

DEKALB CENTRAL

Excellence...Everyone...Everyday...

Country Meadow Elementary School

School Improvement Plan
2017-2018
Updated 5/25/17

Part A



DeKalb Central United School District Mission

The mission of DeKalb Central Schools is to develop socially responsible students who are literate, academically successful, engaged in all aspects of their education, and prepared for success in the 21st century.

School Mission

The mission of Country Meadow Elementary School is to develop respectful and responsible Country Meadow leaders striving to be at or above grade level.

School Overview

Country Meadow Elementary is located in DeKalb County Indiana and is one of 4 elementary schools within the DeKalb Central United School Corporation. DeKalb Central is located in northeast Indiana. DeKalb Central has 165.06 square miles of land area and 0.72 square miles of water area. As of 2010, the total DeKalb Central United population was 24,173. DeKalb County Central United School District median household income was \$45,875 from 2006-2010. DeKalb Central United School District has 4 elementary schools that serve grades Pre K - 5, 1 middle school with grades 6-8 and 1 high school with grades 9-12.

Country Meadow Elementary lies a few miles outside of the town of Ashley, Indiana and draws students from Ashley, Corrunna and portions of Waterloo. Country Meadow has an enrollment of approximately 310 students. Country Meadow serves grades Pre K - 5. It includes 2 coop special needs preschool classrooms, 1 general education preschool classroom, 1 elementary special education classroom, and 1 multiage classrooms within the building.

Core Values

Personal Best Equals: **EXCELLENCE**
High Expectations for: **EVERYONE**
Teamwork: **EVERYDAY**
Respect And Responsibility: **EVERYWHERE**

Curriculum

Country Meadow Elementary adheres to the prescribed curriculum of the Indiana State Department of Education and the DeKalb Central United School District.

The curriculum for the DeKalb Central United School District traditionally has been reviewed and modified on a subject by-subject basis in conjunction with the adoption of new textbooks. Through the coordination of a district Assistant Superintendent/Curriculum Director, curriculum and standards from the state are reviewed, studied and implemented at the local level.

The Indiana Academic Standards serve as the framework around which our curriculum is designed. Country Meadow is also continuing to stay up to date with the common core standards.

Curriculum and Standards for grades K- five may be found at:

<http://www.doe.in.gov/achievement/standards/indiana-standard-resources>

Parent & Community Participation/Involvement

Community/Parental involvement occurs through the parent teacher organization and through other opportunities for which parents choose to volunteer. Parents and community members are always encouraged to volunteer. Country Meadow Elementary also has an active Parent-Teacher Organization. The PTO meets monthly to discuss and plan projects. Input is gathered from both faculty and parents. A primary goal of this organization is to raise funds for the school and provide support to the school with special events and activities. The PTO has been involved with in the following activities:

- Field Day
- Dessert Theater
- Fall Carnival
- Literacy Night
- Leadership Day
- Leadership Night
- Annual Fundraisers
- Teacher Appreciation Week
- Work Hard Play Hard Parties
- Holiday Parties
- Skating Parties
- Father-Daughter Dance
- Mother-Son Bowling
- ISTEP celebrations
- Funding building activities

Other ways community members/parents are involved at Country Meadow Elementary include:

- Serving as chaperones for field trips
- Volunteering in building
- Attending school functions
- Attending student led conferences
- Serving on building committees and school improvement initiatives
- Serving as HOPE Volunteers

Serving as Cadet Teachers
Community Tours

Community/Parental involvement strategies include:

Title I parent breakfast
Literacy night
Student led conferences
Continual communication through phone calls and electronic communication
Classroom newsletters
School Newsletters
Literacy Newsletters
Parent Surveys
Classroom and school websites
Social Media (Twitter and Facebook)
Family Literacy Nights/Title I Events
NWEA parent reports
Progress reports/report cards
IREAD Parent Meeting
IREAD3 informational letter
Instructional software informational letters
Response to Instruction Letters
Individual parent teacher conferences
In-person and phone contacts

Safe and Disciplined Learning Environment

Country Meadow Elementary maintains a School Crisis Plan with is in alignment with the District's Crisis Plan. At Country Meadow staff members acknowledge that students achieve better in an environment in which they feel safe. Elements creating a safe environment include:

Locking of all outside entrances
A buzzer system to enter the school office
Students leaving or returning during school day must be signed in/ out.
Safety drills for fire, tornado and lock down are practiced routinely
Video Cameras inside and outside building
ID tags for all school staff
A trained counselor is available to all students to deal with personal issues and to teach social skills/ anti- bullying behaviors
Behavior tracking system in student leadership notebooks
Building wide focus on Owleus Anti- Bullying program which teaches students conflict resolution skills and ways to stop bullying in the school.
Building wide focus on Leader in Me leadership program which teaches students to be leaders and make positive life choices.
Building wide focus on PBIS

Technology Plan

Country Meadow is committed to using technology to support teaching and learning in the school. There is a district wide tech team in place with technology coaches available to work on technology training with teachers and technicians available to repair technology. There is also a student tech team (SWAT). Country Meadow currently has classroom sets of Chromebooks, internet and wireless access in each classroom, Promethean Boards in each classroom, several digital cameras and a variety of software.

K-3 classrooms have multiple iPods in the classroom. These were purchased with a literacy grant and are used to enhance literacy instruction.

The math, reading and science programs all have an online component. Many of these resources can be reached through an internet connection from home so students may access resources at home.

There are numerous online programs teachers are using that students may access from home also. A few of these include: Raz Kids, Spelling City, Xtra Math, Front Row, Google Classroom, Lexia, and Dreambox.

The district uses an online grade system which enables parents to log into an account and see student grades at any time.

Country Meadow also has a website which is updated regularly with information for parents and students.

Students are expected to use technology to be able to research and find answers to questions posed in classes. While doing this, students are guided in ways to pick out appropriate sites and use multiple sources to ensure accurate research. Students are required to publish a minimum of one piece of writing using technology.

Titles & Description of Assessments

Country Meadow Elementary engages in a thorough assessment process. The assessment process included both formal and informal assessments. Informal assessments include teacher observations, skill checklists, teacher-made tests, and end of unit assessments.

The Indiana Statewide Testing for Educational Progress (ISTEP+) is the main formal assessment instrument as is NWEA.

Assessments are used to determine the progress of individual students, diagnose individual needs, to determine strengths and weaknesses of the curriculum, and to lead instruction.

District Literacy Assessments (Benchmark Reading Assessment, Letter ID, HRSIW, Writing Continuum)

Used as a component of our universal screening system for our RTI selection. Data is used as a needs assessment to guide professional development to further student achievement, classroom instruction, coaching needs to monitor overall student growth, and evaluate success of interventions.

NWEA

Northwest Evaluation Association MAP Test provides teachers, students, and parents with an accurate assessment of student progress in mastering the skills of Mathematics, Reading, and Language. When administered at regular intervals over time, it is possible to find out whether an individual student, or an entire grade level, is making satisfactory progress

DIBELS Next

The DIBELS Next progress monitoring data is used to drive instruction, regroup, monitor and adjust intervention programs.

SRI is used to assess reading comprehension

Other assessments used:

Otter Creek Math Facts/Xtra Math- Daily math fact fluency program

Teacher Created Common Assessments- Grade level and district wide common assessments in a variety of subjects.

District created Phonics Assessment-Used by grades 1 and 2 to determine need for phonics instruction.

Student Leadership Notebooks- visual tracking of data by student

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School Improvement Plan
2017-2018

Student Learning: Goals & Data
Part B



DISTRICT MISSION	The mission of DeKalb Central Schools is to develop socially responsible students who are literate, academically successful, engaged in all aspects of their education, and prepared for success in the 21st century.
SCHOOL MISSION	The mission of Country Meadow Elementary School is to develop respectful and responsible Country Meadow leaders striving to be at or above grade level.

SCHOOL GOAL	Students will Demonstrate Growth in Math							
PRIORITY ALIGNMENT	Student Success, Intentional Innovation, Talent Management							
CORE PROCESSES								
SCHOOL-WIDE PROCESSES/PROGRAM/SERVICE				LEADERSHIP				
Math Automaticity				Teachers				
90 minutes math block				Teachers				
Continue using NWEA to drive instruction w/ data				Principal/ Literacy Coordinator/Teachers				
Student Leadership Notebooks				Teacher/student				
2017-18 INTENTIONAL INNOVATION PROCESSES								
<ul style="list-style-type: none"> Differentiated Instruction Implement new math Pacing Guide & Performance Assessments Math framework 								
STRATEGIES / ACTION ITEMS		LEADERSHIP		COMPLETION TIMELINE				
Train in differentiated instruction		Teachers/Principal/coach		0%	25%	50%	75%	100%
Expand process for grade levels using flexible grouping		Principal		0%	25%	50%	75%	100%
Re-examine math pacing and resources		Math committee members/teachers		0%	25%	50%	75%	100%
Further Implement/Explore Math Workshop		Teachers/principal/coach		0%	25%	50%	75%	100%
2017-18 NEW PROCESSES								
<ul style="list-style-type: none"> Math Interventions Model and Resources Use New Math Resources (Envision2.0) Including Math Performance Assessments Co-teaching with special Ed. 								

STRATEGIES / ACTION ITEMS	LEADERSHIP	COMPLETION TIMELINE				
Collaboration on use of resources/assessments	Teacher/paraprofessionals	0%	25%	50%	75%	100%
Restructuring math interventions	Teachers/paraprofessionals	0%	25%	50%	75%	100%

PROFESSIONAL DEVELOPMENT	ITEM	LEADERSHIP
	NWEA data analysis training	Lit Coordinator
	Math intervention Training	Innovation Coach
	PLC focus on differentiation, co-teaching models, & flexible grouping	Principal
	PLC focus on IN Standards/Pacing guide	Principal
	PLC focus on IN Assessments/ performance assessments	Principal

MEASURES	INFORMATION SYSTEM	TARGET
% Passing ISTEP	ISTEP + Math	Annual Increase in % Passing
% Meeting Projected growth	NWEA Math Fall to Spring AS&G	Annual Increase in % Meeting Growth
% at grade level	Otter Creek	Annual Increase in % at Grade Level

DATA

Percent passing ISTEP+ Math					
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
3 rd grade	79%	76%	69%	62%	
4 th grade	95%	89%	77%	72%	
5 th grade	86%	91%	84%	71%	

Percent Meeting NWEA Math Growth Expectation					
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Kindergarten	78%	86%	92%	97%	91%
1 st grade	88%	80%	90%	81%	89%
2 nd grade	74%	68%	40%	74%	52%
3 rd grade	65%	59%	84%	67%	52%
4 th grade	78%	70%	91%	74%	39%
5 th grade	70%	82%	82%	65%	61%

<p>*Note: NWEA Norms changed as of Fall 2015 / Data changed from % at grade level to % meeting growth expectation in 2015 Changed BOY NWEA testing for K to 1 month later into school year in Fall 2016.</p>					

Percent at grade level- Otter Creek Math Facts Program "Rocket Math"					
	Winter 2013	Winter 2014	Winter 2015	Winter 2016	Winter 2017
Kindergarten	n/a	n/a	n/a	n/a	NA
1 st grade	93%	77%	98%	100%	NA
2 nd grade	79%	97%	80%	97.5%	NA
3 rd grade	94%	95%	84%	84.5%	NA
4 th grade	95%	86%	100%	94%	NA
5 th grade	93%	100%	100%	93.5%	NA
*Note: Some goals changed as of 2012-2013 and again 2013-2014 school year (1 st grade doubled goal). Stopped using 2016-2017.					

New Math Measure (Dreambox or Math Performance Assessment)					
					Spring 2018
Kindergarten					
1 st grade					
2 nd grade					
3 rd grade					
4 th grade					
5 th grade					

SCHOOL GOAL	Students will Demonstrate Growth in Language Arts							
PRIORITY ALIGNMENT	Student Success, Intentional Innovation, Talent Management							
CORE PROCESSES								
SCHOOL-WIDE PROCESSES/PROGRAM/SERVICE				LEADERSHIP				
Further implement Literacy Framework/ Consistent practices/pacing guide				Literacy Coordinator				
Champion Benchmark Literacy Program				Teachers				
Continued development of Writers Workshop Model				Literacy Coordinator				
Continue NWEA training to drive instruction w/ data				Literacy Coordinator				
Student Leadership Notebooks				Teachers/ student				
2017-18 INTENTIONAL INNOVATION PROCESSES								
<ul style="list-style-type: none"> Maximize Lexia Core 5 in K-1 Restructuring reading interventions Special education “menu” of interventions based on individual needs 								
STRATEGIES / ACTION ITEMS		LEADERSHIP		COMPLETION TIMELINE				
Incorporate usage of research based best practices		Principal/ Literacy Coordinator		0%	25%	50%	75%	100%
Ongoing coaching/training/inform teachers		Literacy Coordinator		0%	25%	50%	75%	100%
Piloting push-in reading intervention		Literacy Coordinator/Classroom teachers		0%	25%	50%	75%	100%
2017-18 NEW PROCESSES								
<ul style="list-style-type: none"> New Writing Assessments Renewed focus on Reading Workshop Framework Utilizing technology/google apps to enhance ELA instruction 								
STRATEGIES / ACTION ITEMS		LEADERSHIP		COMPLETION TIMELINE				
Train teachers to use rubrics		Literacy Coordinator/ Curriculum Director		0%	25%	50%	75%	100%
60 Minutes writing 5x per week		Principal		0%	25%	50%	75%	100%
Lexia Reports training/utilization				0%	25%	50%	75%	100%
Chromebook and tool Rollout		Innovation Coaches		0%	25%	50%	75%	100%

PROFESSIONAL DEVELOPMENT	ITEM	LEADERSHIP
	Literacy Training/Coaching	Lit Coordinator
	Literacy and Technology Integration PD	Lit Coordinators
	NWEA Data Analysis Training	Lit Coordinator
	PLC focus on new IN Standards	Principal
	PLC focus on new IN Assessments	Principal

MEASURES	INFORMATION SYSTEM	TARGET
% Passing ISTEP	ISTEP+ ELA	Annual Increase in % Passing
% Meeting Projected Growth	NWEA Reading Fall to Spring AS&G	Annual Increase in % Meeting Growth
% Reading at Grade Level	Benchmark	Annual Increase in % at Grade Level

DATA

Percent passing ISTEP+ ELA					
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
3 rd grade	90%	89%	87%	77%	
4 th grade	90%	93%	100%	77%	
5 th grade	82%	97%	74%	79%	

Percent Meeting NWEA Reading Growth Expectation					
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Kindergarten	72%	86%	95%	97%	81%
1 st grade	90%	78%	66%	60%	94%
2 nd grade	80%	76%	62%	56%	50%
3 rd grade	72%	72%	66%	75%	59%
4 th grade	84%	72%	44%	58%	54%
5 th grade	72%	72%	68%	59%	44%

*Note: Norms changed as of Fall 2015 / Data changed from % at grade level to % meeting growth expectation in 2015.
 Changed BOY NWEA testing for K to 1 month later into school year in Fall 2016.

Percent at grade level on Benchmark (K-3) or SRI/Benchmark (4-5)					
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Kindergarten	86%	79%	*71%	80%	68%
1 st grade	92%	73%	*59%	62%	78%
2 nd grade	75%	92%	62%	62%	43%
3 rd grade	82%	82%	89%	88%	64%
4 th grade	79%	89%	91%	*72%	67%
5 th grade	83%	91%	85%	*80%	62%
*Notes: K and 1 grade level expectations changes for Spring 2015 assessment *Note: 4 and 5 switched from monitoring SRI to Benchmark in 2016					

SCHOOL GOAL	Improve Climate and Culture								
DISTRICT GOAL ALIGNMENT	Student Success, Positive Culture and Environment, Community and District Alliance, Intentional Innovation, Talent Management								
CORE PROCESSES									
SCHOOL-WIDE PROCESSES/PROGRAM/SERVICE					LEADERSHIP				
Focus on Mission					Principal				
Success Celebration and Sharing (School-wide, Classroom, and Individual)					Principal/ Staff				
Classroom Win-Win Agreements					Teachers				
Leadership Notebooks					Teachers/Students				
2017-18 INTENTIONAL INNOVATION PROCESSES									
<ul style="list-style-type: none"> Climate & Culture Improvement focus Leader in Me Branding 									
STRATEGIES / ACTION ITEMS			LEADERSHIP		COMPLETION TIMELINE				
PBIS & Olweus sustainability			Climate and Culture Team		0%	25%	50%	75%	100%
Teaching school-wide expectations			Principal/ Staff/ Climate and Culture Team		0%	25%	50%	75%	100%
Daily/Weekly attendance goal/tracking			Principal		0%	25%	50%	75%	100%
Leader in Me Training /sustainability			Principal/ Lighthouse/ Sustainability		0%	25%	50%	75%	100%
2017-18 NEW PROCESSES									
<ul style="list-style-type: none"> Expand parent communication and partnerships Student confidence measure 									
STRATEGIES / ACTION ITEMS			LEADERSHIP		COMPLETION TIMELINE				
Increase opportunities for parent involvement			Climate & Culture/ Lighthouse		0%	25%	50%	75%	100%
Parent Communication			Principal/ social media team		0%	25%	50%	75%	100%
Administer Student Confidence Tool			Climate & Culture		0%	25%	50%	75%	100%

PROFESSIONAL DEVELOPMENT	ITEM	LEADERSHIP
	The Leader in Me	Principal
	PBIS	Climate and Culture Team
	Olweus	Climate and Culture Team.

MEASURES	INFORMATION SYSTEM	TARGET
Increase Student Attendance	Attendance rate	Annual attendance rate increase
Decrease Reported Bullying	Olweus Survey	Annual Decrease in reported bullying
Decrease in Office Referrals	Office Referrals and Learning Slips	Annual Decrease in office referrals
Student Confidence Awareness Measure	Survey	Annual Increase in student confidence

DATA

Student Attendance Rate					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
school wide	96.4%	97.2%	96.9%	97%	96.9%

Number of Students reporting bullying on every other year Olweus Survey					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
school wide	42	30	N/A Survey not given	37	NA Survey not given

Number of Student behavior visits to office					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
school wide	86	112	96	84	102

Student Strength Awareness Measure

Student Strength Awareness Measure					
			2014-2015	2015-2016	2016-2017
school wide			Pilot in Spr 76%	Fall 81% / Spr 92%	Fall 77% / Spr 95%