

SCHOOL IMPROVEMENT PLAN

Owensville Community School

South Gibson School Corporation

Revised April 2020

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# School Improvement Committee

Tasha Jourdan - Principal

Julie Hart - Elementary Teacher

Alisha Tichenor - Middle School Teacher

Sheri Powers - Elementary Teacher

Amanda Estep - Parent

## Improvement Process

To have and keep an ongoing school improvement process at Owensville Community School. The staff and I will be using a model based off the Effective Schools Process. In this research proven process, the school will look at seven areas that affect student achievement. These areas are:

1. High Expectations for Success
2. Frequent Monitoring of Student Achievement
3. Safe Orderly Environment
4. Home/School Relations
5. Opportunity to Learn/Time on Task
6. Clear and Focused Mission
7. Strong Instructional Leadership

In each of these areas, school personnel meet to review procedures and brainstorm ideas on how they can improve student achievement. The "Improvement Team" for implementation then considers these ideas.

# Mission Statement

## Owensville Community School Mission

The mission of Owensville Community School is for the entire staff, parents, and community to provide for all students an appropriate education by a variety of teaching activities, a challenging environment, and a usable set of values so that each may function in our society as a physically, mentally, and socially adjusted individual and may have a continual desire for learning throughout his/her lifetime.

# Curriculum

(All faculty have access to the local curriculum guides that are located in the principal's office.)

The curriculum at OCS continues to evolve by offering more challenging courses. Algebra and pre-algebra are a part of the eighth grade math curriculum and pre-algebra is a part of the seventh grade math curriculum. Eighth grade students are allowed to take other high school courses as approved by the administration. The curriculum in science, math and language arts are being realigned with college and career readiness standards and sequenced in the order to be taught per quarter. Teachers have identified core standards to be mastered at each grade level. Other subject areas will follow this process of selecting core/state standards and aligning the local curriculum and sequencing by quarter, on a rotating basis each year.

Second and fifth grade students are identified every year to receive high-ability services beginning in the third and middle school grades. The identified students participated in an in depth curriculum. Identified students will continue the high-ability services through differentiated instruction as they continue through each school year.

To help with remediation of the state standards/college and career readiness standards, OCS has implemented STAR 360 in grades K - 8. This program is set up to provide tutorial or enrichment time (built into the school day) for students who did or did not master the skills on the state standards/college and career readiness standards. This program applies to all students regardless of ethnic background, SES, gender or special needs. OCS also has an RTI process to address student needs at each grade level. The RTI team meets with the classroom teachers and parents to discuss interventions to be used in the classroom to improve achievement.

# Student Performance

**Goal 1:** Seventy-five percent of students in grades 3, 6, and 8 will demonstrate a pass or Pass+ mastery level on the ILearn Test in reading comprehension by the end of the 2020 school year.

<u>Measurements</u>	<u>Benchmark</u>
ILearn	Obtain 4% increase per year in reading comprehension for all students. This would be a 12% increase by 2020.
Grade Level Assessment	Number and percentage of students scoring at or above Pass or Pass+ mastery level.

The lowest score on reading comprehension from STAR 360 Benchmarks will determine grades K-8 identified areas of weakness. The teaching staff and principal believe that as comprehension scores improve so will test scores in science and social studies.

## Strategies:

1. Teachers and staff will use the STAR 360 programs. In this process students are given a benchmark assessment three to four times a year. From these assessments weak areas are identified for the grade level. Teachers then re-teach the identified skill for one to two weeks. Students will then be checked for mastery. This process is repeated for each identified skill.
2. The principal will build into the master schedule a thirty minute block of time for STAR 360 remediation.
3. Teachers will have an opportunity to participate in professional development programs with emphasis on multiple teaching methods; as funds permit.
4. Teachers will continue the use of Accelerated Reader.
5. Teachers and principals will have the opportunity to visit other schools to observe best practice or innovative programs; as funds permit.
6. Teachers will be provided time each semester for grade level and across grade level meetings to evaluate curriculum and time on tasks in the area of language arts; as funds permit.
7. Training will be provided for teachers regarding reading in the content areas; as funds permit.
8. Teachers in grades K - 5 will continue to use a 90 minute reading block.
9. Teachers will begin to develop and implement a standards checklist within their classrooms to ensure assessment and mastery of grade level standards.

**Goal 2:** Seventy-five percent of students in grades 3, 6, and 8 will demonstrate a Pass or Pass+ mastery level on the ILearn Test in number sense and computation by the end of the 2020 school year.

<u>Measurement</u>	<u>Benchmark</u>
ILearn	Obtain 4% increase each year for all students in number sense and computation by the end of 2020.
Grade Level Assessment	Number and percentage of students scoring a Pass or Pass+ mastery level

The lowest score on number sense and computation from STAR 360 Benchmarks will determine grades K - 8 identified areas of weakness.

Strategies:

1. Teachers and staff will use the STAR 360 programs. In this process students will be given a benchmark assessment three times a year. From these assessments weak areas are identified for the grade level. Teachers then re-teach the identified skill for one to two weeks. Student progress is then checked for mastery. This process is repeated for each identified skill.
2. The principal will build into the master schedule a thirty minute block of time for STAR 360 remediation for grades K - 8 and/or ALEKS for grades 6-8.
3. Teachers will have the opportunity to participate in professional development programs with an emphasis on multiple teaching methods; as funds permit.
4. Teachers will have the opportunity to visit a variety of programs to refresh current math methods or to adapt new ones; as funds permit.
5. Teachers and principals will have the opportunity to visit other schools to observe best practices or innovative programs; as funds permit.
6. Teachers will be provided time each semester for grade level and across grade level meetings to evaluate curriculum and time on tasks in the area of math; as funds permit.
7. Teachers will begin to develop and implement a standards checklist within their classrooms to ensure assessment and mastery of grade level standards.



## Student Assessments: Language Arts

<b>Grade</b>	<b>State</b>	<b>District</b>	<b>School and Classroom</b>
K	None	STAR Early Literacy Benchmarks	Baseline Assessment, STAR Early Literacy Assessment, End of Story weekly written and oral skill assessment, End of Unit Benchmark Assessment (every 6 weeks), 4 week midterm/9 week report card, Daily Teacher Observation
1	None	STAR Early Literacy STAR Reading	Weekly Tests, Vocab, Sight Word Comprehension, Oral reading fluency, Grammar Test, End of Unit Tests every 6 weeks, Midterm 4 week/9 week report card, Weekly Spelling Test, Star Reading Test, AR Test, Cold Reads
2	None	STAR 360 Reading	Weekly Spelling Tests, Star Reading Test, AR Test, Cold Reads, Weekly Daily Oral Language, Writing Sentences, Workbook pages, Weekly REading Test, Midterm report 4 weeks/9 week report card, Unit Reading Test (6 times a year)
3	ILEARN	STAR 360 Reading	Reading Selection Testar Reading Test, AR test, Cold Reads, Midterm report 4 weeks/9 week report cards
4	ILEARN	STAR 360 Reading	Spelling Assessment, Reading Selection Test, Star Fluency Baseline Test, Reading Baseline Test, Weekly Skills Test, Star Reading Test, AR Test, Cold Reads, Daily Oral Language, Close Reading Assessment, Unit Reading Test (6 times a year), Midterm report 4 weeks/9 week report card
5	ILEARN	STAR 360 Reading	Reading Comprehension Skills Workbook, Unit Grammar Test, Weekly Reading Selection Test, Star Reading Test, AR Test, Cold REads, Daily Oral Language, Fluency checks 4/yr, Star Test 3/yr, Weekly Spelling Test, Unit Reading Test (6 times a year), Midterm report 4 weeks/9 week report card
6	ILEARN	STAR 360 Reading	Vocabulary Quiz, Written Responses, Book Projects, Book TALKs, Tests: short story, novel,

			drama, Bi-Weekly Spelling Test, Writers Workshop, Original Essay, Write Letters Critical Thinking Questions, Lit Circles, Teacher/Student Conferences, Oral Presentations, Daily Oral Language, REsearch Project, Midterm report 4 weeks/9 week report card
7	ILEARN	STAR 360 Reading	Vocabulary Quiz, Written Responses, Book Projects, Book TAlks, Tests: short story, novel, drama, Bi-Weekly Spelling Test, Writers Workshop, Original Essay, Write Letters Critical Thinking Questions, Lit Circles, Teacher/Student Conferences, Oral Presentations, Daily Oral Language, REsearch Project, Midterm report 4 weeks/9 week report card
8	ILEARN	STAR 360 Reading	Vocabulary Quiz, Written Responses, Book Projects, Book TAlks, Tests: short story, novel, drama, Bi-Weekly Spelling Test, Writers Workshop, Original Essay, Write Letters Critical Thinking Questions, Lit Circles, Teacher/Student Conferences, Oral Presentations, Daily Oral Language, REsearch Project, Midterm report 4 weeks/9 week report card

### **Student Assessment: Science**

Grade	State	District	School and Classroom
3	None	None	Chapter Test, Midterm report 4 week/9 week report card
4	ILEARN	None	Quizzes, Journal Assessment, Midterm report 4 week/9 week report card
5	None	None	Teacher made worksheets, Chapter Test, Chapter Investigations, Midterm report 4 week/9 week report card
6	ILEARN	None	Daily Assignments, Daily Science Trivia, Written Test (each chapter), Student Notebook Lab Reports (2-3 per quarter), Daily Review, Midterm report 4 week/9 week report card

7	None	None	Daily Assignments, Daily Science Trivia, Written Test (each chapter), Lab Reports (2-3 per quarter), Daily REview, Midterm report 4 week/9 week report card, Individual/Group projects for some chapters
8	None	None	Daily Assignments, Daily Science Trivia, Written Test (each chapter), Student Notebook Lab Reports (2-3 per quarter), Daily Review, Midterm report 4 week/9 week report card

### **Student Assessment: Social Studies**

Grade	State	District	School and Classroom
3	None	None	Unit Test, Midterm report 4 week/9 week report card
4	None	None	Chapter Test, Quizzes, Story Cards, Midterm report 4 week/9 week report card
5	ILEARN	None	Teacher made worksheets, Chapter Test, Chapter Projects, Interactive Notebook, Midterm report 4 week/9 week report card
6	None	None	Daily assignments, Daily classroom discussions, On class topics and assignments, Internet Inquires, Chapter Test, Role Play, Quizzes, Current Events, Midterm reports 4 week/9 week report card
7	None	None	Daily assignments, Daily classroom discussions, on class topics and assignments, Internet inquires, Chapter Test, Role Play, Quizzes, Current Events, Midterm reports 4 week/9 week report card
8	None	None	Daily assignments, Daily classroom discussions, on class topics and assignments, Internet inquires, Chapter Test, Role Play, Quizzes, Current Events, Midterm reports 4 week/9 week report card

## Student Assessments: Math

Grade	State	District	School and Classroom
K	None	STAR 360 Math Benchmarks	Daily Teacher Observation, Midterm 4 week/9 week report card, Daily Group Assessment, Bi-Weekly Individual Oral Assessment
1	None	STAR 360 Math	Written Assessment, Fact Assessment, Midterm report 4 week/9 week report card, Math Fact Assessment-Written Test
2	None	STAR 360 Math	Written Test, Side B-Weekly Homework, Class Grades, Every 5 and 10 lessons timed fact sheets, Midterm report 4 week/9 week report card
3	ILEARN	STAR 360 Math	Written Assessment, Verbal Timed Test, Daily Timed Fact Sheets, Midterm report 4 week/9 week report card
4	ILEARN	STAR 360 Math	Written Assessment, Quizzes, Midterm report 4 week/9 week report card, Written Timed Fact Sheets, Verbal Timed Test
5	ILEARN	STAR 360 Math	Daily Facts Test- Timed, Daily Math Practice, Written Assessment - Daily Assignments, Chapter Test, Midterm report 4 week/9 week report card
6	ILEARN	STAR 360 Math	Daily Assignments, Quiz after each section 2-3 lesson, Test after each chapter 7-10 lessons, Student Notebook, Daily Review, Midterm report 4 week/9 week report card
7	ILEARN	STAR 360 Math	Daily Assignments, Quiz after each section 2-3 lesson, Test after each chapter 7-10 lessons, Student Notebook, Daily Review, Midterm report 4 week/9 week report card
8	ILEARN	STAR 360 Math	Daily Assignments, Quiz after each section 2-3 lesson, Test after each chapter 7-10 lessons, Student Notebook, Daily Review, Midterm report 4 week/9 week report card

## **Parent Involvement**

Most parent involvement at OCS occurs through the PTO. The PTO raises between \$7,000 to \$10,000 every year for the school. This money helps support Meet the Teacher Night, Visual Arts/Practical Arts Night, class field trips, school playground student incentive programs, Christmas activities, Reading Carnival, technology and Scholastic magazines.

Parents, teachers, and community members work athletic games, booths in the Reality Store/Reading Carnival, Book Fair, and chaperone dances/field trips. Room mothers in the elementary classrooms are active at students' birthdays, Christmas, Valentine's Day, etc. Parents also volunteer to help with students on the computer, in the library, and also provide clerical assistance.

Parents are also involved in programs sponsored through Title 1, Academic Excellence, Parent/Teacher conferences, serve on school committees, and the Strengthening Families Program.

Parents are able to check their child's academic progress through Skyward. This is a program that allows parents to see their child's grades on a daily basis from home. It also has an email component to allow parents to contact teachers about grades or other issues. Homework, attendance, and discipline can also be posted on this web page. Many teachers have their own website or use Google Classroom to post assignments and resources that can be used at home with students. Parents are also given the email address of their children's teachers and the principal every year.

## **Technology**

### **Cabling and Communication**

Internet access allows the school to use a web page to communicate with parents. The Information Now link allows parents to check their students' progress in academics, attendance, discipline, and homework. Teachers also have the capability to set up their own classroom web page providing an additional means for parental communication. The school has a Facebook page that information is posted on. Parents can keep track of their children's lunch account electronically through NutriaKids.

### **Integration of Technology and Internet into the Curriculum**

An LCD projector/Smartboard is in every classroom. This increases the integration of technology in the classroom. Students will use the Internet to research subject area topics as well as write pen pals inside or outside the corporation. Students will be able to make and use Webquests to explore subject area topics. Teachers can access sites on the Internet to supplement their current resources and online textbook resources. These sites can be projected onto a screen or Smartboard so the entire class can visit sites together and explore information found there. All classrooms have a document camera that teachers use to show or demonstrate activities. All K-8 classrooms have smart boards. Our corporation implemented a 1:1 electronic device (chromebook) for students in grades 4-8 starting in the 2018-2019 school year. Because of moving to a 1:1 student system, students in grades 4-8 are learning to navigate Google Drive, Google Classroom and many other educational sites in their classes.

Students will continue to learn keyboarding skills while also learning skills in Excel, Publisher, Word, Spreadsheets, powerPoint and other educational software. These new skills will be utilized in most subject areas preparing reports, projects and presentations. By utilizing the computer lab as well as laptop computers on carts creating a mobile computer lab, we hope to keep expanding the hardware for students in the future. Time has been built into the elementary schedule for each classroom, grades K - 5 to have computer time at least once a week.

## Professional Development

Professional staff development will be provided through different avenues. An avenue of providing staff development will be the utilization of our school corporation's technical staff members as well as other faculty members within the corporation who have been previously trained and are knowledgeable in particular technological skills. Various software companies provide training on how to use their particular software most effectively in the classroom.

## Assessing Need

In assessing the need for technology in our school, staff members will make requests concerning which technological tools and training they will need to move forward as they integrate technology into their curriculum. This includes purchase requests for equipment and software. These requests will be reviewed by the school corporation's administrators and technology staff to ensure that such requests are in line with corporation goals and within the means of the budget.

## Evaluation and Continued Assessment

Requests from the professional staff pertaining to equipment, software, training and staff surveys will enable us to evaluate the success of our overall school technology program. Additional tools to be used in this evaluation are assessments of student performance as well as quality of student work. Communicating the results of the evaluation of our overall school technology program to the corporation's administrators and technology staff will provide an ongoing process of assessing the technology practices in our school and provide a tool to determine future technological needs.

## Safe Learning Environment

By using the office software, student behavior data is collected and analyzed to help identify areas of concern. A Youth First Social Worker does a yearly survey on student and school needs. Their survey is shared with the principal and school staff. The Improvement Team will use this data, data from the Safe Schools/Healthy Schools Grant; and input from staff and parents to identify areas to be addressed and then develop a plan to improve the learning environment.

As with many schools across the country, bullying is one area that will be looked at. The social worker and guidance counselor will address this area by teaching units on respect, bullying and goal setting, showing educational videos on bullying to

students. A school resource officer is in the building every day and social workers are in the building two days a week to assist the principal and work with students and families. The school started a Bully Blocker program in 2013. The Bully Committee meets regularly to address Bullying issues.

Other areas that have been addressed are playground security and building access which has been limited to the building's main entrance. All access to the building is monitored at the main entrance by office personnel. Visitors are required to sign in and wear badges while in the building. An electronic FOB system has been installed on the gym door to allow access to school personnel only. Security cameras have been installed throughout the building and intruder strobe lights have been installed in the classrooms.

Other items that have been added are having personnel placed at the exit/parking lot for afternoon dismissal for students who are car riders. All entrances into the school do have signs directing visitors to the front entrance and all entrances have been numbered on the outside and inside. In the summer of 2014 a protective film was placed on all outside doors having glass. This film makes the glass shatterproof. All school personnel and students will review lockdown procedures annually.



## Professional Development

An effective school is one that is committed to the improved learning of all students. The principal and instructional staff must be committed to continuously improving themselves professionally to increase their knowledge on instruction and curriculum.

Activities that the principal and instructional staff will participate in will be:

1. Higher continuous education
2. Building level and corporation level in-services
3. Analyzing ILEARN and STAR 360 test scores via corporation or state sponsored workshops
4. SIEC workshops
5. Technology as an instructional tool
6. Expanding the professional library at the school

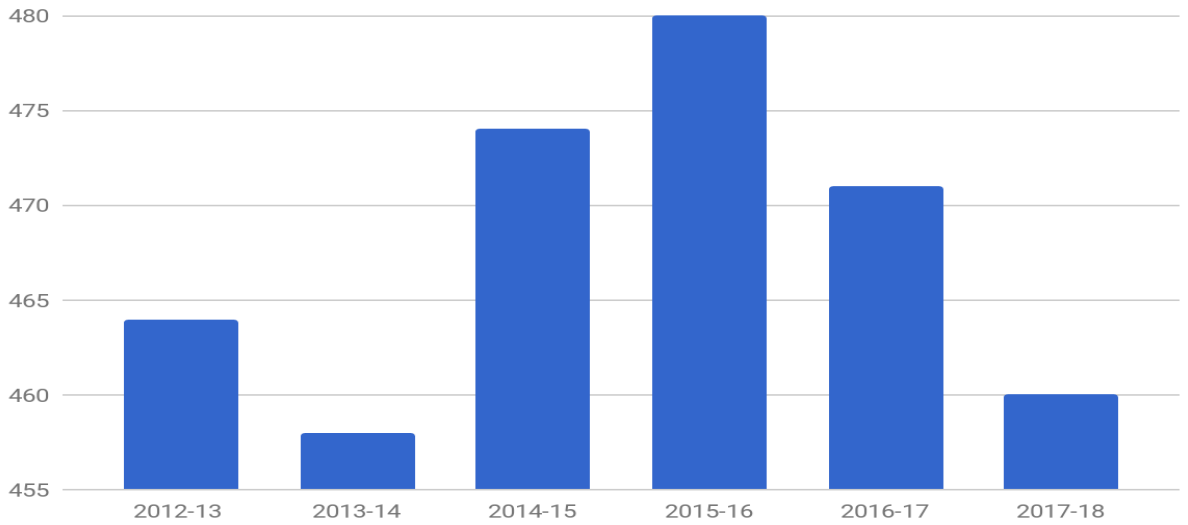
All professional development activities must be directly related to the school or corporation improvement goals to improve student achievement.

## Cultural Competency

The student population of Owensville Community School encompasses growing lower socioeconomic status and increasingly diverse ethnic groups, which accounts for different learning needs. To meet the diverse needs of our students, the faculty will be working on learning more about differentiated learning and instruction. Professional development for all faculty members will focus on these two areas and we will look for assistance from the Gibson County Special Services for special needs students.

We have implemented STAR 360 programs to help meet the different needs of our student population. This program helps us identify students who need remediation on certain academic skills or if they have mastered the skills to go into enrichment. We will also continue (when offered) an after school program with the church association that meets once a week. The RTI process will also enable teachers to take a team approach to identify interventions for struggling students.

Enrollment By Grade						
Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	53	53	54	52	52	58
1	61	46	63	46	53	48
2	42	55	49	55	50	54
3	52	44	63	55	55	54
4	51	53	45	62	51	56
5	52	57	48	45	55	48
6	47	53	59	51	44	53
7	52	46	49	66	51	41
8	54	51	44	48	60	48
Total Enrollment	464	458	474	480	471	460



## Data Summary

All ILEARN and IREAD data is reviewed every year and compared to past years to identify trends of strength and weakness. Also, data from STAR 360 assessments will be analyzed to identify immediate areas to target to improve student achievement.