

Roachdale Elementary School

“Every Child, Every Day, Whatever It Takes!”
School Improvement Plan 2014-2015



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Introduction

The North Putnam Community School Corporation and Roachdale Elementary have goals and an accountability system focused on school improvement. The continuous school improvement format of the Indiana Department of Education and AdvancEd are being used as models for compliance with state accountability mandates. These models support ongoing self-assessment and continuous school improvement with opportunities for professional development. The AdvancEd model peer review is an integral component of the school improvement process.

School Committees

School Improvement

Scott Spencer
Dan McMurtry
Mary Lee Rippy
Char Coffman
Julie Evans
Beth Taylor
Debbie Denny

Role

Principal
Counselor
Special Education
Title I & Remediation
High Ability Lead
Grade 5
Grade KG

Rtl (Helping Hands)

Dan McMurtry
Char Coffman
Mary Lee Rippy
Angie Murphy
Lynn Scott
Valerie Lenihan
Rita Anderson
Carrie Strain
Julie Black
Beth Taylor

Role

Counselor
Title I & Remediation
Special Education
Speech
SPED & 504 Coordinator
Grade KG
Grade 2
Grade 3
Grade 4
Grade 5

Guided Reading Team

Char Coffman
Denise Davies
Cathy Proctor
Julie Evans
Lana Powell

Role

Title I & Remediation
Grade 1
Grade 2
Grade 3
Grade 4

High Ability Team

Julie Evans
Nancy King
Rita Anderson
Heather Conner

Role

Lead Teacher/Grade 3
Grade 1
Grade 2
Grade 5

Section I

Description of the School, the Community and the Educational Programs

Roachdale Elementary

Roachdale Elementary is one of two elementary schools in the North Putnam Community School Corporation. It services children from the three northernmost townships of Putnam County. Roachdale Elementary is a K-5 school with an enrollment of about 260 students. The community is considered rural and economically speaking, the patrons are middle to lower class. Roughly 50% of our students are in the free or reduced lunch program. After completing elementary school at Roachdale, students continue their education at North Putnam Middle School and North Putnam High School.

Background and Physical Structure

The Roachdale Public School building first opened its doors in 1951. The first through twelfth grade building provided ample classroom space, modern kitchen facilities, and a gym for sporting events, physical education, and convocations.

In 1969, the six northern townships of Putnam County consolidated into the North Putnam Community School Corporation, and Roachdale Public School was changed to Roachdale Elementary School and housed grades K-6.

A new million dollar wing was completed and dedicated in September of 1987 adding several new classrooms, an Art/Science facility, a conference room, and a computer lab to the building. In the fall of 2000, another addition was completed, adding a new media center, computer lab, speech room, counselor's office, and media specialist office.

The physical structure of the building presently consists of seventeen classrooms, a regulation size gymnasium with a stage, clinic area, administrative suite, cafeteria, conference room, computer room with 28 computer terminals, and a media center with 6 additional computers.

The facility sits on 16 acres of land which gives adequate space for play, recreation equipment, and a walking trail. A grant, written in the fall of 2007, through Learn-N-Serve Indiana, funded this endeavor and the trail was completed in the spring of 2008. In 2014, a Lowe's grant added an outdoor classroom within the walking track area, complete with picnic tables. A complete HVAC renovation was also completed in 2014, which accompanied an office expansion and various other improvements to the building.

Staff

Roachdale Elementary has a staff that consists of fourteen full time classroom educators and a P.E, Art, and music teacher who are shared with Bainbridge Elementary. Other personnel include: one school counselor, one speech therapist, and nine instructional assistants. One secretary/treasurer, one health aide/office assistant, four cafeteria workers, two custodians, and one building administrator complete the staff. All instructors are fully certified and licensed in their field of expertise, some holding multiple licenses.

Educational Programs

Roachdale Elementary School offers a variety of educational programs to support the vision, mission, and goals of the school.

Academic Programs Include:

90 Minute Reading Block	After School Tutoring
Daily Oral Language	Daily Spiral Math Review
Book-It Reading Incentives	Peer Tutoring
Educational Field Trips	Math and Spell Bowl Teams
6+1 Writing Traits	Accelerated Reader
Weekly Math Challenge	Daily Title I Remediation
Hands-on Science	Content Area Leveled Reading
MobyMax Learning System	Cross-curricular Writing

Character Education Programs Include:

Student Council	Morning Announcements by Students
Morning Pledges	Daily Moment of Silence
Jump Rope for Heart	Bi-monthly Counseling Lessons
Olweus Bullying Prevention	Recycling Program
Walking for Health Incentives	Red Ribbon Week Activities
5 th Grade Courthouse Visit	

Parent Programs Include:

New Parent Breakfast	Monthly Principal Newsletter
Weekly Classroom Newsletter	School Webpage
School Facebook Page	AlertNow Calling System
Title I Parent Night	IREAD3 Parent Night
Guidance Parent Night	

Description and Location of Curriculum

Teachers at Roachdale Elementary utilize curriculum resources and guidance documents provided by the Department of Education to map College and Career Readiness Standards. Completed curriculum maps are kept digitally and housed within corporation servers. Teachers can access these documents via the shared server drive. Math

curriculum has been mapped and revised in each of the last three years. Language Arts maps are currently under review, as CCR Standards were approved by the state in the summer of 2014.

Assessment Instruments

In addition to ISTEP+, Roachdale Elementary utilizes a variety of learning assessment instruments and strategies. These include:

Performance Series (grades 2-5)

This web-based reading and math assessment is given twice each year at the beginning and middle of the school year to diagnose areas of strength and weakness for each student. This assessment is also used to determine placement in high ability and remediation programs.

Reading Street Series Reading Tests (grades 1-5)

This weekly assessment is used by classroom teachers to determine mastery of reading standards. Teachers have the flexibility to give the assessment via the web or using traditional paper/pencil format.

mClass DIBELS Next Reading and Math (grades K-2)

This assessment is given at the beginning, middle, and end of the school year. It is also used to progress monitor students who are identified as Title I remediation students in grades K-5.

IREAD3

This assessment is given annually to 3rd grade students to determine if students have reached minimum reading proficiency.

Section II – Vision, Mission, and Beliefs

North Putnam CSC Mission Statement

The Mission of the North Putnam Community School Corporation is to create, through community effort, an inspiring place where all students are able to grow and succeed.

Roachdale Elementary Vision

Every Child, Every Day, Whatever It Takes.

The Roachdale Elementary vision statement was developed in 2010 to provide clarity and purpose to the daily work of the teachers, parents, and the community. The vision was created following the implementation of the KEYS survey, which prompted many lengthy staff discussions and with the help and input of parents and community members. The school's vision statement is revisited each year to see if it accurately reflects the school community's beliefs.

Roachdale Elementary Mission Statement

The Roachdale Elementary School Community is committed to the developmental and academic growth of ALL students to encourage life-long learning in our ever-changing world.

The Roachdale Elementary mission statement was originally developed in accordance to PBA requirements. Input from community, parents, staff, and students were gathered. After lengthy discussions, the mission statement was developed. With a changing society, the mission statement is revisited each year to see if it accurately describes the school's mission.

Belief Statements

We believe:

- Every student has the potential for learning
- Education takes teamwork and requires commitment and involvement from each student, parent, and staff member.
- Through encouragement, students can be independent thinkers, problem solvers, and effective communicators.
- Students should be active participants in the learning process.
- Learning is important and can occur in an environment that is safe, orderly, and nurturing.
- Students should take personal responsibility for their behaviors and attitudes to make our school and community stronger.
- Our school must provide differentiated instruction that provides a variety of learning strategies and experiences for students who learn differently.
- In recognizing the importance of each student's uniqueness, helping to build a school and community that is sensitive and accepting of individual differences.
- Respect for self, peers, adults, and property is a vital component of our school expectations.
- In continuing to ensure parent and community support to promote mutual responsibility for our children.

Section III – Summary of Data

IREAD3 – Goal: Ninety Percent (90%) Passing Rate

	Percent Passing	State Average	Percent from Goal
2011-2012	89%	86%	-1%
2012-2013	98%	91%	+8%
2013-2014	88%	91%	-2%

ISTEP+ - Goal: Ninety Percent (90%) Passing Rate

Pass Both E/LA&M	Percent Passing	State Average	Percent from Goal
2010-2011	75%	71%	-15%
2011-2012	80%	72%	-10%
2012-2013	87%	74%	-3%
2013-2014	90%	75%	0

ENGLISH/L.A.	Percent Passing	State Average	Percent from Goal
2010-2011	84%	79%	-6%
2011-2012	88%	79%	-2%
2012-2013	90%	80%	0
2013-2014	94%	81%	+4%
	General Education	Special Education	Free & Reduced
	96%	80%	85%

MATH	Percent Passing	State Average	Percent from Goal
2010-2011	85%	80%	-5%
2011-2012	84%	81%	-6%
2012-2013	94%	83%	+4%
2013-2014	95%	84%	+5%
	General Education	Special Education	Free & Reduced
	95%	92%	92%

Section IV - Conclusions

Instructional Support for Achievement

Roachdale Elementary School uses research based, best practices and collaboration to increase the knowledge of different strategies and interventions to improve reading and math goals. Instructional strategies support the mastery of the College and Career Readiness Standards and encourage excellence in student achievement. The staff strives to use research-based teaching strategies that engage student thinking and provide proper feedback allowing students to monitor their own learning. Differentiated instruction for all students is the goal.

Parental and Community Participation

Roachdale Elementary encourages and supports parent and community participation in school. By providing a variety of opportunities for parents and community members to be involved in the learning process, a positive partnership is developed. Roachdale Elementary has community partnerships and strategies for continuing community involvement.

Parent and School Partnerships that Support Learning:

- Families attend an Open House the night before the first day of school. During the Open House, families tour the building, meet school staff, and socialize with other Roachdale Elementary families.
- A new parent breakfast is offered each year to introduce new families to the vision, mission, and goals of the school and to establish a level of comfort and partnership between the school and families.
- An assignment book is used in grades three through five. The purpose of this book is to increase student achievement, offer an opportunity for families and school to communicate, and involve families as partners in student learning.
- Weekly classroom newsletters that include topics of study and highlights of classroom and school-wide events are sent home.
- Families can access the school's web page and Harmony program for current information on student grades and classroom activities.
- Families are encouraged to participate in the Box Tops for Education, Campbell's Soup Labels, and printer cartridge recycling programs.
- Families participate in Book Fairs, Music/Art Programs, Spring Carnival, and other opportunities for shared learning.
- Families and staff members support the Roachdale Elementary PTO.
- Monthly, Parents are invited to attend the Principal's Coffee to share ideas and concerns in a small group setting.
- Participation in Parent-Teacher conferences averages about 98% each year. An open door policy exists; parent and community members are in the school daily.
- Parents are invited to participate in many student classrooms.
- Parents chaperone field trips and volunteer for special classroom events.

Community Partnerships and Strategies for Continuing Community Involvement

- The school participates in recycling and houses a container for community paper recycling. The school utilizes local bins for recycling cans, bottles, and cardboard.
- Community and family members are welcome to support students by volunteering in various capacities throughout the school.
- Teachers host DePauw University practicum students in their classrooms.
- Teachers host Cadet Teachers and interns from the high school in their classes.
- Students in grades K-5 participate in the American Heart Association's Jump Rope for Heart/Basketball program.
- The students participate in the Coats for Kids drive sponsored by Putnam County Youth Development Commission.
- Grandparents are honored during the Grandparents' Day Program.
- Roachdale Elementary staff and students contribute food for assistance of community families in need during Thanksgiving and Christmas.
- The Roachdale Elementary Student Council leads our school in service projects such as Spirit Week activities, planned activities to honor staff during Staff Appreciation week, and heading up fundraisers for Riley Children's Hospital.
- The school hosts a community blood drive twice each year.
- The school partners with a local American Legion to teach flag etiquette.

Technology

The North Putnam Community Schools use the NPSC Technology Curriculum Guide to direct instruction and integration of technology throughout the corporation. Teachers use the technology standards as guidelines for incorporating technology-based activities in the classrooms and in the computer lab. The belief is that students can become successful in academic learning, communication, and life skills that will be valuable to them as an adult in the workforce.

In the Classroom:

- Students are able to access the Internet and other software programs through the use of the 2 to 4 student computers in many of the classrooms.
- Teachers have access to technology resources such as video cameras, digital & document cameras, computer projection, and air slates.
- Students engage in the use of SmartBoards, tablets, iPads, and NEO's by AlphaSmart to increase accessibility, motivation, engagement and achievement.
- Students use the Accelerated Reader software to take computer quizzes over books they have read.
- Students are progress monitored for DIBELS through the use of palm pilots and data is then transferred to the computer for charting.

In the Computer Lab:

- Students attend weekly computer classes to enhance basic computer and keyboarding skills based on district expectations.
- Students use the web-based program, Type to Learn, to acquire these keyboarding skills.
- Students implement and produce reports and presentations to show their understanding of class concepts and topics.
- Students use MobyMax to develop math and language arts skills.
- Students participate in computer assessments to gauge achievement and provide instructional objectives for future instruction.
- Students are instructed in the use of Microsoft Word, PowerPoint, and Publisher.

In the School:

- Teachers and families are able to use e-mail and phones with voicemail in every classroom to communicate with each other.
- Family and community members can access information through the corporation webpage, school webpage, and Facebook.
- The library has become fully functional through the use of computers. Students and teachers check out books by scanning a barcode and the card catalog is accessed via the computer.
- Cafeteria utilizes a finger scan system for accounting purposes.
- The administrator utilizes Survey Monkey to acquire data from teachers and parents.

For the Teacher:

- Teacher computers are networked together with various printers or copy machines throughout the building to allow many printing options.
- Each grade level is equipped with a laser copier/scanner/printer combination unit.
- Technology lead teachers are trained to assist teachers with questions and technology problems.
- Staff development is conducted to improve instruction, graph data, update web pages, and introduce new technology in the building.
- Teachers submit grades through Harmony, a computerized grade book.
- A desktop technician and technology coordinator are employed by the corporation to assist with implementation and integration.

Safe and Disciplined Learning Environment

Roachdale Elementary School has a safe and disciplined learning environment. RES has adopted the *Character Counts Program* where the counselor teaches a different character trait each month and the teachers continue to reinforce those principles throughout the year. The counselor meets regularly with other counselors in the corporation and within the county so that the entire community is sharing the same goals at school and at home.

In addition to the character based lessons taught by the counselor, each classroom teacher holds weekly class meetings as a part of the school's Olweus Bullying Prevention Program. All staff members receive refresher training in bullying prevention at the start of each school year.

A central office administrator is assigned to crisis management in addition to the school principal. State mandated monthly fire and tornado drills are conducted along with semester intruder drills. Students practice tornado drills on school buses and are taught how to respond to a bus disaster. Furthermore, each year, the bus drivers come into the school and teach bus safety to the students.

All the schools in the North Putnam Community School Corporation have keyless entry systems where any visitor has to be buzzed in by someone in the school after having been identified. Parents state many times over that they feel this system helps ease the concerns over the children's safety. Children are only checked out to parents who can identify themselves and have been logged in as caretakers.

The Crisis Plan at RES is updated every year and staff is apprised of any changes. The principal is also a graduate of the Indiana School Safety Specialist Academy. The principal chairs the Safe-School Committee which meets every other month to review and discuss the school safety plan.

Progressive discipline consequences for students are used and are found in the student handbook. Discipline referrals are typically few. Student suspensions/expulsions are

rare. All teachers use a classroom discipline plan. Teachers are in frequent contact with parents through school newsletters, email, and telephone.

High Ability Program for Students

The High Ability Program assists students who have the potential to complete high ability work in a subject area of the classroom. Students in Grades K-5 are selected based on meeting specific criteria from test scores on standardized tests, KOI Assessment, and/or teacher/parent recommendations. At Roachdale Elementary, the cluster group model is used to assign classes. Placement is completed by the building administrator and teachers when developing the class lists for the upcoming school year. One of these cluster serves as the Lead Teacher for the building. Regular classroom teachers provide differentiated instruction and acceleration, with the Lead Teacher coordinating services, resources, and information. The Lead Teacher also conducts a parent meeting at the beginning of each school year and is responsible for keeping parents informed about opportunities outside of school such as Purdue's Super Saturdays, summer programs for the students, or the Parent Night at the Indiana Association for the Gifted (IAG) conference. Students are also encouraged to participate in academic competitions such as Math Bowl and Spell Bowl.

Cultural Competency

Roachdale Elementary is committed to providing opportunities to all students regardless of Ethnicity, Socioeconomic Status (SES), or Exceptionalities. A high percentage of low SES and Special Education students exist at the school. The staff feels that these two areas are in need of purposeful instruction. Every teacher can help Special Needs and low SES students regardless of having certification in Special Education. Strategies to address the needs of these groups include:

Special Needs and low SES students will feel welcome and accepted.

- Learn something about the student's home.
- Assign a buddy to familiarize a new child with the class and classroom routines. Rotate the assignment among several students. Encourage group projects.
- Be sure to include the student in class activities.

Allow Special Needs and SES students to begin the process of acquiring grade level skills at the beginning by developing listening comprehension.

- Teachers should monitor vocabulary and figurative language when speaking with students in class.
- Use contextual clues and concrete terms to clarify meaning: pictures, media, props, chalkboard sketches, Smart boards, manipulatives, and facial expressions.
- Model correct, appropriate language, but focus on communication and meaning rather than grammatical form.
- Don't force students to speak before they are ready.

Help students master subject matter while they acquire grade level proficiency.

- Provide opportunities for students to hear and use meaningful content language in a real context: art activities, science experiments, games, music, field trips, and role-playing.
- Whenever possible, preview lessons to facilitate understanding in the classroom.
- Encourage participation by asking questions that can be answered at the student's level.
- When a student begins contributing to class discussions, accept some errors in content and continue to model appropriate skills.
- Frequently check for understanding.
- Concentrate on building students' content vocabulary as a prelude to reading comprehension.

Maintain an encouraging, success-orientated atmosphere.

- Recognize that modified tests are often appropriate for student with special needs.
- Utilize Rtl resources and programs to help meet needs of SES students.
- Chronically hungry children in the low SES category will receive assistance through Backpack for Education Program in partnership with Gleaners Food Bank.
- Save early writing samples to compare later. Remember to praise students for successes as they increase skills.

Recommended Areas of Professional Development:

- The school will annually review policies and procedures related to the education of students with Individual Education Plans and provide training to staff members on a variety of topics related to special education.
- The school will conduct a staff training on Impoverished and Homeless Children during the 2014-2015 school year.
- The school will review Rtl procedures and interventions used to support students in the low SES category.

Implication for Learning

The Best Practices strategies for all students are also appropriate for exceptional learners and low SES students.

Section V – Student Achievement Outcomes

Goals and Objectives

Objective I All students will improve in reading comprehension across the curriculum.

Objective II All students will improve in mathematical computation & problem solving.

Specific Areas for Immediate Improvement

Though scores show an upward trend toward meeting and in some cases exceeding the goal of 90% passing rate in reading, the school has not met that mark in two of the last three years. To address this deficit, the school will change the immediate focus from writing to reading comprehension. Professional development will be provided in guided reading and the 90 minute reading block.

Indicators (benchmarks) for Progress

Grade	Assessment	EOY Benchmark	ISTEP+ Goals
K	TRC	Level B	
1	TRC	Level I	
2	TRC	Level L	
3	Performance Series	> 2257	> 90% Pass/Pass+
4	Performance Series	> 2441	> 90% Pass/Pass+
5	Performance Series	> 2585	> 90% Pass/Pass+

If greater than 90% of students are achieving the established benchmarks above, the school feels that students are making adequate progress toward a full year's growth. The school utilizes baseline and progress monitoring data to project where students will score at the end of the year. The data is used to make curricular and intervention decisions at the school, grade level, class, and individual level.

Proposed Interventions

Students who do not demonstrate progress from one monitoring period to another are provided remediation during the school day through the Title I (Tier II) or special education classroom (Tier III).

Tier II Interventions:

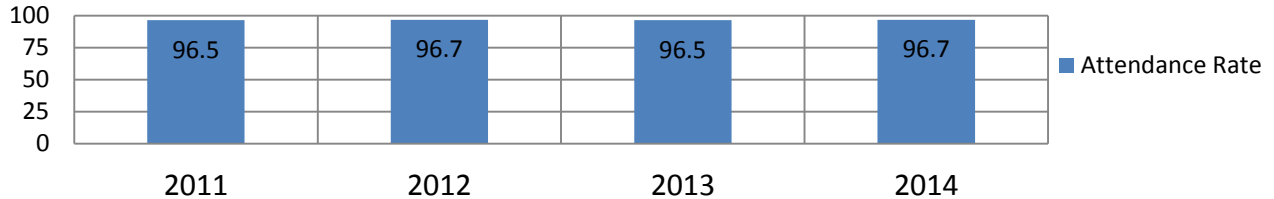
- 40 minute guided and leveled reading groups outside the core instruction block.
- Peer tutoring and reading groups.
- 20-40 minute individualized remediation utilizing the MobyMax platform.
- Parent volunteer and intern reading groups.
- Social skills and games groups.
- Assignment book monitoring.
- Therapy dog program.

Tier III Interventions:

- Classroom support given by instructional assistants in the inclusion setting.
- Pull-out classes for core academics.
- Resource and sensory rooms.
- Parent communication and bus folders.
- Behavior intervention plans.

Attendance Rate

Attendance at Roachdale Elementary School, from 2011 to 2014, has been above state average. The goal of the school is to trend upward, attain, and maintain an attendance rate of 98%. During the 2011-12 school year, Roachdale Elementary hit a record attendance rate of 96.7%, the highest rate in over six years. That rate was matched in 2013-14.



Several strategies have been put into place which seems to motivate students to attend school. Monthly awards are given for individual perfect attendance and outstanding attendance. A large traveling trophy is awarded each month signifying the class with the highest attendance in the school. An incentive program called “ATTENDANCE, A PIECE OF THE LEARNING PUZZLE” helps students track their own attendance. This program urges the children to want to be in attendance for their class to achieve 98-100% attendance. A bulletin board in the main hallway displays monthly attendance data for all to see.

Section VI – Professional Development

Professional Development Framework

Staff Orientation (August/September):

- Review changes in the school crisis and emergency plan.
- Train staff on autism awareness and strategies for working with autistic students.
- Review bullying prevention procedures and classroom meetings.

Data Meetings and RtI Folder Review (October/March):

- Review baseline and progress monitoring data for the school, grade level, class, and individuals in RtI.
- Revise Tier II intervention groups as needed.
- Review and revise strategies being used at Tier I and II.
- Establish grade level goals and objectives that align with corporation and school goals.

High Ability:

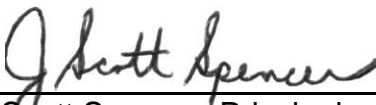
- Broad-based planning meeting held each semester.
- Monthly lead teacher meeting.
- Consulting work days with Ball State to map E/LA and math curriculum.

Guided Reading and Literacy training in partnership with Purdue University and the Center for Literacy Education and Research (2014-15 and 2015-16):

- Build a common literacy language.
- Review the 90 minute reading block and the direct correlation with the reading workshop.
- Introduce the management of authentic literacy stations.
- Examine guided reading elements.
- Examine literature discussion group elements.
- Introduce Records of Oral Reading and Running Records.
- Introduce interactive read aloud elements.
- Text feature analysis.
- Data collection and management.
- Technology and the 90 minute block.
- Discuss coaching and prompting language.

Principal's Statement of Assurance

I assure that Roachdale Elementary School Professional Development Plan complies with the Indiana State Board of Education's core principles for professional development. The plan is school-based and is collaboratively designed through the PL221 process for developing a School Improvement Plan. As evidenced by the Goal Statements that are written in terms of measurable student achievement, primarily based on standardized test scores, the PDP honors the Board's intent that enhanced student achievement through professional development will occur. The PDP is based on best practices, developing the writing and reading process, data analysis training and science based inquiry. This plan assures that job-embedded opportunities promote collegiality and collaboration. Professional development is integrated through these strategies in such a way to build capacity through a continuum of ongoing improvement activities that are constantly focused on improved student learning as in intended by the NPCSC board goals.



J. Scott Spencer, Principal

September 5, 2014
Date

Three Year Timeline for Implementation, Review, and Revision

Fall 2014

- Continue to review spring 2014 data and finalize goals and objectives.
- Administer baseline assessments for 2014-2015, review data, and establish Tier II groupings.
- Training begins for one-half of the staff on guided reading and literacy groups.
- High ability team maps E/LA and math units for use in cluster groups.

Spring 2015

- Training continues on guided reading and literacy.
- Review progress monitoring data and regroup students as needed.
- Begin analysis of spring 2015 standardized testing data.

Fall 2015

- Continue to review spring 2015 data and finalize goals and objectives.
- Administer baseline assessments for 2015-2016, review data, and establish Tier II groupings.
- Training begins for second-half of the staff on guided reading and literacy groups.

Spring 2016

- Training continues on guided reading and literacy.
- Review progress monitoring data and regroup students as needed.
- Begin analysis of spring 2016 standardized testing data.

Fall 2016

- Continue to review spring 2016 data and finalize goals and objectives.
- Administer baseline assessments for 2016-2017, review data, and establish Tier II groupings.
- Review guided reading and literacy groups and/or train new staff.

Spring 2017

- Review progress monitoring data and regroup students as needed.
- Begin analysis of spring 2017 standardized testing data.