Orleans Elementary School

School Year 2017-2018

Section 1: INTRODUCTION & OVERVIEW OF DATA

INTRODUCTION
Orleans Elementary School is located in Orange County, Indiana. Orleans is a small town with a population of approximately 3,000. Orleans is located approximately 90 miles south of Indianapolis and 45 miles northwest of Louisville, Kentucky. The district has an approximate population of 4500 people in three townships. Most adults work in the area of manufacturing, retail, and service. The median family income is considerably lower than the state average. Free and reduced data indicates that approximately 58% of elementary students live in poverty. Unemployment in Orange county is consistently one of the highest in the state, at approximately 9.5%. Almost 20% of households within the district have family income below the national poverty level. The vast majority of these households have school-age children. The present school building was constructed in 1962 with additional classrooms and multi-purpose room built in 1989. Eight additional classrooms plus and media center were added in 2005. During 2005, all classrooms, gym kitchen and office area were renovated. The school has 31 classrooms including rooms for Art, Music, three resource rooms, 3 Title I rooms, and a speech/hearing room. Orleans has 3 classrooms at every grade level, 35 certified teachers, most of whom have their master's degrees and one with a doctorate. Orleans has 19 instructional assistants. The retention rate is less than 3%. Many opportunities are extended to students beyond the basic classroom curriculum. OES offers art, music, library, and physical education classes. Students have opportunities to participate in math and spell bowl competitions, student council, basketball, cheerleading, ski club, volleyball, choir, band, drama, Science /Learning Fair and Just Say No programs. The Accelerated Reader program provides incentives for the students to redeem points accumulated through reading and testing over a large selection of books for all grade levels. Perfect attendance and academics are recognized in the local paper and in a yearly awards program. Orleans has an active Parent-Teacher Organization. Parent-teacher conference attendance rates are greater than 95%. Orleans has many community partners that help support the education of students. The curriculum is aligned with the Indiana Academic Standards. Teachers provide enrichment and remediation as needed. Copies of the curriculum can be found at the Superintendent's office, elementary school's office, the elementary school's library, and the Orleans public library.

CORE VALUES (VISION & MISSION)

We at Orleans Elementary School, in partnership with the community, will:

- Provide a safe learning environment
- Strive to meet the individual student's needs
- Equip students with the skills to meet or exceed state proficiencies
- Empower students with the communication skills necessary for our ever-changing world
- Share the responsibility of promoting strong moral values
- Develop responsible, productive citizens for the Orleans community

We believe that we should hold students to high expectations in regards to achievement, respect of self and others, and behavior. We believe that all students deserve an environment conducive to learning that is safe with knowledgeable, enthusiastic adults. We believe in providing an opportunity for all students to receive help beyond the classroom.

If all adults in our community are living by these core convictions daily, then the following attitudes and actions will result. Every adult will be available for a meaningful relationship with community youth. WE will have knowledgeable, enthusiastic teachers who will provide necessary opportunities for students to achieve high expectations. The adults will actively participate in the education process by offering a safe environment. Adults will expect high achievement, respect of self and others, and acceptable behavior.

In this environment where all adults are living by these convictions, students will be happy, have high self-esteem, a desire to learn, exhibit willingness to help others and their community, and be role models in their community. All students will have a strong desire to learn and achieve at or above grade level in all academic areas.

WAIVERS

Orleans Elementary School understands the option to consolidate funds and decline to do so at this time. At Orleans, the Special Education teachers, the Title I teachers and classroom teachers work together as a team and will be applying the RTI process at every grade level. All grants, including but not limited to Title I, Title IIA, Title IV, Rural School Grants and Orange County Community Foundation grants are written to support the school improvement plan and its goals.

COMPREHENSIVE NEEDS ASSESSMENT
PART I: SUCCESSFUL PAST PRACTICES

Orleans is proud of many accomplishments:
- OES earned an A last year, after being identified as a Focus school in SY 2014-2015
- OES staff adapted, developed stronger understanding on new Indiana State Standards and became more intentional with teaching to raise student performance
- OES was a 4 Star school for several consecutive years
- OES implemented a Student Success Process that provided supplemental and differentiated instruction for all students
- OES has several school-wide committees that support school improvement, family and community engagement, behavior and data review processes
- OES hosted a school carnival during 2016-2017 SY on a Saturday morning.
- OES hosted a very successful Grandparents day

PART II: ACADEMIC EVIDENCE

Student Data
- Spring 2017 ISTEP data shows 63% of students passed Math
- Math performance has been steady for the past two years
- Math performance dipped between SY 12-13 and SY 14-15
- Spring 2017 ISTEP data shows that 69% of students passed ELA
- ELA performance dipped slightly between SY 12-13 and SY 14-15
- 90.8% of students passed IREAD in spring 2017, which included all students

Curriculum & Instruction Data
- OES implemented a Student Success Process
- RTI process uses small group instruction, one on one individual instruction to help students achieve success
- OES offers Title I intervention support as well as special education services
- OES began developing common assessments in SY 2016-2017
- Curriculum will be revised along with development of common assessments, creation of a data team, and establishment of weekly grade level meetings
- Grade level curriculum calendars have been developed.

Professional Development Data
- Staff meets daily for 40 minutes
- Every Wednesday is early release
- Last year's early release focused on technology
- Focus for current school year is curriculum

- Staff attends conferences as needed, such as Get Your Teach On and Smekens
- Teachers share information with team during collaboration meetings
- Staff visit schools around the state
- E-coaches support teachers with technology implementation
- School has switched from PIVOT for teacher observations and walkthroughs to Standard for Success. School will be using a mobile app for walkthroughs.

PART III: NON-ACADEMIC EVIDENCE

Family and Community Engagement Data
- Attendance at Parent-Teacher conferences is high
- Attendance at the SY 2016-2017 School Carnival was high and there were many community partners involved in the carnival, such as teachers, assistants, PTO and high school athletic teams
- Attendance for Grandparents' Day is high
- School fundraiser was successful. Students were able to go on field trips (Lucas Oil Stadium, Cook Hall at IU) and funds also purchased items needed for school

Climate and Culture Data
- Staff participated in a book study (Lost at School), thinking about causes and cures of student behavior issues
- School applied for a Lilly grant
- School looks at different grant opportunities, such as partnership with IU Health to support the Jump Rope for Heart

Leadership Data
- There are several teacher leadership opportunities available through committee work and collaboration through professional development meetings and conferences

PART IV: CONCLUSIONS

The data shows that OES has responded to gaps in Math and ELA achievement and continued effort is needed in these areas. OES is becoming more intentional about plans, programs, and all other service as needed.

Section 2: IMMEDIATE AREAS FOR IMPROVEMENT

Area #1: Math

- Students struggled with multi-step problems.
- Students struggled with math facts.
- Teachers struggled with resources not aligned to the rigor of the new test.

Area #2: English/Language Arts

- Students struggled with multi-part text-dependent question in SY 2014-2015.
- Students showed fatigue with long passages
- Students struggled with citing evidence from text and responding through writing.

Area #3: Attendance

- Attendance is consistently over 96%.
- Focus will be on students who are consistently absent or tardy so that specific intervention can be provided

THREE-YEAR SMART GOALS			
	School Year:2017-2018	**School Year:2018-2019**	**School Year:2019-2020**
SMART Goal for Math	Student performance on ISTEP+ will improve at least 5% in Spring 2018	Student performance on ISTEP+ will improve at least 5% in Spring 2019	Student performance on ISTEP+ will improve at least 5% in Spring 2020
Benchmarks	*Acuity, DIBELS (K-2), TRC assessments, Reading Street unit assessments, Reading A to Z, Study Island and Tenmarks*	*Acuity, DIBELS (K-2), TRC assessments, Reading Street unit assessments, Reading A to Z, Study Island and Tenmarks*	*Acuity, DIBELS (K-2), TRC assessments, Reading Street unit assessments, Reading A to Z, Study Island and Tenmarks*
SMART Goal for English/Language Arts	Student performance on ISTEP+ will improve at least 5% in Spring 2018	Student performance on ISTEP+ will improve at least 5% in Spring 2019	Student performance on ISTEP+ will improve at least 5% in Spring 2020
Benchmarks	*Acuity, Go Math assessments, Edmentum, Study Island*	*Locally-created assessments*	*Locally-created assessments*
SMART Goal for Attendance	Every child will attend school at least 98% of all school days in SY 2017-2018.	Every child will attend school at least 98% of all school days in SY 2018-2019	Every child will attend school at least 98% of all school days in SY 2019-2020
Benchmarks	*Chalkable*	*Chalkable*	*Chalkable*

SMART Goal #1: Student performance on ISTEP+ will improve at least 5% in Spring 2018				
Benchmarks: *Acuity, Go Math assessments, Edmentum, Study Island*				
Strategies to Achieve Objectives	**Person(s) Responsible**	**Resources Needed**	**Indicators of Success & Evaluation Plan**	**Implementation Status**
Instructional Strategies				
▪ Curriculum will be guaranteed and viable through prioritization of standards for math at each grade level. ▪ Students will delve deeper into exploration of units through use of Essential Questions that will be posted and discussed in classes daily. ▪ Assessments will be aligned to the priority standards and will match the rigor of what students are expected to know and be able to do, including: multi-step questions, multi-correct questions, distractors, conceptual thinking, and identifying errors in problems presented ▪ Students will have opportunities to grow by meeting high expectations with appropriate scaffolding and feedback on processes of learning ▪ Students will develop a	Leadership team, classroom teachers, support staff	• Edmentum, Study Island Software • Professional Development on Curriculum • Professional Development on Creating common formative assessments • Professional Development on creation of Essential Questions • Common Planning time to work on assessments and curriculum	▪ Benchmark data will show increases in students' math achievement ▪ Lesson plans will Include specific times and activities to promote thinking and collaboration ▪ Participation of Science Fair will be compared to previous years' for comparison data	☐ Not Started X In Progress ☐ Completed

• conceptual understanding of math concepts and processes ▪ Students will engage in more dialogue about math ▪ Process standards will be included with every lesson ▪ Students can participate in Science Fair/Learning Fair				
Professional Development				
• Weekly collaboration will occur with whole staff and grade level meetings • Teachers will meet daily for 40 minutes; 3 days will be for lower grade collaboration; and kindergarten will meet for 2 dyas	Leadership team, classroom teachers, support staff	Partnership with Equitable Solutions to provide Professional Development on curriculum development and creation of common formative assessments	▪ Benchmark data will show increases in students' math achievement	☐ Not Started X In Progress ☐ Completed

TITLE I SCHOOLWIDE PLAN TEMPLATE

SMART Goal #2: Student performance on ISTEP+ will improve at least 5% in Spring 2018				
Benchmarks: *Acuity, DIBELS (K-2), TRC assessments, Reading Street unit assessments, Reading A to Z, Study Island and Penmark*				
Strategies to Achieve Objectives	**Person(s) Responsible**	**Resources Needed**	**Indicators of Success & Evaluation Plan**	**Implementation Status**
Instructional Strategies				
▪ Curriculum will be guaranteed and viable through prioritization of standards for ELA at each grade level. ▪ Students will delve deeper into exploration of units through use of Essential Questions that will be posted and discussed in classes daily. ▪ Assessments will be aligned to the priority standards and will match the rigor of what students are expected to know and be able to do ▪ Students will have opportunities to grow by meeting high expectations with appropriate scaffolding and feedback on processes of learning ▪ Students will respond to literature through writing (Smeken's writing, Yes Ma'am) ▪ Students will participate in and close reading regularly ▪ Teachers will implement a balanced literacy approach to differentiate instruction and meet the various learning needs and styles of students ▪ Title I will provide supplemental	Leadership team, classroom teachers, support staff	•Professional Development on Curriculum •Professional Development on Creating common formative assessments •Professional Development on creation of Essential Questions •Common Planning time to work on assessments and curriculum	Lesson plans and walkthroughs will be used to determine the frequency of professional development planning Data on student achievement through benchmark assessments will be used to drive instructional decisions	☐ Not Started X In Progress ☐ Completed

instruction for students in grades K-3, through push in, pull out, or one-to one groupings, and focus on developing phonemic awareness and fluency ▪ An RTI committee will collect student data and meet monthly to determine appropriate interventions for students ▪ Special education will provide support to students in both pullout and self-contained situations ▪ The high-ability coordinator/teacher will pull students out weekly for 30 minutes ▪ Students will have opportunities fo participate in spell bowl, math bowl and the science fair ▪ All students will participate in a learning ▪ Teachers who were trained will integrate Reading recovery strategies into small group, literacy lessons				
Professional Development				
Collaboration ▪ Teachers will participate in and utilize Smeken's workshops and tools for writing response	Leadership team, classroom teachers, support staff	• Professional Development on techniques for implementing	Meeting notes will serve as evidence about attending meeting Reading and writing	☐ Not Started X In Progress ☐ Completed

		technology into curriculum • Class sets of Chromebooks in grades 2-6 • Partial Chromebooks sets in grades K-1	scores will improve	
▪ Teachers will collaborate regularly and share reflections on close reading implementation, differentiated instructional strategies, and ways to blend technology into daily lessons				

SMART Goal #3: Every child will attend school at least 98% of all school days in SY 2017-2018.				
Benchmarks: *Chalkable*				
Strategies to Achieve Objectives	**Timelines, Person(s) Responsible**	**Resources Needed**	**Indicators of Success & Evaluation Plan**	**Implementation Status**
Safe and Disciplined Learning Environment				
• Access to building is restricted; visitors must report to the office and sign in • Administrators have two-way radios with them at all times • Surveillance camera in the building monitor activity • Telephones are available in every classroom • Emergency procedures are in place and are rehearsed frequently during the school year • OES sets high expectations for student performance; student are expected to "treat people	Leadership team, classroom teachers, support staff	Raptor Software and Badge System	• Climate surveys for teachers, staff and students will show that safety is a priority and population reports feeings and attitudes will be given periodically • Number of discipline incidents will decrease	☐ Not Started X In Progress ☐ Completed

right" and "do the right thing"				
Parental Involvement				
• OES has many community partners that help in the education of our students • Active PTO that supports school through various fundraisers • Parents support school events and parties • Grandparents day is very successful • A school newsletter is sent home monthly • Parents receive midterm progress reports each grading period as well as a final report • Parent-teacher conferences are held annually • OES will hold an annual meeting in the fall to inform parents of Title I services	Leadership team, classroom teachers, support staff	Common planning time to plan parent and community involvement activities	• Participation at parent events will be tracked • Surveys will be used after each parent/community activity to glean feedback to inform the next session • Agendas, meeting notes, sign-in sheets, etc. will be	☐ Not Started X In Progress ☐ Completed
Transitions				
• OES will meet with Head Start representatives to develop appropriate transition to school plans. Flyers are distributed within the community to promote Kindergarten Round-up. • Parents of preschool children are invited to the school each spring to review the program and tour the building	Leadership team, classroom teachers, support staff	• Time for teachers to meet with Head Start and for communication with Parents • Time for teachers to meet across grade levels	Students will report attitudes about transitions (mostly elementary grade levels	☐ Not Started X In Progress ☐ Completed

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• At the start of school, new and returning students and their families are invited to our Open House. Students can bring their supplies, find classrooms, and meet their teacher. • From 6th grade to 7th, teachers take classes to the junior high school for a tour and to attend one class • 6th and 7th grade teachers meet in the spring of each school year to discuss individual needs and concerns of students • Assignment books are used in 6th grade since student will be expected to use them in 7th also		and between buildings in the corporation		
Technology Integration				
• Students will have access to technology (1:1 Chromebooks for students 2nd – 8th grades; 8/class in kindergarten; 12/class in first grade) • Technology standards will be implemented for each grade level according to the Technology Standards set by the district • Technology coaches will provide support to teachers through "Tech Talk" newsletters, development of	Leadership team, classroom teachers, support staff	•Class sets of Chromebooks in grades 2-6 •Partial Chromebooks sets in grades K-1	• Use of technology will be measured by classroom observations	☐ Not Started X In Progress ☐ Completed

digital resources, and collaboration time				

TITLE I SCHOOLWIDE PLAN TEMPLATE