

Creekside Elementary School

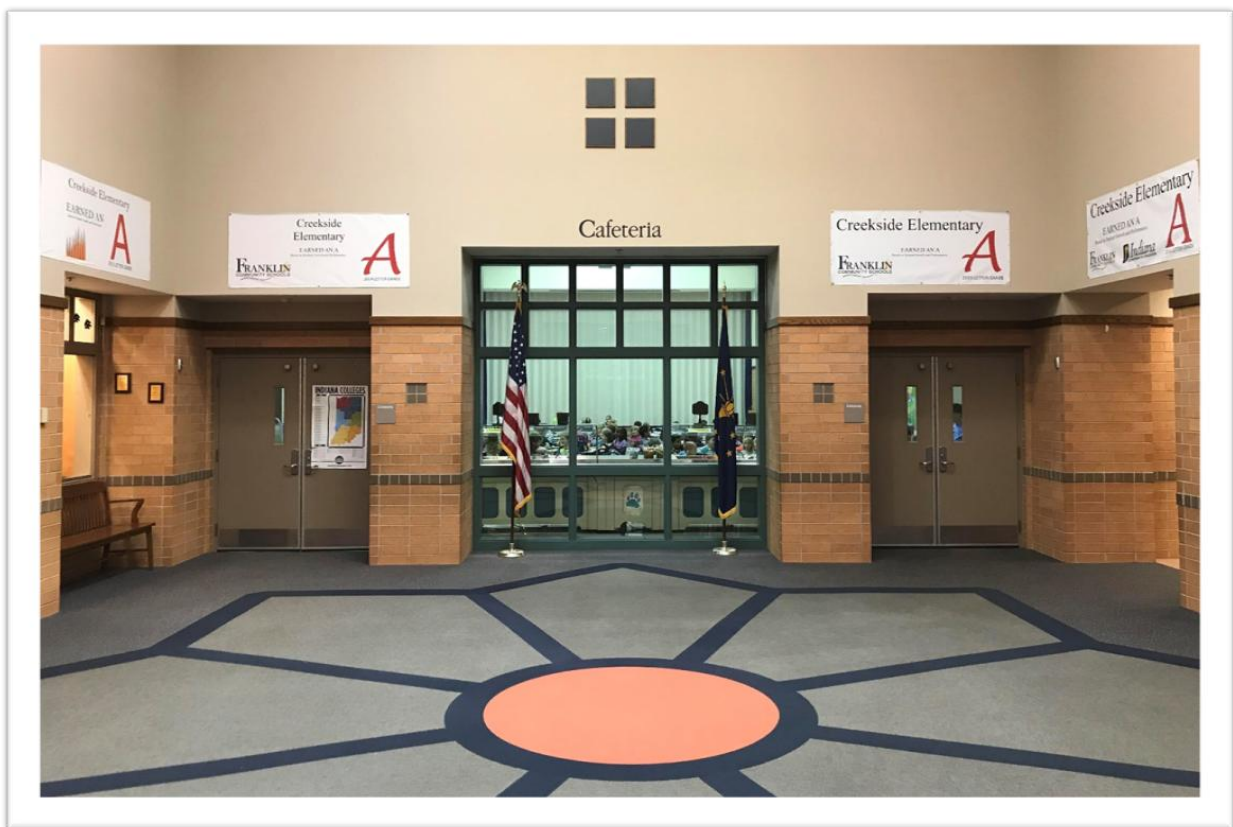
a part of the

Franklin Community Schools

700 East State Road 44

Franklin, Indiana 46131

(317) 346-8800



2025-2026

School Improvement Plan

Franklin Community Schools

| | |
|----------------|--|
| School: | Creekside Elementary School |
| Address: | 700 East State Road 44 |
| City/State: | Franklin, IN 46131 |
| Phone: | (317) 346-8800 |
| Corporation #: | 4225 |
| School #: | 3467 |
| Grades: | Developmental Preschool, Kindergarten – Fourth Grade |
| Enrollment: | K-4 is 450, Developmental Preschool is about 75 |

Signature Page

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

Dr. David Clendening, Superintendent

Date

Dr. Mark Heiden, Principal

Date

I have read and approved the Creekside Elementary Professional Development Plan.

Mr. Joseph Setnor, President
Franklin Community Teachers Association

Date

Mrs. Becky Nelson, President
Board of School Trustees

Date

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1. Vision, Mission, and Guiding Principles

Creekside 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.

Creekside's motto is We Are Family!

School Improvement Plan Committee Members

Dr. Mark Heiden, Principal
 Chloe Limbach, Assistant Principal
 Stephanie Dunn, Teacher
 Alyssa Hall, Teacher
 Becky Cadwell, Teacher
 Carrie Woodring, MLL Teacher
 Julie Rowen, Literacy Coach
 Alyson Spaulding, School Counselor
 Terra Bell, Music Teacher
 Alysha Sherry, PE Teacher
 Jenna Yarnell, Community Stakeholder/Parent
 Dustin Heuchan, Community Stakeholder/Parent

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.

Activities and Programs for the Learning Needs of All Students

The building values the learning needs of all students. Student learning data is consistently monitored to identify students for Tier II and Tier III instruction. Creekside uses DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and literacy cadre-provided encoding/decoding screeners to assess students' skills. These assessments are used comprehensively across all grade levels or employed for specific grade-level interventions. We also administer the ILEARN Checkpoints and use IXL Learning Pathways to assist students with standards yet to be mastered.

Franklin Community Schools has a Dyslexia screening plan in place. All kindergarten, first grade, and second grade students are screened using the DIBELS assessment. Students in grades K-2 are given dyslexia screeners during the first 90 days of school. A student in third grade or higher who has difficulty as noted by the classroom teacher in the below six components of reading acquisition will also be given a screener. If a student is determined to be "At Risk", FCS will administer a Level 1 dyslexia screener to the student. Based on the results of the level 1 screener, FCS may administer a level 2 screener. Both level 1 and 2 screeners must include Phonological and Phonemic Awareness, Sound and Symbol Relationships, Alphabet Knowledge, Decoding Skills, Rapid Naming Skills, and Encoding Skills.

Intervention staff assist students with lagging skills during Tier III instruction time allocated in the master schedule.

Parental Involvement

Creekside strives to involve parents by making sure they are communicated with comprehensively, and also encouraged to be an active part of our school community. That

could mean coming to school for lunch, attending before and after school free and fun programs, being a chaperone on a field trip, or attending our Family/School Conferences.

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 student's academic and attendance status.

Teachers, administration, 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.

We love getting our families involved at Creekside with events like BINGO for Books, Storybook Night, chaperoning field trips, book fairs, field day, elementary basketball and cheerleading, muffins in the morning events, and much more.

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

We want children to feel safe at school. In case of emergency, Creekside Elementary staff members have a crisis management plan accessible to them in each classroom. The plan covers emergencies that may be encountered in a school building. Classroom teachers have two-way radios to communicate. Each classroom has a telephone that can access lines in the school and outside lines in case of emergency.

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,
- All staff members wear name badges,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- Radios are used for rapid communication within the grounds among staff,
- All outside doors are kept locked and our front door is a secure vestibule with intercom system,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Regular tabletop safety scenarios,
- Building safety team meetings,
- A full time school nurse,
- Two AEDs and Stop the Bleed kits,
- 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](#) includes IREAD-3, ILEARN, school attendance data

At Creekside, we use student assessment data to both provide the way forward to student growth, as well as looking backwards to evaluate our teaching and curriculum. We use DIBELS, IREAD-3, ILEARN and the ILEARN Checkpoints as our national and state assessments, and we use local benchmark tests as well.

4. School Improvement Plan

| Progress Indicators Goal: 95% IREAD-3 Passing Rate Strategies/ Interventions: Comprehensive MTSS Framework using DIBELS and ILEARN Checkpoints to define tier II, III interventions using OG / Heggerty | | | |
|--|-------------------|------------|------------|
| DIBELS Composite % @ or above Benchmark | BOY | MOY | EOY |
| Kindergarten | Not available yet | | |
| 1st Grade | 75% | | |
| 2nd Grade | 66% | | |
| 3rd Grade | 63% | | |
| 4th Grade | 70% | | |

DIBELS K-3

| | 2024 Composite EOY Proficient or Above | 2025 Composite EOY Proficient or Above | Projection 2026 Composite EOY Proficient or Above |
|--------------|--|--|--|
| Kindergarten | 82% | 94% | 90% |
| 1st Grade | 78% | 72% | 90% |
| 2nd Grade | 72% | 78% | 80% |
| 3rd Grade | 49% | 69% | 85% |

State Testing

| | Spring 2023 | Spring 2024 | Spring 2025 | Projection 2026 |
|-------------|-------------|-------------|-------------|-----------------|
| IREAD-3 | 81% | 79.6% | 95% | 95% |
| ILEARN E/LA | 49% | 47% | 51% | 55% |
| ILEARN Math | 56% | 54% | 61% | 65% |

Attendance

| | 2023-2024 | 2024-2025 | Goal 2025-2026 |
|-----------------|-----------|-----------|----------------|
| Attendance Rate | 94.57% | 94.93% | 97% |

We have interventions in place to ensure a high rate of attendance for Creekside Elementary School.

- Our first intervention is our 20 Perfect Days program in which each classroom keeps track on a chart each time their entire class is on time and present. After twenty of these days the class receives a popsicle party to celebrate their great accomplishment. The class is also recognized during afternoon announcements.
- Each classroom will also receive a celebration sign to display proudly on their classroom door each time the entire class is present and on time.
- At the conclusion of each grading period every student with outstanding or perfect attendance is recognized by the principal and given a prize in front of the class at a special ceremony.
- Our school office calls each parent of a child who does not arrive at school, and was not called in absent, to check on the status of the student. The principal is immediately advised if there is a transportation issue; and if there is, the principal or designee will go and bring the child to school if possible.
- Any student that reaches benchmark numbers of excused or unexcused absences receives a personal communication from the principal. Families are contacted by the principal to decide on a course of action that will ensure that the child is at school and on time each school day.

5. Title I Schools Operating a Schoolwide Program

Ultimately, federal, state, and local funds are used to promote student success and growth. The district's ESSA reporting continues to reveal compliance between Title I and non-Title I elementary schools. Staffing and supplies are used to determine our PPE in our Title and Non-Title schools. The district allocates state and local funds by the Per Pupil Expenditure calculation of staffing and supplies. Staffing is assigned to each building in compliance with our board policy of a teacher-to-student building ratio not to exceed 1:25. Supplies are prorated according to the ADM of each building.

There is a slight variance in PPE per building because of the experience level of teachers. The salaries of the same number of teachers in two buildings vary due to years of

experience and licensure requirements. Franklin Community School Corporation assures that the schools within the district are equitably funded with state and local dollars before federal funds are allocated to the schools.

The Title I schools at FCS are the elementary schools with the highest poverty rates as determined by IDOE data from the prior year. Four (Creekside, Needham, Northwood, and Webb) of the five elementary schools receive Title I dollars as all four buildings exceed the 40% poverty level. Poverty rates are determined by the percentage of students from low-income families within the school population. Ensuring students can read is a state and local strategic initiative, which is closely aligned to the allocation of Title I dollars at FCS.

Franklin Community Schools provides a continuum of programs and services for students with disabilities ages 3 through 22. Preschool special education services are available to eligible students who are at least three (3) years old until they are of an age where they are eligible for enrollment in kindergarten. Preschool special education services are provided at Creekside Elementary. Initial educational evaluations and First Step referrals are processed by our Preschool Assessment Team which consists of a school psychologist, intake coordinator/teacher, occupational therapist, speech language pathologist, and physical therapist, and when needed there is also a blind low vision teacher and deaf/hard of hearing teacher available. Students enrolled in the developmental preschool program currently attend five days per week for three hours each day or four days per week for 2 hours 30 minutes each day.

FCS is committed to working with families, teachers, and administrators to educate each student in the least restrictive environment. The majority of the students with disabilities attend their neighborhood school and are educated with non-disabled peers to the maximum extent appropriate, as described in their Individualized Education Plan. The local services are supplemented with administrative and itinerant support within Franklin Community Schools. Students who have not acquired developmentally appropriate skills and need more interaction with typically developing peers may be placed in a Community Preschool classroom by his/her case conference committee. Students who attend the Developmental Preschool Program are provided transportation by Franklin Community Schools.

The Developmental Preschool is a program for students who require assistance in learning routines and other developmentally appropriate skills. The developmental preschool program includes Peer Models who are students who are 3 and 4 years of age but do not have a disability. Daily Routines include: independent skills (unpack, unzip, folder out), gross motor, fine motor, arts/crafts, bathrooming, social skills, circle time, snack,

curriculum, more gross motor to conclude the day.

There are also speech and language therapy services available for preschool-aged students whose sole disability area is either speech and/or language impairment. These services are provided on an outreach basis with the number of minutes per week determined by the student's case conference committee. Currently, outreach services are provided at Webb Elementary. If a parent chooses to deny FAPE (Free and Appropriate Education), a service plan is offered/written to continue to support those students through Franklin Community Schools.

Franklin Community Schools is committed to attracting and retaining high-quality teachers. Franklin has started an education pathway, taught by the 2024 State Teacher of the Year, to attract high-quality high school students into the teaching profession. This graduation pathway has been developed in partnership with Ivy Tech. Additionally, all new teachers engage in a New Teacher Orientation program that lasts throughout the entire first year of teaching. The district's instructional, technology, and literacy coaches work with teachers on assessments, instructional practices, the district's instructional model, and classroom management. They also provide professional development to PLCs around data literacy. Additionally, the district assists teachers with in-house daycare and preschool and provides a tuition reimbursement program for those pursuing additional credentials. The district also supports paraprofessionals who wish to become special education or general education teachers.