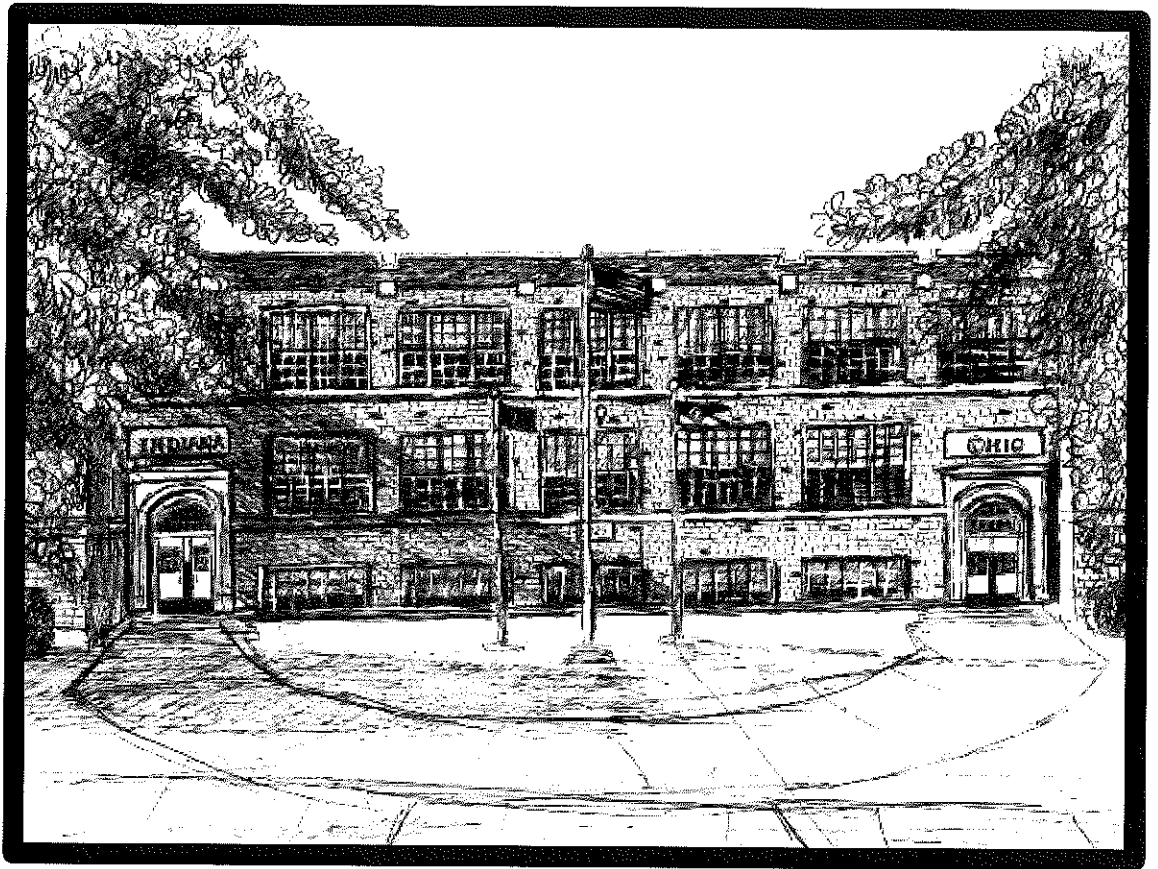


COLLEGE CORNER UNION SCHOOL

PL•221 SCHOOL IMPROVEMENT PLAN



2016-2017

Union County/College Corner Joint School District #7950
College Corner Union School #8213
206-2017 School Improvement Plan

September 13, 2016

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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 quarterly progress in early literacy
- First Grade
 - DIBELS Word Use Fluency, M-Class, phonics and criterion based reading assessments to monitor quarterly progress in early literacy
 - STAR Reading and Math Assessments
- Second Grade
 - DIBELS WCPM, M-Class, STAR reading and math assessments to monitor quarterly progress
- Third through Fifth Grade
 - DIBELS WCPM and STAR reading and math assessments

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. 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 though the following:

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

IV. 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.

V. 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, and musicals. 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.

VI. 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.

VII. 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 Family Support Specialist 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.

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.
- 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 90 computers in two labs and the classrooms, or one for every 3 students.
- CCUS has approximately 140 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 2016 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.

2016 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	%	N	%		Low	High

3rd Grade

English/Language Arts	35	6	17	21	60	27	77	8	23	0	0	458.54	367	546
Mathematics	35	8	23	12	34	20	57	13	37	2	6	444.90	379	525

4th Grade

English/Language Arts	47	8	17	29	62	37	79	10	21	0	0	492.06	402	596
Mathematics	47	10	21	25	53	35	74	12	26	0	0	476.06	420	615
Science	47	10	21	25	63	35	74	12	26	0	0	435.26	322	517

5th Grade

English/Language Arts	53	8	15	31	58	39	74	14	26	0	0	507.83	399	574
Mathematics	53	12	23	33	62	45	85	8	15	0	0	513.44	430	623
Social Studies	53	12	23	29	55	41	77	12	23	0	0	515.12	413	624

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 STAR Math 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 STAR Math Assessments
- Student growth on ISTEP 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, STAR, 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 three times a year.
- Student growth on ISTEP+ writing assessment
- Student growth on in-class writing assignments
- Student growth on STAR ELA Star Testing

C. 75% of students in Grades 3-5 will pass the English/Language Arts ISTEP+.

Data Used to Help Attain Goals:

ISTEP+ scores, mClass scores, STAR 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 STAR Assessments to guide student achievement and progress monitor
- Continue to use mClass Assessments to guide student achievement and progress monitor
- Use of comprehension strategies in daily lessons to increase student understanding
- Use of reading conferences of student and teacher
- Use of read aloud books
- Guiding students to choose "Just-Right" books

Results Indicator:

- Student growth on the ISTEP+ test
- Growth throughout the school year on STAR Assessments
- Growth throughout the school year on mClass 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 yearlong 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.

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
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Professional Activities and Expectations

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PL 221 School Improvement Committee

Mr. Ryan Simmons	Principal
Mrs. Tricia Wolber	Title I Reading Teacher
Mrs. Colleen Brunner	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	Ryan Simmons	9/14/16
Tricia Wolber	Title I Reading Teacher	Tricia Wolber	9/15/16
Colleen Brunner	Teacher	Colleen Brunner	9/27/16
Lori Tice	School Social Worker	Lori Tice	9-28-16
Tanda Bryson	Teacher	Tanda Bryson	9/28/16
Tina Burdine	Teacher	Tina Burdine	9/21/16
Heather Hardin	Teacher	Heather Hardin	9/15/16
Ashley Rutherford	Parent	Ashley Rutherford	9-15-16
Katie Welty	Parent	Katie M. Welty	9/15/16
Sandy Johnson	Community Member	Sandy Johnson	9-16-16