

School Name: Meredith Nicholson Elementary

School Number: 6301

Street Address: 1010 Lane Avenue

City: Crawfordsville, Indiana

Zip Code: 47933

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,  
2022-2025 (Highlight implementation years)

### ----- CONTACT INFORMATION -----

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*Read all the way through this document before beginning your work.*

## --- 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
- TSI     Targeted Support and Improvement – federal government school designation under ESSA
- ATSI    Additional Targeted Support and Improvement – federal government school designation under ESSA
- CSI     Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

**If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)**

This is an initial three (3) year plan. <b>Yes No</b>	This is a review/update of a plan currently in use. <b>Yes No</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes No</b>	Is the school’s Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? <b>SW TA</b>
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

**--- 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 comprised 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 sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s)” column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee 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.

<b>Member Name</b>	<b>Title</b>	<b>Committee(s)</b>	<b>CNA/SIP Sub-committee(s)</b>
Jennifer Coyle	Principal	<b>CNA, SIP, Both</b>	Leadership Team, MTSS, ELA, Title
Heather Lawson	Instructional Coach	<b>CNA, SIP, Both</b>	Leadership Team, MTSS, ELA, Title
Mary Scheidler	School Counselor	<b>CNA, SIP, Both</b>	MTSS
Maranda Patton	Reading Interventionist	<b>CNA, SIP, Both</b>	Leadership Team, MTSS, ELA, Title
Lisa Fisher	Teacher	<b>CNA, SIP, Both</b>	Leadership Team
Ellen Rooze	Teacher	<b>CNA, SIP, Both</b>	Leadership Team
Meredith Boaz	Teacher	<b>CNA, SIP, Both</b>	Leadership Team
Laura Newman	PE Teacher/After School Clubs	<b>CNA, SIP, Both</b>	After School Club Coordinator
Rebekah Mason	Special Education Teacher	<b>CNA, SIP, Both</b>	MTSS, SpEd
Steffanie Brumett	Teacher/Parent	<b>CNA, SIP, Both</b>	
Kerri Warner	EL Teacher	<b>CNA, SIP, Both</b>	MTSS, EL

## --- 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.

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District Vision:

School Vision:

District Mission:

School Mission:

District Goals:

Does the school's vision support the district's vision?	Yes	No
Does the school's mission support the district's mission?	Yes	No
Do the school's mission and vision support district goals?	Yes	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

## 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 essential 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.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading	2-3	Scholastic	Yes No	Tier 1, 2, 3	Core reading program	Yes No	
Reading	2-3	Scholastic Digital	Yes No	Tier 1, 2, 3	Component of core reading program	Yes No	
Reading	2-3	Phonics First	Yes No	Tier 1, 2, 3	Intervention program based on Orton Gillingham for decoding and encoding Primary phonics instruction in all 2nd grade classrooms	Yes No	
Reading	2-3	Literacy Pro	Yes No	Tier 1, 2, 3	Program for comprehension/fluency/vocabulary intervention	Yes No	
Reading	2-3	IXL	Yes No	Tier 1, 2, 3	Individualized digital Reading practice	Yes No	
Reading	2-3	Edge Kits	Yes No	Tier 1, 2, 3	Component of core reading program for comprehension/fluency/vocabulary intervention	Yes No	

Writing	2-3	Scholastic	Yes No	Tier 1, 2, 3	Core writing program	Yes No	
Math	2-3	MyMath	Yes No	Tier 1, 2, 3	Core math program	Yes No	
Math	2-3	Piloting iReady and IntoMath	Yes No	Tier 1, 2, 3	Core math program	Unsure	
Math	2-3	EveryDay Math	Yes No	Tier 1, 2, 3	Core Math program for A&E	Yes No	
Math	2-3	IXL	Yes No	Tier 1, 2, 3	Individualized digital math practice	Yes No	
Science	2-3	McGraw-Hill	Yes No	Tier 1, 2, 3	Core science program	Yes No	
Science	2-3	IXL	Yes No	Tier 1, 2, 3	Individualized digital Science practice	Yes No	
Science	2-3	Home School Connections Math and Science	Yes No	Tier 1, 2, 3	Publication for continuing learning at home	Yes No	
Math	2-3	ConnectEd	Yes No	Tier 1, 2, 3	Component of core math program	Yes No	
SEL	2-3	Second Steps	Yes No	Tier 1, 2, 3	Evidence-based social emotional curriculum	Yes No	

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

**The public may view the school's curriculum in the following location(s):** Pacing Guides and Curriculum Maps can be found on the corporation website and are also available upon request.

## 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.

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	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc.).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

### **For Title I schools with Schoolwide Programs only:**

**Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.**

Teachers are trained in instructional best practices to help students make progress towards mastery. Second and third doses of reading instruction occur daily led by trained Title 1 interventionists. Small groups are created and adjusted using classroom data from NWEA, Mindplay dyslexia screener program, and our MTSS process. Select students are also led through Level 1, Level 2, and or Level 3 of Orton Gillingham by certified/trained staff. For comprehension and vocabulary development we use Edge Kits from Scholastic; our core Reading program.

## 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), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). 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)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	2/3	Com. Form., Summative	To inform and guide instruction	Yes	
Scholastic Reading Level Assessment-NSGRA	2/3	Benchmark Com. Form.	Determine current level of progress for students and guide where teachers will go next	Yes	
Common Curriculum Unit Assessments	2/3	Com. Form.	Determines current level of understanding of material and highlights of needs for future intervention	Yes	
Scholastic Independent Comprehension-NSGRA	2,3	Benchmark	Determines the level of comprehension of an independently read text	Yes	
Scholastic Comprehension Assessment 2nd-Listening 3rd-Independent	2/3	Benchmark, Form.	To determine level of listening comprehension for 2nd grade and independent comprehension for 3rd grade	Yes	
Scholastic Developmental Word Knowledge Inventory (DWKI)	2/3	Benchmark, Com. Form.	Used for determining student phonological awareness and phoneme identification	Yes	
Orton Gillingham Assessment Components	2/3	Benchmark, Form.	Used before and after teaching phonic concepts as well as Red Words (spelling and reading)	yes	
Mindplay-universal and level 1 dyslexia screener program	2/3	Benchmark, Form.	Administered to all 2nd grade students to determine at risk tendencies for dyslexia. Used for 3rd grade when deemed necessary.	1st Year to try	

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 No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	



**For Title I schools with Schoolwide Programs only:**

**Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.**

Teachers are an integral part in the MTSS process. During this process, data is collected and goals are made to help struggling students.

Teachers also meet with the principal and Instructional Coach during grade level team meetings to make instructional decisions based on classroom and assessment data. Teacher teams meet with a member of the MTSS team once a month to discuss target students that may need further MTSS support and documentation.

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

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

Students have access to laptops in the classroom. There are several enrichment and remediation programs available to them including IXL (Math) and Scholastic Digital (Reading). Students use these programs in small groups while the teacher is conducting a small group lesson. Students are learning how to use Google Classroom. They are able to interact with their teacher, turn in work, create presentations, participate with their classmates, and have access to daily review and practice through that platform.

In addition to having access to laptops in the classroom, students are also receiving an hour, per week, for direct-instruction on Computer Science standards. This is one of their Related Arts classes. Here they cover many topics to navigate different computer programs as well as becoming more confident and knowledgeable about how to safely use technology as a tool for academic growth.

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

## 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
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

### Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

### Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If “Not currently implementing career exploration activities” was checked 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	No	
A Multi-Tiered System of Supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

## Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school’s population. Provide strategies and indicate whether or not 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.**

During the registration process, parents identify the racial/ethnic information for their child. They also complete a Home Language Survey to inform the school the main language spoken in the home. Parents may request a free/reduced lunch status application and the information is kept within the building.

**Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.**

Opportunities for small group and individual instruction include: Newcomer groups for English Language Learners, and in class support for our EL population and Title 1 reading groups. There are a variety of after school opportunities available including tutoring, Book Club, SEL Ambassadors, and Robotics. Students who qualify for free/reduced lunch status have access to after school programs at a reduced cost or free of charge.

**What professional development might be necessary for staff to work effectively in cross-cultural situations?**

As a corporation, we are looking at increasing professional development on Equity. Having open conversations with staff will help all involved reflect on their own implicit bias. We have a high poverty population, learning how poverty affects learning is also necessary to allow staff to better understand and help our students.

We are still learning about the long-term effects of COVID and how that has affected and will affect learning in the future. As a building, we will be seeking professional development that targets various cultural situations, the effects, and how we, as a staff, can be helpful in overcoming the effects of the pandemic.

**What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?**

Our Reading and Math series provide opportunities for students to see and learn about many different races and cultures. The reading series also has multicultural books as part of the curriculum and students and teachers have access to books in our guided reading room. It is important that students “see themselves” in the stories they read.

Our building uses Second Step as our SEL program. One piece of this program works to give students the tools they need to see and appreciate the differences in each other. Along with targeted lessons on topics such as Accepting others' Differences, videos and print material include a cross section of cultures to promote acceptance and relatability.

## **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 absent 10% or more of the school year.      Last year: **49**      Two Years Ago: **39**      Three Years Ago: **21 (Through March–Covid)**

### **What may be contributing to the attendance trend?**

We are going in the wrong direction. Many factors contribute, including lack of transportation, an increase in our transient population, high levels of poverty, and lack of parent support. It is crucial students are in school every day to continue to show growth. We are working hard to reverse this trend.

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

Attendance policies are reviewed annually and revised as needed to ensure consistency at all buildings. This policy is listed in our Student Handbook. Attendance is tracked by our attendance team. This team includes the Principal, School Guidance Counselor, and School Resource Officer. Parents are contacted when students begin to accumulate unexcused absences. The school works with parents to assist with transportation/alarm clocks/outside agencies. This helps families to take ownership in their child's schooling and understanding the importance of coming to school. Additionally, our school resource officer is used to assist when needed. This includes periodic wellness checks on families if students are not in school and there has been little to no communication from the parents. An attendance contract may be used if student absentees reach a predetermined threshold, as listed in our attendance policy. We meet with families both on the phone and in person. As a last resort DCS is brought in, as well as turning the case over to our local Prosecutor's office.

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

Attendance is tracked daily for all students. For any unexcused absences, an automated message is sent requesting parents to report their student's absence promptly. Per our attendance policy, once a student has more than five unexcused absences, the Principal sends home a letter detailing our attendance policy and then again at 10 days. These letters are then recorded and saved under student documentation. This allows us to monitor absences more easily. All attendance letters are translated for our Spanish-speaking families. After 10 absences, an attendance agreement is put into place during a meeting with parents.

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

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

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

We offer several opportunities for families to become actively involved. By working together, it is our hope that it will positively affect their child's learning. We have parent nights each year. Teachers share information (in English and Spanish) about PowerSchool, school and classroom procedures, and resources families can use to help their child academically at home.

We work to maximize family support and involvement including, providing homework in Spanish for parents when appropriate so that they are able to provide more support at home. The Instructional Coach provides reading strategies in our weekly newsletter for parents. We have outside mental health agencies that work as a bridge between school and home by encouraging active participation by parents/guardians in their child's education. Case managers are in our building each day, including a licensed Social Worker. They work closely with parents and students on academic and social/emotional needs.

One Book, One School is a program done each year at Nicholson. Every student receives a copy of the same book. All students read the book together and integrate activities into all academic areas. This includes giving parents suggestions of how they can be a part of this program at home. Students may keep the book at the conclusion of the event.

We offer Title 1 family nights throughout the year providing opportunities for families to work and play together. Examples of these events include a STEM Night, Math Game Night, Craft Night, and other hands-on activity events.

**In what ways are parents/families able to express ideas, concerns, and/or suggestions?**

Spanish-speaking parents are provided with bilingual contact information and invited to reach out when they have questions or concerns. Parents are given opportunities to share concerns, ideas, and suggestions through parent/teacher conferences, surveys from the front office, newsletters, School Board meetings, and communication with the Principal (phone, Dojo, email, in-person).

## **Core Element 9: Parent and Family Engagement [Title I Schoolwide only]**

**Describe strategies used to increase parental involvement.**

Title 1 sends home a parent/teacher/student compact outlining the responsibilities of students, teachers, and parents in order to promote academic success. These compacts must be signed by all parties acknowledging participation.

Two Family Nights are hosted throughout the school year. In the fall, we host a Game Night where board games are used to promote family time and communication. In the spring, we host a STEM night where families are invited to come and participate in a variety of STEM projects while working together as a family. In past years, we have hosted a Craft Night where families made Valentine Cards for members of the community including nursing homes, police and fire departments. Spanish translations are provided.

**How does the school provide individual academic assessment results to parents/guardians?**

Title 1 progress monitors all students that receive Tier 2 or 3 intervention and shares with members of MTSS. This information is shared with parents when needed at conferences.

Results of Dyslexia screeners are sent home to the most in need of intervention students (lowest 20%).

Report cards are sent home quarterly.

All parents are asked to attend conferences in the fall. Conferences are held in the spring for our most at-risk students. After each round of NWEA progress reports are sent home to parents detailing areas of strengths and challenges in math and reading.

**How does the school involve parents in the planning, review, and improvement of the schoolwide plan?**

A select group of parents are included in reviewing the plan and providing feedback.

## Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

### This section applies only to schools that receive Title I funding and operate a Schoolwide Program

**Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.**

We employ two full time licensed Instructional Coach and two reading interventionists. We apply for the Early Intervention Grant each year. Funds are used to purchase books and materials for teachers and students, conduct PD, and offer Summer School.

**Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).**

N/A

**Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.**

N/A- The youngest grade in the school is 2nd grade. These transitions and early childhood programming occur at the corporation run Pre-School as well as our K-1 building.

**Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.**

We provide new teachers with two mentors, one on their team and one not. Teachers have a voice in what happens within the building. Professional Development for new teachers is offered in areas where support may be needed or interest is expressed. We have created PLCs and implemented a structured plan for those PLCs. Their discussions lead to changes in our building.

We have implemented instructional rounds. These build a new teacher's support system and also allows them access to highly effective veteran teachers. The support extends to the guidance/assistance given to new teachers by frequent check in and coaching sessions with our Instructional Coaches. This year, we have a coach for each of our two grade levels.

In the Corporation, retired teacher mentors are brought in as an additional (non evaluative) support for new teachers. If teachers remain in our corporation for 7 years, they receive a significant increase in salary.



**Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below**

Staff Name	Licensure/Certification	Assigned Class/Subject
Blakley, Candida	Praxis II	2nd Grade Teacher
Boaz, Meredith	Masters, Praxis II	2nd Grade Teacher
Brown, Angie	Masters	Special Education Teacher
Brumett, Steffanie	Substitute License, Finishing Degree	3rd Grade Teacher
Caplinger, Cara	Praxis	3rd Grade Teacher
Coyle, Jennifer	EdS, Praxis II, Building and District Administrator's License	Principal
Davis, Claudia	Praxis II	Special Ed Teacher
Drake, Shelly	Masters	3rd Grade A & E Teacher
Fairfield, Lissa	Praxis II	3rd Grade Teacher
Ferguson, Katie	Praxis II	3rd Grade Teacher
Fisher, Lisa	Masters	2nd Grade Teacher
French, Rebecca	Praxis II	2nd Grade Teacher
Garvin, Dana	Masters	Art Teacher
Hale, Angie	Masters	Elementary Technology Director
Hodge, Morgan	Emergency License, Education Degree	3rd Grade Teacher
Isajewicz, Amanda	Praxis II	Music Teacher
Jones, Kristi	Masters	2nd Grade A & E
Lawson, Heather	Praxis II	Instructional Coach/Title I
Lawson, Kim	Housse	3rd Grade Teacher
Mason, Rebekah	Praxis II	Special Ed Teacher
McCutchan, Megan	Masters	2nd Grade Teacher

McVay, Marlowe	Emergency License, Education Degree	3rd Grade Teacher
Newman, Laura	Housse	PE Teacher/Special Ed Teacher
Patton, Maranda	Masters	Reading Interventionist
Peterson, Camaryn	Emergency License, Education Degree	2nd Grade Teacher
Potter, Jaclyn	Praxis II	2nd Grade Teacher
Rooze, Ellen	Masters	3rd Grade Teacher
Scheidler, Mary	Masters	School Counselor
Starlin, Carol	Masters	Instructional Coach/Title I
Todd,Darian	R.N.	Nurse
Warner, Kerri	License with Bilingual/Cultural emphasis	EL Resource Teacher
Warren, Korey	Masters	Speech Teacher

**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 and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)		IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments		Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training		Performance Gap Data		Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments		Service Delivery Model	<input checked="" type="checkbox"/>	Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA		Special Education Staff Assignments		
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>					
	Staff Attendance						

**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**      **85% of students in the gen-ed setting will pass IREAD-3**      **Measurable outcome met? Yes  No**

**If the goal was not met, explain why.**

Students did not take IREAD-3 during the 2019-2020 school year due to the COVID-19 shutdown, so data from the 2018-2019 school year was used. We will continue to pursue that goal.

If the goal was not met, should the school continue to work toward this goal?  Yes  No

**Goal 2**      **Reduce the number of 2nd grade at risk to not pass IREAD-3 by 3%.**      **Measurable outcome met? Yes  No**

**If the goal was not met, explain why.**

This is a new goal for the 22-23 school year. The 21-22 school year was the first time we administered IREAD to our 2nd grade students

If the goal was not met, should the school continue to work toward this goal?  Yes  No

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).*

	1	2	3	4	5	6
<b>Desired Performance Indicators Based on Prioritized Goals/Characteristics</b>	<b>Current Goal</b>	<b>Actual Performance Based on School Data</b>	<b>Brief Description Comparing Current Performance to Desired Performance</b>	<b>Gap</b>	<b>Priority</b>	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.</i>	<b>X</b>	<b>1</b>	

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

## GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Tier 1 OG instruction used in combination with Tier 2 and 3 OG intervention in 2nd grade will strengthen phonemic awareness to assist in decreasing the number of 3rd graders predicted not to pass IREAD when taken in 3rd grade.</p> <p>Strengthening more students to be reading above grade level in 2nd grade will result in more students on track to pass or pass IREAD3.</p>	<p><b>Yes</b> No</p>	<p>47.8% of all current 3rd graders are predicted NOT to pass IREAD based on data from the IREAD assessment administered to all 2nd grade students in the previous year.</p>	<p>Our desired outcome is to reduce the number of students predicted not to pass IREAD3 based on 2nd grade IREAD scores. We want to reduce our percentage of predicted not passing students by 3% yearly.</p>	<p>x</p>	<p>2</p>
<p>Children achieving at/above grade level in Reading have the strengthened foundation needed to continue to make adequate progress each year.</p>	<p><b>Yes</b> No</p>	<p>81.4% of 3rd grade students showed reading proficiency as measured by IREAD-3</p>	<p>Our current IREAD percentage needs to improve. This can happen by getting more students to grade level (including comprehension) .</p>	<p>x</p>	<p>1</p>

**Step 2: Conduct Root Cause Analyses**

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

<b>Identified Priorities from Previous Chart (see attached)</b>	<b>List Root Cause(s) (See attached)</b>
Decrease the % of 2nd grade students that take IREAD and are predicted "at risk" not to pass IREAD in 3rd grade.	Missing phonics component in reading curriculum to provide well rounded reading instruction.
Our IREAD percentage needs to improve to 90% over time	Providing consistent and quality instruction by all teachers and support staff

↓  
*Write your Goal(s) from these.*

↓  
*Develop strategies from these.*

## 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. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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



## 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.

<b>GOAL 1</b>	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

<b>GOAL 2</b>	<b>By Spring 2023, 85% of all 3rd grade students will demonstrate reading proficiency as measured by the IREAD- 3 assessment</b>			
<b>Data Checkpoints (dates)</b>	BOY Benchmarking	MOY Benchmarking	EOY Benchmarking	
<b>Evidence at Checkpoints</b>	NWEA/Scholastic Data	NWEA/Scholastic Data	NWEA/Scholastic Data	
<b>Evidence- Based Strategy 1</b>	<b>Effective interventions/instruction for all students</b>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Best practice Tier 1 instruction using OG	All Year	General Education teachers	Increased phonemic awareness
Action Step 2	Intensive small group OG interventions (Tier 2)	All Year	Title/EL/SpEd Staff	Graduating out of Tier 2 groups
Action Step 3	OG (Tier 3)	All Year	Trained staff	Graduating out of OG, move into Comprehension groups
Action Step 4	Edge Kits	All Year	Support staff and interventionists	Increased decoding and comprehension levels
Action Step 5	Instructional Rounds	Quarterly	All Certified Staff	Increased collaboration and instructional conversations among staff
<b>Yr. 1 Measurable Objective</b>	<b>By Spring 2021, 75% of all 3rd grade students will demonstrate reading proficiency as measured by the IREAD- 3 assessment</b>			
<b>Yr. 2 Measurable Objective</b>	<b>By Spring 2022, 85% of all 3rd grade students will demonstrate reading proficiency as measured by the IREAD- 3 assessment</b>			

<b>GOAL 2</b>	<b>By Spring 2023 we will reduce the number of 2nd grade students at risk to not pass IREAD3 by 3%.</b>			
<b>Data Checkpoints (dates)</b>	BOY Benchmarking	MOY Benchmarking	EOY Benchmarking	
<b>Evidence at Checkpoints</b>	NWEA/Scholastic Data Orton-Gillingham Assessment	NWEA/Scholastic Data Orton-Gillingham Assessment	NWEA/Scholastic Data Orton-Gillingham Assessment	
<b>Evidence- Based Strategy 1</b>	<b>Effective Phonics Instructions in all 2nd Grade Classrooms</b>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Implement Orton Gillingham Phonics program in all 2nd grade classrooms	August 2022	Principal, Instructional Coach, General Education teachers, Special Education Staff, EL Staff	More students developing a better understanding of phonics
Action Step 2	Meet with leaders from the K-1 building where OG is being taught in the classroom for K & 1st grades	August 2022	Admin, and Title staff from 2 buildings	Continuity between K-5 schools
Action Step 3	Teacher PD on how to effectively instruct using Orton Gillingham as a curriculum	August 2022	SpEd staff, EL staff, building principal, Title staff	Accurate and effective techniques and instruction observed
<b>Yr. 1 Measurable Objective</b>	<b>By Spring 2022, we will reduce the number of students from 48% At Risk of not passing IREAD3 by 3%.</b>			
<b>Yr. 2 Measurable Objective</b>	<b>By Spring 2023, we will reduce the number of students at risk of not passing IREAD3 in 2nd grade by 3%</b>			

# 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.

<b>Professional Development Goal 1</b>	Nicholson will continue and expand our practice of Instructional Rounds.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	No funds are needed to implement Instructional Rounds	
<b>Evidence of Impact</b>	Instructional Rounds lead to increased collaboration within the building and improved instructional conversations. These conversations affect changes to instruction which will contribute to student growth.	
<b>Plan for coaching and support during the learning process:</b>		
As new teachers are hired, they will be trained in the importance and process of Instructional Rounds. Teachers use their grade level teams as support through this process.		
<b>How will effectiveness be sustained over time?</b>		
Each quarter, teachers will observe in another teacher’s classroom at least 1 time. They will debrief with their teammates and Instructional Coach. Administration will be responsible for providing coverage for teachers while observing in rooms.		

<b>Professional Development Goal 2</b>	We will increase Inclusion/Special Education training for all staff, including support staff. This includes strategies, practices, and supports.	<b>Linked SIP Goals</b> Yes    No
<b>Possible Funding Source(s)</b>	General Funds/611 money (if needed)	
<b>Evidence of Impact</b>	Impact will be seen through the MTSS process, students' success in the classroom and small group setting, and increased collaboration between our Special Education staff and Gen Ed teachers. With this training, staff should feel more confident with how best to help students succeed in the classroom setting.	
<p><b>Plan for coaching and support during the learning process:</b></p> <p>Special Education staff, including teachers, behavior specialists, and Special Education Director, will conduct multiple trainings with teachers and paraprofessionals. They will provide manageable tools that teachers can use right away for students in their rooms. We will also investigate opportunities to send staff to PD outside of our corporation.</p>		
<p><b>How will effectiveness be sustained over time?</b></p> <p>New teachers will receive PD on appropriate interventions at the beginning of the school year. All staff will formally meet together quarterly with the Special Education staff to ask questions, brainstorm, and check in. Informal meetings will happen as needed.</p>		

<b>ASSESSMENT:</b>	<b>IREAD3 %Pass</b>			
	<b>Total Passing</b>	<b>Free/Reduced</b>	<b>Special Education</b>	<b>EL</b>
<b>Spring 2014</b>	<b>87%</b>	<b>83.7%</b>	<b>40%</b>	<b>85%</b>
<b>Spring 2015</b>	<b>91%</b>	<b>91%</b>	<b>52%</b>	<b>88%</b>
<b>Spring 2016</b>	<b>89%</b>	<b>87%</b>	<b>55%</b>	<b>79%</b>
<b>Spring 2017</b>	<b>88%</b>	<b>92%</b>	<b>63%</b>	<b>63%</b>
<b>Spring 2018</b>	<b>72%</b>	<b>67%</b>	<b>31%</b>	<b>47%</b>
<b>Spring 2019</b>	<b>72%</b>	<b>Not Available</b>	<b>Not Available</b>	<b>Not Available</b>
<b>Spring 2020</b>	<b>Did Not Assess</b>	<b>Did Not Assess</b>	<b>Did Not Assess</b>	<b>Did Not Assess</b>
<b>Spring 2021</b>	<b>72%</b>	<b>Not Available</b>	<b>Not Available</b>	<b>Not Available</b>
<b>Spring 2022</b>	<b>81%</b>	<b>Not Available</b>	<b>Not Available</b>	<b>Not Available</b>
<b>Goal Spring 2023</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>