



2013 – 2018 AdvancED District Accreditation Progress Report

Goal #2: Responsible Citizens

Action Steps and Benchmark Update
Oct. 3, 2017

Centerville–Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens.



A District Accredited School
Corporation Since 2007.

Goal Statement:

Given the nine Life Skills for Building Character, the schools will support programs that help students develop into responsible citizens.

LifeSkills for Building Character at Centerville -Abington Community Schools

Citizenship Skills:

- ▶ Teamwork –
- ▶ Responsibility–
 - ▶ Effort –
- ▶ Caring /Respect –
- ▶ Common Sense/Organization–
 - ▶ Motivation –
 - ▶ Problem Solving –
 - ▶ Confidence –
 - ▶ Perseverance –

▶ Our mission is:

“...to educate all students to be lifelong learners and responsible citizens.”

Strategies for Goal Completion:

- **All schools will research best practices in development of character traits and skills.**
- **Each school will conduct a needs assessment in the form of a “climate audit study” to determine a baseline of students demonstrating positive character.**
- **Staff will determine instructional strategies to be implemented in classrooms.**
- **Each school will determine what interventions will be used to decrease bullying in our schools.**
- **Schools have piloted the “More Than Words” character development initiative and other programs in the schools.**

Character Education



Examples of current character education programs

- ▶ **Rose Hamilton Elementary has a “Spotted Being Good” program. Students are nominated and then recognized for demonstrating the life skills that are posted throughout the building.**
- ▶ **Centerville Elementary has a Character Education Convocation each nine weeks for the entire student body and parents. Students are recognized for “Student of the Month”, perfect attendance, and honor roll.**
- ▶ **Centerville Junior High has RAK awards (random acts of kindness). Any staff member who witnesses a positive behavior from one of the Life Skills enters the student for a drawing that takes place each semester. Centerville Junior High also honors the Student and Teacher of the Month.**
- ▶ **Centerville High School has initiated a Principal’s Leadership Council. Students are chosen to serve on this council based on leadership, grades, attendance and teacher recommendation. The council meets periodically to help make decisions concerning possible changes at the high school.**

Character Education Brochures



More than Words Convocation



EWIMS at Centerville High School

Centerville High School fully initiated a program called EWIMS (Early Warning Intervention Management System) during the 2014-15 school year. The program helps schools identify students that are in danger of not graduating due to some predetermined negative factors. After identification, the school develops interventions to help them.

The faculty and staff have embraced the program and are already seeing positive results. School officials feel they can now more readily find the students who need mentoring and other interventions.

Statistics from the 2015-16 school year:

Grade 9: 44 out of the 134 students were flagged, 35 had interventions assigned
Grade 10: 46 out of the 142 students were flagged, 28 had interventions assigned
Grade 11: 47 out of the 123 students were flagged, 32 had interventions assigned
Grade 12: 33 out of the 129 students were flagged, 17 had interventions assigned

Climate Audit Results Summary

Rose Hamilton Elementary

▶ Teacher & Principal Perceptions

- Teachers and the principal cited high learning standards for students and teachers said they worked to achieve specific academic benchmarks. They felt that there was good collaboration among the staff which helped contribute to a strong sense of a school family atmosphere. The words “school pride” were mentioned by more than one teacher.

▶ Student Perceptions (Responses were limited due to the age of the students)

General comments were, “We get good learning experiences.” “We have good teachers and a nice principal.” “We have fun at school.” “My parents like my school.” Although responses were minimal, it was obvious that students liked their school and teachers.

▶ Parent Perceptions

- There was strong agreement among parents that they felt welcome at school, and the teachers, secretary, and principal created an open and inviting atmosphere.

Climate Audit Results, cont'd.

Centerville–Abington Elementary

▶ Teachers & Principals' Perceptions

- All teachers commented on the high academic standards and focus on student achievement. They spoke of an emphasis on reviewing student achievement data. Teachers were aware of benchmark goals they were trying to achieve.

▶ Student Perceptions

General comments were: “We get a good education.” “We have nice teachers who care about you.” “Our principal is nice. She talks with students.” “I like our sports programs and anti-bullying program.”

▶ Parent Perceptions

- All parents agreed that the school had a strong academic focus and the teachers were dedicated and caring. Parents felt that teachers made a concerted effort to communicate with them through emails, phone calls, and personal meetings. They said that student behavior expectations were clear and students were taught to be responsible for their choices.

Climate Audit Results, cont'd.

Centerville Junior High School

▶ Teachers & Principal Perceptions

- A focus on academics and high expectations were frequently mentioned. Teachers felt that the school is student focused and that the staff is dedicated and caring. A good principal and central office support was a common theme, and there was a consensus among teachers saying that teachers and students felt a sense of pride in their school.

▶ Student Perceptions

Nearly all students said that the teachers were very good and willing to help them. Eighth grade students like the opportunity to earn high school credits and felt the junior high school prepared them for high school because of “good academics” (student’s words).

▶ Parent Perceptions

- All parents interviewed felt that the students were academically prepared for the high school and some of this is due to the fact that the parents have high expectations of the school. One parent said, “There is a sense of belongingness in our school.” Parents felt that the teachers liked being at the junior high school and were available to parents. They said that the principal was approachable and supportive.

Climate Audit Results, cont'd.

Centerville Senior High School

▶ Teachers & Administrators' Perceptions

- An emphasis on academic standards and high student expectations were mentioned by all of the teachers. Teachers and administrators said that the students were well behaved, respectful, and took pride in their school.

▶ Student Perceptions

There was common agreement among the students in support of block scheduling; however, they felt more time should be allowed for study time in class and teachers should do more hands-on learning activities. They said too many teachers gave “busy work” which was considered to be a waste of time. Students agreed that most teachers were dedicated, caring, and willing to help students. All students acknowledged that the school had high academic standards.

▶ Parent Perceptions

- Parents were very complimentary of the high school staff and administration. They expressed the common theme of high academic expectations which was also mentioned by parents in the other three schools. They also liked the honors and advanced placement classes available to the students.

Suggestions from Audit Results

▶ Rose Hamilton Elementary

- Parents feel a need for a better transition/parent orientation program for students moving to Centerville Elementary School (Teachers and principals from both schools need to be involved).

▶ Centerville–Abington Elementary

- There is a need for a better orientation program for parents who have students move to Centerville Elementary from Rose Hamilton (What do we need to know regarding school policies and procedures? This needs to be done in a parent meeting format, not just a hand-out; provide opportunity for parents to ask questions).
- There is a need for new, updated, and safe playground equipment.

▶ Centerville Junior High School

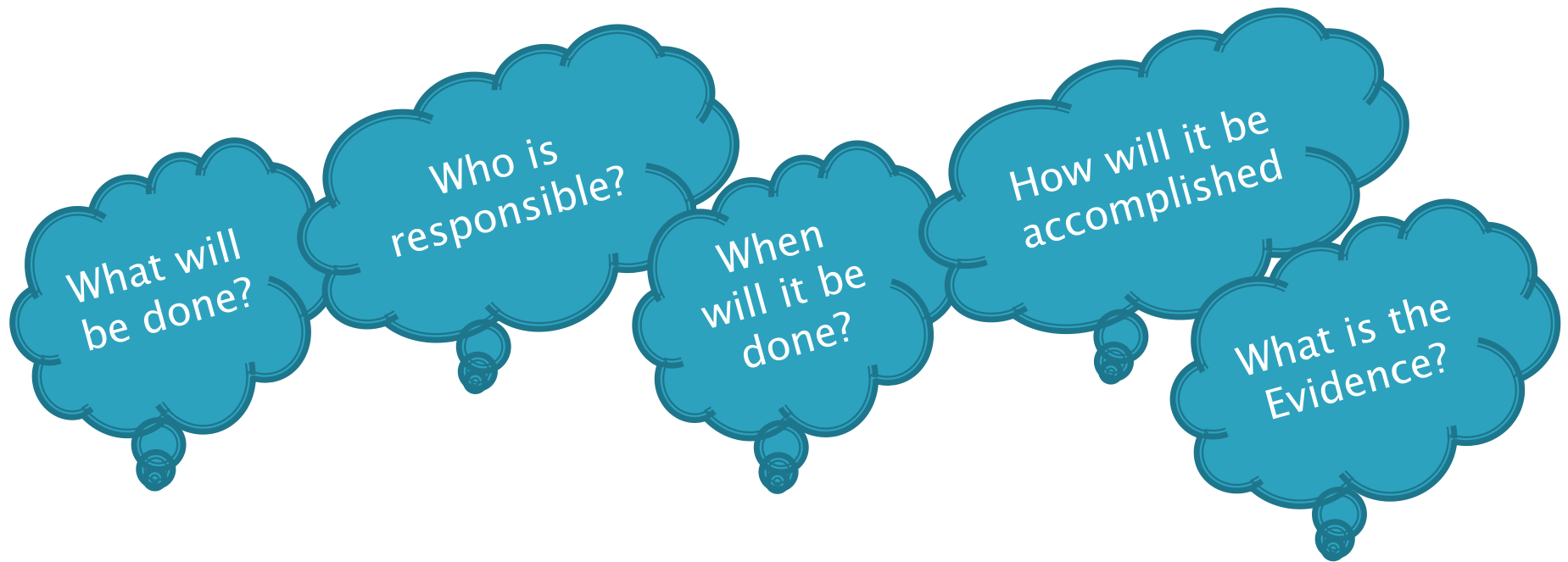
- Find ways to more meaningfully involve parents in volunteer and support activities; some parents wanted to be more involved; principal and teachers need to reach out.
- Staff decided to survey parents to ask them how they think they can contribute to the school in meaningful ways.

Suggestions, cont'd.

▶ Centerville Senior High School

- (Teacher Suggestions): There is a need for increased technology training to help teachers better understand how technology can benefit instruction as another tool. Computer hardware and software needs should be reviewed and updated on a regular basis. Teachers need more support and interventions for changing student demographics.
- (Student Suggestions): More teachers need to provide hands-on learning activities for students; reduce the amount of “busy work”; allow for more study time in class.
- (Parent Suggestions): Project Lead the Way is a good program but needs more upgraded equipment.
- Find ways to encourage parent volunteers and use their skills.

Climate Audit Action Plans

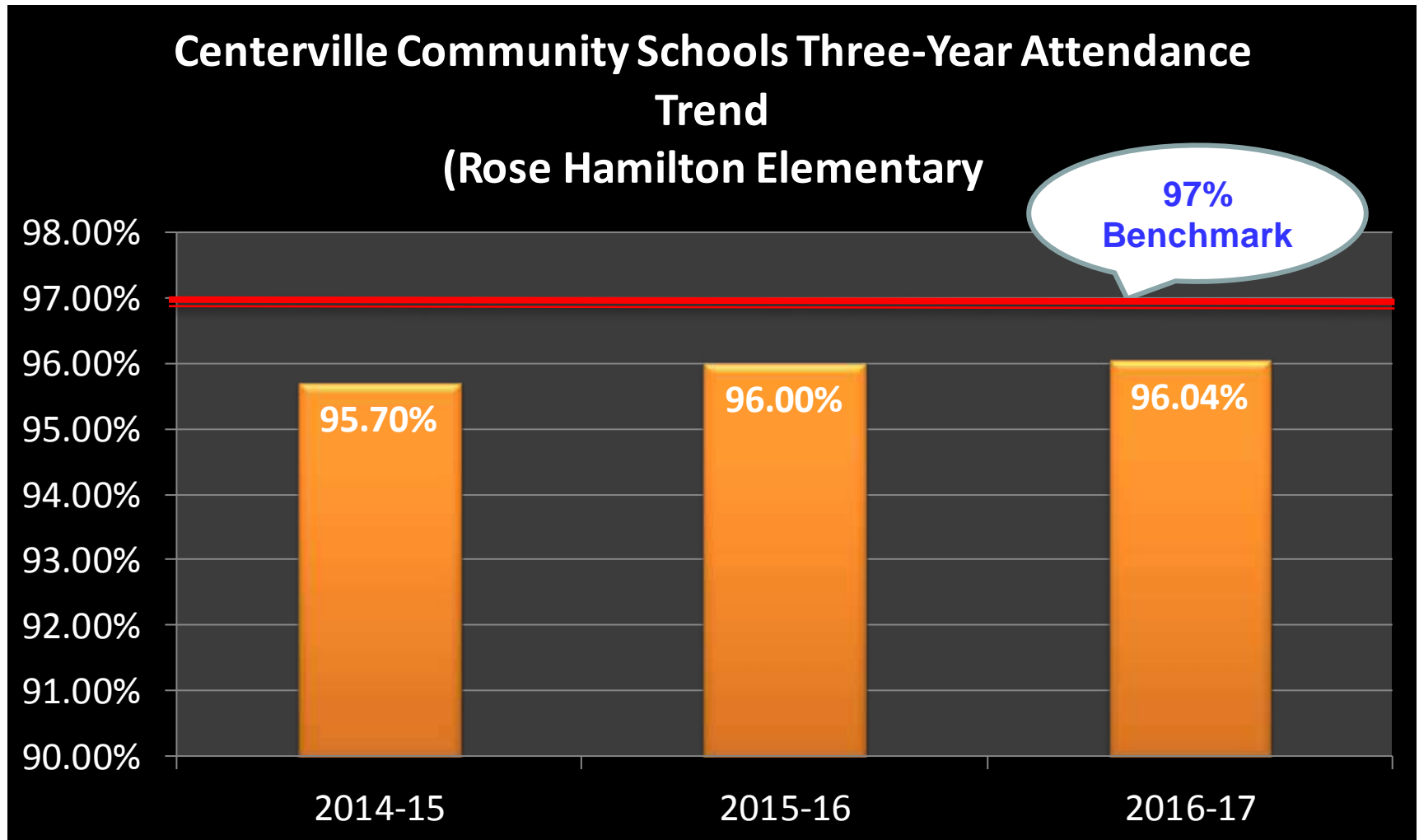


All four schools developed actions plans based on the questions above.
Actions plans are available upon request.

Benchmarks

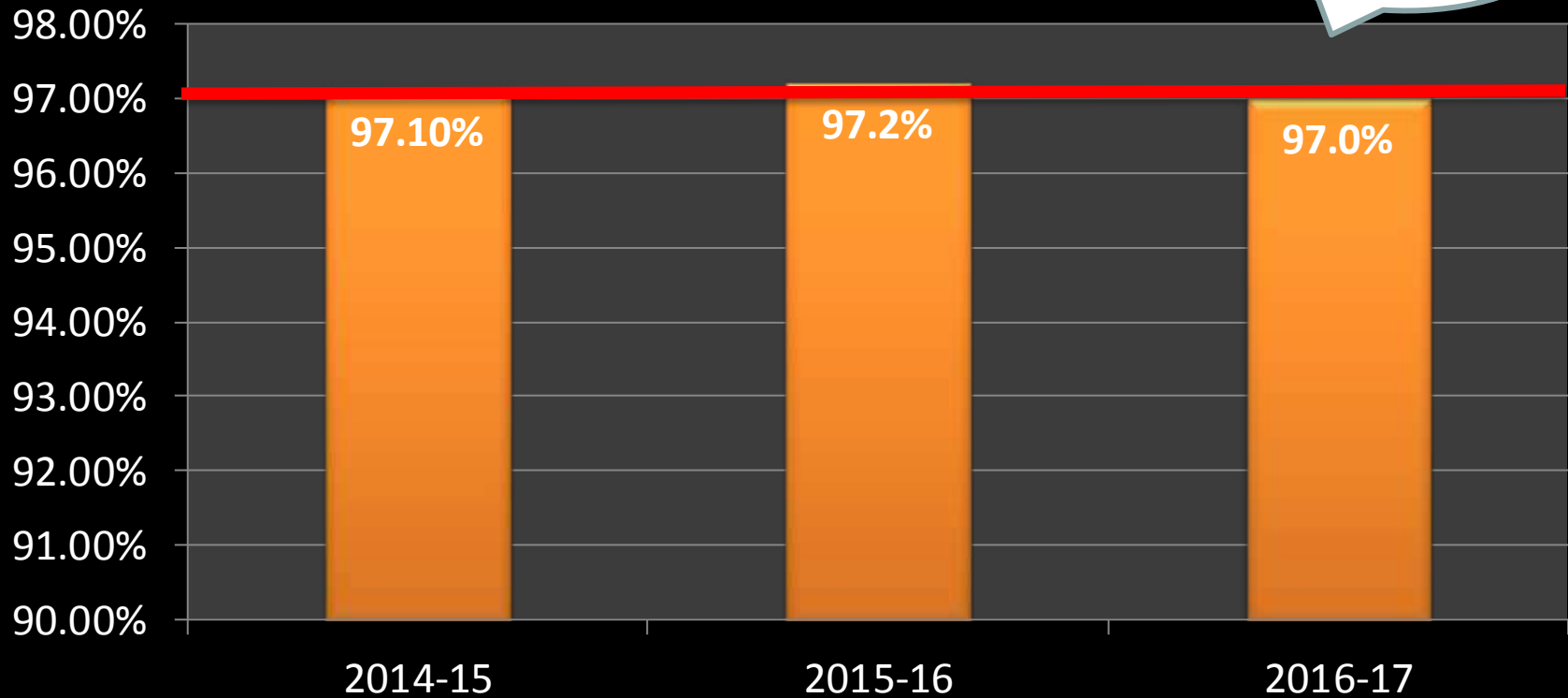
1. All schools will have an attendance rate of 97% or higher.
2. All schools will have a decreased amount of suspensions from the previous year.
3. All schools will report fewer bullying incidents each year.

Benchmark: All schools will have an attendance rate of 97% or higher.



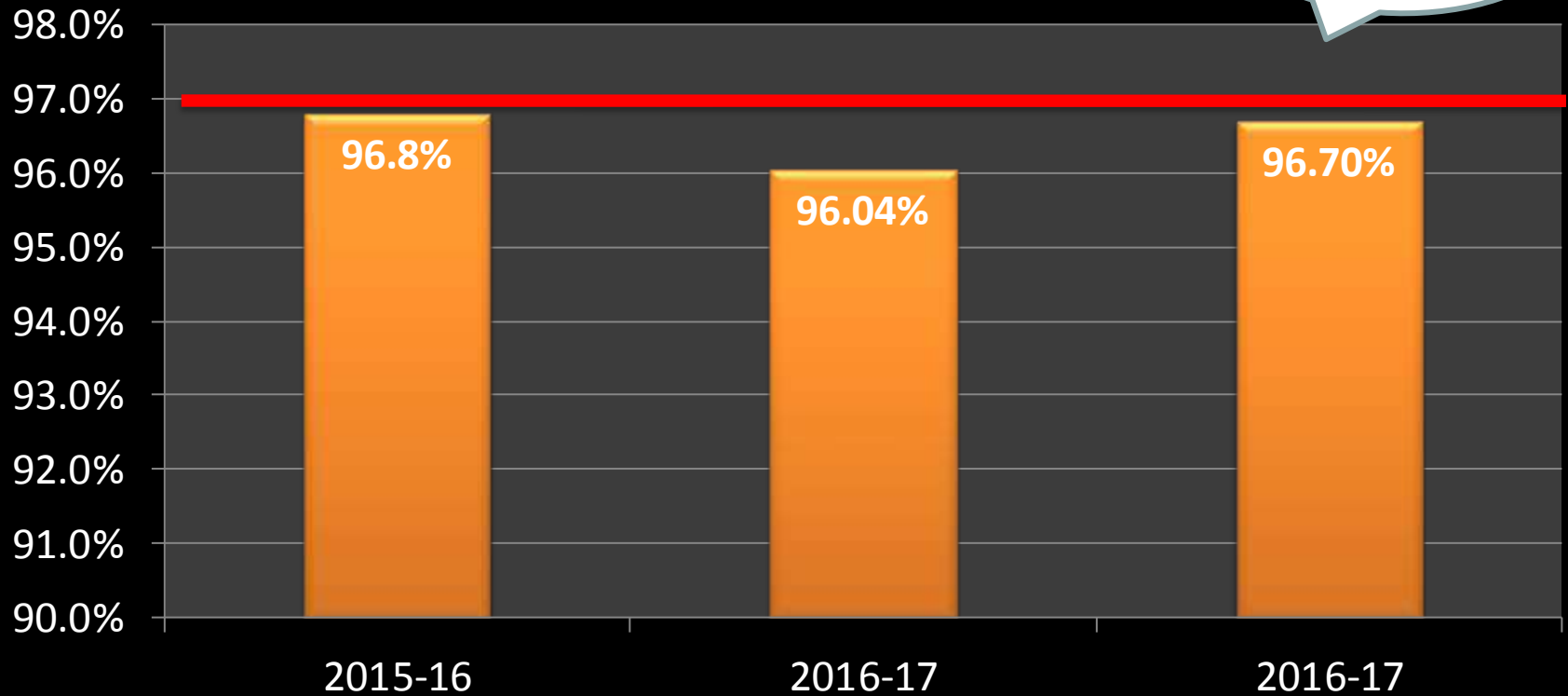
Centerville Community Schools Three-Year Attendance Trend (Centerville-Abington Elementary)

97%
Benchmark



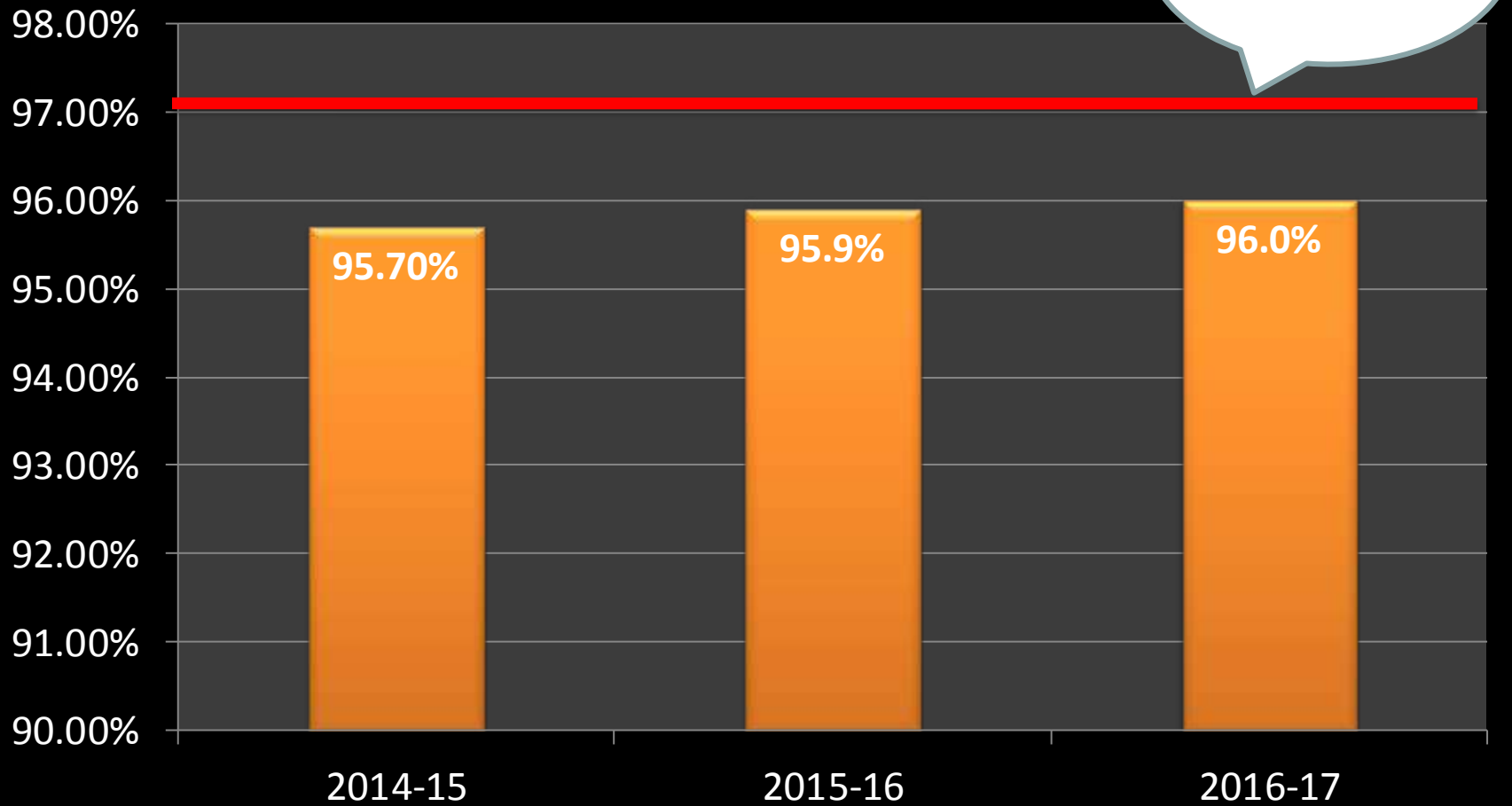
Centerville Community Schools Three-Year Attendance Trend (Centerville Jr. High)

97%
Benchmark



Centerville Community Schools Three-Year Attendance Trend (Centerville Sr. High)

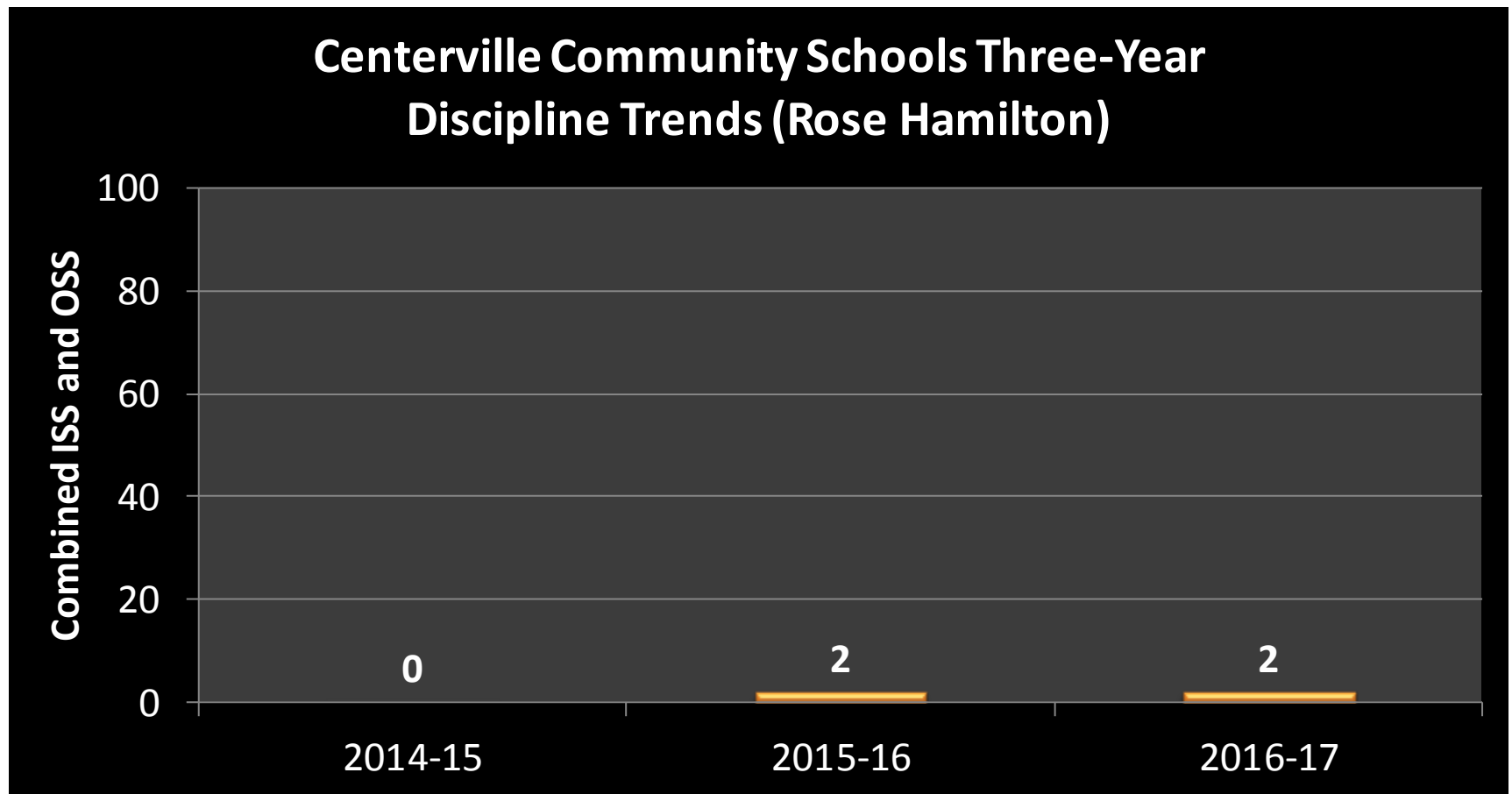
97%
Benchmark



Analysis:

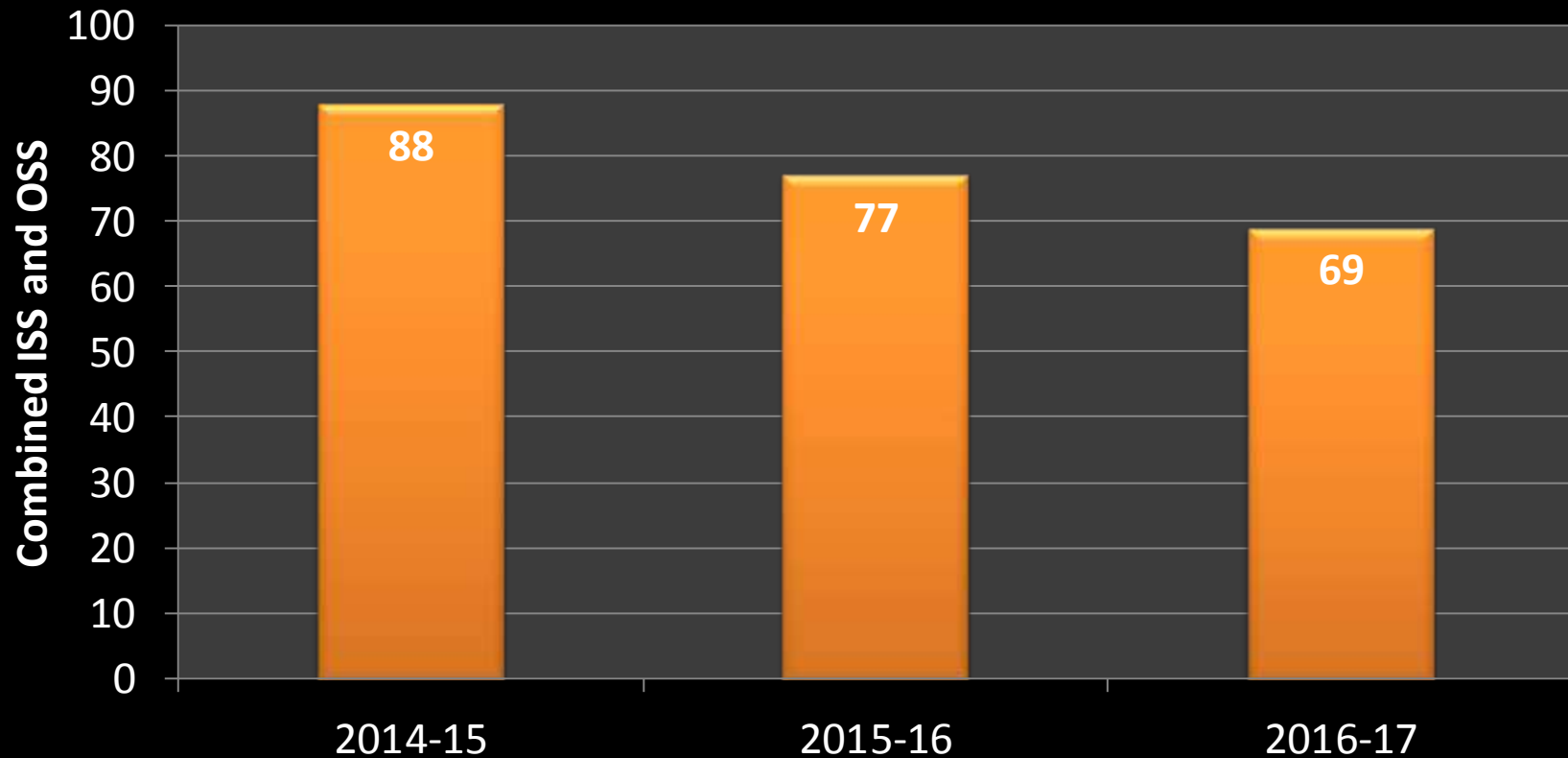
- ▶ Attendance rates in all four buildings went up or met the benchmark in 2016–17.
Centerville–Abington Elementary Centerville has reached the 97% benchmark the last four years.
- ▶ Attendance is an important characteristic of successful students and all schools plan for improvement in attendance rates each year.

Benchmark: All schools will have a decreased number of suspensions/expulsions



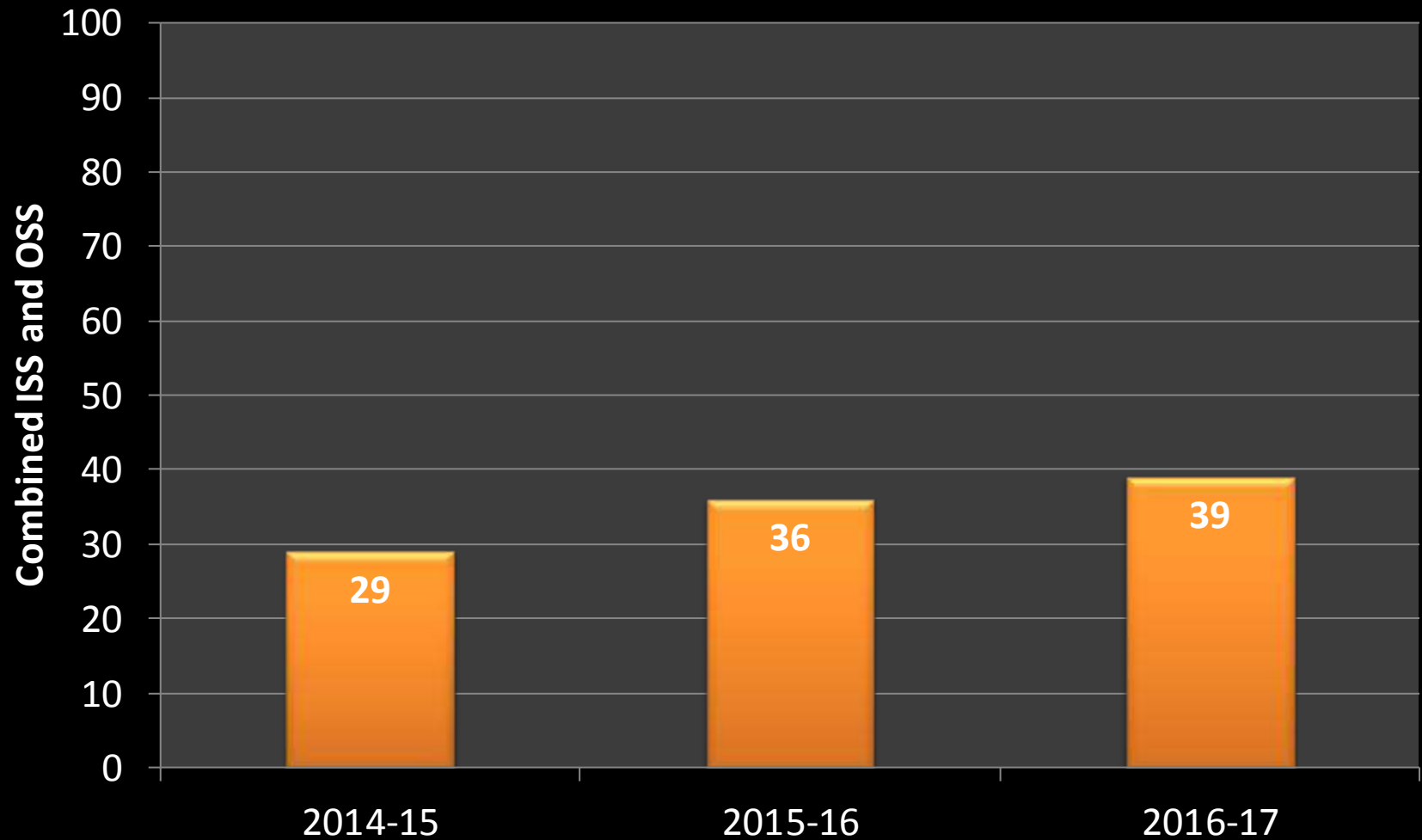
2016-17 Enrollment: 446

Centerville Community Schools Three-Year Discipline Trends (Centerville Abington Elementary)



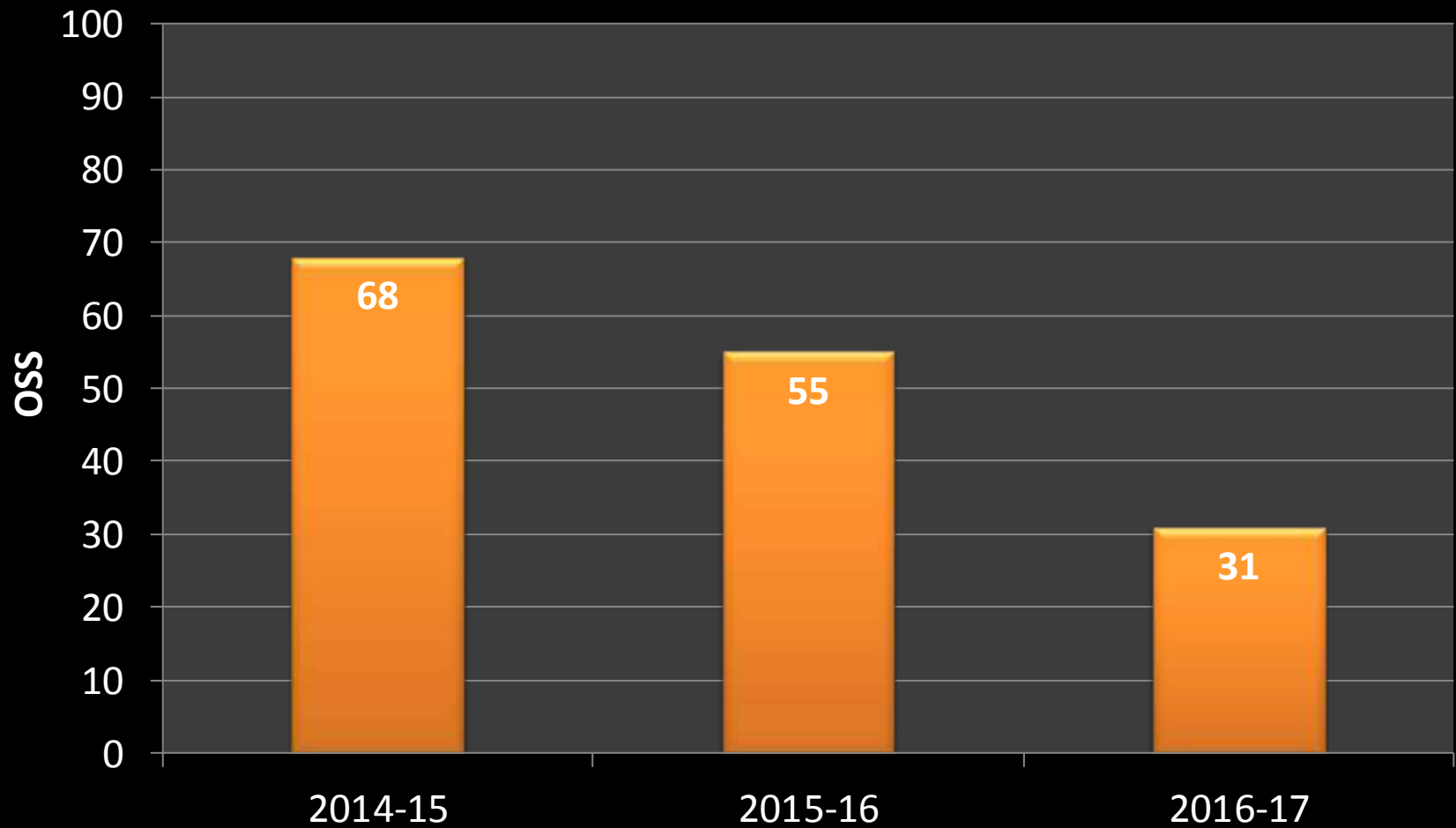
2016-17 Enrollment: 530

Centerville Community Schools Three-Year Discipline Trends (Centerville Jr. High)



2016-17 Enrollment: 276

Centerville Community Schools Three-Year Discipline Trends (Centerville Sr. High)



2016-17 Enrollment: 465

Analysis:

- ▶ The overall trend is downward after a spike in 2013–14. The total number of suspensions went down in the 2016–17 school year for the corporation.
- ▶ The discipline climate in all buildings is positive as reported in the School Climate Audits conducted in 2014. Students understand and are developing respect for the behavior expectations.

Bullying Incidents

Bullying Incidents



Analysis:

- ▶ Bullying education and programs are taking place in each building every year. Students are much more aware of bullying and its definition and are encouraged to report suspected incidents.
- ▶ The corporation has initiated a new reporting system called Safe Schools Alert. Any person can make a report on the corporation web page.
- ▶ All schools plan to decrease the number of bullying incidents in the coming years.

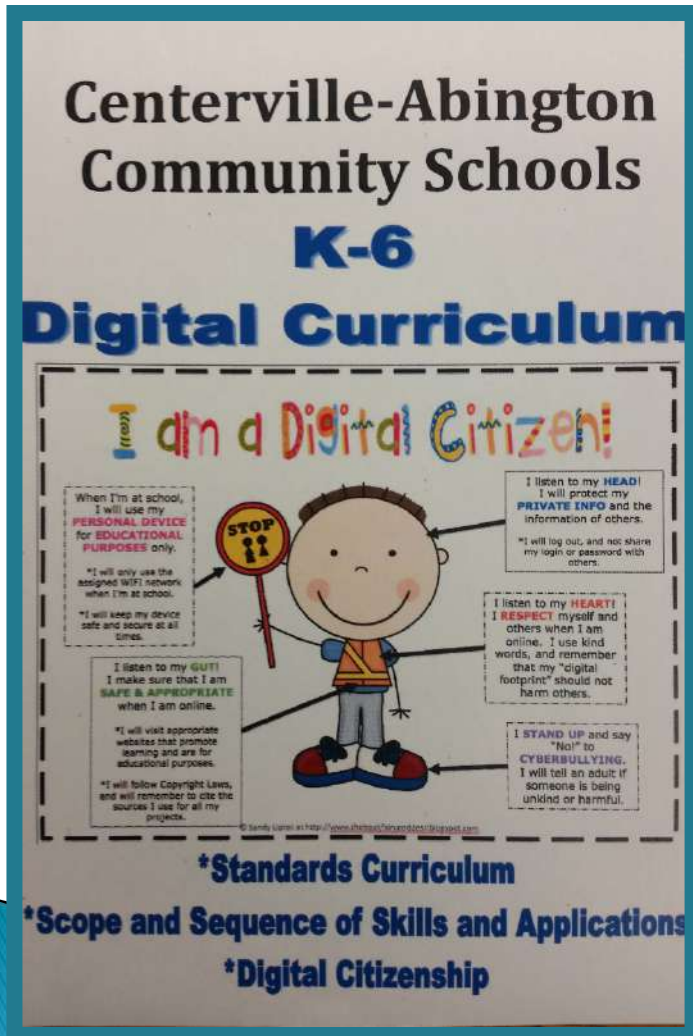
Goal Statement

All students will participate in digital citizenship activities in order to understand their responsibilities in using technology for learning.

Strategies for Goal Completion

- ▶ Create a digital curriculum for students K – 12 and for students new to 1:1 computing. This will allow students to become responsible while using technology in learning.

The K-6 Digital Curriculum was implemented in 2015-16

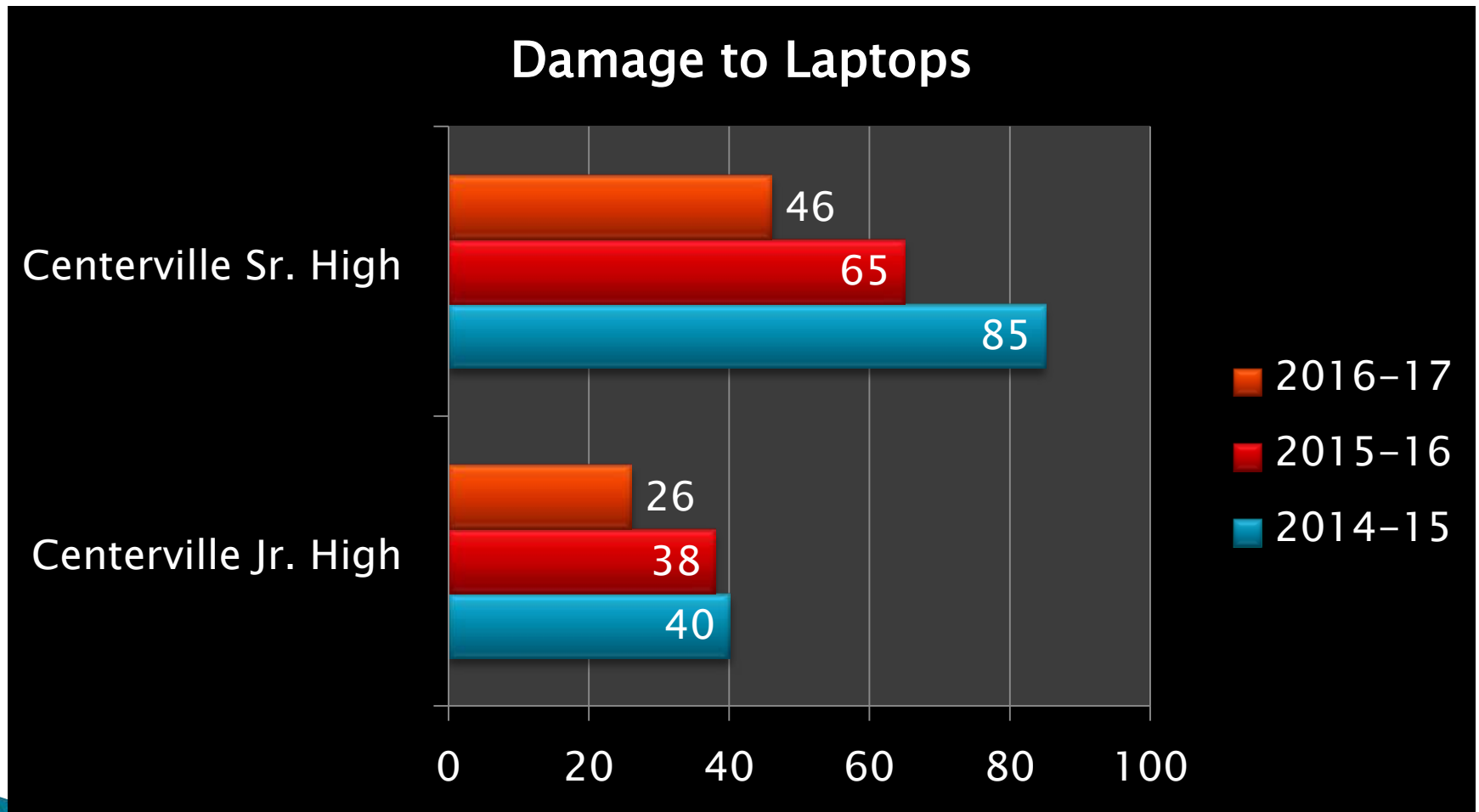


At Centerville Junior High School the complete Digital Citizenship curriculum is available on the school website. All 7th grade students take a class on Digital Citizenship for high school credit.

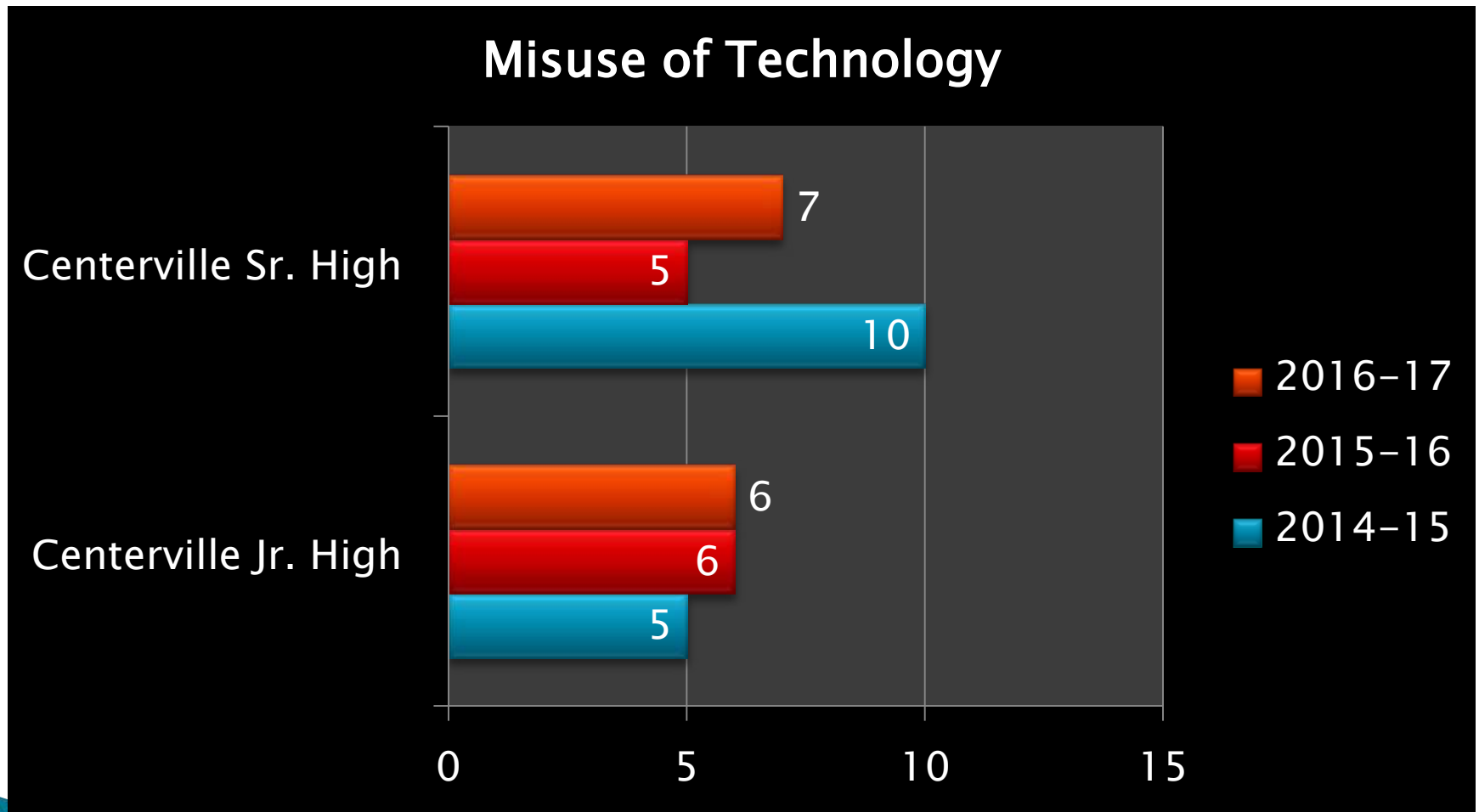
Benchmarks

- ▶ Damage to laptops and misuse of technology will decrease each year.
- ▶ Students who do not follow the acceptable use policy can have their laptop use suspended or placed on a technology contract.

Damage to Laptops



Misuse of Technology



Analysis:

- ▶ Data currently is available for the junior high and high school students where every student is issued a laptop each year from grades 7–12. The number of infractions has increased slightly in 2016–17. There are specific interventions to decrease the misuse of technology built into the digital curricula used at all grade levels.
- ▶ New laptops will be issued to students for the 2017–18 school year.

Goal Statement

- ▶ EXCEL, identified as high ability, students will report an increase in satisfaction in their social/emotional development as they progress through school.

Strategy for Goal Completion

- An affective curriculum will be developed for students in K-12 EXCEL classes.
 - An affective curriculum was developed in the summer of 2014 for grades 3-6 and revised in the summer of 2015.
 - Teachers have been using the 3-6 affective curriculum from 2014-17.
 - An annual survey of student perceptions will be reported with summary results and action plans in 2017.
 - An affective curriculum was developed for grades K-2 connected to the county-wide “More Than Words” curriculum for all students at Rose Hamilton Elementary.

An Affective Curriculum was developed in the summer of 2014, revised in the summer of 2015 and implemented throughout 2014–17.

Grade	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Topic	Self-Understanding “Why Am I Different”	Over-excitability Mind and Body Focusing	Perfectionism/Underachievement	Peer Relationships Peer Pressure/Bullying
3	Understand the “8 Great Gripes of Being Gifted”	Learning to control my “racing mind and body”	Learning to cope with my expectations for achievement and others expectations	Learning to be resilient in social situations
4	"Understanding Giftedness"– verbalizing and understanding characteristics.	"Kites, Planes, and Rockets" -- Definitions of Perfectionism and Underachievement	Perfectionism: "Almost Perfect...but not Quite – Poetry and discussion	Friendship: What it is; how to handle problems; Identifying Bullying Behaviors
5	Understanding what “gifted” and “high ability” means and identifying characteristics	Understanding how over-excitability and “intensities” affect student achievement – learn coping skills	Learn the “warning signs” and “triggers” for perfectionism and underachievement	Understanding what “bullying” looks like toward gifted students. Learn strategies to deal with bullies and simulating reporting protocols.
6	“100 Success Secrets for Gifted Kids”-- Quiz and Discussion	Completing the “Over-excitability Checklist” self-assessment and conducting discussions	Identifying perfectionism and underachievement and what “coping skills” look like.	Recognizing bullying and ways to deal with bullying – discussion and identifying reporting expectations.

School District Summary for Goal #2

Responsible Citizens:

- ▶ All schools have implemented programs that encourage students to be responsible for their own behavior in school.
- ▶ All schools continue to monitor progress over time and make adjustments when necessary.
- ▶ Centerville–Abington Community Schools' students are growing in their ability to take responsibility for their own behavior and becoming more responsible citizens of our schools.