

COLLEGE CORNER UNION SCHOOL

PL•221 SCHOOL IMPROVEMENT PLAN



2017-2018

Union County/College Corner Joint School District #7950
College Corner Union School #8213
2017-2018 School Improvement Plan

August 29, 2017

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College Corner Union School Mission Statement:

We are students, parents, faculty and community. We emphasize the need for accountability, a passion for learning, the importance of change and the power of education. We value individual potential, community participation, and high-academic standards. We prepare life-long learners and contributing members of society. We pursue excellence in education.

I. Waivers

College Corner Union School does not require any rules or statutes to be waived.

II. Curriculum Description

The CCUS curriculum is available for review in the College Corner Union School office and at the Union County College Corner Joint School District (UCCCJSD) central office. Our curriculum is based on the Indiana College and Career Readiness Standards. Curriculum maps are completed by each grade level.

The curriculum includes common formative and summative assessments, essential questions, big concepts, scientifically based instructional strategies and resources, the basis of which are found on Indiana's Learning Connection.

The reading curriculum is guided by the Indiana Reading Plan.

The appropriate delivery of the written curriculum in the classrooms is supervised by the principal at the building level.

III. Name and Description of Assessments

At CCUS, formative assessments drive instruction. The formal assessment instrument used at College Corner Union School is the annual achievement testing through the ISTEP assessment in Grades 3-5. In Grade 3, all students take the I-READ assessment. In addition to annual assessments, CCUS also uses the following benchmark assessments:

- Kindergarten
 - DIBELS Word Use Fluency, M-Class, oral language assessments, and criterion based letter/sound assessments to monitor progress in early literacy
- First Grade
 - DIBELS Word Use Fluency, M-Class, phonics and criterion based reading assessments to monitor progress in early literacy
- Second Grade
 - DIBELS WCPM, M-Class, Reading and Math to monitor progress
- Third through Fifth Grade
 - DIBELS WCPM and NWEA Reading and Math Assessments to monitor progress

In addition to the above listed instruments, we use common formative assessments at each grade level and Six Plus One Writing Traits writing prompts in grades K-5. Students in Grades 1-5 also complete Quarterly Math Facts Assessments to guide instruction. Grade level teams use the information to ensure continuity of expectations and to guide instruction. Both written and performance standards-based assessments in the content areas are created by the classroom teachers at the beginning of each cycle of instruction to guide classroom instruction.

At CCUS, staff members and the principal monitor student progress. Progress is clearly evidenced through the following:

- Staff members monitor data on a school wide database.
- Results of assessments and progress are presented to parents at conferences

IV. Instructional Strategies and Academic Standards

In each grade level, teachers will utilize the Indiana College and Career Readiness Standards for the State of Indiana.

Students will have 25 minutes of RtI time each day. Students in Grades K-5 who are identified as high ability in English/Language Arts will work in small groups and may read novels, be introduced to new vocabulary, have literacy discussions and complete projects. Students who are identified as high ability in Math will work in small groups during RtI time. These students will work on some grade level standards from the grade above math standards.

Students will have RtI time in the classroom. Students will be working with their teachers in small groups to reinforce student learning. During this time, students who qualify for Title I will be pulled out for Tier 2 intervention. During this time, the Title I teacher and tutors will focus on specific targeted skills from data-driven instruction. The K-2 program includes Leveled Literacy Intervention and the Reading Roots Program. Grades 3-5 the students will be using Fountas & Pinnell leveled books and leveled readers from Reading Series, *Wonders*.

V. Public Review Format

Sections IX and X of this School Improvement Plan will be submitted to the governing body of the Union County College Corner Joint District, known as the Union County/College Corner Joint School Board. These same sections will also be available upon submitted request to the College Corner Union School office to any interested party and placed on the school's website for public review.

VI. Parental Involvement

We believe that parents, students, and teachers working together are critical to increase student achievement. Parents participate in field trips, Grandparent's Night, Parent Teacher Conferences, Field Day activities, student arts programs, Penny Supper, CCUS Carnival, and holiday music programs. We are ever striving to increase parental involvement through the following:

- Attaining 100% participation in parent-teacher conferences each year by scheduling meetings on days before or after the designated day to accommodate parent work schedules, by doing phone conferences, or by making home visits when necessary.
- In addition to conferences, parents are encouraged to stay involved in school throughout the year by participating in parent information programs, visiting the classroom, and contacting the teachers through e-mails. Parents also stay involved using Class Dojo and with our school email list serv.
- Early contact with parents about Attendance policies and issues surrounding poor attendance.
- Through classroom or school newsletters, parents receive frequent ideas regarding learning, behavior, and specific content areas and learning about the College and

Career Readiness Standards.

- Our Read-at-Home program, asks for parent signatures, and is expected K-5. Students respond in writing to their reading in grades 2-5.
- A Home-School Partnership Agreement explaining the commitment of staff, parents, and students is signed by everyone involved.
- Parents and students together meet with the school Solutions Team to provide assistance in identifying and defining problems that interfere with learning and in working for solutions built on student strengths.
- Parents interact with our Family Support Specialist who may provide assistance in monitoring attendance, participate in Solutions Team meetings, make home visits, and meet with students and/or classes to solve identified issues.

VII. Secondary School Provisions

As College Corner Union School is an elementary building housing only students in Preschool-through fifth grade, there are no applicable secondary school provisions.

VIII. Provisions to Maintain a Safe and Disciplined Learning Environment

A. School Discipline

CCUS provides a disciplined learning environment through the following initiatives:

- The Kids of Character program is a mainstay in the development of the character of our students, by defining monthly focus on specific character traits, and rewarding a Character Trait winner for each grade level. This winner is then recognized at the monthly PTO meeting and given a certificate and a pin. Their picture also hangs on the "Kids of Character" Bulletin Board and their name read on the school announcements.
- Cultural education and tolerance will be taught via class council meetings and appropriate curriculum experiences.
- Students discuss character traits in their classrooms and explore how they can exhibit the traits. The purpose of the meeting is to send positive messages and afford students the opportunity to identify and resolve class issues.
- Bullying prevention has become a focus in the school with class discussions on what is bullying and how to report it.
- Our school uses family Solutions Team to address behavior issues. Our school's Social Worker provides special assistance including home visits for students in need.
- Our school Safety Officer meets with students and is highly visible in the school and community.
- Students and Staff practice the STAR Method before making decisions
 - S= Stop – before making a big decision
 - T= Think- think about this decision and is it a good one
 - A= Adjust- adjust your thinking to make the decision a responsible one
 - R= Respond- respond in a responsible, respectful and ready to learn way
- Students and staff also practice the 3 R's here at CCUS when coming to school:
 - Students work to:
 - Be Respectful
 - Be Responsible
 - Be Ready to Learn
 - All student decisions should be based around these three concepts.

B. School Safety

CCUS provides a safe learning environment through the following initiatives:

- A trained Crisis Prevention Team is in place.
- An Emergency Management Guide is located in each classroom. Each teacher signs a letter of responsibility in its use.
- Each floor is labeled by color in case of emergencies.
- All staff are trained on how to operate a fire extinguisher
- Emergency lock-down and evacuation procedures are in place and rehearsed through a semi-annual community-wide safety drill.
- A school entry system allows building access only by means of an activated key-card or electronic admission with cameras for visitors.

- On-demand video equipment monitors hallways, parking areas, and school playgrounds.
- College Corner Volunteer Fire Department instructs in fire safety and conducts and annual evaluation of the fire drill and safety procedures.
- School Safety Officer checks in with personnel and addresses safety issues in and around the school weekly.

VIII. Provisions for the Incorporation of Technology Initiatives

CCUS continues to utilize technology to support classroom instruction with the following initiatives in place:

- CCUS has approximately 70 computers in two labs and the classrooms, or one for every 4 students.
- CCUS has approximately 150 iPads in classrooms K-5.
- Every student has access to software programs in all content areas.
- All of our classrooms are equipped with data projectors.
- Smart Boards and data projectors are used in classrooms.
- Amplification systems are incorporated as needed in classroom instruction.
- UCCCJSD utilizes the One-Call system for parent and staff notification of school closures and events. CCUS also uses Class Dojo and Email ListServ to contact parents, in addition to email and telephone.
- Professional development through webinars, conference calls, and Skype occurs on an as-needed basis.
- The principal utilizes an iPad and laptop computer to gather and analyze instructional data and to conduct teacher evaluations.

IX. Analysis of Student Achievement Data

The table below shows the results of the 2017 Spring ISTEP+ tests. The ISTEP+ measures academic aptitude in Grades 3-5 and is the main indicator used by the State of Indiana to determine both School Grades and Adequate Yearly Progress (AYP). School Grades and AYP are the indicators used by the Indiana Department of Education to determine the progress of a particular school.

2017 Spring ISTEP+ Results

Total Number of Students	Pass +		Pass		Total Passing		Did Not Pass		Undetermined		Median Scale Score	Scale Score Obtained	
	N	%	N	%	N	%	N	%	N	%		Low	High

3rd Grade

English/Language Arts	40	6	15	17	43	23	58	16	40	1	3	441.0	363	531
Mathematics	40	3	8	9	23	12	30	27	68	1	3	399.0	309	501

4th Grade

English/Language Arts	36	7	19	20	56	27	75	8	22	1	3	488.0	395	583
Mathematics	36	8	22	14	39	22	61	13	36	1	3	467.0	389	544
Science	36	7	19	19	53	26	72	9	25	1	3	445.0	358	485

5th Grade

English/Language Arts	52	9	17	23	44	32	62	19	37	1	2	495.0	422	611
Mathematics	52	15	29	16	31	31	60	20	38	1	2	498.0	413	622
Social Studies	52	8	15	23	44	31	60	21	40	0	0	498.5	425	609

Proposed Learning Interventions and Measureable Outcomes

A. Math Goal

70% of students will attain at least a 90% or better on a Quarterly Math Facts Assessment throughout the school year, in Grades 1-5. Kindergarten will focus on working with numbers.

Data:

Quarterly Math Facts Assessment

Timeline for Implementation and Monitoring:

Teachers will include activities in their planning weekly and record data quarterly to monitor progress as determined on quarterly assessments.

Persons Responsible:

Teachers

Instructional Paraprofessionals

Principal

Intervention 1:

- 5-10 minutes will be dedicated each day to working on math facts. Students will be using math facts in the classroom and/or at home.

Instructional Activities and Expectations

- Students will be working with math facts at some point during math instruction.
- Students can utilize math fact software to help practice their math facts.
- Teachers will report the results of a quarterly math facts assessment, based on Grade Level.
 - Kindergarten – Numbers Practice
 - 1st Grade- 0-10 Addition, 3 minutes; 0-10 Subtraction, 3 minutes; 0-20 addition, 5 minutes
 - 2nd Grade- 0-20 Addition, 3 minutes; 0-20 Subtraction, 3 minutes
 - 3rd Grade – 0-20 Mixed Add & Subtract, 3 minutes; Multiply to 144, 3 minutes
 - 4th Grade – Multiply to 144, 3 minutes; Divide to 144, 3 minutes
 - 5th Grade – Mix of Multiply & Divide to 144, 3 minutes
- The principal will monitor the progress of student math fact fluency by using the school wide database.

Results Indicator:

- Student growth on math fact fluency during quarterly assessments
- Student growth on MClass Math Assessments
- Student growth on NWEA Assessments
- Student growth on ISTEP Math Assessment
- Improvement of Math Grade

Intervention 2:

Teachers will provide math fact assessments throughout the quarter to progress monitor the students on math fact fluency.

Instructional Activities and Expectations:

- Teachers will align classroom assessments to best meet the needs of the students.
- Teachers will define test-taking skills to be targeted at each grade level and will practice those skills with students weekly.
- Teachers will provide weekly or bi-weekly progress monitored tests to measure student progress.

Results Indicator:

- Student growth on math fact fluency during quarterly assessments
- Student growth on MClass Math Assessments
- Student growth on NWEA Math Assessment
- Improvement of Math Grade

B. Language Goal

70% of Students will score a “3” or “4” on Item 6.2 - Writing: Conventions of Standard English on the ISTEP Test. (Even though Grades 3-5 are tested on ISTEP, all grades will work on writing conventions).

Data Used to Help Attain Goal:

mClass, NWEA, ISTEP+, classroom-writing assessments

Timeline for Implementation and Monitoring:

Teachers will monitor progress daily to modify instruction.

Persons Responsible:

All teachers
Principal
Instructional
Paraprofessionals

Intervention 1:

Teachers will complete writing assessments three times a year and report the data to the principal on the school wide database.

Instructional Activities and Expectations:

- Teachers will work on daily lessons of reviewing Standard English.
- As a class, the teacher will model how to write an exemplary response of a score of 4 for the ISTEP+ test.
- Teacher will utilize technological resources like Brain Pop to supplement the material for the lesson.
- Quarterly grade level staffing meetings with the special education teacher, principal, Title Teacher and Speech teacher will be used to increase awareness of student deficiencies.

- Spelling will be used as a school subject with weekly practice activities and assessments.

Results Indicator:

- Student growth on the writing assessments four times a year.
- Student growth on ISTEP+ writing assessment
- Student growth on in-class writing assignments
- Student growth on mClass ELA Testing

C. 70% of students in Grades 3-5 will pass the Math ISTEP+ Test.

Data Used to Help Attain Goals:

ISTEP+ scores, mClass scores, NWEA scores, classroom assessments, daily instruction

Timeline for Implementation and Monitoring:

Using past ISTEP+ scores, teachers will tailor instruction to increase student standardized test achievement.

Persons Responsible:

All teachers
Principal
Instructional Paraprofessionals

Intervention 1:

Teachers will progress monitor students throughout the school year to assess student progress in reading using a balanced literacy program.

Instructional Activities and Expectations:

- Continue to use NWEA Assessments to guide student achievement and progress monitor
- Continue to use mClass Assessments to guide student achievement and progress monitor
- Use of daily math facts to assist in student fact fluency.
- Small group math instruction
- Use of Daily Math Review

Results Indicator:

- Student growth on the ISTEP+ test
- Growth throughout the school year on NWEA Assessments
- Growth throughout the school year on mClass assessments
- Growth on quarterly math fact assessments

D. School attendance will be 97% or higher as calculated by the School Attendance Officer.

Data:

Daily, weekly, monthly and year-long attendance rates.

Timeline for Implementation and Monitoring:

During the school year.

Person Responsible:

School Attendance Officer
Principal
School Social Worker
Classroom Teacher
Parents
Students

Intervention 1:

The school attendance officer, principal, social worker and classroom teacher, parent and student will monitor student attendance daily, weekly, monthly and yearlong.

Instructional Activities and Expectations:

- Each month, there will be a drawing where one K-2 student and one 3-5 student will receive a prize if they had perfect attendance and no tardies for the entire calendar month.
- A bulletin board will be posted for all classes to show the attendance percentage each calendar month.
- Students with year long perfect attendance will receive an award at the end of the year.
- The principal, school attendance officer, social worker, parents and students will work together to increase student achievement through meetings, home visits, email and telephone communication.

Results Indicator:

- Increased student attendance throughout the school year.
- Number of absences and tardies will decline
- Student academic achievement will increase

X. Professional Development

- Professional development for teachers is ongoing, with monthly Wednesday after-school meetings. Professional growth activities enhance teachers' expertise within and across content areas and focus on students' problem solving, critical thinking skills, and self-directed capabilities.
- Quarterly staffing meetings with the principal, social worker, speech and language pathologist, Title I Reading teacher, special education teacher and grade levels teachers will be utilized to monitor student achievement and behavior.
- Meetings are guided by the needs of students as defined by qualitative and quantitative data.
- Teachers and tutors are highly qualified and continue to work toward professional goals.
- Teachers discuss and use research proven approaches in their direct instruction and learning centers. Individual teachers can take the lead in training other teachers.
- The Title One literacy coach and principal provide support and feedback in using appropriate research-based instructional strategies and keep teachers informed about changes required by the department of education and department of assessment.
- Corporation-wide professional development is on-going in such areas as literacy, math, technology, curriculum planning, safety, etc.

C. Professional Development Goals:

- To develop and implement grade level teams that will analyze student work
- To increase teacher and student use of higher level questioning, thinking and understanding
- To improve planning and executing rigorous, differentiated learning experiences
- To become more knowledgeable about Indiana's new Science Standards.

Professional Activities and Expectations

- Teachers will analyze student work collaboratively.
- Teachers will write and use high level questions in lesson planning and teaching.
- Teachers will meet regularly in grade level teams to modify instruction to increase rigor and meet the demands of Indiana's College and Career Readiness standards.
- Teachers will attend classes, seminars, workshops to improve math and literacy instruction.

XI. Professional Development/Exclusive Representative Support Assurance

As required by the Indiana Department of Education, the IDOE School Improvement and Professional Development Building Level Assurance form is on file in the College Corner Union School Office.

- The Title One literacy teacher and principal provide support and feedback in using appropriate research-based instructional strategies and keep teachers informed about changes required by the department of education and department of assessment.
- Corporation-wide professional development is on-going in such areas as literacy, math, technology, curriculum planning, safety, etc.
- Teachers receive professional development in the school and outside professional development. Teachers will participate in professional development offered during the school year and during the summer. This year, we will focus on how to support our special education students while in the general education setting and in the special education room. We are also focusing on strategies to help our students labeled with autism and provide them with resources in and out of the general education setting.

D. Professional Development Goals:

- To develop and implement grade level teams that will analyze student work
- To increase teacher and student use of higher level questioning, thinking and understanding
- To improve planning and executing rigorous, differentiated learning experiences
- To become knowledgeable about Indiana's new College and Career Readiness Standards

Professional Activities and Expectations

- Teachers will analyze student work collaboratively.
- Teachers will write and use high-level questions in lesson planning and teaching.
- Teachers will meet regularly in grade level teams to modify instruction to increase rigor and meet the demands of Indiana's College and Career Readiness standards.
- Teachers will attend classes, seminars, workshops to improve math and literacy instruction.

XII. Professional Development/Exclusive Representative Support Assurance

As required by the Indiana Department of Education, the IDOE School Improvement and Professional Development Building Level Assurance form is on file in the College Corner Union School Office.

PL 221 School Improvement Committee

Mr. Ryan Simmons	Principal
Mrs. Tricia Wolber	Title I Reading Teacher
Mrs. Christine Volz	Teacher
Ms. Lori Tice	School Social Worker
Mrs. Tanda Bryson	Teacher
Mrs. Tina Burdine	Teacher
Mrs. Heather Hardin	Teacher
Mrs. Ashley Rutherford	Parent
Mrs. Katie Welty	Parent
Mrs. Sandy Johnson	Community Member

Committee Responsible for this Plan:

Name	Group You Are Representing	Signature	Date
Ryan Simmons	Principal	<i>Ryan Simmons</i>	8/29/17
Tricia Wolber	Title I Reading Teacher	<i>Tricia Wolber</i>	8/31/17
Christine Volz	Teacher	<i>Christine Volz</i>	8/31/17
Lori Tice	School Social Worker	<i>Lori Tice, ISW</i>	8/31/17
Tanda Bryson	Teacher	<i>Tanda Bryson</i>	8/31/17
Tina Burdine	Teacher	<i>Tina Burdine</i>	8/31/17
Heather Hardin	Teacher	<i>Heather Hardin</i>	8/29/17
Ashley Rutherford	Parent	<i>Ashley Rutherford</i>	8.29
Katie Welty	Parent	<i>Katie Welty</i>	8/29/17
Sandy Johnson	Community Member	<i>Sandra Johnson</i>	8/31/17