Oregon-Davis Elementary School

SEPTEMBER 2019

SCHOOL IMPROVEMENT PLAN

GRADES *K-6*

Principal: William Bennett

_____

Signature   Date

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IC 2-31-5-5 and 6, and 511 IAC 6.2-3-3 outline the required components of a school improvement plan, which include the following:

Requirement	Page #
Established objectives of continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three (3) year period and how the school expects to meet these objectives, with annual review and revision if necessary to accomplish objectives.	16
Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.	15
Description of the curriculum and information concerning the location of a copy of the curriculum that is available for public inspection.	6
Description and name of the assessments that will be used by the school in addition to ILEARN.	14
Provision outlining how the school will address the learning needs of all students, including exceptional learners; provide courses to allow students to earn an Academic Honors diploma; and encourage the completion of the Core 40 and Academic Honors curriculums.	15-18
Provision to maximize parental participation in the school.	15, 16, 17
Provision to maintain a safe and disciplined learning environment for all students and teachers	17
Provision for the coordination of technology initiatives.	10, 15-16
Professional development program that includes a narrative of student learning data, strategies, programs and services to address student learning needs, activities to implement such strategies and an evaluation of the impact of such strategies; and an assurance that the professional development program complies with the State Board's core principles for professional development.	15, 16, 17
Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language- minority, cultural, exceptional learning and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified in need of additional professional development to increase cultural competency in the school.	17

511 IAC 6.2-3-4 outlines the following additional information that the school may choose to include in its school improvement plan:

Optional Requirement	Page #
A narrative description of the school, community and the educational programs.	5-6
A statement of mission, vision and beliefs.	5
Data, including graphs, from the annual performance report or other performance indicators. Other information about the educational programming and the learning environment.	8-11
Information about how the school's curriculum and instructional strategies support the achievement of Indiana academic standards.	15, 16, 17
Analysis of student achievement based on ILEARN and other assessment strategies.	8
Proposed interventions based on school improvement goals.	14

Required Addendum to the Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP) Template for Title I Schoolwide Program Applications

For those schools that are completing this CNA and SIP template to fulfill the requirements of the Title I Schoolwide Program (SWP) Application, respond to each of the statements below to meet the requirements for the SWP application.
Requirement
Describe how the goals and priorities set forth in the school improvement plan will coordinate programs, services and resources (e.g., violence prevention, nutrition, housing, Head Start, Adult Education, and Career and Technical Education).
Oregon-Davis Elementary School will coordinate with other programs and services throughout both the district and community to ensure that students get support socially, emotionally, and academically. The principal will meet on a regular basis with district staff to review programs, services, and budgets.
Describe how the needs of high-risk students will be addressed through: Mental Health Programs, instructional support and mentoring, and non-academic skill improvement strategies
Our leadership team reviews subgroup data throughout the school year to identify trends and patterns and create solutions based on root causes. Our school goals address social, emotional, and academic goals for all students and training/support for teachers.
Describe how Title I funds will be coordinated with other local, state and federal funding and programs.
Oregon-Davis Elementary School will receive support from Title I, Title II, Title IVA and other local and state grants. Funding aligns to priorities in the school improvement plan. We will focus on improving leadership, effective instruction, and student supports. We are streamlining grant applications, budgets, and school improvement planning to ensure a consistent focus on services for students.

SECTION I: INTRODUCTION AND OVERVIEW

A. INTRODUCTION

Oregon-Davis Elementary School is part of the Oregon-Davis School Corporation located in Hamlet, Indiana (Starke County). The school is a consolidation of Oregon Township and Davis Township. The first graduating class was the class of 1964. After the consolidation, grades 9-12 were in the Grovertown High School Building and grades 7-8 were at the former Hamlet High School. The elementary building was built in 1981.

The Community of Oregon-Davis Townships

The community of Oregon-Davis, population 6,298, encompasses Davis and Oregon Townships in Starke County, in northwest Indiana according to the 2010 Census.

The community offers potential resources and strengths. We are within 45 minutes of Notre Dame, Ancilla College, Indiana University South Bend, Ivy Tech, Purdue North Central at Westville, and Bethel College. We have one major airport in the area, which is the South Bend Central Airport. In our small area there are businesses that employ the parents of our students, which include; Farm Fertilizer, Low Bob's, Starke County Co-op, Norton Packaging, Koontz Lake Supermarket, The Food Mart, and Grovertown Truck Stop. There are three major towns: Valparaiso, South Bend, and Plymouth. The majority of our parents work in these towns.

Our community houses five churches: Holy Cross Catholic Church of Hamlet, United Methodist of Grovertown and Hamlet, New Life Pentecostal Church of Hamlet, St. Matthew's Lutheran, and Koontz Lake Missionary Church. In the combined churches there are approximately 125 children attending Sunday School. The Koontz Lake Missionary Church offers a Children's Church and averages 40 students. Koontz Lake Missionary Church also offers Wednesday evening Kids' Club and has an attendance of 25 students in the lower grades, and seven students in grades five and six. There is a one-week Vacation Bible School offered for preschool through sixth grade attended by approximately 120 students.

Oregon-Davis Elementary School Students

The building consists of grades K-6. There are 282 students, boys and girls. 59.9% of the students participate in the free and reduced lunch programs. Demographically, the student population is 93% white (Non-Hispanic), 4% Hispanic, and 3% multiracial.

In addition to certified staff, we have several paraprofessionals, a school psychologist, an SRO, and a pre-school teacher.

Plan Development

Teachers, administrators, and parents are involved in updating the school improvement plan. We review and update annually to ensure the plan is an accurate reflection of current activities at our school. Curriculum is reviewed annually and is available for review upon request.

2019-2020 Reading Team

The Reading Team meets a minimum of once a grading period. . Members include:

- William Bennett, Principal.
- Kari Camery, School Psychologist
- Cheryl Minix, Teacher
- Heather Quinn, Teacher
- Liz Browne, Teacher

B. CORE VALUES (VISION & MISSION)

Vision Statement:

Through academic readiness and career development, we strive to teach next generation skills that benefit students and the community.

Mission Statement:

Our mission is to develop students with strong character and a positive attitude who exhibit personal growth, citizenship, and academic mastery through collaborative, academic, and social opportunities.

C. WAIVERS

Our school understands the opportunity to consolidate funds and decline. Our school will coordinate resources, programming, and services among local, state, and federal resources.

D. STAKEHOLDER INPUT/LEADERSHIP	
Name	**Position**
William Bennett	Principal
Kris Hinds	1st Grade
Liz Browne	5th Grade
Tammy Whitcraft	4th Grade
Roberta Salyer	Special Education

E. THE COMPREHENSIVE NEEDS REVIEW PROCESS
On an annual basis, our leadership team works to update the plan with current state assessment data, benchmark data, discipline, attendance, professional development, and parent involvement data. This creates a strong foundation for our action plan through the identification of strengths and weaknesses.

SECTION II: COMPREHENSIVE NEEDS ASSESSMENT

A. SUCCESSFUL PAST PRACTICES
During the 2009-2010 school year, we received training on the Eight Step Process. We saw great success by following this process. After the first year of Eight Step, Oregon-Davis Elementary saw scores in the mid to upper 80% passing at all ISTEP grade levels, and were honored at the state house for being a top 10 English/Language Arts School for growth in the state of Indiana.   However, over time, we have lost some of the fidelity in implementation. As we have faced budget shortfall, staff have been cut, making interventions more difficult to be covered. In addition, our assessments did not have the rigor necessary to evaluate the new ICCR standards. However, beginning this year, we have stated the process of rewriting our assessments to match our more rigorous standards. During the 2016-2017 school year, we worked with (Educational Equitable Services) EES to Identify our critical and essential standards in math and language arts. We also developed curriculum maps and units tied to essential questions. During the 2016-2017 school year, we worked on close reading. Students integrated close reading into all subject areas to ensure frequency throughout the day.

B. ACADEMIC EVIDENCE

1. STUDENT ACHIEVEMENT

Our greatest area of concern centers on our **free and reduced lunch population and special education population** when we evaluated our ISTEP+ scores in math, and reading. We are also concerned with our overall math and English language Arts results. Math dropped significantly from 2016-2017 for almost all subgroups and grade levels.

ISTEP+ Trend Data								
	2018		2017		2016			
Subgroup	**ELA**	**Math**	**ELA**	**Math**	**ELA**	**Math**		
Overall	65.9	63.4%	65.7%	55.5%	66.3%	61.3%		
White	65.2	62.4%	63.8	54.7	64.7	62.2		
Paid	75.4	70.2%	75.3	62.8	74.6	76.4		
Free/Reduced Lunch	61.5%	**58.9%**	57.9	**49.5**	59.8	**49.5**		
Gen Ed	80.6%	69.9%	70.8	58.7	72.9	67.4		
Special Ed			**22.2**	**27.8**	**15.8**	**15.8**		
3rd	65.1%	**51.2%**	63.5%	**36.5%**	78.0%	**46.3%**		
4th	61.4%	60.5%	80.0%	85.7%	77.5%	80.0%		
5th	75.9%	82.4%	69.0%	71.4%	51.2%	62.8%		
6th	68.4%	**65.%**	53.5%	**38.6%**	59.0%	56.4%		

2018-2019 Oregon-Davis School Corporation ISTEP Scores

	Math 2016	Math 2017	Math 2018	Math 2019		ELA 2016	ELA 2017	ELA 2018	ELA 2019
3rd	46.30%	34.62%	53.60%	35.65		78.00%	61.54%	65.80%	33%
4th	80.00%	90.91%	60.40%	37%		77.50%	84.85%	61.40%	40%
5th	62.80%	72.50%	82.70%	47.5%		51.20%	70.00%	75.80%	37.5%
6th	56.40%	42.50%	65.80%	60%		59.00%	57.50%	68.40%	63%
Total	64.90%	57%	63.3%			66.90%	67.30%	66.2%	

4th	Sci 2018	48.00%	4th Sci2019	43%
5th	SS 2018	69.00%	5th SS2019	30%
6th	Sci 2018	58.00%	6h Sci2019	63%

2. CURRICULUM & INSTRUCTION

- Over the last two years, we have focused on identifying priority standards, developing curriculum maps, and proficiency scales.
- Our next phase will work on creating formative assessments that are aligned to standards and the rigor of the ILEARN assessment
- Curriculum maps and scales are available on a shared Google drive for teachers to view, update, and share
- In the past we had a focus on science, technology and math; we would like to develop a more solid STEM framework beginning with planning conversations this year
- We have a Bobcat/ACE time for all students, where students receive additional intervention, enrichment, or maintenance based on a weekly assessment of meeting standards

3. TECHNOLOGY INTEGRATION

- We have a one-one initiative within our district and technology integration is a critical part of creating a STEM framework
- There are two technology specialists in the district, a Technology Director and a Computer Technician.
- In the spring of 2017, we will be upgrading our Internet capacity from 150mbps to 300mbps. We will add another fiber connection from Mediacom to provide the additional speed. This extra connection will also act as a backup if our CenturyLink fiber should go down
- Smart boards and projectors are available in all classrooms
- Student devices include iPads this school year (HS students had Macbooks last year)

- We purchased five Apple TVs were purchased for the 2017-2018 school year to pilot in certain classrooms. Teachers have reported better connections with iPads better and alignment with the Apple Classroom Manager
- Everyone uses Google, Pivot, and Canvas (learning management like Blackboard or Moodle) to support initiative towards being paperless

4. PROFESSIONAL DEVELOPMENT

- PD was offered last year on curriculum development
- All teachers attend PD
- Collaboration is built in during the day so teachers can work together at least one time per week
- District is doing a book study on Grit by Angela Duckworth (have done Growth Mindset and Energy Bus in the past couple of years)

5. PRESCHOOL & TRANSITIONS

- Our school has one preschool classroom that serves approximately 24 students through am and pm classes
- We have two kindergarten classrooms for SY 2018-2019
- Sixth grade students attend a 7th grade orientation at the junior high school

6. REFLECTION

- Based on our analysis of academic data, it is clear that we must maintain a focus on subgroups.
- We must continue to provide additional support to students who struggle to learn. In order to address these concerns, we have added remediation programs built into the day through Title 1, and school wide intervention program. Teachers participate in professional development activities designed to meet the needs of both populations. We have also provided after school tutoring 2 nights a week from October -April.

C. NON-ACADEMIC EVIDENCE

1. FAMILY & COMMUNITY INVOLVEMENT

- We offer a variety of opportunities for parents to be involved with students, including parent-teacher conferences, student performances, open house, family nights, Title I nights, etc.
- Attendance will be tracked to determine areas of needs

2. ATTENDANCE

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten	95.6%	94.0%	92.5%	94.8%	93.0%	94.4%	94.1%	93.9%
Grade 1	93.5%	95.5%	94.1%	95.2%	95.0%	92.8%	94.5%	94.7%
Grade 2	95.6%	95.1%	94.0%	95.0%	95.7%	95.7%	93.6%	95.2%
Grade 3	95.2%	95.0%	94.0%	95.2%	95.3%	95.5%	94.9%	94.2%
Grade 4	95.6%	95.7%	94.6%	95.8%	95.0%	95.0%	94.7%	95.6%
Grade 5	95.9%	95.7%	95.1%	95.2%	93.6%	95.2%	95.2%	95.6%
Grade 6	97.1%	95.4%	95.2%	95.0%	95.5%	94.6%	93.7%	95.4%
All Grades	95.5%	95.4%	94.3%	95.7%	94.9%	94.9%	94.4%	95.2%

- Our overall attendance rates have hovered around 95% for the past two years
- The number of students with 10+ unexcused absences fluctuated between 37 and 19 between SY 15-16 and 16-17
- Twenty-six students missed more than 10% of the school year in SY 2016-2017

3. SAFETY, BEHAVIOR, AND CULTURAL COMPETENCY

- We have a full time SRO in the district
- We have a common school wide behavior system

4. LEADERSHIP

- We have both an administrative leadership team and a teacher leadership team

5. FISCAL REVIEW
· We ensure that Instructional time, material resources, and fiscal support the purpose and direction of the school. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.
6. REFLECTION
· An area of need is our attendance rate. We are currently at 95.2% with an alarming 37 students missing 10 days or more. Over the past 6 years, we have fluctuated from 95.9% to 94.1%.   · ODES has a partnership with the Starke County youth club. Students in club receive homework help, participate in STEM activities, and are exposed to all kinds of activities that relate to their everyday world.   · As for attendance, ODES is participating in a countywide initiative to curb truancy called Project Attend. With Project Attend, there are systematic instructions on what to do when students have missed a set number of days. This program is in partnership with DCS, local law enforcement, and county district attorney. In addition to this program, we also utilize our school resource officer to make home visits and check in on students.

SECTION III: IMMEDIATE AREAS OF IMPROVEMENT & SMART GOALS

A.   IMMEDIATE AREAS OF IMPROVEMENT
Area #1: English/Language Arts
Reading comprehension in fiction and nonfiction informational texts are low and in need of improvement, based on ISTEP+, Pivot Inspect and MClass TRC assessments.
Area #2: Math

Math scores at all grade levels need improvement based on our benchmark and state assessment data.

| **Area #3: Attendance** |
| Overall attendance is improving at 95.2 % up .8% from previous school year, however, still short of 96%. |

B. THREE-YEAR SMART GOALS		
School Year: 19-20	School Year: 20-21	School Year: 21-22
SMART Goal for English/Language Arts		
ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN English/Language Arts assessment. As a result, we will increase our overall student passing rate at each grade level by 5%.	ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN English/Language Arts assessment. As a result, we will increase our overall student passing rate at each grade level by 5%	ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN English/Language Arts assessment. As a result, we will increase our overall student passing rate at each grade level by 5%
Benchmarks: School level assessments, tiered assessments		
SMART Goal for Math		
ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN Math assessment. As a result, we will increase our overall student-passing rate at each grade level by 5%.	ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN Math assessment. As a result, we will increase our overall student-passing rate at each grade level by 5%.	ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN Math assessment. As a result, we will increase our overall student-passing rate at each grade level by 5%.
Benchmarks: School level assessments, tiered assessments		
SMART Goal for Attendance		
ODES will increase the percentage of students who are in school every day by decreasing the number of students with 10 or more absences. As a result, we hope to increase the overall daily attendance rate by .5 %.	ODES will increase the percentage of students who are in school every day by decreasing the number of students with 10 or more absences. As a result, we hope to increase the overall daily attendance rate by .5%.	ODES will increase the percentage of students who are in school every day by decreasing the number of students with 10 or more absences. As a result, we hope to increase the overall daily attendance rate by .5%.
Benchmarks: Weekly and monthly attendance data		

SECTION IV: IMPLEMENTATION PLAN

SMART Goal #1: ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN English/Language Arts assessment in spring 2020. As a result, we will increase our overall student pass rate at each grade level by 5% in spring of 2020.

Benchmarks: *School level assessments, tiered assessments*

Strategies to Achieve Objectives	Timelines, Person(s) Responsible	Resources Needed	Indicators of Success & Evaluation Plan
Instructional Strategies			
• Integrate Close Reading in all Subject Areas • Provide Bobcat Intervention Daily • Emphasize common vocabulary development across subject areas. • Hold bi-weekly meetings to analyze formative assessment data to determine Interventions and teaching	• All classroom and specials teachers	• ICCR Standards, IDOE resources including item samples, assessment guides and blueprints, textbook materials, PIVOT INSPECT,	• We will monitor and student achievement will increase, based on LEARN Assessment Data, PIVOT INSPECT, and Formative Assessments
Professional Development			
• Develop and vertically align ELA Curriculum maps • Development of tiered assessments and scales • Implement maps, assessments, and scales	• All classroom and specials teachers	• ICCR Standards, IDOE resources including item samples, assessment guides and blueprints, textbook materials, PIVOT INSPECT, and external partner	• Walkthroughs will be conducted to ensure implementation and fidelity of maps, assessment and scales and provide insight into needs of staff • Student achievement, as measured through benchmark assessments, will increase over the school year
Parental Involvement			
• Parental monitoring of grades via PowerSchool	• Parents	• PowerSchool, CANVAS, time	• Increase the number of parent accessing PowerSchool

SMART Goal #2: ODES will increase the percentage of SPED and SES (free and reduced) students passing the ILEARN Math assessment in spring 2020. As a result, we will increase our overall student pass rate at each grade level by 5% in spring 2020.			
Benchmarks: *School level assessments, tiered assessments*			
Strategies to Achieve Objectives	**Timelines, Person(s) Responsible**	**Resources Needed**	**Indicators of Success & Evaluation Plan**
Instructional Strategies			
· Provide 5 Minute Daily Fact Review/Practice · Utilize Problem-Based Learning Activities · Integrate of close reading strategy to help solve more complex word problems · Hold bi-weekly meetings to analyze formative assessment data to determine Interventions and teaching	· All classroom teachers and specials teachers	· ICCR Standards, IDOE resources including item samples, assessment guides and blueprints, textbook materials, PIVOT INSPECT, Khan Academy	· We will monitor and student achievement will increase, based on LEARN Assessment Data, PIVOT INSPECT, and Formative Assessments
Professional Development			
· Develop and vertically align math curriculum maps · Development of tiered assessments and scales · Implement maps, assessments, and scales	· Teachers	· ICCR Standards, IDOE resources including item samples, assessment guides and blueprints, textbook materials, PIVOT INSPECT, partnership with Equitable Education Solutions	· Walkthroughs will be conducted to ensure implementation and fidelity of maps, assessment and scales and provide insight into needs of staff · Student achievement, as measured through benchmark assessments, will increase over the school year

Parental Involvement			
· Parental monitoring of grades via PowerSchool · Classroom Newsletters	· Teachers, Parents	· PowerSchool, time to meet and review data	· Increase the number of parent accessing PowerSchool

SMART Goal #3: ODES will increase the percentage of students who are in school every day by decreasing the number of students with 10 or more absences by the end of 2019-2020. As a result, we hope to increase the overall daily attendance rate by .5 % by the end of 2019-2020.			
Benchmarks: *Weekly and monthly attendance data*			
Strategies to Achieve Objectives	**Timelines, Person(s) Responsible**	**Resources Needed**	**Indicators of Success & Evaluation Plan**
Strategies			
· Conduct daily Attendance Checks · Call home at 3 unexcused absences · Send letter at 5 unexcused absences · Conduct home visits, as needed · Invite parents to meet after 5 unexcused · School will notify *Project Attend*	· Principal · Dean of Students · SRO · Secretary	· PowerSchool · Project Attend Letters	· Overall monthly attendance will improve · The number of students who miss more than 10 unexcused days will decrease from the previous school year
Safe and Disciplined Learning Environment			
· We have a full-time SRO · Exterior doors are secure and require key fob entry · We implement a school-wide behavior plan	· Principal · SRO · Teachers	· School Safety Grant · School-wide behavior plan · Professional development time	· The number of office referrals, suspensions, and expulsions will decrease from the previous school year
Professional Development			
· Development of classroom activities that provide choice · Providing engaging classroom lessons.	· Principal and Teachers	· Technology	· Participation in PD activities will be tracked

			· Walkthrough data will be used to identify/observe classroom engagement
Parental Involvement			
· We will monitor attendance daily, notify parents at 3 or more absences, and have SRO do home visits.	· Principal · Teachers		· Parent involvement will be tracked this school year to identify patterns of attendance at school events · Parent surveys may be used to determine baseline perceptions about the school

Transitions			
· Preschool is offered for OD students · Kindergarten parents and students visit our school and teachers in the spring · There is an orientation for 6th grade students who move to the junior high school	· Spring · Kindergarten teachers	· Time · Parent resources for meeting	· Parents and students may be surveyed to establish baseline perception data regarding school and grade level transitions