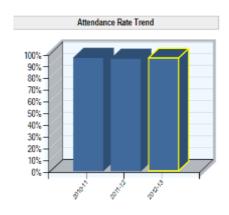
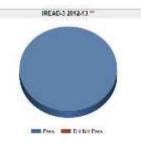


In Unity Lies Strength

Rated an "A" School!



96.2% Attendance



100% Passing I-Read 3



Indiana School

76.6% Passing ISTEP!

91.1% AYERAGE GRADUATION RATE!



Office of Charter Schools

Rock Creek Community Academy

2014-2015 CHARTER RENEWAL APPLICATION

September 19, 2014

RENEWAL NARRATIVE

School Snapshot

I. Executive Summary

A. Enrollment and Demographic Overview:

1) Provide the enrollment and demographic information for the current school year.

2013-14 ENROLLMENT & DEMOGRAPHIC	INFORM	ATION
	#	%
Total Enrollment	46	52
# of Students on Waiting List	()
Gender		
# Male	233	51
# Female	229	49
Ethnicity/Race		
# White	366	80
# Black	52	11
# Hispanic	15	3
# Asian	4	1
# Multi-Racial	25	5
# Native American	0	0
# Other	0	0
Special Populations		
# Students with IEPs	98	22
# English Language Learners	15	4
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	87	19

2) Provide enrollment information for length of charter contract (ADM count).

	2002- 03	2003- 04	2004- 05	2005- 06	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14
Total Student									373.5	399.5	408	451.5
Enrollment												

3) Provide the student attendance information for the length of the charter contract.

	Year	Year	Year	Year								
	1	2	3	4	5	6	7	8	9	10	11	12
Grade	2002-	2003-	2004-	2005-	2006-	2007-	2008-	2009-	2010-	2011-	2012-	2013-
	03	04	05	06	07	08	09	10	11	12	13	14
K									25	43	40	35
1									27	26	42	39
2									26	24	26	47
3									25	27	25	37
4									44	26	44	32
5									27	50	24	41
6									33	43	46	31
7									23	39	37	38
8									40	28	39	34
9									39	39	25	46
10									29	27	36	26
11									33	25	23	42
12									15	24	21	21
All Grades									386	421	428	469
10 11 12									29 33 15	27 25 24	36 23 21	

4) Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract based on the previous December 1 count.

					SPE	CIAI	ED	UCA'	ΓΙΟΙ	N ST	UDE	NT P	POPU	JLAT	rion	I BY	CATE	GORY	Y					
	Ye	ear	Ye	ear	Ye	ear	Ye	ear	Ye	ear	Ye	ear	Ye	ear	Ye	ear			Ye	ear	Ye	ear	Ye	ear
		1	:	2		3		4		5		6	,	7		8	Yea	ar 9	1	.0	1	1	1	12
	20	02-	20	03-	20	04-	20	05-	20	06-	20	07-	20	08-	20	09-	20	10-	20	11-	20	12-	20	13-
	0	3	0	4	0	5	0	6	0	7	0	8	0	9	1	.0	1	.1	1	2	1	3	1	L4
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism																	1	.01	1	.01	2	.01	3	.0
Spectrum																								
Disorder																								
Blind of Low																	0	0	0	0	0	0	0	0
Vision																								
Cognitive Disability																	10	.03	8	.02	7	.02	5	.02
Deaf of Hard																	0	0	0	0	2	.01	3	.01
of Hearing																								
Deaf-Blind																	0	0	0	0	0	0	0	0
Development																	0	0	0	0	0	0	0	0
Delay (early																								
childhood)																								
Emotional																	2	.01	7	.02	7	.02	6	.02
Disability																								

					SPE	CIAL	ED	UCA'	ΓΙΟΙ	N ST	UDE	NT P	OPI	JLAT	CION	I BY	CATE	GORY	Y					
	Ye	ear	Υe	ear	Ye	ear	Ye	ear	Ye	ear	Ye	ear	Ye	ear	Ye	ear			Υe	ear	Υe	ear	Ye	ear
	-	1	2	2		3		4		5	(6		7	8	8	Yea	ar 9	1	.0	1	.1	1	2
	20	02-	20	03-	20	04-	20	05-	20	06-	20	07-	20	08-	20	09-	20	10-	20	11-	20	12-	20	13-
	0	3	0	4	0	5	0	6	0	7	0	8	0	9	1	.0	1	1	1	2	1	.3	1	4
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Language or																	19	.05	15	.04	16	.04	19	.0
Speech																								
Impairment																								
Multiple																	1	.01	0	0	0	0	0	0
Disabilities																								
Orthopedic																	0	0	0	0	0	0	0	0
Impairment																								
Specific																	16	.05	21	.06	33	.08	50	.1
Learning																								
Disability																								
Traumatic																	0	0	0	0	0	0	0	0
Brain Injury																								
Other Health																	8	.03	15	.04	13	.04	12	.0
Impairment																								

5) Provide the number and percentage of ELL students for length of charter contract.

									EI	L ST	'UDE	NT P	OPU	LAT	ION (CHAI	RT						
Ye	ear	Ye	ear	Ye	ar	Ye	ear	Ye	ar	Ye	ar	Ye	ar	Ye	ear	Ye	ar	Ye	ar	Ye	ear	Yea	r 12
	1	:	2	3	3	4	4	Ţ	5	•	5	-	7		B	Ç)	1	0	1	1		
20	02-	20	03-	20	04-	20	05-	20	06-	20	07-	20	08-	20	09-	20	10-	20	11-	20	12-		
(03	0	4	0	5	0	6	0	7	0	8	0	9	1	.0	1	1	1	2	1	.3	201	3-14
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
																0	0	0	0	7	.02	15	.04

6) Provide the number and percentage of homeless students for length of charter contract.

									НО	MEL	ESS S	STUI	DENT	POI	PULA	TIOI	V						
Ye	ear	Ye	ear	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar
	1	:	2	3	3	4	1	Ę.	5	6	5	7	7	8	3	Ģ)	1	0	1	1	1	2
20	02-	20	03-	200	04-	20	05-	200	06-	200	07-	200	08-	20	09-	20	10-	20	11-	20	12-	20	13-
0	3	0	4	0	5	0	6	0	7	0	8	0	9	1	0	1	1	1	2	1	3	1	4
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
																0	0	0	0	0	0	0	0

7) Provide the number and percentage of High Ability students for length of charter contract.

										HI	GH A	BILI	TY S	TUD	ENTS	S							
Ye	ear	Ye	ear	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar	Ye	ar
	1		2	3	3	4	1	Ę	5	6	5	7	7	8	3	Ģ	9	1	0	1	1	1	2
20	02-	20	03-	20	04-	20	05-	200	06-	200	07-	200	08-	20	09-	20	10-	20	11-	20	12-	20	13-
()3	0	4	0	5	0	6	0	7	0	8	0	9	1	0	1	1	1	2	1	3	1	4
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
																U	U	U	U	25	11	28	12

^{*}U= Unidentified – Until 2014-2015 students identified were in grades 6-12.

Although students in elementary school were not formally assessed in regard to being gifted, all teachers differentiate the curriculum in their classroom to meet the needs of this population. Please refer to PRIDE (attachment 2)

B. Academic Performance Overview

The chart below provides an overview of the school's academic performance for length of charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.

Please **verify and, if necessary, denote changes** to the below academic data.

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2003-04											
SY 2004-05											
SY 2005-06											
SY 2006-07											
SY 2007-08											
SY 2008-09 2-8											
9											
SY 2009-10 K-8											
9-10											
SY 2010-11									70.0	73.5	64.0
						41	53.8	47	NA	NA	NA
SY 2011-12			С		Does Not Meet	53.8	47	56	78.3	82.0	73.3
SY 2012-13			В		Does Not Meet	49.8	56.3	56	84.9	81.6	76.6
SY 2013-14			A			63.8	61.2	65.3	82.9	81.3	74.2

C. Written Overview

Rock Creek Community Academy is proud of many positive systemic changes over the tenure of the charter. The *Vision and Mission* have not changed and the school has been successful in providing 511 students in grades K-12, and the community a positive, effective educational choice. Through planned and controlled growth RCCA continues to provide an excellent education in a small, safe, nurturing environment. The Academy has developed and continues to develop relationships and partnerships with community members in and outside the classroom.

As a conversion school, with deep Christian roots, one of the first hurdles was to modify the curriculum while maintaining the strong values expected by the school community. The staff began by teaching the 40 Developmental Assets, modeling positive behavior, and being consistent with the Student Behavior Plan. These have now been transitioned into the 27 FUNdamentals established from the Ron Clark Academy. Since the charter's inception, the board has adopted Character Counts, which is a program that encompasses the pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Through deliberate efforts to build positive relationships and citizenship Rock Creek Community Academy insures a strong foundation for academic success (website attachment: 1).

Opening the doors to many new families, staff, and community members presented challenges to reestablishing a culture and climate conducive to learning and embracing all stakeholders. Inviting community in and reaching out with a helping hand has paved the way for mutual respect and a sense of belonging for all. All events are open to the public and well publicized. There is frequent and friendly presence from local police and/or fire department (including a CFI mock situation for students to analyze and learn from). Parents feel welcome at the school and appreciate an open door policy. It is an annual practice that middle and high school students, accompanied by staff, engage in an off campus, two day team building exercise at the beginning of each school year. Rock Creek Academy is a school choice the community is proud to embrace as its own.

Knowing the facility would not accommodate the growth articulated in the initial charter application, the board approved facility changes even though those changes affected the budget. Through careful planning and fiscal responsibility substantial changes were made to the campus. A new classroom for health classes was made by enclosing the stage in the gym. Two modular classrooms were acquired, giving the academy eleven additional classrooms, restrooms and three offices. RCCA now has separate campuses for each student population: elementary, middle, and high school. Comfortably accommodating the student body has helped in the positive development of school culture.

Academically, RCCA has seen steady growth over the term of the charter, and the academy continues to use data to drive instruction. Teachers use formative data on a daily basis to make quick changes in teaching a given skill. They use standards checklists, pre and post skills assessments for meeting the needs of individual students; PRIDE (attachment 2) helps high

achieving learners. Differentiating the curriculum has become paramount for all teachers. Each teacher has developed standards driven skills assessments given several times of the year. Teachers keep data for each student to track progress. Students also follow their learning continuum so they too know what they need to work on at all times. Teachers use texts as resources pulling in multi-media inventory to remediate, enrich, and accelerate student learning. Study Island and Gateway to Mastery (website attachment: 1) are tools used to assure students master grade level proficiencies. NWEA is administered three times per year, (fall, winter, spring). Teachers use these results to determine growth of individual students. ISTEP data for grades three to eight is disaggregated annually and is used by all grade levels to drive instruction. The use of PIVOT is a great resource for data collection. (website attachment: 1)

Visiting the Ron Clarke Academy in Atlanta, Georgia is another factor that has contributed to teacher effectiveness and thus positive student outcomes. Each year a group of teachers travel to Atlanta to learn "out of the box" techniques to keeps students engaged and learn methodologies proven to solicit solid outcomes. After professional development at the school the teachers are given access to GATC which is a teachers club sponsored by the Ron Clarke Academy. It is a virtual educator community and resource portal. As you walk into many of the classrooms at RCA you will see many techniques in use.

- Rapping how to write an expository essay
- Using gestures, song and voice inflections to teach the scientific method
- A teacher moving around the room whispers a correct answer to a child so he may be called on during the next question
- Students using hand rhythms to finish an algebraic equation
- Students are inducted into "houses" with elaborate exposé. This has been made part of the Character Counts and the 27 FUNdamentals to give students not only exposure to positive character, but to give them ownership, practice and pride in being a responsible citizen in their school family.

This experience has not only taught teachers specific techniques but has given them permission to think" out of the box" themselves and develop an "anything that works" attitude to teaching! (website attachment: 1) (Example of House activities – attachment 8)

The high school curriculum and course offerings have evolved over the tenure of the charter. Rock Creek Community Academy now offers dual credits through Ivy Tech Community College. Some of these courses are taught by qualified staff on campus, while others are taught by "professors on loan" from Ivy Tech. AP courses are offered on campus and through APEX (online course delivery). APEX online learning may also be used for credit recovery or to take additional high school courses (website Attachment1). An experienced staff member teaches advanced math and works specifically with students for SAT/ACT prep and remediation. There are labs for math and labs planned for English ECA remediation as well as opportunities for remediation during intercessions and summer school. With the acquisition of new course work, the high school at RCCA is equipped to meet the needs of any student who wishes to excel.

In addition to advances in course selection RCCA will sponsor the inaugural college fair in the area, which covers approximately 1500 students. All of West Clark Schools have been invited to attend. All of the military services and seventy-one colleges and universities in Indiana have

been invited, as well as fourteen colleges and universities in the Louisville area. Area companies that provide a co-op experience have also been invited (UPS, FEDX and Amazon). This is an idea that materialized from SAT/ACT classes offered at Rock Creek. The duties for this fair have been divided among juniors and seniors. Seniors are in charge of inviting all the exhibitors and making contact and juniors are in charge of the physical setup of the facility and managing the Fair Day. Texas Road House has agreed to feed all exhibitors and workers.

RCCA has recently welcomed new ESL students. They are from Africa and speak limited English. The academy uses several techniques and programs to help accommodate these students. Emersion into the language and culture is facilitated on a daily basis through social situations and in the classroom. A separate writing class has been designed to help accelerate the students into the regular English curriculum, and Rosetta Stone and Open Books software (websites Attachment1) are available as teaching tools. It is wonderful to have these students as they add so much to the cultural dynamics of the school community.

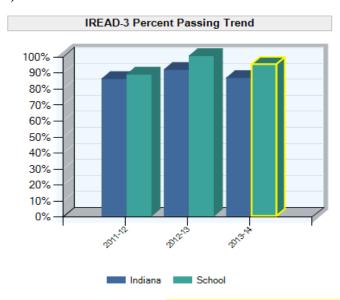
The special education program has grown as well. The local community has gained confidence in the special education system and with that confidence the academy's numbers have soared. Twenty-two percent of our student body now learns with an IEP. This expanded need precipitated a change in the delivery of services. The academy has a full time Special Education Director who oversees case conferences, move-ins, testing, student progress, state compliance, adherence to student IEP's., etc. She has seven assistants who work with teachers to be sure accommodations are being met on a daily basis and work as a liaison to the Director. As in any corporation there are challenges, but RCCA is equipped to meet the needs of the "special" population (Attachment 6).

Technology is an integral part of curriculum delivery. There are SMART Boards in all of the classrooms. Students have access to laptops and tablets, (as well as) a computer lab as well as the acquired software for ESL students and a license with APEX for high school and college course delivery, as was mentioned above. Students are able to access information from their home computers as well.

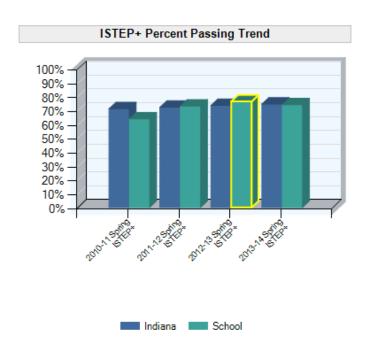
RCCA is proud to have maintained strong and consistent leadership. The Board is healthy and committed to supporting the mission and vision. Student achievement is growing thanks to a group of dedicated staff. We look forward seeing what we can accomplish in the next five years.

CI. Looking Back: The Record and Analysis of Performance

a) Academic Performance DATA

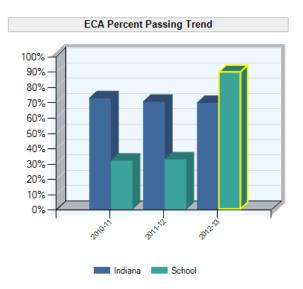


I-Read 3 – Rock Creek Academy has achieved 100% passing in 2012-2013 and in 2013 – 2014. The bar graph does not reflect the summer re-take for one student who subsequently passed.

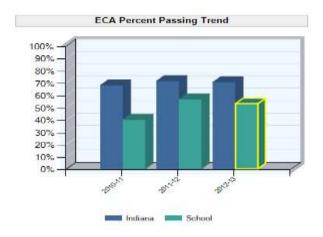


Rock Creek Academy has been trending up over the tenure advancing almost 13% points from 2010 until 2013 in passing ISTEP.

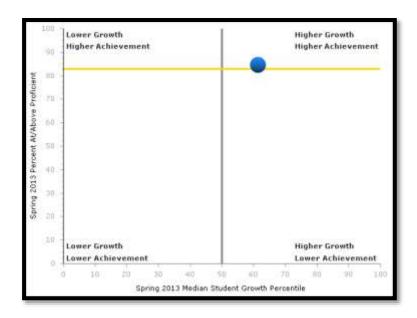
RCAA surpassed the state average in year two and exceeded it even more in year three.



In Algebra the percentile has climbed from 31.7% of students passing in 2011 to 89.5% passing in 2013.

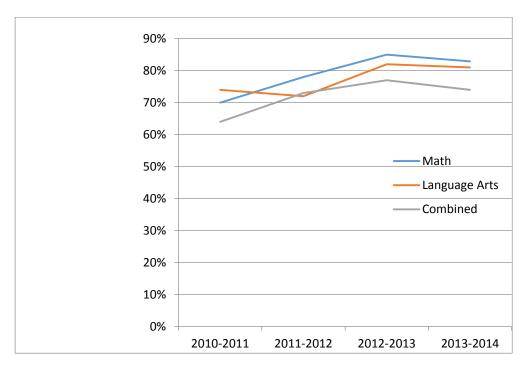


b) Overall ECA passing trend data is an area of concern, which is addressed in the goals section. English Language Arts is a special concern.



RCCA students are currently in the Higher Growth and Higher Achievement quadrant under the Indiana Growth Model – 2013





The students are far stronger in mathematics overall than English language arts. However, it is also obvious that RCCA students have grown tremendously over time. The areas of deficit have been addressed in goals.

Cohort Groups

Trend Data	2010 -2011	2011 - 2012	2012 - 2013	2013 - 2014	
Current 7th	Third	Fourth	Fifth	Sixth	
Grade Class					
ISTEP	72%	75%	66.7%	71%	-1
Combined					
Math	76%	80%	83.5%	80.6%	4.6
L/A	72%	75%	66.7%	71%	-1

Trend Data	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	
Current 8 th Grade					
Class					
ISTEP	80%	85.4%	83.3%	84.2%	4.2
Combined					
Math	80%	91.7%	88.1%	89.5%	9.5
L/A	80%	86.4%	80.3%	84.2%	4.2

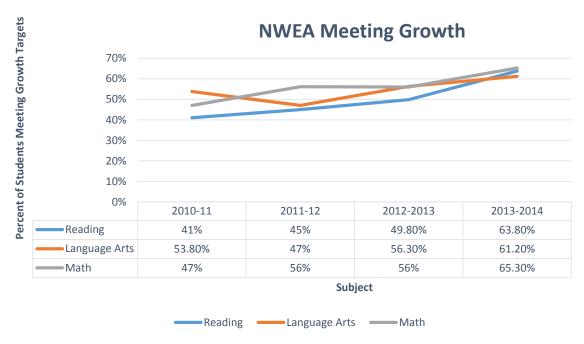
Trend Data Current 9 th Grade		2011 - 2012	2012 - 2013	2013 - 2014	
ISTEP Combined	69.2%	64.1%	65.7%	59.8%	- 9.4
Math	80.8%	71.8%	71.4%	81.8%	1.8
L/A	69.2%	64.1%	65.7%	59.4%	- 9.8

Trend Data Current 10 th Grade	2010 – 2011	2011 - 2012	2012 - 2013	
ISTEP	62.5%	74.8%	86.8%	24.3
Combined.				
Math	69.7%	76.9%	89.5%	19.8
L/A	62.5%	71.8%	86.8%	24.3

Two of the four Cohort groups reflect fairly significant gains over time in both math and language arts, especially the 10^{th} grade which has been with the school the longest. One of the groups is fairly neutral and one very low.

The lowest group, current 9th grade, has experienced a significant turnover in student population and has a high rate of special education students. The high school teachers are well aware of the deficits in the group and have made significant modifications to help these students.

• Small group instruction especially in language arts. Reading for comprehension in all classes. Adaptation of the curriculum to meet the students at their level and make every effort to make significant gains from this year forward.



*2010-2011 English Language Arts and 2011-2013Math Percentages are built on simple moving averages.

As the graph depicts, there has been tremendous growth over the tenure of the charter. The trend is in a positive trajectory.

Teachers have always used NWEA Data as a piece of information to determine a student's performance level on individual skills. This data is used to diagnose where students fall within their class. RCCA will do a better job at looking at NWEA data to make school-wide academic decisions in the ensuing years. In triangulating our data NWEA outcomes support the need for a focus in English language arts.



The graph above depicts the first year of the charter and the fourth year. Again, English language arts is the area of least growth while reading and math have more significant gains.

Specific Response to Ball State University, Office of Charter School Accountability Plan

2.1. STUDENT PROGRESS OVER TIME (GROWTH)

2.1.a. Are students making expected growth based on the school's median student growth percentile (SGP) in math and ELA? 47%/50%

All data points reflect a deficit in English Language Arts. In regard to NWEA and ISTEP

<u>Goal 1</u>: On average, based on the NWEA student growth summary (using the NWEA Percent of Projection), students will make no less than one year's academic growth in language arts. (When we meet our NWEA goals then our ISTEP projected passing will increase as well.)

Strategies:

Elementary:

- Develop a focus group with a member from each grade level represented. From this we will develop grade level goals to be sure we are at the very least meeting the appropriate RIT for each child's competency level. We will specifically set goals for **vocabulary**, **writing process**, and language conventions.
- Disaggregate NWEA data and make deficit skills part of the SLP's.
- Reading and language will be taught through all disciplines with attention to assessments.
- Grade level teachers will meet weekly to reflect on the effectiveness of their individual language arts strategies and learn from one another.
- Grade level teachers will observe one another and/or observe grade levels above or below to learn and/or constructively critique.

- Teachers will receive intensive training in differentiating the curriculum.
- Teacher goals for their RISE evaluation will be centered on Language Arts Goals for their particular students.

Middle School: All applicable strategies above plus:

- Emphasis on teaching language arts across the curriculum. Deliberate assessments will be established in each discipline.
- Teachers will collaborate on a weekly basis to discuss student progress and "in flight corrections" to teaching strategies and assessment tools.
- Teachers other than English will be given professional development, if need be, in effective strategies to teach language arts.
- Middle school English teachers will collaborate with upper elementary in regard to individual students and their progress.

High School Teachers: All applicable strategies above plus:

- Teachers will continue to focus on skills assessed on ECA exams.
- English labs will intensify skills for individual students. SLP will profile deficit skills of each student.
- Skill exams will be developed for each student and remediation for those skills missed will be continually practiced in language arts lab.

Person/s Responsible: Principal, Teachers, Students, Support Staff

Assessments: NWEA and ISTEP, pre and post assessments, formative assessments, subjective assessments (consistent/deliberate progress monitoring)

Follow-up: Quarterly– Reflect, Evaluate, Re-think, Change

2.1b. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in math and ELA? 23.3%/50%

<u>Goal 2:</u> The lowest-performing students in the school will make expected growth based on the median percentile (SPG) of the lowest quartile of student in math and ELA

Again this is pervasively an English Language Arts Goal. Teachers will attend to all expectations listed above under goal 1 plus:

At all levels: The lowest quadrant is our special education students (22%), although we expect these students to make expected gains, we are acutely aware of their deficits.

Strategies:

- SLG's are correlated with IEP's when applicable.
- Consistent and deliberate corroboration with the special education staff
- Individual skill level grouping at all levels of learning K-12
- Professional development for teachers regarding underserved population (i.e. Ruby Payne

 Students of Poverty and Ron Clark).

- Differentiating the curriculum so students receive ability level work in order to acquire skills and gain confidence.
- Giving student a responsibility for their learning (especially important for students who need confidence --- celebration consistently)
- Weekly reports to parents or guardians with fun skill practice at home

Person/s Responsible: Staff, parents, students, administration

Assessments: Fall, Winter, Spring NWEA, pre and post assessments, daily antidotal conferences and / or assessments – (consistent and deliberate progress monitoring)

Follow-up: Quarterly–Reflect, Evaluate, Re-think, Change 22

3-8 Meets Standard: Passing ECA for English Language Arts: 64.7%/80%

Goal 3: 100% of our students will pass English Language Arts ECA exam by their graduation date.

Strategies:

- Teachers will continue to focus on skills assessed on ECA exams.
- English labs will intensify skills for individual students. SLP will profile deficit skills of each student.
- Skill exams will be developed for each student and remediation for those skills missed will be continually practiced in language arts lab.
- Professional development will be provided in remediation of ECA exams
- Emphasis on teaching language arts across the curriculum. Deliberate assessments will be established in each discipline.
- Teachers will collaborate on a weekly basis to discuss student progress and "in flight corrections" to teaching strategies and assessment tools.
- Teachers, other than English, will be given professional development if need be, in effective strategies to teach language arts.
- Teachers will consistently collaborate with the ECA remedial staff for progress monitoring
- Teacher effectiveness goals will be tied to outcomes

Person/s Responsible: Staff, Students, Administration

Assessment: ECA's, remedial assessments, daily/weekly quizzes,

Follow-up: After each ECA assessment

2.2c. Are students performing well on state assessments in math and ELA in comparison to similar schools in the state?

Our student population comes from the schools listed in the chart below.

School	Math	English Language Arts	Both
New Albany Floyd Corporation	88.2	77.3	75.2
RCCA	82.9	81.3	74.2
WCCA West Clark Community	84.1	77.1	71.7
Greater Clark	78.4	76.7	68.8
Clarksville	74.7	72.3	61.9

RCCA ranks second overall in the schools in the area schools. It is ironic that RCCA ranks number one in English Language Arts and that is the area targeted for improvement. 2014

2.2.d. Are students in demographic sub-groups achieving proficiency on state assessments in math and ELA? 1.1% less than the state

RCCA will meet the individual needs of all students. Most sub-groups are fewer than 10 students at RCCA so it is difficult to make a determination. With RTI in place and consistent classroom monitoring this percentile will be negated in the next year.

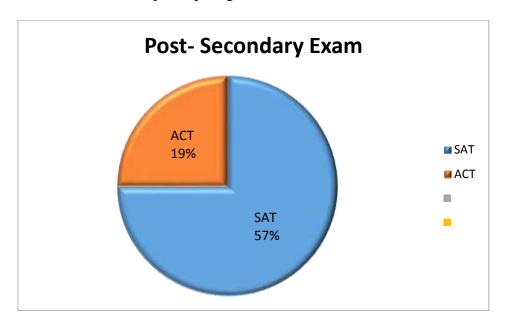
2.4. POST-SECONDARY READINESS (REQUIRED FOR HIGH SCHOOLS ONLY)

2.4.a.1 Does students' performance on the ACT and SAT reflect college readiness? 917/1550

As referred to in the initial narrative, RCCA hired an experienced teacher to work with students in ACT and SAT readiness including language arts and math labs. The job of this individual is to remediate skills and give mock tests online to help students get ready for these exams. With goals in place to improve language arts at all levels, RCCA will surpass the state average in the next year.

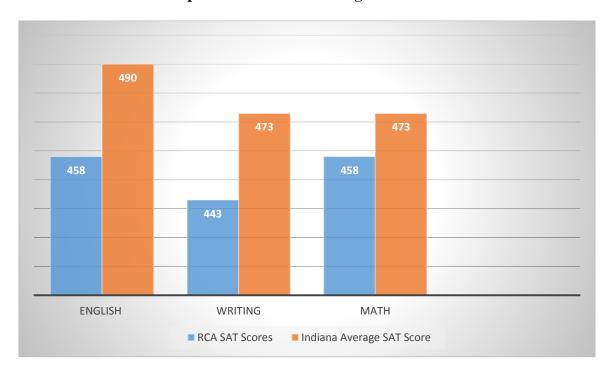
English language arts goals will also help close this gap.

2.4.a 2. Are students participating in the ACT or SAT? 57%/70%



57 + 19 is 76% - Students took either the ACT or SAT. Thus, 76% of the students took a college entrance exam. Students will continue to take the exam required by the post-secondary institute they are pursuing.

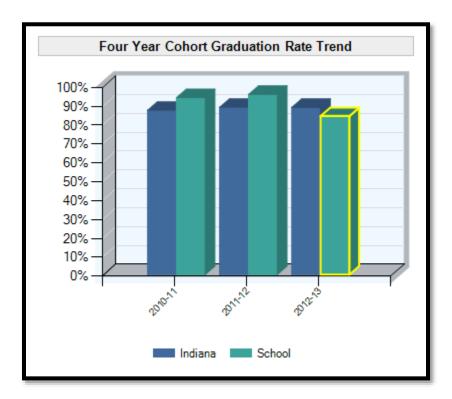
RCCA SAT Scores for 2011-2012 Compared to the State Average



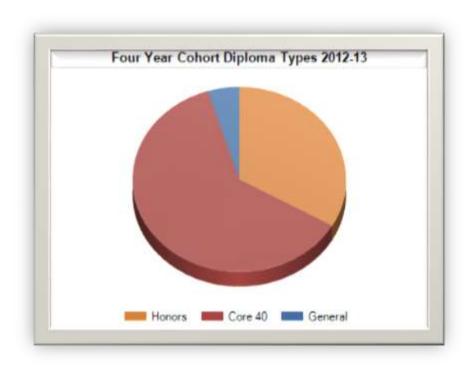
It is obvious from the graph above that RCCA needs to better prepare students to take the SAT exam. Going forward there are specific remedial tools in place to

help students prepare for this exam. Students will have access to mock exams on-line. The career fair will help to reinforce the drive to achieve in order to get into an accredited post-secondary institution. The goals set for ECA's and support initiatives will help to better prepare students for the SAT/ACT exams

2.4.b. Are students graduating from high school? 84%/90%

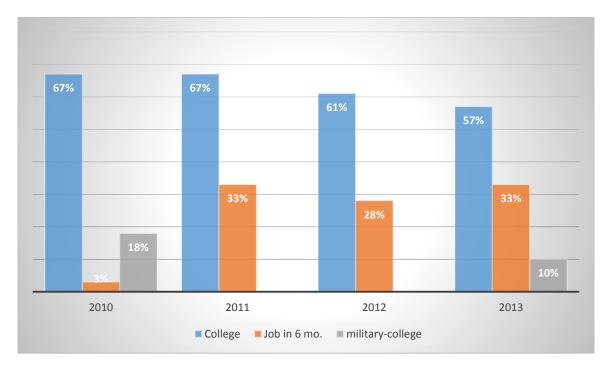


The graduation rate was down for 2012-2013 but the average is 91.1%. The advances made in regard to high school curriculum, ECA remediation, college fair, dual credits, and APEX courses will solidify continued growth. The goal is for 100% of students to graduate.



The number of students graduating with honors is increasing; 33.3% Honors, 61.9% Core 40 and 4.8% (only one student) General Diploma

2.4 c & d Post-Secondary Data



^{*}Note in 2012 there are 17% unknown (3 students – one received a certificate of completion)

On an average 63% of students are choosing a post-secondary college to further their education. Additionally the majority of students choosing the military are doing so not only as a service to our country but as an avenue to further their education.

- (1) Have ALL students' performance been analyzed? What progress monitoring tools do you have in place that provided this information?
- All progress monitoring for IEPs is fully functional
- All students have SLP's and are monitored on our data collection system PIVOT.
- Daily skills / standards charts
- Pre and post-tests for individual skills or skill groups
- Mastery assessments
- Formative daily assessments
- Rubrics
- Conferences and other anecdotal (daily)
- College preparatory
- Benchmark assessments
- NWEA three times per year
- ISTEP in the late fall early spring

B. Financial Performance (service providers)

- **1) Assurance:** Bookkeeping Plus has provided financial accounting and reporting services to Rock Creek Community Academy since its inception. All payroll taxes, debt service payments, employee benefits and other obligations of the school have been paid as due. We will to continue to contract with Bookkeeping Plus (Service Provider).
- 2) Contextual Information: The Board of Directors of the school has selected Fitzgerald Isaac as our auditing firm. They audited the financial statements of Rock Creek Community Academy for the years ended June 30, 2011 and June 30, 2012. Fitzgerald Isaac issued a report dated February 27, 2013.stating that there were no deficiencies in internal control over financial reporting identified. We were also audited in 2013 on the fiscal year ending June 30, 2012 and received an opinion dated March 6, 2014 stating that the financial statements for that period presented fairly, in all material respects, the financial position of Rock Creek Community Academy. We will continue to contract with Fitzgerald Isaac as our auditing firm. (Service Provider)

C. Organizational Performance

With respect to Organizational Performance, RCCA has no knowledge of any issues of non-compliance during the tenure of the charter. All required documents have been updated and submitted to CSAPPHIRE.

All Organizational Performance Indicators appear to be met.

RCCA has experienced a highly positive rate of staff retention in the positions of leadership (100%) and classroom teaching (80%). This has provided for great consistency to the mission, vision, and core beliefs. This has assured fidelity to the curricular model.

CII. Looking Forward: Plans for the Next Charter Term

A. Academic Data and Educational Strategies 1,2, and 3

Please refer to goals articulated above in addition to the ones below not pertaining specifically to our deficits outlined BSU's Accountability Framework.

Going Forward:

As mentioned in the "looking back" section of this document RCCA has achieved a great deal in the first five years of the charter. One of the most exciting aspects about being a charter school is that things "can" be changed to make the best better for RCCA.

Teachers will continue to look for ways to grow professionally to help the students to which they are entrusted. A lot has been achieved in mathematics. Looking ahead the focus will be on deficits in Language Arts. The professional development plan will be built around ways to better teach English/language arts.

Time for teacher planning will be a focus.

Trend data will be an important piece of information going forward. What do sixth graders need going into seventh grade? A consistent yet relevant grade level and cross grade level meeting schedule will be developed. When the students advance to the next grade, or skill level for that matter, the teacher needs to be prepared to meet each child where he is.

Continued reflection on established practice is important going forward. Besides daily "inflight correction" a qualified and quantified plan for change in teaching practice will be analyzed on an annual basis.

Continue to strengthen the high school curriculum and post-secondary readiness. This has been an initiative for the last two years but RCCA will continue to research best practice going forward.

<u>Goal 4</u>: Develop a well-articulated professional development plan which will correspond to the areas of focus in English/language arts. (While strategies to improve language arts were outlined in goal "one" an articulated specific plan is needed).

Strategies:

- Comprise a team to develop the professional development plan meet weekly
- Disaggregate the data to determine the areas of most need at each grade level
- Research best practice in regard to English/language arts at all levels k-12
- Develop a calendar with opportunities for each grade level to attend a specific professional development topic disseminate to staff
- Develop a calendar with opportunities for defined grade level and cross grade level meetings -- disseminate to staff
- Teacher teach --- faculty or staff attending professional development conferences will teach staff what he/she learned
- Develop a small professional library for teacher to read about best practice in English language arts.
- Continue to visit schools with proven techniques for positive outcomes in English language arts

Person/s Responsible: Administration, Committee, Staff

Follow-up: Ongoing evaluation, annual re-organization of practice – maintain a group that will consistently look at our deficits and make plans to better our school outcomes.

In disaggregating the English Language Arts data from ISTEP we have discovered that our 3-8 students are scoring in a lower percentile in regard to Literary Text bringing down our overall score. For this reason we have set the study of Literary Text as an area of concentration for grades 3-8.

Goal 5: Students in grades 3-8 will achieve 80% Mastery in the area of Literary Text on the ISTEP Exam.

Strategies: (Introduced according to state standard and in alignment with grade level)

- Students will be introduced to a variety of *literary texts* (fiction). For example: ballads; lyrics; short stories; traditional tales; fairy tales; myths and legends; novels; picture books; play scripts; improvisations, etc.
- Students will study and understand the elements of various genres such as; drama, romance, satire, tragedy, comedy, tragicomedy
- Best practice methodologies will be imposed to understand the key elements of each text and/or genre and to be able to distinguish between them. Some language features to be studied are:
 - I. Orientation; series of complications; resolution

II. First person; third person narrative

III. Description; dialogue

IV. Figurative language

V. Mood; atmosphere

VI. Tone

VII. Literary Technique

VIII. Characterisation

• Each class will set a literary text goal which will be a part of each individual SLP (student learning plan). Classroom strategies may include: study center dedicated to literary text, elements of genres posted on the walls, reading incentive plan based on genre, writing in a variety of literary prose including all elements of an individual genre, teaching to younger students during study buddy time, after school club, community readers coming into classroom making a genre come to life, living museum to teach others what a class has learned, etc.

Person/s Responsible: Students, Teachers, Administration

Assessments: SLP assessments, reading assessments, pre and posttest, ISTEP

Follow-up: Quarterly – Reflect, Evaluate, Re-think, Change

Please include any additional school based assessment data and/or other performance points used to make informed decisions (*i.e.*, DIBELS, Acuity, Project Based, etc.).

B. Educational Plans

- 1) **Vision.** Describe any changes to the school's mission as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.
- 2) **Educational Plan Modifications**. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.
- 3) Academic Goals. Describe measurable academic goals that the school proposes for the next charter term. Discuss any challenges anticipated in meeting those goals and/or how the school intends to accomplish these goals. Articulated Above (Attachment: 7 Support Document)

C. Financial Plans

A. 2-year Financial Projections. The most current board approved budget, prior year board approved budget, facility lease documents and insurance documents have all been uploaded to CSAPPHIRE.

D. Organizational Performance:

2. Financial Management and Oversight:

Rock Creek meets all financial reporting and compliance requirements. We abide by the Generally Accepted Accounting Principles and have had successful audits consistent with these practices.

Directors' review and attached minutes. If there is intent to add to or change facilities, this should be included in the budget projection as well as new lease terms and/or building plans under Organizational Plans. Specific documents reviewed during the renewal process will include:

All of this is available on CSAPPHIRE.

- 1) Current Board approved budget with minutes.
- 2) Prior year Board approved budget with minutes.
- 3) Current facility/school lease term and conditions.
- 4) Applicable insurance policies and their renewal.
- 5) Current Accrual-Based Audits
- Enrollment Plan. Describe the enrollment plan for the next charter term (e.g., grade level and projected student enrollment). Please provide a brief paragraph on the school's enrollment and tuition support. Explain how enrollment impacts the budget and the school's overall financial health. Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students. (See Attachment: 5)

We are requesting that we be granted an enrollment increase from 523 (we actually have lowered our enrollment this year to 515 to stabilize class loads) to 545 in the next four years of our charter. We feel by increasing class loads by five each year it will strengthen our high school.

E. Organizational Plans

1) Governance and Management. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

Board Goal: RCCA Board of Directors will develop a concise, legal, and prudent policy manual to be completed by the fall of 2016.

Strategies:

- Research policy manuals which have been effective for like charter schools.
- Seek board training if deemed necessary
- Assign board members to committees according to their strength (committees may only be one person).
- Recruit outside professionals with expertise in policy writing (beyond the scope of the board)
- Develop a timeline with sub-goals, committees, dates, and follow-up
- Make policy a monthly board meeting agenda item

Person/s Responsible: Board of Directors – others as deemed necessary

Follow-up: Monthly during development, annually after completion

2) **Transportation** (**if applicable**). Describe the plan for providing transportation to students to attend the school.

Transportation for the students of RCCA is provided in compliance with our initial charter contract.

3) **Facility.** Describe the current status of the school's facility. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan.

From the beginning it was clear the facility would not accommodate the growth articulated in the initial charter application. The growing pains of the first couple years precipitated facility changes which affected the budget. Through careful planning and fiscal responsibility rather substantial changes to our campus were made. The stage in the gym was enclosed to make another classroom which is used for health classes. There are two modular classrooms lending eleven additional classrooms, restrooms and three offices. There are separate campuses for each of the student populations; elementary, middle, and high school. This change helped in the positive development of culture as the facility comfortably accommodates the student body.

There are no further anticipated changes to date.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets Does Not Meet	
1. NEAR TERM INDICATORS			Falls Far Below RCCA BSU	
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	5.35	1.1
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	4.76	0.75
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	34.58	60
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	102%	95%
1.e.	Default			
2. S	USTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	5.23	Positive%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	13.3	< 90%
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Single-Year Cash)		30.67 Year
2.d.	Debt Service Coverage Ratio (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)		1.43	1.1

Financial Performance Framework – Data Points				
Current Assets	425,611.16			
Current Liabilities	79,596.80			
Cash	378,722.82			
Unrestricted Cash	292,708.74			
Depreciation Expenses	172,726.74			
Enrollment Projection in Charter School Board-Approved Budget	442.00			
Actual Enrollment	449.25			
Default				
Net Income	245,060.78			
Total Revenue	3,507,129.77			
Aggregated Total Margin	5.23%			
Total 3 Year Net Income	511,738.78			
Total 3 Year Revenues	9,791,879.39			
Total Liabilities	163,859.48			
Total Assets	1,231,519.06			
Year 1 Total Cash	543,353.49			
Year 2 Total Cash	518,588.83			
Year 3 Total Cash	378,722.82			
Depreciation	172,726.74			
Interest	10,372.63			
Expense	3,262,068.99			
Annual Principal, Interest, and Lease Payments	299,460.00			

Attachments

- 1) Pertinent Web-sites
- 2) **P.R.I.D.E**
- 3) Teacher Comments
- 4) Reading Plan
- 5) Enrollment
- 6) Special Education: Inclusion of ESL Students Seclusion and Restraint Policy (New)
- 7) 2014-2015 / Academic Initiatives to Support Goals
- 8) Example: "House" Character Trait Activity (Refer to Ron Clarke website)
- 9) Community Letters



Web-site References to Programing Resources used by Rock Creek Community Academy

Schools Web-Page: http://www.rccasi.org/

PIVOT: http://www.pivotlearningpartners.org/

Ron Clarke Academy: http://www.ronclarkacademy.com/

Ron Clarke Houses: http://www.ronclarkacademy.com/news/news/the-ron-clark-academy-house-championship-awards-

banquet-recognizes-a-new-champion.aspx

Character Counts – Pillars: http://charactercounts.org/sixpillars.html

APEX Learning: http://www.apexlearningvs.com/courses

Rosetta Stone (English / Language Literacy): http://www.rosettastone.com/

Open Book (English / Language Literacy): http://www.openbooklearning.com/

Destination Imagination: www.idodi.org.

Study Island: http://www.studyisland.com/

Study Guides and Strategies: http://www.studygs.net/

Gateway to Mastery: http://www.jjburgard.com/index.htm

NASA Ignite Program: https://engineering.purdue.edu/INSGC/K12/NASAIgniteDashboard

Teachers use hundreds of website to develop lesson plans. The ones listed above are whole school related.

ATTACHMENT 1

P.R.I.D.E
Providing Real Individual Daily Education



PRIDE High Ability Program:

Rock Creek Community Academy (RCCA) recognizes that some students are gifted and possess the ability or potential of achieving at higher levels in intellectual areas and excel in specific academic fields. The domains recognized by RCCA are general intellect, language arts, and mathematics. RCCA understands that students come from all socioeconomic, cultural, and ethnic backgrounds. RCCA will differentiate instruction to meet the needs of every learner.

Available for all high ability students grades 6-12:

Group Options: In providing services to those students who are high ability, Rock Creek Community will implement instruction situations based on the student number in a classroom with differentiated instruction by the classroom teacher or in a self-contained class.

Options for Individuals: Acceleration-early entrance, multi-age grouping, grade skipping, subject skipping, dual credit enrollment, early matriculation, credit by exam, self-paced distance learning. Enrichment- pull-out options, mentorships, independent study, electives, extensions, individual variation within the classroom.

High ability program started in 2012 with evaluating and testing students in the middle and high school setting to identify students as high ability. Since the program has started, students in the middle school have been grouped according to ability so students could be challenged at their level. High ability students have been moved to higher-level courses or moved up a grade level entirely. Teachers are also differentiating instruction in the classroom to challenge these students. We have added college-dual credit courses and provided honors courses in the high school setting. New math and ELA curriculum material has been purchased to assist teachers in differentiating instruction for grades 3-12.

The PRIDE program will be expanded to identifying students in grades 3-5 this year and K-2 in the subsequent year. New math and ELA curriculum material will be purchased to assist teacher in differentiating instruction for grades K-2. Teacher Comments to the Question:

ATTACHMENT 2

"What do you feel have been the most effective influences for positive student outcomes over the tenure of the charter?"

- "*Teacher visits to The Ron Clark Academy
- *Smart Board usage in the classroom
- *Ability to collaborate with classroom teachers on same grade level
- *Bully-free school atmosphere
- *Character Counts program
- *Implementation of "Houses"
- *Close relationships between teachers and students/strong sense of family, unity, pride
- *Peer education/older students being role models/teachers to younger students
- *"Adopting classes" to show support, encouragement between grade levels"

"I believe that our Character Counts program has had the most direct impact. Although many would not see the correlation between a Character Education program and academics, there is a huge connection. When a teacher spends less time focusing on correcting behavior, he or she can spend much more time directly instructing. Everyone benefits."

"I believe we have made great strides in mathematics, with ECA pass rate in the 80s, much higher than our first two years of charter. I believe our elementary and middle school teachers collaborate greatly, share successes and work together to address issues."

"Gate way to mastery- We have noticed an increase in motivation for learning essential vocab and concepts when coupled with a positive reward system. Study Island- This allows the students to practice with technology. Also teachers can closely monitor the students' progress. It is a great help that it is aligned with the state standards."

"I have taught two full years at Rock Creek and am just beginning my third school year. The Elementary teachers have worked diligently to raise the overall grade of the school from at least a "C" to a "B" rating. The communication between the Elementary teachers has become more streamlined and goals and expectations for student progress seem to be more aligned now than when I first started. I cannot speak to what change occurred during the beginning years of the charter because I was not here at the time."

"Science, science, science. Oh my, how children thrive during science time. When we don our lab coats and the teacher puts on her crazy boots we know the experiments, exploration, and investigation is about to begin. Science day is every Friday in my classroom. You can expect to find us examining mealworms, counting newly born praying mantises, creating earthworm habitats, dissecting a cow's heart, or engineering roller coasters. We conduct a great deal of experiments during our class time. Many questions are asked, predictions are made, and collaboration takes place as the students show their problem solving skills. The sky is the limit with kindergarteners."

Since the Reading Plan is new to the charter since our inception we wanted to include a copy in our renewal document.

ATTACHMENT 3

Reading Plan Rock Creek Community Academy Revised Fall 2014

It is our goal to create a culture of literacy for all students at Rock Creek Community Academy.

Literacy is the ability to experience and apply reading, writing, listening, speaking and thinking strategies in order to learn across all content areas, to demonstrate and communicate learning, and to transfer that learning to new situations.

In accordance with Ball State University's requirement to maintain a "Reading Plan" as well as to prepare our students for the state mandated I-Read Three assessment (*Indiana Code* 20-32-8.5.), Rock Creek Community Academy has developed the following guidelines for grades k-3.

Screening, progress monitoring, utilization of data, consistent and deliberate monitoring of the program will assure positive outcomes.

Guidelines in Developing and Maintaining an Effective Learning Environment

Guidelines for Assessment:

- 1. To implement, on an ongoing basis, a system to continuously monitor children's development which would include a focus on language and early literacy development in grades k-3.
- 2. To establish a valid and reliable screening framework that identifies children early that may be potentially at-risk for language and early literacy challenges.
- 3. To create an assessment process that uses the information from screening, progress monitoring and other data sources to make informed instructional decisions.
- 4. The assessment process aligns with the State Standards.
- 5. To implement an assessment process that is used consistently across settings within our k-3 classrooms.
- 6. To develop an early literacy program that will help facilitate 100% of our third graders pass the I-Read Three State Assessment.

Guidelines for Curriculum/Instruction:

- 1. To implement a comprehensive instructional program that contains the essential components of early childhood curriculum and is aligned with the *Indiana State Standards*.
- 2. To ensure that the comprehensive instructional program contains the essential elements for high quality language and early literacy.
- 3. To implement strategies with systematic and intentional delivery of instructional activities and learning opportunities integrated and coordinated across the curriculum.
- 4. To use strategies and procedures including appropriate adaptations to meet the specific developmental, cultural and linguistic characteristics of the children in the school.
- 5. To use assessment information to drive instruction, educators choose instructional strategies which best fit children's individual needs

Guidelines Professional Development:

- 1. Time will be afforded teachers to work collaboratively to develop and maintain a curriculum map which coordinates efforts across grade levels.
- 2. Time will be afforded teachers to coordinate efforts to standardize assessments, when appropriate, for grades k-3.
- **3.** Teachers will be encouraged to take advantage of early literacy professional development opportunities offered through IDOE and other entities.
- **4.** Teachers will be given opportunities to explore effective programs in other schools.
- **5.** Teachers will be afforded time for program evaluation.

Tools Used for Assessing Student Competencies

Instrument	Definition	Frequency	Determination	Person Responsible		
				Responsible		
Pre and Post Test	SLO (Student Learning Objective)	Minimum 2 x's Annually	Student has Acquired 70% Grade level Mastery	k-3 Teachers		
Study Island	To Establish Pre and Post Tests for SLO's Reinforcement of Skills	Daily, Weekly, Monthly,	Individual Skill Proficiency	K-3 teachers		
Daily Progress Monitoring Checklists	Check Individual Competencies in Skill Areas	Daily	Individual Skill Proficiency	k-3 Teachers		
NWEA	Northwest Evaluation Association	3X's Annually	Growth Index RIT			
ISTEP	Indiana State Test for Establishing Proficiency	1X's Annually	Proficiency in Relationship to State Standards	4 th Grade Teachers ^		
R.T.I	multi-tier approach to the early identification and support of students with learning and behavior needs	As Needed	Early Intervention	k-3 Teachers		
I-Read Practice	Familiarize		Proficiency in	k-3 Teachers		

	Students with the Format of I-Read 3 State Assessment		Testing taking skills as it relates to the I-Read 3 Assessment	
Mastery Assessment	Progress Monitor Grade Level Skills as outlined by Indiana Standards		Progress monitoring of grade level skills	k-3
Gateway Mastery	Progress monitor grade level skills as outlined by Ball State	Weekly	Individual Skill Proficiency	K-3

Strategies Employed to Assure Student Competencies

There are hundreds of strategies for teaching literacy. The following strategies are outlined as a guide to building an effective k-3 literacy program.

Strategy	Purpose	Grade Level Preference	Content	Evaluation
Teacher talk	Engage children in rich conversations in large group, small group, and One-to-one settings.	k-3	Introduce vocabulary that children are unlikely to encounter in everyday conversations; • extend children's comments into more descriptive, grammatically mature statements; • discuss cognitively challenging content—topics that	

			are not immediately present,	
			that involve knowledge about the	
			world,	
			or that encourage children to reflect on	
			language as an	
			object;	
			• listen and respond	
			to what children	
			have to say	
Read Aloud	Read aloud to your	k-3	Provide supportive	
	class once or twice a		conversations and	
	day, exposing		activities before,	
	children to numerous enjoyable		during, and after reading. Repeated	
	stories, poems, and		reading of favorite	
	information books.		books builds	
			familiarity,	
			increasing	
			the likelihood that	
			children will attempt	
			to read those books	
TO 1 1 1	D 11 (11)		on their own.	
Phonological	Provide activities that increase	k-1	<i>rhyme</i> —identifying words that end with	
Awareness	children's awareness		the same sound (e.g.,	
	of the sounds of		Jack and Jill went up	
	language. These		the hill);	
	activities		alliteration—	
	include playing		recognizing when	
	games and listening		several words	
	to stories,		begin with the same	
	poems, and songs.		sound (e.g., Peter Piper	
			picked a peck of	
			pickled peppers);	
			sound matching—	
			deciding which of	
			several	
			words begins with a	
			specific sound (e.g.,	

			show a child pictures of a bird, a dog, and a cat and ask which one starts with the /d/ sound) Implementation of SmartBoard Use of Tablets with Applications to Reinforce a Specific Skills.	
Alphabet / Spelling / Vocabulary Activities	Engage students in being aware of words around them. Not only written material (books etc.) but signs, name tags, billboards, Immerse them in the written language.	k-3	K-1 — Engage children with materials that promote identification of the letters of the alphabet, including • ABC books • magnetic letters • alphabet blocks and puzzles • alphabet charts Use direct instruction to teach letter names that have personal meaning to children ("Look, Jennifer's and Joey's names both start with the same letter. What is the letter's name? That's right, they both start with j"). 2-3 — Draw a picture of what a vocabulary word means. Children can challenge parents on	

Support all Readers	Encourage children to attempt to read books and other types of print	k-3	new words they have learned. Challenge student to find words around them and make relationships in spelling through the use of Latin. • a well-designed library center, stocked with lots of good books, magazines, journals, maps, charts, • repeated readings of favorite books (to familiarize children with books and encourage independent reading); • functional print linked to class activities (e.g., daily schedules, helper charts, toy shelf labels);	
			labels); Introduce genre and have student self- select books at their reading Lexile level,	
Support emergent + Writers	Encourage children to use emergent forms of writing, such as scribble writing, random, letter strings, and invented spelling. As writing progresses reinforce writing for an audience, semantics,	k-3	a writing center stocked with pens, pencils, markers, paper, and book-making materials; shared writing demonstrations in which the teacher writes down text dictated by	

	and syntax.	children; • functional writing opportunities that are connected to class activities (e.g., sign-up sheets for popular centers, library book checkout slips,); • play-related writing materials Formal writing lessons for older students — Writers Workshop	
Integrated – Content Focused Activities	Provide opportunities for children to investigate topics that are of interest to them. The objective is for children to use oral language, reading, and writing to learn about the world.	listen to the teacher read topic-related information books and / or look at or read the books on their own; • gather data using observation, experiments, interviews, etc. • use emergent + writing to record observations and information; and • engage in dramatic play or other activity to consolidate and express what they have learned. As a result of such projects, children's language and literacy skills are advanced, and they gain valuable background	

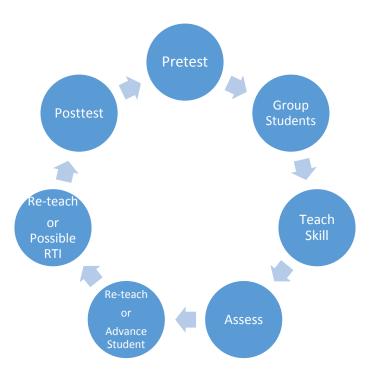
			knowledge.	
Resources Used	Encourage	K-1	*McGraw-Hill	
to Support	Children to explore		Digital Links	
	additional literacy		(Wonders Reading)	
Literary	resources as well as		*Reading A-Z	
	incorporate into		*Hoosier Family of	
	lesson planning		Readers (INDOE)	
	1 8		*Ed Helper	
			*Enchanted	
			Learning	
			*The Education	
			Center (Mailbox)	
			*Storytime Online	
			*Scholastic.com	
			*MobyMax	
			*Spellcity	
			*Softschool	
Composition	Provide activities	1	Introduce students	
0 0 111 p 0 0 1 1 2 1 1	that encourage		to the Traits of	
	students emerging		Good Writing and	
	writing skills		expose them to	
			various forms of	
			writing such as	
			Descriptive,	
			Narrative, Writing	
			to Explain and	
			Persuade	
			Teach students how	
			to write a complete	
			thought that	
			conveys meaning to	
			the reader	
Grammar	Provide activities	1	Provide instruction	
	that focus on the		in the exposure and	
	"mechanics" of		usage of the eight	
	writing		parts of speech.	
			Instruction	
			students in the	
			mechanics of	
			language such as	
			capitalization and	
			punctuation rules	

	that govern	our	
	language.		

Teachers will continue to focus on guided reading with an emphasis on understanding literacy data to affect classroom instruction and progress monitoring to address specific needs of instruction. More emphasis will be placed on higher level comprehension skills at all grade levels.

The Teaching Cycle below is representative of our approach in meeting individual students' needs. Our goal is to pre-test and group our students according to their needs. Lessons are structured so that explicit instruction can be given to those students which are lacking in certain skills while also being mindful of the students that need a challenge. Assessment, both individual and group based, is conducted on a daily basis and lessons are adapted to meet the needs of our students. We strive to teach to the point of mastery on the concepts within the Standards for our grade level.

Teaching Cycle



This cycle is used at all grade levels but is especially important with emergent readers.

I-READ 3 Kindergarten

Example of Assuring Success in Student Reading and Assessment Readiness This type of assessment is done k-3.

IREAD-K Student Record Sheet—Administered one on one 3 -4 weeks at the end of the year

The tasks that are assessed for K -IREAD are as follows:

Phonological Awareness:

Isolate Initial Phoneme //	
Isolate Final Phoneme /.	5
Isolate Medial Phoneme //	5
Blend Syllables and Onset-Rime /.	5
Blend Phonemes /.	5
Segment Onset-Rime	3
Segment Phonemes /	13
Delete Initial Word Part/Phoneme //	5
Delete Final Word Part/Phoneme /	5

Phonics:

Letter Naming (Lowercase Letters)	/26
Letter Sounds (Lowercase Letters)	/26
Letter Naming (Capital Letters)	/26
Word Reading	/15

Grade K Reading Comprehension

Fun Pets (Word Count per Minute) /5

Grade K Listening Comprehension

Off to Work We Go /5

	2014 20	15		2015 20	16		201 (20	.18		2017 20	10		2010 20	.10	
Grades Served	No. Pupils Min	No. Pupils Max	No. Classes												
K-full time	40	45	2	40	45	2	40	45	2	40	45	2	40	45	2
K-half time	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1	40	45	2	40	45	2	40	45	2	40	45	2	40	45	2
2	40	45	2	40	45	2	40	45	2	40	45	2	40	45	2
3	45	50	2	45	50	2	45	50	2	45	50	2	45	50	2
4	45	50	2	45	50	2	45	50	2	45	50	2	45	50	2
5	40	45	2	45	50	2	45	50	2	45	50	2	45	50	2
6	45	50	2	45	50	2	45	50	2	45	50	2	45	50	2
7	40	45	2	45	50	2	45	50	2	45	50	2	45	50	2
8	40	45	2	40	45	2	45	50	2	45	50	2	45	50	2
9	40	45	2	40	45	2	40	45	2	45	50	2	45	50	2
10	40	45	2	40	45	2	40	45	2	40	45	2	45	50	2
11	20	25	1-2	40	45	2	40	45	2	40	45	2	40	45	2
12	40	45	1-2	20	25	2	40	45	2	40	45	2	40	45	2
Total Enrollment #	515			525			535			540			545		

Proposed Enrollment

STUDENTS WITH SPECIAL NEEDS

Rock Creek Community Academy complies with the Individual with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Rock Creek obtains and maintains all school records, including IEP's and 504's for all students. Rock Creek has a team that will work to welcome all students and ensure that all services recommended in the student's IEP/504 are provided.

Rock Creek has implement a school intervention team that consist of several general education teachers and the special education teacher that will look at and review each referral of students with academic concerns by either a teacher or a parent referral. If cause is found, a student needs further evaluation to decide eligibility for special education services or related services. Rock Creek has contract with outside services for resources to comply with all federal and state requirements in testing and identifying special needs students and as a consulting resource for any needed speech, occupational therapy or physical therapy required in a student's IEP.

All identified students that have an individualized education plan (IEP) will be educated in a least restrictive environment according to the guidelines of each individual IEP. We will meet all applicable federal laws and regulations governing special education in both IDEA and Indiana Article 7. Rock Creek offers services in the areas of special classes, resource room and regular education environment with assistance when and where needed. To the extent of their abilities, all students with disabilities will be asked to participate in nonacademic, extracurricular programs and activities. One of this school's objectives is to look beyond the student's disabilities, and help all students achieve their goals and ambitions.

Rock creek currently has seven full time trained special education aides that work directly with the Special Education Director and the general education teachers to make sure all the accommodations and needs of students with IEPs are being met. As our special needs department grows, we will continue to adjust accordingly to meet any and all needs.

In order to comply with the federal laws and meet the needs of our English Language Learners, Rock Creek Community Academy tracks the demographics in order to identity students of foreign birth or homes where a language other than English is spoken. Once these students are identified we administer an assessment to identify their proficiency level. An individual learning plan (ILP) is developed to assign the appropriate levels of service the student requires to meet their individual needs. Teachers are provided with a copy of the ILP and trained on

how to meet all needs. Students are assessed annually to monitor their growth, and new ILPs are developed to show the growth.

ROCK CREEK COMMUNITY ACADEMY SECLUSIONS AND RESTRAINTS POLICY

Updated 7/21/14

Isolated time out and physical restraint as defined herein will be used only as means of maintaining a safe and orderly environment for learning and only to the extent necessary to preserve the safety of students and others. Use of isolated time out or physical restraint may also be a component of a behavioral intervention plan (BIP) and/or an IEP. Neither isolated time out nor physical restraint will be used as a form of punishment.

"Isolated time out" means the confinement of a student in an area within or outside the classroom, from which the student's egress is restricted. The use of isolated time out shall be subject to the following requirements:

- 1) An adult must supervise the student while confined and must be able to see the student at all times.
- 2) A student will not be kept in isolated time out for more than 30 minutes after he or she ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention. If a student is placed in isolated time out pursuant to a BIP or IEP, any time limitations identified in the BIP or IEP will control.

"Physical restraint" means holding a student or otherwise restricting his or her movements.

- 1) Physical restraint should be employed only when:
 - A) the student poses a physical risk to himself, herself, or others;
 - B) there is no medical contraindication to its use; and
 - C) the staff employing the restraint have been trained in its safe application.
- 2) Students will not be subjected to physical restraint for using profanity or other verbal displays of disrespect for themselves or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates a means of or intent to carry out the threat.
- 3) Any application of physical restraint will take into consideration the safety and security of the student. Further, physical restraint will not rely upon pain as an intentional method of control.
- 4) In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the educational and emotional well-being of other students in the vicinity, and as applicable, any requirements pursuant to a BIP or IEP.
- 5) If physical restraint is imposed upon a student whose primary mode of communication is sign language, the student will be permitted to have his or her hands free of restraint for brief periods, unless the supervising adult determines that such freedom appears likely to result in harm to the student or others.

6) A student will be released from physical restraint immediately upon a determination by the supervising adult or staff member administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself, or others.

Seclusion and/or physical restraint may be used only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible.

The teacher will document each incident in the student's discipline record in Harmony and report the incident to the Director of Special Education and either the Principal or the Dean of Students. Documentation must be entered as soon as possible after the incident and should be organized and objectively reported to include any eye witness reports, the type of discipline used, and any other pertinent information. It is recommended that when a student has experienced *three* instances of isolated time out or physical restraint, the incidents will be reviewed as to the effectiveness of the procedure(s) used. An individual behavior plan will be prepared for the student that provides either for continued use of these interventions or for the use of other, specified interventions. The plan will be placed in the student's file. The review will also consider the student's potential need for a referral for a special education evaluation, if the student does not have an IEP.

Note: After evaluation of incidents of students needing physical restraint, the Director of Special Education and/or the Principal may require that parents have a child reviewed by a mental health program for assessing mental health issues to determine any previously undiagnosed mental health condition or abuse of some sort.

All staff members are required to be trained in Nonviolent Crisis Intervention each year. A CPI Certified Instructor will offer training. Training with respect to physical restraint will include, but is not limited to the following:

- a) appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, and the use of alternatives to restraint;
- b) the simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- c) instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- e) demonstration of participants of proficiency in administering physical restraint.

Physical Restraint should be applied only by individuals who have received systematic training and who have obtained written evidence of successful participation in training.

Isolated Time Out is permitted as a means of ensuring the safety of the student or others. The staff will be trained on the policies, procedures, or rules when seclusion is used.

Rock Creek Community Academy Initiatives to Support Grade Level and School Goals 2014-2015

Katie Lovins- In-service Coordinator

In conjunction with school wide, classroom, and student goals we have also developed initiatives to help support and bring fidelity to our objectives.

Areas of focus:

Grades 1-5 Math	Problem Solving, Measurement, and			
	Computation			
Grades 1-5 English Language Arts	Literary text, Informational Text, Types of			
	Writing, and Conventions			
Grade 5	The current fifth grade students are extremely high achieving in Language Arts. Teachers will accelerate and challenge these students. P.R.I.D.E resources may be employed.			
Grade 6-8 Math	Problem solving, Measurement, and			
	Statistics/Data/Probability			
Grade 6-8 English Language Arts	Literary Text, Informational Text,			
	Vocabulary, Types of Writing, and Conventions			
Grade 6	The current sixth grade students are extremely			
	high achieving in all areas of mathematics.			
	Teachers will accelerate and challenge these students. P.R.I.D.E resources may be			
	employed.			
Grades 9-12 Math	Problem solving, Measurement, and			
	Statistics/Data/Probability			
Grades 9-12 English Language Arts	Literary text, Informational Text, Vocabulary,			
	Types of Writing, and Conventions			

Grade 9	Current ninth graders are extremely low in all		
	areas of Language Arts. Specific goals will		
	be set by the ninth grade teachers to remediate		
	in order to bring the students up to expected		
	levels of achievement.		

Elementary Focus 1: Math (problem solving, measurement, and computation)

These focuses were identified by analyzing the spring 2014 median score data for each grade level, 1-5. The data shows, each grade has the lowest scores in problem solving, measurement, and computation.

Initiatives:

- <u>New math curriculum</u>- We are in the process of forming a math curriculum committee. It will be made up of no less than 1 teacher from each grade, K-5. The purpose of this committee will be to evaluate 3 new options for our math curriculum. They will be looking for a curriculum that is highly effective in problem solving, measurement, and computation.
- New math curriculum training- All teachers, K-5, will attend a training session for the new math curriculum that is chosen.
- <u>Math Problem Solving Program</u>- A committee will be formed to organize this school wide program. It will consist of no less than 1 teacher per 2 grades (i.e.: one teacher to represent kindergarten and first grade). This program will support all mathematical deficits in the form of problem solving. It will individualize instruction by allowing students to work at their own pace.
- <u>New standards idea session</u>- Our school has and will be sending small groups of teachers to training sessions for the new Indiana State Standards. Upon their return they will share what they learned with the rest of the teachers. In addition the school will support workshops teaching professionals deem relative.
- **<u>Bi- weekly grade level meetings-</u>** The purpose of these meetings will be to discuss the path of instruction. Each teacher should bring formative assessment data to share. This will determine if changes need to be made to the course of the unit.
- <u>Bi-monthly grade level meetings</u>- The purpose of these meetings is to discuss the progress of all students based on summative assessment data. These meetings will include the principal. Each teacher should bring any summative assessment data accumulated between meetings. If no summative assessment data is available, all formative assessment data should be presented.

Elementary Focus 2: Reading/ Language Arts (Literary text, Vocabulary, Types of Writing, and Conventions)

These focuses were identified by analyzing the spring 2014 median score data for each grade level, 1-5. The data shows, each grade has the lowest scores in informational text, vocabulary, types of writing, and conventions. As these deficits are not as drastic as the math, the goal is slightly higher.

Initiatives:

- <u>Cross curriculum writing</u>- The goal of this training is to give teachers ideas and tools to require students to write for different purposes. This is focused on helping students use the writing process for different types of writing.
- <u>Vocabulary program</u>- A committee will be formed to organize this school wide program. It will consist of no less than 1 teacher per 2 grades (i.e.: one teacher to represent kindergarten and first grade). This program will support the deficit of vocabulary and word recognition.
- <u>New standards idea session</u>- Our school has and will be sending small groups of teachers to training sessions for the new Indiana State Standards. Upon their return they will share what they learned with the rest of the teachers. In addition the school will support workshops teaching professionals deem relative.
- **<u>Bi- weekly grade level meetings-</u>** The purpose of these meetings will be to discuss the path of instruction. Each teacher should bring formative assessment data to share. This will determine if changes need to be made to the course of the unit.
- <u>Bi-monthly grade level meetings</u>. The purpose of these meetings is to discuss the progress of all students based on summative assessment data. These meetings will include the principal. Each teacher should bring any summative assessment data accumulated between meetings. If no summative assessment data is available, all formative assessment data should be presented.

Middle School Focus 1: Math (problem solving, measurement, and statistics/data/probability)

These focuses were identified by analyzing the spring 2014 median score data for each grade level, 6-8. The data shows, each grade has the lowest scores in problem solving, measurement, and statistics/data/probability. As these deficits are not as drastic as the reading/language arts, the goal is slightly higher.

Initiatives:

- New standards idea session- Our school has and will be sending small groups of teachers to training sessions for the new Indiana State Standards. Upon their return they will share what they learned with the rest of the teachers.
- <u>Math problem solving program</u>- A committee will be formed to organize this school wide program. It will consist of no less than 2 middle school teachers. This program will support all mathematical skills in the form of problem solving.
- <u>Bi- weekly grade level meetings</u>- The purpose of these meetings will be to discuss the path of instruction. Each teacher should bring formative assessment data to share. This will determine if changes need to be made to the course of the unit.
- <u>Bi-monthly grade level meetings</u>. The purpose of these meetings is to discuss the progress of all students based on summative assessment data. These meetings will include the principal. Each teacher should bring any summative assessment data accumulated between meetings. If no summative assessment data is available, all formative assessment data should be presented.

Middle School Focus 2: Reading/ Language Arts (Informational text, Vocabulary, Types of Writing, and Conventions

These focuses were identified by analyzing the spring 2014 median score data for each grade level, 6-8. The data shows, each grade has the lowest scores in informational text, vocabulary, types of writing, and conventions.

Initiatives:

- <u>Cross curriculum writing</u>- The goal of this training is to give teachers ideas and tools to require students to write for different purposes. This is focused on helping students use the writing process for different types of writing.
- <u>Vocabulary program</u>- A committee will be formed to organize this school wide program. It will consist of no less than 2 middle school teachers. This program will support the deficit of vocabulary and word recognition.
- <u>New standards idea session</u>- Our school has and will be sending small groups of teachers to training sessions for the new Indiana State Standards. Upon their return they will share what they learned with the rest of the teachers. In addition the school will support workshops teaching professionals deem relative.
- **<u>Bi- weekly grade level meetings-</u>** The purpose of these meetings will be to discuss the path of instruction. Each teacher should bring formative assessment data to share. This will determine if changes need to be made to the course of the unit.
- <u>Bi-monthly grade level meetings</u>- The purpose of these meetings is to discuss the progress of all students based on summative assessment data. These meetings will include the principal. Each teacher should bring any summative assessment data accumulated between meetings. If no summative assessment data is available, all formative assessment data should be presented.

High School Focus 1: Math (problem solving, measurement, and statistics/data/probability)

These focuses were identified by analyzing the spring 2014 median score data for each grade level, 9-12. The data shows, each grade has the lowest scores in problem solving, measurement, and statistics/data/probability. As these deficits are not as drastic as the reading/language arts, the goal is slightly higher.

Initiatives:

- <u>New standards idea session</u>- Our school has and will be sending small groups of teachers to training sessions for the new Indiana State Standards. Upon their return they will share what they learned with the rest of the teachers. In addition the school will support workshops teaching professionals deem relative.
- <u>Math problem solving program</u>- A committee will be formed to organize this school wide program. It will consist of no less than 2 high school teachers. This program will support all mathematical skills in the form of problem solving.
- <u>Bi- weekly grade level meetings</u>- The purpose of these meetings will be to discuss the path of instruction. Each teacher should bring formative assessment data to share. This will determine if changes need to be made to the course of the unit.

• <u>Bi-monthly grade level meetings</u>- The purpose of these meetings is to discuss the progress of all students based on summative assessment data. These meetings will include the principal. Each teacher should bring any summative assessment data accumulated between meetings. If no summative assessment data is available, all formative assessment data should be presented.

High School Focus 2: Reading/ Language Arts (Informational text, Vocabulary, Types of Writing, and Conventions)

These focuses were identified by analyzing the spring 2014 median score data for each grade level, 9-12. The data shows, each grade has the lowest scores in informational text, vocabulary, types of writing, and conventions.

- <u>English 10 ECA in-service</u>- The goal of this in-service, is to bring in an expert in English ECA. This person will be able to tell us what areas to focus on. They will also give us different tools to use to help raise our ECA English 10 scores.
- <u>Cross curriculum writing</u>- The goal of this training is to give teachers ideas and tools to require students to write for different purposes. This is focused on helping students use the writing process for different types of writing. In addition the school will support workshops teaching professionals deem relative.
- <u>Vocabulary program</u>- A committee will be formed to organize this school wide program. It will consist of no less than 2 high school teachers. This program will support the deficit of vocabulary and word recognition.
- <u>New standards idea session</u>- Our school has and will be sending small groups of teachers to training sessions for the new Indiana State Standards. Upon their return they will share what they learned with the rest of the teachers. Teachers will also be given the opportunity to select professional development outside the school they deem relevant to their goals.
- **<u>Bi- weekly grade level meetings-</u>** The purpose of these meetings will be to discuss the path of instruction. Each teacher should bring formative assessment data to share. This will determine if changes need to be made to the course of the unit.
- <u>Bi-monthly grade level meetings</u>- The purpose of these meetings is to discuss the progress of all students based on summative assessment data. These meetings will include the principal. Each teacher should bring any summative assessment data accumulated between meetings. If no summative assessment data is available, all formative assessment data should be presented.

Additional In-Services to Date

-others to be added as the need becomes apparent-

• High Ability training- Our building's high ability expert, Beth Koopman, will give an in-service on how to identify and challenge this specific group of students with in the classroom setting.

- Dyslexia training- Our building's Speech Therapist, Karen Martens, has recently added a dyslexia certification to her license. She will be giving several dyslexia trainings throughout the year. She will help our teachers identify these students. Also, she will give our teachers the tools and knowledge to teach these students in a meaningful way.
- There will be ongoing TTT (Teachers Teach Teachers) as professionals attend outside conferences and/or trainings.
- Ron Clarke Academy
- Ruby Payne Children of Poverty (tentative)



Research, Reflect, Grow!

House Competition "Responsibility"

This House competition will reflect the pillar of Responsibility. Here is an overview of what you will need to do:

As a House, create a 2-4 minute skit utilizing (in some way) every person in your House.

The skit should reflect a TV show, movie, book, or fairy tale that exemplifies Responsibility at some point.

Students can take on the roll as characters from the chosen source. Understandably, if you are doing a scene or several scenes, some adaptation will have to happen given the time-limit and number of students participating.

Use the movie, show, book, or fairy tale as the basis of your skit and be creative as you need to.

I would recommend assigning one or two students as narrator. These students can set the scene and give the other Houses and judges background information about your performance.

Last year, my theatre group made quick and cheap props for a play we did. I would definitely recommend using some kind of prop; even music seems to always go over well with the judges.

We will have House meetings on Thursdays and Fridays with the intent of presenting on Wednesday September 17 (middle school) and Thursday September 18 (high school)

Rubric for Responsibility Skit

- Everyone participating in some way:
- 10 points for yes
- 0 points for no
- Did the House follow the task/ was responsibility clearly defined?
- 10 points clearly defined
- 5 points somewhat defined
- 0 points no clear understanding of task
- Did the House meet the time requirement?
- 10 points within 2-4 minutes
- 5 points 30 seconds over or under the time limit
- 0 points 31 seconds over or under the time limit
- How clearly did the House prepare for the skit?
- 15 points for highly prepared and practiced
- 10 points for somewhat prepared and practiced
- 5 points for needs improvement but a level of preparedness shows
- 0 points for no preparedness evident
- Total: /45 points