

MSD of Martinsville
School Improvement Plan
School-wide Plan
2022-2023



We are STARs!
We are Safe, Team players, Achievers,
Respectful, We are STARs!

Dr. Stephanie Manley, Principal

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Public Law 221 General Information

CORPORATION: Metropolitan School District (MSD)
of Martinsville

SCHOOL: Centerton Elementary

ADDRESS: 6075 High Street
Martinsville, IN 46151

PHONE: 317-831-3410

FAX: 317-831-3439

WEBSITE: <http://www.msdmartinsville.org>

COUNTY: Morgan

ORGANIZATION: K-4

SCHOOL NUMBER: 6341

ENROLLMENT: 117

PRINCIPAL: Dr. Stephanie Manley

SUPERINTENDENT: Mr. Eric Bowlen

SUBMISSION DATE: October 1, 2022

Narrative Description of the School & Community

The MSD of Martinsville is home to seven elementary schools (K-4), an intermediate school (5-6), a middle school (7-8), and one high school (9-12). Centerton Elementary is a kindergarten through fourth grade building located in Martinsville, Indiana. Centerton's current enrollment is 117 students and 27 staff members. Currently, 39.7% of the students at Centerton are on free/reduced lunch. Built in 1956, Centerton is proud of its rich history. John R. Wooden was educated within these walls!

Martinsville, Indiana is located in Washington Township, Morgan County. Martinsville is the county seat of Morgan County. Geographically, the city is located in south central Indiana. Neighboring cities include Indianapolis, Bloomington, and Nashville. The White River runs along the north edge of Martinsville. The total population is 12,646 (as of 2020).

From 1888 until 1968 visitors sought out the many artesian mineral water health spas (then called sanitariums) for health benefits. Over the course of nearly 100 years, almost a dozen sanitariums were in operation for various periods of time.

In 2002, the city survived a devastating tornado and in 2008, the city experienced a catastrophic "100 year flood". Through these tragedies, the entire community united to bring Martinsville, Indiana back, better than ever, as the **"Gateway to Beautiful Southern Indiana"**.

Centerton Elementary staff includes the following:

1 Principal	1 School Psychologist
5 Classroom Teachers	1 Speech Pathologist
1 Special Education Teacher	1 Cafeteria Manager
1 Special Education Aide	3 Lunchroom Aides
1 Family Service Coordinator	1 Secretary
1 Instructional Assistant	1 Nurse
1 Physical Education Teacher	1 Clinic Assistant
1 Art Teacher	2 Custodians
1 Music Teacher	1 EL Aide
1 Media Specialist	1 School Counselor

Centerton Elementary Vision and Mission

Mission Statement:

At Centerton Elementary, we are STARS! We are:

Safe

Team players

Achievers

Respectful

We are STARS!

Vision Statement:

Centerton Elementary School strives for excellence in curriculum, instruction, and assessment. Our positive learning environment allows us to consistently meet or exceed student achievement goals for all students. Our partnership with our families and community creates an educational experience that produces successful and competent citizens of the global community.

MSD of Martinsville Vision and Mission

OUR MISSION

At the MSD of Martinsville! We work together, we challenge and inspire our children through rich experiences, empowering them to achieve success while making positive contributions to our world.

OUR VISION

Our vision is to provide for all students a safe and challenging educational environment which fosters the acquisition and development of:

- reading, writing, math, listening, and speaking skills.
- a broad base of knowledge.
- critical thinking and problem-solving skills.
- adaptability to ever-changing environments.
- strong character and healthy lifestyles.
- respect for others in an increasingly diverse society.

BELIEF STATEMENTS

We believe that our students can and should:

- maintain high expectations of themselves and positive attitudes toward the learning process.
- produce favorable results through organization, discipline, and work ethic.
- make connections between the classroom and life.
- communicate with everyone involved in their education.
- be good citizens of the school and society at large.

We believe that our faculty can and should:

- maintain high expectations of the students and positive attitudes toward the learning process.
- foster favorable results through meaningful student work.
- help students see connections between the classroom and life.
- communicate with everyone involved in the educational process.
- model and encourage good citizenship at school and in society.

We believe that parents can and should share these high expectations of their children.

EXPLANATION OF BELIEF STATEMENTS

We believe:

- our students can and should maintain high expectations of themselves and positive attitudes toward the learning process. We mean they take ownership of their learning, pay attention in class, are curious, ask questions, participate, challenge themselves and take initiative.
- our faculty can and should maintain high expectations of the students and positive attitudes toward the learning process. We mean they display a passion for education by being enthusiastic, caring, positive, approachable, challenge students to explore new areas and to excel in areas of personal interests and abilities.
- our students can and should produce favorable results through organization, discipline, and work ethic. We mean they are task-oriented, work diligently, complete all assignments, strive for perfect attendance, study for tests and quizzes outside the classroom, arrive in class prepared to learn and to work, have a four-year plan and review it regularly and assess their academic and personal development.
- our faculty can and should foster favorable results through meaningful student work. We mean they create relevant, useful, and motivating activities, observe school corporation guidelines and state standards, facilitate learning by using diverse methods of instruction, evaluate their own performance and that of their students and maintain accurate records.
- our students can and should make connections between the classroom and life. We mean they understand the importance of learning, recognize the future implications of present choices, bring general “life” knowledge to the classroom and apply classroom lessons to life.
- our faculty can and should help students see connections between the classroom and life. We mean they prepare students to be lifelong learners, counsel students

concerning career and educational goals, keep abreast of current subject matter and technological innovations and develop content relevant to the students' present and future lives.

- our students can and should communicate with everyone involved in their education. We mean they keep parents informed of their school lives, ask for additional instruction when necessary and seek guidance from administrators, counselors or other faculty members as needed.
- our faculty can and should communicate with everyone involved in the educational process. We mean they maintain open communication with stakeholders and employ a team approach to resolve school issues.
- our students can and should be good citizens of the school and society at large. We mean they respect staff, fellow students and themselves, develop an awareness of community and become productive citizens, recognize and respect cultural, social, and economic diversity, follow school policies regarding attendance, school safety, and conduct, develop strong character and ethical behavior, learn to adapt to change and develop self control and healthy lifestyles.
- our faculty can and should model and encourage good citizenship at school and in society. We mean they maintain a safe and productive learning environment, exhibit respect for others, recognize cultural, social and economic diversity and display professionalism.

Statutes and rules to be waived: (not applicable)

Description and Location of Curriculum

Centerton Elementary utilizes the *Indiana Academic Standards* as the core curriculum for language arts, mathematics, social studies, and science. Teachers can access copies of the Indiana Academic Standards for all core curricular areas online. The principal also can access copies of the *Indiana Academic Standards* for all of the core subject areas in her office, which parents and community members can review. All instructional strategies and assessments support student progress toward mastery of the *Indiana Academic Standards*.

Titles and Descriptions of Assessment Instruments

NWEA (Northwest Evaluation Association)-NWEA provides interim and formative assessments designed to inform teaching and improve student learning in reading, mathematics, social studies, and science. NWEA is a computer-based benchmark assessment given to students in grades 3-5 three times a year (fall, winter, and spring). This assessment helps drive instruction in the areas of math, reading and language arts.

Indiana Learning Evaluation Readiness Network (ILEARN)-ILEARN is designed to measure Indiana Academic Standards. Test design centered on understanding these standards, collaborating with Indiana Educators to define content priorities and evidence of mastery, and creating key documents that define the assessment. ILEARN is an annual

standardized, criterion-referenced test mandated by the state of Indiana for all students in grades 3-4. It is used as the basis for determining Adequate Yearly Progress. The ILEARN assessment measures the academic performance of students in English/language arts, mathematics, and science.

Plan for Submission/Updating School wide Plan

The purpose of the school improvement team is to lead the staff of Centerton Elementary in the creation, implementation, and revision of a school improvement plan that addresses high student achievement. The following members will collaborate throughout the school year to evaluate and amend the school improvement plan.

At Centerton Elementary, the Continuous District Improvement team includes the following staff members:

Name	Position
Stephanie Manley	Principal
Mary Beth Ferguson	KDG Teacher
Jessica Huff	2nd Grade Teacher
Kelsey Creighton	3rd Grade Teacher
Katie Arthur	4th Grade Teacher

Centerton Elementary has met on many occasions to work on our School Improvement Plan. The team meets once a month and the School Improvement Team (CDI team) meets regularly to make decisions about our plan.

Attendance Rate

Centerton Elementary strives to increase our attendance rate regularly. Several strategies have been implemented to help increase our attendance rate:

- Each Friday, a class with the highest attendance rate is presented HERO (a stuffed bear) that stands for Here, Every day, Ready, On-time. Furthermore, the class is pictured with HERO on social media and in our monthly newsletter.
- At the Nine Weeks Awards Program, students with perfect attendance are presented a spirit stick to hang on their backpacks.
- Finally, students with good (five marks or less) or perfect attendance for the entire school year receive a certificate at the End of the Year Awards Program.

The MSD of Martinsville has School Messenger, which is a computer-based calling system. Every day, School Messenger calls those parents who did not report their children absent in the morning. The principal receives a daily report that shows the number of calls placed each day.

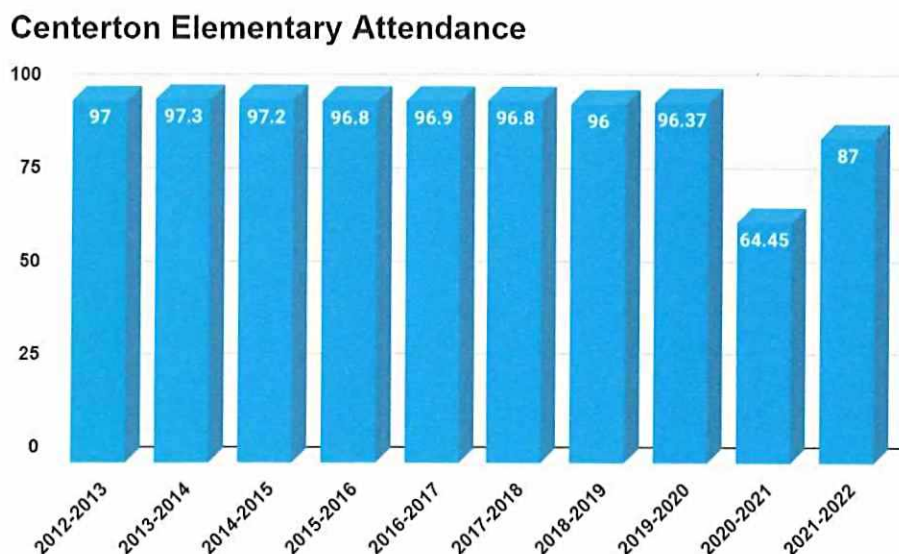
Beginning in 2013 Centerton Elementary implemented the School Check-In electronic system. If a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the secretary. She then updates attendance records accordingly.

Attendance reports are automatically generated by our Skyward system. After a student's 6th and 10th absences, a letter is generated and sent home letting them know their student's attendance status. After the 10th absence, a letter is generated and sent home, and a report to DCS is made. After the 12th absence, a letter is generated and sent home. The letter states that for every absence after twelve, the parents must present the office with a doctor's note upon the child's return to school. The corporation's truancy officer helps the schools by contacting parents who are not being compliant. With further absences, paperwork may be filed with the county prosecutor.

In severe cases, the Family Services Coordinator and/or Principal may make home visits to discuss with the parents the importance of sending their child to school. They may also discuss arranging pick up for children that have no way to school due to transportation issues.

The school corporation's leadership team met with the Martinsville prosecutor in November 2018 to talk about truancy. A committee was formed to generate ways to hold parents accountable for the number of absences and tardies their children accumulate over their schooling careers.

Centerton Elementary-Attendance Rates (Percentage) 2012-2022



The COVID-19 pandemic created attendance issues. Our overall attendance rate has stayed at a very high rate, around 96%, with a small increase in 2016-17, and measures are in place district and school wide to promote better attendance.

Enrollment by Grade Levels 2021-2022 and 2022-2023

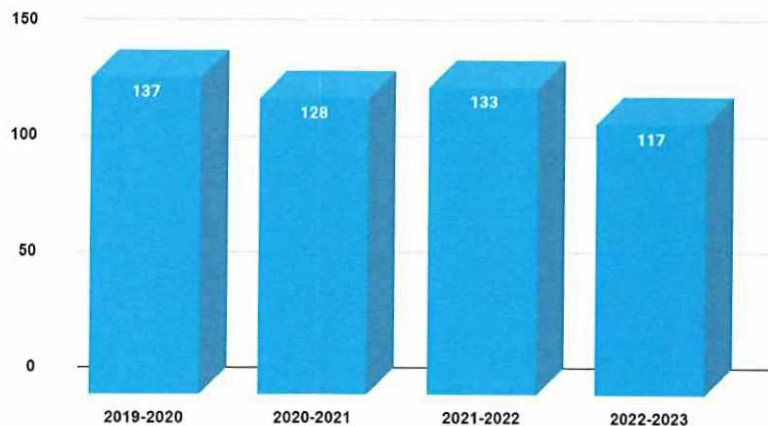
Enrollment by Grade Levels



Our student enrollment has been up and down over recent years. The low numbers in all grade levels are concerning as we move into the next year.

Enrollment Trends 2019-2022

Centerton Elementary Enrollment Trends



We saw a continued drop in enrollment with the COVID-19 pandemic.

Technology

Centerton Elementary currently has a computer lab equipped with 34 computers as well as 1:1 touchscreen devices in each K-1 classroom and 1:1 Chromebooks in each 2-4 classroom. All classrooms use the computer lab at least once a week for 55 minutes per session. Teachers can also sign up for additional time in the lab as needed throughout the week. Students have a variety of programs available to them on the computers. Some of these programs include: Accelerated Reader, Prodigy, Freckle, Scratch, and IXL Math. All computers utilize Google Classroom and Google Drive.

In grades K-4, our corporation is using NWEA to monitor student progress in the areas of Reading, Language Arts and Mathematics. This assessment helps determine which students will be placed in our Response to Intervention programming. This program is also used to help predict how students will score on the ILEARN test.

Centerton Elementary has a computerized reading program known as “Accelerated Reader.” Students read books independently and earn points for passing comprehension tests. Student point totals are tracked over the length of the school year, and students receive awards for reaching grade-level specific reading goals.

The library at Centerton Elementary uses a digital system for checking student books and materials in and out of the library. In addition, the library also has a projector screen, which is connected to a computer. The media specialist utilizes this projector during library.

All of the classrooms at Centerton Elementary, including the STEM Lab, are multi-media classrooms equipped with a SMART Board, ELMO, and a teacher device. This gives the teachers the ability to integrate technology into their daily instruction.

The office at Centerton Elementary utilizes a computer system called “Skyward.” It is a student management system. It maintains student information, attendance, academics, and other sanctioned office-use information. Furthermore, flyers for important events or announcements may be sent via Skyward. Parents can also access their child’s attendance information and grades through the use of our “Family Access” Program. Each parent can sign up for a username and password that allows them access to their child’s information at any time.

Beginning in 2013, Centerton Elementary implemented the School Check-In electronic system. If a student arrives late or leaves early, the parent or student uses the system to record their tardy. This computer system generates daily reports for the secretary. She then updates attendance records accordingly. The School Check-In system also keeps track of the visitors in our building. All visitors are required to sign into the system and a name tag is generated as proof that they have checked in at the office and that they have cleared their background check.

The MSD of Martinsville maintains a district-wide website which includes access to individual school websites, school events, and district-wide developments. School Board Policies can also be found on the district website at: <http://www.neola.com/martinsville-in/>

A district-wide technology committee exists to promote a vision for the area of technology. A technology specialist spends one day a week at Centerton to address any Help Tickets that have been entered. This includes device management, general computer or program questions, and uploading software. An educational technology specialist comes to Centerton once a month to help teachers effectively utilize technology in their instruction. Centerton also has a media specialist who teaches a Technology special for 55 minutes a day.

Centerton Elementary, along with all of the schools in the MSD of Martinsville, has installed the Aiphone Security System. This is a video monitoring system, which allows office staff to monitor, and allow/deny access to the building. This system consists of an outside call system with video camera and two wall-mounted answering systems.

Finally, as a part of our PBIS (Positive Behavioral Interventions and Supports) school-wide plan, the teachers use Class Dojo to gather discipline data, communicate with parents, record student portfolio artifacts, and post pictures of events in their classrooms. A report is generated live to parents online highlighting their child's classroom activities. The website is: <http://www.classdojo.com>

Safe and Disciplined Learning Environment

Centerton Elementary is a safe and disciplined school. Security cameras surround both the inside and outside of the school. The footage on these security cameras is viewed daily through a large television in the office, which is on during school hours. All exterior doors at Centerton are locked. If visitors want to enter into the building, they must ring a bell which alerts the office staff of a visitor. The office staff uses the Aiphone system to show them the person that wants to enter the building. The office staff can speak to the visitor before authorizing access to them into the building. If it is safe for the visitor to enter the building, the office staff will unlock the door from their phone system and allow the person into the building. All visitors must sign-in at the office using our School Check-In System and obtain a visitors sticker. This allows all staff members to see that the visitor has checked in at the office. If a person were to walk around the school without a visitor's sticker, staff members are to question the visitor and direct them to the office to sign in.

Each room in the building has an emergency kit that consists of a first aid kit, a flashlight, and the MSD of Martinsville's corporation wide emergency flipchart, which contains guidelines for emergencies as well as emergency phone numbers. Along with the emergency kits in each room, there is also an intercom button that can be pressed to contact the front office.

Our district safety director created an emergency app for the entire district through an app service called Crisis Manager. The staff app allows teachers and other staff members the ability to have our district's safety plan available to them on their cell phones in the case of an emergency. The administrator's app also has the district safety plan on it but it also allows district administrators the ability to notify safety personnel as well as other administrators in the district of an emergency.

Through a Kendrick Foundation grant, our school nurse was able to obtain 1 AED for our school. One is located in the gymnasium. Several staff members have been trained on how to use the AEDs if needed.

Safety drills are practiced on a regular basis. A fire drill is practiced once a month as well as tornado drills and man-made disaster drills, which are being practiced each semester. We also practice "reverse" fire drills, where the fire alarm is pulled and in the event of a man-made disaster, students are briefly held in the classrooms to ensure that no additional danger exists prior to exiting the building.

Some other security measures include: a dismissal procedure that involves all staff members. Students that are walking home from school get let out of school first. A staff member escorts them. After the walkers are released, the bus riders are then released. Finally, the car riders are released individually. A staff member watches every student walk out to his or her car. Teachers are on duty at all times during each grade level's recess. Finally, all school volunteers are required to have a limited criminal background check before eating lunch with students, working with students, and attending field trips. The list of approved individuals is kept electronically on Skyward and in a physical binder that is available to all office staff.

All teachers, the secretary, and the principal have walkie-talkies to communicate with each other. We will communicate when a child needs to be restrained using the Nonviolent Crisis Holds or when extra help is needed with a student.

In an effort to communicate to all of our families at once, the MSD of Martinsville has a calling service called School Manager. These systems allow principals to record messages and send "all calls" to the entire student population. This system also has a texting and emailing feature, which allows us to get our messages out to their home telephones, cell phones, and email accounts.

The MSD of Martinsville has a school tip line. This system allows students, parents, or community members the ability to anonymously leave a message about any information they feel is necessary for school administrators to know.

Along with being safe, Centerton Elementary is also disciplined. Centerton has a school-wide behavior plan based on Positive Behavior Supports. Students have the opportunity to earn positive "STAR" points when they are doing a great job. An online classroom management website titled Class Dojo is used to track both positive and negative behavior points. Consequences such as teacher conference, note sent home, parent phone call, conversation with principal, in school suspension, etc. could take place based on how

many negative points a student receives in a week. Reports are available to parents online at all times.

Mrs. Ostler, our family service coordinator, works with students as needed on social skills and appropriate school behaviors.

Beginning in the 2018-2019 school year, Centerton Elementary adopted a program called TBRI: Trust-Based Relational Information. Below is the informational letter we sent to our families in 2019:



August 20, 2019

Dear Artesian Families,

We wanted to send information to all of you regarding Trust-Based Relational Intervention (TBRI) and its use in our elementary schools. Our district adopted TBRI as a framework for meeting the social and emotional needs of our students and committed to training our elementary staff in the 2019-2020 school year. Staff members have been trained in TBRI by attending two full-days of classes with a certified trainer.

TBRI was created initially as a means to meet the needs of adopted and foster children or students with a history of trauma but TBRI is now used by many schools because of its success in helping students learn coping skills, social skills, and emotional regulation skills.

Our focus, at the MSD of Martinsville, is to teach students self-regulation strategies and to build strong relationships with teachers and peers at school. We want to share some specific terms and strategies with you that we are teaching and your children are learning at school related to TBRI. Please see the below examples:

Meeting basic needs of students:

- Offering snacks and water throughout the day to keep blood sugar levels regulated.
- Teaching students to use their voices to ask for needs (restroom breaks, sensory breaks, etc.)
- Offering movement breaks throughout the day to increase focus.

Self-regulation strategies that you may see:

- Awareness of our emotions
 - Students will learn about their internal "engines" for self-regulation. Our optimal state is in the "green zone"-alert, focused, and ready to learn.

- When we are in the "blue zone" we may be tired or sad and we teach strategies to get back into the "green zone."
- When we are in the "red zone" we may be hyper, angry, or overstimulated and we teach strategies to get back into the "green zone."
- Breathing Strategies
 - Box Breathing
 - Trace hand breathing
 - Hissing Breath
- Using sensory items for self-regulation
 - Fidget tools
 - Weighted blankets, lap pads, or neck pads
 - Sand or bubble timers
- Proprioceptive Strategies
 - Chair pushes
 - Chair pulls
 - Chewing gum
 - Yoga poses

Building relationships:

- Teachers have naturally found ways to make connections with their students but now have more intentional strategies for building relationships. Nurture Group is a format learned through TBRI to practice self-regulation strategies and build connections with others by learning how to give care to and receive care from peers. Teachers may also incorporate a morning meeting or other format to build community and connection in the classroom.

As a district, we highly value rigorous academic instruction and expectations. We also believe that building strong relationships along with healthy social and emotional instruction is the foundation for success in schools. We work to create an environment where students feel safe and loved in order for optimal learning to take place. We appreciate your support and involvement in your child's education and hope you find this information helpful.

Sincerely,

Paul Spahr, Jennifer Teare, Jill Vlcan, Ryan Cox,
Stephanie Manley, Kyle Stout, Melody Meyer

Elementary Principals
MSD of Martinsville

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Increasing the Amount of Learning Time

Centerton Elementary implements the RtI process into our literacy framework. All teachers are required to teach 90 minutes of core literacy instruction each day. Outside of the 90-minute block, Resource staff and special area teachers push into an additional 30-minute block to assist with Tier II and Tier III small-group instruction. Tier II students will be provided interventions that are either computer based or small-group instruction led by a highly-qualified staff member. For those students needing Tier III interventions, they will receive additional assistance beyond the 90-minute core curriculum and 30-minute small-group instruction. These students again, may be placed on a computer-based intervention or may work in a small group or one-on-one setting. See page 19 for a list of interventions available at Centerton Elementary.

Response to Intervention and Cultural Competency

Centerton Elementary is not a school-wide Title I school. However, Tier II and Tier III students in grades K-4 may also be serviced through the Title I program. One of our current *classroom teachers provides after-school tutoring or study groups for students.* The tutoring consists of both reading and math remedial skills. The students selected for these tutoring opportunities are based on teacher recommendation, but students selected must also be homeless or doubled up.

Our SUCCESS time is a 30-minute block of time for students in grades K-4. Our teachers have identified the 13 essential skills needed in the area of mathematics before the students move onto the next grade level. The teachers group students based on a pretest given at the beginning of each two week SUCCESS group. Students are then placed into below level, on level, and above level groups. Students meet in their groups for 30 minutes every day to receive remedial instruction. After the two weeks of remediation in the specific math skill, the teachers give a post test to determine student growth.

Centerton Elementary strives to ensure that we are not only reaching our students' academic needs, but also their physical needs. Centerton utilizes our Family Service Coordinator (F.S.C.) and she communicates with our teachers and other support staff to make sure these students are performing well and have everything they need to be successful. Our F.S.C. also sponsors programs for our Free/Reduced students to provide families with the assistance they need. Some of these programs include:

- o Cloth a Child at Christmas time
- o Back to School clothing help
- o Backpack Drive-provides students in need with backpacks and school supplies
- o Ongoing list of tutors in the district

Our F.S.C. works with parents to make sure our students' home environments are conducive to learning and allowing the students to be successful both at home and at school. We also provide free breakfasts to all students and free/reduced lunches as needed.

Our F.S.C. provides troubled students with lunch mentors. These mentors eat lunch with these students once per week and provide them with a positive role model and someone to talk to and play games with during their lunch periods.

The MSD of Martinsville hosts a Summer Feeding Program that is FREE to all students 18 years of age and younger. One of the Summer Feeding sites includes the Jimmy Nash City Park.

Based on students' IRead-3 scores, students may be eligible for further remediation and a retake opportunity.

Lastly, all students are tested for high ability. Those that qualify based on their NWEA test scores and through further screeners, are given the opportunity to create projects that extend their learning. High ability students are also given the opportunity to showcase their knowledge and lead other students.

Students are also able to participate in LEGO Club (all grades), Spell Bowl (grades three and four), and Robotics Club (grades three and four).

Strategies to Attract High-Quality, Highly Qualified Teachers

The MSD of Martinsville only hires instructional personnel who meet the definition of highly-qualified. All newly hired teachers must be properly licensed and meet the NCLB definition of highly qualified.

Centerton Elementary is a partner with the School of Education at Indiana University in Bloomington. The school principal, Dr. Stephanie Manley, coordinates student placements in our building each semester. Dr. Manley also handles the student teaching placements. We do this every semester in an effort to support Indiana University as well as promote Centerton Elementary as a potential job placement for these students in the future.

Teachers have the opportunity to earn additional income through coaching, sponsoring clubs, and tutoring. Increases in teacher base salary compensation shall be based upon performance. Each teacher will be eligible to advance a row in the salary schedule based upon earning an evaluation rating of effective or highly effective.

Professional Development

Centerton Elementary uses professional development opportunities to grow and learn as educators. Centerton intentionally allocates professional development time to skills needed in order to increase student well-being and success. Below is a list of professional development opportunities the staff will have received during the 2022-2023 school year:

1. Weekly meetings for professional development and sharing.
2. Monthly grade-level and curriculum meetings in order to use data for instructional decision making.
3. Data reports, professional development, and ongoing support from Ann Puckett-Harpold and the M.A. Rooney Foundation.
4. New Kindergarten-Second Grade and Resource teachers received/will receive certification in Orton-Gillingham in order to provide effective phonics instruction and support dyslexia legislation.
5. The principal, Dr. Manley, teachers, secretary, and support staff have all received Trust-Based Relational Intervention (TBRI) training in order to better support vulnerable students who have experienced trauma.
6. New Math series, McGraw-Hill "Reveal", training on best practices for implementation.
7. Ongoing Curriculum Mapping support via our curriculum coach-Jenny Oakley.

Opportunities for Teachers to be Involved in Decision-Making

RtI Meetings are held once a month at Centerton Elementary. These meetings consist of looking at Centerton's current programming as well as benchmark data to determine which students needed more intensive interventions. Grade level meetings are also held once a month. These meetings provide the teachers with an opportunity to collaborate among their peers and work together as a team to determine the programming for their students.

At the end of each school year, the teachers have the opportunity to place their students in the classrooms for the following year. This allows the teachers to choose teachers that will best fit the needs of their students.

Centerton Elementary 2022-2023 Committees

Leadership		
Stephanie Manley -Committee Chair	Mary Beth Ferguson	Alexandria Jordan
Jessica Huff	Kelsey Creighton	Katie Arthur

RtI Interventions

Through the RtI process, students at Centerton Elementary get instructional help in a myriad of ways. In grades K-4, NWEA is used as an assessment three times a year to determine what literacy and math interventions the students may need. Currently, we have the following interventions available for students struggling with skills based on the Tiers:

Intervention	Tier
Small-Group Reading Remediation	II or III
Small-Group Math Remediation	II or III
OG (Kindergarten-Second)	I, II or III
Lexia (all grades)	I, II or III
ESGI (Kindergarten/First)	I, II or III
Study Island (Second-Fourth)	I, II or III
IXL Math (Third/Fourth)	I, II or III

Our corporation-wide literacy framework assures that students are taught grade-level standards throughout the course of the literacy block, and that they are also taught reading and writing at their appropriate instructional levels.

Our Family Service Coordinator puts together a list of tutors available around the community and shares this list with parents who have an interest in hiring a tutor for their child.

Parental Involvement

The PTO at Centerton Elementary is very supportive toward students and teachers. The PTO funds mini-grants for teachers and holds fundraisers that benefit students school wide. The PTO meets monthly and plans several family events throughout the school year

These include:

- Open House
- Family Night
- Christmas Movie Day
- Spring Carnival
- Track and Field Day
- Classroom Parties
- Donuts with Grownups
- Movie Nights

The MSD of Martinsville utilizes Skyward Family access. Using Skyward, parents can monitor their child's classroom performance and financial accounts. Electronic newsletters are sent home monthly to all parents. Centerton also communicates via Class Dojo (PBIS platform), the MSD of Martinsville website, Facebook, Twitter, e-mail, and phone calls.

Centerton Elementary School holds parent-teacher conferences during the fall semester. Four midterm reports, along with four report cards will be sent home throughout the year. IRead-3 and ILearn results will also be sent home.

Early Childhood Transition

We have several MSD of Martinsville area preschools, both Title I and paid, available to our families. We also have a Morgan County Head Start program housed at the old North School building.

The MSD of Martinsville hosts a Kindergarten Fair in the spring and opens enrollment for eligible children. Centerton Elementary then conducts a Kindergarten Orientation in April and a week-long Kindergarten Round-up event the week before school begins. Parents are notified via paper flyers and social media posts. During orientation, tables are set up with information for parents and students are able to see their classroom, meet their teacher, and tour the building. Kindergarten Round-up allows young students to acclimate to a school setting for a shortened amount of time.

Middle School Transition

Along with transition opportunities for preschool/Kindergarteners, we also have transition opportunities for our fourth grade students who enter the intermediate school. The special education students all have transition conferences with the staff at both Centerton Elementary and the middle school. The parents have the opportunity to ask questions and the team communicates about how best to help the child through the transition. Special education students also have a separate, small-group tour at the intermediate building in order to experience their new environment in a calm setting.

The principal from the intermediate school comes to visit the elementary schools and discuss expectations and procedures with the students. Furthermore, all fourth grade students take a trip to the intermediate school to tour the building all together with their fourth grade teachers. All students also have the opportunity to attend an orientation in the evening to tour the building, meet their teachers, and find their lockers/classrooms.

Career Development

Implementing career awareness and career development education curriculum is a counseling focus at the MSD of Martinsville. Each elementary school is staffed with a school counselor who couples good behavioral decision making in the short term with career readiness in the long term. Furthermore, the implementation of PLTW allows students to explore STEM careers and opportunities within the curriculum.

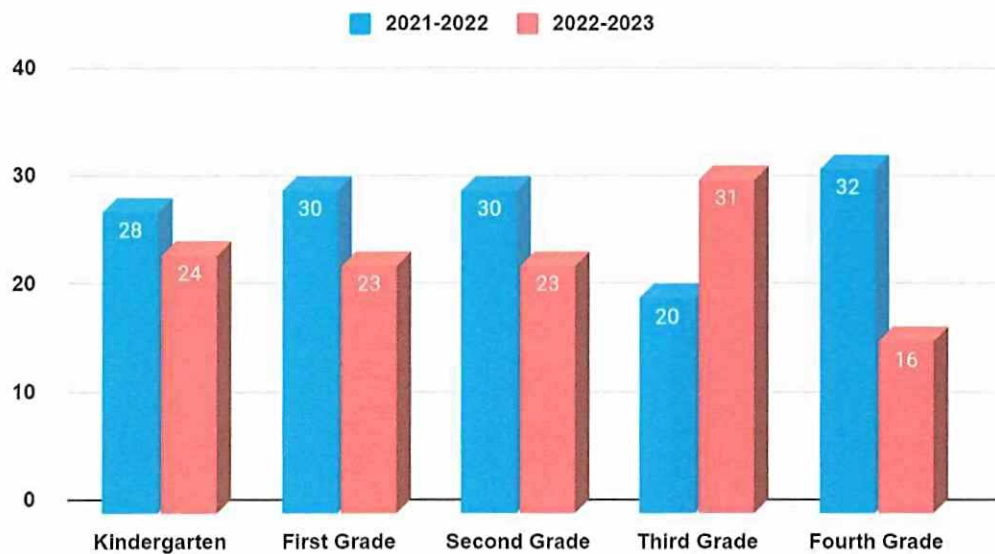
Student Achievement Data

Centerton Elementary School

Student Performance Data

Enrollment by Grade Levels 2021-2022 and 2022-2023

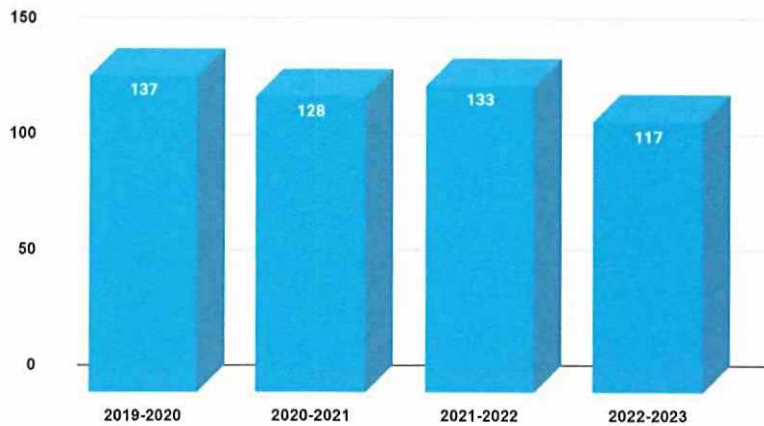
Enrollment by Grade Levels



Our student enrollment has been up and down over recent years. The low numbers in all grade levels are concerning as we move into the next year. To remedy the situation, we have increased our social media presence, and marketed ourselves as both a family-oriented school with high student achievement.

Enrollment Trends 2019-2022

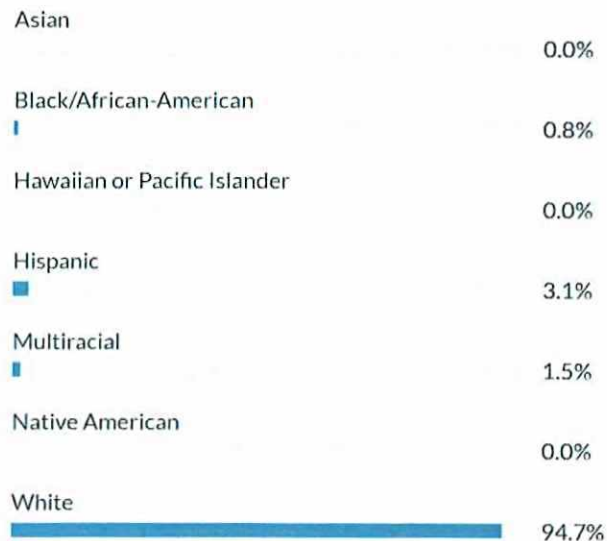
Centerton Elementary Enrollment Trends



We saw a continued drop in enrollment with the COVID-19 pandemic.

Ethnicity Data 2020-2021

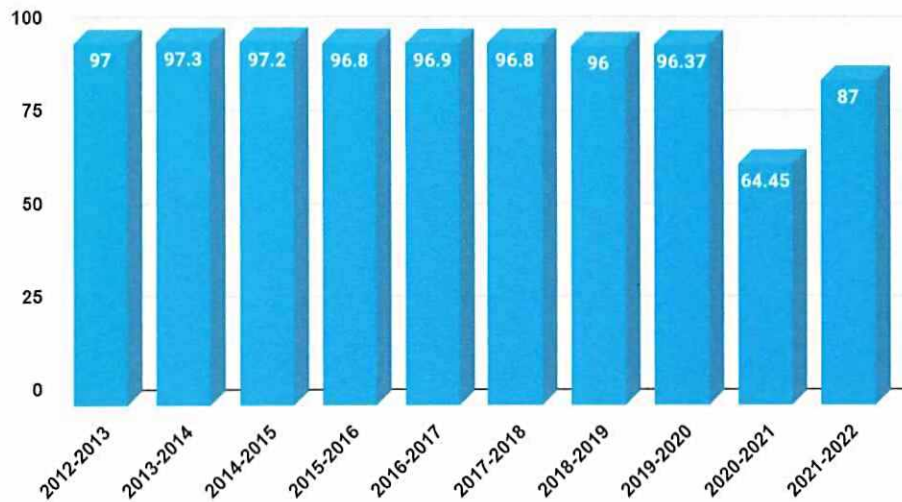
How diverse is this school?



The majority of our student population is white. Other ethnicities are represented, but there are very few students in each of those groups. An ELL student is supported by an Instructional Assistant 10 hours a week.

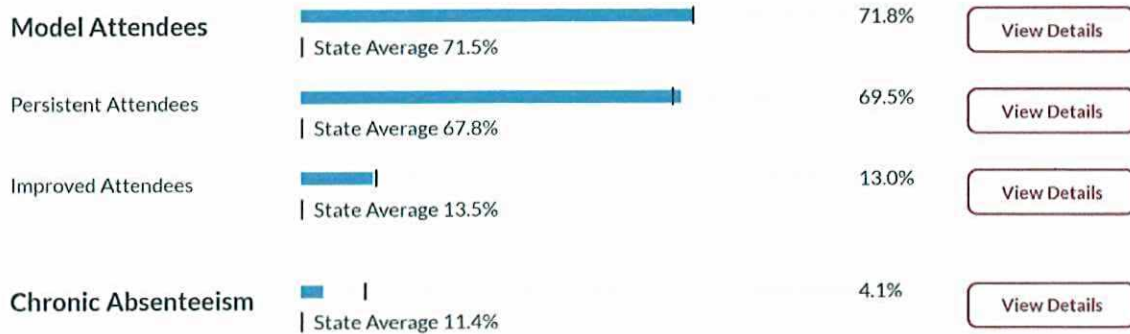
ATTENDANCE 2012-2022

Centerton Elementary Attendance



2019-2020 Student Attendance

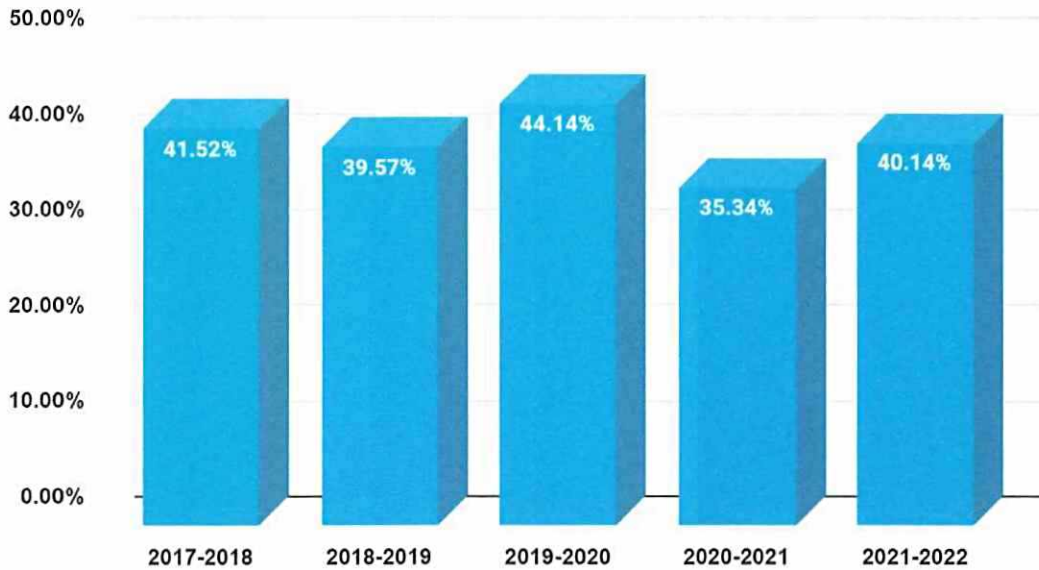
Student attendance measures whether students are considered "model attendees" by either demonstrating persistent attendance or improved attendance during the school year. Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason.



Our overall attendance rate has stayed at a very high rate, around 96%, with a small increase in 2016-17, and measures are in place district and school wide to promote better attendance.

FREE AND REDUCED MEALS 2017-2022

Centerton Elementary Free and Reduced Population



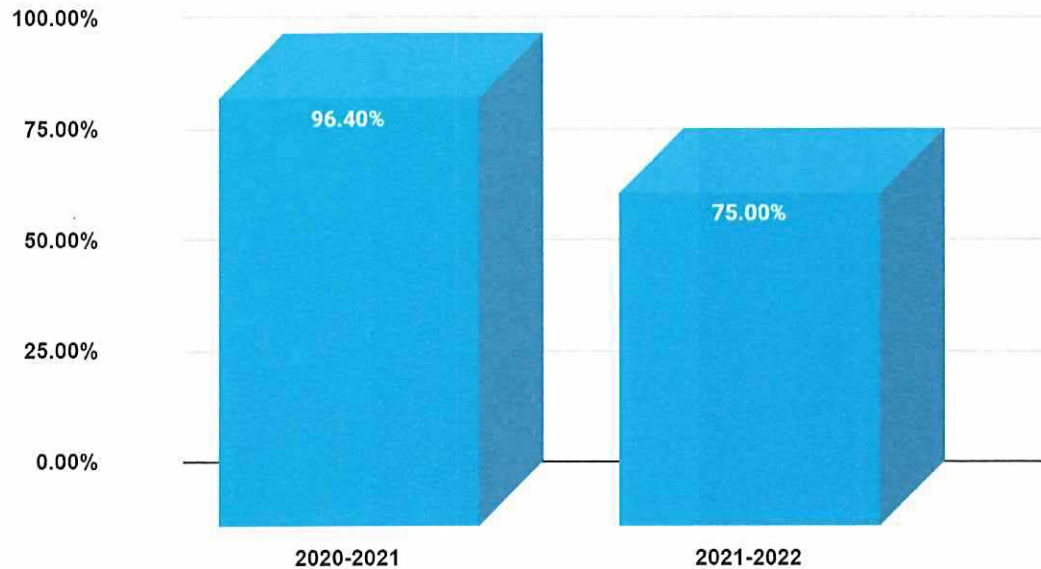
All students received free lunches for the 2020-2021, 2021-2022 school years. All students received free breakfasts for the 2020-2021, 2021-2022, and 2022-2023 school years.

Data from the 2021-2022 School Year

STUDENT PERFORMANCE

IREAD-3

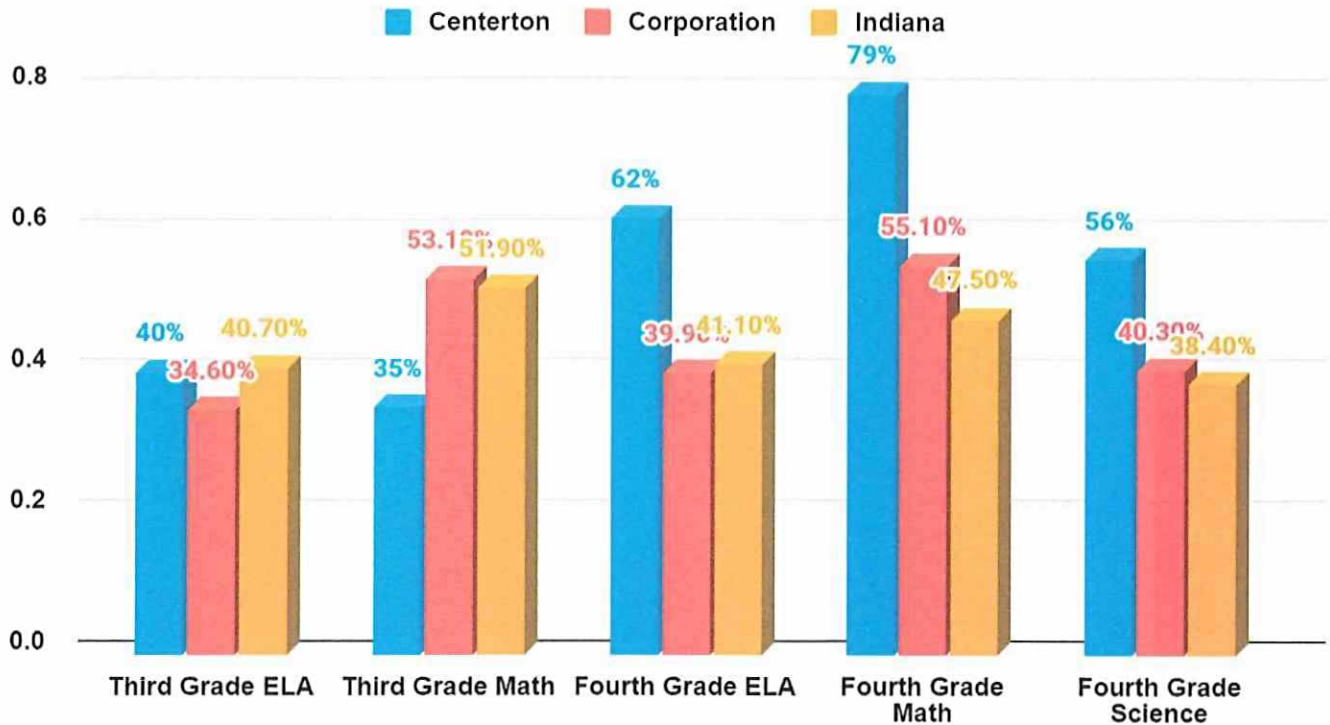
IREAD-3 Scores



Our IREAD-3 scores have consistently been above the state and corporation scores. The 2021-2022 IREAD-3 scores are without Good Cause Exemptions.

ILEARN Performance

ILEARN 2021-2022



E/LA scores decreased drastically in the 2018-2019 school year and a plan was put in place to increase performance, including Orton-Gillingham implementation and a focus on writing. There was a slight increase in scores in the 2021-2022 school year.

Centerton's Math scores were excellent in comparison to the rest of the corporation and the state.

Likewise, Centerton's Science scores were well above Indiana and the corporation's fourth graders. Even so, PLTW was implemented in the 2021-2022 school year to further improve Science education and overall achievement.

Academic Honors Diploma and Core 40: (High School only)

The MSD of Martinsville High School offers courses that allow all students to become eligible to earn an Academic Honors Diploma or to complete the Core 40 curriculum.

Action Plan

Three year timeline for implementation, review, and revision:

Reading/Language Arts Goal: Improve 5 Median/Mean points in NWEA from BOY to EOY.

Year 1-2019-2020

- Continue NWEA Assessments in grades K-4.
- Continue to inspect data to evaluate best practices in achieving student success.
- Continue providing professional development opportunities to help staff reach our student achievement goals.
- Continue the Orton-Gillingham training in order to train all K-2 teachers.

Year 2-2020-2021 *Interrupted by COVID-19 pandemic, continued in 2021-2022.

- Continue to inspect data to evaluate best practices in achieving student success.
- Continue providing professional development opportunities to help staff reach our student achievement goals.

Year 3-2022-2023

- Continue NWEA Assessments in grades K-4
- Continue to inspect data to evaluate best practices in achieving student success.
- Continue providing professional development opportunities to help staff reach our student achievement goals.
- Vertically align to allow for students to vertically switch during SUCCESS time to receive the appropriate Reading instruction.
- Fully integrate PLTW to support Science instruction.