

## Curriculum

The curricular framework of Mill Creek West Elementary School is aligned to the Indiana State Standards. These standards are readily available through the school and district websites at [www.mccsc.k12.in.us](http://www.mccsc.k12.in.us). Our elementary grade levels use a collaborative approach for an ongoing curriculum revision process. This process involves data dives, research of best practices, as well as weekly building/district elementary Professional Learning Communities(PLCs) which include examining pacing, calendar mapping, and development of common assessments. Our curriculum maps and assessments are available through shared GoogleSheets. Teachers have easy access to all curriculum items in shared Google folders and may also see vertical articulation items for reference too.

## Requirements for Goals and Objectives:

MCCSC and Mill Creek West Elementary School, demonstrate a history of great academic achievement, in student performance, and growth. Our continuous goal is to increase student achievement, aim to be a top ranked elementary school with our state scores/accountability measures, and also strive to be a great school and corporation where parents and students choose to be. We have high expectations for our performance percentage passing ILEARN to continue to increase based on our new benchmark when ILEARN began. Furthermore, our goal for IREAD is to continue to increase those performance percentages as well. Our attendance goal for all buildings is to be at or above 96%.

As a district our focus on learning, professional development, and assessment process detailed below highlight our dedication to ALL students and the strive for excellence for the school's continuous improvement process. Our district plan for data review in weekly leadership team meetings, PLCs, and guidance committees, all support the success of our accountability, state scores, students supports, and attendance/graduation rates.

Here are the Long-term Goals for MCW:

	21-22 School Year	22-23 School Year	23-24 School Year
<b>ILEARN ELA, Grades 3-5</b>	MCW Increase from 46.3% to 56% passing average	MCW Increase from 45.6% to 55% passing average	MCW Increase from 55% to 65% passing average
<b>ILEARN Math, Grades 3-5</b>	MCW Increase from 62 to 72% passing average	MCW Increase from 68.6 to 78% passing average	MCW Increase from 78% to 88% passing average
<b>Attendance: 'Model Attendees' =</b>	Increase or sustain attendance rate to	Increase or sustain attendance rate to	Increase or sustain attendance rate to

96% or higher attendance	96% or higher	96% or higher	96% or higher
--------------------------	---------------	---------------	---------------

**Reduction in Absenteeism:**

Mill Creek West Elementary School and MCCSC have an excellent attendance record. Chronic absenteeism is rare and is not readily identified with any pattern or reasoning. Our school believes relationships are key among students/parents, teachers, support staff, and administrators, and those help to create a welcoming environment which encourages involvement and engagement. When isolated attendance problems do occur, all buildings utilize attendance contracts and/or Hendricks Co Juvenile Court’s Project Attend to improve student attendance.

**Name and Description of Additional Assessments**

- Accountability Assessments: ILEARN, IREAD, I AM, WIDA
  - Students participate in all state assessments. ILEARN assess proficiency in the areas of English Language Arts, Math, Science, and Social Studies. IREAD assess 3rd grade students to determine their on grade-level reading abilities and as an early indicator of reading proficiency, allowing schools to respond quickly and provide targeted support for students who need it most. The I AM is an alternative assessment used for students who are not on the diploma track(most often our Life Skills students). Finally, WIDA is used to assess students who have been identified as Limited English Proficiency.
- ESGI (K screener) (K-2) standards based mastery
  - ESGI is used to ensure we have adequate data collected on specific skills that align with our standards-based report cards in grades K-2. This program allows us to create common assessments that are used in each classroom.
- DIBELS Literacy (K-3 and identified 3-5)
  - Students participate in DIBELS progress monitoring: Blue/Green students are monitored every month, and Yellow/Red students are monitored every 2 weeks. The data collected is used to group students in small groups for personalized reading instruction daily.
- TRC (K-3 and identified 3-5)
  - Students participate in TRC at the beginning of the school year, middle of the school year, and end of the school year. The data collected is used to group students in small groups for personalized reading instruction daily.
- Edmentum-EP (2-5)
  - Edmentum Exact Path is used to monitor student progress in the areas of English Language Arts and Mathematics. Students are given a diagnostic assessment three times per year at the beginning, middle and end of the year. This assessment assigns students an individual skill-based assessment aligned to Indiana State Standards. Students are given a National Percentile Ranking score with each diagnostic assessment.

- Reading Lexiles (K-2)
  - In grades K-2 lexiles are collected through DIBELS TRC and used to help students select appropriate reading materials in the library and other academic settings.
- Common Formative Assessments
  - Grade levels use common assessments to determine the level of mastery of skills taught from the Indiana Academic standards. These assessments are used to determine possible next steps through building and district PLC conversations.

## **Professional Development**

MCCSC and Mill Creek West Elementary School utilize PLCs weekly within individual building grade levels, and across district grade levels two to three times per week. These communities allow for time to analyze student-centered data, analyze the strengths and challenges of our instructional strategies, and share ideas for better instructional effectiveness and increased student learning, as they evaluate common formative assessment data and connect that growth as measured by our state assessments. We also have the opportunity for three PD full-days, near the end of each quarter to have K-12 data analysis and vertical articulation conversations.

- **Data Analysis**
  - Data is analyzed by primary and intermediate interventionists, SpEd teachers, and also each GenEd teacher as they bring that to PLCs for discussion. These data conversations along with our beginning, middle, and end of year data helps to identify and provide additional support for our students in various ways.
  - Longitudinal data for each student is housed in PIVOT's Data Warehouse and is current and readily available to be pulled by teachers, interventionists, and administrators for review and analysis.
- **Strategies/Programs/Services**
  - Integration of Academic Standards
    - Curriculum maps are created to ensure we are teaching all standards through the proper depth and complexity. We utilize IDOE frameworks to ensure alignment.
  - Smekens
    - Reading Comprehension Strategies from Smekens are interwoven to align with our academic standards and Wonders curriculum. We also use Smekens writing strategies for response to reading and creative writing projects.
  - SEL-daily lessons/Second Steps (K-5) Counselor-led whole, small, individual
    - Social-emotional learning occurs daily in each classroom through the use of Second Steps curriculum.
    - In addition to our Second Steps curriculum, our elementary school counselors can supplement their lessons to meet required needs: bullying, CollegeGo Week, Body Awareness/Safety, etc.

- MTSS-Tiered Supports (LL, Primary/Inter Intv)
  - **Tier 2:** Students in the bottom 20-25% of each grade level for ELA & Math will attend the Learning Lab.
  - **Tier 3:** Students in the bottom 5-10% of each grade level for ELA &/or Math will receive support from a certified teacher. These students will receive support from research-based programs including Orton-Gillingham, Voyager, LLI, and Touch Math. These will take place in the Learning Lab or through our pull-out groups.
    - 30 minutes of support for each identified content area
    - Regular progress monitoring will occur
    - Flexible grouping based on data
- Exceptional Learners
  - Students who have been identified as high ability in reading, math, or both will receive enrichment services by our school high ability teacher.
    - 30 minutes of enrichment per identified content area
    - Regular progress monitoring will occur
    - Specific goals for each student group
    - Monthly social-emotional learning opportunities
  - Students with an ILP or IEP will receive services based on their individualized plans.
    - Regular progress monitoring will occur
- **Evaluation of Impact**
  - At the elementary building level, both principals work very closely when making decisions that impact student learning. They are in regular ongoing communication regarding teaching, learning, and necessary support to increase our student success.
  - At the district level, Mill Creek's Asst Superintendent's ongoing oversight of curriculum and instruction, as well as high ability, special education, MTSS, ELL, and other impact programs such as technology integration, before/after school (W.I.N.) tutoring helps to monitor student achievement and needs.
  - Open communication and regular meetings with administrators and teacher leadership teams help to keep our focus and improvements moving in the right direction.

### **Cultural Competency**

All of our administrators completed the Focus on Equity and Belonging training offered by CIESC, and many of our staff have completed cultural competency training through CIESC during the summer virtual training seminars. We also adopted a new SEL curriculum which provides students with character education lessons and the application of those skills.

Our students have opportunities to learn a variety of cultures through music and art, as well as through access to our library and core reading program, where books, read-alouds, and class

novels also provide cultural exposure. Parents of ethnic diversity are urged to participate in school events and activities.

### **Provisions for Parental Involvement**

A key component to our school's success is parental involvement. Schools begin with Meet the Teacher nights where parents are immediately invited to be a part of their child's educational success. During these meetings, teachers share classroom expectations, intervention explanations, grading procedures, and other important class information.

Mill Creek West Elementary has a very active PTO that plans numerous school-wide events and endeavors including family nights, school celebrations, & classroom support. Parents are encouraged to volunteer and chaperone field trips, field day, and support classroom activities.

We will host an annual transition night for students and parents to ensure they understand what is being covered in school and how they can support their child.

Parents receive weekly classroom and school newsletters/communication.

### **Provisions for School Safety/**

Mill Creek West Elementary School conducts emergency preparedness drills throughout the school year. These drills include: bus evacuation, fire, tornado, and violent intruder. Our buildings have secure entrances, where all visitors are required to buzz in and be seen on a camera prior to entrance. All visitors are required to enter through the office and provide proper identification, when cleared for entry a visitor pass is given to be worn for the entirety of the visit. Other exterior doors are all locked and require a special entry fob given to school employees.

We have two SROs who are deputies with Hendricks Co Sheriff's Dept, and they monitor two buildings each, but are readily available if an emergency or need arises in any given building or area on campus.

Mill Creek West Elementary School implements a positive behavior support system with school-wide goals and expectations. Students receive immediate recognition for making positive choices that align with school-wide character expectations (Self-Control, Positive Attitude, Responsibility, & Respect for Others). We have developed expectations for all common areas and review these regularly with students.

Reminders of expectations are shared daily in morning announcements and are also displayed around the building for students. Full staff involvement and buy-in was key to make this a successful program for our students. New teachers are trained upon hiring to ensure involvement. Furthermore, it is the responsibility and expectation of all staff members to use the PBIS plan to provide our students with consistency while in school. We often share and/or involve parents in this process too in order to bridge a behavior plan between school and home.

## Provisions for Technology Integration

Mill Creek Community Schools has an Innovative Learning Specialist/Professional Development /eCoach position contracted through Five Star Technology Solutions. This position serves all teachers, students, and administrators throughout the district. Being a 1:1 Chromebook district, Mill Creek utilizes the position by coaching large groups, small groups, and individuals on technology professional development and integrating technology into the classroom.

Topics that are routinely covered include:

- LMS - Learning Management Systems-Canvas, Google Classroom, Seesaw
- Google Workspace: Chrome, Gmail, GoogleSlides, GoogleSheets, Google Calendar, GoogleMeet, etc.
- District purchased applications and software
- Selecting digital tools that compliment the Indiana Academic Standards
- Staying up to date with current and future educational technology best practices

\*\*\*\*\*

Amy Church

Amy Church, MCCTA Co-President

Celina Clements

Celina Clements, MCW Principal

Stacey K Monnett

Stacey Monnett, Asst Superintendent

9-12-22

Date

9/12/22

Date

9/12/22

Date



**Mill Creek West Elementary**

**2677**

	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Attendance Rate</b>	96.5	96.8	96.6	97.1	94.6
<b>Accountability State Level</b>	A	A	A	Hold Harmless	Hold Harmless
<b>Accountability Federal Level</b>	93.3	99.2	99.2	Not Calculated	Not Calculated
<b>Points</b>	B	EE	COVID	Hold Harmless	ME
<b>Points</b>	86.9	100.98	No Data	Not Calculated	75.57
<b>Discipline EXP</b>	0	2	1	1	0
<b>Discipline OSS</b>	12	13	12	6	13
<b>Discipline ISS</b>	1	3	3	6	1
<b>ISTEP+ ELA /ILEARN ELA</b>					
<b>3rd grade</b>	78.0	63.9	N/A	47.9	37.0
<b>4th grade</b>	65.5	68.1	N/A	55.0	57.0
<b>5th grade</b>	71.4	66.7	N/A	36.0	43.0
<b>ISTEP+ MATH /ILEARN MATH</b>					
<b>3rd grade</b>	68.6	83.8	N/A	62.5	58.0
<b>4th grade</b>	72.4	80.9	N/A	70.0	74.0
<b>5th grade</b>	79.6	76.2	N/A	54.0	74.0
<b>ISTEP+/ILEARN Science 4th grade</b>	72.4	68.1	N/A	60.0	54.0
<b>ISTEP+/ILEARN Social Studies 5th grade</b>	59.2	61.9	N/A	32.0	44.0
<b>IREAD-3</b>					
<b>IREAD-3</b>	84.3	83.3	N/A	93.8	93.0
<b>Elem DIBELS-BOY</b>					
<b>Elem DIBELS-BOY</b>	70	70	68	68	41
<b>Elem DIBELS-MOY</b>	82	79	77	68	61
<b>Elem DIBELS-EOY</b>	86	76	N/A	67	70
<b>ELA Exact Path BOY</b>	N/A	N/A	32	31	39
<b>ELA Exact Path MOY</b>	N/A	N/A	52	60	54
<b>ELA Exact Path EOY</b>	N/A	N/A	75	75	71
<b>Math Exact Path BOY</b>	N/A	N/A	22	13	19
<b>Math Exact Path MOY</b>	N/A	N/A	39	46	42
<b>Math Exact Path EOY</b>	N/A	N/A	63	65	64

