10/10/2019 |     | 00052124  | 889032   | CHICK-FIL-A OF PLAINFIELD   | 2990 580 | 90.56         | 75971   | 001    | TRAVEL                        |
|            |     |           |          | ** Object Total - 580 **    | 2990 580 | 299.24        |         |        |                               |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON       | 2990 611 | 47.05         | 75902   | 001    | SUPPLIES/TECH SUPPLIES        |
| 10/10/2019 |     | 00052121  | 890271   | BSN SPORTS                  | 2990 611 | 1,710.80      | 75968   | 001    | SUPPLIES                      |
| 10/10/2019 |     | 00052175  | 892534   | JOY'S CAKERY AND GEE'S NICE | 2990 611 | 60.00         | 76022   | 001    | SUPPLIES                      |

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Account Types: \*\*ALL\*\*  
User: \*ALL\*

Plainfield Community School Corp  
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| Date       | Brd | Voucher # | Vendor # | Vendor                      | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum                  |
|------------|-----|-----------|----------|-----------------------------|----------|---------------|---------|--------|-----------------------------|
|            |     |           |          | ** Object Total - 611 **    | 2990 611 | 1,817.85      |         |        |                             |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE          | 2990 614 | 19.96         | 75905   | 001    | REGISTRATION                |
|            |     |           |          | ** Object Total - 614 **    | 2990 614 | 19.96         |         |        |                             |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON       | 3040 611 | 41.68         | 75902   | 001    | SUPPLIES/TECH SUPPLIES      |
| 10/10/2019 |     | 00052118  | 7700     | BARNES & NOBLE INC.         | 3040 611 | 3,822.00      | 75965   | 001    | MATERIALS                   |
| 10/10/2019 |     | 00052155  | 892521   | HAND2MIND                   | 3040 611 | 232.30        | 76002   | 001    | MATERIALS                   |
| 10/10/2019 |     | 00052228  | 890726   | ROYAL FIREWORKS PRESS       | 3040 611 | 462.00        | 76077   | 001    | MATERIALS                   |
|            |     |           |          | ** Object Total - 611 **    | 3040 611 | 4,557.98      |         |        |                             |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 3710 110 | 235.54        | 0       | 001    | PAYROLL                     |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 3710 110 | 235.54        | 0       | 001    | PAYROLL                     |
|            |     |           |          | ** Object Total - 110 **    | 3710 110 | 471.08        |         |        |                             |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                       | 3710 212 | 16.79         | 1       | 001    | NC FICA 09/13/2019          |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                       | 3710 212 | 16.79         | 1       | 001    | NC FICA 09/27/2019          |
|            |     |           |          | ** Object Total - 212 **    | 3710 212 | 33.58         |         |        |                             |
| 09/13/2019 | yes | 00052028  | 35700    | INDIANA STATE TEACHERS'     | 3710 216 | 20.03         | 1       | 001    | EMP TRF 09/13/2019          |
| 09/27/2019 | yes | 00052060  | 35700    | INDIANA STATE TEACHERS'     | 3710 216 | 20.03         | 1       | 001    | EMP TRF 09/27/2019          |
|            |     |           |          | ** Object Total - 216 **    | 3710 216 | 40.06         |         |        |                             |
| 10/10/2019 |     | 00052206  | 892352   | PAGEFREEZER SOFTWARE INC    | 3790 655 | 7,176.00      | 76054   | 001    | TECHNOLOGY RELATED SUPPLIES |
|            |     |           |          | ** Object Total - 655 **    | 3790 655 | 7,176.00      |         |        |                             |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 4190 120 | 7,735.32      | 0       | 001    | PAYROLL                     |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 4190 120 | 8,809.73      | 0       | 001    | PAYROLL                     |
|            |     |           |          | ** Object Total - 120 **    | 4190 120 | 16,545.05     |         |        |                             |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                       | 4190 211 | 571.91        | 1       | 001    | NC FICA 09/13/2019          |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                       | 4190 211 | 661.71        | 1       | 001    | NC FICA 09/27/2019          |
|            |     |           |          | ** Object Total - 211 **    | 4190 211 | 1,233.62      |         |        |                             |
| 09/13/2019 | yes | 00052029  | 54200    | PUBLIC EMPLOYEES RETIRE     | 4190 214 | 232.05        | 1       | 001    | PERF 09/13/2019             |
| 09/13/2019 | yes | 00052030  | 54200    | PUBLIC EMPLOYEES RETIRE     | 4190 214 | 866.38        | 1       | 001    | EMPLR PERF 09/13/2019       |
| 09/27/2019 | yes | 00052061  | 54200    | PUBLIC EMPLOYEES RETIRE     | 4190 214 | 1,251.03      | 1       | 001    | PERF 09/27/2019             |
|            |     |           |          | ** Object Total - 214 **    | 4190 214 | 2,349.46      |         |        |                             |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 4190 221 | 3.18          | 75931   | 001    | LIFE INS 09/13/2019         |
|            |     |           |          | ** Object Total - 221 **    | 4190 221 | 3.18          |         |        |                             |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 4190 222 | 650.75        | 75931   | 001    | LIFE INS 09/13/2019         |
|            |     |           |          | ** Object Total - 222 **    | 4190 222 | 650.75        |         |        |                             |
| 09/30/2019 | yes | 00052080  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 4190 224 | 10.88         | 75931   | 001    | LIFE INS 09/13/2019         |
|            |     |           |          | ** Object Total - 224 **    | 4190 224 | 10.88         |         |        |                             |
| 10/10/2019 |     | 00052208  | 889750   | PEARSON                     | 4190 611 | 6,000.24      | 76056   | 001    | SUPPLIES                    |
|            |     |           |          | ** Object Total - 611 **    | 4190 611 | 6,000.24      |         |        |                             |

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Account Types: \*\*ALL\*\*  
User: \*ALL\*

Plainfield Community School Corp  
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|------------|-----|-----------|----------|--------------------------|----------|---------------|---------|--------|-----------------------------|
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                  | 5220 110 | 1,079.65      | 0       | 001    | PAYROLL                     |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                  | 5220 110 | 1,300.63      | 0       | 001    | PAYROLL                     |
|            |     |           |          | ** Object Total - 110 ** | 5220 110 | 2,380.28      |         |        |                             |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                    | 5220 212 | 62.25         | 1       | 001    | NC FICA 09/13/2019          |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                    | 5220 212 | 78.87         | 1       | 001    | NC FICA 09/27/2019          |
|            |     |           |          | ** Object Total - 212 ** | 5220 212 | 141.12        |         |        |                             |
| 09/13/2019 | yes | 00052028  | 35700    | INDIANA STATE            | 5220 216 | 91.77         | 1       | 001    | EMP TRF 09/13/2019          |
| 09/27/2019 | yes | 00052060  | 35700    | INDIANA STATE            | 5220 216 | 110.55        | 1       | 001    | EMP TRF 09/27/2019          |
|            |     |           |          | ** Object Total - 216 ** | 5220 216 | 202.32        |         |        |                             |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                  | 5230 110 | 30,305.88     | 0       | 001    | PAYROLL                     |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                  | 5230 110 | 31,370.88     | 0       | 001    | PAYROLL                     |
| 09/30/2019 | yes | 00052108  | 52800    | PLAINFIELD COMM. SCHOOL  | 5230 110 | 0.00          | 1       | 001    | PAYROLL JUL-SEPT 2019       |
|            |     |           |          | ** Object Total - 110 ** | 5230 110 | 61,676.76     |         |        |                             |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                  | 5230 120 | 2,283.31      | 0       | 001    | PAYROLL                     |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                  | 5230 120 | 2,945.51      | 0       | 001    | PAYROLL                     |
|            |     |           |          | ** Object Total - 120 ** | 5230 120 | 5,228.82      |         |        |                             |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                    | 5230 211 | 171.60        | 1       | 001    | NC FICA 09/13/2019          |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                    | 5230 211 | 222.54        | 1       | 001    | NC FICA 09/27/2019          |
|            |     |           |          | ** Object Total - 211 ** | 5230 211 | 394.14        |         |        |                             |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                    | 5230 212 | 2,099.59      | 1       | 001    | NC FICA 09/13/2019          |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                  | 5230 212 | 0.00          | 0       | 001    | PAYROLL                     |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                    | 5230 212 | 2,180.20      | 1       | 001    | NC FICA 09/27/2019          |
| 09/30/2019 | yes | 00052108  | 52800    | PLAINFIELD COMM. SCHOOL  | 5230 212 | 0.00          | 1       | 001    | PAYROLL JUL-SEPT 2019       |
|            |     |           |          | ** Object Total - 212 ** | 5230 212 | 4,279.79      |         |        |                             |
| 09/13/2019 | yes | 00052029  | 54200    | PUBLIC EMPLOYEES RETIRE  | 5230 214 | 43.30         | 1       | 001    | PERF 09/13/2019             |
| 09/13/2019 | yes | 00052030  | 54200    | PUBLIC EMPLOYEES RETIRE  | 5230 214 | 161.65        | 1       | 001    | EMPLR PERF 09/13/2019       |
| 09/27/2019 | yes | 00052061  | 54200    | PUBLIC EMPLOYEES RETIRE  | 5230 214 | 247.87        | 1       | 001    | PERF 09/27/2019             |
|            |     |           |          | ** Object Total - 214 ** | 5230 214 | 452.82        |         |        |                             |
| 09/13/2019 | yes | 00052028  | 35700    | INDIANA STATE TEACHERS'  | 5230 216 | 2,443.97      | 1       | 001    | EMP TRF 09/13/2019          |
| 09/13/2019 | yes | 00052032  | 35700    | INDIANA STATE TEACHERS'  | 5230 216 | -2.17         | 1       | 001    | TRF 09/13/2019              |
| 09/27/2019 | yes | 00052060  | 35700    | INDIANA STATE TEACHERS'  | 5230 216 | 2,534.50      | 1       | 001    | EMP TRF 09/27/2019          |
| 09/27/2019 | yes | 00052063  | 35700    | INDIANA STATE TEACHERS'  | 5230 216 | -2.17         | 1       | 001    | TRF 09/27/2019              |
| 09/30/2019 | yes | 00052108  | 52800    | PLAINFIELD COMM. SCHOOL  | 5230 216 | 0.00          | 1       | 001    | PAYROLL JUL-SEPT 2019       |
|            |     |           |          | ** Object Total - 216 ** | 5230 216 | 4,974.13      |         |        |                             |
| 09/30/2019 | yes | 00052082  | 52800    | PLAINFIELD COMM. SCHOOL  | 5230 218 | 264.12        | 75933   | 001    | EMP INT TRF 09/13/2019      |
|            |     |           |          | ** Object Total - 218 ** | 5230 218 | 264.12        |         |        |                             |
| 10/10/2019 |     | 00052176  | 52411    | JULIE PITCOCK            | 5230 319 | 195.00        | 76023   | 001    | PHYSICAL THERAPY/HOMESCHOOL |
|            |     |           |          | ** Object Total - 319 ** | 5230 319 | 195.00        |         |        |                             |

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Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
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Vouchers: \*\*ALL\*\*  
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|------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|------------------------|
| 10/10/2019 |     | 00052198  | 889785   | NATIONAL CENTER YOUTH ISSUES | 5850 580 | 230.00        | 76046   | 001    | REGISTRATION           |
|            |     |           |          | ** Object Total - 580 **     | 5850 580 | 230.00        |         |        |                        |
| 09/20/2019 | yes | 00052035  | 890253   | CARDMEMBER SERVICE           | 5850 611 | 58.88         | 75905   | 001    | REGISTRATION           |
| 10/10/2019 |     | 00052186  | 889867   | MELINDA SLAVENS              | 5850 611 | 674.76        | 76034   | 001    | SUPPLIES               |
|            |     |           |          | ** Object Total - 611 **     | 5850 611 | 733.64        |         |        |                        |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                      | 6460 120 | 2,945.95      | 0       | 001    | PAYROLL                |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                      | 6460 120 | 3,587.06      | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 120 **     | 6460 120 | 6,533.01      |         |        |                        |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                      | 6460 135 | 726.05        | 0       | 001    | PAYROLL                |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                      | 6460 135 | 3,424.70      | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 135 **     | 6460 135 | 4,150.75      |         |        |                        |
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                      | 6460 136 | 75.00         | 0       | 001    | PAYROLL                |
|            |     |           |          | ** Object Total - 136 **     | 6460 136 | 75.00         |         |        |                        |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                        | 6460 211 | 273.87        | 1       | 001    | NC FICA 09/13/2019     |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                        | 6460 211 | 337.15        | 1       | 001    | NC FICA 09/27/2019     |
|            |     |           |          | ** Object Total - 211 **     | 6460 211 | 611.02        |         |        |                        |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                        | 6460 212 | 5.74          | 1       | 001    | NC FICA 09/13/2019     |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                        | 6460 212 | 192.24        | 1       | 001    | NC FICA 09/27/2019     |
|            |     |           |          | ** Object Total - 212 **     | 6460 212 | 197.98        |         |        |                        |
| 09/13/2019 | yes | 00052029  | 54200    | PUBLIC EMPLOYEES RETIRE      | 6460 214 | 110.15        | 1       | 001    | PERF 09/13/2019        |
| 09/13/2019 | yes | 00052030  | 54200    | PUBLIC EMPLOYEES RETIRE      | 6460 214 | 411.27        | 1       | 001    | EMPLR PERF 09/13/2019  |
| 09/27/2019 | yes | 00052061  | 54200    | PUBLIC EMPLOYEES RETIRE      | 6460 214 | 628.28        | 1       | 001    | PERF 09/27/2019        |
|            |     |           |          | ** Object Total - 214 **     | 6460 214 | 1,149.70      |         |        |                        |
| 10/10/2019 |     | 00052153  | 890406   | GO SOLUTIONS GROUP INC       | 6460 319 | 193.00        | 76000   | 001    | SERVICES               |
|            |     |           |          | ** Object Total - 319 **     | 6460 319 | 193.00        |         |        |                        |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 6460 611 | 179.52        | 75902   | 001    | SUPPLIES/TECH SUPPLIES |
| 10/10/2019 |     | 00052133  | 18500    | CPI                          | 6460 611 | 2,693.00      | 75980   | 001    | SUPPLIES               |
| 10/10/2019 |     | 00052246  | 64400    | SUPER DUPER                  | 6460 611 | 381.34        | 76095   | 001    | SUPPLIES               |
| 10/10/2019 |     | 00052247  | 891954   | TEACHER SYNERGY LLC          | 6460 611 | 70.05         | 76096   | 001    | SUPPLIES               |
| 10/10/2019 |     | 00052269  | 891271   | WPS                          | 6460 611 | 247.50        | 76119   | 001    | SUPPLIES               |
|            |     |           |          | ** Object Total - 611 **     | 6460 611 | 3,571.41      |         |        |                        |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 6460 655 | 107.37        | 75902   | 001    | SUPPLIES/TECH SUPPLIES |
| 10/10/2019 |     | 00052185  | 890352   | MCGRAW-HILL SCH ED HOLDINGS  | 6460 655 | 45.00         | 76033   | 001    | CONTENT                |
| 10/10/2019 |     | 00052196  | 891563   | N2Y                          | 6460 655 | 2,746.54      | 76044   | 001    | CONTENT                |
|            |     |           |          | ** Object Total - 655 **     | 6460 655 | 2,898.91      |         |        |                        |
| 09/20/2019 | yes | 00052034  | 2926     | SYNCHRONY BANK/AMAZON        | 6460 733 | 51.88         | 75902   | 001    | SUPPLIES/TECH SUPPLIES |
|            |     |           |          | ** Object Total - 733 **     | 6460 733 | 51.88         |         |        |                        |

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Account Types: \*\*ALL\*\*

User: \*ALL\*

Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*

Between Board: Included

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| Date       | Brd | Voucher # | Vendor # | Vendor                      | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum            |
|------------|-----|-----------|----------|-----------------------------|----------|---------------|---------|--------|-----------------------|
| 09/13/2019 | yes | 00052001  | 888888   | PAYROLL                     | 6840 110 | 1,544.75      | 0       | 001    | PAYROLL               |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 6840 110 | 1,544.62      | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 110 **    | 6840 110 | 3,089.37      |         |        |                       |
| 09/27/2019 | yes | 00052039  | 888888   | PAYROLL                     | 6840 135 | 375.00        | 0       | 001    | PAYROLL               |
|            |     |           |          | ** Object Total - 135 **    | 6840 135 | 375.00        |         |        |                       |
| 09/13/2019 | yes | 00052027  | 7650     | EFTPS                       | 6840 212 | 108.58        | 1       | 001    | NC FICA 09/13/2019    |
| 09/27/2019 | yes | 00052059  | 7650     | EFTPS                       | 6840 212 | 140.41        | 1       | 001    | NC FICA 09/27/2019    |
|            |     |           |          | ** Object Total - 212 **    | 6840 212 | 248.99        |         |        |                       |
| 09/13/2019 | yes | 00052028  | 35700    | INDIANA STATE TEACHERS'     | 6840 216 | 131.30        | 1       | 001    | EMP TRF 09/13/2019    |
| 09/27/2019 | yes | 00052060  | 35700    | INDIANA STATE TEACHERS'     | 6840 216 | 131.29        | 1       | 001    | EMP TRF 09/27/2019    |
|            |     |           |          | ** Object Total - 216 **    | 6840 216 | 262.59        |         |        |                       |
| 10/10/2019 |     | 00052240  | 889269   | SMEKENS EDUCATION SOLUTIONS | 6880 312 | 5,364.00      | 76089   | 001    | REGISTRATION          |
|            |     |           |          | ** Object Total - 312 **    | 6880 312 | 5,364.00      |         |        |                       |
| 09/27/2019 | yes | 00052046  | 892546   | BRANDY CHAVIS               | 8400 876 | 100.00        | 75911   | 001    | REFUND                |
| 09/27/2019 | yes | 00052051  | 892545   | JENI AUBREY                 | 8400 876 | 50.30         | 75916   | 001    | REFUND                |
| 09/27/2019 | yes | 00052054  | 892544   | MICHELLE ANDERSON           | 8400 876 | 14.65         | 75919   | 001    | REFUND                |
|            |     |           |          | ** Object Total - 876 **    | 8400 876 | 164.95        |         |        |                       |
| 09/30/2019 | yes | 00052083  | 52800    | PLAINFIELD COMM. SCHOOL     | 8400 899 | 158,285.09    | 1       | 001    | TRANSFER FROM PREPAID |
| 09/30/2019 | yes | 00052086  | 52800    | PLAINFIELD COMM. SCHOOL     | 8400 899 | 1.10          | 1       | 001    | FS ADJ SEPT 2019      |
|            |     |           |          | ** Object Total - 899 **    | 8400 899 | 158,286.19    |         |        |                       |
| 09/13/2019 | yes | 00052002  | 7650     | EFTPS                       | 0001 000 | 95,424.63     | 1       | 001    | FEDERAL WITHHOLDINGS  |
| 09/27/2019 | yes | 00052040  | 7650     | EFTPS                       | 0001 000 | 112,888.02    | 1       | 001    | FEDERAL WITHHOLDINGS  |
|            |     |           |          | ** Object Total - 000 **    | 0001 000 | 208,312.65    |         |        |                       |
| 09/13/2019 | yes | 00052003  | 7650     | EFTPS                       | 0002 000 | 58,389.50     | 1       | 001    | FICA/MEDICARE         |
| 09/27/2019 | yes | 00052041  | 7650     | EFTPS                       | 0002 000 | 60,513.92     | 1       | 001    | FICA/MEDICARE         |
|            |     |           |          | ** Object Total - 000 **    | 0002 000 | 118,903.42    |         |        |                       |
| 09/13/2019 | yes | 00052003  | 7650     | EFTPS                       | 0003 000 | 25,868.88     | 1       | 001    | FICA/MEDICARE         |
| 09/27/2019 | yes | 00052041  | 7650     | EFTPS                       | 0003 000 | 31,885.79     | 1       | 001    | FICA/MEDICARE         |
|            |     |           |          | ** Object Total - 000 **    | 0003 000 | 57,754.67     |         |        |                       |
| 09/30/2019 | yes | 00052067  | 34550    | IN DEPARTMENT OF REVENUE    | 0004 000 | 71,781.27     | 1       | 001    | WITHHOLDING TAXES     |
|            |     |           |          | ** Object Total - 000 **    | 0004 000 | 71,781.27     |         |        |                       |
| 09/30/2019 | yes | 00052067  | 34550    | IN DEPARTMENT OF REVENUE    | 0005 000 | 35,026.00     | 1       | 001    | WITHHOLDING TAXES     |
|            |     |           |          | ** Object Total - 000 **    | 0005 000 | 35,026.00     |         |        |                       |
| 09/30/2019 | yes | 00052079  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 0008 000 | 127,481.32    | 75930   | 001    | MONTHLY PREMIUMS      |
|            |     |           |          | ** Object Total - 000 **    | 0008 000 | 127,481.32    |         |        |                       |
| 09/30/2019 | yes | 00052065  | 67770    | VALIC                       | 0009 000 | 3,916.66      | 1       | 001    | 457 PAYMENTS          |

10/07/2019

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Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*

Between Board: Included

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| Date                     | Brd | Voucher # | Vendor # | Vendor                       | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum          |
|--------------------------|-----|-----------|----------|------------------------------|----------|---------------|---------|--------|---------------------|
| ** Object Total - 000 ** |     |           |          |                              | 0009 000 | 3,916.66      |         |        |                     |
| 09/30/2019               | yes | 00052073  | 890069   | GREAT AMERICAN PLAN ADMIN    | 0010 000 | 60.00         | 75924   | 001    | TSA PAYMENTS        |
| ** Object Total - 000 ** |     |           |          |                              | 0010 000 | 60.00         |         |        |                     |
| 09/30/2019               | yes | 00052071  | 3400     | AMERICAN FIDELITY            | 0013 000 | 8,617.52      | 1       | 001    | TSA PAYMENTS        |
| ** Object Total - 000 ** |     |           |          |                              | 0013 000 | 8,617.52      |         |        |                     |
| 09/30/2019               | yes | 00052074  | 24259    | AXA EQUITABLE LIFE           | 0016 000 | 10,126.49     | 75925   | 001    | TSA PAYMENTS        |
| ** Object Total - 000 ** |     |           |          |                              | 0016 000 | 10,126.49     |         |        |                     |
| 09/30/2019               | yes | 00052078  | 65400    | TEXAS LIFE INSURANCE CO.     | 0018 000 | 2,109.39      | 75929   | 001    | MONTHLY PREMIUMS    |
| ** Object Total - 000 ** |     |           |          |                              | 0018 000 | 2,109.39      |         |        |                     |
| 09/13/2019               | yes | 00052004  | 63400    | IN STATE CENTRAL COLL UN     | 0020 000 | 378.00        | 1       | 001    |                     |
| 09/13/2019               | yes | 00052005  | 63400    | IN STATE CENTRAL COLL UN     | 0020 000 | 178.00        | 1       | 001    |                     |
| 09/13/2019               | yes | 00052006  | 63400    | IN STATE CENTRAL COLL UN     | 0020 000 | 458.00        | 1       | 001    |                     |
| 09/13/2019               | yes | 00052007  | 891499   | PIONEER CREDIT RECOVERY INC  | 0020 000 | 236.44        | 75880   | 001    |                     |
| 09/13/2019               | yes | 00052008  | 892198   | HENDRICKS COUNTY CLERK       | 0020 000 | 405.17        | 75881   | 001    |                     |
| 09/27/2019               | yes | 00052042  | 63400    | IN STATE CENTRAL COLL UN     | 0020 000 | 378.00        | 1       | 001    |                     |
| 09/27/2019               | yes | 00052043  | 63400    | IN STATE CENTRAL COLL UN     | 0020 000 | 458.00        | 1       | 001    |                     |
| 09/27/2019               | yes | 00052044  | 891499   | PIONEER CREDIT RECOVERY INC  | 0020 000 | 245.03        | 75909   | 001    |                     |
| 09/27/2019               | yes | 00052045  | 892198   | HENDRICKS COUNTY CLERK       | 0020 000 | 405.17        | 75910   | 001    |                     |
| ** Object Total - 000 ** |     |           |          |                              | 0020 000 | 3,141.81      |         |        |                     |
| 09/30/2019               | yes | 00052070  | 890722   | MG TRUST COMPANY             | 0021 000 | 5,520.80      | 1       | 001    | TSA PAYMENTS        |
| ** Object Total - 000 ** |     |           |          |                              | 0021 000 | 5,520.80      |         |        |                     |
| 09/30/2019               | yes | 00052079  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0022 000 | 79.42         | 75930   | 001    | MONTHLY PREMIUMS    |
| ** Object Total - 000 ** |     |           |          |                              | 0022 000 | 79.42         |         |        |                     |
| 09/30/2019               | yes | 00052068  | 3400     | AMERICAN FIDELITY            | 0023 000 | 4,676.45      | 1       | 001    | MONTHLY PREMIUMS    |
| ** Object Total - 000 ** |     |           |          |                              | 0023 000 | 4,676.45      |         |        |                     |
| 09/30/2019               | yes | 00052068  | 3400     | AMERICAN FIDELITY            | 0024 000 | 4,863.54      | 1       | 001    | MONTHLY PREMIUMS    |
| ** Object Total - 000 ** |     |           |          |                              | 0024 000 | 4,863.54      |         |        |                     |
| 09/30/2019               | yes | 00052075  | 45125    | MET LIFE RESOURCES           | 0025 000 | 48,968.62     | 75926   | 001    | TSA PAYMENTS        |
| ** Object Total - 000 ** |     |           |          |                              | 0025 000 | 48,968.62     |         |        |                     |
| 09/30/2019               | yes | 00052077  | 66980    | UNITED WAY OF CENTRAL INDIAN | 0026 000 | 1,911.80      | 75928   | 001    | EMPLOYEE DEDUCTIONS |
| ** Object Total - 000 ** |     |           |          |                              | 0026 000 | 1,911.80      |         |        |                     |
| 09/30/2019               | yes | 00052064  | 25200    | FORESTERS FINANCIAL          | 0027 000 | 18,231.85     | 1       | 001    | TSA PAYMENTS        |
| ** Object Total - 000 ** |     |           |          |                              | 0027 000 | 18,231.85     |         |        |                     |
| 09/30/2019               | yes | 00052079  | 14457    | CENTRAL IN SCHOOL EMPLOYEES  | 0028 000 | 11,618.19     | 75930   | 001    | MONTHLY PREMIUMS    |
| ** Object Total - 000 ** |     |           |          |                              | 0028 000 | 11,618.19     |         |        |                     |
| 09/30/2019               | yes | 00052068  | 3400     | AMERICAN FIDELITY            | 0030 000 | 8,976.52      | 1       | 001    | MONTHLY PREMIUMS    |

10/07/2019

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Account Types: \*\*ALL\*\*

User: \*ALL\*

Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*

Between Board: Included

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| Date                         | Brd | Voucher # | Vendor # | Vendor                      | Fnd Obj  | Voucher Total | Check # | Bank # | Memorandum                     |
|------------------------------|-----|-----------|----------|-----------------------------|----------|---------------|---------|--------|--------------------------------|
| ** Object Total - 000 **     |     |           |          |                             | 0030 000 | 8,976.52      |         |        |                                |
| 09/30/2019                   | yes | 00052069  | 3400     | AMERICAN FIDELITY           | 0031 000 | 5,993.02      | 1       | 001    | EMPLOYEE DEDUCTIONS            |
| ** Object Total - 000 **     |     |           |          |                             | 0031 000 | 5,993.02      |         |        |                                |
| 09/30/2019                   | yes | 00052072  | 3400     | AMERICAN FIDELITY           | 0032 000 | 32,172.62     | 1       | 001    | PAYROLL DEDUCTIONS:HSA ACCOUNT |
| ** Object Total - 000 **     |     |           |          |                             | 0032 000 | 32,172.62     |         |        |                                |
| 09/30/2019                   | yes | 00052066  | 67770    | VALIC                       | 0034 000 | 13,032.55     | 1       | 001    | TSA PAYMENTS                   |
| ** Object Total - 000 **     |     |           |          |                             | 0034 000 | 13,032.55     |         |        |                                |
| 09/13/2019                   | yes | 00052031  | 54200    | PUBLIC EMPLOYEES RETIRE     | 0036 000 | 159.20        | 1       | 001    | PERF 09/13/2019                |
| 09/27/2019                   | yes | 00052062  | 54200    | PUBLIC EMPLOYEES RETIRE     | 0036 000 | 294.80        | 1       | 001    | PERF 09/27/2019                |
| ** Object Total - 000 **     |     |           |          |                             | 0036 000 | 454.00        |         |        |                                |
| 09/30/2019                   | yes | 00052068  | 3400     | AMERICAN FIDELITY           | 0038 000 | 6,504.83      | 1       | 001    | MONTHLY PREMIUMS               |
| ** Object Total - 000 **     |     |           |          |                             | 0038 000 | 6,504.83      |         |        |                                |
| 09/30/2019                   | yes | 00052079  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 0039 000 | 1,436.67      | 75930   | 001    | MONTHLY PREMIUMS               |
| ** Object Total - 000 **     |     |           |          |                             | 0039 000 | 1,436.67      |         |        |                                |
| 09/30/2019                   | yes | 00052068  | 3400     | AMERICAN FIDELITY           | 0041 000 | 566.78        | 1       | 001    | MONTHLY PREMIUMS               |
| ** Object Total - 000 **     |     |           |          |                             | 0041 000 | 566.78        |         |        |                                |
| 09/30/2019                   | yes | 00052068  | 3400     | AMERICAN FIDELITY           | 0042 000 | 1,181.96      | 1       | 001    | MONTHLY PREMIUMS               |
| ** Object Total - 000 **     |     |           |          |                             | 0042 000 | 1,181.96      |         |        |                                |
| 09/30/2019                   | yes | 00052076  | 890273   | LEGACY FOUNDATION/PCSC      | 0043 000 | 154.00        | 75927   | 001    | EMPLOYEE DEDUCTIONS            |
| ** Object Total - 000 **     |     |           |          |                             | 0043 000 | 154.00        |         |        |                                |
| 09/30/2019                   | yes | 00052079  | 14457    | CENTRAL IN SCHOOL EMPLOYEES | 0044 000 | 5,275.81      | 75930   | 001    | MONTHLY PREMIUMS               |
| ** Object Total - 000 **     |     |           |          |                             | 0044 000 | 5,275.81      |         |        |                                |
| * Total Amount of Vouchers * |     |           |          |                             |          | 5,248,743.45  |         |        |                                |
| * Total Number of Vouchers * |     |           |          |                             |          | 511           |         |        |                                |



10/07/2019

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Account Types: \*\*ALL\*\*  
User: \*ALL\*

Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019  
Vouchers: \*\*ALL\*\*  
Between Board: Included

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TOTALS BY OBJECT

|     |              |
|-----|--------------|
| 000 | 818,850.63   |
| 110 | 1,695,027.91 |
| 115 | 2,957.20     |
| 120 | 762,823.07   |
| 125 | 2,979.72     |
| 131 | 25,000.00    |
| 135 | 20,943.57    |
| 136 | 30,636.25    |
| 140 | 151.60       |
| 211 | 57,754.67    |
| 212 | 118,903.42   |
| 214 | 100,033.59   |
| 215 | 8,349.62     |
| 216 | 121,123.23   |
| 218 | 1,351.31     |
| 221 | 2,785.91     |
| 222 | 243,700.10   |
| 224 | 8,782.35     |
| 241 | 62,284.81    |
| 311 | 702.75       |
| 312 | 7,603.00     |
| 313 | 23,549.85    |
| 318 | 1,857.50     |
| 319 | 111,215.29   |
| 350 | 3,750.00     |
| 412 | 2,074.31     |
| 431 | 96,752.55    |
| 432 | 2,674.39     |
| 442 | 16,855.75    |
| 444 | 628.92       |
| 520 | 70.00        |
| 530 | 19,432.40    |
| 540 | 75.46        |
| 561 | 30,723.26    |
| 569 | 5,742.00     |
| 580 | 1,924.54     |
| 611 | 85,280.14    |
| 612 | 77.50        |
| 613 | 37,669.99    |
| 614 | 108,864.65   |
| 622 | 5,932.35     |
| 625 | 111,387.39   |
| 640 | 2,176.02     |
| 650 | 127.60       |
| 655 | 41,339.35    |
| 660 | 13,088.65    |
| 715 | 228,510.15   |
| 730 | 24,514.04    |

10/07/2019

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Account Types: \*\*ALL\*\*  
User: \*ALL\*

Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019  
Vouchers: \*\*ALL\*\*  
Between Board: Included

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|                   |              |
|-------------------|--------------|
| 733               | 5,954.35     |
| 735               | 14,020.00    |
| 810               | 478.87       |
| 871               | 693.03       |
| 876               | 164.95       |
| 877               | 95.00        |
| 899               | 158,298.49   |
| * OBJECT TOTALS * | 5,248,743.45 |

10/07/2019

9:46:50

Account Types: \*\*ALL\*\*  
User: \*ALL\*Plainfield Community School Corp  
Accounts Payable Voucher Register - By Object  
Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*  
Between Board: IncludedPage: 21  
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## TOTALS BY FUND

|      |                                  |              |
|------|----------------------------------|--------------|
| 0101 | EDUCATION FUND                   | 2,608,263.35 |
| 0300 | OPERATIONS FUND                  | 890,938.97   |
| 0610 | LOCAL RAINY DAY FUND             | 2,673.45     |
| 0770 | CONSTRUCTION SUMMER 2012         | 299,337.72   |
| 0790 | LEGACY FOUNDATION/SIGNAGE        | 16,594.88    |
| 0800 | SCHOOL LUNCH PROGRAM             | 249,125.48   |
| 1650 | LITTLE QUAKERS ACADEMY           | 52,055.30    |
| 2050 | MOMH/DEFLECTO DONATION           | 95.00        |
| 2061 | AUTISM-WRITING, SENSORY          | 764.05       |
| 2970 | PCSC TRAPPERS FUND               | 459.00       |
| 2990 | HENDRICKS REGIONAL GRANT         | 2,137.05     |
| 3040 | HIGH ABILITY 09-10               | 4,557.98     |
| 3710 | NON-ENGLISH SPEAKING PROGRAM     | 544.72       |
| 3790 | SCHOOL TECHNOLOGY                | 7,176.00     |
| 4190 | TITLE I 2009-2010                | 26,793.18    |
| 5220 | 09-10 WCJS, PRESCHOOL            | 2,723.72     |
| 5230 | 09-10 WCJS, PART B PASSTHROUGH   | 77,465.58    |
| 5850 | TITLE IV STUDENT SUPP & ACADEMIC | 963.64       |
| 6460 | MEDICAID REIMBURSEMENT - FEDERAL | 19,432.66    |
| 6840 | TITLE II 05-06, PART A           | 3,975.95     |
| 6880 | TITLE III, LIMITED ENGL. PROFICI | 5,364.00     |
| 8400 | FOOD SERVICES - PREPAID ACCOUNT  | 158,451.14   |
|      | * FUND TOTALS *                  | 4,429,892.82 |

## TOTALS BY CLEARING

|      |                             |            |
|------|-----------------------------|------------|
| 0001 | CLEARING FED TAX            | 208,312.65 |
| 0002 | SOC SEC TEACHING            | 118,903.42 |
| 0003 | SOC SEC NON-TEACHING        | 57,754.67  |
| 0004 | STATE TAX                   | 71,781.27  |
| 0005 | CAGIT CO TAX                | 35,026.00  |
| 0008 | HEALTH INSURANCE            | 127,481.32 |
| 0009 | VALIC 457                   | 3,916.66   |
| 0010 | GREAT AMERICAN (2009)       | 60.00      |
| 0013 | AMERICAN FIDELITY           | 8,617.52   |
| 0016 | EQUITABLE LIFE INS CO.      | 10,126.49  |
| 0018 | TEXAS LIFE INSURANCE        | 2,109.39   |
| 0020 | GARNISH OF WAGES            | 3,141.81   |
| 0021 | ASPIRE                      | 5,520.80   |
| 0022 | LIFE/L.T.D. DEDUCTIONS      | 79.42      |
| 0023 | LIFE INSURANCE              | 4,676.45   |
| 0024 | INCOME PROTECTION PLAN      | 4,863.54   |
| 0025 | MET LIFE ANNUITY            | 48,968.62  |
| 0026 | UNITED WAY                  | 1,911.80   |
| 0027 | FIRST INVESTORS CORPORATION | 18,231.85  |
| 0028 | DENTAL INSURANCE            | 11,618.19  |

10/07/2019

9:46:50

Account Types: \*\*ALL\*\*

User: \*ALL\*

Plainfield Community School Corp

Accounts Payable Voucher Register - By Object

Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*

Between Board: Included

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|        |                        |              |
|--------|------------------------|--------------|
| - 0030 | CANCER POLICY          | 8,976.52     |
| 0031   | FLEX BENEFIT           | 5,993.02     |
| 0032   | HSA                    | 32,172.62    |
| 0034   | VALIC-403(B)           | 13,032.55    |
| 0036   | VOLUNTARY PERF         | 454.00       |
| 0038   | ACCIDENT INSURANCE     | 6,504.83     |
| 0039   | SUPPLEMENTAL INSURANCE | 1,436.67     |
| 0041   | HOSPITAL INSURANCE     | 566.78       |
| 0042   | CRITICAL INSURANCE     | 1,181.96     |
| 0043   | LEGACY FOUNDATION      | 154.00       |
| 0044   | VISION INSURANCE       | 5,275.81     |
|        | * CLEARING TOTALS *    | 818,850.63   |
|        | * GRAND TOTAL *        | 5,248,743.45 |

ALLOWANCE OF VOUCHERS

We have examined the Vouchers listed on the foregoing Accounts Payable Register, consisting of 23 pages,  
and except for the vouchers not allowed on the register, such vouchers are hereby allowed in the total 5,248,743.45  
dated this 10th day of October 2019

BOARD OF EDUCATION

|                         |                             |
|-------------------------|-----------------------------|
| _____<br>Scott Flood    | _____<br>President          |
| _____<br>Katie Chamness | _____<br>1st Vice President |
| _____<br>Michael Allen  | _____<br>2nd Vice President |
| _____<br>Jessica Elston | _____<br>Secretary          |
| _____<br>Brad DuBois    | _____<br>Parliamentarian    |

10/07/2019

9:46:50

Account Types: \*\*ALL\*\*

User: \*ALL\*

Plainfield Community School Corp

Accounts Payable Voucher Register - By Object

Bank: \*\*ALL\*\*

Date Range: 09/09/2019 - 10/10/2019

Vouchers: \*\*ALL\*\*

Between Board: Included

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I hereby certify that each of the above listed vouchers and theinvoices, or bills attached hereto, are true and correct and that the materials OR services itemized thereon for which charges are made were ordered AND received, and I have audited same in accordance with I.C. 5-11-10-1.6.

\_\_\_\_\_

FISCAL OFFICER

\_\_\_\_\_  
Stacey D. Smith

## **School Agreement**

This document describes the terms and conditions of the services offered by ParentSquare Inc, Inc. ( "ParentSquare" or "we") purchased by you on behalf of your school, organization, or school district (the "School") to use on a subscription basis.

This agreement is entered into between the parties identified on the Order Form that is mutually executed by the parties and which references this agreement (the "Agreement"). The effective date of this agreement is the applicable Order Form Effective Date, as described in such Order Form.

The entire agreement consists of (1) this School Agreement and (2) the executed Order Form.

Any terms used but not defined herein will have the meaning set forth in the Order Form. In the event of any conflict between these terms and conditions and the Order Form, the Order Form will prevail.

### **Definitions**

"School" means the party that will be using Service. If the party is a school district then the term "School" includes all schools that are members of the school district and served by the school district that will be using the Service.

"School Data" means all data, including all personal information about users and students, as described in the Privacy Policy, that are provided to ParentSquare by, or on behalf of, School through School's use of the ParentSquare.

"Service(s)" refers to our website, mobile app and all other products, services and applications made available by ParentSquare from time to time that is paid for by the School.

### **Obligation**

School warrants that

- a) it will use best efforts in providing complete and accurate data. ParentSquare will not be liable for any damages resulting from incorrect student, parent and/or guardian contact information that School provides to ParentSquare.
- b) it has met all contractual, regulatory, and legal requirements in providing, and using, the data, including, but not limited to, obtaining necessary consent to send notifications to all users including texts and voice messages (if applicable). In no event will ParentSquare be liable for any additional charges that may be incurred for receiving notifications, such as phone call fees, text message fees or data fees.
- c) it will fully cooperate during the implementation process.

### **Compliance with Applicable Law and Parental Consent**

School is responsible for, and represents and warrants it is in compliance with, the Children's Online Privacy Protection Act ("COPPA") and the Family Educational Rights and Privacy Act

("FERPA"), including by obtaining parental consent for collection, use and disclosure of personal information in connection with the Services. School represents and warrants that it will comply with all applicable laws, and further, that its disclosure of any information to ParentSquare, and ParentSquare's use of such information subject to the restrictions of this Agreement, does not and will not violate any applicable laws (including COPPA or FERPA). School will not disclose any information to ParentSquare that is protected health information ("PHI") subject to the Health Information Portability and Accountability Act ("HIPAA").

### **Changes to this Agreement**

ParentSquare may make changes to this Agreement from time to time. If ParentSquare makes a change to this Agreement, ParentSquare will inform School by email. If the change has an adverse impact on School and School does not agree to the change, School must so notify ParentSquare in writing within thirty (30) days after receiving notice of the change. If School notifies ParentSquare as required, then School will remain governed by the terms School had agreed to until the end of the then-current school year. If the Services are renewed, they will be renewed under ParentSquare's then current Agreement.

### **Intellectual Property Rights**

As between the parties and except for the licenses granted by this Agreement, (a) School owns all Intellectual Property Rights in School Data, including all related intellectual property rights, in and to School content and (b) ParentSquare owns all Intellectual Property Rights in the Services. School hereby grants to ParentSquare a non-exclusive, royalty-free, fully paid-up, worldwide, sublicensable and transferable license to use the School Data only as necessary to fulfill its obligations and exercise its rights hereunder.

### **Publicity**

School agrees that ParentSquare may include School's name or brand features including School Name and Logo in a list of ParentSquare customers, online or in promotional materials. School also agrees that ParentSquare may verbally reference School as a customer of the ParentSquare products or services that are the subject of this Agreement.

### **Agreement Term**

This Agreement will remain in effect for the Order Form Term as set forth and agreed to in the Order Form. After the Term End Date as defined in the Order Form, the Agreement will automatically renew, unless either party provides written notice of non-renewal at least sixty (60) days prior to the end of the then-current Term. The conditions of a Renewal Term shall be identical to the terms of the Agreement. In case of any changes to the existing ParentSquare standard terms, rates or charges, a thirty (30) day advanced notice will be provided to School.

### **Termination**

School may terminate this Agreement for any reason (or no reason) with thirty (30) days prior written notice to ParentSquare, provided, however, that School will remain obligated to pay any fees for Services.



that School has purchased for the entire Term for those Services.

### **Termination for Failure to Pay**

ParentSquare may terminate this Agreement and cease providing services if School fails to pay invoices due within thirty (30) days of the date of receipt of the invoice.

### **Destroying User Information Upon Termination of School Agreement**

ParentSquare destroys or returns all information provided by the School within sixty (60) business days of demand, or if no demand is made, it destroys all Information within sixty (60) days of the expiration or termination of the agreement with School unless ParentSquare receives permission in writing from School that ParentSquare may retain certain Information for a specific period of time.

### **Limitation of Liability**

IN NO EVENT SHALL EITHER PARTY BE LIABLE UNDER THIS AGREEMENT FOR ANY INJURY, LOSS, CLAIM, DAMAGES, OR ANY SPECIAL, INCIDENTAL, CONSEQUENTIAL, EXEMPLARY OR PUNITIVE DAMAGES OF ANY KIND ARISING OUT OF OR IN ANY WAY CONNECTED WITH THE USE OF THE SERVICES OR ANYTHING PROVIDED IN CONNECTION WITH THIS AGREEMENT, THE DELAY OR INABILITY TO USE THE SERVICES OR ANYTHING OTHERWISE ARISING FROM THIS AGREEMENT. THE SCHOOL AGREES THAT PARENTSQUARE SERVICE IS NOT INTENDED OR DESIGNED FOR USE IN HIGH-RISK ACTIVITIES, OR IN ANY SITUATION WHERE FAILURE OF DELIVERY OR PERFORMANCE OR ANY ERROR IN PARENTSQUARE COULD LEAD TO DEATH, DAMAGE TO PROPERTY, PERSONAL INJURY, OR WHERE OTHER DAMAGES COULD RESULT IF AN ERROR OCCURRED.

### **Counterparts**

The parties may enter into this Agreement by executing the applicable Order Form in counterparts which taken together will constitute one agreement to be valid as of the date of the Order Form. Order Form executed, scanned and transmitted electronically or by way of facsimile and electronic signatures shall be deemed original signatures for purposes of this Agreement and all matters related thereto, with such scanned and electronic signatures having the same legal effect as original signatures.

District Representative

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

ParentSquare Representative

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# ParentSquare Privacy Policy

LAST UPDATED: MAY 18, 2018

## Overview

ParentSquare is a simple platform for communications between home and school. ParentSquare is designed for whole-school adoption and collaborative use by principal, admins, teachers, staff, parent leaders and parents at preK-12 schools. Users can share messages about school logistics and student classroom learning along with pictures and files, volunteer requests and class supply lists, calendar and directory information.

## Commitment to Your Privacy

ParentSquare understands that privacy is extremely important to users of our services and website, the district, school or organization that registers for our services ("School"), and the students, their parents and other users whose information we may access on behalf of a School.

## Changes to Our Privacy Policy

ParentSquare reserves the right to change this privacy policy. Any changes to this privacy policy will be posted to this page and a notice will be put up on our website and other places we deem appropriate such as our blog. In case of material changes to how we use your personal information, we will notify you prior to the change becoming effective, by email, by means of notice on our home page, and by email to your parents in case you are under 18, in order to obtain consent for the new uses of your personal information if required.

Please make sure that you read the ParentSquare Terms of Use to understand additional terms and conditions that apply to the use of our Web site. If you have any questions or comments concerning our privacy policy, please contact us at [support@parentsquare.com](mailto:support@parentsquare.com).

## Information Collection, Use and Protection

Our goal is to be transparent in our practices regarding collection and data usage.

### 1. Information We Collect

We collect two types of information: personal information your School knowingly chooses to disclose that is collected on an individual basis, and website use information collected on an aggregate basis as you and others browse our website.

### Information Your School Provides to Us

Student and user data is provided and controlled by your School. When your School chooses to use ParentSquare, the School provides us personal information about the student and their parents and guardians. For a student, the School provided personal information includes student name, ID, gender, grade level, enrolled courses, other enrolled groups and extracurricular activities, and information about student's parents/ contacts: their name, relationship to student, address, email, phone number and communication language. For users other than parents/ student contacts, such as staff members, the information may include their title at the School and courses taught at the School. The School may also choose to provide additional student information such as their English language learning status, enrollment in free and reduced lunch program, attendance records, lunch balances, bus routes, grades and assignments if the School is using the corresponding ParentSquare functionality.

ParentSquare complies with Family Educational Rights and Privacy Act (“FERPA”) and all other applicable confidentiality and privacy laws and rules, and requires its employees, consultants, and subcontractors to similarly comply.

### **Additional Contact Information Your School May Provide to Us About Students**

The School may choose to provide student with ParentSquare logins to communicate with students within ParentSquare. In such cases, we collect the login credentials for students provided to us by the School, which may include a student’s email address and cell phone number. Pursuant to Children’s Online Privacy and Protection Act (“COPPA”), ParentSquare relies on the School to obtain verifiable parental consent to provide our services to students under 13 years of age.

If we learn that we have collected personal information from a child under age 13 other than pursuant to the above, or if we learn that a child under 13 has provided us personal information beyond what we request from him or her, we will delete that information as quickly as possible after we have identified it.

If you have questions about modifying or deleting personal information of a student, please contact your School directly or you may also contact us at support@parentsquare.com. We will get in touch with your School to honor your request.

### **Information You Provide to Us**

You may choose to provide additional information about yourself in your user profile, such as your profession, talent, interests and abilities, or in the course of using ParentSquare, such as messaging and posts. All information you provide to us may be made accessible to other users in your School. This information is not shared with users outside of your School, but may be made available to your School’s district office should they request it.

### **Information We Collect when You Interact With ParentSquare**

In addition to the personal information you and your School provide to us, we also collect usage information as you interact with ParentSquare. Collecting this information allows us for more accurate reporting and helps us to improve our services. The following describes how we use this information:

#### **a. Site Activity Information**

We monitor some of the actions you perform on ParentSquare. For example, if you make a comment on a post, we both log the fact that you added a comment as well as store the actual comment itself.

#### **b. Notification Activity Information**

We monitor email delivery, text delivery, app downloads, and engagement through clicks in order to understand your interaction with our services and improve your experience with ParentSquare. We may include clear gifs in the HTML-based emails we send our Schools in order to track which emails are being opened and which links are being clicked on by recipients.

#### **c. Access Device and Browser Information**

When you access ParentSquare from a computer, mobile phone, or other device, we may collect information

from that device such your browser type, location, and IP address. We also record which pages you visit, the date and time of visits, and the time spent at our website. This information is collected on an aggregate basis. None of this information is associated with you as an individual.

#### d. Cookie Information

We may send one or more cookies to be stored on your computer in order to personalize your experience with ParentSquare and make our services easier to use. A cookie is a small text file containing a string of alphanumeric characters that allows us to uniquely identify your browser and allows you to log in automatically whenever you return to ParentSquare. We also use cookies to identify and maintain your logged status as well as enhance your navigation through the website. You can remove or block cookies using the technical settings of your browser though you may not be able to do so on certain browsers or mobile devices. Note that disabling cookies may impact your ability to use our services fully, so we recommend that you leave them enabled for the quality of your experience.

## **2. How We Use Information**

Your privacy and your child's privacy is extremely important to us. The student data we collect is used for communication and educational purposes at the discretion of your School only. We use the information we collect to provide a safe, efficient, and customized experience for our users. Here are some of ways we do that:

### **To Manage the Service**

We use the information we collect to provide our personalized services and features to you and provide you with customer support. In addition we use the information we collect to analyze how you use the services and features so that we can measure and improve those services and features.

### **To Contact You**

We may contact you with service-related announcements from time to time. This includes contacting you for any school related activities. We may include content you see on ParentSquare in the emails we send to you. We may also contact you in order to notify you about important changes to our services.

### **To Provide Relevant Information To Your School**

We use the information we collect to report usage levels to your School. This allows your School to monitor how successful their posts are so that they can improve their use of ParentSquare.

## **3. How We Share Information**

### **What Can Other Users in ParentSquare See**

Access to the School's ParentSquare website and app is restricted to parents and staff at your School, and other users that the School may deem appropriate, e.g., Board Members. Parents can only view posts addressed to the entire School and to any groups or classes they or their child belongs to. Parents do not see posts for classes and private groups they do not belong to. Parents are responsible for maintaining the security of their password.

Notwithstanding the foregoing, your School may choose to share some ParentSquare posts and associated pictures on social websites, such as Twitter and Facebook. ParentSquare will require your School to confirm that it has prior permission from parents before doing so. Sharing posts and pictures on social website will

make the posts and pictures viewable by users outside of ParentSquare, and ParentSquare's privacy policy will no longer apply to those posts and pictures. All such posts will be clearly marked so ParentSquare users can know that those posts are shared via social networks.

Your contact information, i.e., your email, phone and address may be made available to other registered parents at your School as part of an online School Directory according to your School's discretion. This information is not shared outside of the School or with any third parties. By default, your email address is visible on your profile page to other parents at your School but not your phone or address. You have the option to adjust your settings to keep all your contact information (email, phone and address) hidden from other parents at your School. Your contact information will be visible to registered staff members at your School.

### **No Disclosure To Third Parties**

ParentSquare uses the data received from the School for the sole purpose of delivering products and services to the School. We do not rent, trade, or sell or otherwise distribute your information to any third parties and will only disclose information when allowed by FERPA and required a) by applicable laws or government orders or b) to maintain and operate our service or c) when authorized by the School.

We work with a number of third party service providers and contractors to maintain and operate our service. For instance, we use third parties

- For secure credit card transaction processing for supporting payments in ParentSquare
- To provide customer support communication to our users
- To analyze use of our website and app
- For our blog and to facilitate social sharing on our blog
- To send emails, texts and phone calls
- For hosting our services and databases
- Additional, we use our commercially reasonable efforts to cause our service providers and contractors to adhere to confidentiality and security obligations that are consistent with this Privacy Policy and our Terms of Use.

### **No Advertising**

ParentSquare does not use student or user records or data collected for purposes of targeted advertising, and no student profile is built by ParentSquare for reasons other than furtherance of School purposes.

### **Corporate Restructuring**

In the case of a corporate event such as a sale of assets, a future sale, or a merger of ParentSquare with another organization, we may transfer your personal information. However, we will provide you with notice and an opportunity to opt-out of the transfer of personally identifiable student data if the new organization does not have privacy policy at least as stringent than our own.

## **4. How We Protect Information**

### **Security**

We take great measures in keeping your data safe and secure. ParentSquare uses secure infrastructure to ensure that student data is always encrypted during transfer and transmitted securely. Access to ParentSquare is authenticated through username/password. ParentSquare stores and protects your account

information on a secured server behind a firewall. We utilize encryption/security software to safeguard the confidentiality of personal information we collect.

If ParentSquare becomes aware of a security breach of its users' personally identifiable information, ParentSquare will notify affected users as required by applicable laws and may post a notice on our services as required by applicable laws.

### **Information Hosted in the United States**

ParentSquare and all of our data is hosted within the United States. Please note that if you use our service from a country or region with laws differing from the United States' laws governing the collection and production of data, you may be transferring your personal information outside of the jurisdiction of your region and to the United States. By using our service, you consent to the transfer, use and storage of your personal information in accordance with our Privacy Policy and Terms of Use.

## **5. Choices About Your Information**

### **Managing Your Account**

You may review, update, and correct the information in your account by logging into ParentSquare. Your School may not allow you to update your account information directly in ParentSquare. In such event, an alternate School contact or instructions will be provided for you to update your ParentSquare contact information. You are able to adjust your notification settings within ParentSquare so that you receive instant text, instant email, or digest email, or you may opt out of ParentSquare communications and receive no notifications at all. If you choose not to receive notifications from ParentSquare this will not stop you from receiving emergency notifications, for example those regarding school closure, threats, etc.

### **Deleting Your Account**

If you or your child graduates from the School or leaves the School and you are no longer associated with the School, the School will delete your account, i.e., you will no longer be able to access your information on ParentSquare and no other ParentSquare user will be able to access your personal information either, including your School. In case of accidental deletion, we will be able to restore the account on request if request is made within thirty (30) days.

If you cease to agree with ParentSquare's terms of use and privacy policy at some point in the future or if you no longer desire our service, please unsubscribe directly by clicking the link in the ParentSquare email sent by your School or contact the School directly to delete your account. You may also contact us at support@parentsquare.com. We will get in touch with your School to honor your request and respond within a reasonable time not exceeding thirty (30) days.

We will retain your information for as long as your account is active or as needed to provide services to you and your School. We will also retain and use your information as necessary in order to comply with our legal obligations, resolve disputes, prevent abuse, and enforce our agreements.

### **European Union Residents**

Our computer systems are currently based in the United States, so your personal data entered at our Site or related to your use of our services (i) will not be processed in the European Economic Area (EEA) and (ii) will be processed by our service providers or us in the United States and other non-EEA countries. By using

ParentSquare, you (a) agree to and accept the terms stated in this Privacy Policy and (b) expressly consent to the processing of your personal data on equipment and by service providers outside the European Economic Area. If you reside in the European Union and we do not seek your explicit consent to process your personal data, we are relying on the legitimate commercial interest of our company in providing the services to you and other customers and the need to process your personal data as previously described in order to accomplish that legitimate interest. You also have the right to withdraw consent and request that we halt processing of your personal data at any time. This withdrawal of consent does not invalidate the consent-based processing that occurred prior to withdrawal.

As an EU resident, you also have the following rights under the General Data Protection Regulation:

- Right of access to personal data
- Right to rectification of personal data held where it is incorrect or incomplete
- Right of erasure of personal data ("right to be forgotten") if certain grounds are met
- Right to restrict/suspend processing of personal data
- Right to complain to a supervisory authority
- Right to object to processing (if processing is based on legitimate interests)
- Right to object to processing of personal data for direct marketing purposes
- Right to receive your personal data in a standard electronic format (data portability)
- You may withdraw this consent or exercise any of the foregoing rights applicable to you by contacting the Privacy Officer at the address below or notifying us at [support@parentsquare.com](mailto:support@parentsquare.com)

## How to Contact Us

If you have questions or concerns pertaining to your information, your registration, your account, or unsubscribing please contact your School directly. Otherwise if you have questions about this privacy policy or ParentSquare, you may contact us at [support@parentsquare.com](mailto:support@parentsquare.com). You may also contact us by phone and postal mail at:

888-496-3168  
6144 Calle Real, #200A,  
Goleta, CA 93117

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Signature

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Printed Name

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Date




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Signature

Anupama Vaid

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Printed Name

08/08/2019

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Date



**QUOTE - FULL BUNDLE**Created Date: **August 06, 2019**Expiration Date: **October 31, 2019**Term: **January 1, 2020 - June 30, 2021**District: **Plainfield Community School Corporation, IN**Contact Name: **John Crum | Director of Technology**Email: [jcrum@plainfield.k12.in.us](mailto:jcrum@plainfield.k12.in.us)Prepared By: **Jeremy Tignor**Email: [jeremy.tignor@parentsquare.com](mailto:jeremy.tignor@parentsquare.com)Phone: **816.400.5712**Bill To Name: **same**Email: **same**Payment Terms: **Net 30****ParentSquare Pricing Details - 2 Invoices**

| Item  | Unit Price | Total Units | Price           |
|---|------------|-------------|-----------------|
| Prorated Service January 1, 2020 through June 30, 2020                                | N/A        | N/A         | \$8,400         |
| One-time On-boarding Fee  | \$1,000    | All Sites   | \$1,000         |
| <b>First Invoice (Initial Subscription Fee + On-Boarding) - DUE January 2020</b>      |            |             | <b>\$9,400</b>  |
| <b>Annual Subscription Fee - July 1, 2020 through June 30, 2021<br/>DUE July 2020</b> | \$3.00     | 5,600       | <b>\$16,800</b> |

**Details:** Year-1 Price \$3.00/student, Year-2 price \$3.50/student, and Year-3 price \$4.00/student.**Terms and Conditions**

The Services are subject to the terms contained in this Order Form and School Agreement which are located at [www.parentsquare.com/agreement](http://www.parentsquare.com/agreement), and incorporated by reference into this Order Form ("ParentSquare School Agreement"). By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/ School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/ School.

**District/ School Signature**

Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

**ParentSquare Signature**Name Jay KlanferTitle Vice PresidentDate 8/9/19Signature 

## ParentSquare Package Details

| Item   | Description  | Price    |
|--|--|----------|
| <b>ENGAGE</b><br>Campus & Classroom Communication; plus Two-Way Engagement | <ul style="list-style-type: none"> <li>• School App and Web Portal</li> <li>• ParentSquare Posts to District/ School</li> <li>• Teacher and Classroom Communication</li> <li>• Direct Messaging (Photo &amp; File Sharing)</li> <li>• Social Media and Website Share</li> <li>• Payments and Fundraisers</li> <li>• Directory (search by name, e-mail, phone, student)</li> <li>• Calendar and RSVP</li> <li>• Polls</li> <li>• Volunteering and Supplies Sign Ups</li> <li>• Volunteer Hours</li> <li>• Forms &amp; Permission Slips</li> </ul> | Included |

| Item  | Description  | Price    |
|---|--|----------|
| <b>NOTIFY</b><br>Mass Communication & Automated Notifications | <ul style="list-style-type: none"> <li>• Mass Notifications (Text, App Notification, Email, Phone Call)</li> <li>• Urgent Alerts (Text, App Notification, Email, Phone Call)</li> <li>• Auto Notices -- Attendance , Lunch Balance etc.</li> </ul> | Included |

## Optional Add-ons

| Item   | Description  | Price              |
|--|--|--------------------|
| <b>StudentSquare</b><br>Student App/Web Portal                       | <ul style="list-style-type: none"> <li>• Student App &amp; Web Portal</li> <li>• Campus, Classroom, &amp; Activities Messaging</li> <li>• Direct &amp; Group Messaging</li> <li>• Calendar Sync</li> </ul>   | Included           |
| <b>Secure Doc Delivery</b><br>Send Documents Securely                | <ul style="list-style-type: none"> <li>• Securely Deliver Important Documents</li> <li>• Distribute Grade Cards, Progress Reports, etc.</li> <li>• Save Money &amp; Time Vs. Traditional Mailings</li> </ul> | Included           |
| <b>Student Dashboard</b><br>Display Important Information to Parents | <ul style="list-style-type: none"> <li>• Display High-Level Snapshot</li> <li>• Easily Switch Between Students in Household</li> <li>• Includes Grades, Schedule, Assignments, &amp; Attendance</li> </ul>   | Add \$.50 /student |

## **APPENDIX A - Definitions**

**On-boarding Fee:** A one-time on-boarding fee is invoiced at Term Start Date. The on-boarding fee includes ParentSquare set up as a co-branded website, data upload, admin and teacher online training sessions, and initial consultations for getting started with ParentSquare.

**Annual Subscription Fee:** An annual subscription fee is invoiced at Term Start Date and each year on the Term anniversary date. The annual subscription fee is re-evaluated each year based on participating student enrollment on the anniversary date upon renewal.

### **Submit Purchase Order to**

ParentSquare Inc.  
6144 Calle Real, #200A  
Goleta, CA 93117 · USA

**OR**

Fax: 805.456.0342/ Email: [billing@parentsquare.com](mailto:billing@parentsquare.com)