

Jac-Cen-Del  
Elementary School

School Improvement Plan Submission for 2018-2019 School Year
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Jac-Cen-Del Elementary School  
(K-6)  
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## **1. Introduction**

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

#### **Demographics**

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

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

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

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

## **2. Statement of Mission, Vision and Beliefs**

#### **Mission:**

Jac-Cen-Del Elementary staff desires to instill in our students the knowledge and values necessary to allow them to develop into effective lifetime learners. We will base our programs upon methods that will provide our students with the opportunities to acquire, to their highest potential, skills, habits, and character traits that will prepare them to become caring, productive

members of an ever-changing world. Our school will provide the necessary knowledge base through a home/school/ community partnership to allow these opportunities to become a reality.

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

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

#### Beliefs

##### **We believe that as teachers:**

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

##### **We believe that all learners must become:**

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

### **3. School Improvement Through Assessment**

- Established objectives of continuous improvement:  
Jac-Cen-Del Elementary School has set attainable goals for student success in English Language Arts achievement, Math achievement, and attendance.

**Indicator #1 Current Baseline: 75.5 % Passing ELA State Assessment 2017 Report Card**

By the end of the 2017-18 school year, 78% or higher.

By the end of the 2018-19 school year, 79% or higher.

By the end of the 2019-2020 school year, 80% or higher.

**Indicator #2 Current Baseline: 81.2% Passing Mathematics State Assessment 2017 Report Card**

By the end of the 2017-2018 school year, 82.7% or higher.

By the end of the 2018-19 school year, 83.7% or higher.

By the end of the 2019-2020 school year, 84.7% or higher.

**Indicator #3 Current Baseline: 97.2% Attendance Rate for the 2017 School Year.**

By the end of the 2017-2018, 97.5% or higher.

By the end of the 2018-19 school year, 97.8% or higher.

By the end of the 2019-2020 school year, 98.1% or higher.

The staff at JCDE plans to meet these goals through routine monitoring. The staff meets monthly to review student monitoring. These monthly meetings are lead by Title I interventionist, elementary principal, or other building specialists.

Throughout the year, staff use a variety of assessment data to track the progress of their students, classes, and grade levels. These assessments allow the school to get accurate readings for comparing to the above mentioned goals.

**Specific Areas of Improvement**

**English Language Arts:** A sight word list for each grade level. A vocabulary list for each grade level. Comprehensive curriculum mapping with a variety of texts covering a theme. Developing a love of reading in our students.

**Mathematics:** Answering problems involving process standards. Application of learned skills in higher learning experiences.

**How will the school address these needs?**

JCD spent a considerable amount of time researching the needs and components of these needs. Through professional development from Smekens Education, we identified the components and needs of our ELA curriculum. Through staff professional development, we implemented a plan to incorporate all of these components into our plan. We eliminated the need for vocabulary from the basal readers, and developed vocabulary for the grade level. This allowed for differentiation of texts and reading levels for the students. Using the guided reading approach for our students allowed our teachers to differentiate their reading for the needs of the readers while accomplishing the same theme across the curriculum.

In regards to mathematics, we have diversified our teaching methods in lower grade levels in an effort. We have sent multiple staff to a guided math training to use the train the trainer

method. Through the use of stations and teacher lead workshops, we are hoping that we will be diversifying the exposure of math to ensure that we are developing the skills and concepts for student success.

#### **Description and name of assessments that will be used besides ISTEP+ / ILEARN**

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

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

#### **4. School Improvement Through Curriculum**

##### **Description of the curriculum and location**

Curriculum writing has been an ongoing process since the inception of the school in 1990. Committees of teachers have developed curriculum guides in Reading/Language Arts, Math, Social Studies, Science, Physical Education, Art and Music. The curriculum is aligned with state standards. These guides will be available electronically in the office and library. This curriculum began transitioning during the 2014 school year to accommodate the College and Career Readiness standards. Teachers have been working with colleagues to design curriculum maps to integrate into their teaching for the 2015-2016 school year. In the summer of 2018 the teaching staff in conjunction with the Title I staff redesigned and reorganized their curriculum maps to best reach their students. The staff has a shared cloud based drive that has the curriculum maps available to the staff. The school is in the process of loading the curriculum maps onto the school website.

##### **How will the school address the learning needs of all students?**

JCDE has implemented Success Time for English Language Arts and Mathematics. During Success Times, students are able to receive remediation, on level instruction, and enrichment. Special education staff, the Title I teacher, Title I interventionists, and other available staff assist students to reach their potential.

JCDE has also taken strides to implement ways to meet the High Ability learners. There has been clustering of classrooms, professional developments, and potential working with consultants to assist in educating the variety of students in the classroom.



### **Coordination of Technology Activities**

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

As we prepare for the future, we have implemented technology into our curriculum. We have utilized various computer programs and iPad apps to enhance our curriculum. Apps and programs go through a screening process by technology skilled staff members, Technology Coordinator, and Principal. We use these programs for progress monitoring, benchmarking, differentiation, and content delivery. These tools have allowed us to personalize learning for a wide variety of skill levels in our classrooms.

We provide training on these programs in a variety of ways. We have provided training in person in after school sessions. We have designated two hour professional development days once a month that allows us to train staff and teachers. We have used webinars and the train the trainer method to meet the needs of staff.

JCD has utilized one staff member to serve as a technology coach to help with implementing and enforcing technology instruction in the classroom. She will work in individual classrooms and hold training sessions for small and large groups of teachers.

### **Professional Development Programs/ Improve Cultural Competency**

JCDE is fortunate to have a wide variety of professional development opportunities available to them. Jac-Cen- Community School Corporation is a member of the Wilson Education Service Center. Due to geography, JCDE staff can attend professional developments in Indianapolis, Cincinnati, and Louisville regions. JCD is also fortunate enough to have a Late Arrival day one Wednesday a month. Late Arrival days are when the students attend two hours later than usual while the staff is involved in professional development.

For the 2018-2019 school year, JCD will be bringing in consultants and speakers to work with staff on the topic of empathy. Due to the growing number of students in poverty, broken homes, or with social-emotional needs, JCDE has been committed to finding resources to help staff assist students. Through work with Indiana Youth Institute, we will continue to find ways to meet the emotional needs of our students.

JCDE will continue to look for professional development opportunities that will enhance our students' experiences in the classroom. The expectation of attending a professional development opportunity is for the staff member to bring their newly learned skills back to the staff to share. Usually this practice is done in the form of a small presentation during a Late Arrival professional development day.





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

- Monitor student success utilizing data analysis and technology
- Evaluate students based on skill mastery as well as accumulative grades
- Develop learning opportunities for students that meet higher order thinking skills as well as develop mastery of content
- Incorporate the community as specialized teachers implementing skills learned at school in everyday life
- Incorporate core subjects into other disciplines and subject areas
- Develop inquiry based activities to teach content
- Develop a model for tracking student content mastery and trends
- Develop professional learning communities (PLCs) of teachers to discuss ideas
- Create engaging work for students where powerful learning will occur

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

Continuous learning will occur via participation in:

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

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

## **5. School Improvement Through Parental Involvement**

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

Parents are engaged in school activities through many forms of communication. Each week parents are sent a school newsletter. Parents are also connected through the school by Twitter, Facebook, Google Classroom, Seesaw, Class Dojo, and email.

## **6. School Improvement Through School Safety Safe and Disciplined Learning Environment**

JCD schools have adopted an Emergency Preparedness and Crisis Intervention Plan to help assure a safe school environment. JCD Elementary School also has a school safety committee including a School Resource Officer. This committee is designed to assist the principal in case of emergency. They also work together to provide programs that encourage school safety including the topic of Bullying. All doors except the front entrance are to be locked during school hours. Visitors are required to stop at the office and request permission to enter the building. They will be issued visitor badges before allowing them to enter the building. Administrators carry two way radios to keep constant contact with the office and central office. Telephones are in each classroom to allow contact and communication with the outside. The teachers keep all of their doors locked during school hours. The exterior doors to the building are also locked once the tardy bell has rung for the day. Parents picking students up from school are no longer permitted to enter the building. We have re-routed our pick up traffic to have students exit the building under the supervision of staff members.

JCD has also recently obtained funding for a wireless emergency notification system for the school to utilize should an emergency arise.

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

Signature

Stacy Gray  
Name (typed)

9/13/2018  
Date

**Committee responsible for this plan.**

<b>Name</b>	<b>Group you are representing:</b>
Travis Rohrig	Principal/ Parent, Chairperson
Tena Brown	Teacher
Kristen Grider	Teacher
Alyssa Struckman	Parent
Kris Kappes	Teacher
Lisa Wallpe	Teacher
Kindra Moore	Teacher/Parent
Amanda Hughes	Parent
Tammy Shaw	Teacher