



# Indiana School Improvement Plan

## Centerville-Abington Elementary School

### Centerville-Abington Community Schools

Mrs. Kelly VanWinkle, Principal  
200 West South Street  
Centerville, IN 47330-1449

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## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Centerville-Abington Elementary School is an educational institution covering grade third to six students with a population fluctuating between 530 and 550 students. Various support programs are available to students from 3rd all the way through 6th grade. We have an EXCEL program for academically talented students in grades 3-6, departmentalization for content area instruction, a learning lab for on-site tutoring, daily remediation time, and a self-supporting mini-economy program in grade 6. Full time faculty members also serve special needs students throughout various academic levels including speech, learning disabilities, and mildly mentally disabled.

The town of Centerville was selected as the 2011 Best Place to Raise Your Kids by The Bloomberg Business Week Magazine. Centerville was chosen based on school performance, number of schools, crime statistics, and cost of living. Other factors included job growth, air quality, ethnic diversity, and access to recreational amenities (within the county), such as parks, zoos, theaters, and museums. The article stated that, "The population represents an average to above-average socio-economic statues with a family-oriented value system." Access to nearby colleges such as Earlham, Ivy Tech, and Indiana University East was also a factor.

Centerville-Abington is primarily a bedroom community lying on the periphery of Richmond, Indiana. The average population has stabilized over the years at a level of 2,500 people in Center Township and an additional 920 in Abington Township. The major economic base comes from farming and a sizable community of antique dealerships throughout the town center.

Although the main employment center for our town is Richmond, some residents travel to Indianapolis, Indiana and Dayton, Ohio for additional career opportunities. An overwhelming majority of the population is Caucasian with a growing minority group especially Hispanic and Korean. Results of a parent survey indicates that the majority of parents in the school community have graduated from high school with approximately 50% having additional technical training or college experience.

Centerville-Abington Community Schools serve approximately 1,700 students in PreK-12 with our four schools. We serve the town of Centerville, the village of Abington, and the suburban housing additions in Center and Abington townships. The school district population is approximately 8,000 residents.

A principal and assistant principal serve as administrators overseeing two separate buildings that make up Centerville-Abington Elementary. A part-time counselor is available to all students during the regular academic year. Approximately 27 teachers and 8 teaching assistants work directly with students with another 11 employees in positions such as secretarial, custodial, and food service. The school provides a before and after school child-care program called CARES. A few years ago, CARES was expanded to provide child care for elementary students during the summer months. This program is available for both handicapped and non-handicapped students.

Until the last couple of school years, we had a steady increase in the poverty level as measured by the number of students on free/reduced lunch and textbook assistance. During the 2006-2007 school year, the percentage of students receiving free/reduced lunch was 29%. We then had a steady increase to nearly 46% during the 2014-2015 school year. Over the past two school years our percentage of students receiving free or reduced meals has decreased. During the 2016-17 school year, our students receiving free/reduced lunch was 40%. Our student mobility rate was high, however, dropped significantly last school year. During the 2012-2013 school year, our student mobility was SY 2017-2018

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at an all time high of 146 students. During the 2015-2016 school year our student mobility rate was 133 and last school year, 2016-2017, it dropped to 56 students. .

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Mission Statement:

Centerville-Abington Elementary School guides students to learn and grow.

Guiding Principles:

Students will:

Grow in a safe and positive environment.

Learn to respect others, work cooperatively, and think critically.

Demonstrate the skills necessary to become positive members of a global society.

Curriculum

There is a written curriculum, which is housed in every classroom and in both administrative offices, for all subject areas with suggested resource materials listed. In an effort to provide an effective learning environment for all students, teachers are encouraged by the building principal to create a learning environment that incorporates a wide variety of instructional strategies. A strong component of our teacher evaluation process is documentation by individual teachers identifying that they teach the local curriculum as well as the Indiana Academic Standards. It is also necessary that they provide documentation of student achievement. In support of inclusion, teachers are expected to differentiate curriculum to accommodate individual needs of students.

All academic areas are evaluated and curriculum is revised yearly. The goal of the program evaluation and curriculum revision is to provide an educational program that enables all students to learn and achieve at the highest possible level.

In order to ensure that Centerville-Abington Elementary is using best practices in curriculum, the following guidelines will be addressed:

- The Curriculum will be aligned with the state Indiana Academic Standards
- The Curriculum will be articulated 3-6
- The Curriculum will be aligned with instruction and assessment
- The Curriculum will be rigorous and challenging for all students
- The Curriculum will be relevant and meaningful to all students
- The Curriculum will be appropriate to the learner

Character Education

Character Education is an integral part of our daily tradition at Centerville-Abington Elementary School. Whether teaching character by example, or using structured events/lessons, we strive to base our guiding principles on exemplary character. Our students are recognized throughout the year for demonstrating character skills. Recognition comes during school convocations, morning announcements, during lunch, and informally throughout the day as good character is witnessed by staff members. Many of our school clubs and activities allow students to see good character traits being used while accomplishing goals.

These activities provide students the opportunity to display exemplary character while helping others locally, nationally, and around the world.

- Jump-A-Thon for American Heart Association

SY 2017-2018

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- St. Jude's Math-A-Thon
- Help the Children Christmas Shoebox Project
- Help Shelter Fundraiser for Pets, Paw Pride
- Pennies for Patients, Leukimia & Lymphonma Society
- Valentine's Day Cards to Military People
- Volunteer Work at Cope Environmental Center
- Goodwill Books for Bucks Program
- Veteran's Day Program and Fundraising for Veterans and those wounded during military service

### Student Involvement

There are many opportunities for student involvement at Centerville Elementary. These activities include:

- Student Council
- STAR Volunteers
- History Club
- Green Club
- Drama Club
- Spell Bowl Team
- Math Club
- Fitness Club
- D.A.R.E.
- Wrestling (6th grade only)
- Track (6th grade only)
- Swimming (6th grade only)
- Cross Country (6th grade only)
- 5th and 6th Grade Girls and Boys Basketball
- 5th and 6th Grade Cheerleading
- 6th grade Safety Patrol
- 6th grade Flag Patrol
- Study Groups for Grades 5&6
- 5th and 6th Grade Choir
- 6th grade Band
- Character Education Convocations

In order for students to become involved in school athletics, students must not fall below a C- average. Students on social probation cannot participate in any after-school and/or weekend related school activities.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

During the 2011-2012 and 2013-2014 school year our elementary had the highest ISTEP + scores for language arts and math in Wayne County. During the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years our school district, grades 3-8, had the highest ISTEP + passing scores for both language arts and math in the county. Our elementary was rated a letter grade A by the Indiana Dept. of Education for the past five( 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016) school years.

During the 2016-2017 school year, 99% of our 3rd graders passed the IREAD3 assessment.

Centerville-Abington Elementary has been redistricted to include all teachers of grades third through sixth. This has given us the opportunity to develop team teaching, cooperative planning, and specialized teachers. Each grade level has a minimum of five teachers that work closely together to ensure the success of all our students. Grades 5 & 6 are departmentalized to allow teachers to focus on one or two subjects that they teach to multiple classes. Departmentalizing has increased teacher effectiveness by allowing them to master the craft of teaching with only one or two subjects.

We were recognized as a Four Star School for the 2013-2014 school year. Our school met the high expectations of being in the 25th percentile of all Indiana schools for combined passing percentages of English/Language Arts and Mathematics as well as the percent of students passing both for all grades tested during the 2013-2014 school year.

Over the next three school years, our goal is to continually improve our knowledge of the Indiana Academic standards and improve the transition experience for students transitioning to or from another school. Our goal is to improve student comprehension of informational text due to the rigorous new standards that require students to have a better understanding of text features. The new standards also require students to read the same amount of informational text as fictional text throughout the school year. The feedback received from our 2014 climate audit showed a need for better transitioning activities for 2nd graders coming to 3rd grade as well as 6th graders going to the jr. high to ease both student and parent concerns.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Centerville-Abington Elementary parents have the opportunity to become involved in the education of their students through serving on committees and volunteering to help in many school activities.

Parents are encouraged to participate in the following activities:

- Back to School Night
- Family Nights/Festivals
- Santa Shop
- Fall and spring book fair
- Fundraisers
- Field trip chaperones
- Room parents
- Coaches
- VIP(Very Important Parents)
- Bulldog Buddies(mentor students)
- Convocations
- D.A.R.E.(Drug Abuse Resistance Education) Graduation
- 6th grade Reality Store
- Teacher Appreciation Week

Centerville-Abington Elementary encourages the community to participate in school activities. Involvement from the community comes from the following sources:

- Wayne Co. Sheriff's Dept. -D.A.R.E.(Drug Awareness Resistance Education)
- Historic Centerville
- COPE Environmental Center
- Reid Hospital
- Bulldog Buddies
- Reality Store
- Centerville Senior Citizens Center
- Earlywine Pest Control
- Junior Achievement
- Communities in Schools
- Nine Week Convocations
- Wayne County Honor Guard
- Vectrin Energy



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Our school improvement planning begins with feedback from stakeholders as well as student data. Once feedback is received and student data is disaggregated, NCA committees initiate needs for improvement. These committees are comprised of teachers, parents, administrators, and students, which are stakeholders in our educational system. Proposals for improvement are sent to our School Change Committee, which is a building level committee of ten to fifteen people in which teachers and administrators meet to discuss ways to improve our school.

The School Change Committee meets monthly. Each teacher receives agendas of the meeting of the School Change Committee in advance along with the meeting date. The committee, consisting of a representative from each grade level and also special education, can discuss needed school improvements. Minutes of the School Change Meeting are then sent to the superintendent, all teachers and staff.

The School Improvement Committee meets at least once each semester. All teachers, members of this committee, and the superintendent receive the agenda and minutes from this meeting. This committee, consists of several parent representatives, administration, both NCA co-chairs, and a school board member. Changes recommended at the School Change Committee meeting or new recommendations for change are discussed at these meetings.

The principal takes all school improvement recommendations under consideration by making a decision based on information gathered during the school change process. A School Improvement Plan is then created to show school improvement needs based on stakeholder feedback and student data. The School Improvement Plan is then taken to the School Change Committee, the School Improvement Committee, School Board, and Superintendent for approval before being implemented.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

It is the responsibility of the Steering Committee to lead the faculty in the implementation of appropriate interventions for the selected goals. It is important that implementation happens in all curricular areas, across all grade levels and throughout the school. The Steering Committee is composed of fellow faculty members who lead this effort. All members of the teaching faculty are members of at least one of the related School Improvement Committees. These committees are cross-curricular in nature as this helps to implement the NCA plan school-wide. Committees will not be working as sole instrumentalities and will follow the school site-based management plan as devised for discussion and input from all parties. Mrs. VanWinkle will consider the decisions of these committees.

School Improvement Team- This committee will help guide the elementary school through the School Improvement Process. This committee meets 2-4 times a year. Input from the committee will allow the principal to make informed decisions.

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The Chairperson will:

- (1) Develop an agenda with input from the NCA chairs and receive input for agenda items from staff members
- (2) Send the agendas to each staff member before the meeting.
- (3) Conduct the meeting to give and receive input on agenda items.
- (4) Recommend that certain topics be assigned to building level committees for more research, if needed.
- (5) Will make a decision whether the topic deserves to be forwarded to the superintendent.
- (6) Take minutes of each meeting and send out copies to staff, to members of the committee and to the superintendent.
- (7) Develop a yearly schedule of regular meetings and give to the staff and to the members of the committee at the first of the year.
- (8) Hold additional meetings as needed.

Roles of the School Improvement Team:

- \*To convey the belief to the school community that student performance in this school can improve.
- \*To keep the school improvement activity moving forward, including establishing a timeline for the process.
- \*To provide the leadership for the school's improvement activities.
- \*To create and coordinate the activities of the School Improvement Committees.
- \*To examine the profile and propose the triangulation of data that will be used by the entire faculty in goal selection.
- \*To help select the goal committees and oversee the work of the faculty during the school improvement process.
- \*To lead the faculty in the development of the school improvement plan.
- \*To establish a monitoring system for implementation of the school improvement plan.
- \*To assist with the analysis of data as the plan is implemented.
- \*To assist with the development of the documentation report.

Types of issues that the School Improvement Team could address:

Handbook Changes Building Scheduling  
Field Trip Updates School Programs  
Grading System Curriculum/Instruction

Membership in the School Improvement Team will consist of (at least):

One School Board Member, several parents(5-10), Building Principal, Asst. Principal, and 2 NCA co-chairs

School Change Committee- This committee coordinates the various sub-committees that are involved in the school improvement process involving NCA. The committee is responsible for planning, coordinating, and managing the change process. The NCA Co-Chairpersons represent the elementary school on corporation school improvement initiatives. Input from the committee will allow the principal, Mrs. VanWinkle to make informed decisions.

Change Committee Chairs will:

- (1) Develop the agenda with input from the NCA chairs and staff members
- (2) Send agendas to each staff member before the meeting.
- (3) Conduct the meeting to give and receive input on agenda items.

- (4) Recommend that certain topics be assigned to building level committees for more research, if needed.
- (5) Discuss topics that go to the School Improvement Team.
- (6) Meet monthly and inform all teachers that they are invited to attend to discuss issues.
- (7) Take minutes of each meeting and send out copies to staff and to the superintendent.
- (8) Develop a yearly schedule of regular meetings and give to the staff at the first of the year.
- (9) Hold additional meetings as needed.

Membership in the School Change Committee will consist of (at least): 2 NCA Co-Chairs, Building Principal, Asst. Principal, a teacher from each grade level, and a special education teacher

### NCA Student Performance Building Level Goal Committees

Each teacher volunteers to be a member of a building level committee. These committees should be cross-curricular in nature as this will help to implement the goals school-wide. The committees operate with the building principal to perform assigned duties. It is the responsibility of the goal committees to lead the faculty in the implementation of appropriate interventions for the selected goals. It is important that implementation happen in all curricular areas, across all grade levels and throughout the school. Goal committees composed of fellow faculty members lead this effort. Building level goal committees are: Curriculum/Instruction, School Climate, Parent and Community Involvement, Technology, and Professional Development.

Specifically the responsibilities of the building level goal committees are as follows:

1. Develop the interventions in support of the student performance goals.
2. Establish the assessment system for each of the student performance goals.
3. Provide frequent progress reports on each of the goals to the entire faculty.
4. Assist with the monitoring of the implementation of the plan across the curriculum.
5. Plan staff development necessary to support each of the student performance goals. (implemented by staff development committee)
6. Establish expectations and determine how to document student performance improvement.
7. Create the final documentation report for their assigned goals and provide it to the steering committee.

Curriculum/ Instruction Committee -This committee will determine if the school's curriculum and instructional strategies support the achievement of Indiana Academic Standards. (a) This committee will analyze the results of ISTEP+, NWEA, STAR Tests, Accelerated Reader Program, Vocabulary Assessments, and our School Improvement Plan. (b) The committee will then make recommendations to improve all students' performance based on this data. Committee meets at least once each semester.

School Climate Committee -This committee will make recommendations based upon the climate audit and classroom/school environment. The committee will make recommendations to insure that the school climate is safe, disciplined, and orderly. The committee will also foster positive self-concepts in students, i.e. "Character Education". The committee will also make recommendations concerning extra-curricular activities, awards programs, etc. Committee meets at least once each semester.

Parent and Community Involvement Committee -This committee will initiate programs to increase parent and community involvement in elementary school. This could be through mid-term reports, open houses, parent volunteers, newsletters, etc. Committee meets at least once each semester.

Technology Committee -This committee will provide input into the corporation technology plan and insure that students and teachers have the opportunity to use technology as a learning tool. The committee will work with a corporation technology coordinator to provide the

training needed to keep teachers informed of the latest in technology and the use of technologies in the school. The committee will also coordinate the school's technology plan. Committee meets at least once each semester.

Professional Development Committee -Staff development should be directly linked to the school improvement plan. It needs to be delivered at regular intervals and assist the faculty with understanding one or more of the components of the school improvement plan.

The topics of staff development will be as varied as the schools that are involved in the school improvement process. Some will need staff development on goals while others will need more time to understand interventions and assessments. The key is to make sure that there really is a "plan" for staff development and the school leadership is implementing that plan.

To be effective the staff development plan should be results-based. This simply means that a system must be in place to move teachers from an awareness level (where they see how what is under discussion relates to the school improvement plan) to a much more sophisticated level of transfer (where teachers have developed some expertise on the topics of that staff development plan and have the confidence and are able to identify and apply appropriate strategies in their own classroom). This progression will only occur if the staff development plan is delivered at regular intervals each year, involves some mentoring or coaching of teachers, and has adequate resources to support it. Committee meets at least once each semester.

### **Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Our school improvement plan is communicated to all teachers and is then put on the School Change Committee agenda for discussion. Parents, both NCA Co-Chairs, Building Principal, Asst. Principal, and a board member meet for a School Improvement meeting to view and discuss improvement plan. Lastly , the improvement plan is then given to the superintendent and school board to view and approve.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The vision and purpose of Centerville-Abington community schools is "Educated for Success." We use this vision to help guide and shape all efforts involved in the day to day operations and future planning of our school. Our school believes that we are very successful in setting and communicating the expectations for all of our students. The school vision is posted in the hallways of our buildings and is also posted in the classroom of every teacher. In addition, the school vision is announced to all students and staff each morning during our morning announcements. The school vision is posted on our school website and brochure as well. Our school has a shared value and belief system that is taught and modeled by all school staff. Each teacher has a list of "Lifelong Guidelines" and "Mega Skills" that represent the core values and beliefs that we want all of our students to have. These lists are posted in all classrooms and the school hallways for all school stakeholders to view.

Our school is committed to an improvement process that supports our school vision. Representatives from all grade levels and areas meet each month at Change Committee meetings. These meetings are designed to look at a variety of issues that have an influence on both the implementation and effectiveness of our school vision. We also hold school improvement committee meetings that include stakeholders outside of school personnel that can comment on and evaluate the effectiveness of our school.

Our school is dedicated to improving school conditions that support student learning. Each month staff meetings are held with school staff to discuss topics relevant to student learning. During these meetings, school staff collect and analyze data as well as share ideas for improving student performance in the classroom. Professional development opportunities may also be given to school staff during these meetings. School staff also meet for monthly grade-level and data meetings. During this time all teachers from each grade-level meet with school leadership to discuss both qualitative and quantitative information about student performance. School staff discuss questions and concerns with the school leadership during these meetings. Furthermore, staff engage in vertical team meetings to align curriculum and best practices with other grade levels.



## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

All school policies for both staff and students have been approved by the Centerville-Abington School Board of Education and are posted on our school website. Principals attend monthly administrative meetings where policy changes are shared and discussed. Input from stakeholders is, for the most part, received through participation in school and corporation improvement team meetings. All school staff are provided with a staff handbook and student handbook that outlines all of the policies and expectations that are in place for staff members and students. The staff handbook is discussed with staff members at the beginning of each school year. Like the staff handbook, the student handbook provides a list of policies and rules that are designed to provide a safe and secure learning environment. The students go through the student handbook with their individual teacher at the beginning of every school year. Our school has both a staff and a student handbook present in each classroom. Parents have access to our student handbook on the school website or they can ask for a copy at the main office. When students are registered, parents must sign off that they have read the handbook.

Our school has a governing body that operates and functions responsibly. School staff and leadership have a partnership with the best interest of all stakeholders in mind. We have a school improvement plan that was developed by teacher leaders and administrators with approval from all staff.

Our school also has a number of committees including: Change Committee, Professional Development Committee, Teacher and Curriculum Instruction Committee, Teacher & Parent and Community Involvement Committee, Teacher & School Climate Committee, and Media Specialist and Technology Committee. These committees all focus on a different, yet equally important, facet of our school. All committees are led and run by staff members who collaborate constantly with school leadership. Collaboration is done through school e-mail and through school leadership participation in committee meetings. Change Committee minutes are kept and emailed to all staff members as well as the school superintendent.

Our elementary has school leadership that is able to supervise and evaluate all members of the school staff in order to improve student achievement. School leadership evaluates staff performance in all areas as stated in our evaluation system. School leadership observes staff members working, fills out an evaluation form, and meets with staff members after the observation to discuss strengths, weaknesses, and suggestions for improvement. School leadership discusses all the above mentioned areas with staff members. Staff evaluation is documented and saved. Staff evaluations are regularly implemented and are done consistently.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Graduate follow-up surveys</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

# Indiana School Improvement Plan

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

# Indiana School Improvement Plan

Centerville-Abington Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 3

# Indiana School Improvement Plan

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Our school has a rigorous and engaging curriculum that is designed to prepare all students for the next level. There is written curriculum for all subject areas. This curriculum provides an educational program that enables all students to learn and achieve at the highest possible level. Our school has a Curriculum and Instruction committee that is led and operated by staff members. Teachers use local curriculum, the Indiana State Standards, and the Common Core Standards when writing school curriculum.

Curriculum for all areas is posted on our school website and is housed in each classroom and in the main office. Our school has a number of programs and practices that are designed to support all students. We have an EXCEL program in each grade level where we group higher ability learners together in a self-contained classroom. Our school has departmentalization in the upper grades in which each teacher is able to focus on teaching the curriculum for one specific subject area. We have a learning lab for on-site tutoring and a daily 45 minute remediation time. This RtI intervention of daily remediation time provides struggling learners with instruction each day by teachers on important math and language arts concepts. In addition, high school students interested in careers working with children tutor struggling learners at each grade-level.

Teachers are encouraged by administration to create a learning environment that engages students through a wide variety of effective instructional strategies. Classrooms are equipped with technology such as document cameras, interactive whiteboards, and computers that students use throughout the day. Teachers also have access to Chromebooks for student use in their classrooms.

Our school has a number of mentoring and coaching programs that are used to facilitate teacher performance. First year teachers are placed with an experienced mentor teacher for a two year period. Teachers are given evaluation forms from staff leadership with suggestions on  
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practices that can be used to improve instructional performance. Staff is provided with professional development days throughout the school year. Best practices for instruction can also be discussed among teachers at grade-level meetings.

Teachers collaborate both vertically and horizontally with other teachers during staff meetings, early release days, and during corporation vertical math and language arts team meetings. Our school engages and communicates with families about their children's education. Student grades are put in our school grading program called PowerSchool. Parents and students can both access PowerSchool on the internet at their convenience at anytime day or night. There are a number of activities available in the evenings for parents and students to attend including Back To School night, Scholastic Book Fair, and Science Fair, and Family Nights. Parent teacher conferences are held after the first nine week grading period in which parents or guardians are informed of the strengths and challenges of their child in all areas.

Data folders are used by all students, grades 3-6. These folders include a variety of data including standardized test results, reading levels, and individual student goals. Data folders are viewed by parents once each semester, and are updated continuously by each student throughout the school year. Character Education Convocations are held at the end of each nine weeks. Parents and community are invited to attend. Students are recognized for their accomplishments in learning as well as demonstrating life skills for building character. Students are named and applauded for: Perfect Attendance; Honor Roll; and Student of the Month (based on our Character Education Lifeskills).

## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 2

# Indiana School Improvement Plan

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Policies relative to technology use</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Our school employs a highly capable and qualified staff that is licensed and meets all state requirements. Our school posts all job openings inside the school buildings, on the school web page, and through the Indiana Department of Education website. All job interviews are done with a team of school leadership and school staff. All school staff is held to an evaluation system. School leadership evaluates all school staff yearly. Our school has sufficient instructional time during the day. Block scheduling is used in some grade levels to maximize instructional time. The master schedule allows for grade 3-6 students to have more than ninety minutes of uninterrupted daily reading instruction. Morning announcements and weekly faculty bulletins are also used to inform stakeholders about all important events of the day and week. School calendars are given monthly to all staff, students, and parents. The school calendar is also posted on our website.

Our school has an abundance of technology and media. All staff is provided with a computer to use for the input of grades, e-mail, and other multi-media programs designed to improve classroom instruction and communication with stakeholders. All classrooms have additional computers for students to use. In addition, each teacher has a document camera and an interactive SMART board in their classroom for lessons, presentations, and student use. . We have three computer labs where teachers can take their students to do class lessons and work on projects. We have enough Chromebooks so that half of our students can use a Chromebook at once. We are hoping to have a Chromebook for each student within the next couple years. Our school has a technology committee designed to integrate researched-based educational technology in the classrooms. Technology training and in-services are offered to all staff to gain an understanding on how to better utilize technology in the classroom. Support service personnel help to ensure that all technology is maintained and works properly. Our school has a "help desk" program that teachers can use to communicate technology problems with the support service personnel. Many services are available to help support the needs of all learners. Our school has Communities in Schools program which helps connect families in need with community resources. A free and reduced lunch program helps to meet the needs of students who are disadvantaged financially. An EXCEL program is available for high ability students grades 3-6 who need their instruction accelerated. There is departmentalization for content area instruction, a learning lab for on-site tutoring, and daily Rtl remediation time for our students. Rtl student information, including interventions and progress monitoring, is passed on to students' teachers for the next school year. This process ensures that successful interventions are put in place at the start of school if needed. Our school has a referral process for students to receive special education services. Individual Education Plans (IEP's) are created for certain students and case conferences are held with parents and guardians to ensure that the IEP's are being followed and effectively implemented. School staff must also keep track of data on students who are struggling academically and the progress of these students are monitored and discussed at monthly data meetings. Remediation classes, Learning lab, after school study groups, and individually tutoring help our school meet individual student needs.



## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 4

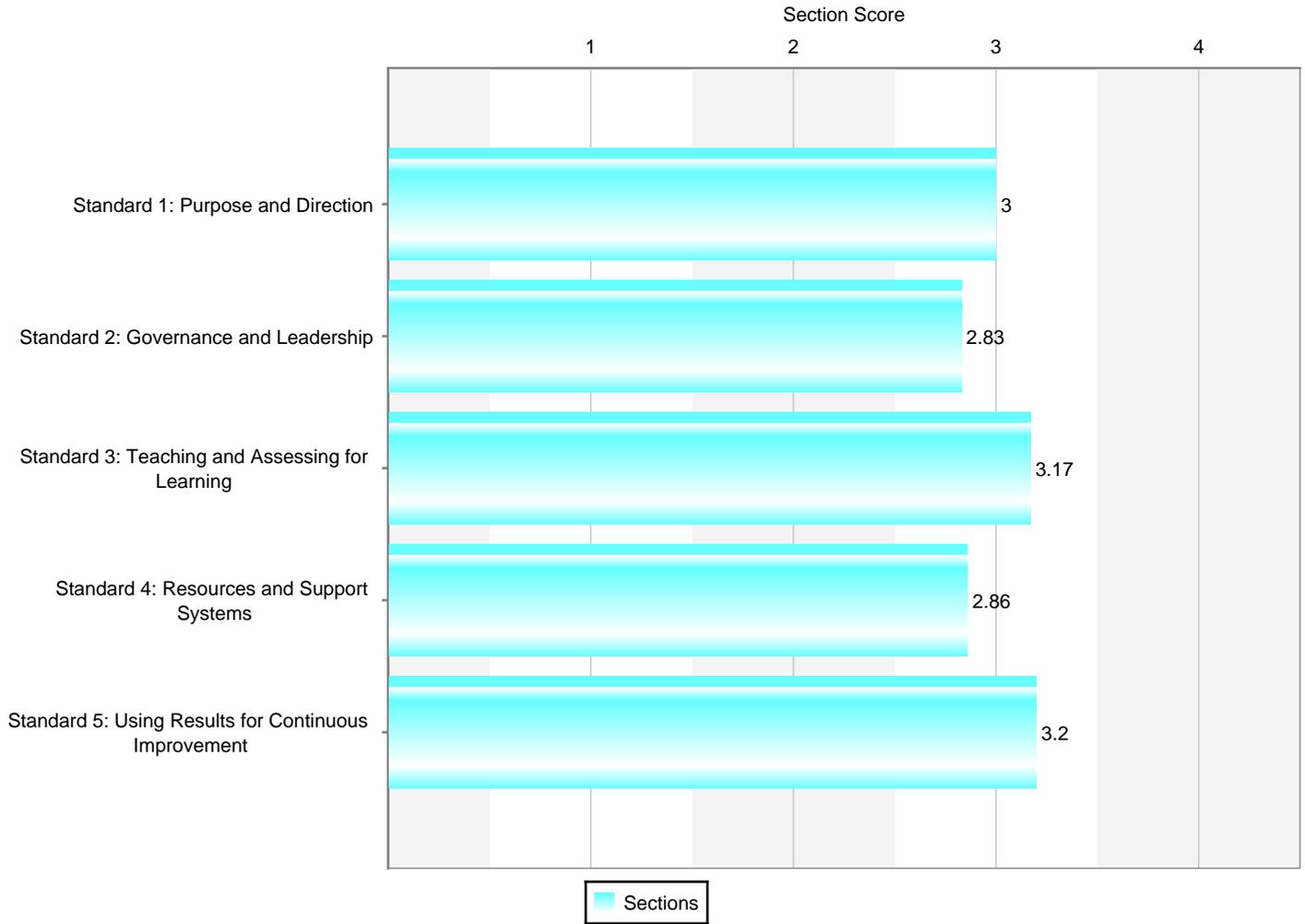
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

In the spring every year. In addition to these two areas, grade 5 takes an ISTEP+ social studies test and grades 4 & 6 take an ISTEP+ science test. An assessment calendar is given to staff at the beginning of the year so they can plan for each testing window. ISTEP+ is taken at two different times in the spring. One test is written and the other is multiple choice. ISTEP+ results are given to staff in order to use the

information to modify instructional strategies and curriculum for the following school year. Students take the NWEA math, Language Arts, and Reading test two times a year, once in the fall and once in the spring. In January, NWEA reading and math testing is available for students to give our teachers more formative information. The IREAD 3 test is given to 3rd graders in the spring to measure foundational reading standards through 3rd grade. This test is given to third graders in the spring to ensure that all students can read proficiently before moving on to the 4th grade. Scores for ISTEP+, NWEA, and IREAD-3 are reported to leadership on a consistent basis. Students are given scores to record their performance in their Data Folders. Our school has a staff that constantly collects and evaluates data. Multiple forms of data are collected and evaluated at monthly teacher meetings. Teachers are expected to keep records of data for each student. All student data is available through the school Five Star, PIVOT program. Staff training was provided to all staff members on how to effectively use and navigate this program. Our school uses data to effectively alter and modify instruction to ensure student success. Results of student performance are used to determine placement in Rtl, smaller groups, and other forms for assisted help. School staff use differentiated instruction practices to challenge all students properly. Data is collected and monitored to assess if instruction or interventions are successful.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2017-2018 Student Performance Data and Analysis

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

The attendance rates of Centerville-Abington Elementary have been consistently above the state average over the past several years.

Our school goal is for 85% of our students to be reading at 80% or higher comprehension. At the end of the 2016-2017 school year, our students exceeded that goal with 87% of our students reading at an 80% or higher comprehension rate.

Before our school transitioned to the new, more rigorous Indiana Academic Standards and a new statewide assessment to measure these standards during the 2014-15 school year, our students were consistently above the state average in passing the language arts and math portions of the ISTEP assessment as well as all grade levels, 3-6, scoring above 90% passing on the math ISTEP assessment. This past school year our students grades 3-8 had the highest percentage of students passing the math and language arts portions of ISTEP than any of the other schools in our county.

Grades 3, 4, and 6 all improved their average percentage of students who passed the spring 2017 language arts ISTEP assessment from the previous year. For the past three school years, all grades 3-6 performed above the state average on the Language Arts ISTEP assessment.

Grades 3 and 6 both improved their performance on the math ISTEP from the spring of 2015 to the spring of 2016 and scores were above the state average.

Every grade level met or exceeded NWEA expected scores and improved their scores each testing cycle for the past 3 school years in Language Arts, Reading, and Math.

Students in grades 3-6 have exceeded both the pre and post STAR reading test expected scores for the past 4 school years.

For the last four school years (2013-2014, 2014-2015, 2015-2016, 2016-2017), all grade levels exceeded the 80% benchmark we have set for our post vocabulary assessment.

### Describe the area(s) that show a positive trend in performance.

Student Attendance rates

Student Accelerated Reader reading comprehension scores

Student NWEA Language, Reading, and Math RIT scores

SY 2017-2018

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6th grade English/Language Arts ISTEP scores

**Which area(s) indicate the overall highest performance?**

Student reading comprehension scores as assessed by NWEA reading assessment, STAR Reading test, and AR reading tests.

3rd and 6th grade E/LA ISTEP scores over the past 4 school years (2014-2017).

Math, Language, and Reading NWEA spring assessments for grades 3-6.

Student vocabulary knowledge as assessed by post grade level vocabulary assessments.

**Which subgroup(s) show a trend toward increasing performance?**

No subgroups show a trend toward increasing performance from 2014-2017.

**Between which subgroups is the achievement gap closing?**

Since 2014, it doesn't appear any subgroup's achievement gap is closing when compared with the general education student population.

**Which of the above reported findings are consistent with findings from other data sources?**

ISTEP data is all we have that is disaggregated to show how our subgroups are performing compared to all other students.

In the future, it is our goal to disaggregate our NWEA data as well to show subgroup progress.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

4th and 5th grade performance on the 2017 math ISTEP assessment.

### Describe the area(s) that show a negative trend in performance.

4th grade Math ISTEP scores(2015-2017).

4th grade NWEA Reading RIT scores(2015-2017).

4th grade NWEA Math RIT scores(2015-2017).

3rd and 4th grade STAR average reading level scores(2012-2017).

### Which area(s) indicate the overall lowest performance?

5th grade on the spring language arts ISTEP assessment.

4th and 5th grade on the spring math ISTEP assessment.

### Which subgroup(s) show a trend toward decreasing performance?

There is trend toward decreasing performance from our 4th grade special education and free and reduced student population from 2014 to SY 2017-2018

2017 on the math ISTEP assessment.

**Between which subgroups is the achievement gap becoming greater?**

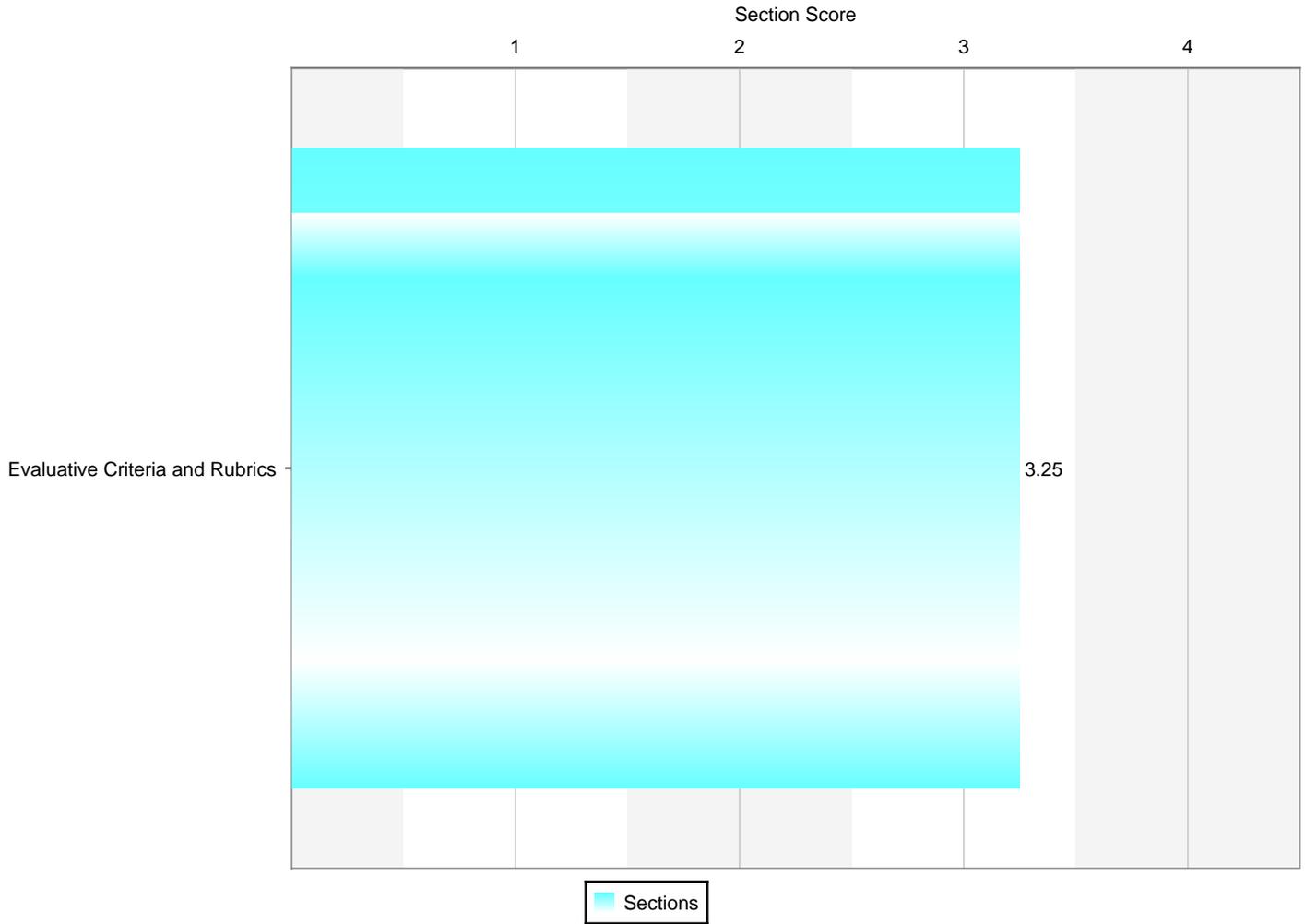
Between all students and the special education subgroup.

**Which of the above reported findings are consistent with findings from other data sources?**

Grade 4 performance on the 2017 spring math ISTEP assessment are somewhat consistent with their spring math NWEA RIT scores. However, these students as a grade level still exceeded the grade level norm for the spring set by NWEA in the spring of 2017.

## Report Summary

### Scores By Section



# Centerville-Abington Elementary 2017-2018 Goals

## Overview

### Plan Name

Centerville-Abington Elementary 2017-2018 Goals

### Plan Description

Centerville-Abington Elementary 2017-2020 School Improvement Plan

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve comprehension skills in reading with a focus on informational text.	Objectives: 5 Strategies: 5 Activities: 7	Organizational	\$260
2	Students transitioning from another school or to another school building will experience a successful transition as demonstrated through student and parent surveys.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0

## Goal 1: All students will improve comprehension skills in reading with a focus on informational text.

### Measurable Objective 1:

demonstrate a proficiency in vocabulary for all subject areas by 05/25/2018 as measured by an 80% expected passing rate on the post contextual vocabulary assessments given once each semester.

### Strategy 1:

Research Based Vocabulary Instruction by Robert Marzano. - All teachers will instruct students using the same vocabulary terms within grade levels. These words were identified by teachers and the state as words students should know for Indiana Academics Standards E/LA and Math assessments. Students will also learn vocabulary words for science and social studies that will make them successful in learning the adopted curriculum and state standards.

All teachers will use Marzano's 6-Step Process as a guide when developing vocabulary lessons.

Teachers will review results of spring post vocabulary assessments to help them plan for vocabulary instruction the following year.

All teachers will review the Marzano 6- Step process to teaching vocabulary at the beginning of each school year. New teachers will be provided with more intensive professional development during new teacher orientation by viewing a video on building academic vocabulary and direct teaching of vocabulary. New teachers will be given the book, Building Academic Vocabulary by Robert Marzano as well as other resources for teaching vocabulary.

Research Cited: Marzano, R.

Building Academic Vocabulary: Teachers' Manual

Evidence of success: All students will take a pre and post vocabulary assessment.

Each grade level will have an 80% or higher average passing rate on the post vocabulary assessment.

All students will improve on their STAR reading test levels from fall to spring.

Activity - Teacher Training on Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Current teachers will annually review the Marzano 6-Step process to direct teaching of vocabulary. New teachers will view two videos on building academic vocabulary and direct teaching of vocabulary as well as be given the Marzano book, Building Academic Vocabulary. Teachers will be shown new vocabulary lessons available through readworks.org throughout the school year.	Direct Instruction	08/09/2017	05/25/2018	\$60	District Funding	All teachers and administration

**Measurable Objective 2:**

collaborate to analyze grade level appropriate fiction and non-fiction literature, as well as informational text in order to improve reading comprehension by 05/25/2018 as measured by 85% of our students scoring 80% or higher average comprehension rates on AR comprehension assessments by the end of the 3rd nine weeks..

**Strategy 1:**

Teacher Training and Data Analyzing - Teachers will implement the Indiana Academic Standards for Language Arts. Literacy Standards will be taught in 6th grade technical subjects(i.e. math, science, social studies, music, art, and PE).

Teachers will display classroom data boards to encourage students to increase their reading comprehension rate.

Teachers will discuss individual progress towards reading comprehension goals with their students and 9 week comprehension rates for individual classrooms will be displayed on school wide data board.

Students will test over the designated amount of non-fiction books for Accelerated Reader as determined by grade level.

Students will use data folders to record AR, STAR, and NWEA data and write goals.

The master schedule allows for 3rd and 4th grade students to have over 100 minutes of uninterrupted reading instruction and for 5th and 6th grade to have 90 minutes of interrupted reading instruction daily.

Research Cited: Involving Teachers in Data-Driven Decision Making: Using Computer Data Systems to Support Teacher Inquiry and Reflection

Jeffrey C. Wayman, Center for Social Organization of Schools, Johns Hopkins University

Evidence of success: Improved STAR Reading Tests, data showing percentage of students reading at or above an 80% reading comprehension rate for AR per classroom each 9 week period, NWEA Reading RIT scores, STAR and AR Data , and Spring 2017 ISTEP+ results.

**Indiana School Improvement Plan**

Centerville-Abington Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the readworks.org website to find informational text articles that correlate with curriculum. Teachers will receive professional development on CLOSE reading strategies. Teachers will review the ELEOT(Effective Learning Environment Observation Tool) and will implement best practices to improve student learning. Teachers will review spring 2017 data to improve to plan and improve instruction for following school year.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	All teachers and administration

Activity - Independent Student Learning and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use data folders to record AR, STAR, and NWEA data and write goals.Students will test over the designated amount of non-fiction books for Accelerated Reader as determined by grade level.	Other - Accountability	09/06/2017	05/25/2018	\$200	District Funding	Teachers and administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display classroom data boards to encourage students to increase their reading comprehension rate.  Teachers will discuss individual progress towards reading comprehension goals with their students and 9 week comprehension rates for individual classrooms will be displayed on school wide data board.	Other - Data Analysis	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers, Media Specialist, and Administration

**Measurable Objective 3:**

demonstrate a proficiency in reading comprehension by 05/18/2018 as measured by AR reading comprehension assessments, students meeting or exceeding NWEA expected scores on both pre and post assessments, and students meeting or exceeding expected STAR reading levels from pre to post assessments..

**Strategy 1:**

Daily SSR - All grade 3-6 students will receive at least 20 minutes of daily SSR time.

Evidence of success: AR student comprehension data, NWEA reading data, IREAD3 data, ISTEP+ E/LA data

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Indiana School Improvement Plan

Centerville-Abington Elementary School

All students will take an SSR survey in the spring of 2018. Teachers will look at SSR student survey to ensure students are continuing to enjoy reading and feel that SSR time allows them to improve their reading comprehension. Teachers will discuss results of student surveys and make needed changes to SSR routines and procedures for following school year.	Other - Survey	04/23/2018	04/27/2018	\$0	No Funding Required	Teachers
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### Measurable Objective 4:

demonstrate a behavior to improve student reading comprehension through parent involvement by 05/25/2018 as measured by parent feedback..

#### Strategy 1:

Student Data Folders - Data folders will be taken home to parents once each semester so they can review their student(s) data, goals, and their progress towards those goals.

Evidence of success: Data kept by each teacher showing the percentage of data binders returned with parent signatures.

Activity - Data Folder Creation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given data sheets to record and write goals based on their individual data for STAR, NWEA, and vocabulary. Teachers are not limited to having their students collect and analyze this data. Students can keep data on more frequent formative assessments as well. During September grade level meetings, teachers will discuss how they share data with students and instruct students on sharing data with parents.	Academic Support Program	09/04/2017	05/25/2018	\$0	No Funding Required	Teachers and administrators

### Measurable Objective 5:

achieve college and career readiness by implementing CLOSE reading strategies in all subject areas by 05/25/2018 as measured by students meeting or exceeding state cut scores in language arts and math on ISTEP and grade level target Rit scores on the reading and math NWEA post assessments..

#### Strategy 1:

Teacher Evaluations - Administrators will observe CLOSE reading strategies being used to teach all subject areas by all classroom teachers.

Research Cited: Danielson, C. (2007). Enhancing professional practice: A framework for teaching (2nd ed.).

Alexandria, VA: ASCD.

Danielson, C. (2010). Evaluations that help teachers learn. Educational Leadership, 68(4), 35–39.

Evidence of success: Students meeting or exceeding state cut scores in all tested content areas, students meeting or exceeding target NWEA Rit scores for Reading and Math, and administrator observations of teachers using CLOSE reading strategies.

Activity - Administrator Observations of Teachers Using Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will look for evidence of close reading strategies and vocabulary instruction being used to support student comprehension of informational text during short and extended observations.	Professional Learning	09/06/2017	05/25/2018	\$0	No Funding Required	Teachers and Administrators

## Goal 2: Students transitioning from another school or to another school building will experience a successful transition as demonstrated through student and parent surveys.

### Measurable Objective 1:

collaborate to implement activities to provide students and parents opportunities to gain knowledge that will help with school transitions by 05/25/2018 as measured by surveying key stakeholders who are affected by transitioning to or from another school.

### Strategy 1:

3rd Grade Back to School Night - Parents will learn about 3rd grade Back to School Night and meeting through the summer corporation newsletter, a letter sent to all parents during summer break, emails, and Facebook posts.

3rd grade students and their parents will meet teachers and drop off school supplies to classrooms before attending a meeting in the gym with the principal and assistant principal during Back to School Night.

Students and parents will learn about CAE procedures, expectations, and communication from school to home.

Parents will gain knowledge about student drop off and pick up procedures.

Parents will also be shown how to access monthly school information on our school and teacher websites.

The school nurse will be available for parents to drop off medications and share student health information.

The school secretary will be available for parents to ask transportation questions or pay curriculum material fees.

Research Cited: Fall 2014 Climate audit

Evidence of success: Parent Online Surveys

Activity - 3rd Grade Back to School Night Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 3rd grade parents will be sent a link to a survey to complete to get feedback from parents on information presented and made available to them at the 3rd Grade Parent/Student Back to School event.	Parent Involvement	08/14/2017	09/01/2017	\$0	No Funding Required	Climate Committee and administration

### Strategy 2:

2nd Grade Orientation - The Rose Hamilton grades k-2 principal and the Centerville-Abington Elementary grades 3-6 principal will coordinate a day in May for the 2nd graders to visit the 3rd grade classrooms during the school day. 2nd grade students will be bussed to Centerville Elementary where they will be met by one of the principals and taken through each of the 3rd grade classrooms. While visiting classrooms, 2nd graders will meet the 3rd grade teachers and learn from current 3rd graders what to expect when they come to 3rd grade. After visiting 3rd grade classrooms, 2nd graders will be given a tour of the building before heading back to Rose Hamilton. The entire orientation takes about 30 minutes.

Research Cited: 2014 Fall Climate Audit

Evidence of success: 2nd Grade survey results.

## Indiana School Improvement Plan

Centerville-Abington Elementary School

Activity - 2nd Grade Student Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When students return to Rose Hamilton after their 3rd Grade Orientation, they will be given a short kid friendly survey to complete. The purpose of the survey is to find out if the orientation made the 2nd graders feel more comfortable about transitioning to Centerville Elementary in the fall for 3rd grade.	Other - Feedback	05/01/2018	05/25/2018	\$0	No Funding Required	Teachers and Administrators.

### Strategy 3:

New Student Orientation - When a student comes to Centerville Elementary from another school district, parents will schedule a new student registration appointment. During the appointment, parents will be given information in a folder to take home and read to better prepare them for entering Centerville schools. The school secretary will help the parent/guardian set up a Powerschool account so they can access student grades, attendance information, and other important information regarding their student. After the appointment, the principal or assistant principal will take the student and parent/guardian on a tour of the school, show the student their classroom, and answer any additional questions they may have.

Research Cited: <https://www.theguardian.com/childrens-books-site/2014/aug/19/top-10-tips-changing-schools-students-parents>

Evidence of success: New Student Parent surveys.

Activity - New Student Parent Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be given a survey to complete that will give the school feedback on whether or not parents/guardians and their student(s) felt prepared for starting school at Centerville Elementary after leaving the New Student Orientation.	Other	07/24/2017	05/18/2018	\$0	No Funding Required	Office Staff and Administration

### Strategy 4:

6th Grade Visit to Jr. High - 6th Grade teachers will take students to the jr. high to receive a tour of the building and learn about jr. high expectations.

Evidence of success: 6th Grade Student Surveys

Activity - 6th Grade Student Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th Graders will visit the jr. high.	Academic Support Program	05/01/2018	05/25/2018	\$0	No Funding Required	6th Grade teachers, school counselor, and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Independent Student Learning and Data Analysis	Students will use data folders to record AR, STAR, and NWEA data and write goals. Students will test over the designated amount of non-fiction books for Accelerated Reader as determined by grade level.	Other - Accountability	09/06/2017	05/25/2018	\$200	Teachers and administrators
Teacher Training on Vocabulary Instruction	Current teachers will annually review the Marzano 6-Step process to direct teaching of vocabulary. New teachers will view two videos on building academic vocabulary and direct teaching of vocabulary as well as be given the Marzano book, Building Academic Vocabulary. Teachers will be shown new vocabulary lessons available through readworks.org throughout the school year.	Direct Instruction	08/09/2017	05/25/2018	\$60	All teachers and administration
<b>Total</b>					<b>\$260</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
2nd Grade Student Survey	When students return to Rose Hamilton after their 3rd Grade Orientation, they will be given a short kid friendly survey to complete. The purpose of the survey is to find out if the orientation made the 2nd graders feel more comfortable about transitioning to Centerville Elementary in the fall for 3rd grade.	Other - Feedback	05/01/2018	05/25/2018	\$0	Teachers and Administrators.
Monitor Implementation	All students will take an SSR survey in the spring of 2018. Teachers will look at SSR student survey to ensure students are continuing to enjoy reading and feel that SSR time allows them to improve their reading comprehension. Teachers will discuss results of student surveys and make needed changes to SSR routines and procedures for following school year.	Other - Survey	04/23/2018	04/27/2018	\$0	Teachers
Administrator Observations of Teachers Using Close Reading Strategies	Administrators will look for evidence of close reading strategies and vocabulary instruction being used to support student comprehension of informational text during short and extended observations.	Professional Learning	09/06/2017	05/25/2018	\$0	Teachers and Administrators

## Indiana School Improvement Plan

Centerville-Abington Elementary School

New Student Parent Surveys	Parents will be given a survey to complete that will give the school feedback on whether or not parents/guardians and their student(s) felt prepared for starting school at Centerville Elementary after leaving the New Student Orientation.	Other	07/24/2017	05/18/2018	\$0	Office Staff and Administration
Progress Monitoring	Teachers will display classroom data boards to encourage students to increase their reading comprehension rate.  Teachers will discuss individual progress towards reading comprehension goals with their students and 9 week comprehension rates for individual classrooms will be displayed on school wide data board.	Other - Data Analysis	08/09/2017	05/25/2018	\$0	Teachers, Media Specialist, and Administration
Data Folder Creation	Students will be given data sheets to record and write goals based on their individual data for STAR, NWEA, and vocabulary. Teachers are not limited to having their students collect and analyze this data. Students can keep data on more frequent formative assessments as well. During September grade level meetings, teachers will discuss how they share data with students and instruct students on sharing data with parents.	Academic Support Program	09/04/2017	05/25/2018	\$0	Teachers and administrators
3rd Grade Back to School Night Parent Survey	All 3rd grade parents will be sent a link to a survey to complete to get feedback from parents on information presented and made available to them at the 3rd Grade Parent/Student Back to School event.	Parent Involvement	08/14/2017	09/01/2017	\$0	Climate Committee and administration
6th Grade Student Surveys	6th Graders will visit the jr. high.	Academic Support Program	05/01/2018	05/25/2018	\$0	6th Grade teachers, school counselor, and administration
Professional Development	Teachers will use the readworks.org website to find informational text articles that correlate with curriculum. Teachers will receive professional development on CLOSE reading strategies. Teachers will review the ELEOT(Effective Learning Environment Observation Tool) and will implement best practices to improve student learning. Teachers will review spring 2017 data to improve to plan and improve instruction for following school year.	Professional Learning	08/09/2017	05/25/2018	\$0	All teachers and administration
<b>Total</b>					<b>\$0</b>	

## **Conclusion**

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.