

Union Elementary

School Improvement Plan
2025-2026

Union Elementary School (3433)
Franklin Community School District (4225)

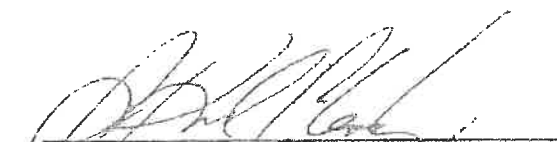
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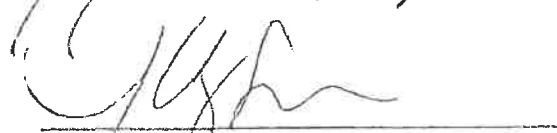
**Union Elementary School (3433)
Franklin Community School District (4225)**

Signature Page

I have read and approved the Union Elementary School Improvement Plan.


Mr. David Clendening, Superintendent

9/3/25
Date

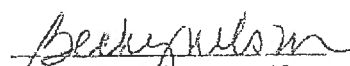

Katie B. Smith, Principal

9/9/25
Date

I have read and approved the Union Elementary School Professional Development Plan.


Mr. Joe Setnor, President
Franklin Community Teachers Association

9/27/2025
Date


Mrs. Becky Nelson, President
Board of School Trustees

9/8/25
Date

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1. Vision, Mission, and Guiding Principles

Union Elementary School supports and encourages the FCS district-wide mission, vision, and beliefs:

Mission Statement: Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Vision Statement: Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

Guiding Principles:

Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student potential.

Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.

Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.

Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Union Motto



Union Mission

Learning is required.

School Improvement Leaders

Jennifer Stone

Emily Ericson

Katie Smith

Professional Learning Community Leaders

Jennifer Small

Andrea Clendenning

IDOE Reading Plan Leaders

Allison Clark

Andrea Clendenning

Katie Smith

District Technology and STEM Coach

Carla Taylor

District Instructional Coach

Mandee Walls

Safety Team

Benji Betts

Jake Maxwell

McKenna Stevenson

Melissa LaMastus

Katie Smith

Peggy Riggles

Parent Council

Mrs. Kerri Coghil

Mrs. Kelli Pittman

Mr. and Mrs. Nathan Bush

Mr. and Mrs. McGregor

KIDS Team

Jason Dockery

Breanna Ferguson

Megan Fasig

Taylor Haager

Katie Smith

2. Educational Climate

Support for Academic Standards

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

Parental Involvement

Union Elementary School believes that parents significantly impact their child's success in school. Research shows that children whose parents are involved in their child's education are likely to be more successful. Parents and teachers at Union School communicate through phone calls, emails, newsletters, conferences, and personal notes. The school uses social media and the school webpage as a tool to push out communication on upcoming events, assessments, and school updates. Our corporation uses a communication platform called Parent Square. This enables the school or classroom teacher to contact parents with important information.

Parents are involved in the day-to-day routines with their children, checking homework, reading newsletters, volunteering at school, and communicating with teachers. The Parent Council meets a few times a year to review data and discuss goals and plans within our school improvement plan. The Union Elementary has a supportive PTO organization, which helps sponsor a variety of events. The Union PTO is dedicated to promoting family participation and student learning.

Family engagement helps maximize student attendance by building stronger relationships and a positive school culture. Our teachers and staff know that strong communication between home and school is crucial for addressing chronic absenteeism. Consistent communication via our PowerSchool app helps families track their students' academic and attendance status.

Teachers, admin, and staff bridge cultural differences by using ParentSquare, our district's electronic communication tool. This tool provides an app and email for families in their home language.

Assessment results are mailed home to families, sent via ParentSquare to parents/guardians, or sent home in student folders. Families are encouraged to contact their teachers or building administrators with questions.

Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL and eSpark while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

Career Development and Awareness

Career Awareness/Development Activities	
Career Simulation (JA/Biztown, etc.)	Job Shadowing
Guest Speakers	Senior Project
Career-focused clubs (robotics, ag, STEM, etc.)	Coop Programming
Career-focused classroom lessons focused on Employability Skills	Certifications/Credentials
Career-related courses	Job-Site Tours
Career day/fair or community day	College Go Week
Online career navigation program (BigCampus, etc.)	

Safe & Disciplined Environment

Teachers and administrators will continue to increase student and parent awareness and understanding of behavior expectations for classroom and school procedures for the 2025-2026 school year. We will utilize better communication tools for sharing behavior management issues. Teachers, administrators, and support staff will develop a plan to

address behavior issues that interfere with learning. Behavior RTI will be implemented school-wide. We will use Franklin School's behavioral resources to provide professional development for behavioral issues when needed. The school counselor will provide lessons to help support children with skills in the school and home settings. The school counselor can also make connections for struggling students and families to have Adult and Child support (school and/or home-based).

School safety is important to all stakeholders. During school, we practice all required drills to prepare everyone in the building for what to do in an emergency. The school principal or teacher follows up with the students after drills to briefly share why and to also troubleshoot any concerns. School safety topics are included in all staff meetings. This also includes "tabletop" discussions to process emergencies.

Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place, and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Tabletop safety scenarios at monthly cabinet meetings,
- Monthly building safety team meetings,
- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

3. Student Data & Assessment Plan

GPS Dashboard Link

Review the state dashboard regarding Union Attendance, ILEARN, and IREAD
<https://indianagps.doe.in.gov/Summary/School/3930>

We have continued to perform above the state average over the last five years. We anticipate being above district and state averages in ELA and Math for the 2025-2026 school year. Throughout the PLC process, teachers will collaborate and dive into instructional gaps found in the data. The team will use the data to determine instructional needs in the ELA Block, Math Block, and/or Focused Instruction Block. Teachers will continue to provide additional support and interventions in the areas of English/Language Arts and Mathematics in an attempt to increase individual student growth in all academic areas. The ILEARN Checkpoint Pilot will be an additional opportunity for all students to achieve and/or monitor mastery in all priority standards in 3rd and 4th grade.

We will continue to monitor data for instructional needs in the classroom. We will triangulate the data to determine the response to instructional needs. Students needing additional support outside the tier 1 block will receive research-based intervention support in a small group or one-on-one. The intervention will depend on individual student needs. The response to instruction will be monitored by benchmark data, progress monitoring data, and classroom performance.

4. School Improvement Plan

DIBELS K-3

	2024 Composite EOY Proficient or Above	2025 Composite EOY Proficient or Above	Projection 2026 Composite EOY Proficient or Above
Kindergarten	100%	94%	100%
1st Grade	83%	94%	100%
2nd Grade	96%	100%	100%
3rd Grade	52%	65%	80%

State Testing (ILEARN GOAL: Above State Passing Percentage)

	Spring 2023	Spring 2024	Spring 2025	Projection 2026
IREAD (2nd)	78%	80%	100%	93%
IREAD (3rd)	96%	100%	100%	100%
ILEARN ELA (Summative)	56%	59%	62%	70%
ILEARN Math (Summative)	52%	55%	67%	75%

IREAD Progress Indicators
Goal: 100% IREAD Pass Rate

Strategies/ Interventions: Heggerty (K-3), Differentiated OG K-4, TIER 3 OG, Tier 3 6-Step Lesson Plans for Phonics & Fluency, DIBELS Benchmarks, Reading Plans for DNP Students

Composite % @/above Benchmark	BOY	MOY	EOY GOAL: >85% or Higher	IREAD Pass Rate
Kindergarten	34% Prof. or Above			
1st Grade	80% Prof. or Above			
2nd Grade	83% Prof. or Above			2025 100% 2nd Grade Passed

ILEARN 3rd and 4th Grade ELA Progress Indicators Goal: Above State Percentage Strategies/ Interventions: Heggerty PreK-2, OG K-3, IXL & FIT All data will be used to track for ILEARN Summative.				
Check-In Schedule	Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

ILEARN Math Progress Indicators Goal: Above State Percentage Strategies/ Interventions: Reflex Math, IXL Skillplans, & FIT All data will be used to track for ILEARN Summative.				
Check-In Schedule	Checkpoint 1	Checkpoint 2	Checkpoint 3	Summative
3rd Grade At/ Above Proficiency				
4th Grade At/ Above Proficiency				
Tier 2 Intervention Plan Based on Data				

Attendance

Goal: We will meet or exceed an overall student attendance rate of 90%. Per the GPS Dashboard, the IDOE attendance criteria is currently at 85.6%. Per the PowerSchool attendance pull, we are at 97%-98% present for the last three years.

Strategies: Encourage the importance of attendance with all families. Share new attendance guidelines via Parent Square. Attendance percentage will be shared in the 9-week celebration, and the grade level with the highest attendance percentage will get the traveling trophy. All students with "perfect" attendance within the 9 weeks will also be celebrated.