

Jac-Cen-Del
Elementary School

PL221 Yearly
Progress Report
2013-16

Jac-Cen-Del Elementary School
School Improvement Plan Prepared
In Compliance with Indiana Public Law 221

The school improvement plan is submitted on behalf of the Jac-Cen-Del Elementary School. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education. It covers a three-year period starting in 2013-14 school year. It has always been the goal of those at Jac-Cen-Del Elementary School to provide for continuous improvement in student achievement. This plan is a statement to the community as to how Jac-Cen-Del school community plan to fulfill the commitment in the coming years.

Jac-Cen-Del Elementary School
(K-6)
4544 N. U.S. 421
Osgood, IN 47037
Travis Rohrig, Principal
trohrig@jaccendel.k12.in.us
Phone: 812-689-4144
Fax: 812-689-7423

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1. Introduction

A. Narrative Description of the School, Community, and Educational Program

Demographics

The Jac-Cen-Del School Corporation is a small rural system in Southeastern Indiana with a middle to low socioeconomic background. The community includes three agriculturally-based communities: Napoleon (Jackson Township JAC), Osgood (Center Township CEN), and Delaware (Delaware Township DEL). According to the Ripley County Chamber of Commerce, Osgood, the largest has an approximate population of 1700, while Napoleon's population is 250, and Delaware being the smallest community. Education beyond high school is limited in our region of the state.

Jac-Cen-Del Elementary School is located in Center Township, in the town of Osgood, which is central Ripley County. The school district consists of single-family homes, and some apartment housing, as well as some industry, and small businesses, but mostly farmland. The school opened in the 1990-91 school year. The building is built as a four section school to accommodate up to 600 students, but traditionally the school has had three sections of primary and three sections of intermediate classes at each grade level. With the support of the state and school system, the school began serving kindergarten students all day, every day during the 2006-07 school year.

Three special education handicap classes serve students of various ages between three and thirteen with emotional, mildly mental and learning disabilities. Special education services are coordinated with a special education center called ROD, which serves three counties: Ripley, Ohio and Dearborn. Cooperative classes are shared with other school districts in this area. A speech therapist works with students of all ages and levels. A Title I program assists students needing help in Reading and Mathematics. Students are taught in art, physical education and music classes by certified teachers. Student attendance and behavior is monitored by the child advocate along with the building administrators. Staff members work closely with the following agencies: Ripley County Probation, Family and Children Services, Ripley County Family Services, Law Enforcement Agencies, Ripley County Extension Service, Jac-Cen-Del Ministerial Association, Community Mental Health, Ripley County Health Department, Women, Infant and Children Services, Step Ahead, and Independent Therapists.

Jac-Cen-Del Elementary School has a full time principal responsible for Special Education, Title 1 curriculum, instruction, discipline, and building maintenance duties.

B. Curriculum Description and Location

Curriculum writing has been an ongoing process since the inception of the school in 1990. Committees of teachers have developed curriculum guides in Reading/Language Arts, Math, Social Studies, Science, Physical Education, Art and Music. The curriculum is aligned with state standards. These guides will be available electronically in the office and library. This curriculum began transitioning during the 2014 school year to accommodate the College and Career

Readiness standards. Teachers have been working with colleagues to design curriculum maps to integrate into their teaching for the 2015-2016 school year.

C. Titles and Descriptions of Assessment Instruments used in addition to ISTEP+

Students are tested with ISTEP+ in the spring of the school year in grades 3-6. In addition, students in grades K-6 were given STAR Math and STAR reading assessments to monitor progress. Students in grades k-2 have taken mClass assessments since the 2013-2014 school year. We use Acuity and ISTEP+ for grades 3-6 to track student progress. These assessments are used to determine intensive and strategic students that need additional assistance. Starting in the 2013-2014 school year IREAD-3 was given to students in grade three.

In addition to Acuity and ISTEP; classroom teachers have access to several other assessments including Star Literacy, classroom generated assessments and textbook designed assessments. Teachers also have access to STAR Reading and STAR Math to help identify student ability levels. This in conjunction with Accelerated Reading and Accelerated Math are a supplemental component to the basic instruction. However, we do believe that additional writing practice is necessary to meet the applications requirements of ISTEP+.

2. Statement of Mission, Vision and Beliefs

Mission:

Jac-Cen-Del Elementary staff desires to instill in our students the knowledge and values necessary to allow them to develop into effective lifetime learners. We will base our programs upon methods that will provide our students with the opportunities to acquire, to their highest potential, skills, habits, and character traits that will prepare them to become caring, productive members of an ever-changing world. Our school will provide the necessary knowledge base through a home/school/ community partnership to allow these opportunities to become a reality.

Vision: Children are our future. We are dedicated to their success.

The vision of Jac-Cen-Del Elementary School staff and students is that students will become lifelong learners through teacher modeling and relationships built with them and instruction. Our school will develop in our students the cognitive and interpersonal skills required to pursue further education, training, or employment. Staff will believe that all students can learn, though perhaps in different ways and at different rates.

Beliefs

We believe that as teachers:

- My students must know that I care about them first and their learning second
- My lessons must be based on data and designed around their interests and needs
- Success is motivating
- Achievement and grades are not necessarily the same thing

We believe that all learners must become:

- Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information.
- Resourceful Thinkers who independently and creatively strive to solve complex problems through reflection, risk taking, and critical evaluation.
- Productive Workers who perform collaboratively and independently to create quality products and services that reflect personal pride and responsibility.
- Inspired Learners who are accountable for demonstrating, assessing, and directing their present and life-long intellectual growth.

3. Summary of Data

Below you will see the goals set forth for the three years from our annual Accountability Report Card. Actual scores are denoted in **RED**.

Indicator #1 Current Baseline: 84.8% Passing ELA State Assessment 2012 Report Card

By the end of the 2013 school year, 86.8 %or higher. **91.1%**

By the end of the 2014 school year, 87.8% or higher. **93.4%**

By the end of the 2015 school year, 88.8% or higher. **79.1%**

By the end of the 2016 school year, 82% or higher.

Indicator #2 Current Baseline: 10% of bottom 25% of ELA with High Growth on 2012 Report Card

By the end of the 2013 school year, 18% or higher. **37.9%**

By the end of the 2014 school year, 22% or higher. **50%**

By the end of the 2015 school year, 26% or higher. **44.4%**

By the end of the 2016 school year, 30% or higher.

Indicator #3 Current Baseline: 45.6% of total students showing Low Growth on ELA 2012 Report Card in ELA.

By the end of the 2013 school year, 35.6 %or lower. **28.4%**

By the end of the 2014 school year, 25.6% or lower. **32.6%**

By the end of the 2015 school year, 20.6% or lower. **37.9%**

By the end of the 2016 school year, 35 % or lower.

Indicator #4 Current Baseline: 84.8% Passing Mathematics State Assessment 2012 Report Card

By the end of the 2013 school year, 86.8 %or higher. **92.1%**

By the end of the 2014 school year, 87.8% or higher. **93.1%**
By the end of the 2015 school year, 88.8% or higher. **82.9%**
By the end of the 2016 school year, 84% or higher.

Indicator #5 Current Baseline: 8.7% of bottom 25% of Mathematics with High Growth on 2012 Report Card

By the end of the 2013 school year, 16.7% or higher. **53.3%**
By the end of the 2014 school year, 20.7% or higher. **42.6%**
By the end of the 2015 school year, 24.7% or higher. **51.1%**
By the end of the 2016 school year, 35% or higher.

Indicator #6 Current Baseline: 59.8% of total students showing Low Growth on ELA 2012 Report Card in Mathematics.

By the end of the 2013 school year, 48.8 %or lower. **33.9%**
By the end of the 2014 school year, 40.8% or lower. **26.2%**
By the end of the 2015 school year, 34.8% or lower. **21%**
By the end of the 2015 school year, 30% or lower.

Indicator #7 Current Baseline: 96.9% Attendance Rate for the 2012 School Year.

By the end of the 2013 school year, 96.8% or higher. **96.5%**
By the end of the 2014 school year, 97.0% or higher. **97.3%**
By the end of the 2015 school year, 97.2% or higher. **96.7%**
By the end of the 2016 school year, 97.2% or higher.

4. Conclusions

a. Parental Participation in the School

Several activities or events are planned on an regular basis that help promote and invite parent participation. PTO is active in the school promoting parent involvement and school improvement. Examples of activities: Academic Showcase, PTO meetings and activities, Art Show, Music Programs, Family Learning Nights, Authors Tea, Field Trips, Boy and Girl Scouts, Girls on the Run, Good News Club, Volunteers, and Special Programs.

b. Technology as a Learning Tool

There is a district technology plan in place that has included a major effort in staff development. There is a corporation technology director who provides technical assistance and staff development and a technology aide at the JCD Elementary who assists teachers and students in the school. There are three fully equipped computer labs which serves every classroom on an as needed basis. Each classroom has 3-5 computers for use. Teachers are required to monitor technology standards and report to the administrator the completion of standards. We are in the process of undergoing the 1:1 initiative including iPads

to all students. Students in grades 3-6 have a full size iPad and they are permitted to take their iPad home. Students in grades K-2 have iPad mini devices and they are not permitted to take them home. We have installed wireless internet campus wide to allow for internet access on devices. All staff members will receive an iPad for instructional use. We have also installed Apple TV in each classroom for displaying the iPad screen. This year we have contracted with Five Star Technologies to provide professional development for implementing technology in the classrooms.

c. Safe and Disciplined Learning Environment

JCD schools have adopted an Emergency Preparedness and Crisis Intervention Plan to help assure a safe school environment. JCD Elementary School also has a school safety committee including a School Resource Officer. This committee is designed to assist the principal in case of emergency. They also work together to provide programs that encourage school safety including the topic of Bullying. All doors except the front entrance are to be locked during school hours. Visitors are required to stop at the office and request permission to enter the building. They will be issued visitor badges before allowing them to enter the building. Administrators carry two way radios to keep constant contact with the office and central office. Telephones are in each classroom to allow contact and communication with the outside. The teachers keep all of their doors locked during school hours. The exterior doors to the building are also locked once the tardy bell has rung for the day. Parents picking students up from school must sign the students out if they are picking the students up from inside the school building.

d. Conclusions about Student Achievement

JCDE has been very successful in the past two years. We have seen gains in pass rates and growth rates on ISTEP+. We have been working diligently to continue this success in the future. The cohort spreadsheets below show the gains made over the last eight years.

1	Math	Grade				
2	School Year	3	4	5	6	
3	2007	62.3	60	65.9	81.4	
4	2008	68.5	76.9	77.8	74.7	
5	2009	69.3	76.6	72.3	68.4	
6	2010	84.5	73.5	81	70.3	
7	2011	89.7	77.3	86.2	79.2	
8	2012	92.2	81	80.6	81.3	
9	2013	91.9	91.3	92.3	78.3	
10	2014	89.65	95.16	97.05	88.1	

1	ELA	Grade			
2	School Year	3	4	5	6
3	2007	85.5	68.6	70.7	82.6
4	2008	79.5	84.6	76.2	74.7
5	2009	74.7	82.8	61.5	70.9
6	2010	85.9	83.8	75.9	82.8
7	2011	94.1	89.4	83.6	83
8	2012	95.3	88.7	74.6	81.5
9	2013	90.3	92.6	93.8	78.3
10	2014	96.55	95.16	92.64	91.3

e. Information About How the School’s Curriculum Supports the Achievement of CCRS

JCDE has been very diligent in preparing curriculum and lessons for the students that address the CCRS. Teachers spent numerous hours at seminars and workshops to learn as much as they could about the new CCRS standards. After attending these workshops teachers began to prioritize standards and implement them in their teaching. Teachers put the new CCRS into curriculum maps during team meetings. These curriculum maps have identified the benchmarks and pace needed to cover all CCRS standards. Teachers in grades K-2 also identified their own standards as Critical, Important, and Additional.

f. Instructional Strategies for CCRS

Teachers have been using technology as a tool to help provide instruction for the new CCRS. Teachers have been able to track the standards that have been taught and assessed. Each month the teachers analyze their data from the monthly STAR assessments. Teachers also analyze Acuity for grades 3-6 students. Teachers design lessons that address all standards. Since we do not have the results for the 2014-2015 ISTEP+ assessment we cannot see how effective our strategies were this school year.

5. Student Achievement Objectives/Goals

Goal: Jac-Cen-Del Elementary School will create work that students find engaging and challenging. This work will be based on the Indiana Academic College and Career Readiness Standards.

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By the end of the 2013 school year, 96.8% or higher. **96.5%**

By the end of the 2014 school year, 97.0% or higher. **97.3%**

By the end of the 2015 school year, 97.2% or higher. **96.7%**

By the end of the 2016 school year, 97.2% or higher.

6. Specific Areas Where Improvement is Needed Immediately

English Language Arts: Meaningful written response to text, providing evidence for statements.

Mathematics: Problem solving involving application of concepts in multi-step formatting.

7. Benchmarks for Progress

Teachers will meet monthly within grade levels. At this time the administrator will share data of the monthly STAR reports in Mathematics and English Language Arts. At the conclusion of the Acuity testing, student data will be made accessible to the teachers as well. Teachers will have access to all student historical data as well as current data through the use of Pivot software data warehousing.

8. Academic Honors Diploma and Core 40

Not Applicable for Jac-Cen-Del Elementary School.

9. Proposed Interventions

Teachers assess students monthly to assess student skills and knowledge on standards. Students will be divided into small groups to provide enrichment and remediation daily. These sessions will help the students work to improve their skills. Teachers can also use the STAR program and Acuity assessments to triangulate the data on identifying the areas of weakness. By spending additional time intervening on the identified standards students should be more successful on summative assessments.

10. Professional Development

Jac-Cen-Del Elementary School has consistently been meeting children at their need level. However, we have discovered that we have developed gaps in mastery of skills and content. Through work with the DOE, work with outside consulting agencies, and studying the 8 Step Process of Pat Davenport and Peggy Hinckley, JCD is prepared to accelerate learning for all students.

As a result of our Professional Development Plan, staff will:

- Monitor student success utilizing data analysis and technology
- Evaluate students based on skill mastery as well as accumulative grades
- Develop learning opportunities for students that meet higher order thinking skills as well as develop mastery of content

- Incorporate the community as specialized teachers implementing skills learned at school in everyday life
- Incorporate core subjects into other disciplines and subject areas
- Develop inquiry based activities to teach content
- Develop a model for tracking student content mastery and trends
- Develop professional learning communities (PLCs) of teachers to discuss ideas
- Create engaging work for students where powerful learning will occur

All staff members will be involved in professional development during professional development sessions. Continuous staff development will occur throughout the year in the following areas: Special Education inclusion training and new laws, Technology in-services, and Rigorous Instruction in-Services.

Continuous learning will occur via participation in:

- Professional development sessions
- Study groups based on reading of professional literature and articles.
- Grade-level planning sessions.
- Weekly Professional Development Meetings
- Technology training and webinars
- Data Meetings

Many members of the teaching staff (across grade levels) have agreed to meet *before* and *after* school this past school year and plan to continue this voluntary practice. Teacher preparation times will be grouped to allow for common grade level planning time. This will allow for PLCs to meet and discuss information pertinent to the grade level and plan. Staff Meetings are designed to provide collaborative professional development. Staff work together to utilize best practices of instruction, develop technology skills, and Teachers engage in conversations that are directly related to data and classroom instruction. Staff members are required to share gained knowledge from various professional development opportunities. Each month staff will meet to discuss student data. We will utilize all data programs accessible to us (STAR Enterprise, Acuity, mClass, ISTEP+, etc.) Teachers will be able to plan lessons that incorporate social skills that would address cultural needs in the school system. Students will get to experience their cultural surroundings by partnerships developed with the community.

11. Cultural Competency Component of School Plan

Students will become aware of the diverse cultural climate within our community. This will not only include race, but will focus on accepting differences: academically, socially and physically. Since we are almost totally a white community, we need to ensure our students understand diversity and its impact on our community and nation,

Jac-Cen-Del Elementary School has 41.6% poverty. Jac-Cen-Del is 96.8% white and 3.2% other.

<u>Activity*</u>	<u>Intended Audience (Stakeholders)</u>	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date)</u>	<u>Resources (People, materials, time)</u>		
Collaboration of Staff	All Staff	Activities Committee	JCDS Food Staff	Staff Mtgs	Resource Personnel/ Activities Committee		
Social classes	students	Child Advocate		Once a month meeting with classes			
Social Experiences	All grade levels	Child Advocate	Community Mental Health/ Local Police Officers	Selected convocations	Resource Personnel		

12. Statutes and Rules to be Waived

Jac-Cen-Del Elementary School is not requesting any waivers to statutes or rules.

13. Three Year Time Line

We are currently in the third year of our school improvement plan. Two years ago we implemented the Success Time remediation and enrichment one time a day for 30 minutes. There would be six groups per block of Success Time. We would alternate subject areas of English Language Arts and Mathematics every other day. Skills were targeted by using instructional resources in the Renaissance Learning program. Students showed outstanding growth in that school year.

In our second year of our timeline we had two sessions of Success Time throughout the school day. This allowed us to target new Indiana CCR standards. We would work in two thirty minute sessions to remediate skills based off of teacher created standard assessments, Acuity, and mClass assessments. Students were broken into four groups. At the current time we performed very well on the mClass end of year assessments for students. Achievements cannot be stated due to not having achievement results on ISTEP+.

This coming year, the last year in our timeline, we will be doing a hybrid of the two approaches. We will have two sessions of Success Time throughout the day and we will have the students separated into five groups. Students will be grouped off of a variety of assessments.

Each year we look at the results of our students and look for areas of improvement. We tweak our plan throughout the school year to make sure we are meeting the needs of the individual student as well as adapting to the current CCRS. Each year we revise the plan to seek continuous improvement.

I, Stacy Gray, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above-mentioned school.



Signature

Stacy Gray
Name (typed)

6/29/2015
Date

Committee responsible for this plan.

Name	Group you are representing:
Travis Rohrig	Principal, Chairperson
Tena Brown	Teacher
Mary Beth Hackman	Teacher/ Parent
Kristen McIntosh	Teacher
Chad Pindell	Teacher/ Parent
Kris Kappes	Teacher
Jacob Todd	Teacher
Lisa Wallpe	Teacher
Dee Budd	Teacher

