

Webb Elementary



School Improvement Plan

1400 Webb Ct.

Franklin, IN 46131

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Webb Elementary School (3465)

Franklin Community Schools (4225)

Administrative Staff at Franklin Community School Corporation

Dr. David Clendening, Superintendent

Dr. Brooke Worland, Assistant Superintendent

Ms. Tina Jobe-Gross, Chief Financial Officer

Mr. Matt Sprout, Executive Director of Technology

Mr. Benji Betts, Executive Director of Operations

Webb Elementary SIP Signature Page

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

Dr. David Clendening, Superintendent

Date

Carolyn Ray, Principal

Date

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

Mr. Joe Setnor, President
Franklin Community Teachers Association

Date

Mrs. Becky Nelson, President
Board of School Trustees

Date

Table of Contents

1. Vision, Mission, and Guiding Principles
2. Educational Climate
3. Student Data & Assessment Plan
4. School Improvement Plan
5. Title I Schools Operating a Schoolwide Program

1. Vision, Mission, and Guiding Principles

Webb Elementary 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.

<u>Webb Elementary School Vision</u> Dream, Connect, Adventure, and Achieve
<u>Webb Elementary School Beliefs</u> In a safe and nurturing environment, students: • Learn at different rates and in different ways. • Learn more effectively while actively engaged. • Develop positive relationships with adults and peers.
<u>Webb Elementary School Motto</u> The Webb Way: Work Hard, Encourage Others, Be Safe, Be Positive

School Improvement Planning Committee

Member	Position
Carolyn Ray	Principal
Angela Clendening	School Counselor
Belinda Williams	Kindergarten Teacher
Brittany Seib	First Grade Teacher / Parent
Katie Stainbrook	Fourth Grade Teacher
Allison Comerford	Third/Fourth Grade Split Teacher
Katelyn Owen	Third Grade Teacher
Emily Flack	Literacy Coach/ Parent
Saundra Haslam	Title 1 Teacher
Haley Miley	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.

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. Webb Elementary 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

The school is deeply committed to maximizing family engagement and improving academic achievement. Research verifies that strong partnerships between home and school result in better academic outcomes for students. Parents/families can engage through our diverse range of opportunities, including a highly active PTO program, regular parent-teacher-student conferences, weekly messages and newsletters, volunteer opportunities, and school-wide events.

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.

Webb Elementary actively promotes parent involvement through a multifaceted approach. This includes VIP (Very Important Parent) trainings, which are mandatory for all volunteers and chaperones to ensure a thorough understanding of our safety protocols. We also offer volunteer experiences that contribute to monthly incentives, host engaging Title I interactive reading and math family nights, and conduct informative Title I meetings. Additionally, we facilitate monthly off-site coffee chats to foster informal communication and gather feedback from families.

We ensure parents and families receive individual academic assessment results through various channels. These include parent-teacher-student conferences, where specific

results are discussed, and weekly messages/newsletters that may provide general updates on academic progress and direct parents to where they can access their child's detailed results. Our counseling program also plays a role in supporting families in understanding academic progress and available resources.

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.

We encourage and invite parents to be integral members of our school improvement planning committees. This ensures their perspectives and priorities are directly incorporated into the development and refinement of our strategic goals. Furthermore, we leverage our monthly PTO meetings as a key forum for sharing updates on the schoolwide plan, gathering valuable feedback from parents, and discussing areas for improvement. This ongoing dialogue ensures transparency and empowers parents to be active participants in shaping the educational environment for all students.

Safe & Disciplined Environment

Practices are in place to develop and maintain a positive school climate between staff, students, and families. Multi-tiered systems of support (Kids Team) support students with academic, behavioral, and mental support and early intervention. 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. 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. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

3. Student Data & Assessment Plan

- [Webb Elementary GPS Dashboard](#)
- At our school, we closely monitor student performance through Indiana's GPS system, with a strong focus on literacy and mathematics. We track literacy progress using IREAD and ILEARN ELA scores, as well as math achievement through ILEARN assessments. Our goal is not only for every student to meet their individual projected growth, but also to meet or exceed state grade-level expectations, ensuring that all learners are on track for long-term academic success.

4. School Improvement Plan

	Spring 2023	Spring 2024	Spring 2025	2026 Goal
IREAD (w/ Summer Retake Scores)	81.6 %	86.2 %	85%	90%

IREAD Progress Indicators Goal: 90% 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				
ORF WRC % @/above Benchmark	BOY	MOY	EOY	IREAD Pass Rate
1st Grade	27 of 68 students. 40%			
2nd Grade	43 of 73 students. 59%			
3rd Grade only includes 21 students DNP 2025	6 of 21 students. 40%			Goal: 19 of 21 students Actual:
4th Grade only includes 8 students DNP 2025	0 of 8 students. 0%			Goal: 7 of 8 students Actual:

ILEARN 3rd and 4th Grade ELA Progress Indicators Goal: At or Above State Pass Rate Strategies/ Interventions: Heggerty K-3, OG, 6-Step Lesson Plan with Fluency & Phonics, IXL Skill Plans				
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: At or Above State Pass Rate Strategies/ Interventions: Reflex Math, IXL Skillplans, ALEKS Pie, Tier 2 Math Interventions based on Data Cycles, Reveal Math Differentiated Resources				
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				

State Testing Historical Data:

	Spring 2023	Spring 2024	Spring 2025	2026 Projection
ILEARN ELA Proficiency	51.3%	39.0% (State 41 %)	37% (State 42%)	
ILEARN Math Proficiency	51.7 %	43.8% (State 40.7%)	43% (State 50%)	

Webb Attendance Goal: 97% Strategies/ Interventions: Monthly Attendance Tracker, Monthly Attendance Awards & Prizes, Attendance Meetings with Families, Personal Attendance Plans & Incentives				
Check-In Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Quarterly Attendance Check				
Historical Data	2023	2024	2025	Goal 2026
	95%	96%	94%	97%

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 and 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.