School Name: Centerville-Abington Elementary

School Number: 8983

Street Address: 200 West South Street

City: Centerville

Zip Code: 47330

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, <mark>2021-2024</mark>, 2022-2025, 2023-2026 (<mark>Highlight</mark> implementation years)

------------------------ **CONTACT INFORMATION** ------------------------

Principal: Kelly VanWinkle
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Superintendent: Dr. Mike McCoy
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Contact for Grants: Dr. Vicki DeMao
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--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.
When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public schools and state-accredited nonpublic schools**

This is an initial three (3) year plan. <mark>Yes</mark> No   This is a review/update of a plan currently in use. **Yes No**
This three year plan is an initial plan with this template. The school has submitted a three year SIP every year, but in a different format.
This plan includes all of the state and federal requirements for School Improvement planning for Centerville-Abington Schools.
This school receives Title IA funding. <mark>Yes</mark> No   A behavior specialist is supported by Title IV-A funds and works with all four schools in the district.

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Erica Tedder	Teacher	**CNA, SIP, Both**	NCA Chair
Anne Elstro	Teacher	**CNA, SIP, Both**	NCA Chair
Casandra Kohn	Teacher	**CNA, SIP, Both**	Curriculum/Instruction Chair
Tonya Paxton	Teacher	**CNA, SIP, Both**	School Climate Committee Chair
Betsey Moore	Teacher	**CNA, SIP, Both**	Parent/Community Involvement Chair
Victoria Bevins	Integrated Media Specialist	**CNA, SIP, Both**	Technology Co-Chair
Patti Sharp	Teacher	**CNA, SIP, Both**	Technology Co-Chair
Mika Frame	Data/Instructional Coach	**CNA, SIP, Both**	Professional Development Chair
Link additional committee information here (if necessary):			

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:
Educated for
Success

School Vision:
Educated for
Success

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

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

District Goals:
Goal #1:
Exemplary

Student Achievement

Goal #2: Responsible Citizens

Goal #3: Safe, Secure, and Healthy Environments

Does the school's vision support the district's vision? *(highlight response)*   <mark>Yes</mark>   No

Does the school's mission support the district's mission? *(highlight response)*   <mark>Yes</mark>   No

Do the school's mission and vision support district goals? *(highlight response)*   <mark>Yes</mark>   No

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or

discontinue use of materials that are not <u>essential</u> for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (<u>For 'X' column, right click and</u> ✔)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	3-6	Journeys- Houghton Mifflin	Yes	Tier 1, 2, 3	Utilize stories in basal, however, are looking for a new reading program to adopt for the next school year.	*Yes*	✗
English	3-6	Shurley English	No	Tier 1	Utilize parts of this program as they align with IAS.	*Yes*	✗
Math	3-6	GoMath- Houghton Mifflin	Yes	Tier 1, 2, 3	Textbook and online resources are core components of math program	*No*	❑
Math	3-6 Excel Students	Sadlier	Yes	Tier 1, 2, 3	This program was chosen because it is more rigorous than program used for general education students	*No*	❑
Science	3-6	Interactive Science- Pearson	Yes	Tier 1, 2, 3	Textbook and online resources are core components of science program.	*No*	❑
Social Studies	3	IN US Communities and Neighbors- McGraw Hill	Yes	Tier 1, 2, 3	Textbook is core component of social studies program.	*Yes*	❑
Social Studies	4	Indiana Timelinks- MacMillian/McGraw Hill	Yes	Tier 1, 2, 3	Textbook is core component of social studies program.	*Yes*	❑
Social Studies	5	IN US History- McGraw HIll	Yes	Tier 1, 2, 3	Textbook is core component of social studies program.	*No*	❑
Social Studies	6	World Geog. Western Hemisphere Gr. 6 Indiana Edition- Pearson	Yes	Tier 1, 2, 3	Textbook is core component of social studies program.	*No*	❑
All Subjects	3-6	MobyMax	Yes	Tier 2, 3	Used for remediation and enrichment for all students	*No*	❑

Reading	3-6	Susan Barton Program	No	Tier 2, 3	Used for remediation in the area of reading	*No*	❏
Reading	3-6	Orton-Gilliingham	No	Tier, 2, 3	Used for remediation in the area of reading and language	*No*	
Place link here (if necessary) ->		http://cae.centerville.k12.in.us/curriculum					

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	❏
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	❏
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	❏
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	❏

The public may view the school's curriculum in the following location(s): http://cae.centerville.k12.in.us/curriculum

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	❏
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	❏

A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	❏
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	❏
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	❏
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	❏
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	❏
Instructional strategies foster active participation by students during the instructional process.	Yes	❏
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	❏
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	❏
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	❏
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	❏
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	❏
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.(Learning Targets are posted in all classrooms.)	Yes	❏

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	3-6	Formative Fall and Spring Optional in Winter	Online computer-adaptive test whose results provide each student's instructional level, as well as their growth over time in the areas of math, reading, and language arts.	Yes	❏

STAR Reading	3-6	formative Beginning of each 9 week period	Online computer- adaptive test that is an assessment of reading comprehension and skills needed for independent readers.	Yes	❏
Vocabulary	3-6	Diagnostic/Summative Pre and Post (fall/spring)	Vocabulary study is a strategy we use for improving student comprehension. Students take a locally created pre and post vocabulary assessment to check their understanding of grade level appropriate words. Words are updated as needed based on curriculum and standards changes.	Yes	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	❏
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	❏
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. (Locally developed vocabulary pre-post assessments for all grade levels and content areas.)	Yes	❏

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Our grade 3-6 students are 1:1 with the use of Chromebooks. Students are using a plethora of software to enrich and support curriculum. Software being used includes, but is not limited to the following: Microsoft Word and/or Google Drive/Apps, Google Classroom LMS to enhance classroom projects and to support writing across the curriculum and to communicate, to others, what they have learned. Kidspiration is used as a graphic organizer in the brainstorming stages of writing and to support comprehension of written material and vocabulary. It is also used to categorize in the areas of science and social studies. YouTube (teacher only), Quizlet, Kahoot, Google apps, BrainPOP, and BrainPOP Jr., are being incorporated into the lessons at many grade levels in the classroom, lab, and library. The Enchanted Learning site is utilized by the staff for research, curriculum planning, and instruction. Accelerated Reader and STAR are used to assess and monitor students' vocabulary and reading comprehension as part of our building goal. MS Office products are utilized to record, analyze, report, and display results of student driven data that is collected as defined in our NCA plan. Other programs being used include, BrainPOP/Jr., Accelerated Reader, STAR Reading, MobyMax, IXL, Edulastic, ThinkCentral, Quizlet, Kahoot, Study Island, Enchanted Learning, Newsela, ReadWorks, Google Forms, and age-appropriate keyboarding programs.

The teachers are also following the technology scope and sequence of skills and applications that is based on the Indiana informational literacy standards and the national technology standards. The teachers teach the approved Digital Citizenship curriculum to their students at the beginning of each year and reinforce the skills throughout the year as students are engaged with digital tools and activities.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	❏
A plan is in place to provide in-service training in the use of technology.	Yes	❏
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	❏
There are established procedures for maintaining technology equipment.	Yes	❏
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	❏

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.
Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Field Trips where different careers can be observed by students	

If "Not currently implementing career exploration activities" was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	❏
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	❏
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	❏
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	❏
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	❏
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	❏
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	❏
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	❏

The student handbook provides a list of policies and rules that are designed to provide a safe and secure learning environment. The students go through the student handbook with their individual teacher at the beginning of every school year. Our school has both a staff and a student handbook present in each classroom. Parents have access to our student handbook on the school website or they can ask for a copy at the main office. When students are registered, parents must sign off that they have read the handbook.

All Classroom teachers teach bullying prevention lessons the first two weeks of school to educate students on how to identify bullying and what to do if they or someone else is being bullied. Teachers revisit these lessons again in October. Signs are posted in all classrooms and throughout the school that define bullying.

Character Education an integral part of our daily tradition at Centerville-Abington Elementary School. Whether teaching character by example, or using structured events/lessons, we strive to base our guiding principles on exemplary character. Our students are recognized throughout the year for demonstrating character skills. Recognition comes during school convocations(not this year due to COVID), morning announcements, during lunch, and informally throughout the day as good character is witnessed by staff members. Many of our school clubs and activities allow students to see good character traits being used while accomplishing goals.

By November of 2021, all of our staff will be trained in TBRI, an attachment-based, trauma -informed intervention. Our school social workers provide SEL (Social Emotional Lessons) to our 5th and 6th graders

Core Element 6: Safe and Disciplined Environment [Required for all]

professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

When parents enroll their student, they complete a race and ethnicity form. These forms are kept in all student files as they go from grade level to grade level. This information is also entered into our school-wide software tool, Powerschool, by either the parents, or our school administrative assistant when parents enroll their students. Socio-economic groups are identified when parents complete the free and reduced school lunch form to apply for free or reduced lunch as well as textbook payment support.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school?

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

Centerville-Abington School Corporation has an ESL coordinator who works with educators to provide materials and other resources to meet student needs.

Centerville-Abington School Corporation acknowledges that students are unique individuals deserving of appropriate programming to meet their needs. Students who test into the superior range intellectually and who demonstrate advanced achievement levels on standardized tests,

require a program offering a variety of special provisions which challenge, accelerate, and enrich beyond the core curriculum. The school corporation also believes that the training of teachers, development of curriculum, and other efforts channeled toward academically talented programming will benefit the entire student population as well. The program is entitled EXCEL and students are identified for involvement in it based on the following criteria:

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

What professional development might be necessary for staff to work effectively in cross-cultural situations?
A staff development opportunity that educates staff on different cultures (that are represented in our community) and how these cultures view education and schools and how to best offer students of these families support at school.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
All of our curriculum materials from basal reading textbooks to story problems from math textbooks and science and social studies curriculum materials represent various cultures. There is also a virtual library available to students and teachers that represents many different cultures so that all students feel included and appreciated. Virtual LIBRARY room

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year.   Last year: __27_   Two Years Ago: _5__   Three Years Ago: _4_

What may be contributing to the attendance trend?

Our attendance rate is always above the state average. For the 2020-2021 school year, the students who were considered chronically absent were affected mostly by circumstances related to COVID19.

What procedures and practices are being implemented to address chronic absenteeism?

The attendance rates of Centerville-Abington Elementary have been consistently above the state average. The elementary assistant principal monitors absences and notifies parents of problems in this area. The student handbook clearly states our expectations for attendance and parents must sign off that they have read and understand our attendance policy. Parents are sent letters reminding them of our attendance policy when their child has had two or more unexcused absences or five or more excused absences. Students who are chronically absent receive phone calls from administrators and home visits are done along with the corporation's School Resource Officer. Communities In Schools, social workers, and outside mental health providers also assist with addressing chronic absenteeism by tracking attendance for students, meeting with them, and contacting parents.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

We use EWIMS in Powerschool. Meetings throughout the school year are held where mental health professionals, school social workers, Communities

In Schools, administrators meet to review EWIMS data.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	❏
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	❏

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Centerville-Abington Elementary has worked diligently to make data available to our stakeholders and increase parent involvement. In the fall of 2008, we started using data folders for recording data, progress, and future academic goals for each individual student. Beginning in the fall of 2010, students were required to share their data with parents. Parents then signed the last page, indicating that they reviewed it with their student. During the 2015-2016 school year, we experienced a record high 99.6% of our students returning parent signed data folders to their teachers. Our yearly data collected clearly shows that parents are routinely informed of their child's data. The past two school years, 2019-2020 and 2020-2021, we were unable to fully implement data folders due to the effects of COVID. We are hoping to implement data folders fully for the current school year.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Parents/families can share concerns with staff through email and can call staff during non-instructional time. Many teachers also have other means of communication between them and parents/families such as Class Dojo, Remind 101 App, and Liveschool.

Parents are invited to be a part of our School Improvement Team. This committee assists with guiding the elementary school through the School Improvement Process. This committee meets 2-4 times a year. Input from the committee allows the principal to make informed decisions. Members of the School Improvement Committee consist of a school board Member, parents, building principal, asst. principal, and school improvement chairs (teachers). Parents are encouraged to express ideas, give suggestions, and voice concerns at these committee meetings so that informed decisions can be made based on stakeholder's input.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
The student handbook clearly states our expectations for attendance and parents must sign off that they have read and understand our attendance policy. Parents are sent letters reminding them of our attendance policy when their child has had two or more unexcused absences or five or more excused absences. Students who are chronically absent receive phone calls from administrators and home visits are done along with the corporation's School Resource Officer.

How do teachers and staff bridge cultural differences through effective communication?
Staff strive to offer many means of communication between them and parents/families to bridge cultural differences. Teachers use communication resources such as Class Dojo, Remind 101 App, and Liveschool with parents/families. Each teacher also has a website with information related to expectations, learning goals, assignments, resources, and school information.

SECTION B: Needs Assessment-

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

General Academic	Specific Student Groups	General School Data

X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)	X	Staff Training		Staff Attendance
X	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						

List Other Data Sources Below			
Link Data Here ---->	SIP Graphs and Analysis		
Link Data Here --->			

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

> **Do these issues significantly impact our current school goals as strengths or problems?**
> **Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   Measurable outcome met?   **No**

Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 70% of grade 3-6 students being at or above the norm grade level RIT on the spring NWEA math assessment.

   If the goal was not met, should the school continue to work toward this goal?   **Yes**

Goal 2   Measurable outcome met?   **No**

Students will improve their reading comprehension as measured by 70% of grade 3-6 students being at or above the norm grade level RIT scores on the spring NWEA Reading assessment.

   If the goal was not met, should the school continue to work toward this goal?   **Yes**

Goal 3   Measurable outcome met?   **No**

Grade 3-6 students will demonstrate that they are responsible citizens as measured by the improvement of the % of students each year who are on Honor Roll, earn prizes from the school store for exemplary character, and 6th graders who earn the Governor's Work Ethics award.

If the goal was not met, should the school continue to work toward this goal?   **Yes**

The past two years we were unable to provide all of the character education activities and student recognition as in previous years due to the pandemic. We feel this is an important goal and will plan on resuming these activities and student recognition for exemplary character as soon as possible.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools Program	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps
Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.
Space is provided for four. Add additional steps if needed.

CURRENT YEAR GOAL 1	Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 70% of grade 3-6 students being at or above the norm grade level RIT on the spring 2022 NWEA math assessment.			
Data Checkpoints (dates)	August 16, 2021-September 10, 2021	November 29, 2021-December 10, 2021 (optional)	March 14, 2022-April 8, 2022	
Evidence at Checkpoints	Math RIT scores at or above norms for fall	Math RIT scores at or above norms for winter	Math RIT scores at or above norms for spring	
Evidence- Based Strategy 1	Grades 3-6 staff will provide extended time for students who have not learned lesson objectives in the regularly scheduled instructional time. http://caldercouncil.org/the-effects-of-instruction-time-on-student-outcomes/#.YS_X8I5Kjcs			**PD Needed: No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Daily RtI time for grade 3-6 students	September 2021- May 2022	Administrators, teachers	100% of teachers provide daily Rti time for students as determined by the master schedule and administrator observations
Action Step 2	Learning Lab available daily for math instruction/remediation	August 2021- May 2022	Administrators, teaching assistants	Learning Lab staff will keep a log of students sent to receive assistance with math
Action Step 3	Master schedule will allow for extended instructional time for students daily	August 2021- May 2022	Administrators	Schedules provided to staff

Evidence- Based Strategy 2	Administration will identify blocks of collaborative teacher time to network with colleagues, review data, plan for instruction and share information. https://doi.org/10.3389/feduc.2019.00085			PD Needed: No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Scheduled monthly PLC meetings during grade level common prep times	September 2021- May 2022	Administrators. teachers	Schedule of meetings and common prep times
Action Step 2	Agendas/minutes from monthly PLC meetings will be shared with principal and teachers	September 2021- May 2022	Grade level teams	Documentation through agendas and minutes
This Goal for Year 2	Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 75% of grade 3-6 students being at or above the norm grade level RIT as determined by the spring 2023 NWEA assessment.			
This Goal for Year 3	Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 80% of grade 3-6 students being at or above the norm grade level RIT as determined by the spring 2024 NWEA assessment.			

CURRENT YEAR GOAL 2	Students will improve their reading comprehension as measured by 70% of grade 3-6 students being at or above the norm grade level RIT scores on the spring NWEA 2022 Reading assessment.			
Data Checkpoints (dates)	March 14, 2022- April 8, 2022	May 9, 2022- May 20, 2021		
Evidence at Checkpoints	Informational Text NWEA Subtest RIT Scores	STAR IRL Levels for Students		
Evidence- Based Strategy 1	All teachers in each of the schools will teach common vocabulary words for each grade level and each content area as a best practice in increasing reading comprehension with informational text. https://files.eric.ed.gov/fulltext/EJ1131724.pdf			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Annually review and revise, as needed, the grade level and content area vocabulary words to be taught.	February/May	Teachers	Each teacher submits the words to be taught to the curriculum committee
Action Step 2	Administer vocabulary assessments in the fall and spring to determine student progress.	August/May	Teachers	Vocabulary assessments results will submitted to the building level data committee for reporting each year
Evidence- Based Strategy 2	All teachers will use CLOSE reading strategies as a way to increase reading comprehension in all disciplines. https://www.ascd.org/el/articles/closing-in-on-close-reading			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct training on the CLOSE Reading Strategy to improve reading comprehension of	August/September	Administrators/Teachers	Change Committees review feedback from evaluations of 1st Professional Development day and makes

	Informational Text.			recommendations as far as what PD is needed in the future to assist teachers with CLOSE reading strategies.
Action Step 2	Use of CLOSE reading will be observed by building administrators.	September - May	Administrators	Principals will summarize the use of CLOSE reading implementation by analyzing teacher evaluation data.
This Goal for Year 2	Students will improve their reading comprehension of informational text as measured by 82% of grade 3-6 students being proficient on subtests of the spring 2023 NWEA and STAR reading assessments.			
This Goal for Year 3	Students will improve their reading comprehension of informational text as measured by 85% of grade 3-6 students being proficient on subtests of the spring 2024 NWEA and STAR reading assessments.			

CURRENT YEAR GOAL 3	Grade 3-6 students will demonstrate that they are responsible citizens as measured by the improvement of the % of students each year who are on Honor Roll, earn prizes from the school store for exemplary character, 6th graders who earn the Governor's Work Ethic award, and a decrease in the amount of suspensions from the previous year.			
Data Checkpoints (dates)	After 1st 9wks (October 8, 2021- October 22, 2021)	After 2nd 9 wks (January 7, 2022- January 14, 2022)	After 3rd 9 weeks (March 11th, 2022- March 18, 2022)	After 4th 9 weeks (May 20, 2022- May 27, 2022)
Evidence at Checkpoints	70% of students on Honor Roll 50% of students earn prizes from school store	70% of students on Honor Roll 50% of students earn prizes from school store	70% of students on Honor Roll 50% of students earn prizes from school store	70% of students on Honor Roll 50% of students earn prizes from school store 80% of 6th grade students earn Governor's Award

				% of student suspensions
Evidence- Based Strategy 1	Implement the character education United way program, More Than Words. https://research.library.fordham.edu/dissertations/AAI3628736/			
Strategy Action Steps	**Required Activity**			
Action Step 1	Share character building messages on morning announcements			
Action Step 2	Choose students as students of the month based on monthly character focus			
Action Step 3	Recognize and reward students for displays of exemplary character by utilizing the school store			
Strategy 2	Provide all staff with TBRI, a trauma informed intervention, as well as SEL(social emotional) lessons for 5th and 6th graders. https://child.tcu.edu/about-us/research/#sthash.gvskUYqh.dpbs			
Strategy Action Steps	**Required Activity**			
Action Step 1	Provide TBRI training for all staff in the summer and throughout the school year			
Action Step 2	School social workers will provide SEL lessons to 5th and 6th graders during their weekly library visit			

This Goal for Year 2	Grade 3-6 students will demonstrate that they are responsible citizens as measured by the improvement of the % of students each year who are on Honor Roll, earn prizes from the school store for exemplary character, 6th graders who earn the Governor's Work Ethic award, and a decrease in the amount of suspensions from the previous year.
This Goal for Year 3	Grade 3-6 students will demonstrate that they are responsible citizens as measured by the improvement of the % of students each year who are on Honor Roll, earn prizes from the school store for exemplary character, 6th graders who earn the Governor's Work Ethic award, and a decrease in the amount of suspensions from the previous year.

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Provide teachers in grades 3-6 who use the GoMath program ongoing support and professional development in the areas of instruction and progress monitoring.	**Linked SIP Goals** **Yes**
Possible Funding Source(s)	N/A	
Evidence of Impact	Improved math scores on both the NWEA and ILEARN spring math assessments from the previous school year.	

Plan for coaching and support during the learning process:

Teachers will receive support and coaching during monthly PLC meetings.

How will effectiveness be sustained over time?
Teachers will continue to receive support and coaching during monthly PLC meetings year after year.

Professional Development Goal 2	Introduce or review the Marzano approach to vocabulary instruction with staff.	**Linked SIP Goals** **Yes**
Possible Funding Source(s)	Professional Development Funds	
Evidence of Impact	Improved reading scores on both the NWEA reading and ILEARN English Language Arts spring assessments from the previous school year.	

Plan for coaching and support during the learning process:
Teachers will receive support and coaching during new teacher orientation, early release professional development days, and PLC meetings.

How will effectiveness be sustained over time?

Teachers will continue to receive support and coaching during monthly PLC meetings year after year.

Professional Development Goal 3	All staff will receive professional development for TBRI, a trauma informed intervention, during the 2021-2022 school year.	**Linked SIP Goals** **Yes**
Possible Funding Source(s)	A grant our corporation received for the TBRI training for staff.	
Evidence of Impact	An increase in the amount of students who earn Honor Roll, recognition and prizes from the school store for exemplary character, and 6th graders who earn the Governor's Work Ethic Award from the previous year. *Note, this is the first year we are implementing the school store for character so there will not be data to compare it to for the 2021-2022 school year.	

Plan for coaching and support during the learning process:
After all staff are trained, there will be ongoing coaching and support in the area of trauma informed intervention during monthly PLC meetings.

How will effectiveness be sustained over time?
Staff will continue to be provided support and coaching in the area of trauma informed intervention year after year during monthly PLC meetings.

Dates to Review Progress on School Goals: ___December 13th- December 17th (end of fall semester)_____   May 9th- May 13th__(end of spring semester)