

Concord Community Schools



2019-2020

School Improvement Plan

Concord Ox Bow Elementary

23525 County Road 45

Elkhart, IN 46516

574-875-8538

Contents

Introduction	4
Planning and Reporting	4
School Information	5
Mission Statement	6
Highly Qualified Staff	6
Retention of Highly Qualified Teachers	6
Educational Programs	6
Demographic Profile Report	7
Poverty Over Time	7
Attendance	8
School Grade History	8
Performance Data	8
Comprehensive Needs Assessment & Root Cause Analysis	11
Action & Monitoring Plan	11
Goal 1: Reading Wildly Important Goal	11
Building-Level Problem of Practice (POP)	12
SMART Goal	12
Student Group	12
Grade Level(s)	12
Strategies-in-Action	12
Goal 2: Math Wildly Important Goal	13
Building-Level Problem of Practice (POP)	13
SMART Goal	13
Theory(ies) of Action	13
Student Group	13
Grade Level(s)	13
Strategies-in-Action	13
Goal 3: Student Leadership Wildly Important Goal (Displayed)	14
Building-Level Problem of Practice (POP)	14

SMART Goal	14
Theory(ies) of Action	14
Student Group	14
Grade Level(s)	15
Strategies-in-Action	15
Goal 4: Partnership with Ox Bow County Park	15
Building-Level Problem of Practice (POP)	15
SMART Goal	15
Theory(ies) of Action	15
Student Group	16
Grade Level(s)	16
Strategies-in-Action	16
Professional Development Plan	16
Technology Infusion	17
Parent Participation	17
Safe and Disciplined Learning Environment	18
Early Childhood Transition	18
Rules and Statutes To Be Waived	19
Curriculum Description and Location	19
Assessments Used in Addition to ILEARN	19
Cultural Competence	19
Principal Reflections & Recommendations	20

Introduction

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

- To ensure the continuous growth of all students' academic achievement
- To ensure a safe, secure, and effective learning environment
- To ensure parents, business, and community members are actively engaged in the educational process
- To ensure effective operations and 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?
 - Supporting and celebrating the successes of students and staff is critical in fostering the desire to improve. Ox Bow recognizes students for meeting and exceeding grade-level standards as well as those showing improvement in their academic and personal effort (WIGs). Students scoring a perfect score on IREAD-3 are recognized for their achievement. Monthly, students and classrooms are recognized for various levels of attendance. Finally, there are district-wide, school-wide and classroom supports that celebrate students' ability to meet their goals in reading, math, and other curricular areas.
- Does this plan **respect diversity** by including multiple measures of student achievement?
 - We not only hope to respect diversity at Ox Bow, but we also celebrate it. We have several different populations of students at Ox Bow including a large group of English Language Learners, students that are Deaf/Hard of Hearing, and students with physical and mental disabilities. Our goal as shown in our Cultural Competency Section of this plan includes ways to support students, their families, and educate others about how to celebrate and support the diversity they bring to our school.
- Is the plan **accurate**? Does it provide appropriately used measures and reflect alternative evidence rather than *only* test scores?
 - Student test data will certainly exist as part of the measure to reflect growth, but additional student and teacher data will be used to provide evidence of our goals.
- Does the plan delineate clear and **specific** ideas of what is expected and what must be done to help students achieve?
 - As we work to improve student achievement, teachers, parents, and students are expected to perform and improve in certain areas. Specific ideas are detailed within each goal so all stakeholders know exactly what to do as we work to improve the academic achievement of our students.

- Does the plan allow for both formative and summative **feedback for continuous improvement**?
Are the results expected to be used to make informed decisions?
 - Parents and staff are encouraged to constantly review our practices and provide feedback as we work to improve each program and goal.
 - Window Assessments, NWEA, Running Records, Reading and Fact fluency are some of the common assessments for all students at Ox Bow
- Is there **universal** accountability – not only for students, but also for parents/guardians, teachers, and school administrators?
 - Within each goal is a section detailing what adults must do to support the growth of our students, keeping all adults accountable in our children’s education.
- Is the plan **fair** – structured so that everyone knows the rules and applies them consistently?
 - Our plan has been created and supported by teachers, parents, and community members. It will be used within staff development so that all are working towards the improvement of the goal. The plan will also be available in our office.

This school improvement plan was prepared during the 2018-2019 school year for the 2019-2020 school year and included representation from the following stakeholder groups:

- School Administration
- School Teachers
 - Concord Teacher Association is represented within the teachers on the team
- Parents/Community Members (Not on staff)

Name	Role
Javier Jimenez	Principal
Julie Dawson	Assistant Principal
Alison Kirkton	Teacher
Amy Kirkpatrick	Teacher
Marcia Hershberger	Teacher
Deb Sallee	Teacher
Joni Long	Teacher
Dana Ferman	District Administrator
Kim Newburn	Title I Teacher
Khrys King	ENL Teacher
Patti Roberts	Special Education Teacher
Beth Signor	Teacher/Parent
Kayla Johnson	Parent
Adam Yoder	Teacher / Lighthouse Coordinator
Deb Haffner	Teacher
Kayla Johnson	Parent

School Information

Ox Bow Elementary is one of four K-4 elementary buildings in Concord Community Schools. Most of our 454 students live in residential Elkhart County between the cities of Goshen and Elkhart. Ox Bow

student population also includes students that have transferred from other Concord Elementary Schools, as well as neighboring school districts. The school is situated on the southeast side of Concord Community School boundaries with our physical property bordering Ox Bow County Park. The Ox Bow community supports and values the education of their children.

Mission Statement

“Concord Community Schools develops students who are highly literate, able to demonstrate mastery of State and National standards, and who are college and career ready.”

“At Ox Bow we Encourage, Engage and Empower students to be responsible leaders and effective problem solvers”

Highly Qualified Staff

All teachers at Ox Bow Elementary School are highly qualified through having a bachelor’s or master’s degree, a valid Indiana teaching license. Documentation is on file in the District Human Resources Office

Retention of Highly Qualified Teachers

In conjunction with the district, Ox Bow strives to attract and retain highly qualified staff through a variety of ways including the following

- Teachers have the opportunity to collaborate weekly to analyze data and discuss strategies to increase student achievement.
- Ox Bow has a hardworking, dedicated staff that is welcoming and willing to help others. The staff works well together and maintains high expectations for all students and staff
- Ox Bow has access to a full-time school counselor who works with students that have emotional, physical, and academic problems. The school counselor also works with students who have attendance and tardy issues.
- Concord Community Schools provides a competitive salary and benefit package as well as small class sizes.

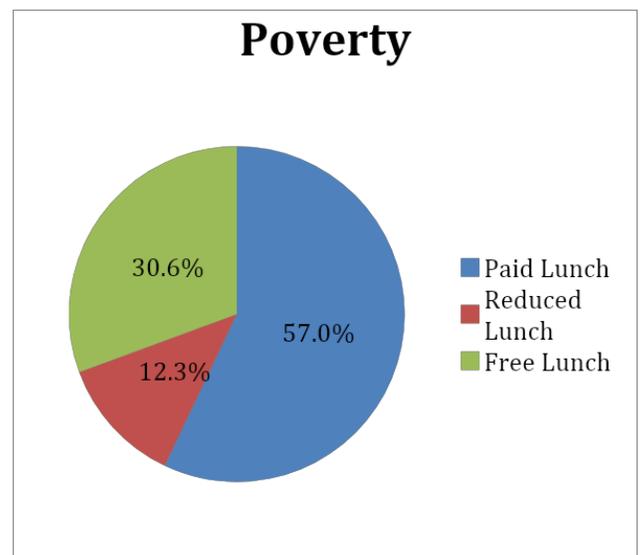
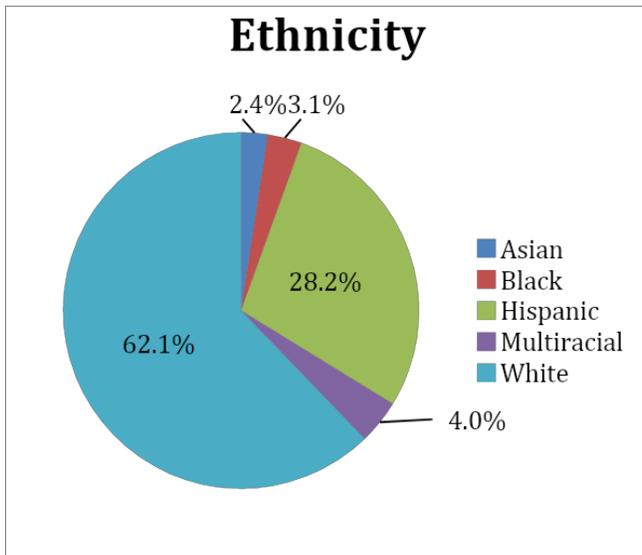
Educational Programs

In conjunction with the district, Ox Bow supports teaching and learning through a variety of ways including the following

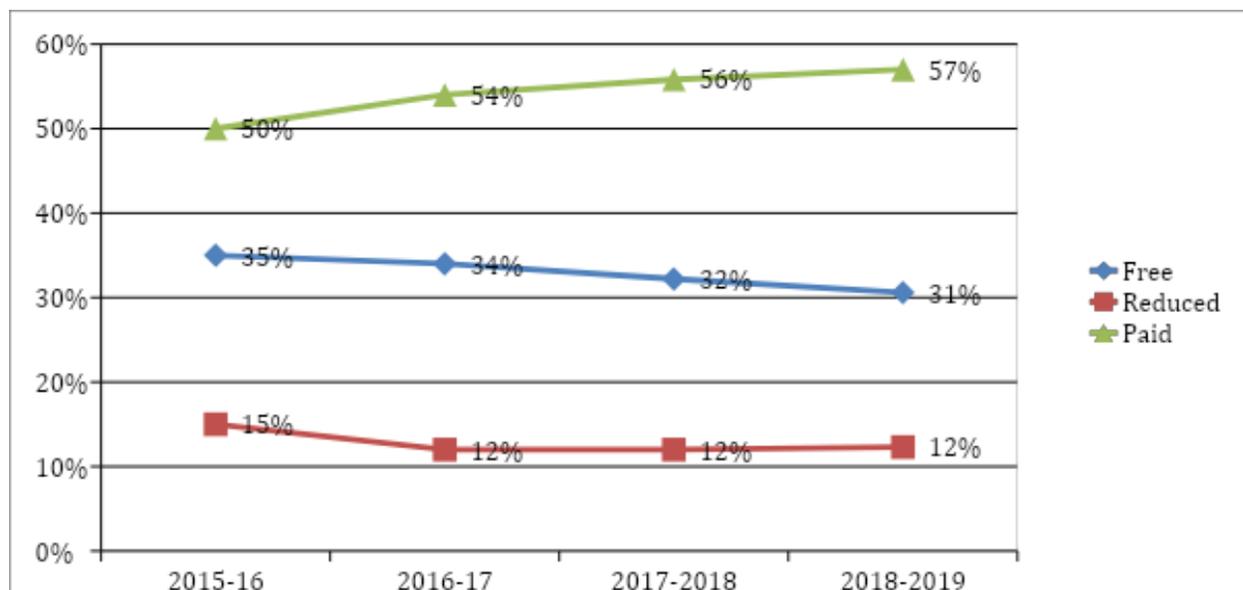
- Curriculum map and short cycle assessments
 - Emphasis on Close Reading, Academic Vocabulary, Argumentative Writing
 - Emphasis on conceptual math and fact fluency
- Success period for re-teaching or enrichment depending on mastery of state standards
- Everyday Math
- Goalbook Pathways as main resource for reading
- Wilson Reading Foundations (K-2)
- The Leader in Me

- Specials Classes
 - Art
 - Music
 - Physical Education
 - Library/Media Center
 - Computer Lab
- High Ability Clusters

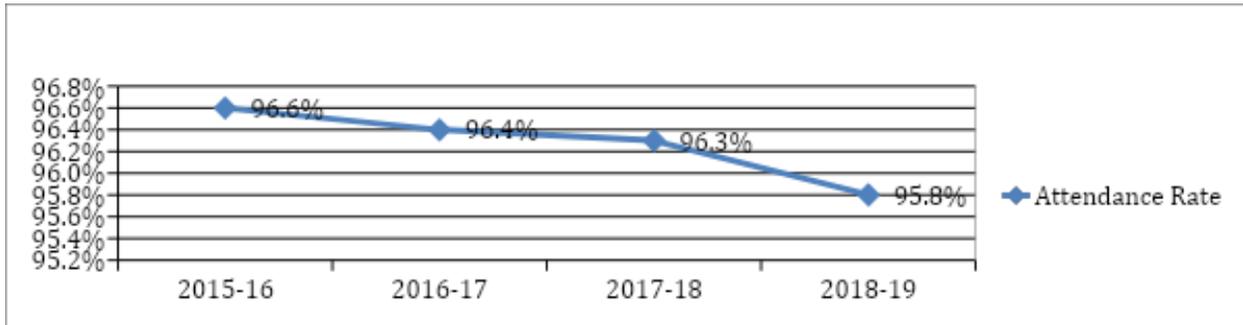
Demographic Profile Report



Poverty Over Time



Attendance



School Grade History

2015-2016	2016-2017	2017-2018	2018-2019
B	A	B	

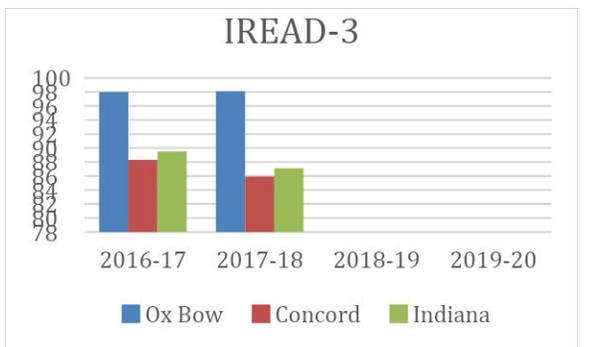
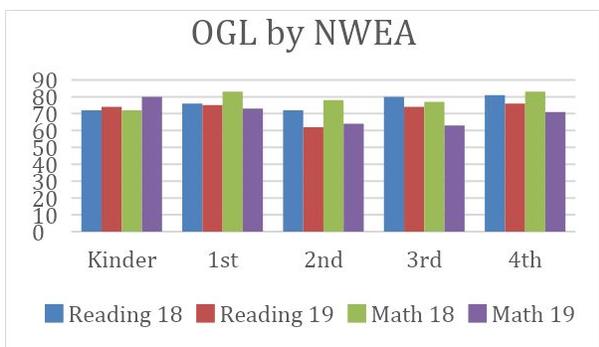
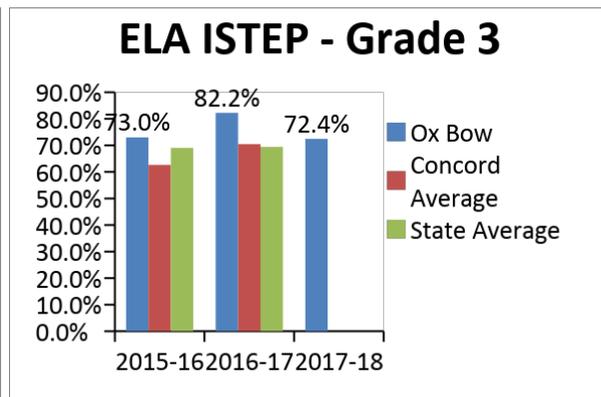
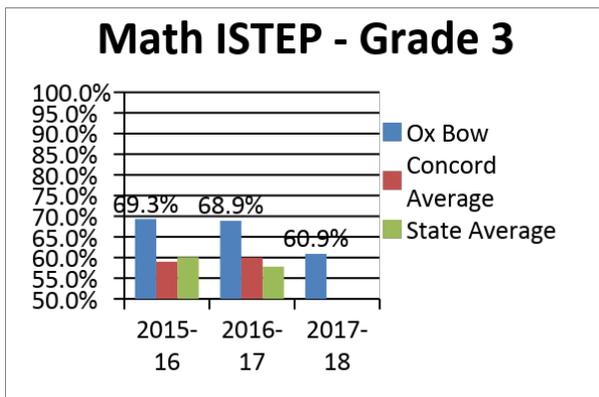
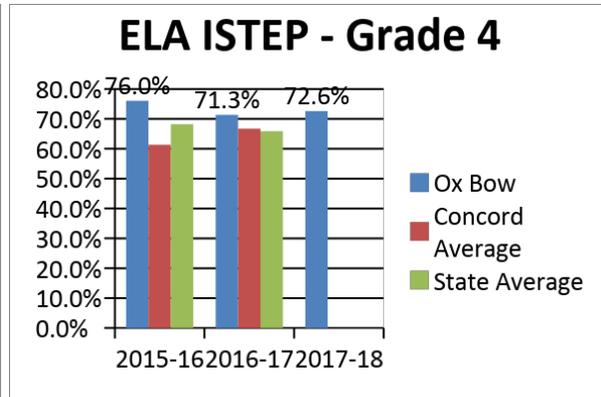
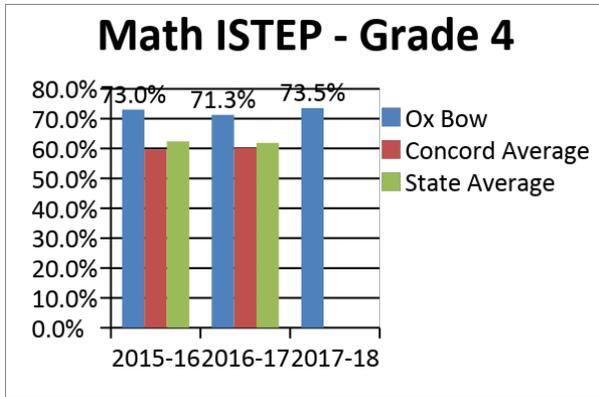
Performance Data

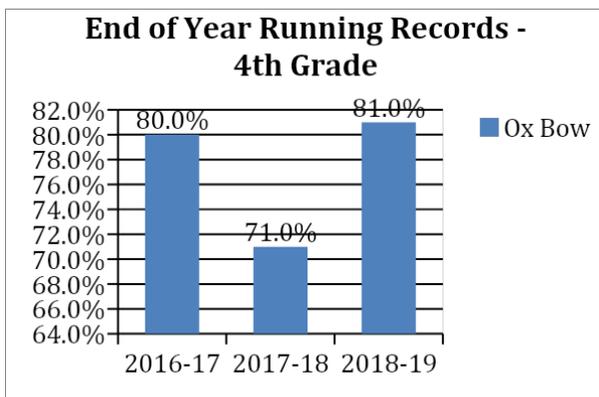
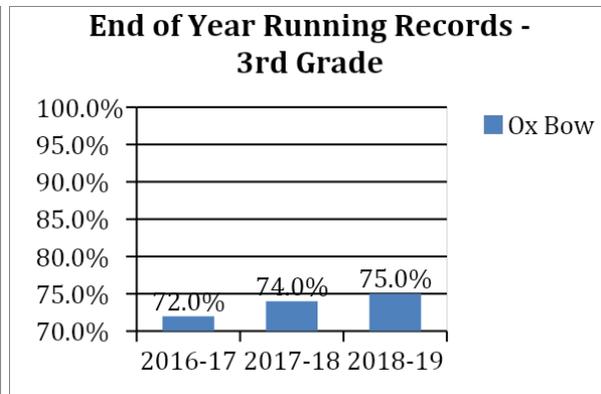
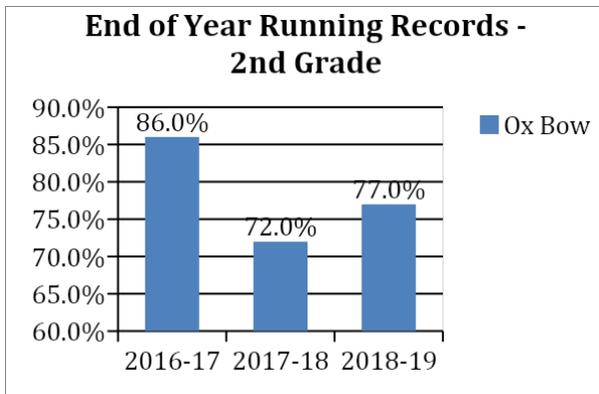
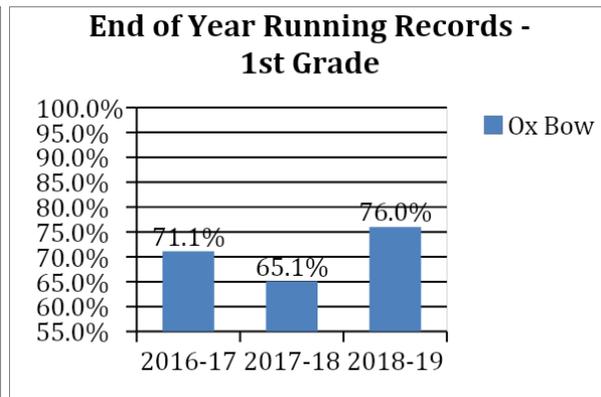
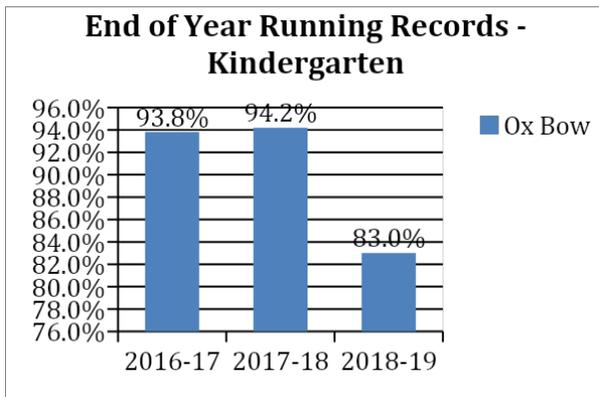
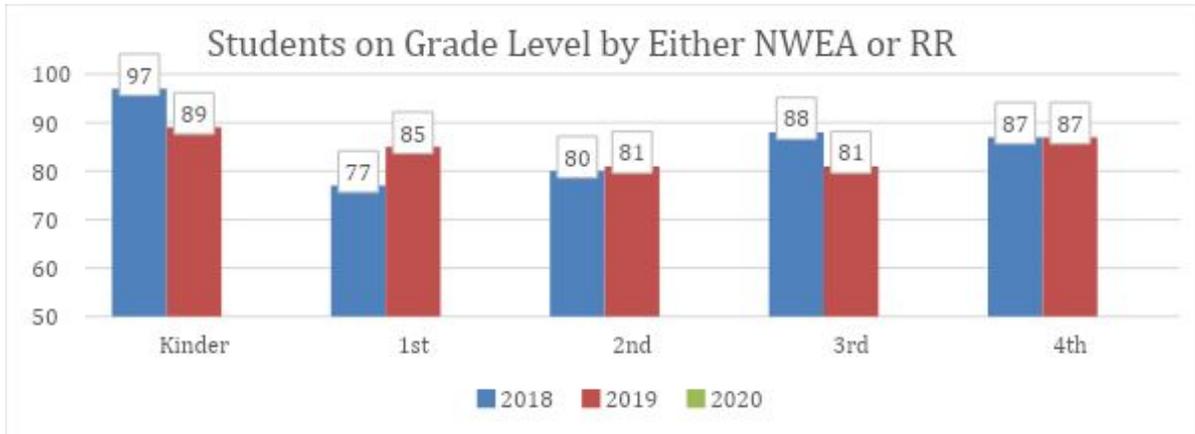
Performance data includes numerous pieces of information:

ILEARN – Not yet available

IREAD-3 – Ox Bow students have shown the ability to read with 85.43% passing IREAD-3. Fifteen students did not pass IREAD-3 in the spring. All the students received remediation and all participated in the summer retest session. Of the fifteen students, four passed during the summer window. All but three students received Good Cause Exemptions. Growth this year is attributed to a focused effort at the beginning of 3rd grade to identify students at risk of failing IREAD-3. Those students were placed in research and evidence-based interventions so they could receive support. Staff focused with students on taking their time, believing in their ability, ways to go back into the text for answers, as well as continuing to practice close reading and a variety of reading comprehension strategies as students work to understand what they were reading. Our Title I teacher was very involved in supporting our 3rd grader staff and students as they learned the skills necessary for reading.

Reading Levels – Concord Schools has developed expectations including a variety of information detailing student reading levels for each grade. At Ox Bow, 78.4% of students read at or above grade level according to Fountas and Pinnell Benchmark Assessment.





Comprehensive Needs Assessment & Root Cause Analysis

While our goal at Ox Bow Elementary will always maintain the expectation that students leave Ox Bow as effective critical reader, as we review the data, we see a discrepancy between our ISTEP scores between our socio economic groups. We are very happy with the number of students that met criteria for passing both of the state level tests, but we will take a closer look to see why students may not have met those same levels. While many of our students are prepared and ready for the next grade level, there is still work to do. As we look to support students that have not yet met the grade level outcomes, as well as support the advancement of students on or above grade level, we will focus on mastery of critical and important standards by following our curriculum maps and short cycle assessments as well as close reading, argumentative writing, fluency, and math fact fluency.

Another observation identified that students struggling to meet grade level math expectations had some understanding regarding the concepts that were asked of them, but struggled to maintain the stamina to complete multi step problems. Teachers then observed that students spent a lot of energy figuring out simple math facts that were needed to fulfill the question because they didn't have a true understanding of number sense. Due to the energy given in figuring out math facts, students were not maintaining the stamina and focus to complete the problem. As a result, there will be a focus on students, parents, and staff playing roles in improving the automaticity of math facts through more consistent daily hands-on practice, and time devoted to helping create a better understanding of number sense.

Finally, the team looked at student attendance as an area needing improvement. Of the students missing 10 or more days of school, many more students performed at lower levels of achievement as shown by student skill grades on their report cards. Efforts to educate, communicate, and hold students/parents accountable for their attendance, produced a school's attendance rate of 95.8%. This initiative will continue to be in place as we move forward each year while creating a plan to decrease student arriving late to school.

Action & Monitoring Plan

Goal 1: Reading Wildly Important Goal

Our ISTEP scores in both 3rd and 4th grade saw a slight decline in the last year. Over the last few years, our staff unpacked the standards in order to better teach them. The concept of curriculum maps and short cycle assessments has been implemented along with mastery learning for students

Building-Level Problem of Practice (POP)

SMART Goal

Through identified tier I instruction and specific reading interventions, our percentage of Ox Bow students reading at grade level proficiency by the end of the school year according to NWEA and/or the Fountas and Pinnell Benchmark Assessments will increase from 85 to 87%.

Theory(ies) of Action

- Teachers will complete the fluency routine each day for at least 15 minutes
- Teachers and students will engage in close reading of complex text
- Students will participate in document based/ argumentative writing to respond to text dependent questions
- Our ASSIST team along with classroom teachers will develop individual goals for students. The team will also use research based and best practice strategies to address the needs of students
- Each student at Ox Bow will have a wildly important goal related to reading at or above grade level and will record progress on their data binders

Student Group

All students – Focus on ENL and Special Education Students as well as Free and Reduced Lunch Students

Grade Level(s)

Kindergarten - 4th Grade

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies <i>IF the adults... (insert your 1-2 measurable strategies)</i>	Student Results Indicators <i>THEN we expect to see an increase in the percent of students "Proficient" or higher from ___ to ___ on... (Insert your student assessment and the targets you identified.)</i>	Desired Results <i>(What will the adults do differently when you are successful at this goal? What will the students do differently when you are successful at this goal?)</i>	Sources of Data to Monitor <i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>
1) If teachers increase focused opportunities to close read within the classroom that are meaningful to students.... 2) If the students record their progress after each short cycle assessment, Benchmark Assessment, or NWEA window....	1) The percentage of students reading at or above grade level will increase from __ to __ by the end of the year.	<ul style="list-style-type: none"> • Administration and teaching staff will be intentional in following curriculum maps and strategies for remediation or enrichment. • Teachers will provide with rigorous text dependent questions for students to answer during each close reading activity. • Students will be responsible for their learning by keeping record of formative assessments at the end of each testing window. 	<ul style="list-style-type: none"> • Short Cycle Formative Assessments • Benchmark Assessment • NWEA

Goal 2: Math Wildly Important Goal

Building-Level Problem of Practice (POP)

Over the last few years most of the focus has been placed in reading achievement. Math was taught and assess but perhaps not as intentionally as reading and writing since there was not a

SMART Goal

Through identified tier I instruction and specific math interventions, our percentage of Ox Bow students at grade level proficiency by the end of the school year according to NWEA will increase from 70 to 75%.

Theory(ies) of Action

- Teachers and students will engage in 90 minutes of math work. Of the 90 minutes, 60 to 75 minutes will be for Everyday math while 15-30 for math review.
- Our intervention team along with classroom teachers will develop individual goals for students. The team will also use research based and best practice strategies to address the needs of students
- Teachers will follow curriculum maps and short cycle assessments in order to determine mastery levels for each critical and important standard. Re-teaching/enrichment opportunities will be provided to students during the cycle with reassessment happening after re-teaching in the 15-30-minute math review time
- Each student at Ox Bow will have a wildly important goal related to being at or above grade level and will record progress on their data binders

Student Group

All. Focus on ENL and Special Education Students as well as Free and Reduce Lunch Students

Grade Level(s)

Kindergarten and 4th Grade.

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies <i>IF the adults... (insert your 1-2 measurable strategies)</i>	Student Results Indicators <i>THEN we expect to see an increase in the percent of students "Proficient" or higher from ___ to ___ on... (Insert your student assessment and the targets you identified.)</i>	Desired Results <i>(What will the adults do differently when you are successful at this goal? What will the students do differently when you are successful at this goal?)</i>	Sources of Data to Monitor <i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>
1) If teachers provide opportunities for students to	1) ...80% of students will meet RIT expectation by the end of the year (baseline data) in NWEA.	<ul style="list-style-type: none"> • Teachers will follow curriculum maps and strategies for 	<ul style="list-style-type: none"> • Short Cycle Assessment (may need several forms) • NWEA

re-teaching or enrichment... 2) If teachers provide opportunities for students to reassess after being re-taught differently... 3) If the students record their progress after each short cycle assessment ...		remediation or enrichment. <ul style="list-style-type: none"> Teachers will collaborate to analyze data. Students will be responsible for their learning by keeping record of formative assessments at the end of each testing window. 	
--	--	---	--

Goal 3: Student Leadership Wildly Important Goal (Displayed)

Building-Level Problem of Practice (POP)

There were many leadership opportunities, of which some students had multiple leadership roles while almost half of the students did not have leadership opportunities

SMART Goal

Through guidance from The Leader in Me, our students will increase the development and implementation of 50 student led events by the end of the school year.

Theory(ies) of Action

- We will have 20 minutes each day for students to participate in Leader in Me activities including assemblies, classroom, grade level, and school wide action teams.
- We will measure the number of opportunities by painting a tree and having students add leaves for every event performed during the school year.

Student Group

All students

Grade Level(s)

Kindergarten and 4th Grade.

Strategies-in-Action (IF, THEN) Statements			
Intervention/ Implementation Strategies <i>IF the adults... (insert your 1-2 measurable strategies)</i>	Student Results Indicators <i>THEN we expect to see an increase in the percent of students "Proficient" or higher from ___ to ___ on...</i> <i>(Insert your student assessment and the targets you identified.)</i>	Desired Results <i>(What will the adults do differently when you are successful at this goal? What will the students do differently when you are successful at this goal?)</i>	Sources of Data to Monitor <i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i>

<p>1). If the adults provide students meaningful leadership opportunities throughout the year...</p>	<p>1)...student voice in leadership events will increase from 0 to 50 by the end of the year</p>	<ul style="list-style-type: none"> ● Our students will have the opportunity to develop and showcase their leadership skills and become more engaged in our school community 	<ul style="list-style-type: none"> ● Leader in Me ● Tree painted in the front of the building will allow students to paste a leaf each time there is a leadership role assigned
--	--	--	---

Goal 4: Partnership with Ox Bow County Park

Building-Level Problem of Practice (POP)

With Ox Bow County Park located adjacent to the school, a partnership with Ox Bow County Park will be continued which will allow students an opportunity for outdoor education, science experiences, trips to stimulate further reading and writing, and an opportunity to develop a sense of community among students.

SMART Goal

Through experiences at Ox Bow County Park teachers will increase non-fiction reading and writing instruction, as shown through curriculum and teacher planning with an average increase of more than one grade level of reading growth.

Theory(ies) of Action

- Students will take at least study trips to Ox Bow County Park with park naturalists making at least one visit to student classrooms to create science and overall experiences that will increase student understanding and interest.
- Teachers will provide non-fiction reading and writing opportunities following trips/experiences at Ox Bow County Park to learn/use vocabulary and increase non-fiction reading.
- Ox Bow Park Administrators and Ox Bow Staff will coordinate at least one event combining both the park and school to further the partnership.
- Students in grades 2-4 will participate in at least one service project at Ox Bow County Park.

Student Group

All Students.

Grade Level(s)

All Students.

Strategies-in-Action (IF, THEN) Statements			
<p>Intervention/ Implementation Strategies <i>IF the adults... (insert your 1-2 measurable strategies)</i></p>	<p>Student Results Indicators <i>THEN we expect to see an increase in the percent of students "Proficient" or higher from ___ to ___ on...</i></p>	<p>Desired Results <i>(What will the adults do differently when you are successful at this goal? What will the students do differently when you are successful at this goal?)</i></p>	<p>Sources of Data to Monitor <i>(Insert what data sources will be used for progress monitoring throughout the goal period, not just at the end.)</i></p>

	<i>(Insert the student assessment and the identified targets.)</i>		
1) If the adults provide four or more opportunities for students to experience Ox Bow County Park... 2) If adults provide non-fiction reading and writing opportunities relating to student experiences at Ox Bow County Park...	1) Students will increase their exposure to non-fiction reading as well as document based writing	<ul style="list-style-type: none"> Teachers will provide reading and writing as part of literacy instruction. Teachers will expect student application of experiences through non-fiction writing opportunities. 	<ul style="list-style-type: none"> Close reading rubric Short cycle assessments Benchmark Assessment NWEA

Professional Development Plan

Professional Development	Description	Adults To Be Trained	Timeline
Close Reading / Argumentative Writing	During professional development sessions, teachers will be exposed to a variety of writing teaching techniques, ways to monitor student writing	All Certified Staff	Ongoing support throughout year
Smekens	We will have unlimited access to Christina Smekens training/modeling videos on demand	All Certified Staff	Fall / Winter
Mastery Learning	During professional development sessions, teachers will be exposed to curriculum map, short cycle assessments, re-teaching and enrichment, data analysis, and grouping of students	All Certified Staff, Classified Staff	Ongoing support throughout year
Power School	Staff will receive learning opportunities in order to become familiar and then proficient in the different tools PS offers	All Certified and Office Staff	Beginning this summer
Technology Trainings	Optional Monthly Trainings/PD opportunities from two tech coaches	Certified and Classified Staff	Ongoing support throughout year
Classroom Management/Discipline	Opportunities to learn strategies for classroom management in a digital classroom	Certified	Ongoing support throughout year

Technology Infusion

Students live in a digital age and are capable of accessing information through technology in ways we have not seen before. Ox Bow is committed to further developing and accessing instructional options available in technology. This has been shown through the addition of iPads, Laptops, Chromebooks, Smart Classrooms, a Smart Table, and the development of a Technology Team. Ongoing support of this technology is provided by our Technology Support Specialist, Sue Kime, Mrs. Divine (DLS), Mrs. Weldy (DLS), Mr. Stevens (DLS) as well as members of the District Wide Technology Committee

Students	Staff	Parents
1:1 Chromebooks	Personal Computers	Access to Child’s Grades through PowerSchool
Teacher Computers in Classrooms	Video Projectors in Specific Classrooms all classrooms	Programs/Practice to utilize through our School Web site for both parents and students
iPads for use in All K-4 Classrooms	iPads for use in All Classrooms for Data Tracking/Instruction	Communication Tools through Phone and Messaging Systems
Interactive White Boards in Specific Classrooms	Interactive White Boards in all classrooms	

Parent Participation

Optimal education can only occur if parents and schools work to support and encourage students as they learn. Therefore, it is imperative that parents not only have a voice, but have avenues and support in how they can best support their child. A monthly newsletter, phone messages to all parents, an active PTO, open communication between teachers and parents, access to student data through PowerSchool (student information system), and opportunities for family events at school help to strengthen and support parents as they participate in the growth and education of their child.

Parents assist in planning, reviewing, and improving the PL 221 plan and developing the School-Wide plan through representation on the A+ team and participation at the Annual Parent meeting. Parents help develop the parent policy through representation on the Parent Policy Committee. The parent policy is also revised at the Annual Parent Meeting.

Ox Bow’s Title One Annual Parent Meeting is held in September. Every year a Title One Annual Parent Meeting will be held at the beginning of the school year. During the meeting, the administrator explains the Target Title One program at Ox Bow and the services that the students will be receiving.

Ox Bow provides individual academic assessment results to parents for ILEARN, IREAD and NWEA. These results are shared through parent-teacher conferences, midterm reports, quarterly report cards, phone calls, and communicating with parents via email. Parents are also notified via a letter if their child has been sent to the (Strategies) Response to Instruction team. The letter informs the parent of the

interventions being put in place to help the student. These interventions will be monitored regularly to determine if the intervention is successful. Parents are also invited to the meeting to discuss their child's academic needs.

Ox Bow provides all parents and families with the opportunity to receive training in the 7 Habits of Highly Effective Families provided by our counselor. The seven habits are integrated into our everyday activities through the Leader in Me program. In addition to the Annual Parent Meeting, Ox Bow offers a family math night in the fall, a family reading night in the winter. Ox Bow families are invited to participate in the Concord Anne's Kits program, which provides families with training and materials for literacy and math activities that families can participate in at home.

Safe and Disciplined Learning Environment

In keeping with the Concord Community School's commitment to maintain schools that are safe, wholesome, and conducive to learning, Ox Bow is a very active participant in a number of safety initiatives. These initiatives include building specific Crisis Management Plans that addresses preparation, mitigation and prevention, as well as response and recovery. These plans are reviewed and revised as necessary on a consistent basis, and have also been inspected and approved by the Concord Community Schools Police Department.

The corporation has also developed a district Safety and Crisis Management Handbook for all buildings and will continue each school year providing safety and crisis management training for all employees on a regular basis. There has also been a substantial investment by the corporation in an instant messaging system that provides a rapid and coordinated response by email or phone to all district stakeholders in a matter of minutes should a crisis or emergency arises.

Ox Bow, along with the district, is committed to the safety process. We believe good planning and continued preparation will provide an effective and immediate response if an emergency or crisis of any magnitude arises.

Concord Community Schools has implemented the Raptor Visitor Management System. This system allows for all of our visitors to be cleared from a database before entering the building. All volunteers must complete a limited background check before participation

Early Childhood Transition

The Ox Bow staff is looking for ways to help our students make a seamless transition to elementary school. The following are a list of some of the actions we will take to ensure this smooth transition.

- Host a kindergarten information night. At this April event we share common expectations for kindergarten readiness and share techniques for addressing school readiness in various preschool settings.
- Host a kindergarten orientation for parents at our Back to School night. This fall event will help parents understand the expectations of our school and kindergarten.

- Host a kindergarten jump start. This four-day event allows for all our incoming kindergarteners to meet all our kindergarten teachers and experience kindergarten the week before school starts

Rules and Statutes To Be Waived

None.

Curriculum Description and Location

The Indiana Academic Standards serve as the foundation of the curriculum at Ox Bow Elementary School. A copy of the grade-level standards and curriculum for each grade level are available upon request in the principal's office for public inspection. Each classroom teacher also has access to a copy of the curriculum.

Assessments Used in Addition to ILEARN

- NWEA
- Fountas and Pinnell Benchmark
- IREAD K-3
- Short Cycle Assessments
- Everyday Math Assessments
- Math Fact Fluency Assessments
- Oral Reading Fluency Assessment

Cultural Competence

Ox Bow has a variety of students with different cultural backgrounds. Students also have a wide variety of needs and we work daily to support the differences in our students. When English is not a child's primary language, Ox Bow provides opportunities for the child to be supported in and out of the classroom through specific instruction. That includes support for classroom teachers and parents so that communication can continue through phone and email so that students continue to be supported throughout their lives regardless of their primary language. Ox Bow is also dedicated to supporting all students and provides specific education through the Elkhart County Special Education Cooperative for students with severe mental and physical impairments. Ox Bow is the home school for our primary deaf/hard of hearing students in the county. Students with and without disabilities at Ox Bow are educated in how to best learn from each other's differences through school and classroom activities so that all students feel supported and part of our school community.

Teachers are encouraged to read articles and/or books on culturally diverse students and families. These articles and/or books will be given to teachers and shared at staff meetings in the same format as book talks. The goals of these articles and/or books are to help teachers understand the cultural differences among students and their families. Teachers will develop a better understanding of meeting the needs of a diverse population. The teachers will also utilize the understanding of the student and

family experiences to assist students in learning new material. Teachers will continue to use instructional strategies from sources like Robert Marzano

Principal Reflections & Recommendations

Over the last school year, Ox Bow had two primary goals with both Reading and Math goals centered on the stamina of students. They were:

Reading – Teachers will increase opportunities to make words, play with different types of words (antonyms, synonyms, etc...), and expect students to read more non-fiction literature

Math – Through math stations, collaborative math activities, math journals, and a greater emphasis for students to prove/share their answer

Since this was a focus for all grades, it is also expected that the foundational work, especially in math, will take some time to confirm the impact it makes with our students when they get to multi-step work.

As we move to this school year, I look forward to modifying our goals to expand the growth that we saw from last year. Our focus will change to mastery of critical and important academic standards. Each grade level will follow the district wide curriculum map as well as the short cycle assessment map. Students will be given re-teaching/reassessing or enrichment opportunities depending on mastery.

Students in math will continue to experience a variety of activities that are similar to past years as teachers will provide students with opportunities to “play” with numbers. Hands on games, activities, and number talks will help give students a better foundation for math, which will help develop their understanding and application of more difficult concepts. Support and focus will be provided primarily for ENL and Special Education Students as well as Free and Reduced Lunch Students.

As we focus our goals in reading and math, we anticipate responsible leaders and effective problem solvers. Further, we hope our changes, as we fine tune what we do, will impact students not only this school year, but in future years as well.