

Centerville-Abington Community Schools K-12
School Improvement Plan

Description of Schools

Centerville Senior High School: Accreditation: Centerville Senior High School, a member of the North Central Association of Colleges and Schools since 1967, is a public four-year high school with an enrollment of 518 students in grades nine through twelve for the year 2020-21. Centerville-Abington Community Schools was awarded district accreditation from AdvancED in 2018. Centerville Senior High School is large enough to offer a wide-range of academic programs and yet is small enough to work with students on an individual basis.

Schedule: In the fall of 1995, Centerville Senior High School implemented the eight block schedule. This schedule consists of four ninety-minute periods each day, which alternates over a two week period. This schedule was implemented in order to do the following: (1) allow for students to earn a minimum of seven credits a semester (2) provide more time for students to organize and prepare for fewer daily classes (3) provide longer time for teaching without interruptions (4) allow more efficient use of time by reducing the number of passing periods (5) allow students to meet Core 40, Core 40 with Academic Honors or Core 40 with Technical Honors diploma requirements and still have room in their schedules for elective classes.

Buildings and Grounds: The building was erected in 1961 with additions to the existing building in 1976 and 1981. In 1994 the building was remodeled and updated. During the 2001-2002 school year four new science rooms, a wellness center, and air conditioning were added.

Centerville Senior High School has one fully equipped computer lab, a Fine Arts lab that contains 14 Macintosh G5's for video editing, a journalism/yearbook room equipped with fourteen computers, and a computerized media center. Starting in 2013-14, all students received Lenovo Thinkpads to start our 1:1 initiative, as well as all teachers received Smartboards in every classroom. The second phase started in 2018-19 with the upgrade in laptops to Dell laptops and many upgrades to the infrastructure throughout the high school. Centerville Senior High School offers Project Lead the Way. Students enrolled in Introduction to Engineering Design and Principles of Engineering may earn college credit. Also, the following courses are offered for dual credit: Computer Applications, Advanced Computer Applications, Desktop Publishing, Marketing, and Personal Finance, Calculus Advanced Placement (AP), Chemistry Advanced Placement (AP), US History, and English 111, 215, 220, and 223. Students take courses at IVY Tech Community College, Earlham College, and Indiana University East/Richmond to earn dual credit. We offer advanced placement (AP) courses in Biology, Chemistry, Calculus, English Language Composition, English Literature, Studio Art, and AP Spanish. Centerville Senior High School offers service learning and job shadowing

opportunities, as well as community service and internship opportunities for seniors. In addition, the school offers a competitive speech team; marching, jazz, and concert bands; jazz and symphonic choirs; academic competitions; and an outstanding Kehoe Performing Arts facility with a digital projection system. Centerville Senior High School has a strong athletic tradition with lighted baseball, softball, soccer fields and tennis courts, along with two gymnasiums and a swimming pool. For the school years 1996-1997, 2005-2006, and 2009-2010, Centerville Senior High School was designated a Four-Star School by the Indiana Department of Education. The school has been designated as a "Best Buy High School" by the Indiana Chamber of Commerce for the years 1999, 2000, 2005, 2006, 2007, 2008 and 2009. Centerville Senior High School has also been named a Best Buy School by *US News* and *World Report*.

Centerville-Abington Junior High School: Centerville-Abington Junior High School is a public two-year junior high school with an enrollment of 276 students in grades seven and eight for the year 2019-2020. The instructional program endorses and implements the middle school concepts of student-centered and cooperative learning, teaming, inquiry, exploration, and reflection. The instructional program is aligned with the district and building beliefs, vision, and mission. This alignment reflects a seamless transition for students between junior high and high school. The instructional staff is divided into two grade levels. Each grade level is comprised of six teachers assigned to provide specific curricular experiences in mathematics, science, language arts, social studies, business, health, and physical education. A related arts and science team of seven staff provide exploratory experiences in character education, careers, foreign languages, art, reading, band and choir. The building is relatively new as it was dedicated for use on November 19, 1995. The facility is the result of many long hours of planning and designing to enable the staff to provide an educational program for all the junior high age youth of the Centerville-Abington School Corporation. Centerville-Abington Junior High School has updated much of the building and classrooms to accommodate all the new technology. The building is now totally wireless which allows for our 1:1 computing initiative. Students are immersed in a character education program throughout both seventh and eighth grade. The students are recognized in a variety of ways for their positive behavior. Centerville-Abington Junior High staff believes, "what you respect, recognize, reward, and reinforce is what gets accomplished." Centerville and Abington are two small, rural communities of approximately 8,000 residents in East Central Indiana, just six miles west of the city of Richmond, Indiana. The district has four schools - two elementary schools, one junior high school, and one high school.

Rose Hamilton Elementary School: Rose Hamilton Elementary is one of two elementary schools in the Centerville-Abington School District in Centerville, Indiana. It serves 423 students in a PreK-2 building that feeds into Centerville Elementary School that consists of grades 3-6. Centerville-Abington has one Junior High and one High School with a total population of approximately 1750 students. About 25% of the school population are transfer students from the

surrounding area. In 2008, the two elementary schools were reconfigured from two K-6 buildings to one PreK-2 building and one 3-6 building. Rose Hamilton houses 18 regular education classrooms. There are six sections of each grade level, plus a full day preschool as well as a morning and afternoon half day preschool program. Rose Hamilton is a Title I school. The Title I program consists of EISS (Early Intervention for School Success) in Kindergarten and two full time Reading Recovery teachers, who also work as Reading Interventionists, and Title I aides in grade 1 and 2 that help with our Title I students. We have two certified Special Education teachers for students with special needs and a shared Speech and Language teacher who have a combined caseload of 105 students, which is approximately 25% of the total student population. Rose Hamilton also provides Occupational and Physical therapy services along with services to Deaf Hard of Hearing and Visually impaired students through consultants in each of these areas. There is also access to a shared Dyslexia Specialist in the corporation. These students are involved in full-inclusion classrooms. Rose Hamilton also has a creative arts program with a physical education teacher, art teacher, and music teacher. We share a Media Specialist with Centerville Elementary. Centerville-Abington Community Schools serve the town of Centerville, the village of Abington, and the suburban housing additions in Center and Abington townships. Centerville is located adjacent to Richmond, Indiana, a city of about 33,000 people. The major economic base of the student population comes from farming and a sizable community of antique dealerships. Many parents earn their living as blue-collar workers or professionals in businesses outside of the Centerville-Abington community. The largest employer in the town of Centerville is the school system itself. Centerville-Abington is located in Wayne County, which has several institutions of higher education, including Indiana University East, Purdue Polytechnic Richmond, Earlham College, Bethany Theological Seminary and Ivy Tech. There are five public school corporations in Wayne County. In 2012, Centerville Abington Community Schools was the only school corporation in Wayne County to receive straight A's for all four of our buildings as rated by the Indiana Department of Education grading system. Pride runs deep at Rose Hamilton Elementary School. The dedicated staff and parents have worked together for years to promote a family friendly atmosphere in our building with caring adults who nurture students and partner with parents to help all of our students not only meet academic goals, but also to feel safe and secure at school. We are also pleased with our new addition, which added 5 new classrooms and a new restroom area. This addition opened in the fall of 2016.

Centerville-Abington Elementary School: Centerville-Abington Elementary School is an educational institution covering grade third to six students with a population fluctuating between 550 and 570 students. Various support programs are available to students from 3rd all the way through 6th grade. We have an EXCEL program for academically talented students in grades 3-6, departmentalization for content area instruction, a learning lab for on-site tutoring, daily remediation time, and a self-supporting mini-economy program in grade 6. Full time faculty

members also serve special needs students throughout various academic levels including speech, learning disabilities, and mildly mentally disabled. The town of Centerville was selected as the 2011 Best Place to Raise Your Kids by The Bloomberg Business Week Magazine. Centerville was chosen based on school performance, number of schools, crime statistics, and cost of living. Other factors included job growth, air quality, ethnic diversity, and access to recreational amenities (within the county), such as parks, zoos, theaters, and museums. The article stated that, "The population represents an average to above-average socio-economic status with a family-oriented value system." Access to nearby colleges such as Earlham, Ivy Tech, and Indiana University East was also a factor. The average population has stabilized over the years at a level of 2,500 people in Center Township and an additional 920 in Abington Township. The major economic base comes from farming and a sizable community of antique dealerships throughout the town center. Although the main employment center for our town is Richmond, some residents travel to Indianapolis, Indiana and Dayton, Ohio for additional career opportunities. Centerville-Abington Community Schools serve approximately 1,700 students in PreK-12 with our four schools. We serve the town of Centerville, the village of Abington, and the suburban housing additions in Center and Abington townships. The school district population is approximately 8,000 residents. A principal and assistant principal serve as administrators overseeing two separate buildings that make up Centerville-Abington Elementary. A school social worker is available to all students during the regular academic year. Approximately 30 teachers and 8 teaching assistants work directly with students with another 11 employees in positions such as secretarial, custodial, and food service. The school provides a before and after school child-care program called CARES. A few years ago, CARES was expanded to provide child care for elementary students during the summer months. This program is available for both handicapped and non-handicapped students. Until the last couple of school years, we had a steady increase in the poverty level as measured by the number of students on free/reduced lunch and textbook assistance.

Vision, Mission, and Beliefs

Centerville Senior High School

Vision Statement: Educated for Success

Mission Statement: Centerville Senior High School, in partnership with parents and the community, prepares students to analyze information, apply technology, and communicate effectively as responsible citizens.

Guiding Principles:

- Students are accepted as unique individuals who are capable of learning.
- All staff members are involved in continuous improvement.
- Schools are centers of learning, supported by students, parents, staff, and the community.
- Schools provide a safe, caring, and respectful learning environment.
- Schools foster a climate for understanding diversity and promoting personal responsibility.
- Technology will continue to be used to support teaching and learning as a tool to foster Inquiry, reflection, research, and problem solving.
- Schools educate students to "learn how to learn" in an ever-changing world.
- Using the state standards, schools provide a variety of educational experiences and resources for Pre-Kindergarten through Grade 12.
- Schools promote wellness for students, staff, and the community.

CHS strives to offer every student the opportunity to be successful in whatever they choose to do. We offer career center classes, Advanced Placement (AP) classes, dual credit classes, and a variety of career paths. We are dedicated to inform students of their choices and prepare them for life after CHS.

Notable Achievements: Centerville has been rated as a bronze school for the last four years by the *US News and World Report*. Our corporation was a major part in the community of Centerville being named the "Best place to raise your child," by *Bloomberg Business Week*. We hope to improve our communication with parents and improve our students' scores in every aspect of testing related to college and career readiness.

Additional: There are many areas of concern that we have as a public school. Certain charter schools located in our area are drawing students away with the promise of graduating with a CORE 40 degree when, in reality, only about 24% of their students completed the needed 40 credits. Competition for students to go to other schools and lack of employment opportunities for families is limiting the financial resources our school is receiving. The teachers at CHS are doing a great job adapting their instruction to meet the needs of our students despite the financial issues our schools are facing.

Centerville-Abington Junior High School: The district vision is focused on students and is stated as “Educated for Success.” All four schools are committed to this vision and staff members are dedicated to the success of each student. The district mission is, "Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens." Our staff honors that mission and have developed a supportive mission in our school which is, "Centerville-Abington Junior High School, in partnership with families and community, prepares students to develop appropriate skills necessary for transition to high school, life-long learning and responsible citizenship." The junior high is committed to the guiding principles of the district that govern the day-to-day operations in the school and in classrooms. The guiding principles are:

- All students are unique individuals who are capable of learning.
 - All staff members and students are committed to continuous improvement through a strong work ethic.
 - The school is student-centered and is supported by parents, staff, and community.
 - Schools provide a safe, caring, and respectful learning environment that promotes self-respect and self-discipline.
 - Diversity of talents, ideas, and individuals are valued and encouraged.
 - The school provides a variety of educational experiences and resources to foster inquiry, reflection, and problem solving.
 - Education is best served when students experience real-world applications of learning.
 - The school uses the Indiana State Standards as a basis for assessment and accountability with defined benchmarks that surpass these minimums.
 - The staff encourages and facilitates lifetime wellness for all students, staff, and the community
- All four schools in the district have the same three goals set by the Board of School Trustees. They give us direction and purpose for classroom instruction at the junior high school. Those three goals are:

Goal #1 - Exemplary Student Achievement

Goal #2 - Responsible Citizens

Goal #3 - Safe, Secure and Healthy Environments

Rose Hamilton Elementary School: The district vision is focused on students and is stated as “Educated for Success.” All four schools are committed to this vision and staff members are dedicated to the success of each student. The district mission is, "Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens." Our staff honors that mission and have developed a supportive mission in our school which is, “Parents, School, and Community are working together to educate ALL children.” Our guiding principles are:

- Students will apply their academic knowledge
- Students will respect others

- Students will work cooperatively
- Students will communicate effectively
- Students will think critically
- Students will demonstrate creative problem solving
- Students will utilize technology

We are committed to this mission.

Centerville-Abington Elementary School:

Our school vision is “Educated for Success” and our mission statement is “Centerville-Abington Elementary School guides students to learn and grow.” The principles that guide us are, students will: Grow in a safe and positive environment, learn to respect others, work cooperatively, and think critically, and demonstrate the skills necessary to become positive members of a global society.

Curriculum: <http://cae.centerville.k12.in.us/curriculum>

There is a written curriculum, which is housed in every classroom and in both administrative offices, for all subject areas with suggested resource materials listed. In an effort to provide an effective learning environment for all students, teachers are encouraged by the building principal to create a learning environment that incorporates a wide variety of instructional strategies. A strong component of our teacher evaluation process is documentation by individual teachers identifying that they teach the local curriculum as well as the Indiana Academic Standards. It is also necessary that they provide documentation of student achievement. In support of inclusion, teachers are expected to differentiate curriculum to accommodate individual needs of students.

All academic areas are evaluated and curriculum is revised yearly. The goal of the program evaluation and curriculum revision is to provide an educational program that enables all students to learn and achieve at the highest possible level.

In order to ensure that Centerville-Abington Elementary is using best practices in curriculum, the following guidelines will be addressed:

- The Curriculum will be aligned with the state Indiana Academic Standards
- The Curriculum will be articulated 3-6
- The Curriculum will be aligned with instruction and assessment
- The Curriculum will be rigorous and challenging for all students
- The Curriculum will be relevant and meaningful to all students
- The Curriculum will be appropriate to the learner

Continuous Improvement

Attendance Rate

School	Objective	Description	Desired Outcome
Centerville Senior HS	Reverse the trend of dropping attendance rates.	Over the last three years, the high school attendance rate has fallen to the current rate of 95.5%. We hope to get back above the 96% rate and continue to improve in this area.	98% is our preliminary goal. With new initiatives such as an SRO, Probation Offices of Wayne County, Juvenile Detention Alternatives Initiative (JDAI) and the Wayne County courts, we hope to improve to that level.
Centerville Junior JH	Reverse the trend of dropping attendance rates.	The junior high attendance rate exceeds the state average. For the past four years, we have seen our number fluctuate within the 96% mark, and we increased our attendance in 2019-20 to 96.01% despite the pandemic.	Our goal is to increase the attendance rate as it did from 2018-19 to 2019-20. Working with the Wayne Co. Probation office last year helped with several students' attendance issues, and we hope to expand that program in the future.
Centerville Abington Elementary School	Improve attendance rates	The attendance rates of Centerville-Abington Elementary have been consistently above the state average. The elementary assistant principal monitors absences and notifies parents of problems in this area. The student handbook clearly states our expectations for attendance and parents must sign off that they have read and understand our attendance policy. Parents	Our goal is to continue to be above the state average in attendance rate and to continue improving this number with the addition of new initiatives, such as a SRO and working with the Wayne County courts and probation office.

		are sent letters reminding them of our attendance policy when their child has had two or more unexcused absences or five or more excused absences.	
Rose Hamilton Elementary School	Improve attendance rate	The attendance rates of Rose Hamilton Elementary have been consistently above the state average. The attendance rate at Rose Hamilton has held steady at just above 96% the past several years. The student handbook clearly states our expectations for attendance and parents must sign off that they have read and understand our attendance policy. Parents are sent letters reminding them of our attendance policy and meetings with the administration are scheduled when consistent issues arise.	97% is our preliminary goal. With new initiatives, such as the SRO and the Wayne County courts, we hope to improve to that level. We are committed to working with families of our at home learners, as they progress through grade level curriculum at home due to the Covid-19 pandemic, to ensure they are included in our attendance goal.

State Assessment Proficiency

School	Objective	Description	Desired Outcome
Centerville Senior HS	Continue to develop curriculum and teaching methods to increase success rate on the Grade 10 ISTEP test.	Currently, our first time test takers passed at a 74% rate for ELA, a 41% for math, and a 54% for Biology. All are above the state average, but not nearly where we would like to be.	Our preliminary goal is 80% passing in all areas. We are close in ELA, but have a way to go in math. Math will be our primary building goal and the goal for the corporation starting this year.

Centerville Junior JH	Increase passing rates in successive years on ILEARN Math and ELA scores for Grades 7-8.	Our ELA scores have been very high compared to other comparable schools for the past few years on ISTEP and then on ILEARN again in 2018-19. Our 7th Grade Math scores had been a concern as they've been decreasing for three years, yet were still well above the state average. On ILEARN, however, our 7th grade Math score was very high compared to other area schools and was a highlight for our building. Our 8th grade math scores are of major concern. Testing was cancelled in the 2019-20 school year, so no data is available.	Our main focus is to bring up our 8th grade math scores. We have adopted a new math curriculum for the 2020-21 school year that we believe will better prepare our students for the algebra-based problems on the exam. We are also utilizing the ALEKS program to supplement the math material. When we have a normal schedule at school, students will be spending additional time at least twice a week during homeroom using ALEKS.
Centerville Abington Elementary School	Increase passing rates in successive years on ILEARN Math and ELA scores for Grades 3-6. Increase passing rates on IREAD 3	ELA and Math ISTEP scores have consistently been above the state average. On the ILEARN assessment for 2018-19, all grade levels were above the state average for ELA except fourth. For math, third and sixth grades were above the state average, while fourth and fifth grades were below the state average.	A major focus is to raise our math scores for all grade levels above the state average and higher. Using programs such as MobyMax to differentiate instruction and working with the math vertical team to highlight any weaknesses in our curriculum will combine to raise our scores.

Graduation Rates

School	Objective	Description	Desired Outcome
Centerville	100%	We hope to get every student	100% graduation rate.

Senior HS	Graduation rate.	graduated with their cohort group. The class of 2019 finished with 93.1% of those students who graduated. We hope to build on this success and stay well above the state average for this measurement.	This is the goal we do best at, but any student who does not finish is a failure. We will continue to find new ways to help students' success at CHS.

Corporation Goals

The Centerville-Abington Community School Corporation works on a five year cycle for accreditation. Our Accreditation Review was during the 17-18 school year where we finalized

our goals, looked at data to assess whether we met our goals, and ultimately received accreditation. During the 18-19 school year, the building started to look at new data and brought some areas of weakness to light. In doing so, our goals stayed the same, but our focus changed from reading to mathematics.

During the 18-19 school year, we formed a math vertical team to create a goal that we could take to the corporation school improvement team. In doing so, the team realized that our greatest area of need was on data analysis and applying the correct math to solve the problem. With that discovery, we started to implement the timeline outlined below. Goal one is always our primary goal, with goals two and three being used every year to drive our character education and safe learning environments. We are also continuing on with vocabulary development and using monitoring systems to determine when students are falling behind so we can intervene and get them the assistance needed. Also below, I am adding our final timeline for the five year cycle we finished in 2017-18. Although this is an older timeline, we will continue to monitor progress in those areas and use much of the data and techniques we used to address our new areas of weakness. With the success of much of our strategies, we are looking to continue those areas that are helping our students and incorporating new strategies for math instruction and math curriculum.

Timeline for implementing Three Corporation Goals: 2020-21

Primary Focus is addressing Goal 1 (Math)

2020-21	Convene the three Goals Committees to develop a Format for Reporting the Results of the three Goal Action Plans for the three Goals.	Goal Chairs
2020-21	Populate the Evaluation Protocol for reporting progress on the Action Plans (all three goals.) Put a timeline together to report progress to various groups in the system in the fall, 2020.	Goal Chairs

Action Planning Format for Goals #1, #2 and #3 (Working Draft) Updated: 4/6/2015 **(Updated again 8/20/16, again 8/1/17)**

*****The action plan for Goals #1, #2, and #3 was to be updated in the Spring 2020 to reflect a new corporation math goal. Due to the closure of school due to COVID, the meetings to develop the updated action plan were tabled until a later date. This plan will be updated in the future. *****

Centerville-Abington Community Schools

District Goal: #1: Exemplary Student Achievement

Measurable Objective #1: All students will increase their vocabulary understanding as measured by locally developed vocabulary assessments.

Strategy #1 (What we plan to do.)	Assessments: (What data will we collect?)	Who: (Who will coordinate and track the action steps and	Timeline: (When will these action steps be implemented?)	Benchmark: (What progress do we expect?)	Indicators: (Dashboard Score on the way to achieving	Professional Development: (What PD is required to implement this action step?)
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		monitor progress?)			success each year)	
#1 All schools will research best practices in teaching for reading comprehension by increasing the understanding of vocabulary in all content areas	Research articles, books, and the Internet to <u>find information, instructional strategies and resources</u> for classroom use Administration will assess teachers' use of CLOSE reading and monitor NWEA scores for improved comprehension of information text.	Principals, NCA Coordinators, Change Committee members, etc.	Jan. 1, 2014- April 1, 2014. August 2015- Teachers receive training on CLOSE reading. January 2016, teachers received training in CLOSE reading strategies and started implementation of strategies for the 2016 and 17 school year. August 2017, Teachers will assess growth using NWEA data and determine if CLOSE	Discussions will be held at principals' meetings, Change Committee meetings, School Improvement Committee meetings, faculty meetings, conference attendance reports, Grade level meetings, and Dept. meetings Teachers attended training in the Fall of 2015 and returned to school to train the teachers in January 2016. Teachers started implementation in Spring of 2016. Growth is expected in the informational text	Reports of possible initiatives, instructional strategies, resources, and ideas will be shared with school and district leadership teams Administrators determined the number of teachers using the CLOSE reading strategies and monitor the NWEA scores for information text comprehension improvement. Administrators continue to monitor CLOSE Reading	Request that all teachers do some research of best practices for implementation of reading comprehension with vocabulary development and classroom strategies During student release days in 2013-14 and 2014-15 teachers and administrators identified the Marzano Six-Step Process as one that our teachers can and will review and implement in all classrooms K-12 NCA chairs were trained using the CLOSE reading strategies and then trained the remaining teachers on the implementation of the techniques. Professional development will include vertical team meetings to discuss effective

			reading is working.	assessment using the NWEA test. We hope that scores will be closer to the overall comprehension score and show growth from fall to spring.	strategies, analyze and use scores through PIVOT data warehouse.	teaching strategies and methods using CLOSE Reading in the classroom. Additionally, new teacher will be trained in CLOSE Reading strategies.
<p>#2</p> <p>Conduct professional development to emphasize the Robert Marzano Six-Step Process for teaching vocabulary</p>	<p><u>Determine</u> what the <u>level of use of the Six-Step process</u> is now among teachers at all levels.</p>	<p>Principals will use a short questionnaire as a needs assessment for PD planning in 2014-15</p> <p>Administrators will train new teachers and provide a refresher course for all teachers at the start of each school year.</p>	<p>April or May, 2014</p> <p>Continue training for new teachers and refresher course for all teachers 16-17.</p> <p>Teachers will reflect on their scores and the new vocabulary assessments they have created for all of their classes.</p>	<p>Principals and school based committees will analyze feedback from the survey to determine Professional Development needs for new and experienced staff members for the 2014-15 school year and on-going each year.</p>	<p>After analyzing survey results, plan to differentiate PD for experienced staff and for new staff who have not had the training in Six-Step</p>	<p>Plan for PD during the 2014-15 school year. There is a video that was purchased for PD for the Marzano Six Step process. Principals should contact Linda Duke for planning.</p> <p>On Sept. 10, during a student release day, all staff participated in a review and training on the Marzano Six-Step Process strategies for teaching vocabulary in their content area.</p> <p>Administrators will train new teachers each year and review the six-step process for all teachers during the start of the new school year.</p>

<p>#3</p> <p>Revamp all vocabulary tests to align them with the state standards in each content area.</p> <p>Include words in context and application assessments as the tests are revamped.</p>	<p><u>Plan a timeline</u> for completing the work on revamping the new vocabulary tests</p> <p>CAE has a deadline of Feb. 11 for Vocab. Words selected, New tests developed by April 8 and May 1 completed.</p> <p>CHS teachers must have new vocabulary for all classes by August 5, 2016.</p>	<p>Principals with the help of NCA chairpersons</p>	<p>2014-2015</p> <p>All tests will be ready for use in the fall of 2015 for pretesting</p> <p>Due to the number of classes some high school teachers teach, all pretests were established and given at the start of the 16-17 school year.</p> <p>All teachers will have tests for all of their classes during the 17-18 school year.</p>	<p>Determine whether the vocabulary tests should be formative assessments over a 9-week time span or whether they should be summative data in the fall and spring Pre-Post format</p>	<p>Use Schoology and/or PIVOT with Five Star Assessments Module for posting the vocabulary tests on-line for students to complete. (May need to use paper/pencil in the elementary classes until they have more capacity)</p>	<p>PD will need to be conducted depending upon the vocabulary testing format used by the district or schools</p> <p>There are 30 words at Kdg.- 2</p> <p>70 words at 3-6 and 140 to 160 words at Jr. and Sr. H.S.</p> <p>All the PD has been conducted and all new context-based vocabulary assessment were used in 2017-18.</p>
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<p>#4</p> <p>Plan for monitoring of the Six-Step instructional strategies as</p>	<p>Include the <u>observation in the AA Teacher Walk through or Long Observation</u></p>	<p>Principals with the input of the CEA include Vocabulary tests as part of</p>	<p>2014-2015 School Year</p> <p>Process will</p>	<p>Determine when Principals will collect data on observation of the Six-Step process and</p>	<p>During principal meetings, discuss the process for collecting data</p>	<p>Plan for PD for principals to observe for the Six Step process in the classroom observations.</p>
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Principals observe classroom instruction	<u>Comments section</u> for recoding observations of the Six-Step strategies	content area teachers' LIA's	continue through the 2016-17 school year.	how to record the information		All principals report that they are observing Marzano's Six Step process in classrooms as they conduct "walk through" and formal evaluations.
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Measurable Objective #2: All students will improve their reading comprehension of informational text as measured by subtests for current standardized assessments.

Strategy #1 (What we plan to do.)	Assessments: (What data will we collect?)	Who: (Who will coordinate and track the action steps and monitor progress?)	Timeline: (When will these action steps be implemented?)	Benchmark: (What progress do we expect?)	Indicators: (Dashboard Score on the way to achieving success each year)	Professional Development: (What PD is required to implement this action step?)
#1 All schools will research best practices in teaching for reading comprehension with informational text. Research Achieve3000.com on line resource and ReadWorks.com or Achievethecore.com to determine feasibility	Research Articles, books and Internet resources to <u>find informational instructional strategies and resources</u> for classroom use	Principals, NCA Coordinators, Change Committee members, etc.	Jan. 1, 2014- April 1, 2014	Discussions will be held at principals' meetings, Change Committee meetings, School Improvement Committee meetings, faculty meetings, conference attendance reports, grade level meetings and dept. meetings	Reports of possible initiatives, instructional strategies, resources, and ideas will be shared with school and district leadership teams	Request that all teachers do some research of best practices for implementation of reading comprehension of informational text and classroom strategies Close Reading strategies were selected as the common instructional focus in each building. Staff

						are seeking PD for implementation
<p>#2</p> <p>Conduct a Needs Assessment to determine a baseline of student proficiency in reading comprehension of informational text</p>	<p><u>Chart student results</u> from ISTEP+/ECA, STAR, Early Literacy, Text Levels, TRC, NWEA, etc.</p>	NCA Chairs	<p>Oct. 29, 2014 and again in Jan. . 2015</p> <p>Mr. McCoy will have a presentation ready for fall, 2015 with Goal #1 data.</p>	Baseline data will be recorded to determine where our students are now so that we can set benchmarks for improvement over time	<p>Set Benchmarks in Jan. 2015 for improvement in Year #1, #2, #3, and #4</p>	<p>Share results with Change Committee and faculty.</p> <p>Post baseline data displays in buildings</p>
<p>#3</p> <p>Determine instructional strategies to be implemented in classrooms. (Review Story Works magazine)</p>	<p>Determine what <u>action steps will be used</u> to implement any new interventions.</p>	Principals and NCA Chairs	<p>Sept. 2014 -Jan. 15, 2015</p>	Change Committees plan PD to introduce any new interventions for 2014-15	<p>Select evaluation criteria to be used for assessment of improvement</p>	<p>Report to the Change Committees, the Superintendent and the School Board.</p>

#4 Conduct training on CLOSE Reading Strategy to improve reading comprehension of Informational Text.	Training hours and minutes from professional development meetings.	Principals and NCA Chairs	January 2015-16-17 school year	Administration expects CLOSE reading techniques to be used in classrooms when addressing Information Text.	Administrators will look for strategies being used during observations and walk-throughs.	Training will be taken by the NCA chair, who will then train the rest of the staff on implementing the CLOSE reading strategies
#5 Implementation of CLOSE reading strategy with new selection of literature	NCA Chairs will train the remainder of the staff and English teachers will adapt literature to include informational text.	Principals, NCA Chairs and English teachers.	January 2015 for training and implementation during the end of the 15-16 and beginning of 16-17 school year.	New strategies will be used to help students better comprehend information text	Administration on observations and NWEA test results.	Training for staff and collaboration on literature selections for all grade levels and English classes at the secondary levels

Goal #2 – Responsible Citizenship

Measurable Objective #1: All students will demonstrate the nine LifeSkills for Building Character as measured at each level, Primary, Elementary, Junior High and High School

Strategy # (What we plan to do.)	Assessments: (What data will we collect?)	Who: (Who will coordinate and track the action)	Timeline: (When will these action steps be)	Benchmark: (What progress do we expect?)	Indicators: (Dashboard Score on the way to achieving)	Professional Development: (What PD is required to implement)
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		steps and monitor progress?)	implemen ted?)		success each year)	this action step?)
#1 All schools will research best practices in development of character skills. (Review PBIS, Project Wisdom and the National Center for Character Education website)	Research articles, books and Internet resources, in addition to visits to school to <u>find information, instructional strategies, and resources</u> for classroom use	Principals, NCA Coordinators, Change Committee members, etc.	Jan. 1, 2014-ongoing	Discussions will be held at principals' meetings, Change Committee meetings, School Improvement Committee meetings, faculty meetings, conference attendance reports, Grade level meetings and Dept. meetings	Reports of possible initiatives, instructional strategies, resources, and ideas will be shared with school and district leadership teams	Plan for researching best practices for implementation of classroom strategies Plan for visits to other schools to determine best practices for character education skills
#2 Conduct a Needs Assessment to determine a baseline of students demonstrating positive character skills	<u>Commission an on-site Climate Audit</u> by a team of experts in education.	Principals and NCA chairs, with the help of other administrators will design the Climate Audit parameters	Plan in early Fall 2014 Conducted the Audit on Nov. 25, 2014	Get a baseline report for the character skills being demonstrated in the schools.	Identify Climate Audit team and funding source	Determine Climate Audit parameters for implementation in the fall of 2014 Climate audits for each building were conducted on November 25, 2014 and Action Plans are developed for implementation in 2015-16.

<p>#3</p> <p>Determine instructional strategies to be implemented in classrooms.</p>	<p><u>Create a brochure of the programs and services that each school uses</u> to support the “Eleven Research Based Principles of Character Education</p>	<p>Principals and School Climate Committees in the buildings</p>	<p>Fall 2014</p> <p>Updated each year</p>	<p>Change Committees plan PD to introduce any new interventions through 2017.</p> <p>Share 11 Principles of Character Education with faculty from website:</p> <p>http://www.character.org/more-resources/11-principles/</p>	<p>Prepare Character Education Brochures describing programs in place at each school</p> <p>The brochures are updated each year.</p>	<p>Report to the Change Committees, the Superintendent, and the School Board what programs and services are in place in each building.</p> <p>Brochures completed and published for review.</p>
<p>#4</p> <p>Centerville High School fully implements a program called EWIMS during the 2014-15 school year.</p>	<p>Collect data to help identify students that are in danger of not graduating.</p>	<p>EWIMS team</p>	<p>Started implementing during 2014-15 school year. Full implementation started in 2015-16.</p>	<p>Chart number of students flagged and the interventions assigned.</p>	<p>Reduction in number of flags obtained by students.</p>	<p>Teachers are trained on the implementation of the program to identify at risk students.</p>

<p>#5</p> <p>Determine what interventions will be used to decrease bullying in classrooms from 2014-18</p>	<p><u>Explore Project Wisdom</u> to determine if it has merit for our schools.</p> <p><u>Identify D.A.R.E. lessons</u> that bring awareness to bullying, consequences of bullying and promoting caring and respect for others.</p> <p>K-2: <u>Identify lessons in the More Than Words program to educate students in appropriate decision making.</u></p>	<p>Counselors and teachers use bullying curriculum for their level.</p>	<p>Implement in 2014-15</p>	<p>Chart incidence of reports of bullying from 2013-17.</p>	<p>Collect data on bullying incidents and report the baseline year and each year after.</p>	<p>Conduct PD for bullying strategies for classroom and counselor use.</p> <p>Digital Citizenship curriculum at the elementary schools including cyberbullying units of study. Secondary schools have included cyberbullying curricula to build skills to decrease bullying in schools.</p>
<p>#6</p> <p>Explore ways that adults can model good character in daily life</p>	<p><u>Discuss with school staff</u> how adult models influence student behaviors.</p>	<p>Hold discussions with staff and advisory groups.</p>	<p>2014-15 – each year</p>	<p>Hold discussions with faculty about appropriate dress in the workplace</p>	<p>Discuss professional dress with principals and faculty at the beginning of the school year.</p>	<p>Model professional dress demonstrated by faculty and administrators</p>

<p>#7</p> <p>Pilot the “More Than Words” initiative as a supplement to the Nine LifeSkills for Building Character adopted by the Board of School Trustees, in conjunction with United Way of Wayne County to promote character skills at school and in the workplace.</p>	<p><u>Discuss program implementation and use in the schools.</u></p> <p>See the website for examples http://www.coreessentials.org</p>	<p>Principals and “More Than Words” Partners</p>	<p>Spring 2014 – 2017-18</p>	<p>Determine the usefulness of “More Than Words” as a supplement to the Nine LifeSkills for Building Character.</p>	<p>Make a decision to continue, discontinue, or adjust the “More Than Words” Program with Wayne County Partners.</p>	<p>Decisions shared about the “More Than Words” initiative with faculty and staff.</p> <p>implemented fully starting in 2015-16.</p> <p>Both elementary schools and the junior high use “More Than Words” concepts each month to promote good character skills.</p>
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Measurable Objective#2: All 7-12 students will participate in digital citizenship activities in order to understand their responsibilities in using technology for learning.

Strategy # (What we plan to do.)	Assessments : (What data will we collect?)	Who: (Who will coordinate and track the action steps and monitor progress?)	Timeline: (When will these action steps be implemented?)	Benchmark: (What progress do we expect?)	Indicators: (Dashboard Score on the way to achieving success each year)	Professional Development: (What PD is required to implement this action step?)
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#1 Create a digital curriculum for students new to 1:1 computing so that students will become responsible while using technology in learning.	<u>Survey student digital responsibility</u> in grade seven by collecting data about appropriate use of technology for learning	Teachers, Principals Grades 9-12 Mr. Crull and Mr. Schauss at Grade 7 in the Junior High	2014-18 – CHS 2013-2018 Junior High	Collect baseline data for digital citizenship metrics. (Collect number of students whose devices have been withheld for infractions)	Monitor technology infractions to reduce breeches of technology uses (Both junior high and high school have created a 1:1 contract to use when student misuse their digit device.)	Analyze data for zero tolerance for inappropriate use of technology with consequences for inappropriate behavior Report student data over time (Junior High and High School will collect data on the number of contracts created and the results of those action steps by Summer, 2015 and update the information each year.)
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Measurable Objective #3: All EXCEL students will report increased confidence in social/emotional development as they progress through school.

#1 Create an affective curriculum for students in K-12 EXCEL classes	<u>Create focus group discussions</u> to determine positive social and emotional development over time	EXCEL coordinator with the assistance of principal and teachers	Create an affective curriculum framework to be created in the summer of 2014 for grades 3-6	Affective Curriculum activities selected and a timeline for implementation created	Expansion for the Affective Curriculum for K-2 in 2015-16, the Junior High in 2016-17, and the High School in 2017-18 Focus group base line data reported in 2014	Affective Curriculum Document shared with Change Committees. School Improvement Committees and the BBPC. Focus Group anecdotal information shared. Focus Group feedback shared in 2014-15.
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District Goal: #3: Safe, Secure, and Healthy Environments

Measurable objective: All support service areas and Administration will comply with local, state, and federal requirements regarding safe, secure and healthy schools.

Strategy #	Assessments:	Who:	Timeline:	Benchmark:	Indicators:	Professional
<p>Maintenance</p> <p>1. Troubleshoot problems in school buildings and proactively ensure that facilities function properly.</p> <p>A. Respond immediately to work requests that involve safety issues.</p>	<u>Track turn-around time on work orders</u>	Campbell & Tollett	In place since 2008 and ongoing	100% completion of work orders that are within the corporation personnel's control	99.7% on March 12, 2014	Maintenance personnel will be attending upcoming IASBO conferences and an OSHA conferences on relevant maintenance issues
<p>2. Maintain buildings to meet local, state, federal safety codes and regulations</p>	<u>Review state and local safety inspection reports for deficiencies</u>	Campbell & Tollett	In place since 2008 and ongoing	100% compliance and or immediate remediation to correct deficiencies	All buildings complied with local, state, and federal safety code inspections during the 2013-2014 school year	Maintenance personnel will be scheduled to attend mandatory training as required

Strategy #	Assessments:	Who:	Timeline:	Benchmark:	Indicators:	Professional Development:
Transportation 1. Mechanics- maintain a ready-to-go bus fleet during all days schools are in session.	<u>Maintain operational status board for the school bus fleet</u>	Campbell & Wisener	In place since 2008 and ongoing	100% bus availability for each route every school day	Is currently meeting benchmark of 100%	Head mechanic will attend the 2014 School Transportation Assoc. of Indiana annual conference
2. Ensure all buses are maintained at a level that meets or exceeds state requirements	<u>Review state police school bus inspection reports and correct any deficiencies</u>	Campbell & Wisener	In place since 2008 and ongoing	100% compliance with state inspections or immediate remediation to correct deficiencies	92% of buses passed most recent state police inspection (March, 2014)	Head mechanic will attend the 2014 School Transportation Assoc. of Indiana annual conference
3. Bus drivers- operate a safe bus and promote and maintain a safe environment on the school bus by addressing issues as they occur	<u>Monitor bus referrals that are submitted by drivers for action</u>	Campbell & building administrators	In place since 2008 and ongoing	85 or fewer conduct discipline referrals per school year. This is a benchmark established after a baseline of 112 was arrived at and before professional development	Data is collected at the end of the school year to determine if benchmark is met	The drivers receive professional development annually in August on behavior management on the school bus from the state and through local reinforcement

4. Bus drivers will maintain a clean bus that promotes health and safety	<u>Conduct random bus inspections</u>	Campbell	New goal for 2014	100% compliance and/or immediate remediation to correct deficiencies	100%	Cleaning expectations will be covered during annual meetings
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Strategy #	Assessments:	Who:	Timeline:	Benchmark:	Indicators:	Professional Development:
Custodians 1. Buildings will be cleaned at a level that meets or exceeds daily expectations	<u>Conduct random building walk-through inspections</u>	Campbell & building administrators	Initiated in 2012 and ongoing	95% average inspection items meet or exceed standards	92% average inspection items met in 2013-2014	Training is scheduled as needed on use of new equipment or chemicals
Food Service 1. Provide daily meals that meet and or exceed federal and state nutritional requirements	<u>Review state audits of the corporation food service program</u>	Tami Scalzo and Mark Campbell	Initiated in 2014 and ongoing	100% compliance and or correct deficiencies to become 100% compliant	Compliant as of the most recent audit by the state of Indiana	Food service director has several opportunities to attend trade shows and schedules Head Cooks for training as needed
Corporation Administration 1. Create and maintain a culture that prioritizes safety of the students within	<u>Review D.O.E. accreditation requirements and safety audits</u>	Corporation administrators	2013 and ongoing	100% compliance and or correct deficiencies	One minor finding on D.O.E. safety audit in May	Administrators receive annual refresher training at the Indiana School

the school buildings				to become 100% compliant	2014. Item has been remediated	Safety Specialists Academy
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Assessments Used

Assessment	Times Administered	Grade Level
ISTEP +	1 time for sophomores and twice for retester.	9-12 9 Biology only.
NWEA	Twice a year math and Reading.	9-12
ASVAB	Twice a year.	Student who need it for pathways. Grade 11-12.
PSAT	1 time a year.	Grades 10 and 11.
Vocabulary (Evaluation) Pre-and post-test.	4 times a year.	9-12
LIA's (Evaluation)	Twice a year.	All grades and classes.
ILEARN	Once a year for both Math and English/Language Arts.	7-8
NWEA	Twice a year for both Math and Reading.	7-8
Vocabulary (Evaluation)	Twice per semester.	7-8
LIA's (Evaluation)	Twice a year.	7-8
NWEA	Twice a year for math, reading, and language arts	3-6
STAR	Monthly	3-6

IREAD	Once a year	3
ILEARN	Once a year	3-6
NWEA	Three times per year	K-2
mClass (Reading & Math)	Three times per year	K-2
PPVT	Twice per year	Kindergarten
ESGI (Educational Software for Guiding Instruction)	Three times per year	Kindergarten
STAR Reading	Three times per year	1st - 2nd
STAR Early Literacy	Twice per year	K - 1
Vocabulary (Evaluation)	Twice per year	K-2
Writing Benchmark	Twice per year	K-2

Assessment Calendar

Centerville-Abington Community Schools Assessment and Reporting Calendar – 2020-21

(Assessment and Reporting calendar shared with staff- Aug. 2020)	1 st semester Required for all K-12		1 st semester Optional Window for Specific Programs	2 nd semester Required for K-12	2 nd semester Optional Window for Specific Programs	Reporting Timeline and summer testing:
NWEA and Lexile Ranges	NWEA Test Window Aug. 17 to Sept. 18, 2020	NWEA District Reports shared with Principals (first week in Oct., 2020)	NWEA Winter Test Window Nov. 30– Dec. 18, 2020	NWEA Test Window March 15 – May 14, 2021		NWEA test reports shared with staff in grade level or department meetings one week

						after window closes.
Preparation Timeline	Roster file to NWEA ASAP Student Enrollment updated by Aug. to Jordan Bentlage Registration dates: Aug. (Secretaries must update the student information data between Aug.) Roster File: Elementary students by home room only Special Education students by grade level only Secondary students by class by subject	Sean Stevenson lets Principals know and they let secretaries know about the upcoming due dates for information (Send reminder "calendar")	Roster file to NWEA by Nov. 20 Student Database updated by Nov. 13 to Jordan Bentlage (This roster file can be disaggregated by Language Arts and Math groups. Special Education student groups can be entered by resource teacher)	Roster file to NWEA by February 21 Student Data Base updated by Feb. 14 to Jordan Bentlage. (This roster file can be disaggregated by Language Arts and Math groups. Special Education student groups can be entered by resource teacher) Secretaries enter all new Kindergarten students from Round Up by May 1 (If these students are entered at this time, the fall update of students' records need only include changes from registration.)	This window would include only summer school attendees on the Roster File Before school is out Jordan Bentlage would need the names of the students who will be attending with the teacher name and the building assignment. Jordan also needs all retained students and S.S. students with summer school teacher and school before school is out (by May 21, 2020)	Jordan Bentlage corresponds with secretarial staff until all student enrollments are complete and uploaded properly. Jordan Bentlage checks to see that PowerSchool has included NWEA results after testing window closes.
ILEARN, ISTEP+, IAM, STAR and ECA Assessments		ISTEP+ Grade 10 Winter Retest (Parts 1&2) 11/9 – 12/11	Elem NCA STAR: 8/5-8/14 (CAE and 2 nd Grade) 9/14-9/23 (Kdg.)	WIDA ACCESS: 1/11/21-2/26/21 ISTEP+ Grade 10 Spring Retest (Parts 1&2): 2/2/21-2/26/21 IREAD3: 3/8/21-3/19/21 ILEARN (Grades 3-8) Test Window 4/19/21 – 5/14/21 ILEARN Biology and Optional US Gov ECA: 4/19/21 – 5/21/21	Elem NCA STAR: 1/6-1/15 3/1-3/5 (CAE) 3/29-4/9 (RH) 5/10-5/14 (CAE) Cogat RH: 2/10-2/28 (2 nd Grade) 3/8-3/19 (1 st Grade and Kdg)	IREAD-3 (Summer School): 5/25 – 7/16
(Assessment and Reporting calendar shared with staff- Aug or Sept. 2019)	1 st semester Required for all 2-12		1 st semester Optional Window for Specific Programs	2 nd semester Required for K-12	2 nd semester Optional: (for Summer School and New Students)	Reporting Timeline

Wireless Generation	mCLASS: Reading 3D August 17 – Sept. 18, 2020 mClass Math: Sept. 14 – October 16, 2020		Reports prepared for parents quarterly	mCLASS: Reading MOY window: 1/11/21 – 2/12/21 mCLASS: Math: 1/25/21 – 2/26/21	mCLASS: Reading EOY window: 4/19/21 - 5/7/21 mCLASS: Math 4/26/21 – 5/14/21	Reports shared with Rtl team and parent report prepared for distribution
Vocabulary Assessments (Lexile scores)	Vocab. Pretest Within the first two weeks and last weeks of each semester for CHS & CJHS Within the first two weeks and last two weeks of the school year for K-6.	Jordan Bentlage adds Pretest results to chart/graphs and sends to Principals.	Results shared with staff Oct. 2020	Post-test Vocabulary Dates are in the first two weeks in May.	Data submitted to Jordan Bentlage for District Reports by May 21	Pre-Post Vocab. Test results shared with staff Fall and Spring each year
Assessments for Title I selection and High Ability Programming	Assessments for “move-in” students or those who appeal for placement in EXCEL programs. Fontas and Pinnell Text Level, PPVT, and SIGS for K-2; CogAT or K-Bit2, NWEA survey for math L.A. and reading, and SIGS and writing prompt for 3-6 and Interview with 7-12 Counselors for assessments.) (All this happens upon receipt of enrollment and appeal.)	Title I - Placement in K-2 when PPVT, Text Level and, and Teacher Recommendation is completed. Observation Surveys are completed before the Reading Recovery Programs begins	Progress Monitoring for all students with new placements . Principals review progress with teachers for students newly placement in Title I and High Ability Programming	Complete CagAT ability testing for grades K, 1 and 2 from February 2021 Spring Writing Prompt completed for Grade 2 by April 9, 2021	Post Testing for Title I programs EISS Reading Recovery and Rtl Interventions	Data Collected and shared on PowerSchool . Reports prepared for the School Board and the IDOE as requested

Meeting the Needs of All Students

Centerville-Abington Senior High School: The Centerville Senior High School Special Education Department consists of three full-time teachers and three aides. Additionally, we have one occupational therapist, one behavior specialist, one blind low vision consultant, and one deaf hard of hearing consultant. The student to teacher ratio is 1 teacher to every 21 students for our diploma track students and 1 teacher to 12 students in the life-skills class. In addition to the staff, the following are major parts to meeting the needs of our special education students.

- Centerville High School Special Education Department coordinates with Noble of Indiana to provide Pre-Employment Transition Services (Pre-ETS) to prepare for entry into the workforce after high school or after college. They help students with building resumes and interview skills. Pre-ETS can also help with internships and job shadowing opportunities. They also help students find services at colleges and universities. Finally, they help with social cues and skills that are needed in the work environment.
- Starting with the class of 2023, all special education students will be supported in creating a Transition Portfolio. This portfolio will be developed over time and will incorporate transition planning for how special education students will meet post secondary goals. Special education students may utilize all the options available for general education students. In addition, Indiana Career Explorer and a Patins developed template will be available for special education students to assist in completing these Transition Portfolios.
- The Special Education Department works with Vocational Rehabilitation for job placement and other services for students once they graduate from high school.
- The Special Education Department coordinates services with Whitewater Career Center in Connersville to ensure all accommodations are in place and whatever support is required for the students is in place.
- The Special Education Department works with the administration to help with the RTI process whenever necessary.
- The Special Education Department meets with teachers to help decide what assistance, accommodations, and modifications are needed for each student in the general education classes. This extends to students without IEPs, as well as those with IEPs.
- Staff members ensure that all accommodations are in place for statewide and national tests for students with IEPs, 504s, and LEPs.

We work without outside agencies, such as the ABC Center and Centerstone, to coordinate services and collaborate to plan what is needed for students, as well as maintain communication on progress and issues that arise.

Centerville-Abington Junior High School: At Centerville-Abington Junior High School, our special education department practices an inclusion model. The special education department is led by one full-time teacher and two part-time teaching assistants. There is also an occupational therapist, one behavior specialist, one blind, low-vision consultant, and one deaf, hard-of-hearing consultant. The general education teacher and the special education teacher work together to assist the many students with their various academic needs. They partner by incorporating one-on-one and small-group instruction. There is also a large group and partnering strategies within the general education classes. The special education teacher also offers a directed study hall during the student's SRT. This form of SRT lends more support and a smaller teacher-student ratio, while also allowing the special education teacher to direct lessons in her classroom. During the student's directed SRT, the student will work on homework, missing assignments, projects, and/or the completion of tests. Before a student is qualified for special education, there is a multi-step process involving teachers, parents, administration, and the school psychologist. Also, there are several responses to intervention (RTI) that can be used before beginning the special education process. This may include, but not limited to the following strategies: 1. Behavior, academic, and/or attendance contracts; 2. Support in SRT; 3. The student may also be assigned to the Bulldog Connections lab, which focuses on Math and/or English/Language Arts remediation; 4. The student may be referred to CIS (Communities In Schools) for after-school study groups. A final attempt to assist a student before classifying them as special needs may be to place them on a 504 Plan. A committee made up of an administrator, teachers, parents and school social worker meet, discuss the student's needs and determine possible accommodations that could be implemented in the classroom. These accommodations would assist the student but not enable them to need support indefinitely.

Centerville-Abington Elementary: Centerville-Abington schools provide for a comprehensive, free, and appropriate public education to all eligible educationally disabled students. Centerville-Abington schools provide supplemental aids and related services as necessary for a disabled child to receive their education in the least restrictive environment. All classes of a special nature will require that students be recommended by professional personnel and given adequate tests to prove their need for the program. Parent approval is necessary to effect placement in these programs.

Centerville-Abington Elementary School acknowledges that students are unique individuals deserving of appropriate programming to meet their needs. Students who test into the superior range intellectually and who demonstrate advanced achievement levels on standardized tests, require a program offering a variety of special provisions which challenge, accelerate, and enrich beyond the core curriculum. The school corporation also believes that the training of teachers, development of curriculum, and other efforts channeled toward academically talented

programming will benefit the entire student population as well. The program is entitled EXCEL and students are identified for involvement in it based on the following criteria:

- Ability measure: CSI score on group test or individual I.Q. test
- Achievement in reading/language arts, math, and overall test battery on standardized tests
- Teacher rating of characteristics of gifted and talented students
- Grades in reading and math
- Task commitment (how much a student can stay focused on a task and finish the task with the highest effort)
- Creativity
- Learning characteristics (higher order thinking skills)
- Student writing

Rose Hamilton Elementary School: Centerville-Abington schools shall provide for a comprehensive, free, and appropriate public education to all eligible educationally disabled students. Centerville-Abington schools shall provide such supplemental aids and related services as may be necessary for a disabled child to receive their education in the least restrictive environment. All classes of a special nature will require that students be recommended by professional personnel and given adequate tests to prove their need for the program. Parent approval is necessary to effect placement in these programs. Our school employs highly qualified staff (teachers and teaching assistants) in compliance with state and federal requirements to meet school and system goals and objectives. Student population and funding affect the number of staff, resources, and support services that are available. System resources and support programs i.e. Special Education services, EISS, Reading Recovery, M-Team and RtI, are provided to meet the educational needs of students. Interventions and student identification processes are designed and implemented to meet the physical, social, and emotional needs of the students. Community agencies, family services, counseling and parent support are offered as needed. In order to monitor student achievement and learning, multiple formative and summative assessments are given systematically and evaluated. Through the collaborative efforts from the Data, Technology, and Professional Development Teams and the School Change Committee, the data collected from the multiple assessments is used to create a Student Data Spreadsheet. Teachers use the spreadsheet to view current as well as past data. Student achievement data serves as a resource to provide individualized and small group services. The student data also guides the topic areas for professional development. Many instructional interventions have been developed to meet student learning needs, i.e. Susan Barton, Leveled Literacy Intervention, Language for Learners, Math Lab, EISS, and Reading Recovery. RtI (Response to Instruction) targets specific skill deficits, as well skill strengths, to provide additional instruction to students. Students receive small group instruction and then are assessed with progress monitoring on a regular basis. Each grade level has a specific assigned time each

day for RtI where teachers provide instruction. Leveled Literacy Intervention is an early literacy intervention used along with RtI to group students according to targeted skills. Our school has a Math Lab with a full time assistant to provide additional support for students from all grade levels. EISS (Early Intervention for School Success) is an instructional program for Kindergarten students that utilizes multiple interventions in 5 targeted modalities focused on early school success. EISS focuses on developmental skills that are provided by a trained teaching assistant in a small group or one-to-one setting within the classroom. Reading Recovery is a remediation program that provides first grade students with one-on-one instruction.

Parental Participation

Centerville-Abington Senior High School: Teachers received training on various types of parental involvement in the summer of 2015 and during an early release day in September of 2015. All staff met to decide what measures we will take to improve communication and parental involvement. As a school, we also developed ways to send messages in various forms in order to increase the likelihood that communication will take place. We updated our website to make it more user friendly and allow parents to interact with teachers. As part of the website, we have a Facebook page and a Twitter account. Aside from the school's website, we also use PowerSchool to connect with parents and to keep them informed. Through this platform, parents are able to consistently monitor their student's progress in each class, as well as locate teacher contact information. Schoology has also proven a beneficial method to parents who would like to see specific assignments, etc. in the various classes. In addition, we have parents who participate on our school improvement team. Finally, at the high school level, parents are involved in both athletic boosters and music boosters. Thousands of dollars are raised and used to support our student organizations, all from these parent-led groups. It is interesting to note that the highest scoring item on our most recent Climate and Culture Parent Survey revealed that 73% of parents said the three best words that describe their interaction with our staff are: helpful, respectful, and supportive.

Centerville-Abington Junior High School: The one area in our most recent climate audit which indicated the lowest level of satisfaction was in parental involvement. We need to find more ways to inform, include and involve parents in all aspects of Centerville-Abington Junior High School. It is evident that some parents want to be more involved. A new updated website has been implemented to help parents learn what is happening at CJHS and in the classes their children are taking. A back to school night and meeting has been put into place starting with the 2016-17 school year and was enhanced in the 2019-20 school year with more community involvement and vendors to assist students as they prepare for the new school year. The staff sends home monthly "good job" referrals to parents so they are aware of any good things their student is doing in the classroom. We also have created Facebook and Twitter accounts for parents to follow and access news and other information. We also send out our daily announcements to parent email accounts each day. We will continue to explore more ways to increase parental participation.

Centerville-Abington Elementary School:

Centerville-Abington Elementary parents have the opportunity to become involved in the education of their students through serving on committees and volunteering to help in many school activities. Some of the below activities may not occur due to COVID19.

Parents are encouraged to participate in the following activities:

- Back to School Night
- Family Nights/Festivals
- Santa Shop
- Fall and spring book fair
- Fundraisers
- Field trip chaperones
- Room parents
- Coaches
- VIP(Very Important Parents)
- Bulldog Buddies(mentor students)

Convocations

- D.A.R.E.(Drug Abuse Resistance Education) Graduation
- 6th grade Reality Store
- Teacher Appreciation Week

Improvement planning process: Our school improvement planning begins with feedback from stakeholders as well as student data. Once feedback is received and student data is disaggregated, NCA committees initiate needs for improvement. These committees are comprised of teachers, parents, administrators, and students, which are stakeholders in our educational system. Proposals for improvement are sent to our School Change Committee, which is a building level committee of ten to fifteen people in which teachers and administrators meet to discuss ways to improve our school.

Rose Hamilton Elementary School: Rose Hamilton Elementary has several committees that meet one time per month during the school year to address the areas of school climate, parent involvement, professional development, technology, data and curriculum. The purpose of these committees is to gather information and data necessary for school improvement planning. Each committee includes a teacher from each grade level, as well as a mix of special education and special area teachers. Parents and community members are included on two committees. A schedule is created of committee dates and times are given to each member at the beginning of the school year. Minutes are kept by our NCA chairs. Meetings are scheduled to accommodate as many parents as possible. They are scheduled at different times so more parents can attend during the year. Data from our Climate Audit indicated that Rose Hamilton Elementary parents scored our school the highest level of satisfaction or approval in Academics. Results showed that parents felt our school set high expectations and offered a sense of community and family atmosphere. Parents also felt welcome in the school even for a "pop-in" visit. They also enjoyed the "Donuts for Dad" and "Muffins for Mom" events. Both teachers and students mentioned that support programs were offered for those that needed it. Our school is continually working on

improving and expanding home/school communication regarding student achievement. Teachers send home weekly newsletters, share grade level minimum expectancies, hold parent/teacher conferences, send home quarterly report cards and assessment information. The school offers parent communication through monthly calendars, social media, school personnel email, school website, Power School, Communities in Schools personnel, the Parent Teacher Organization, Literacy Nights, Toyota Road to Success Reading Program and Back to School Nights. Within our school day, we offer opportunities for parent volunteers, high school cadet teachers, and university student practicum and student teaching. We are working on a D.O.G.S. (Dads Of a Great School) program for male community members to mentor students at Rose Hamilton. This program, as well as many others, will not occur during the 2020-21 school year due to the coronavirus pandemic. Visitors are limited to the office area during this time.

Safe and Disciplined Learning Environment

Centerville School Corporation has implemented several initiatives for the 2019-2020 school in regards to school safety and maintaining a healthy learning environment for its students.

Towards the latter half of the 2018-2019 school year, several Centerville Schools administrators have established a professional rapport with the Wayne County Juvenile Probation Department in order to address juvenile offenses committed across the county as well create initiatives in order to curtail recidivism. Within this relationship, the concept of Juvenile Detention Alternatives Initiative has been established to address this very need. This particular panel compares the data consisting of juvenile offenses across several years to that of other Indiana counties with similar demographics. Further, the panel establishes ways in which to address juvenile offenses, why they are committed, and what alternatives to detention will they have available to them if certain criteria are met. For instance, one particular area all schools face is curtailing the issue of chronic absenteeism. Students who find themselves facing possible charges, arrest and/or probation, could have resources available to them if they fulfill the parameters established by the school system with the Wayne County Probation Department overseeing implementation of those resources. The parameters are incentive-based, where a student can be rewarding for improved behavior.

In regards to school safety, Centerville Schools created a needs assessment in order to address issues in each of the corporation's five buildings. This needs assessment is research-based and was created using a best practices approach. On a monthly basis, building administrators create an agenda for their staff school safety meetings. These meetings center on concepts directly affecting the students of Centerville-Abington Community Schools. Further, meeting agendas focus on emergency procedures, safety protocols, staff safety training, growing trends among youth, as well as best practices involving building security and safety. In addition, several Centerville Schools administrators are active participants of the Wayne County School Safety Commission. This commission meets on a monthly basis in order to discuss safety initiatives, growing trends in school safety, as well as addressing the various Indiana laws associated with school safety protocol.

- Prior to the 2019-2020 school year, Centerville Schools was completely reliant on Centerville Police Department, the local law enforcement agency, to address issues resulting in arrest. Centerville Schools in cooperation with Centerville Police Department and the Town of Centerville, creating a School Resource Officer position in order to appropriately address legal issues involving student and/or parents in a timely manner. Additionally, having a School Resource Officer available during the school day and during extracurricular events provides added security as well as fostering a safer school climate.

- The needs assessment also looked at enhancing the exterior of the buildings within the corporation. During the last school year, our community was directly impacted by an active shooter gaining entry into a building of a neighboring school district. This intruder used a firearm to break the glass of an exterior door in order to gain entry. After visiting several schools and learning what safety initiatives they have put in place, it was decided to invest in a 3M security film product placed on the windows of each exterior door throughout the corporation. Once installed, the security film will act as a deterrent in the event of an active shooter or armed intruder. If the glass is hit with a blunt object, the glass will shatter, however, will remain intact.
- Centerville Schools installed a new camera system in order to replace the failing camera system no longer in use. Administrators in each of the buildings were tasked with developing a camera assessment based on the layout of their individual buildings. These needs were then explained to an independent contractor and finalized over the summer of 2019. In all, the corporation installed 104 separate cameras covering the interior and exterior areas of each of the five buildings within the corporation. Additionally, the administrators and the SRO will have mobile access to the system 24 hours a day, 7 days a week.
- The needs assessment also addressed the lack of security within our buildings after a visitor is given access. Centerville Schools implement a visitor management system called Raptor. This technology allows a user to properly identify a visitor wanting access to the school. Visitors would need to provide a valid driver's license or state-issued identification. This information is then cross-referenced with the data from an online sexual offender database. If the visitor is in good standing and/or no pending issues, they will be allowed access to the academic areas of the buildings.

Technology Initiatives

CENTERVILLE HIGH SCHOOL THREE-YEAR TECHNOLOGY PLAN

Curriculum Integration Strategies:

Technology is a high priority in Centerville Senior High School. All students' grades 9-12 started the 2017-18 school year with brand new Dell laptops which link to the wireless internet at school. All classrooms have three desktop computers for student use in case there are issues with their laptop or they have forgotten them at home. Additionally, a wireless laptop portable lab that is available through Project Lead The Way. All computers are Internet accessible, and a fiber-optic network connects all schools and classrooms to a wide variety of software such as Microsoft Office, Star Office, Language Lab software, Turnitin, PLATO, Schoology and other integration packages. Much of this technology is used heavily and is new. Maintenance and replacement are always at the top of our priority list.

The Centerville Senior High School faculty and staff use the building's technology in a variety of ways. Most faculty members use Schoology to organize classroom materials and assessments, as well as use technology for research, communication, direct instruction, and planning/preparation. Other uses include student assessment, visual illustration, and student attendance. Student use of technology is centered on projects, research and writing. Also, many students use technology for presentations, visual illustrations, cooperative learning, communication, software-directed instruction, and independent learning.

The journalism/yearbook class is equipped with fourteen personal computers where all of the publishing is done. There is a piano and electronic keyboarding lab and twenty-one IMAC computers that allow students and staff to produce digital video for projects and classroom instruction. Smartboards are used in most classrooms for teacher presentation of lessons and student presentation of projects. The BOA (Bulldog Opportunity Academy) has fifteen computers loaded with PLATO software for credit recovery and alternate graduation courses

The library is automated and allows staff and students to use Inspire and other online cataloging systems to search for reading and research materials. All classrooms are linked through on-line virtual links, which allows for Channel One news, as well as, student programming and building-wide viewing of educational video material. We have made the transition to allow the announcements to be streamed on-line for all to see. This will allow parents and students to see the daily announcements. Student produced announcements are aired each morning. Those pieces of hardware which are most used during the school day are as follows: computers, Smartboards, scanners, recording devices on computers.

Professional Development:

Professional development is key to our school's use of technology, and classes are provided for faculty and staff on topics such as Schoology, Microsoft Word, Excel, PowerPoint, and Publisher. Instruction is also given in the use of hardware and peripherals such as Smartboards digital cameras, scanners, and video-editing equipment. A media specialist and two technology technicians support staff in the integration of technology into classroom instruction as well as coordination of the auditorium multimedia productions.

Teachers continually attend in-service programs that provide instruction, which then can be used to implement goal strategies. The contract agreement between Centerville-Abington Community School Board of Trustees and the Centerville-Abington Education Association includes a provision for teachers to earn an additional day of pay. Teachers are paid at least six additional hours of approved technology instruction that expands or upgrades the teacher's skill and/or knowledge of technology for use in the classroom.

Assessment:

The Technology Committee provides input into the corporation technology plan and ensures that students and teachers have the opportunity to use technology as a learning tool. The committee works with the corporation technology coordinator to provide training needed to keep teachers informed of the latest technology and coordinates the high school technology plan. The Technology Committee also handles technology requests from the high school faculty.

The Technology Committee surveys the faculty on the uses of technology and professional development needs. This data can be used to evaluate the effectiveness of technology integration within the curriculum and for implementation in faculty self-improvement plans.

Technology Perspective:

Three-Year Technology Plan

Major focuses for the next few years will be implementing one-to-one computing and making the classroom more technologically connected.

2021-2022

- Final Year for the Dell Laptops
- Begin research on available devices for the next school year.
- Develop a plan to fund the purchase of new devices.
- Research integration of software on new devices.
- Continue to service old laptops as needed to prepare to sell them to help offset the cost of new devices.
- Assess need to replace staff laptops and desktops in the classroom.
- Begin upgrading SmartBoards as needed.

2022-2023

- Implement new devices
- Upgrade software to ensure it is compatible with new devices.
- Assess technology needs in the classrooms.
- Assess durability and any other issue with the new devices.
- Provided training for the technology staff to repair new devices.

2023-2024

- Continue working with new devices
- Upgrade software for new devices.
- Define issues with technology and seek solutions to make everything work as smoothly as possible.
- Continue with professional development on any new software or hardware being used.

During all three years as needed.

- Improve security for all aspects of the Centerville-Abington Schools computer network.
- Acquire software and hardware connected to new textbook systems as needed.
- Evaluate and acquire software as needed.
- Continue a strong maintenance program.
- Address technology needs that have not been foreseen.
- Offer staff development on a continuing basis.

Rose Hamilton Elementary

Three Year Technology Plan 2019-22

Mission:

Parents, School, and Community are working together to educate **ALL** children.

Guiding Principles:

Students will:

apply their academic knowledge, respect others, work cooperatively, communicate effectively, think critically, demonstrate creative problem solving, and utilize technology. We are committed to this mission.

Goal:

1. All students will improve comprehension skills in reading with a focus on informational text.

Interventions:

1. Students' vocabulary skills will be increased across the curriculum.
2. Students will read books of their own choosing from a variety of genres (SSR).

Curriculum Integration Strategies:

Technology is a high priority in the Centerville-Abington Schools. Most classrooms at Rose Hamilton Elementary have a minimum of three computers for students to use, and there is a computer lab in the building with 30+ computers. All student computers run Windows 7 and staff computers run Windows 10. All computers are Internet accessible and a fiber-optic network connects all schools and classrooms to a wide variety of software and web-based programs such as Microsoft Office, Reading Eggs, Math Seeds, ABCMouse, ThinkCentral, Kidspiration, KidPix, Sumdog, Accelerated Reader, Accelerated Math, BrainPop Jr., STAR and STAR Early Literacy Reading, STAR Math, Enchanted Learning, and age-appropriate keyboarding programs. There is a touch-screen attached to one of the computers for use by students with special needs. There are two other touch-screens available with the computers in the special education resource room. Listening centers and computer stations are being used in the classroom as part of the reading block. We are working towards blended learning and purchasing Chromebooks to enhance the reading block time as well as enhance learning in the classroom. We currently have one cart of 30 touch screen Chromebooks that are being piloted by 1-kdg, 1-1st grade, and 2-2nd grade teachers. The pilot has been well received. We need more carts, as quickly as possible, so that we have one per classroom and the media center to meet the requests from teachers wanting to incorporate them into their curriculum.

At Rose Hamilton, technology has become a strong component in teachers' lessons and a useful tool for the students and staff, especially as it relates to literacy and our NCA goal and strategies. Currently, K-2 classrooms have scheduled lab two times per week, and Pre-K classes have access to the lab once a week, when testing is not taking place in the lab. The media center uses set and open lab times to integrate lessons with the library and classroom curriculum. Teachers sign-up for open lab times as they become available. They use these extra lab times for remediation, acceleration, and individualized online lessons for skill development and practice. Our current lab is closed to classes for instruction and/or project integration three times per year for NWEA testing which adds up to a total of nine to twelve weeks of unavailable lab time and for online CoGAT testing that uses about three or four more weeks of the lab schedule. We have a wireless Lenovo mobile lab for the library that is used to accommodate testing and media class activities. The Lenovo mobile lab, housed in the library, has 30 laptops with touch screens. The screens can swivel to become tablets. They are setup to run the programs we are using in the lab. We have LanSchool on these computers and would like to have it on all building computers and something similar on all Chromebooks by the beginning of the 2019-2020 school year. A goal of the tech committee is to continue to explore web-based programs to replace existing programs that may not work on the new devices and/or with Windows 10, as we move that direction. As keyboarding skills continue to be important, we would like to purchase two programs that are web-based and work with both Windows and Chromebooks.

Audio visual and multimedia equipment is used by staff to support instruction. Many classrooms and the media center have amplification systems that are used to enhance instruction for all students with particular benefit for students that have difficulty hearing with ambient classroom noises or teachers that deliver in a range that is not optimal for the student's hearing range. The amplification systems also serve to better engage students in the learning process. A scanner and color inkjet printer is available in the lab for teacher use. Projectors and document cameras are used in the one computer lab, the library and all classrooms for teacher presentation of lessons and student presentation of projects. The document cameras have the ability to capture. A Compucart is used in one classroom. All classrooms and the computer lab are now furnished with Smart Boards that are used for lesson presentation and student engagement learning activities. The Smart Board carts have document cameras and wireless mice and keyboards. There is also a DVD/VHS player and speaker on the cart. DVD players will be replaced with Blu-ray over time. Each classroom has a laser printer for black and white printing. The new kindergarten classrooms, the lab and the special education resource rooms have been upgraded to the Smart interactive flat panel SPNL-6075 with Smart Notebook 16 software, Lumens wireless document cameras DC-125, and Sony Blu-ray players. The new kindergarten classes were also setup with four Intel NUC i3 6th generation student computers. These allow more space on the table/cart as there isn't a CPU footprint.

The elementary library is automated using Destiny, a web-based library software. Staff uses the online catalog to search for reading and resource materials. Students and staff now have access to Google's web-based messaging and collaboration apps. Google Classroom has been introduced at the 2nd grade level by the Integrated Media Specialist and is utilized mainly during an integrated media research unit. Moving forward, Google Classroom introduction will move to 1st grade and kdg. as teachers are ready to incorporate the LMS into their curriculum. YouTube is being incorporated into the lessons at many grade levels in both the classroom and the media center. Students cannot access the videos at this time. Staff is hoping that soon they will be able to assign YouTube videos to students within Google Classroom so that students can have bundled assignments as we move towards a more blended classroom.

Technology is being used to support writing. Alpha Smart devices are being used in the library and in the 2nd grade classrooms for word processing activities that include keyboarding, spelling practice, process writing, and literature response, but they have become antiquated and are no longer supported. Portable Chromecarts with class sets of Chromebooks would allow students more opportunity to utilize technology than they can have with only one computer lab.

Students are currently using Microsoft Office and/or Google Docs to enhance classroom projects and to support writing across the curriculum and to communicate what they have learned to others. Various apps and programs are used to help students organize and brainstorm during the stages of writing and to support comprehension of written material and vocabulary and to support math. Primary students use them to categorize in the areas of science and social studies. The Enchanted Learning site is utilized by the staff for research, curriculum planning, and instruction. NWEA, Amplify's mClass, Accelerated Reader, STAR, and STAR Early Literacy are used to assess and monitor students' vocabulary and reading comprehension as part of our building NCA goal. MS

Office products are utilized to record, analyze, report, and display the results of student driven data that is collected as defined in our NCA plan.

Teachers are using programs such as Accelerated Reader Home Connection, MS Word, MS Publisher, MS Excel, individual web pages, Facebook, Instagram, Remind, Class Dojo, and PowerSchool (a web-based grading, attendance, and home-school communication program) to communicate with parents. The building has wireless connection available; Meraki MR32 access points. This was needed as the school began to use Amplify's mClass assessment software to assess students using DIBELS Next, mClass: Reading 3D, Burst, and mClass Math. Classroom teachers have iPad 2s to use as the recording device that supports this assessment software used with students. Eighteen new iPad Pros will be purchased, spring 2019, to meet the mClass supported requirements. Special education is using iPads and various free and purchased apps, including Prolog2Go with students. The teachers are also following the technology scope and sequence of skills and applications that is based on the Indiana informational literacy standards and the national technology standards. Teacher input will continue to be important as this scope and sequence is refined. Each grade level has a Digital Citizenship curriculum that they teach and then continue to emphasize throughout the year. The media staff also reinforces good digital citizenship routinely when working with students and technology.

The Rose Hamilton population will strive to reach its goals over the next five years. We will be using a variety of hardware and software to accomplish our objectives.

Professional Development:

Staff development is key to our school's use of technology, and classes are provided for staff on topics of need. Instruction is also given in the use of hardware and peripherals. An integrated media specialist supports staff in the integration of technology into classroom instruction as well as instructing students and staff in the use of applications and software. The network administrator and/or technician are needed not only to maintain technology but to setup new equipment/programs and to provide the necessary training so that the integrated media specialist can utilize new technology and provide in-service to staff.

The contract agreement between the Centerville-Abington Community Schools Board of Trustees and the Centerville-Abington Education Association includes a provision for teachers to earn an additional day's pay. Teachers are paid after accumulating at least 7.5 additional hours of approved technology instruction that expands or upgrades the teacher's skill and/or knowledge of technology for use in the classroom.

Our district adopted the NWEA testing program in 2004. Teachers, principal, integrated media specialist, and the lab assistant have been in-serviced in the various aspects of this testing program. In-servicing has been ongoing as needed. All students in grades 1-2 began testing in the fall of 2005. Kindergarten students were added to the testing schedule in the spring 2006. Testing for students in grades K-2 will continue in the years that follow, with grades 1 and 2 having a fall, winter, and spring testing session, and K having a winter and spring testing session. Teachers are using NWEA data to

plan lessons, assist students in setting academic goals, and to group students for remediation. The school and district are using the results to monitor progress of our building and district NCA goals.

1. Continue NWEA testing in the fall 2019 and spring 2020.
2. Continue NWEA testing in the fall 2020 and spring 2021.
3. Continue NWEA testing in the fall 2021 and spring 2022.

Assessment:

A needs assessment survey for staff is given periodically. This information is used to design staff development and to better integrate technology to support learning and, ultimately, improve student achievement. Technology classes for teachers are held as needed, and the integrated media specialist provides ongoing staff development for teachers at various times to assist teachers in learning how to process the desired goals and objectives including learning integration strategies for various usages of technology. As new teachers and staff are hired, they will be placed with a mentor or mentors to assist them with their training in the instructional strategies that are implemented throughout our school. Professional development activities will be a priority for this group. The integrated media specialist and computer lab assistant will continue to provide new teachers and staff with lab procedures and computer applications orientation.

Data pertaining to technology will be collected from all staff development activities specified in the school improvement plan. The data will be used to evaluate the effectiveness of technology integration within curriculum and the increased use of technology in student product design and development.

Technology Perspective:

Focus:

- 1) Purchase Chromebooks, carts, headphones, and mice for each classroom and the media center.
- 2) Purchase wireless printer for student printing from Chromebooks
- 3) Maintain current technology including software and web-based subscriptions
- 4) Purchase additional software and web-based subscriptions as needed
- 5) Utilize LanSchool, GoGuardian, or similar program to manage what students use on computers and Chromebooks.
- 6) Integration of Google Classroom and PowerSchool
- 7) Make YouTube videos available to students when using Google Classroom or other classroom type product.
- 8) Maintain and upgrade our current technology and infrastructure as needed.

Our new three-year technology plan supports our NCA goals by providing the necessary resources, tools, and training for improved student learning.

2019-20

- 1) Continue emphasis on upgrading and maintaining technology in the computer lab, library, classrooms, and the building.
- 2) Purchase 6 Chromebook carts with at least 27 Chromebooks and headphones.
- 3) Provide wireless printer for student printing from Chromebooks.
- 4) Provide LanSchool or similar program on all building computers and Chromebooks.
- 5) Make YouTube videos available to students when using Google Classroom or other classroom type product.
- 6) Purchase online typing programs to reinforce keyboard and touch-typing skills.
- 7) Acquire additional headphones, without microphones, for lab and classroom computers, as needed.
- 8) Purchase additional, compatible software and web-based subscriptions as needed to support building goals.
- 9) Maintain licenses and fees for software and web-based subscriptions to support building goals.
- 10) Update MS Office on lab, classroom, and teacher computers if needed.
- 11) Provide additional classroom computers as requested.

2020-21

- 1) Continue emphasis on upgrading and maintaining technology in the computer lab, library, classrooms, and the building.
- 2) Purchase 6 Chromebook carts with at least 27 Chromebooks and headphones.
- 3) Purchase online typing programs to reinforce keyboard and touch-typing skills.
- 4) Acquire additional headphones, without microphones, for lab and classroom computers, as needed.
- 5) Purchase additional, compatible software and web-based subscriptions as needed to support building goals.
- 6) Maintain licenses and fees for software and web-based subscriptions to support building goals.
- 7) Update MS Office on lab, classroom, and teacher computers if needed.
- 8) Provide additional classroom computers as requested.

2021-22

- 1) Continue emphasis on upgrading and maintaining technology in the computer lab, library, classrooms, and the building.
- 2) Purchase 6 Chromebook carts with at least 27 Chromebooks and headphones.
- 3) Purchase online typing programs to reinforce keyboard and touch-typing skills.

- 4) Acquire additional headphones, without microphones, for lab and classroom computers, as needed.
- 5) Purchase additional, compatible software and web-based subscriptions as needed to support building goals.
- 6) Maintain licenses and fees for software and web-based subscriptions to support building goals.
- 7) Update MS Office on lab, classroom, and teacher computers if needed.
- 8) Provide additional classroom computers as requested.

During all three years as needed.

- 1) Evaluate and acquire software/web-based programs as needed.
- 2) Maintain a strong maintenance program.
- 3) Address technology needs that have not been foreseen.
- 4) Maintain two color laser printers in Media Center and office, with duplexing capabilities.
- 5) Maintain two color inkjet printers in the lab with the possibility of acquiring a color laser.
- 6) Mentor and evaluate the use of technology in the buildings per teacher request.

CENTERVILLE-ABINGTON JUNIOR HIGH SCHOOL

THREE –YEAR TECHNOLOGY PLAN

MISSION STATEMENT

Centerville-Abington Junior High School in partnership with families and community, prepares students to develop appropriate skills necessary for transition to high school, lifelong learning, and responsible citizenship.

GUIDING PRINCIPLES

All students are unique individuals who are capable of learning.

- All staff members and students are committed to continuous improvement through a strong work ethic.
- The school is student-centered and is supported by parents, staff, and the community.
- The school provides a safe, caring, and non-threatening learning environment that promotes self-respect and self-discipline.
- Diversity of talents, ideas, and individuals are valued and encouraged.

- The school provides a variety of educational experiences and resources to foster inquiry, reflection, research, and problem solving.
- Education is a life long process that emphasizes character education, communication, creativity, collaboration, and complex-thinking skills.
- Education is best served when students experience real-world applications of learning.
- The school uses the Indiana State Standards as a basis for assessment and accountability with defined benchmarks that surpass these minimums.
- The staff encourages and facilitates lifetime wellness for all students, staff, and the community.

Goals: 1. All students will increase their reading comprehension and analysis of grade level appropriate text. 2. Centerville-Abington Junior High will increase parent involvement in order to increase student engagement and achievement. 3. All students will increase their Algebra and Functions competency on grade level problems.

Curriculum Integration Strategies:

Technology is a high priority in Centerville-Abington Junior High School.

Centerville-Abington's Community School's district vision is "Educated for Success." One of the guiding principles is to "...use technology to support teaching and learning as a tool to foster inquiry, reflection, research and problem solving." One-to-one learning in grades 7-12 will accomplish both the school district's vision and uphold one of the principles that guide the work of the schools. We, as a school, must engage all students in their learning by providing 21st Century Learning tools and relevant content.

After many years of planning, one-to-one learning was implemented at the beginning of the 2013-14 school year.

The Centerville-Abington Junior High School faculty and staff use the building's technology in a variety of ways. Most faculty members use technology for research, communication, direct instruction, and planning/preparation. Other uses include student assessment, visual illustration, student attendance and a grade record system. The Power School system is internet based and allows students, parents and teachers to access grades and other data at any time from any computer.

The library is automated and allows staff and students to use inspire and other online cataloging systems to search for reading and research materials.

The junior high has a state structured business curriculum for both seventh and eighth graders. Seventh graders take a semester course entitled, Digital Applications and Responsibility. The eighth graders take Introduction to Business. Both of these classes allow our students to receive high school credit.

Professional Development:

Professional development is key to our school's use of technology, and classes are provided for staff on topics such as using one-to-one computing, Microsoft Word, LanSchool, Schoology, Excel, PowerPoint, and Publisher, and web-page design and Google. Instruction is also given in the use of hardware and peripherals such as digital cameras, scanners, and video-editing equipment, and interactive whiteboards. A media specialist supports staff in the integration of technology into classroom instruction as well as coordination production of multimedia projects.

Each year the technology department coordinates the offering of professional development opportunities for our teachers. They survey staff to determine what areas need to be covered and offered.

A specific professional development activity will take place to educate and train teachers in using technology to test students. The corporation is now using NWEA for our students. Technology will be used even more with the additional testing instrument.

The contract agreement between the Centerville-Abington Community Schools Board of Trustees and the Centerville-Abington Education Association includes a provision for teachers to earn an additional day's pay. Teachers are paid at least 7.5 additional hours of approved technology instruction that expands or upgrades the teacher's skill and/or knowledge of technology for use in the classroom.

Technology Goal:

The goal of our technology initiative is to provide equipment and training to help the teaching staff be as efficient as possible. Good teaching and learning is enhanced when the best resources are available and used.

Assessment:

Centerville-Abington Junior High has a technology committee that represents the entire faculty. The committee comes to various faculty meetings and team meetings to determine needs for our school. The needs are then evaluated by the technology committee along with the principal. The principal then compiles a list that is part of a 3-year plan. Emergency needs can be requested by staff to the corporation technology department to determine the availability of existing funds.

At the end of each year the technology committee meets to assess what new purchases we have made and the impact they have had on student learning. It is also a time to catalog exactly what we have (verify).

Program Assessment and Evaluation:

Each year the updated technology plans are to be submitted to the superintendent. The superintendent and the corporation technology staff examine the updated plans and see if our intended plans have been satisfied or can be in the following year.

Three-Year Technology Plan

2021-2022

- Final Year for the Dell Laptops
- Begin research on available devices for the next school year.
- Develop a plan to fund the purchase of new devices.
- Research integration of software on new devices.
- Continue to service old laptops as needed to prepare to sell them to help offset the cost of new devices.
- Assess need to replace staff laptops and desktops in the classroom.
- Begin upgrading SmartBoards as needed.

2022-2023

- Implement new devices
- Upgrade software to ensure it is compatible with new devices.
- Assess technology needs in the classrooms.
- Assess durability and any other issue with the new devices.
- Provided training for the technology staff to repair new devices.

2023-2024

- Continue working with new devices
- Upgrade software for new devices.
- Define issues with technology and seek solutions to make everything work as smoothly as possible.
- Continue with professional development on any new software or hardware being used.

During all three years as needed.

- Improve security for all aspects of the Centerville-Abington Schools computer network.

- Acquire software and hardware connected to new textbook systems as needed.
- Evaluate and acquire software as needed.
- Continue a strong maintenance program.
- Address technology needs that have not been foreseen.
- Offer staff development on a continuing basis.

Centerville-Abington Elementary Three Year Technology Plan--2019-22

Mission:

Centerville-Abington Elementary School guides students to learn and grow.

Guiding Principles:

Students will:

- Grow in a safe and positive environment.
- Learn to respect others, work cooperatively, and think critically.
- Demonstrate the skills necessary to become positive members of a global society.

Goal:

1. All students will improve comprehension skills in reading with a focus on informational text.

Curriculum Integration Strategies:

Goal #1:

- Students will increase vocabulary across the curriculum through semester vocabulary tests over all subject areas.
- Students will analyze grade –level appropriate fiction and non-fiction in order to improve reading comprehension.
- Students will improve fluency in reading.
- Students will improve their reading comprehension through parent involvement.

Technology Use in our Building:

Technology is a high priority at Centerville-Abington Elementary. Most classrooms have at least two student computers. Teachers can request more student computers based on technology integration needs. There are three computer labs: two in the main building and one in the annex. Each lab has 30 or more computers. Each lab has set classroom times as well as open lab times that classes or the media center may sign-up to use as needed. All computers are Internet accessible, and a fiber optic network connects all schools and classrooms to a wide variety of software and web-based programs. The annex lab has been upgraded with the Intel NUC

i3 6th generation student computers. These computers allow more space on the table/cart as there isn't a CPU footprint.

Chromebook carts began to be added in 2016. Chromebooks give teachers and students greater access to technology and an additional avenue for its integration into the curriculum and to support assessment. Currently, all general education classrooms have a Chromecart with enough Chromebooks to have 1:1 in the classroom. There are two half carts in the library that staff can checkout for use in the library as well as 3rd/4th grade special education classrooms. Some carts have a classroom set of headphones. Staff and students are trained on proper care and use of the Chromebooks. They sign-off on the training before using the Chromebooks.

Projectors and document cameras are used in all of the computer labs, the library, and all classrooms for teacher presentation of lessons and student presentation of projects. Some of these document cameras have the ability to capture. Projectors are used in the art and music classrooms. All classrooms, and one of the computer labs, are now furnished with Smart Boards that are used for lesson presentation and student engagement learning activities. Smart Boards are in need of being updated and/or replaced. The boards and projectors are no longer able to function as intended and replacement parts are not always available or affordable. A media cart is available in the conference room for checkout and use with lessons and presentations, as well as used for case conferences. The elementary library is automated using Destiny, a web-based program. Staff uses the online catalog to search for reading and resource materials.

Students and staff now have access to Google's web-based messaging and collaboration apps. Some classrooms and the integrated media specialist are using Google Classroom. Staff training for Google Apps and Classroom began the summer of 2016. The integrated media specialist has created several Google Classrooms that she uses when working collaboratively with teachers to implement Google integrated lessons as a way to in-service teachers as the need presents itself. Other training is ongoing per teachers' requests and needs.

Students are using a plethora of software to enrich and support curriculum. Software being used includes, but is not limited to the following: Microsoft Word and/or Google Drive/Apps, Google Classroom LMS to enhance classroom projects and to support writing across the curriculum and to communicate, to others, what they have learned. Kidspiration is used as a graphic organizer in the brainstorming stages of writing and to support comprehension of written material and vocabulary. It is also used to categorize in the areas of science and social studies. YouTube (teacher only), Quizlet, Kahoot, Google apps, BrainPOP, and BrainPOP Jr., are being incorporated into the lessons at many grade levels in the classroom, lab, and library. The Enchanted Learning site is utilized by the staff for research, curriculum planning, and instruction. Accelerated Reader and STAR are used to assess and monitor students' vocabulary and reading

comprehension as part of our building goal. Sumdog is used for math assessment and keeping math skills sharp. MS Office products are utilized to record, analyze, report, and display results of student driven data that is collected as defined in our NCA plan. Other programs being used include, BrainPOP/Jr., Accelerated Reader, STAR Reading, MobyMax, IXL, Edulastic, ThinkCentral, Quizlet, Kahoot, Study Island, Enchanted Learning, Newsela, ReadWorks, Google Forms, and age-appropriate keyboarding programs.

Students use one login for Windows and Google Docs throughout their time at Centerville Community Schools. As an added benefit, both teachers and students can work on Google Docs from anywhere with a computer and Internet access.

Teachers are using programs such as MS Publisher, MS Word, MS Excel, Google Sites web pages, Accelerated Reader Home Connection, Class Dojo, Reminder apps, and Power School (a web-based grading, attendance, and home-school communication program) to communicate with parents. The teachers are also following the technology scope and sequence of skills and applications that is based on the Indiana informational literacy standards and the national technology standards. The teachers teach the approved Digital Citizenship curriculum to their students at the beginning of each year and reinforce the skills throughout the year as students are engaged with digital tools and activities.

We continue to replace older student, staff, and lab computers as needed. We have added computers in some rooms as well. All computers have been updated to Windows 7. This occurred during the 2013-14 school year.

Professional Development:

Staff development is key to our school's use of technology and programming, and classes are provided for staff as needed. Instruction is also given in the use of hardware and peripherals as needed. An integrated media specialist supports staff in the integration of technology into classroom instruction as well as instructing students in the use of applications and software. The network administrator and/or technician is/are needed not only to maintain technology but to set up new equipment/programs and to provide the necessary training so that the integrated media specialist can use the new technology and provide in-service to staff.

The contract agreement between the Centerville-Abington Community Schools Board of Trustees and the Centerville-Abington Education Association includes a provision for teachers to earn an additional day's pay. Teachers are paid after accumulating at least 7.5 additional hours of approved technology instruction that expands or upgrades the teacher's skill and/or knowledge of technology for use in the classroom.

Our district adopted the NWEA testing program in 2004. Teachers, principals, integrated media specialist, and the lab assistants have been in-serviced in the various aspects of this testing program. In-servicing has been ongoing as needed. All students, in grades 3-6, began testing in the fall of 2005, and will continue in the years that follow testing math and language arts in the fall and spring, and testing reading in the fall, winter, and spring.

Teachers are using the data to plan lessons, assist students in setting academic goals, and to group students for remediation. The school and district are using the results to monitor progress of our building and district NCA goals. In 2015-16, the corporation began using the web-based version of NWEA.

- Continue NWEA testing in the fall 2019 and spring 2020.
- Continue NWEA testing in the fall 2020 and spring 2021.
- Continue NWEA testing in the fall 2021 and spring 2022.

As new teachers and staff are hired at Centerville-Abington Elementary, they will be placed with a mentor or mentors to assist them with their training in the instructional strategies that are implemented throughout our school. Professional development activities will be a priority for this group. Our integrated media specialist and computer lab assistants will continue to provide them with lab procedures and computer applications orientation.

Assessment:

Data pertaining to technology will be collected from all staff development activities specified in the school improvement plan. Student and teacher surveys will be used to evaluate the increased use of technology in student product design and development. Applicable data will be used to evaluate the effectiveness of technology integration within curriculum. Staff will be able to complete their self-improvement plans as they relate to technology.

Technology Perspective:

Focus:

- Utilize LanSchool, GoGuardian, or similar program to manage what students use on computers and other devices including Chromebooks.
- Purchase more Chromebook mice so that every child has one available and headphones so that we eventually have a cart with accessories per classroom and media center.
- Purchase microphones and speakers for classrooms with this need.
- Integration of Google Classroom and PowerSchool

- Maintain current technology including software and web-based subscriptions.
- Purchase additional software and web-based subscriptions as needed.
- Continue to plan for at school 1:1 and blended learning.
- Maintain and upgrade our current technology and infrastructure as needed.

Our new three-year technology plan supports our NCA goals by providing the necessary resources, tools, and training for improved student learning.

2019-2020

- Continue emphasis on upgrading and maintaining computer technology in labs, library, classrooms, and buildings.
- Provide LanSchool, Goguardian, or similar program for all classroom computers and Chromebooks.
- Replace document cameras as needed.
- Purchase more Chromebook mice and headphones so that we eventually have a cart with accessories per classroom and media center.
- Acquire additional headphones for labs, Chromecarts, and classroom computers as needed.
- Purchase additional software/web-based programs to support building goals as needed.
- Continue to fund web-based programs/software to support building goals as needed.
- Update MS Office on lab, classroom, and teacher computers/devices, if needed
- Upgrade computer lab, classroom, and/or teacher computers/devices.

2020-2021

- Continue emphasis on upgrading and maintaining computer technology in labs, library, classrooms, and buildings.
- Provide LanSchool, Goguardian, or similar program for all classroom computers and Chromebooks.
- Replace 5 SmartBoards, based on age and usage.
- Replace document cameras as needed.
- Acquire additional headphones for labs, Chromecarts, and classroom computers as needed.
- Purchase additional software/web-based programs to support building goals as needed.
- Continue to fund web-based programs/software to support building goals as needed.
- Update MS Office on lab, classroom, and teacher computers/devices, if needed
- Upgrade computer lab, classroom, and/or teacher computers/devices.

2021-2022

- Continue emphasis on upgrading and maintaining computer technology in labs,

library, classrooms, and buildings.

- Provide LanSchool, Goguardian, or similar program for all classroom computers and Chromebooks.
- Replace 10 SmartBoards, based on age and usage.
- Replace document cameras as needed..
- Acquire additional headphones for labs, Chromecarts, and classroom computers as needed.
- Purchase additional software/web-based programs to support building goals as needed.
- Continue to fund web-based programs/software to support building goals as needed.
- Begin replacing SmartBoards.
- Begin replacing Chromebooks.
- Update MS Office on lab, classroom, and teacher computers/devices, if needed
- Upgrade computer lab, classroom, and/or teacher computers/devices.

During all three years as needed:

- Evaluate and acquire software as needed.
- Maintain a strong maintenance program.
- Address technology needs that have not been foreseen.
- Mentor and evaluate the use of technology in the buildings per teacher request.

Professional Development

Due to COVID-19, our school system is allowing students to choose Alternate Online Learning as an option to stay home and still receive an education through our school corporation. We began e-Learning professional development in the 2019-20 school year in preparation for e-Learning days. The professional development will be extended and expanded into the 2020-21 school year to help equip teachers more effectively for teaching in-person and online students at the same time. Each building will utilize professional development that is applicable to their population of staff and students.

Centerville Senior High School: With many new challenges and changes in curriculum requirements, the CHS staff will be focusing their professional development on the specific needs of the departments and overall staff. With an influx of students having seizures, the staff will be trained on how to handle the situations and will be told what each student suffers from and warning signs of a seizure. This training will be provided to staff through their individual SafeSchools account.

Additionally, College Board has made many changes to the Advanced Placement (AP) curriculum and formatting of testing. All staff involved in teaching AP classes will be receiving training on the changes to the AP curriculum and will learn about the new tools offered by College Board. These trainings will continue through the year and focus on different aspects of the AP curriculum and instruction.

Centerville-Abington Junior High School: Teachers attend and receive professional development from resources developed by CJHS staff, administrators, and outside agencies. In the 2020-21 school year, the focus will be on online and technology for online students and in-person students. This can include video conferencing, online educational programs, additional guidance with the Schoology program, and more.

Centerville-Abington Elementary: Teachers will receive professional development in the use of researched and web-based instructional and practice resources.

Teachers will discuss how they are using these resources to support differentiated learning and subject integration during grade level meetings, staff meetings, and k-12 vertical team meetings.

Teachers will receive professional development from other staff who have attended ILEARN Workshops throughout the school year. This professional development will help them plan their instruction for the remainder of the school year to better prepare students for the spring ILEARN

assessment. Teachers will review spring 2018 ISTEP and NWEA data to improve planning and instruction for the current school year.

Teachers will also meet in grade k-12 vertical team meetings to discuss student data and needed curriculum and instructional practices.

Rose Hamilton Elementary School: Teachers will receive professional development in the evaluation and analysis of student data. Teachers will also learn about recognizing and tending to the social and emotional needs of students. Math instruction will become more a focus in subsequent years and exploration of best practice in both Math and Reading/Language Arts will be a focus of teacher professional development. Staff will continue to attend district level vertical alignment team meetings for Math and Reading to maintain continuity with standards based instruction in the K-12 environment. A “train the trainer” model is currently being explored to help staff implement more digital components to our curriculum as some of our students have become “at home learners” during the Covid-19 pandemic.

Cultural Competency

Centerville Senior High School: Centerville Senior High School's student population qualifying for free or reduced meals and textbook assistance was 34% in 2018-2019, down 1% from the previous year. However, according to past information recorded by the superintendent, in 2005, the percentage of students who qualified for free and reduced meals was 11%. This means in the past 12 years we've had a drastic increase in our free and reduced student population. In terms of special education programs, recent numbers indicate that 9% of the current population is receiving services. Centerville Senior High School continues to show little or no diversity in its ethnic student population. Although enrollment is not where it was three years ago, it has remained steady for the past two years.

Since the implementation of the new formula to calculate the graduation rate, Centerville Senior High School has been consistently above the state average, ranging from approximately 89% to 99%. The attendance rate is always an area that we watch and strive to improve. With an average rate hovering around 95.5% the past three years, Centerville Senior High School tends to remain near the state average, which last year was 95.3%, as well. The past few school years, the assistant principal has focused on the attendance rate, especially students attending the Whitewater Technical Career Center. As a result, the high school attendance rate has been above 95% for the last five years.

Since 2014, Centerville Senior High School has had at least 80% of its students receive a Core 40 or Honors diploma. From 2014 to 2018, the percentage of students receiving an Academic Honors Diploma varied from 35% to 67%. Centerville Senior High School was above the state average last year with 67% of our students receiving an Academic Honors Diploma, compared to the 60% state average. Our goal is to continue this trend over the next four years.

With regard to the ACT composite scores, Centerville Senior High School has been slightly above the state average three of the last five years. In the reading portion of the test, our students' scores have been slightly above the state average four of the past five years. The scores above have been a part of the data we are using to assess the effectiveness of our reading goal. The results of the reading scores from the past three years have hinted at the success of our reading strategies.

Over the last five years, Centerville Senior High School students have exceeded the Indiana average in the SAT mean reading score four times. Centerville's SAT composite score has also been above the state average for three of the last five years. In 2017, the reading score improved considerably and was well above the state average. The same is true of last year's 2018 scores. In 2012, all Centerville Senior High School sophomores began taking the PSAT. In 2011, the

composite score remained the same and the reading scores showed a three point increase. With 2012 data showing a drastic drop in scores, teachers still felt that our school improvement goal should remain reading comprehension, with an additional emphasis on reading informational text. 2013 saw an increase in the scores, but students still fell below the state average. In 2014, we saw a dramatic difference in Centerville Senior High School scores, with students scoring well above the state average on all three tests. This has continued with the 2015, 2016, 2017 and 2018 tests, as well. The 2018-19 graph shows Centerville sophomores and juniors still scoring above the state average.

Centerville Senior High school began using NWEA measures of academic progress (MAP) in the fall of 2007. Since this time, students have performed at or above grade level on the NWEA reading test. Grades 10-12 from 2009-2019 have shown growth from Fall to Spring. Students are not only increasing as expected, but many are scoring higher than their expected level. With a focus on informational text instruction and CLOSE reading strategies, we see the trend of growth continuing.

Centerville Senior High School offers various advanced placement (AP) courses, including Calculus, Chemistry, Biology, Spanish, Art, and English. Despite having fewer students take AP exams than the state average due to lower enrollment numbers, Centerville Senior High School has had a passing rate higher than the state average each of the last six years. The above scores reflect only the students who graduate in those years.

On the ISTEP+ Math test, Centerville Senior High School students performed above the state average. The passing rate for the state was 36% and the passing rate for Centerville Senior High School was 41%. On the ISTEP+ English/Language Arts test, Centerville Senior High School students also performed above the state average. The passing rate for the state was 62% and the passing rate for Centerville Senior High School was 74%.

The Centerville High School Special Education Department coordinates with Noble of Indiana to provide Pre-Employment Transition Services (Pre-ETS) to prepare our students for entry into the workforce after high school or college. In 2023, Centerville Senior High School special education students will be supported in creating personal Transition Portfolios. These portfolios will incorporate transition planning for meeting post secondary goals. Our Special Education Department works with Vocational Rehabilitation for job placement upon graduation. In addition, the Centerville Senior High School Special Education Department collaborates with ABC Center and Centerstone to meet the needs of our students.

20% of Centerville High School Special Education students passed the English portion of the ISTEP in the 2018-2019 school year; 10% passed the math portion. Both males and females

were above the state average on both portions of the test. The same is true for our free/reduced population: these students were above the state average.

Centerville-Abington Junior High School: Student enrollment at Centerville Junior High School was 276 for the 2019-20 school year. Based on the current elementary numbers, we expect the junior high to decrease for the 2020-21 school year (265), and then see another increase to around 300 for several years afterward. More than 20 percent of the corporation's student body now comprises transfer students. We see around 10-15 new transfer students at the junior high each year. Homeschooling and transfers to other area schools is very common now. Currently, our class sizes reach 30+ if our school population is over 310 students. Adjustments to scheduling and sharing staff with the high school are necessary in order to keep class sizes to an optimum number.

The Centerville-Abington Junior High attendance rate has always exceeded the state average. For the past four years, we have seen our numbers fluctuate within the 96% mark. However, we have seen a small, but steady, decrease the last three years. The state average has also fallen or stayed the same during that time. If the attendance rate does continue to fall, then we need to look at more initiatives to improve student attendance. Currently, we're seeing more absences attributed to student anxiety about either attending school or because of issues at home. Our school social worker, principal, and staff work closely to help those students find coping devices to assist them in getting to school and staying here. We find that the more a student is absent, the worse their anxiety can become.

The Department of Education started the ILEARN test for 7th and 8th graders starting in the 2018-19 school year. It is impossible to compare the results of the ILEARN test with previous ISTEP results. Scores across the state plummeted in averages as students and schools adjusted to the new adaptive test, while the state also worked out its own defects and concerns with the new testing program. Despite this change, we can note that Centerville Junior High almost always scores above the state average on standardized tests. For many years, the corporation has focused on reading comprehension and language arts scores. Math is getting a renewed focus as we move forward with the ILEARN test in the 2019-20 school year. Our current strength is certainly in our Language Arts scores. As noted in the graphs, our 8th grade E/LA passing rates have been steadily above state average since 2014-15. Our E/LA scores are typically either the best or second-best in our area. We will continue to focus on reading comprehension and textual analysis. Our Math scores will be a focus this year and in the near future. Our 7th grade scores had been decreasing for three straight years, but in our first year of ILEARN in 7th grade, we topped the area in overall scores and was well above the state average. Our 8th grade scores have been below the state average in 2014-15, 2017-18, and 2018-19. Testing was cancelled in the 2019-20 school year due to COVID-19, so there is no data from that year. This is a trend that is certainly concerning for the junior high, but also for the high school as they prepare students for

their own Math exams. Our school is in the beginning stages of remediating these scores. The corporation has implemented a K-12 Math Vertical Team that involves all math teachers to formulate plans on revising curriculum and working on instructional strategies. This team has researched and purchased a new math curriculum for both 7th and 8th grade classes.

Almost every year the RIT scores have grown from fall to spring. We are beginning to see increases in the areas where our interventions are a focus area. Our main focus, however, is that we want to see comparable high scores for each spring test. The data is showing that either spring scores increase or stay the same each year. A main initiative in our building has been building our student's knowledge of informational text. The data shows that both 7th and 8th grade students have made significant increases in that subcategory from spring 2016 to spring 2019. This shows that by focusing on that one subcategory, teachers and students have been successful in making a positive change. Although our ISTEP+ and ILEARN math scores have been steadily decreasing, our math students continue to score well on spring NWEA tests. Teachers and staff are being asked to analyze and recognize why there is such a difference between our scores on NWEA and the state standardized test. Our K-12 Math Vertical Team will be addressing this issue as well.

The number of books successfully read in 2018-19 increased in both 7th grade and 8th grade compared to the 2017-18 school year. We still believe our Silent Sustained Reading Program accounts for the large number of books read. We know that all staff in our school helps to promote literacy. Reading is a key to academic success.

The 7th grade Lexile Average score decreases each year, while the 8th grade score has stayed in the lower 800's for four straight years. There have been several changes made to the Reading Counts program during the past few years, and this may account for those fluctuations. We are not concerned about that decrease.

We are now consistent in how we test our students on vocabulary since the 2015-16 school year. Students are tested on understanding the vocabulary in contextual situations. We analyze scores by department, not grade level. It allows for easier data collection and better comparisons. We want to see at least 90% of our students testing at an 80% mastery on their vocabulary post-tests. We are recognizing that Business and Science post-test scores were not close to that goal. Teachers are asked to re-evaluate how they are teaching those vocabulary words each year.

The disciplinary climate remains fairly constant. In a small school, the size and make up of a class can really affect the numbers. The stark difference in the 2018-19 school year for ISS and expulsions can be attributed to a new principal.

Centerville-Abington Junior High School has an active character education program that promotes a positive disciplinary climate. This includes working with the More Than Words group and focusing on a different character education word each month with our students. Our building social worker and Communities in Schools coordinator work together on getting this information to students and working with those who may need assistance. We also have a corporation behavior specialist who can work with our students if behavior problems persist. We have also implemented a social-emotional behavior curriculum called Character Strong that is being taught to all 7th and 8th grade students on a weekly basis.

Rose Hamilton Elementary School: Classrooms at Rose Hamilton do a number of culturally appropriate strategies that increase educational opportunities and educational performance. These strategies span the curriculum and all grade levels. They include activities done within the classroom and on field trips. Within the classroom, teachers and students study thematic units over different cultures around the world. Some examples of these cultures include Christmas Celebrations around the world, Mexican culture, Japanese culture, and exposure to European cultures. Students are exposed to multicultural literature, music, art, and videos. In addition, poverty, manners, conflict resolution, and disability awareness are being taught within the classroom. Our Special Education teachers have each class come to their rooms for disability awareness lessons with students that we have in the building. This helps our students be aware and more understanding of the differences some of our students have. Students are encouraged to share their personal experiences with the class and ask questions. Throughout the school year, a number of speakers are brought into the building to help expose children to a variety of life skills; self esteem, character building, art appreciation, disability awareness, and career choice are examples of a few. Outside of the classroom, students take field trips that expose them to situations, places, and experiences they might not otherwise be able to experience. These field trips include museums, theatrical and musical performances, cultural programs and environmental programs. Classrooms regularly provide “scholarships” for those students who have difficulty covering the cost of such trips. Rose Hamilton provides research based instruction on bullying and prevention of bullying provided by our student support specialist. All school employees are trained in our prevention program. The More Than Words program is used to enhance our character education program and not only focuses on bullying, but also on developing good citizens using the monthly character traits that make up the program. However, during the 2020-21 school year, some of these activities, field trips for example, will be altered due to the coronavirus pandemic.

Due to schools being closed last spring due to COVID19, we only have testing data from before and during the fall of 2019. However, in grades K-2 NWEA standardized test results indicate that in the areas of reading comprehension and vocabulary, students are achieving at or above the targeted RIT score. However, our corporation goal is that 80% of our students, in grades K-2,

will meet or exceed the expected RIT score given for NWEA by the end of grade 2. Our 2018-19 data indicated that we were meeting this goal in Kindergarten, 1st grade and 2nd grade. The data leads us to believe that our focus for improvement should be in the areas of vocabulary development and informational text comprehension. New high stakes testing will be stressing the understanding of informational text.

In 2016, upon review of the test data, concern was registered in the areas of vocabulary and reading comprehension with emphasis on informational text. Students are consistently scoring lower in these language areas than math, leading us to choose reading comprehension as our targeted goal. Analysis involved comparing students' scores with the scores of students achieving a median or above RIT score with the expected achievement score on the NWEA test.

We also reviewed our local STAR reading assessment. This assessment for comprehension places high emphasis on vocabulary knowledge. The scores indicated that less than 80% of the students, grades 1 & 2, are reading at or above grade level in the spring. Our 2016-2019 comprehension goal is based on increasing the number of students scoring at expected or above RIT scores and text levels.

When the text level data was disaggregated by SES and Special Education, our findings showed that Kindergarten and First Grade scored below the expected level. Second Grade showed that interventions used are successfully helping our students close the gap and become more proficient in reading. The gender graph shows that there is not a significant difference in text level proficiency.

The STAR reading test is given to the first and second grade students. The data from the STAR test shows that our students at Rose Hamilton are meeting or exceeding the expected reading level. The expected level in first grade at the end of the year is 1.8 and our students in 2018-2019 were at 2.0 or higher in the spring. The expected level in second grade at the end of the year is 2.8 and our students in 2018-2019 were at 3.5 or higher.

Testing using NWEA Reading Assessment reveals that Kindergarten (which takes the test in the winter and spring) was above the expected RIT level for 2018-2019 with an average RIT level of 155.8 and an expected level of 151. First and Second grade were also above the expected level for both pre and post test scores in 2018-2019. First grade expected RIT level is

The students' text level is determined by using Amplify mClass Reading TRC. Each student in grades K – 2 has text level assessments in the Fall, Winter and Spring. The exception is Kindergarten, who only records the results in Winter and Spring. There is not an expected text level for students entering Kindergarten. The data from our analysis shows the average student

text level for each grade was lower than the expected level for the years 2016-2019. Even though the data from the graph shows that the percentage of students meeting the expected text levels on pre and post test are lower than the 80% expected, students are showing growth between pre and post testing.

In regards to our SES students, we are closing the gap between expected text level from Kindergarten to Second Grade. In Gender, it shows that by the end of Second Grade in the years 2016-2019 we are reaching our goal of 80% proficiency for all students. Our data shows that Gender does not make much difference by Second Grade, as far as students reading at the expected text level. Data shows that students in Kindergarten and First Grade scored well below the expected text level in Special Education. Students in the Second Grade made a significant gain in text level proficiency. The data shows a steady growth and closing of the gap from Kindergarten to Second Grade. We attribute this growth to the many interventions that are in place to improve their literacy skills while here at Rose Hamilton.

Centerville-Abington Elementary School:

Due to schools being closed last spring due to COVID19, we only have testing data from before and during the fall of 2019. However, before and during the fall of 2019, all grade levels met or exceeded NWEA Language scores each testing cycle. We also attribute our gains in Language Arts to our Shurley English program, Daily Oral Language lessons, language arts remediation for struggling students, teachers analyzing data to guide their instruction, and students becoming more aware of test scores, what their scores mean, and setting goals based on those scores.

Before and during the fall of 2019, grade levels 4-6 exceeded their grade level NWEA reading RIT goal on every testing cycle over the past four years. Students are making great gains over the course of the year and are able to exceed grade level spring reading RIT goals each year with interventions such as daily Rti and LIFT class in place. We attribute our students meeting or exceeding grade level RIT goals to the implementation of Self Selected Reading (SSR), CLOSE reading techniques, remediation for struggling readers, a focus on reading comprehension data, the use of the Marzano 6-Step vocabulary instruction in all content areas, and students becoming more aware of their data as it relates to reading comprehension and setting goals based on this data.

Math NWEA data shows every grade level either met or exceeded NWEA expected RIT scores each testing cycle with the exception of 6th graders during the fall 2019 testing cycle. With the exception of 6th grade, teachers were concerned that Saxon Math was not meeting our students' needs and not preparing them to be successful on state assessments. This is our first adoption

year of GoMath from the Houghton Mifflin Company. We are hoping with new math curriculum materials, new curriculum maps, and a pacing guide for grades 3-5 that we will see our students' math proficiency increase.

Teachers will continue to meet as grade level and department teams, as well as meet in corporation math vertical team meetings to identify specific areas where students are struggling with math achievement. Teachers will utilize NWEA reports to determine specific skills students have yet to master and provide instruction to students. Students needing math remediation, will receive instruction during daily RtI time. Teachers will continue to focus on using the CUBES(circle key numbers, underline the question, box math action words, evaluate what step to take, and solve and check) method to assist students in completing multi-step math problems. Study groups will be held twice a week for grade 5 and 6 students after school where they can receive assistance from teachers after school in all areas of study.

The attendance rates of Centerville-Abington Elementary have been consistently above the state average. The elementary assistant principal monitors absences and notifies parents of problems in this area. The student handbook clearly states our expectations for attendance and parents must sign off that they have read and understand our attendance policy. Parents are sent letters reminding them of our attendance policy when their child has had two or more unexcused absences or five or more excused absences.

Our IREAD3 scores for 3rd graders have always exceeded the state average. However, we are addressing low performing 3rd graders in the area of reading and phonics by providing them with small group and/or one on one instruction during daily RTI time, provided by their teacher or special education teacher. It is our goal to provide non-special education students, who are identified as being at-risk for not passing the IREAD3 assessment in the spring, intense reading and phonics instruction in a small group environment.

The 2018-2019 school year was the first year the state of Indiana administered the new ILEARN statewide assessment and students did not have the opportunity to take it the spring of 2020 due to COVID19. For the spring of 2019 on the English/Language Arts assessment, our students exceeded the state average passing rate in all grades except for grade four. In preparation for the ILEARN test, teachers spent time attending ILEARN workshops last school year. Teachers will continue to do so this year. Teachers have begun using online programs such as MobyMax, Edulastic, and Readworks to better prepare students for ILEARN. These programs not only help to build skills for students at their individual levels, but also to simulate questions for students in a similar fashion to ILEARN. One concern shared by staff members at CAE is that NWEA scores are not correlating to ILEARN. Students are meeting their NWEA grade level goals, but this is not translating to the results on ILEARN.

For the spring of 2019 on the math ILEARN assessment, third and sixth grades were above the state average, while fourth and fifth grades were below the state average. A major focus for both our school and corporation is to raise our math scores for all grade levels above the state average and higher in all grade levels. For two years now, CAE has been using programs such as MobyMax to differentiate instruction for our students. For two years, staff members reviewed different textbook companies to possibly adopt to provide students a more rigorous experience learning math. This is the first year for grade 3-5 teachers to use the GoMath curriculum materials. Math is our corporation focus. The goal is to highlight any weaknesses in our curriculum and make appropriate changes. The timeline for this can be seen in our corporation School Improvement Plan. Similar to English/Language Arts, One concern shared by staff members at CAE is that NWEA scores are not correlating to ILEARN. Students are meeting their NWEA grade level goals, but this is not translating to the results on ILEARN.

Centerville-Abington Elementary students have consistently performed above the state average on the passing of the language arts portion of ISTEP. We attribute this success in student achievement to our implementation of Self Selected Reading (SSR), a school-wide focus on comprehension data and vocabulary instruction, implementation of student data binders/folders, daily remediation for low performing students, Shurley English, and CLOSE reading strategies being used by teachers in all disciplines. The results of spring 2018 ISTEP English/Language Arts assessment scores correlate with our students' performance on both the NWEA reading and language arts spring assessments. Grade 3-6 students also exceeded the post grade level RIT as established by NWEA on the spring 2018 assessment. The NWEA assessment was a good indicator, in the areas of reading and language arts, of how our students would perform on the 2018 spring ISTEP English/Language Arts assessment. Even though all grade levels exceeded the state average on the English/Language Arts assessment, we are concerned that all grade level average percentage of students passing this assessment dropped from the spring of 2017 to the spring 2018. We feel that there are many factors contributing to this drop. One factor is that over the past several years 3rd graders are not as high achieving when they begin 3rd grade as they have been in the past according to NWEA and STAR data. Another factor is our special education student population has increased significantly over the past 7 years. As our special education population increases, the more students receiving services can't pass the ISTEP assessment. In 2017, 21% of our special education students did not pass the English/Language Arts ISTEP assessment and in 2018 31% of our special education students did not pass the English/Language Arts ISTEP assessment. Another factor we see affecting our achievement scores is the number of transfer or move-in students who are below grade level when they begin school at Centerville Elementary. In 2017 and also in 2018, 20% of our grade 3-6 transfer students did not pass the English/Language Arts ISTEP assessment.

Grade levels and departments are looking closely at student data and are making changes to instruction, as well as the amount of instructional time given to Language Arts, in hopes of increasing student scores on the 2020 Indiana ILEARN assessment. These teachers are sharing this knowledge with their grade levels and departments. All teachers are encouraged to use the RACE(restate question, answer all parts of the question, cite evidence from text, and explain how evidence supports the answer) strategy with their students when answering questions in all disciplines, CLOSE reading strategies to assist with reading comprehension, and 6+ 1 Traits Writing. K-12 English vertical team meetings will be held at least once each semester to analyze student data and discuss instructional resources and instructional practice. Now that we are 1:1 teachers are utilizing many digital resources to engage and meet student needs. Programs such as GoFormative, Kami, Flocabulary, Epic, are all utilized to support student success while many are having to learn at home due to the COVID19 impact.

Grades 3 and 6 have consistently performed above the state average on the math ISTEP assessment for the past 4 years. During the 2016-17 school year grade 4 and 5 students performed below the state average on the math ISTEP assessment. During the 2017-18 school year all grade levels performed above the state average on the math ISTEP assessment with the exception of 5th grade. The NWEA spring math assessment was not a good indicator for how our students would perform on the math ISTEP assessment for grade 5. Grade 5 students exceeded the spring NWEA math spring RIT score, however, were unable to perform above the state average on the math 2018 ISTEP assessment. With the exception of 6th grade, we are very concerned about our students' math performance on the ISTEP assessment. We feel that many factors have contributed to decreased student achievement in the area of math for grades 3-5. Grade 3 students the past three school years have scored lower on the fall math NWEA assessment than in previous years. These cohorts of students are not catching up in math achievement until 6th grade. Another factor we feel is affecting our student math scores is the increasing amount of special education students we are servicing. In 2017, 21% of our special education students did not pass the math portion of ISTEP and in 2018, 33% did not pass. We also feel that our math achievement at the elementary has been affected by the number of transfer students that are not able to pass the state test. In 2017, 19% of our transfer students did not pass the math portion of ISTEP and in 2018, 24% did not pass.

To prepare our students for the new state assessment, our teachers attended workshops to gain a better understanding of ILEARN during the 2018-2019 school year. During the 2019-2020 school year teachers met as grade levels and departments to map out standards as recommended by leaders at ILEARN workshops. K-12 math vertical team meetings were held at least once each semester to analyze student math data and discuss math teaching resources and instructional practices. Teachers are continuing to use CLOSE reading strategies such as the CUBES(circle key numbers, underline the question, box math action words, evaluate what step to take, and

solve and check) method when teaching students to attack multi-step math problems. Teachers are utilizing NWEA fall 2020 student data as well as weekly formative assessments to help them plan instruction and practice for students. Students are using MobyMax and/or Study Island as a way to practice math skills and enhance learning. We feel that the newly adopted GoMath program for grades 3-5 is more aligned to the new state assessment, ILEARN, than our previous math program.

The number of students receiving free or reduced lunch decreased for a couple of years, however, has consistently risen since 2016 to 46%. As shown in our desegregated ISTEP/ILEARN data, our student achievement level appears to be negatively influenced by this factor. There is an achievement gap between students who receive free or reduced lunch and those who do not.

There is a definite achievement gap in both math and English/Language arts when comparing our general education students to our special education students. This gap is even more noticeable in the area of math. Since the 2013-14 school year our special education numbers have increased by over 20 students and have almost doubled since the 2011-12 school year. During the 2018-19 school year, with 46 new students enrolled at Centerville Elementary, 11 (29%) came to us with IEP's. Centerville Elementary has always prided itself in the amount of services it has been able to give special needs students, however, our special education staff is stretched thin and are many times only able to give students the required amount of instruction per IEP's. We have had to use some of our non-special education staff to help support special education students, which takes away from our general education students. It is becoming more difficult to provide these students with more instruction than what is required by IEP's. There is a small achievement gap between students who are able to pay for school lunch and those who qualify for free or reduced lunches. We have always prided ourselves in being able to provide students from a low socio-economic background the support they need to be successful.

General education teachers will continue to work closely with special education staff to support our students with IEP's. Due to an increase in special education students over the years, we have been pulling students from their general education classrooms into small groups to address their specific learning needs. We are hoping to provide more inclusion services in the future for students so they miss minimal instruction in their general education classrooms. General education teachers would like the opportunity to support their less severe special needs' students in the classroom to help decrease the gap in achievement between general education students and special education students, however, this would require more special education assistance.

Summary

The schools, staff, school board, and administration of the Centerville-Abington Community School system works diligently to ensure that ALL of our students are educated for success. Our programs, curriculum, professional development, and goals are geared to ensure students reach their potential and become valuable contributors to society. We will continue to work on our goals of exemplary student achievement; responsible citizens; and safe, secure, and healthy environments to create environments where students are viewed as unique individuals who all can have a positive role in their growth and in the growth of those around them. We take pride in knowing that everyone in the corporation strives to be their best and provides the highest quality education possible for our students. Seeing what is possible and striving to always be better than the day before is what makes being a Bulldog special. With each day focused on getting better, the future is bright at Centerville-Abington Community Schools.