

School Name: East Crawford Elementary School

School Number: 1065

Street Address: 518 Speed Road

City: Milltown

Zip Code: 47145

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. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school’s Title I program Schoolwide or Targeted Assistance? SW TA
<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.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Tarra Carothers	Principal	CNA, SIP, Both	
Holly Barron	Teacher	CNA, SIP, Both	
Camie Wiseman	Teacher	CNA, SIP, Both	
Lisa Smith	Teacher	CNA, SIP, Both	
Wayne Carothers	School Board Member	CNA, SIP, Both	
Rose Lincoln	Teacher’s Aide (Title 1)	CNA, SIP, Both	
Amber Goldman	Parent	CNA, SIP, Both	
Amy Belcher	Grant Administrator	CNA, SIP, Both	
		CNA, SIP, Both	

--- 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: Growing Toward Greatness

School Vision: Growing Toward Greatness

District Mission:

Crawford County Community School Corporation and its local community work together to create a safe learning environment which encourages achievement at all levels through a rigorous curriculum that prepares and empowers students to be successful as positive members of society in an ever-changing world.

School Mission:

East Crawford Elementary is committed to providing a child-centered, nurturing and secure environment that provides the foundation where children can achieve their full potential through partnerships with home, school and community. We will accomplish this by promoting enthusiastic and cooperative learning where each child will become a responsible, respectful, and contributing citizen.

District Goals:

Students will be able to perform at or beyond grade level expectations in English Language Arts

Students will be able to perform at or beyond grade level expectations in Mathematics.

Develop a school culture that promotes positive behaviors, self-regulation, growth mindset, and recognized trauma informed care practices utilizing MTSS.

Increase understanding and implementation of Project-Based Learning/STEM in the district.

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: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	Tier 1, 2, 3	<i>Textbook and readers are core component of reading program.</i>	Yes No	
Reading/Language Arts	k-5	Wonders Reading 2020	Yes No	Tier 1, 2, 3	Research based reading program that is aligned to our standards.	Yes No	
Reading/Language Arts	k-5	iReady Reading Instruction	Yes No	Tier 1, 2, 3	Research based online reading diagnostic and instructional program aligned to state standards.	Yes No	
Reading/Language Arts	K-5	IXL	Yes No	Tier 1, 2, 3	Online resource for reading and Language Arts. Used for remediation and enrichment.	Yes No	
Math	K-5	Ready Math	Yes No	Tier 1, 2, 3	Research based math program that is aligned to our standards.	Yes No	
Math	K-5	iReady Math Instruction	Yes No	Tier 1, 2, 3	Research based online math diagnostic and instructional program aligned to state standards.	Yes No	
Math	K-5	IXL	Yes No	Tier 1, 2, 3	Online resource for math. Used for remediation and enrichment.	Yes No	

Social Studies	3-5	IXL	Yes No	Tier 1, 2, 3	Research based online Social Studies instructional program aligned to state standards.	Yes No	
Social Studies	K-5	Scholastic News	Yes No	Tier 1, 2, 3	Research based instructional program aligned to state standards.	Yes No	
Science	3-5	IXL	Yes No	Tier 1, 2, 3	Research based online science instructional program aligned to state standards.	Yes No	
Science	K-5	Science Spin/Super Science	Yes No	Tier 1, 2, 3	Curriculum resource	Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

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 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):

Core Curricula have been developed at the district level and is based on Indiana Academic Standards. Grade level teams have identified Priority, Supporting and Additional Standards from a thorough deconstruction of the Indiana Academic Standards. Grade level teams share pacing guides for the scope and sequence of standards. Current district resources include McGraw-Hill Reading Wonders (2020) and Curriculum Associates Ready/iReady Mathematics. The curriculum and pacing guides are available at the school office during the school year between 9:00 AM and 2:30 PM.

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.

East Crawford Elementary School will support the learning needs of all students, specifically,

1. At-risk (e.g. low-performing student groups) by providing remediation opportunities for reteach and skills practice. Our Title I assistants work with students in the classroom and in addition provide small group and/or individual remediation to our at risk students as needed.
2. Students with disabilities by providing equitable access to ensure that students with disabilities are provided the necessary and individualized supplementary aids and services, accommodations, modifications, or supports to meaningfully participate in the general education curriculum.
3. Migrant students by providing services and support to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post secondary education or employment.
4. High Ability students by providing enrichment opportunities that challenge high ability learners and provide a differentiated curriculum.
5. Homeless students by providing services and support to help homeless children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post secondary education or employment.
6. Foster children by providing services and support to help foster children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post secondary education or employment.

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
iReady Math Diagnostic	K-5	Benchmark, Com. Form., Summative, Other	Research based program. Used for remediation and enrichment for students K-5. Shows growth.	Yes No	

Ready Math Assessment	K-5	Benchmark, Com. Form., Summative, Other	Research based program. It's our core math program.	Yes	No	
iReady Reading Diagnostic	K-5	Benchmark, Com. Form., Summative, Other	Research based program. Used for remediation and enrichment for students K-5. Shows growth.	Yes	No	
Weekly/Biweekly Wonders Assessments	K-5	Benchmark, Com. Form., Summative, Other	Research based program. It's our core reading program.	Yes	No	
Unit Assessment - Wonders	K-5	Benchmark, Com. Form., Summative, Other	Research based program. It's our core reading program.	Yes	No	
CORE Phonological Segmentation Test	K-2	Benchmark, Com. Form., Summative, Other	Dyslexia Screener	Yes	No	
CORE Phonics Survey	K-2	Benchmark, Com. Form., Summative, Other	Dyslexia Screener	Yes	No	
Arkansas Rapid Naming Screener	k-2	Benchmark, Com. Form., Summative, Other	Dyslexia Screener	Yes	No	
Words Their Way: Primary Spelling Inventory	k-2	Benchmark, Com. Form., Summative, Other	Dyslexia Screener	Yes	No	
CoGAT	K, 2	Benchmark, Com. Form., Summative, Other	Benchmark Assessment completed in grades K & 2 to Identify students for High Ability Program	Yes	No	

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 improved student achievement.

- RTI meetings
- Grade Level meetings
- Specialized committees
 - writing committee
 - reading team
 - math team

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

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

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 (character education)	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 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.

Students are identified through a demographic survey at registration. Families also fill out a Free and Reduced application form and a Home Language Survey at Kindergarten registration

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

The staff at East Crawford Elementary School believe all students should learn at high levels. This entails meeting the diverse learning levels and needs of all students through a multi-tiered system of support (MTSS). Tier 1 instruction is differentiated by classroom teachers, taking into consideration content, the process by which students will learn the content, and the outcomes (products) expected of students. When students require additional assistance to master content or demonstrate the need for a deeper understanding of content, classroom teachers collaborate with one another and specialized instructional support personnel. The need for remedial and advanced instruction is determined by continuously monitoring student performance data. Using criteria set forth by the MTSS plan, Tier 2, and more extensive Tier 3 supports are provided for students as necessary. Examples of supports provided to students include Tucker Signing, Orton-Gillingham Approach, Burst Reading, Reading WonderWorks, and Leveled Literacy Intervention are formally employed as reading intervention programs. iReady Math Instruction provides both intervention and enrichment activities.

We perform a gap analysis from assessment data. We also use the MTSS process for identifying and remediating students in need.

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

We completed Ruby Payne training to help understand and work effectively with students in poverty.

We have completed extensive Trauma Informed Care Training.

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

Social Emotional Learning curriculum includes Caring Schools Community.

McGraw-Hill and Curriculum Associates curriculum materials are designed to be culturally sensitive.

Social Studies curriculum and character education (special class).

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: 1 Two Years Ago: 5 Three Years Ago: 4

What may be contributing to the attendance trend?

Poverty, Lack of Motivation

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

Attendance is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities. Crawford County Community School Corporation is working with Crawford County Prosecutor, Cheryl Hillenburg, to support families in improving school attendance. Project Attend is a program developed to ensure students and parents are following Indiana's Compulsory Attendance Law.

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

Unexcused absences are tracked in a shared spreadsheet which is updated by the school attendance aide and monitored by the principal and school resource officer. Families are provided a level of support based on the Project Attend process.

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 have quarterly Parent Involvement Nights through Title 1, we have a monthly newsletter, a Facebook page, the PTO regularly has events to involve parents (these include Family Painting Night, Math Education Family Meetings, Parent Night Outs, Movie Nights)

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

Parents are involved in our SIP Plan and they are active in the PTO.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Our secretary does a daily call for absent students. We require doctor verification for missed days. We use our school resource officer for home visits when parents need it.

How do teachers and staff bridge cultural differences through effective communication?

Teachers are compassionate and expecting of all backgrounds. We do home visits when needed. We communicate daily to our student families.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

We have quarterly Parent Involvement Nights through Title 1, we have a monthly newsletter, a Facebook page, the PTO regularly has events to involve parents (these include Family Painting Night, Math Education Family Meetings, Parent Night Outs, Movie Nights)

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

We have had parent nights where we bring parents in and go over results. We have Harmony Parent Access. We also mail a paper copy of state wide reports. Parents also have a username and login information for state-wide testing.

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

We have a parent on our SIP team. We also have a Broad Based Planning Committee team with parents through our High Ability grant. Parents are also active in our parent-teacher organization.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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 understand that funding sources can be consolidated; however Crawford County School Corporation does not participate in the consolidation of federal, state, and local funds.

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

Not Applicable

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.

The school will assist preschool students from Head Start and Boys and Girls Club with the transition to elementary school by having the students visit, tour, and observe the kindergarten classroom and school. The Boys and Girls Club preschool teacher and kindergarten teacher regularly collaborate on curriculum so the preschool students will be prepared academically. The school hosts a Kindergarten Round-Up to give parents information about the upcoming year. The school has a Title 1 program to get students and parents into the school to promote reading and we invite the incoming kindergarten students.

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 teachers leaders.

CCCS has implemented a mentor/mentee program that allows for teachers both new to the profession to work with a mentor in the building. This serves to assist the new staff member with the evaluation system and building procedures and policies. This is our corporation's attempt to ease the transition into teaching for those new to the profession and retain high quality teachers at CCCS. The administrative team will be attending a recruitment fair to select and reach quality candidates.

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
Yvonne Dalton	ParaPro, Title 1	Kindergarten
Jayne Riddle	ParaPro, Title 1	Kindergarten
Amber Goldman	ParaPro, Title 1	First Grade
Amy Hollen	ParaPro	First Grade
Brenda Kelly	Teacher License	Second Grade
Angela Wilcox	Lifetime License	Second Grade
Romona Garrett	ParaPro, Title 1	Third Grade
Marcy Pennington	ParaPro	Third Grade
Rose Lincoln	ParaPro, Title 1	Fourth Grade
Debbie Foster	ParaPro	Fourth Grade
Camie Wiseman	Teacher License	Kindergarten
Lisa Smith	Teacher License/Elementary	Kindergarten
April Smith	Teacher License/Elementary	First Grade
Zoe Dyer	Teacher License/Elementary	First Grade
Esther Williams	Teacher License/Elementary	Second Grade
Jess Branham	Teacher License/Elementary	Second Grade
Valerie Wheeler	Teacher License/Elementary	Third Grade
Cheyenne Lang	Teacher License/Elementary	Third Grade
Keyla Bowen	Teacher License/Elementary	Fourth Grade

Angie Schieders	Teacher License/Elementary	Fourth Grade
Holly Barron	Teacher License/Elementary	Fifth Grade
Megan Carmichael	Teacher License/Elementary	Fifth Grade
Jacklyn Sherrard	Teacher License/Elementary	Special Education k-2
Kerri Ruff	Teacher License/Elementary	Special Education 3-5
Tarra Carothers	Secondary Education/Social Studies Masters in Education Administration	Principal

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 type="checkbox"/>	Statewide Assessments	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input type="checkbox"/>	Assessment by Student Group	<input type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input type="checkbox"/>	Attendance Reports – general and by student groups	<input type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	

	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.			
	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

Measurable outcome met? **Yes No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

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

Goal 2

Measurable outcome met? **Yes No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

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

Goal 3

Measurable outcome met? **Yes No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

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

Goal 4

Measurable outcome met? **Yes No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

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 3rd column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4th 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 5th 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
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
<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 & expulsions increased 8% & 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>	X	1	

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
	Yes No				
	Yes No				
	Yes No				
	Yes No				
	Yes No				
	Yes No				

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

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.).

Identified Priorities from Previous Chart	List Root Cause(s)

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).

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	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.

GOAL 1	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.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	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.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
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.
Yr. 2 Measurable Objective	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.			

Yr. 3 Measurable Objective	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.
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GOAL 1	In 2021 60% of students will demonstrate proficiency on ILEARN MATH and subgroups including special education and free/reduced lunch status will show high levels of growth.			
Data Checkpoints (dates)	August 2020	Dec 2020/Jan 2021	May 2021	May 2021
Evidence at Checkpoints	iReady Math Diagnostic	iReady Math Diagnostic	iReady Math Diagnostic	ILEARN Mathematics
Evidence- Based Strategy 1	Implement blended instructional models in mathematics classes. Research & Efficacy. (2019). Retrieved September 25, 2020, from https://www.curriculumassociates.com/research-and-efficacy			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	<ul style="list-style-type: none"> Alignment & Implementation of K-5 instructional strategies <ul style="list-style-type: none"> Number Sense Problem Solving Strategies 	July 2019 - June 2022	Principal Instructional Coach Teachers Instructional Support Staff	<p>At least 60% of students will demonstrate proficiency and at least 60% of students will demonstrate high growth on ILEARN</p> <ul style="list-style-type: none"> Benchmark scores on iReady Math Diagnostic will indicate proficiency <p>Lesson plans and classroom observations will document effective implementation of the PK-5 curriculum.</p> <ul style="list-style-type: none"> Number Sense Problem Solving
Action Step 2	<ul style="list-style-type: none"> Improved use of data and formative assessment (feedback) Differentiated lessons 	July 2019 - June 2022	Principal Instructional Coach Teachers Instructional Support Staff	Lesson plans and classroom observations will document effective use of formative assessment and differentiated lessons.

	will meet the needs of all students			
Action Step 3	<ul style="list-style-type: none"> RTI Process will be defined and implemented effectively 	July 2019 - June 2022	Principal Instructional Coach Teachers Instructional Support Staff	Progress monitoring data, lesson plans and classroom observations will document effective implementation of interventions.
Action Step 4				

GOAL 2	In 2021 60% of students will demonstrate proficiency on ILEARN ELA and subgroups including special education and free/reduced lunch status will show high levels of growth.			
Data Checkpoints (dates)	August 2020	Dec 2020/Jan 2021	May 2021	May 2021
Evidence at Checkpoints	iReady Reading Diagnostic	iReady Reading Diagnostic	iReady Reading Diagnostic	ILEARN ELA
Evidence- Based Strategy 1	<p>Implement effective reading and writing instruction to meet the needs of all learners. PreK-6 Literacy Curriculum: Research and Success: Wonders. (2020). Retrieved September 25, 2020, from https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA07M0/research-success.html</p> <p>Dufour, R., Dufour, R., Eaker, & Many, T. W. (2010). Learning by doing: A handbook for professional communities at work: 2nd Edition. Bloomington, IN: Solution Tree Press.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	<ul style="list-style-type: none"> ● Alignment & Implementation of PK-5 Guaranteed Curriculum <ul style="list-style-type: none"> ○ Reading Comprehension Strategies ○ Constructed Response Strategies ○ Writing Across Curriculum ○ Vocabulary ○ Multi-Sensory Phonics Instruction 	July 2019 - June 2022	Principal Instructional Coach Teachers Instructional Support Staff	<p>At least 60% of students will demonstrate proficiency and at least 60% of students will demonstrate high growth on ILEARN</p> <ul style="list-style-type: none"> ● Benchmark scores on iReady Reading Diagnostic will indicate proficiency <p>Lesson plans and classroom observations will document effective implementation of the PK-5 curriculum.</p> <ul style="list-style-type: none"> ● Reading Wonders ● RACE Strategy ● Writing ● Vocabulary ● Orton-Gillingham Phonics Method

Action Step 2	<ul style="list-style-type: none"> ● Improved use of data and formative assessment (feedback) ● Differentiated lessons will meet the needs of all students 	July 2019 - June 2022	Principal Instructional Coach Teachers Instructional Support Staff	Lesson plans and classroom observations will document effective use of formative assessment and differentiated lessons.
Action Step 3	<ul style="list-style-type: none"> ● RTI Process will be defined and implemented effectively <ul style="list-style-type: none"> ○ Leveled Literacy Intervention (K-5) ○ Orton-Gillingham Method of Phonics Instruction (K-5) 	July 2019 - June 2022	Principal Instructional Coach Teachers Instructional Support Staff	Progress monitoring data, lesson plans and classroom observations will document effective implementation of interventions.
Action Step 4				

GOAL 3	The school climate supports the whole child as well as personnel and contributes to an inclusive learning community where at least 60% of students demonstrate above average growth on ILEARN ELA and Math.			
Data Checkpoints (dates)	August 2020	Dec 2020/Jan 2021	May 2020	
Evidence at Checkpoints	Student Discipline Data	Student Discipline Data	Student Discipline Data	
Evidence- Based Strategy 1	Implement the Indiana Social-Emotional Competencies in grades PK-5 in order to support student academic achievement and growth.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	School-wide Positive Behavior Intervention System <ul style="list-style-type: none"> Behavior Matrix Behavior Expectations 	July 2019 - June 2022	Principal Counselor/Social Worker Teachers Instructional Support Staff	PBIS Program has been selected from a review of several options. Implementation plan has been developed with established timelines. Baselines have been established for student and staff attendance and discipline referrals and rewards.
Action Step 2	Implementation of Social Emotional Learning Curriculum <ul style="list-style-type: none"> Strategies to support students in poverty/trauma 	July 2019 - June 2022	Principal Counselor/Social Worker Teachers Instructional Support Staff	Social Emotional Curriculum has been developed or selected. Implementation plan has been developed with established timelines.

Action Step 3	Family/Community Involvement Activities <ul style="list-style-type: none"> ● Inform parents of behavior expectations ● Inform parents of school improvement goals and strategies ● Inform parents of student assessment data ● Share strategies for families to support students 	July 2019 - June 2022	Principal Counselor/Social Worker Teachers Instructional Support Staff	Outline for year-long family engagement is developed and implemented.
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GOAL 4	Teachers will Increase understanding and implementation of Project Based Learning in the district and 100% of teachers will complete a PBL unit by the end of the 2020-2021 school year.			
Data Checkpoints (dates)	October 2020	November 2020	Spring 2021	May 2021
Evidence at Checkpoints	Training Attendance	Training Attendance	Training Attendance	Lesson Plans
Evidence- Based Strategy 1	Increase understanding and implementation of Project Based Learning in the district.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will attend PBL training.	October 2020	Teachers; Building Principal	PGP; registration

Action Step 2	Teachers will complete a PBL Unit.	May 2021	Teachers; Building Principal	PBL Unit
Action Step 3	Title IV Grant Application includes a STEM Coach to be available in each building for one full day to provide implementation support.for families to support students	Spring 2021-June 2021	Principal STEM Coach Teachers Instructional Support Staff	Support Documentation
Evidence- Based Strategy 2	Title IV Grant Application includes a STEM Coach to be available in each building for one full day to provide implementation support.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	STEM Coach Training	July 2020	STEM Coach	Registration
Action Step 2				
Action Step 3				

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	Teachers will implement guaranteed curriculum and district level formative assessments.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title IA, Title II, Title IV, Rural and Low Income Grants, as well as other Federal, State and Local Grants	
Evidence of Impact	Classroom Observations (Informal) <ul style="list-style-type: none"> ● Attendance ● Peer Observations & Feedback ● Meeting documentation ● Increased Academic Achievement and Growth on summative and formative assessment ● Discipline Referrals ● Stakeholder feedback 	
Plan for coaching and support during the learning process: Shared learning will take place through regularly scheduled teacher meetings where teachers will learn together, hold each other accountable for implementation, and identify new learning needs.		
How will effectiveness be sustained over time? Implementation of collective educator efficacy		

Professional Development Goal 2	Teachers and staff will implement MTSS in order to support students.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title IA, Title II, Title IV, Rural and Low Income Grants, as well as other Federal, State and Local Grants	
Evidence of Impact	Increased student scores on formative assessments, decreased behavior referrals, increased student engagement, and increased student attendance.	
Plan for coaching and support during the learning process: Shared learning will take place through regularly scheduled teacher meetings where teachers will learn together, hold each other accountable for implementation, and identify new learning needs.		
How will effectiveness be sustained over time? Implementation of collective educator efficacy		

Professional Development Goal 3	Collective Teacher Efficacy will increase through the use of the collaborative inquiry practice.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title IA, Title II, Title IV, Rural and Low Income Grants, as well as other Federal, State and Local Grants	
Evidence of Impact	Improved teamwork, collaboration and effectiveness of staff meetings and professional development.	
<p>Plan for coaching and support during the learning process: Shared learning will take place through regularly scheduled teacher meetings where teachers will learn together, hold each other accountable for implementation, and identify new learning needs.</p>		
<p>How will effectiveness be sustained over time? Implementation of educator efficacy</p>		