

Concord Community Schools



2019-2020

School Improvement Plan

Concord Junior High School

59397 County Road 11

Elkhart, IN 46517

574-875-5122

Contents

Introduction	3
Planning and Reporting	3
School Information	4
Vision Statement	4
Student Learning Environment	5
Student Assessments	5
Demographic Profile Report	6
Performance Data	7
Action & Monitoring Plan	8
Goal 1: Increase the percentage of students who are proficient on ILEARN in ELA	8
Building-Level Problem of Practice (POP)	8
SMART Goal	8
Theory(ies) of Action	8
Student Group	8
Grade Level(s)	8
Strategies-in-Action	9
Goal 2: Increase the percentage of students who are proficient on ILEARN in math	9
Building-Level Problem of Practice (POP)	9

SMART

Goal.....9

Theory(ies) of Action9

Student Group10

Grade Level(s)10

Strategies-in-Action10

Goal 3: [Increase student attendance](#)11

Building-Level Problem of Practice (POP)11

SMART Goal11

Theory(ies) of Action11

Student Group11

Grade Level(s)11

Strategies-in-Action11

Professional Development Plan12

Technology Infusion12

Parent Participation13

Safety13

Curriculum Description and Location13

.....14

Introduction

The ultimate goal of this plan is to support the following Concord Community Schools' Long-Range Strategic Goals:

- To ensure the continuous growth of student academic achievement for all
- To ensure each school exemplifies a safe, secure, and effective teaching and learning environment
- To ensure parents, business, and community members are actively engaged in the educational process
- To ensure district-wide fiscal responsibility

Planning and Reporting

This plan was prepared with attention to the following details:

- Is this plan **congruent** and compatible with celebrations and support already in place in the district?
 - Our plan is aligned with the Board goals and supports the vision, mission, and belief statements of Concord Community Schools.
- Does this plan **respect diversity** by including multiple measures of student achievement?
 - Yes. See "Student Assessments" on page 5.
- Is the plan **accurate**? Does it provide appropriately used measures and reflect alternative evidence rather than *only* test scores?
 - Yes. In addition to State assessments and formative classroom assessments, attendance records will also be used as evidence.
- Does the plan delineate clear and **specific** ideas of what is expected and what must be done to help students achieve?
 - See strategies embedded in goals on pages 8-11.
- Does the plan allow for both formative and summative **feedback for continuous improvement**? Are the results expected to be used to make informed decisions?
 - The intention of the Plan is to provide feedback to assist in informed decision making.
- Is there **universal** accountability – not only for students, but also for parents/guardians, teachers, and school administrators?
 - See pages 13-14 for accountability measures for various groups.
- Is the plan **fair** – structured so that everyone knows the rules and applies them consistently?
 - Intentions and strategies are clear for successful Plan implementation.

This school improvement plan was prepared in September of 2019 for the 2019-2020 school year and included representation from the following stakeholder groups:

- School Administration
- School Teachers
 - CTA representation of the teacher group was comparable to membership percentage for the building.

Name	Role
Mandy Davis	Principal
Chris Baldrige	Assistant Principal
Seianna McCray	Dean of Students
Lisa Wright	School Counselor
Shannon Sheely	Teacher
Teri Read	Teacher
Adam Myers	Teacher
Dan Ogle	Teacher
Jen Higley	Teacher
Priscilla Taylor	Teacher
Joely Janisse	Teacher
Linda Ogle	Teacher

School Information

Concord Junior High (CJHS) is located in a somewhat suburban area nestled between the cities of Elkhart and Goshen. The faculty at CJHS is a committed staff with a relatively low turnover rate. The staff consists of veterans blended with a balance of newer teachers. Collectively the CJHS staff is caring and motivated to provide memorable educational experiences for all students. Many staff members are involved in extra-curricular activities as they coach and/or sponsor athletic teams and academic clubs.

The CJHS student body come from a wide variety of economic situations, ranging from affluent neighborhoods to government subsidized housing. Year-to-year our student enrollment numbers generally range from 850-900 students. Annually there are close to 100 transfer tuition students attending CJHS from neighboring school districts. Ethnic minorities make up approximately 55% of the student body with Hispanic (40%), Black (8%) and Multi-racial (6%) as the predominant groups.

It's been 11 years since the economic fallout of 2008 which devastated the economy in Elkhart county. This economic downturn caused a spike in the number of students qualifying for free and reduced lunch. Despite the current economic recovery our F/R lunch numbers still remain elevated between 55-60 percent.

Lacking a "hometown," the Concord school system is the hub of the community. The students at Concord Junior High School are held accountable to achieve, participate, and attend. These expectations come from the community, parents, school staff, and students themselves.

Vision Statement

Concord Junior High believes that education is a collaborative, life-long process that begins with our students and families, extends to our school, and encompasses our entire community. Our common goals include pursuing academic excellence, fostering mutual respect, creating a safe environment, and providing opportunities for growth and involvement. Through shared high expectations, students will develop the knowledge and skills necessary to participate constructively and creatively in today's world.

Student Learning Environment

Concord Junior High School strives to create and maintain a safe, orderly, and disciplined learning environment. Teachers engage students with strategies that promote collaboration and deep cognitive thinking. Teachers are becoming more adept to using technology as a means to augment instruction rather than merely substitute for instruction.

School-wide convocations are conducted every other Friday morning. Convocations offer an opportunity for the entire student body and staff to recognize and celebrate participation and accomplishments of groups and individuals. Students are recognized for achievements in academics, service, citizenship, art, music, and athletics. Programs also include demonstrations, concerts, and guest speakers. In addition to recognizing and celebrating achievement, convocations build a sense of community among students and staff.

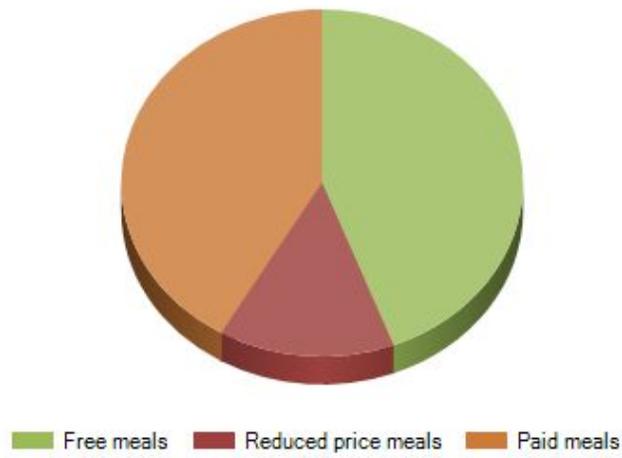
Rules and behavioral expectations are specifically outlined in the student handbook, which is reviewed each year. We believe that all members of our learning community are responsible for maintaining good order and a caring supportive environment. CJHS has a school-wide PBIS program in place which we call PRIDE (persistence, respectfulness, initiative, dependability, and efficiency).

Student Assessments

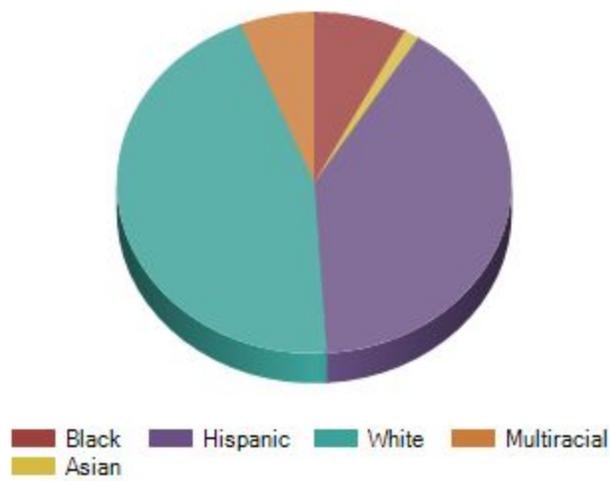
- Students participate in the ILEARN standardized test.
- ESL students participate in WIDA testing.
- Eighth grade students participate in INVIEW testing that measures their cognitive skill level.
- Students involved in Biology I curriculum take the End of Course Assessment.
- We utilize NWEA three times per year as an interim assessment.
- Teachers implement formative assessments to guide instruction.

Demographic Profile Report

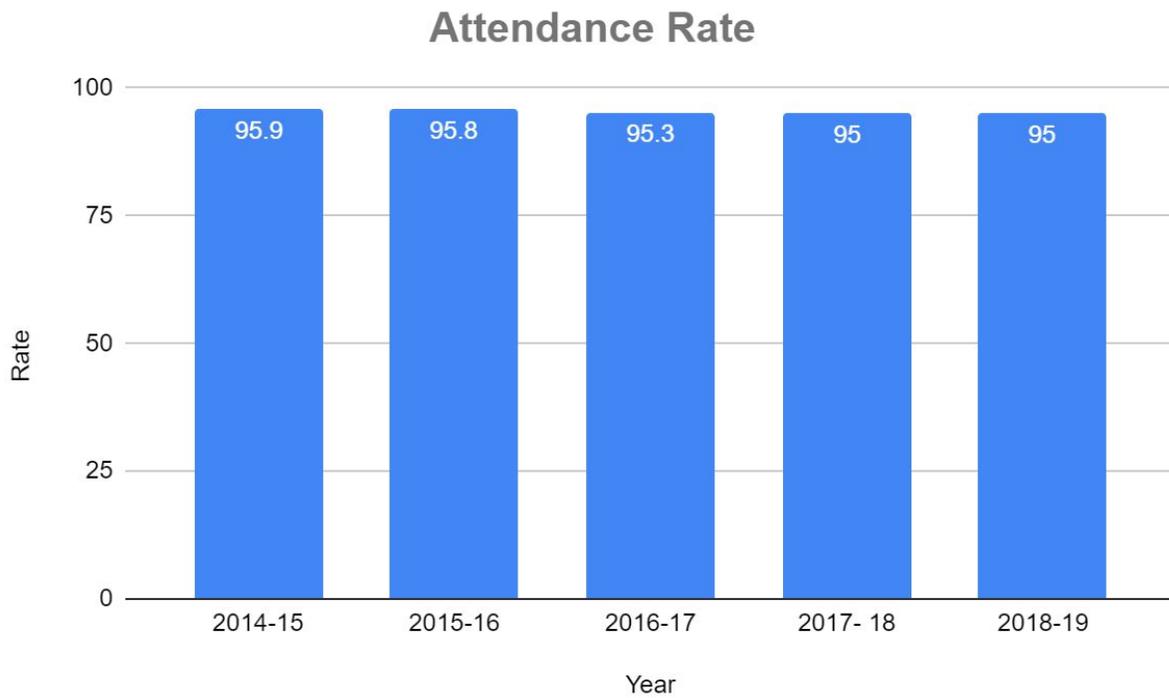
Enrollment 2018-19 by Free/Reduced Price Meals



Enrollment 2018-19 by Ethnicity



Attendance Data



Performance Data

The chart below indicates 7th and 8th grade Math and ELA ISTEP / ILEARN results for Concord Junior High School over the course of the last four years.

	ISTEP 2016		ISTEP 2017		ISTEP 2018		ILEARN 2019	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
7th Gr.	65.9	48.3	63.0	50.8	62.7	46.8	47	38
8th Gr.	58.7	51.3	62.0	47.7	58.9	46.2	53	38

Last year was the first year for the ILEARN test, so it is problematic to compare the 2019 test scores to previous scores. These ILEARN scores do indicate that CJHS is close to or slightly above the state averages; however, there are clearly still many students who are not demonstrating proficiency.

Comprehensive Needs Assessment & Root Cause Analysis

In 2014 Indiana adopted new Math and English/Language Arts standards to promote college and career readiness upon graduation from high school. These new standards promote increased rigor as students are asked to utilize critical thinking skills to problem solve and persevere. Our students need strategies to comprehend complex text and be able to write an argumentative response. To achieve such feats it is imperative students are reading at grade level or higher. A factor contributing to low academic performance for many of our students is the fact many of them are not reading at grade level. We are currently using NWEA, an interim assessment, to accurately identify reading levels of students in grades K-10.

With regard to mathematics, it is clear that many of our students do not have the skills to demonstrate proficiency on the ILEARN test. Because of the increased rigor of the tasks that students are being asked to tackle, it is vital that they practice with this level of rigor everyday. We are planning to closely examine our math curriculum this year with a focus on the depth of knowledge of each task that we ask students to complete, making sure that we are increasing rigor throughout the year.

Student absenteeism is another area that if improved, will help student achievement. When students miss an abnormal amount of school days, their chances academic growth significantly diminishes.

Action & Monitoring Plan

Goal 1: Increase the percentage of students who are proficient on the ILEARN in ELA

Building-Level Problem of Practice (POP)

ILEARN scores from last year indicate that many students are struggling with writing.

SMART Goal

On the 2020 ILEARN test, 60% or more of CJHS students will be proficient in ELA.

Theory(ies) of Action

If we provide professional development for all of our teachers to train them in how to teach and assess document-based writing, our ILEARN ELA scores will improve.

Student Group

ALL students

Grade Level(s)

7th and 8th grade students.

Action Steps			
Intervention Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
Professional Development on Document-Based Writing	<ul style="list-style-type: none"> ● ILEARN Test scores ● Growth over time on individual student scores on writing tasks 	Students answer complex questions related to text	<ul style="list-style-type: none"> ● Classroom observation ● Student data from common assessments ● NWEA ● ILEARN
Teachers in all content areas complete at least one Document-Based writing project during the school year	<ul style="list-style-type: none"> ● ILEARN Test scores ● Growth over time on individual student scores on writing tasks 	Students are able to adapt their writing to any topic or prompt	
Teachers provide feedback and remediation for struggling students	<ul style="list-style-type: none"> ● ILEARN Test scores ● Growth over time on individual student scores on writing tasks 	Students show increased ability to communicate ideas about complex texts	

Goal 2: Increase the percentage of students who are proficient on the ILEARN in math

Building-Level Problem of Practice

The tasks that we are asking our students to perform in class may not always match the level of the depth of knowledge of the items that are assessed on the ILEARN.

SMART Goal: On the 2020 ILEARN test, 43 % or more of CJHS students will be proficient in math.

Theory(ies) of Action:

If we increase the rigor of the tasks we are asking students to do on a daily basis, they will be more prepared to answer these types of questions on the ILEARN test.

Student Group

All students

Grade Level(s)

7th and 8th grade.

Action Steps			
Intervention Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
Review and revise math curriculum maps.	<ul style="list-style-type: none"> - ILEARN data will improve - NWEA data will improve - Individual student growth will improve 	Curriculum maps will be aligned with state standards.	<ul style="list-style-type: none"> ● Classroom observation ● NWEA data ● ILEARN data ● Student Grades
Provide professional development on depth of knowledge and design new learning tasks that match the learning objectives.	<ul style="list-style-type: none"> - ILEARN data will improve - NWEA data will improve - Individual student growth will improve 	Teachers will redesign their learning tasks to reflect a higher level of rigor.	
Provide support to students as they learn to tackle more rigorous tasks.	<ul style="list-style-type: none"> - ILEARN data will improve - NWEA data will improve - Individual student growth will improve 	Students will gain the skill and confidence needed to tackle difficult problems without support.	

Goal 3: Improve student attendance

Building-Level Problem of Practice

Students who are bored in school or who have learning gaps, often have attendance issues.

SMART Goal

During the 2019-2020 school year, CJHS will decrease the percentage of students with ten or more absences from 28% to 20% or fewer.

Theory(ies) of Action

If we improve student engagement in the classroom and help to build learner confidence, there will be fewer students with chronic absenteeism.

Student Group

Monitor attendance of All students

Grade Level(s)

7th and 8th grade.

Action Steps			
Intervention Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
Provide professional development for teachers about engagement strategies	<ul style="list-style-type: none"> Student engagement surveys Attendance Data 	Students will be more engaged in their classes and will come to school more often.	<ul style="list-style-type: none"> Attendance data Student engagement surveys NWEA data
Build intervention programs that will help to close the learning gaps for struggling learners	<ul style="list-style-type: none"> NWEA growth data Formative data Attendance data 	Students will be more become more confident when they receive instruction at their level, and they will have significant growth gains which will make them more excited about school.	

Professional Development Plan

Professional Development	Description	Adults To Be Trained	Timeline
Curriculum Revision	Content teams will review and revise the current curriculum to ensure that power standards have been identified, that the scope and sequence of content makes sense, and that the performance tasks match the rigor required by the state assessments.	All teachers	Ongoing throughout the year
Technology Integration	Digital learning specialist meet with classroom teachers to assess levels of tech skills. With assistance from the DLS, teachers modify and transform lessons by integrating technology.	All teachers	Ongoing throughout the year
Document-Based Writing	Teachers will review and extend document-based writing strategies based on Smekens research-based work. This is work that began last year but needs to be revisited, and teachers need to move forward with a process and with feedback.	All teachers	Ongoing throughout the year
Engagement Strategies	Short bursts of on-going professional development will be available to teachers to share strategies that will help students to engage in learning.	All teachers	Ongoing throughout the year

Technology Infusion

We believe integrating technology in the classroom will not only prepare students to be College and Career ready, it will also enable students to be successful members of an ever-growing and advancing global society. Concord is fortunate to have top leaders with progressive views regarding technology. Concord Junior High School is in its second year of a 1:1 initiative. All students have a Chromebook that they use to augment learning at school and at home. This year we are planning to fully implement e-learning days.

Students	Staff	Parents
SMART classrooms	SMART classroom	PowerSchool Parent Portal
Chromebook	ELMO document cameras	School Messenger
PowerSchool Unified Classroom	Chromebook	District and building website
Google Classroom	District and building website	Email communication
Computer labs	Remind	Social Media
Navigate	Relay	Remind
Variety of digital Applications	Variety of digital Applications	Relay
Robotics	Email, Voicemail	Email, Voicemail
Digital Media production		

Parent Participation

Improving communication between our school and parents will continue to be an area of focus as we progress through the 2019-2020 school year. Timely and accurate communication using a variety of methods is critical to encourage parent participation in various school activities and simply stay connected to school and their child's education. We will continue to facilitate the following to keep parents engaged as well as add new opportunities.

- Back to School Night
- Parent/Student/Teacher conferences
- PowerSchool Parent Portal
- Reaching Higher open house nights for F/R lunch families
- School Messenger communication
- Volunteer opportunities
- Make-a-Wish Fundraiser (every other year)
- Student mentoring opportunities
- Opportunities for leadership roles (Box tops, Martin's advantage, etc)
- Flexible meeting opportunities (before, during, or after school)
- Shared information is in a language parents can understand.
- Social Media (Twitter, Instagram, Facebook)
- Lightspeed Relay Safety Alerts

Safety

Physical, Social, and Emotional safety of all students is the top priority at Concord Junior High School. As we continue our 1:1 student device initiative, it is imperative that we provide digital citizenship training so that our students are equipped to make positive choices when technology is in their hands. The CJHS Safety Plan is located in the Principal's office as well as the Concord Education Center. We have a schoolwide PBIS program in place that is the vehicle we use to deliver lessons for social-emotional learning as well as safety.

Curriculum Description and Location

The Indiana Academic State Standards (College and Career and Readiness) serve as the foundation of the curriculum at Concord Junior High School. Students are expected to master content in Fine Arts, Health, Language Arts, Mathematics, Physical Education, Practical Arts, Science and Social Studies, through a series of required classes and electives. In addition, select students participate in high ability programming such as high school Algebra I, Geometry, Biology I, and foreign language (Spanish, French, German). Academic curriculum is enhanced and supported by a wide variety of clubs and extra-curricular activities.

Each discipline coordinates state standards and/or curriculum maps into the instructional program. As new State Standards are adopted, teachers modify their specific content curriculum to meet the changing Standards. A copy of the grade-level standards and curriculum for each grade level are available on request in the principal's office for public inspection.

Character building programs are infused into the academic curriculum as well. Many CJHS students participate in the 5-star after-school program which focuses on 5 core values of Responsibility, Courage, Sacrifice, Respect, and Integrity. Students learn about and are encouraged to live a 5-star life. In 2017-18 we have adopted the 5-star video curriculum which is a series of 28 videos viewed throughout the year promoting the core values and cultivating leadership and ownership among our students.

Cultural Competence

The cultural diversity of the student body at Concord Junior High School is one of our greatest assets. Throughout the school year we have systems in place to specifically address the cultural competency component. We are always cognizant to meet the needs of all students and families. The following list includes some of the initiatives that are on-going:

- Sign-up nights to assist parents in completing the 21st Century Scholarship application
- School-wide phone calls in Spanish and English
- Provide language assistance before and after school and at P/T conferences
- LEP students are supported through Strategies classes and small direct Language Arts classes
- Celebrate Black History month and Hispanic Heritage Month with various activities
- "Reaching Higher" - partnership with CHS counselors to introduce HS dual credit opportunities to our F/R students and families.

On-going training must be provided for all staff members in the tenets of cultural competency. This year we will weave that training into our Tuesday PD meetings.