**UNION ELEMENTARY**

## Strategic and Continuous School Improvement and Achievement

## Plan



Spring 2011

#### UNION ELEMENTARY

8707 WEST US HWY 36

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1. **Introduction**
2. **Narrative Description of the School, Community, and Educational Program**

Union School Corporation, the smallest of the five Randolph County school corporations, serves a rural farming community centrally located in a triangle between the cities of Muncie, New Castle, and Richmond. The school is approximately one mile west of Modoc. Winchester is the county seat.

Union School Corporation was founded in 1952 as a consolidation of the Modoc, Losantville, Huntsville, and Carlos school systems. The Blountsville school system joined the consolidation in 1964, resulting in the school corporation being a part of two counties, Randolph and Henry. A very positive blending of these communities has resulted from this consolidation.

Union School Corporation is unique in that the entire system is housed in one building. The building has been modernized to some degree and consists of a superintendent’s office, elementary wing, cafetorium/stage, library, auxiliary gym, junior-senior high school wing, main gym, and custodial office. The industrial technology building is a separate facility located south of the high school wing. It is connected to the main building with wireless technology. The main building is located on a 30-acre lot with parking front and rear, a baseball diamond, a playground area, a track, one tennis court, a disposal plant, and a pole building.

The total land area of the school corporation community is approximately 90 square miles. This wide expanse of territory results in transportation being provided either by the school corporation or parents, as walking to the school campus has proven to be impractical.

A five-member board of school trustees governs the corporation. Administrative responsibilities are carried out by the superintendent and delegated to two building principals.

The school corporation is the largest employer in the school district with 80 total employees, of which 36 are certified personnel (which includes the three administrators). Several certified staff members have teaching responsibilities at both the elementary and junior/senior high school levels.

For the 2010-2011 school year, the enrollment for Union Elementary School totaled 190 students. 98% of the students were white while 3 Hispanic students, and 1 Multi-racial student comprised 2 % of the total student population. Early enrollment figures for 2011-2012 indicate 185 students are currently enrolled at Union Elementary School.

**Description of the Community**

Based on the 2002 census data, the population of the school corporation community, comprised primarily of the communities of Modoc, Losantville, Huntsville, Blountsville, Carlos, and Mooreland, was 3,054. The ethnic composition of the community is predominantly white.

All contributing communities are small towns with no major industry for support. The socio-economic status of these communities is lower-middle class, with most of the population working in factories and businesses in Muncie, New Castle, Winchester, or Richmond. The remaining population works in small private businesses within the immediate local community.

Randolph County continues to have one of the highest unemployment rates (9.9%) in the state, with a poverty rate of seventeen and half percent (17.5%) (**STATS Indiana** 2011). Over one-third or thirty-nine percent (39.4%) of the junior-senior high school population receives lunch and textbook assistance. Twenty-six (26.7%) of Randolph County school children live below the poverty level. This percentage surpasses the state average.

According to current STATS Indiana figures, fifteen percent (15.2%) of our adult community members do not have a high school diploma which is just below the state average. Across all workforce groups, Randolph County residents earn approximately $4,000 less annually. Further, ten percent (10%) of Randolph County residents hold a four-year degree, which is well below the state average of almost twenty-two percent (21.9%).

1. **Curriculum – Description and Location**

The Union Elementary School curriculum is based on an aligned with the standards adopted by the Indiana State Board of Education. Copies of the curriculum are available in the school office and at the district office (8707 W. US Hwy 36, Modoc, IN).

1. **Assessments**

Students in Grades K-2 are given the DIBELS and MCLASS Reading and Math Assessments. Students in Grades 3-6 are given the ISTEP+ and Acuity assessments each year. Data from these assessments are used to differentiate learning for all students. Formative assessments include STAR Reading and Math, Reading A – Z, and standards based benchmark testing. The purpose of testing is to assist teachers in identifying and providing appropriate support to each student and to measure student academic growth.

1. **Statement of mission, vision or beliefs:**

*Union Elementary BELIEVES………………..*

* All students deserve to be surrounded by adults who believe in them and have high expectations for their success.
* All students deserve to be surrounded by highly qualified educators who instruct using a variety of teaching methods that address their individual learning styles.
* All students deserve to be educated in a safe, healthy environment where respect is shown by all stakeholders in the school community.
* All students should be provided opportunities to develop responsibility, be held accountable for their actions, and be given extra time for help when needed.
* All students deserve to be given the opportunity to speak and be heard, and responded to in an appropriate and timely manner.

1. **Summary of Data**

**ISTEP+**

The total number of students passing Language Arts and Math has increased each of the last four years. The total number passing increased 19% from 2007 to 2011.

The total number of students passing BOTH Language Arts and Math has stayed at the same level or increased each of the last four years. The total number passing BOTH tests increased 24% from 2007 – 2011.

The total number of students passing the Math portion of the ISTEP+ has increased each of the past four years. Scores have shown a 30% gain over that time.

With the exception of 2009, Language Arts scores have increased each year since 2007. Over a four year period, Language Arts scores have increased 11%.

***ISTP+ Standards Disaggregation***

|  |  |  |
| --- | --- | --- |
| **Chart Legend** | |  |
| **Red = Scores below 65%** | |
|  | |
| **Yellow = Scores between 65-70%** | |
|  | |
| **Green = Scores between 70 - 80%** | |
|  | |
|  | **Blue = Scores above 80%** | | |
|  |  | | |
|  | **Purple = Scores above 90%** | | |

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| --- | --- | --- | --- | --- | --- |
|  | **E/LA 2006-2007** | | |  |  |
|  |  |  |  |  |  |
| Standard | **3rd Grade** | **4th Grade** | **5th Grade** | **6th Grade** |  |
| **Reading Vocab.** | **75%** | **77%** | **62%** | **76%** |  |
| **Reading Comp.** | **68%** | **72%** | **66%** | **76%** |  |
| **Writing Process** | **68%** | **72%** | **64%** | **78%** |  |
| **Writing App.** | **71%** | **74%** | **62%** | **76%** |  |
| **Lang. Conventions** | **71%** | **74%** | **60%** | **71%** |  |
| **Lit. Response** | **No Data** | **72%** | **66%** | **82%** |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **E/LA 2007 - 2008** | | |  |  |
|  |  |  |  |  |  |
| Standard | **3rd**  **Grade** | **4th**  **Grade** | **5th**  **Grade** | **6th**  **Grade** |  |
| **Reading Vocab.** | **79%** | **69%** | **78%** | **68%** |  |
| **Reading Comp.** | **76%** | **72%** | **81%** | **68%** |  |
| **Writing Process** | **79%** | **72%** | **72%** | **65%** |  |
| **Writing App.** | **79%** | **72%** | **78%** | **62%** |  |
| **Language Conv.** | **79%** | **66%** | **78%** | **68%** |  |
| **Lit. Response** | **76%** | **69%** | **81%** | **68%** |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **E/LA Spring 2009** | | |  |  |
|  |  | | | | |
| Standard | **3rd Grade** | **4th Grade** | **5th Grade** | **6th Grade** |  |
| **Reading Vocab.** | **72%** | **73%** | **70%** | **79%** |  |
| **Non Fict/Info in Text** | **72%** | **72%** | **70%** | **77%** |  |
| **Literary Text** | **72%** | **73%** | **70%** | **79%** |  |
| **Writing Process** | **72%** | **76%** | **73%** | **74%** |  |
| **Writing App.** | **69%** | **71%** | **70%** | **77%** |  |
| **Lang. Conventions** | **72%** | **74%** | **63%** | **74%** |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **E/LA Spring 2010** | | |  |  |
|  |  |  |  |  |  |
| Standard | **3rd Grade** | **4th Grade** | **5th Grade** | **6th Grade** |  |
| **Reading Vocab.** | **77%** | **77%** | **82%** | **74%** |  |
| **Non Fict/Info in Text** | **81%** | **77%** | **70%** | **81%** |  |
| **Literary Text** | **73%** | **77%** | **73%** | **74%** |  |
| **Writing Process** | **85%** | **77%** | **79%** | **78%** |  |
| **Writing App.** | **73%** | **73%** | **76%** | **77%** |  |
| **Lang. Conv.** | **77%** | **73%** | **76%** | **77%** |  |
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|  |  |  |  |  |  |
|  | **E/LA Spring 2011** | | |  |  |
|  |  |  |  |  |  |
| Standard | **3rd Grade** | **4th Grade** | **5th Grade** | **6th Grade** |  |
| **Reading Vocab.** | **86%** | **76%** | **75%** | **80%** |  |
| **Non Fict/Info in Text** | **82%** | **79%** | **70%** | **85%** |  |
| **Literary Text** | **82%** | **79%** | **74%** | **82%** |  |
| **Writing Process** | **86%** | **79%** | **71%** | **85%** |  |
| **Writing App.** | **86%** | **83%** | **81%** | **88%** |  |
| **Lang. Conv.** | **82%** | **79%** | **81%** | **85%** |  |

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|  | **Math 2006 - 2007** | | | |  |
|  |  |  |  | |  |
| Standard | **3rd Grade** | **4th Grade** | **5th Grade** | | **6th Grade** |
| **Number Sense** | **57%** | **59%** | **57%** | | **71%** |
| **Computation** | **64%** | **64%** | **53%** | | **71%** |
| **Algebra** | **68%** | **62%** | **60%** | | **71%** |
| **Geometry** | **64%** | **56%** | **57%** | | **67%** |
| **Measurement** | **61%** | **64%** | **53%** | | **67%** |
| **Prob. Solving** | **61%** | **64%** | **62%** | | **73%** |
| **Data Analysis** | **no data** | **no data** | **62%** | | **73%** |
|  |  |  |  | |  |
|  | **Math 2007 - 2008** | | | |  |
|  |  |  |  | |  |
| Standard | **GRADE 3** | **GRADE 4** | **GRADE 5** | | **GRADE6** |
| **Number Sense** | **69%** | **66%** | **67%** | | **70%** |
| **Computation** | **69%** | **59%** | **58%** | | **70%** |
| **Algebra** | **76%** | **62%** | **72%** | | **70%** |
| **Geometry** | **72%** | **66%** | **72%** | | **73%** |
| **Measurement** | **76%** | **62%** | **78%** | | **73%** |
| **Prob. Solving** | **72%** | **59%** | **61%** | | **65%** |
| **Data Analysis** |  |  | **78%** | | **70%** |
|  |  |  |  | |  |
|  | **Math 2008 - 2009** | | | |  |
|  |  |  |  | |  |
| Standard | **GRADE 3** | **GRADE 4** | **GRADE 5** | | **GRADE 6** |
| **Number Sense** | **69%** | **71%** | **74%** | | **76%** |
| **Computation** | **72%** | **74%** | **55%** | | **76%** |
| **Algebra** | **72%** | **74%** | **68%** | | **76%** |
| **Geometry** | **66%** | **71%** | **68%** | | **73%** |
| **Measurement** | **66%** | **77%** | **65%** | | **73%** |
| **Prob. Solving** | **69%** | **71%** | **71%** | | **76%** |
| **Data Analysis** |  |  | **65%** | | **80%** |
|  |  |  | |
|  | **Math 2009 - 2010** | | | |  |
|  |  |  |  | |  |
| Standard | **GRADE 3** | **GRADE 4** | **GRADE 5** | | **GRADE 6** |
| **Number Sense** | **85%** | **73%** | **88%** | | **96%** |
| **Computation** | **88%** | **77%** | **88%** | | **100%** |
| **Algebra** | **88%** | **77%** | **88%** | | **100%** |
| **Geometry** | **85%** | **70%** | **85%** | | **96%** |
| **Measurement** | **88%** | **70%** | **85%** | | **100%** |
| **Prob. Solving** | **88%** | **77%** | **85%** | | **100%** |
| **Data Analysis** |  | **77%** | **88%** | | **96%** |
|  |  |  |  | |  |
|  | **Math Spring 2011** | | | |  |
|  |  |  |  | |  |
| Standard | **GRADE 3** | **GRADE 4** | **GRADE 5** | | **GRADE 6** |
| **Number Sense** | **95%** | **86%** | **93%** | | **88%** |
| **Computation** | **91%** | **93%** | **96%** | | **88%** |
| **Algebra** | **91%** | **86%** | **100%** | | **88%** |
| **Geometry** | **95%** | **93%** | **100%** | | **88%** |
| **Measurement** | **91%** | **93%** | **93%** | | **88%** |
| **Prob. Solving** | **91%** | **90%** | **89%** | | **88%** |
| **Data Analysis** |  | **93%** | **100%** | | **85%** |

\*\*More ISTEP+ and Attendance data available at:

[http://compass.doe.in.gov/Dashboard.aspx?view=SCHOOL&val=7117&desc=Union Elementary School](http://compass.doe.in.gov/Dashboard.aspx?view=SCHOOL&val=7117&desc=Union%20Elementary%20School)

1. **Conclusions About the Educational Programming and Assessment of the Current Status of Educational Programming.**
2. Curriculum – Indiana Academic Standards

The district curriculum under which Union Elementary operates is based on Indiana’s Academic Standards. To following actions have taken place to assure student growth is attained:

* A School Improvement Committee consisting of U.E.S. staff, parents, community patrons, and students studies data and collaborates to locate areas of weakness and suggest implementations and strategies to increase student achievement.
* Newsletters and teacher web pages keep parents up to date on instruction and events.
* Professional development is provided for staff which enhances knowledge of best practices.

1. Instruction supports to achievement of Indiana Academic Standards.

The alignment of standards to the curriculum is only the first step in providing instruction that is tailored to those standards. The staff at Union Elementary has implemented strategies that support the Indiana Academic Standards.

1. Conclusions about Student Achievement (ISTEP+ and other assessment strategies)

Union Elementary uses the ISTEP+, DIBELS, MClass, Acuity, STAR Reading and Math Assessments, and A-Z running records no drive the improvement of student performance. The data gathered from these assessments is used to guide our staff in diagnosing areas of need of attention. We use the information to identify student strengths and weaknesses in order to provide appropriate instruction for students.

1. Parental Participation in the School

Union Elementary welcomes parent involvement and participation and would like to see it advance to new levels. Our school has numerous opportunities for parents to become involved in their child’s education including:

* Parent/Teacher Conferences
* We are Thankful for Families Breakfast
* Grandparents’ Day
* Steering Team and Textbook Committees
* Movie Nights
* Family Activity Nights

**E. Technology as a Learning Tool:**

There is a district technology plan in place that includes a major effort in staff development. Within the building, Union Elementary has two shared computer labs. Each regular classroom has an LED projector, a laptop computer, and digital imaging camera. In terms of specific preparation and use:

* Several teachers have participated in voluntary corporation workshops.
* Report cards are computer generated and parents have online access to grades and attendance.
* Classroom and school newsletters are computer generated.
* Accelerated Reader, Star Reading and Math, Waterford, and My Skills Tutor are used to differentiate instruction for students.
* Technology is incorporated in to daily lessons.

**F. Safe and Caring Learning Environment**

Union Elementary operates under the Emergency Preparedness Plan adopted by Union School Corporation. Elements of this plan include the following:

* Exterior doors remain locked
* Signs direct visitors to the office.
* Visitors must sign in, wear a visitor badge, and sign out.

Teachers at Union Elementary are prepared to deal with discipline problems using a positive discipline approach. Emergency drills are practiced regularly.

1. School personnel have been trained in CPR, the Heimlich maneuver, and the AED (defibrillator**).**

**G. Professional Development**

Union Elementary professional development topics will include:

* The 90 Minute Reading Block
* Whole Group vs. Small Group Instruction in Reading
* Formative Assessment
* Data Analysis
* Progress Monitoring
* Reading Comprehension Strategies

**V. Statutes and Rules to be Waived-- NONE**

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| **School Improvement Action Plan**  **Union Elementary**  **Language Arts** | | | | | | |
| **GOAL:** Students will demonstrate increased mastery of the Language Arts/Reading Standards in each of the next three years. | | | | | | |
| **Standardized Assessments:**  ISTEP  DIBELS  MClass Reading  Acuity | | | **Local Assessments:**  -6+1 Writing Prompts  -Reading A to Z  - Accelerated Reader  - STAR Reading Assessment (Min. 3 times/year)  -End of chapter tests  -Frequent Formative Assessment | | |
| **Strategies/Activities:** | **Persons Responsible:** | **Time Frame:** | | **Resources:** | **Staff Development Activities** | |
| -Small group instruction to focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary.  -Progress monitoring through DIBELS, running records, and comprehension questions.  -Literacy centers that focus on five components of reading.  -Word their Way implementation (4-6) to enhance word level guidance in differentiation spelling model.  -Direct Instruction (whole group) in comprehension strategies from book “Strategies that Work”  -Progress monitoring will direct intervention (RtI) sessions.  -An emphasis on reading comprehension will occur leading students to make connections, predict, summarize, analyze, critique, and question.  -Teachers will place emphasis on higher level questioning. | -Classroom teachers  -Principal  -Title 1 Support Staff  -Guidance Counselor | Ongoing | | -Corporation & DOE information  -Rubrics from ISTEP.  - Pattern writing Guide  -Indiana Department of Education website – State Standards (activities based on indicators)  -DIBELS, MClass, Acuity Activities  -Fountas and Pinnell Leveled Books  -My Skills Tutor  -Waterford for Early Learning  -Core Reading Program—McMillan/McGraw Hill(Treasures)  -Florida Center for Research  -Guided Reading  -Words Their Way  -Strategies That Work  -Reading with Meaning | -Grade level team Data meetings to review assessment data.  -Grade level team meetings.  -Cross grade level meetings  -Professional Learning Communities (40 min. weekly)—Embedded weekly professional development in the areas of: 90 Min. Reading Block, Core Instruction, Small Group Instruction, Independent Center Activities, Assessment, Data Analysis, Active Engagement, and Vocab. Instruction.  -Sharing of teaching strategies at PLC meetings. | |

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| **School Improvement Action Plan**  **Union Elementary**  **Mathematics** | | | | | | |
| **GOAL:** Students will demonstrate increased mastery of the Math Standards in each of the next three years. | | | | | | |
| **Standardized Assessments:**  ISTEP  MClass Math  Acuity | | | **Local Assessments:**  - STAR Math Assessments (3 times per year)  -End of chapter tests  -Benchmark Assessments  -Frequent Formative Assessment | | |
| **Strategies/Activities:** | **Persons Responsible:** | **Time Frame:** | | **Resources:** | **Staff Development Activities** | |
| -After school Title 1 tutoring provided by certified teachers.  -Departmentalization of Math and Science.  -Data Meetings  -Progress monitoring will direct intervention (RtI) sessions.  -Teachers will place emphasis on higher level questioning.  -Daily Math Review focusing on Number Sense, Algebra, Problem Solving, and Measurement.  -Implement use of resources to address low areas:  \*Number Sence/Marci Cook  \*Algebra/Hands on Equations  \*Measurement/MeasureWorks  \*Prob. Solving/Target the  Question  -Use Non-Routine Problem solving each week. | -Classroom teachers  -Principal  -Guidance Counselor | Ongoing | | -Corporation & DOE information  -Rubrics from ISTEP.  -Indiana Department of Education website – State Standards (activities based on indicators)  - MClass, Acuity Activities  -My Skills Tutor  -Hands on Equations  -Target the Question  -MeasureWorks  -Marci Cook Manipulatives  -Harcourt Math Series | -Cross grade level and grade level meetings to discuss problem solving strategies and best practices.  -Review ISTEP+ data as a staff to discuss deficiencies and strategies to address areas or weakness. | |