



# **MT. CARMEL SCHOOL**

**2022- 2025**

**School Improvement Plan**

**Mt. Carmel School**

**School Number 2127**

**6178 Johnson Fork Road**

**Cedar Grove, IN 47016**

**Principal: Mrs. Beth Lake**

**Telephone: 765-647-4191**

### **MISSION STATEMENT**

We exist so children can excel

### **CORE VALUES**

As a school community we value and will not compromise...

- Honesty, integrity, and respect for others,
- Safety and security for all students, staff, and patrons
- Academic achievement for students of various abilities, backgrounds and interests
- Collaboration and communication across all stakeholders

### **CORE BELIEFS**

So children can excel....

- We believe and are committed to putting students and their learning first, no matter what challenges we face.
- We believe and are committed to providing a quality education for all children regardless of their abilities.
- We believe and are committed to the tenet that every employee of the FCCSC contributes to the success of our students
- We believe and are committed to working with families and the community as partners in education
- We believe and are committed to offering a variety of extracurricular and co-curricular opportunities for our students
- We believe and are committed to operating the school corporation in a fiscally responsible manner.
- We believe and are committed to recruiting, hiring, and retaining, highly qualified educators and support staff.
- We believe and are committed to keeping pace with the technology that students will need in the future.

### **VISION STATEMENT**

Our school community is committed to helping all students excel in school and in life. Student learning will be enhanced by highly qualified and compassionate teachers, engaging and evolving curriculum, and up-to-date, accessible technology. Graduates of the Franklin County Community School Corporation will possess the basic knowledge and skills that will assure their proficiency in problem solving and technology. They will be responsible citizens and lifelong learners, prepared for a variety of post-graduation options.

## **DESCRIPTION OF THE SCHOOL, COMMUNITY AND EDUCATIONAL PROGRAMS**

Formal education in Franklin County had its beginning in 1830 when the Franklin County Seminary was opened. In 1851 the building was transferred to public school authorities of Brookville and was used for public education until 1873.

Following a series of mergers of one and two room schools, the County developed into two school systems, the Metropolitan School District of Brookville and the Franklin County Schools. On January 1, 1973, the two systems formed the Franklin County Community School Corporation which included one

high school (Grades 9-12), one middle school (Grades 6-8), one elementary school (Grades K-5), and two elementary-junior high schools (K-8). Franklin County Middle School houses the city's 6th grade plus the 7th & 8th Grade students for the county. Mt. Carmel School and Laurel School now have K-6 populations.

Housing in the county is mostly average with many people renting. Some parents of Mt. Carmel School students work at Owens Corning Roofing, UNIREF, and other local factories. In addition, there are four financial institutions in the county and numerous small businesses which employ about fifty people. Franklin County Community Schools employs a large percentage of the county's population.

Many people in the Mt. Carmel School area work outside the county in Connersville, Batesville, Lawrenceburg, Hamilton, Ohio, Harrison, Ohio, and in the Cincinnati, Ohio area. There is a newspaper publishing company in Brookville which publishes two weekly newspapers. A Carnegie library is also located in Brookville.

Tourism has become important to the county's economy with the development of Metamora as a tourist attraction and with the construction of the earth filled dam which created a seventeen mile lake of the east fork of the Whitewater River in 1974. Canoeing is also a popular tourist attraction in the area.

Franklin County is a large county covering approximately 390 square miles and has many miles of narrow, winding roads. The 1996 estimated census lists Franklin County's population as 22,715. The Franklin County Community School Corporation serves approximately 2,730 students, most of whom are transported on 63 bus routes on a daily basis.

Mt Carmel School is located at 6178 Johnson Fork Road, Cedar Grove, and one mile south of the town of Mt. Carmel. It is in the eastern part of Franklin County. It is a one-story brick building with Geo-Thermal heating and cooling. There are eighteen (18) classrooms, a cafeteria, gym, library, Wildcat Watch latchkey room, literacy/intervention room, Science/STEM lab, cooking lab, PT/Occupational Therapy Room, a Sensory Room, Speech Room, Community Mental Health Room, teacher's lounge, clinic, and administrative office area. The building opened in 1977 with a Primary Wing addition added in 2008. A declining school population and with grades 7 & 8 going to FCMS leaves some rooms open, giving space for other needs during the school year.

Mt. Carmel School houses twelve (12) self-contained classrooms with a sixth grade wing on the north end of the building. . Students are offered music, band, art, physical education, and computer in addition to core classes. One computer lab with internet capabilities is available for class access, testing, and individual student work. An aide is available for assistance, supervisory assistance, and technological support. The school meets the special needs of individual students and groups of students through a learning disabilities program, a speech and hearing program, remedial reading, 504s, Rtl, the Challenge Program, chromebooks for every student in grades 3-6, and IPADS for students in K-2.

#### Program Offerings:

- Challenge Program (High Ability) – Grades 3-6
- Reading Intervention
- Small Group Instruction
- Computer Lab
- RTI - Grades K-6
- CANVAS ( grades 3-6)

- SeeSaw (grades K-2)

The program offerings allow students to enter the Franklin County Middle School ready for Academic Honors and Core 40.

Extra-curricular activities offered at Mt. Carmel School include: Band (Grade 6) and Robotics. Athletically, students may participate in Girls on the Run, school cheerleading in fifth and sixth grade, and basketball in fifth and sixth grade for both boys and girls. Students have the opportunity to participate in making a float for the high school’s annual homecoming parade. Mt. Carmel School has a faculty of 17 certified teachers, four (4) teaching assistants/ classroom aides, one (1) Special Education Aides and two (2) Latchkey aides, one guidance counselor for a half day once per week, one (1) full time school nurse, one(1) school secretary / bookkeeper, three (3) custodians, five (5) school food service employees, and a building principal. In addition to classroom duties, two teachers share the school’s athletic director position.

**CURRICULUM – DESCRIPTION AND LOCATION**

- A. The Mt. Carmel School Curriculum is approved by the Board of Trustees. It is based and aligned with the Indiana Academic College & Career Readiness Standards (IACCRS) as approved by the Indiana Department of Education. Teachers provide enrichment of the curriculum with the assistance of the Assistant Superintendent of Curriculum and Personnel and the Building Administrator. Indiana’s Employability and Career Education Standards have been implemented within the school curriculum.
- B. Copies of Mt. Carmel School’s curriculum are available at the school (at the school office or individual classroom teacher) or at the Franklin County Community School Corporation administration building.
- C. In a yearly review, the Assistant Superintendent of Curriculum and Personnel, a committee of teachers, and a building principal meet to align the curriculum with the IACCRS.
- D. In the summer of 2018, MCS teachers worked with the corporation to revise curriculum maps and vertically align curriculum in both language arts and math. It is hoped that the staff can work together to link resources and design high quality assessments to support the aligned curriculum.
- E. Reading and Writing Curriculum by Grade Level.
- F. Grades K-3 have adopted Fountas & Pinnell resources to guide and support reading instruction.

**TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS USED IN ADDITION TO ILEARN**

Grade Level	Math	Reading
Kindergarten	<ul style="list-style-type: none"> <li>• Reveal (McGraw Hill)</li> </ul>	<ul style="list-style-type: none"> <li>• Big Books</li> <li>• Trade Books</li> <li>• LLI (Fountas &amp; Pinnell)</li> </ul>

		<ul style="list-style-type: none"> <li>• FCCSC Curriculum Guide</li> <li>• Fountas &amp; Pinnell</li> </ul>
1st Grade	<ul style="list-style-type: none"> <li>• Reveal (McGraw Hill)</li> <li>• Rocket Math</li> <li>• Xtra Math</li> <li>• Daily Math</li> </ul>	<ul style="list-style-type: none"> <li>• LLI (Fountas &amp; Pinnell)</li> <li>• Tradebooks</li> <li>• Fountas &amp; Pinnell</li> </ul>
2nd Grade	<ul style="list-style-type: none"> <li>• Reveal (McGraw Hill)</li> <li>• Rocket Math</li> <li>• Spiral Review</li> </ul>	<ul style="list-style-type: none"> <li>• LLI (Fountas &amp; Pinnell)</li> <li>• Book Sets</li> <li>• Fountas &amp; Pinnell</li> <li>• Scholastic News</li> <li>• Fountas &amp; Pinnell</li> </ul>
3rd Grade	<ul style="list-style-type: none"> <li>• Reveal (McGraw Hill)</li> <li>• MobyMax</li> <li>• Xtra Math</li> <li>• Khan Academy</li> <li>• Rocket Math</li> </ul>	<ul style="list-style-type: none"> <li>• ReadTheory</li> <li>• ReadWorks.org</li> <li>• MobyMax</li> <li>• Fountas &amp; Pinnell</li> <li>• Newsela</li> <li>• Epic</li> <li>• AR</li> </ul>
4th Grade	<ul style="list-style-type: none"> <li>• Reveal (McGraw Hill)</li> <li>• Xtra Math</li> <li>• Rocket Math</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• Various Novels</li> <li>• Newsela</li> <li>• Moby Max</li> <li>• Epic</li> <li>• AR</li> </ul>
5th Grade	<ul style="list-style-type: none"> <li>• Reveal (McGraw-Hill)</li> <li>• MobyMax</li> <li>• Kicking It</li> </ul>	<ul style="list-style-type: none"> <li>• Novels</li> <li>• Reading Street</li> <li>• Scholastic News</li> <li>• AR</li> <li>• Fiction Genre Study</li> <li>• Nonfiction Genre Study</li> <li>• MobyMax</li> <li>• ReadWorks</li> <li>• Pearson</li> <li>• Epic</li> </ul>
6th Grade	<ul style="list-style-type: none"> <li>• Reveal (McGraw-Hill)</li> <li>• Xtra Math</li> <li>• Rocket Math</li> </ul>	<ul style="list-style-type: none"> <li>• Novels</li> <li>• Reading Street</li> <li>• Nonfiction texts</li> <li>• Newsela</li> <li>• ReadWorks</li> <li>• Poetry</li> </ul>

		<ul style="list-style-type: none"> <li>● Scholastic News</li> <li>● Epic</li> <li>● Bounce</li> </ul>
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1. ILEARN / IAM - This test replaced the ISTEP+and ISTAR tests for grades 3 - 6 to measure student achievement and growth.
2. Grade Level Assessment in Math and Language Arts for grades K-6. Each classroom teacher constructs pre/post tests, formative and summative assessments.
3. CogAT Cognitive Abilities Test - Grade 2 and 6  
The CogAT test is a test of reasoning and problem solving skills. It is generally used to determine qualifications for programs.
4. Reading Intervention Observation Survey for Early Measures – Grade K-1
5. Dyslexia Screening for K-2 using NWEA Phonemic Awareness Y& Phoneme Identifications, BAS Phono/Phonemic Subtests - Initial, Blending, Segmenting, Rhyming, NWEA Letter Identification, BAS Letter Recognition, NWEA PHonics: Match Letters to Sound, BAS Phonics Subtest: Phonogram List 1, BAS Text Level, Arkansas Rapid Automated Naming Screener, and Words Their Way: Primary Spelling Inventory.
6. ROL-Record of Oral Language-Kindergarten  
The ROL is used to measure proficiency in the student’s use of oral language
7. LLI - Leveled Literacy Intervention - K-6  
The LLI is used to determine the need for reading interventions for struggling readers.
8. BAS - Benchmark Assessment System - Grades K-5  
The BAS is used to identify learning behaviors in readers so that data may be used to design instruction to meet student needs.
9. NWEA Map Assessment - Grades K-6  
The NWEA is an adaptive test used to measure student growth in language arts, reading, math, and science.
10. IREAD3  
The state standardized test for students in Grade 3 which tests vocabulary, sounds/phonics and reading comprehension.
11. Orleans-Hanna is an algebra-prognosis test that is given to students in grade 6 to assist teachers in making mathematics placement decisions.

**DATA**

**\*ILEARN Data**

Grade Level	(2021 Data Skewed due to Covid-19)				
	2019-20 % Passing	2020-21 % Passing	2020-21 State % Passing	2021-22 % Passing	2021-22 State % Passing
3 Eng/LA	62%	51%	38.7%	44%	41%
3 Math	82%	63%	48.7%	72%	52%
4 Eng/LA	54%	47%	39.6%	46%	41%
4 Math	54%	43%	43.7%	54%	48%
5 Eng/LA	55%	47%	39.5%	50%	41%
5 Math	48%	50%	38.6%	35%	41%
6 Eng/LA	65%	53%	39.9%	68%	39%
6 Math	67%	50%	33%	64%	36%

**2018-19      2019-20      2020-21      2021-22**  
**School Grade:    B                    B                    B                    B**

MCS had a 93.9% attendance rate for the 2021-22 school year.

**CONCLUSIONS**

Considering that we are rebounding from the Covid years, MCS was pleased to have achieved above state average in testing in all areas with the exception of 5th grade math and was the best-performing

school in the corporation. We are highly encouraged with the growth in scores at the 6th grade level, but we do realize that improvements are needed in other areas.

**CURRICULUM AND INSTRUCTIONAL STRATEGIES**

The curriculum is reviewed and updated annually, and teachers use curriculum mapping. With the addition of Fountas & Pinnell, the school and corporation may need to revisit Reading maps.

1. Supplemental resources are provided through the Indiana Department of Education.
2. BAS and MAP allows the teachers and staff to provide individualized instruction based on ability in Math and Language Arts.
3. MAP Skills, provided through NWEA, is a resource for students and staff at Mount Carmel School.

**PARENT PARTICIPATION**

Mt. Carmel School welcomes parent and community involvement and participation and depends upon our teachers, families, and community to help us prepare our students for the future. The school has a parent organization (APPLES) that actively works with staff to design and implement activities that are beneficial for students. The school calendar reflects the abundant opportunities that are available to everyone in the community. We have parent participation in the activities listed below.

Weekly Newsletters Open House Art Show Art class assistance Carnival Field Trips Student Assemblies Case Conferences Popcorn Fridays Gift of Time - Christmas Craft Show	Registration Days Music Programs/Veterans Day Program Parent/Teacher Conferences COSI Box Tops Guest Readers Intervention Meetings Superintendent's Advisory Group Grandparents Day Father/Son Event Trunk or Treat	Athletics APPLES Meetings Book Fair Field Day Kindergarten Volunteers Room Helpers Teacher Web Pages School Web Page Thanksgiving Feast Mother/Daughter Event
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**TECHNOLOGY AS A LEARNING TOOL**

There is a corporation technology plan in place that includes staff development. One technology specialist and two technology assistants oversee the corporation technology equipment and are available to offer professional development and assistance to staff members. The integration of technology is used to enhance classroom instruction, including:

- As a learning tool to acquire and practice fundamental skills.
- As a creative tool to write assignments and papers.
- As a research tool to locate needed information for research and lesson planning.
- One-to-One Technology Implementation with Chromebooks for grades 3, 4, 5, & 6.
- Keyboarding/Typing
- eLearning Days (both built into the calendar and implemented after the fifth canceled day of school)
- Technology Committee

**TECHNOLOGY RESOURCES**

Personnel

- (1) Full-Time Corporate Technology Director



- (2) Full-Time Corporation Technology Specialists
- (1) Full-Time Computer Lab Assistant

#### Hardware

- Chromebooks, Full-Service Pole Vault Systems/Software, Projectors, Document Cameras, and Scientific Calculators, and IPADS
- Tablets for K-2 classroom
- (1) Full-Service Computer Lab
- Webcams for each teacher
- Microphone System

#### Curriculum and Development Resources

- Accelerated Reader
- MAP Assessment
- Reading A-Z, ABC Teach, XtraMath, ConnectEd, Sumdog (Math), MobyMax K-6 Curriculum (all subjects), TumbleBooks, Newsela.com, ReadTheory, ReadWorks and Reading Street Software site licenses, Code.org
- Instructional Videos/DVDs
- LLI/BAS Technology Package/Professional Development Resources
- Fountas & Pinnell online resources
- Powerschool/PowerTeacher
- School and Teacher Class websites
- Naviance
- Canvas
- Spheros
- Ollies
- Scholastic News
- SeeSaw
- Teachers Pay Teacher Access

Technology at MCS is integrated in a variety of ways including word processing, writing projects, photography, coding/computer science, and video. MCS has 1:1 technology in grades K through 6. In addition, K-2 students have classroom access to iPads. Grades three through six students carry chromebooks between home and school daily so that they may engage in Canvas from either location.

#### **SAFE AND DISCIPLINED LEARNING ENVIRONMENT**

Mt. Carmel School continues to improve its provision of a safe, nurturing and disciplined environment for all students. The school and buses have a surveillance system. Under normal circumstances the school uses a door badge entry system and visitors are funneled directly into the office upon entering the building. Guests are required to check in before accessing the building. The safety committee meets monthly to review and suggest improvements. The principal is certified through the Indiana School Safety Specialist Academy. The school has new outside doors with shatterproof glass. To make the school more secure after school hours, Latchkey parents and the public no longer have building access without ringing a doorbell that is answered by staff.

The school has practiced an evacuation drill held during lunch so that students and staff could practice locating one another if an emergency were to occur when they are not in the classroom. Numbers

painted on the parking lot edges proved beneficial for a smooth reunification of students and their teachers.

A school nurse is on campus through the school day for treatment of emergencies, application of first aid interventions, oversight of the safe dispense of medications, supervision of safety practices, and the health and safety education of students and staff. She is also the liaison for Covid-related incidents with the corporation and county health department.

All staff have been trained on Stop-the-Bleed with five Stop-the-Bleed kits throughout the building.

CPI practices are overseen and are regularly reviewed / practiced by a school safety specialist with each CPI-trained staff member.

A school counselor is available to MCS for ½ day per week. Community Mental Health is a resource in the community that comes into the school to meet with clients in order to prevent them from missing the school day for appointments and as a support for parents. MCS now has a therapy dog, Baylor, who provides comfort to students who might require a break. She is also available for classroom visits or to sit in on counseling sessions.

The school is following the protocols established by the CDC, county health department, and the corporation for dealing with precautions and incidents involving Covid prevention and exposure.

In non-covid school years, MCS implements and practices the following:

<p>Individual classroom discipline plans  Parent Communication  School Safety Team  Monitoring Visitors (Sign-In/Sign-Out)  Arrival/Dismissal Procedures  Think Smart, Stay Safe (Grade 5)  Active Shooter Training  Employee Badges  Career Education  STEAM Education  Social-Emotional Learning Competencies  Dyslexia Screening, K-2  Safe Passage, Grade 2  Character Education  Picture Publishing Permissions  Bullying Education K-6  Agstravaganza &amp; Ag Day  Bicycle Safety Program (K-2)  Prescription Drug Program (Grade 4)  Suicide Training (staff)</p>	<p>Behavior contracts/plans  Corporation Student Handbook Policies  Drill Practice (Fire, Tornado, Lockdown, Earthquake)  Limited access to building  Classroom Routines  Kids on the Block (Grade 2)  Community Mental Health Center (in-house)  Corporation Crisis Plan  Background Checks  Counselor Services  Crisis Prevention Intervention Team  Tobacco Program (Grade 5)  Get Real About Tobacco (Grade 5)  New Student Orientation including staff orientation for minority students  Stop-the-Bleed  Spelling Bee  Fire Truck Demonstration  Star Lab</p>
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## ONGOING PROFESSIONAL DEVELOPMENT

Teachers attend professional conferences and workshops throughout the course of the school year when available and accessible. The school corporation also provides professional development opportunities during the summer and throughout the school year to provide teachers with ideas, implement best practices, and build teaching skills and access to resources to improve instruction. Throughout the year teachers will attend multiple ILEARN webinars through the IDOE website to gain insight and knowledge on best practices for the upcoming state standardized test. Teachers are given the opportunity to collaborate and observe other teachers in order to improve academic and managerial practices. Teachers will also collaborate across grade levels to gain knowledge in cross curricular skills that primarily focuses on writing. Instructional mentors are assigned to new teachers to assist and observe beginning teachers in order to help them understand the culture of the building, community, adopt quality safety practices, educational methods, and to form collegial relationships.

Teachers continue to use professional development as needed for implementation of ILEARN and use of NWEA data to chart student progress. MCS will chart progress in Math and Language Arts for proficiency and growth. MCS teachers will use PLC time for staff development and utilize quarterly grade level meetings to analyze student data.

MCS would like to continue to focus on student growth in order to help every student succeed.

MCS gives monthly recognition of classes with the best attendance rates. The classroom with the best attendance in each the K-2 hallway and the 3-6 hallway will receive a banner to be displayed outside the classroom door. The classroom with the overall best attendance rate for the building will also receive a banner to be displayed outside the classroom door.

**Goal #1: MCS Special Education students will show continuous annual growth in mathematics to realign with the growth of the General Education population and to maintain the growth already established.**

**Benchmark #1: MCS will show a Special Education Math growth of 3% in the 2020-2021 school year.**

**Benchmark #2: MCS will show a Special Education Math growth of 2% in the 2021-2022 school year.**

**Benchmark #3: MCS will show a Special Education Math growth of 2% in the 2022-2023 school year.**

Strategies:

1. The school will work to educate our parents to help them become better informed about ILEARN, the meaning of the standards, and what the results indicate in order to make the

assessment more meaningful to our parents and guardians so that we may work together to nurture academic gains.

2. Teachers will use XtraMath.org, Rocket Math, and the school website to better develop fact fluency for the students and to help students stay engaged.
3. Teachers will review curriculum maps to check vertical alignment of standards in math and to make corrections to the maps according to weaknesses found in standardized assessment results and to ensure consistency in sound teaching methodology.
4. Teachers will continue to use MobyMax, Khan Academy, and other resources to better respond to individual student academic needs.
5. Action Plans will be developed after fall MAP testing for school-wide focus on areas of weakness. All teachers will intently focus on the weaker standards across the curriculum daily in order to strengthen areas of weakness. A second set of Action Plans will be completed after winter MAP testing.

**Goal #2: MCS students will show continuous growth in the analysis of informational text to exceed the state average growth by 3% in the 2022-23 school year.**

**Benchmark #1: MCS will show growth exceeding the state's average growth by 2% in the area of informational text in the 2020-21 school year on the state assessment.**

**Benchmark #2: MCS will show growth exceeding the state's average growth by 2% in the area of informational text in the 2021-22 school year on the state assessment.**

**Benchmark #3: MCS will show growth exceeding the state's average growth by 1% in the area of informational text in the 2022-23 school year on the standardized state assessment.**

Strategies:

1. Staff will use ReadWorks, ReadTheory, Reading A to Z, Scholastic.com, LLI, Newsela, Fountas & Pinnell, and other online and textual sources to provide interventions and help students develop skills in using informational text.
2. Teachers will seek high quality resources (i.e. Smekens) for improving strategies in teaching informational text to our students.

3. The faculty will develop consistency in writing across the curriculum, writing expectations, alignment of writing vocabulary, and alignment of teaching strategies for writing as it relates to the manipulation of informational text.
4. Action Plans will be developed after fall MAP testing for school-wide focus on areas of weakness. All teachers will intently focus on the weaker standards across the curriculum daily in order to strengthen students' use of informational text. A second set of Action Plans will be developed following winter testing.
5. Staff will teach the RACE (Re-state, Answer, Cite, Explain) strategy for improving writing at MCS.

**Goal #3: MCS will accelerate learning to help bridge gaps that are evident in current academic performance.**

Strategies:

1. Use the Accelerated Learning grant to help students become more proficient in subjects and to become more emotionally aware.
2. Create a schoolwide focus on math fluency strategies to encourage math fact proficiencies.
  - Each teacher will have students practice math facts on a daily basis
  - There will be an assigned time weekly for assessing math proficiency with set goals and benchmarks.
  - Students who achieve math fact proficiency and grade-level expectations will be rewarded with schoolwide recognition.
  - Students will be given math flashcards to practice at home.
  - Teachers will emphasize the importance of math fact fluency with parents.
3. Revisit writing curriculum with a focus on establishing grade-level expectations, purpose, strategies, and consistency.
  - a. The school will meet to establish a schoolwide philosophy for writing instruction.
  - b. The school will construct a curriculum map for writing at each grade level with clearly identified strategies, benchmarks, and integration of 6 Traits+ writing.
  - c. The importance of RACE writing will be maintained.
  - D. A writing rubric will be adopted for schoolwide use.

**SPECIFIC AREA(S) IDENTIFIED FOR IMMEDIATE IMPROVEMENT**

**Briefly describe the area(s) identified for immediate improvement. What timely action(s) will be taken to improve this specific area(s)?**

Area of Focus: Math fact fluency

Create a schoolwide focus on math fluency strategies to encourage math fact proficiencies.

- Each teacher will have students practice math facts on a daily basis
- There will be an assigned time weekly for assessing math proficiency with set goals and benchmarks.
- Students who achieve math fact proficiency and grade-level expectations will be rewarded with schoolwide recognition.
- Students will be given math flashcards to practice at home.
- Teachers will emphasize the importance of math fact fluency with parents.

#### **MONITORING OF SCHOOL IMPROVEMENT PLAN**

- Data Analysis from the following Assessments
  - Rocket Math, Moby Max (Math, Reading and Writing) and XtraMath.org
  - ILEARN
  - MAP Assessment- (BOY, MOY, EOY) – Grades K-6
  - Writing binders with student writing samples from quarters 3 & 4 (with rubric)
  - AR Reports