College Corner Union Elementary

School Improvement Plan

2020-2021

Union County/College Corner Joint School District #7950
College Corner Union School #8213
2020-2021 School Improvement Plan

August 2020

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College Corner Union School Mission Statement:

As an educational community we strive to provide a safe and supportive environment to engage lifelong learners. Together, as LEADers, we encourage and accept each other. We are driven to do what is best for kids.

MOTTO

Learn
Accept
Encourage
Driven

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 the Indiana Department of Education website.

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 ILEARN assessment in Grades 3-5. In Grade 3, all students take the IREAD assessment. In addition to annual assessments, CCUS also uses the following benchmark assessments:
- Kindergarten
  o DIBELS, NWEA phonics and criterion based reading assessments to monitor progress in early literacy
- First Grade
  o DIBELS, NWEA phonics and criterion based reading assessments to monitor progress in early literacy
- Second Grade
  o NWEA phonics and criterion based reading assessments to monitor progress in early literacy
- Third through Fifth Grade

o   IREAD-2 (Grade 3-targeted), NWEA Reading and Math Assessments to monitor progress, Fountas and Pinnell

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*. Grades 1-5 also use IXL in math and language arts as part of intervention and supplemental instruction.

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, Grandparents' Night, Parent Teacher Conferences, Field Day activities, Penny Supper, CCUS Carnival, monthly pep rallies, and holiday music programs. We are ever striving to increase parental involvement though the following:

- Attempting 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, communicating via Class Dojo, 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 emails. Parents also stay involved using Class Dojo, Instagram, Facebook, Twitter, and with Powerschool.
- 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 encouraged 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 meet with the school Solutions Team to provide assistance in identifying and defining attendance problems that interfere with learning.
- Parents interact with our school Social Worker 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.
- A student is selected each day as the Good News Call of the Day for exhibiting exemplary student behavior. The parent is contacted by the principal or designee and a photo is shared via social media.

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 classroom. This winner is then recognized at the monthly school wide pep rally and receives a certificate and prize.
- 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 regular Staffing meetings to address behavior issues. Staffing includes the school social worker, school secretary, mental health provider, school psychologist, special education teachers, Title teacher, classroom teachers, and principal.
- We utilize a school "Shoutout Box" to encourage students and staff to give positive encouragement to students and/or staff who are doing great things at CCUS. Any students and staff who receive a "shoutout" are announced via the intercom system daily.
- CCUS has developed a "Turnaround Room" to help meet the needs of social emotional learning. The "Turnaround Room" will serve to support students in learning skills to keep them in the classroom as much as possible with little to no disruption to the learning environment.
- At CCUS all students and staff practice the following motto in all we do:
  o Learn
  o Encourage
  o Accept
  o Driven

   B. **School Safety**

CCUS provides a safe learning environment through the following initiatives:
- A trained Crisis Prevention Team is in place and meets at least once a school year to review protocol.
- An Emergency Management Guide is located in each classroom. Each teacher signs an agreement to ensure its use.
- Each floor is labeled by color in case of emergencies. Room numbers are visible in windows from the outside of the building.
- All staff are trained on how to operate a fire extinguisher, using Stop the Bleed kits, and suicide prevention.
- Emergency lockdown and evacuation procedures are in place and rehearsed per Indiana Code.

- A school entry vestibule allows building access only by means of an activated key-card or electronic admission via phone system with cameras for visitors.
- On-demand video equipment monitors hallways, parking areas, and the Indiana school playground.
- College Corner Volunteer Fire Department instructs in fire safety and conducts an annual evaluation of the fire drill and safety procedures.
- The 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 is fully 1 to 1 devices with laptops or chromebooks for each student in grades K-5.
- CCUS has approximately 40 computers in a computer lab and the classrooms.
- CCUS has approximately 50 iPads in classrooms K-2 and each staff member has an iPad.
- All teachers have Chromebooks.
- 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 and magnification systems are incorporated as needed in classroom instruction.
- UCCCJSD utilizes the Swift K-12 (PowerSchool) system for parent and staff notification of school closures and events. CCUS also uses Class Dojo to contact parents, in addition to email and telephone.
- UCCCJSD has developed a district-wide technology committee to address the technology needs of the district including implementation of programs and/or software.
- Professional development through webinars, conference calls, and Google Meet/Zoom meetings occur on an as-needed basis.
- The principal utilizes an iPad and laptop computer to gather and analyze instructional data and to conduct teacher evaluations.
- Regular use of social media platforms to celebrate staff and students as well as communication.

IX.   **Analysis of Student Achievement Data**

The table below shows the results of the 2019 ILEARN. The ILEARN test 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.

Overall Performance on the ILEARN test, by Subject, Grade: College Corner Union Elem School, Spring 2019

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	38	45%
Grade 4	36	69%
Grade 5	38	47%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	38	37%
Grade 4	36	69%
Grade 5	38	39%

Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	36	64%

Social Studies

Grade	Number of Students Tested	Percent Proficient
Grade 5	38	47%

<div align="center">**Proposed Learning Interventions and Measurable Outcomes**</div>

A.   **Math Goal**

70% of students will attain at least a 90% on a Quarterly Math Facts Assessment throughout the school year, in Grades 1-5. Kindergarten will focus on working with number sense and specifically number identification and subitizing.

<u>**Data:**</u>
Quarterly Math Facts Assessment
Kindergarten progress monitoring

<u>**Timeline for Implementation and Monitoring:**</u>
Teachers will include activities in their planning weekly and record data quarterly to monitor progress as determined on quarterly assessments.

<u>**Persons Responsible:**</u>
Teachers
Instructional Paraprofessionals
Principal

<u>**Intervention 1:**</u>
- **5-10 minutes will be dedicated each day to working on math facts skills. Students will be using math facts in the classroom and at home. Kindergarten will use dot charts and visuals to aid in subitizing.**

<u>**Instructional Activities and Expectations**</u>
- Students will be working with math facts at some point during daily math instruction.
- Students can utilize math fact software to help practice their math facts including IXL or other technology based software.
- Teachers will report the results of a quarterly math facts assessment, based on Grade Level.
   - o Kindergarten – Numbers Practice
   - o 1st Grade- 0-10 Addition, 3 minutes; 0-10 Subtraction, 3 minutes; 0-20 addition, 5 minutes
   - o 2nd Grade- 0-20 Addition, 3 minutes; 0-20 Subtraction, 3 minutes
   - o 3rd Grade – 0-20 Mixed Add & Subtract, 3 minutes; Multiply to 144, 3 minutes
   - o 4th Grade – Multiply to 144, 3 minutes; Divide to 144, 3 minutes
   - o 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.

<u>**Results Indicator:**</u>
- Student growth on math fact fluency during quarterly assessments
- Student growth on NWEA Assessments
- Student growth on ILEARN Math Assessment

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 NWEA Math Assessment
- Improvement of Math Grade

B. **English/Language Arts Goal**
60% of Students will score a "3" or higher on the quarterly Six Plus One Writing Traits reading passage response. This reading response will utilize level 3 or 4 depth of knowledge.

Data Used to Help Attain Goal:
ILEARN, classroom-writing assessments

Timeline for Implementation and Monitoring:
Teachers will monitor progress daily to modify instruction.

Persons Responsible:
All teachers
Principal
Instructional Paraprofessionals

Intervention:
Teachers will complete writing assessments three times a year and report the data to the principal on the school wide database. Reading passage responses will be discussed in PLC's and approved prior to being given to students.

Instructional Activities and Expectations:
- Teachers will work on daily lessons of level 3 and 4 depth of knowledge questioning.
- Teachers will utilize technological resources like Brain Pop to supplement the material for the lesson.
- Regular staffing meetings occur to assist with academics. Staffing includes the school social worker, school secretary, mental health provider, school psychologist, special education teachers, Title teacher, classroom teachers, and principal.

Results Indicator:
- Student growth on the writing assessments four times a year.
- Student growth on in-class writing assignments**.**

C. Students will be monitored for growth in SEL initiatives.

Data Used to Help Attain Goals:
Behavior Referrals, Turnaround room referrals

Timeline for Implementation and Monitoring:
Quarterly

Persons Responsible:
All teachers
Principal
Instructional Paraprofessionals
Social Worker

Intervention:
Teachers will implement at least two SEL initiatives based on the 7 SEL competencies as defined by the IDOE.
      PreK-2 SEL Competency Bands
      Grades 3-5 SEL Competency Bands

Instructional Activities and Expectations:
- Teachers will implement morning meeting times to address the SEL competencies in the whole class setting
- Teachers will implement activities from the prescribed curriculum from the IDOE through their Social, Emotional, and Behavioral Wellness website.

Results Indicator:
- Minimize and decrease behavior referrals throughout the year for behavior and turnaround room.
- Increase awareness of SEL through the use of Dojo positive points as a correlation to positive behavior.

D. School attendance will be 97% or higher as calculated by the principal or designee.

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

Timeline for Implementation and Monitoring:
During the school year.

Person(s) Responsible:
Principal
School Social Worker
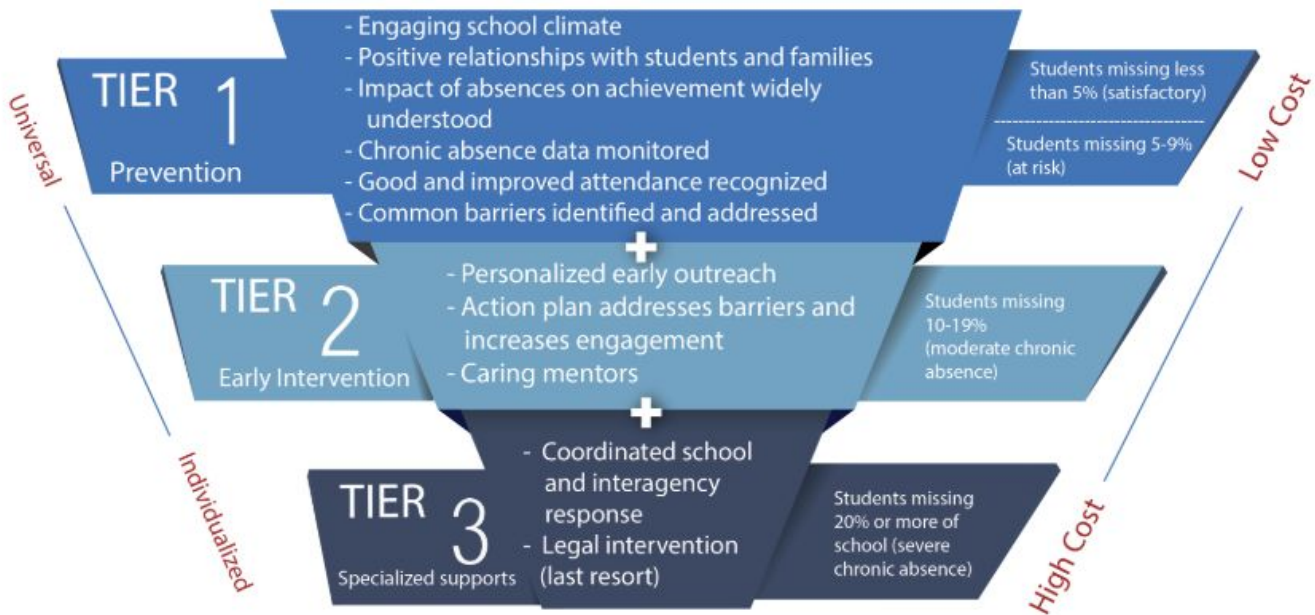Classroom Teacher
Parents
Students

Intervention 1:
The 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 classroom will receive a prize for the highest overall attendance percentage. This will be announced monthly at our school wide pep rally.
- Students with yearlong perfect attendance will receive an award at the end of the year.
- The principal, social worker, parents and students will work together to increase student

TIER 1 Prevention — Universal — Low Cost
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Students missing less than 5% (satisfactory)
Students missing 5-9% (at risk)

TIER 2 Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

Students missing 10-19% (moderate chronic absence)

TIER 3 Specialized supports — Individualized — High Cost
- Coordinated school and interagency response
- Legal intervention (last resort)

Students missing 20% or more of school (severe chronic absence)

achievement through meetings, home visits, email and telephone communication.
- Implement a 3 tiered approach to address chronic absenteeism throughout the school. Monitoring will occur at the school level through the Solutions team and also through the district Attendance Committee.

Results Indicator:
- Increased student attendance throughout the school year.
- Number of absences and tardies will decline

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.
- We have regular staffing meetings at CCUS. Staffing includes the school social worker, school secretary, mental health provider, school psychologist, special education teachers, Title teacher, classroom teachers, and principal.
- All 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 independently, as grade levels, and as professional learning communities.
- 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.

A. **Professional Development Goals:**
- To continue to develop PLC's (Professional Learning Communities) within the school.
- Research proven strategies to help with math computation and specifically math facts instruction.
- Research proves strategies as they relate to summarizing and inferencing within our ELA instruction.
- Study and plan Social and Emotional Learning (SEL) competency implementation within our classrooms.
- To increase teacher and student use of higher level questioning, thinking and understanding.
- To improve planning and executing rigorous, differentiated learning experience.
- To become more knowledgeable about I.C. 20-30-5-14 that says schools need to include employability skills into their curriculum. The State Board of Education recently approved K-12 employability skills 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.

B. **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.

School Improvement Committee

Mr. Andy Brown	Principal
Mrs. Kristina Coveney	Title I Reading Teacher
Miss Cierra Blakely	School Social Worker
Mrs. Tanda Bryson	Teacher
Mrs. Tina Burdine	Teacher
Mrs. Heather Hardin	Teacher
Mrs. Heather Ball	Teacher
Mrs. Ashley Rutherford	Parent
Mrs. Katie Welty	Parent
Mrs. Sandy Johnson	Community Member