

**Rome City School**  
**School Improvement &**  
**School-Wide Title Plan**



**2019-2020**

Heather Green, Principal  
400 Jefferson Street  
P.O. Box 218  
Rome City, IN 46784

**Unified Comprehensive Needs Assessment and School Improvement Plan**

<b>School Name</b>	Rome City Elementary School (6465)
<b>Local Education Agency Name</b>	East Noble School Corporation (6060)
<b>School Year</b>	2019-2020

*Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.*

## Comprehensive Needs Assessment Template

### Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

**I. Establish a Comprehensive Needs Assessment planning team**

<b>CNA Planning Team Members</b>	
<b>Name</b>	<b>Role(s)</b>
Heather Green	Administrator
Kari Ruse	Instructional Coach
Julie Fuller	Counselor
Meagan Zolman	First Grade
Sarah Hollingsworth	Fifth Grade
Cheryl Herber	Second Grade
Jaren Shepherd	Pre School
<b>Name</b>	<b>Role(s)</b>
Heather Green	Administrator
Julie Fuller	Counselor
James Perlich	Dean of Students
<b>Name</b>	<b>Role(s)</b>
Kari Rathke	Instructional Coach
Ann Ventura	Tech Coach
Kim McKibben	Fourth Grade

## II. Develop a vision of excellence

### **Vision of Excellence (Title)**

Rome City Elementary's vision is a district wide vision, students will be inspired as life-long learners, engaged by a rigorous, relevant, and innovative curriculum, and empowered through collaboration and inclusion to become valuable, contributing members of a global society.

### III. Create a school profile

#### School Profile & Staff Demographics (Title)

Rome City Elementary School is part of East Noble School Corporation, a district of approximately 3600. Students are served by one high school, one middle school, one alternative learning school, and five elementary buildings. East Noble School Corporation is located in the northeastern corner of the state, approximately 25 miles north of Fort Wayne, Indiana. The communities comprising the district are based upon manufacturing companies and agricultural livelihood.

Rome City Elementary School is a pre-kindergarten through fifth grade building, with an average enrollment of approximately 285 students. Class sizes range from 18 to 27 students. Students participate in art, physical education, technology, library and music. Rome City also has a framework to develop future productive citizens with monthly character lessons and daily discussions of good character through PBIS Roman character.

Rome City Elementary also offers a spectrum of services under Article 7 of special education. Rome City is partnered with Northeast Indiana Special Education Cooperative of Noble County to assist with services.

Students who fall under Title III services receive Language Development with a licensed teacher. Rome City Elementary also houses the largest population of students with English as a Second Language needs. 37% of the districts English as a Second Language population reside at Rome City. Additional services are offered to these students.

Rome City is a School Wide Title building. Students receive additional Title support with reading, writing and math to service academic needs. High Ability students have state curriculum available.

Rome City is an incorporated town in Noble County. It is part of Orange Township and is the largest within the community. Of Noble Counties 147 lakes Rome City's Sylvan Lake is the largest, with a shoreline of 16 miles and covering 630 acres. The lake provides a seasonal influx to the local economy, which is predominately a manufacturing setting. Data indicated that 95.9% of the Rome City population age 21- 54 is employed. Current population statistics indicate 1,377 residents. Statistics show that the population is not diverse with 97.9% being Caucasian. 69% of our students receive lunch/textbook assistance.

There are many programs offered at Rome City Elementary School. Grant monies from Title I are used to supply intervention opportunities for low performing students. Students reading in the lowest 20% to 30% of each grade level, receive an additional reading time with a trained IA for 20 to 30 minutes a day. IA's are using the researched based program Leveled Literacy Intervention.

High Ability Students are served in cluster groups in each grade level. Indiana Department of Education's High Ability curriculum is taught by trained high ability teachers. In math, teachers use iReady math curriculum to extend learning beyond a typical lesson. Teachers follow the East Noble School Corporation identification process, using OLSAT and SIGS data to identify students for the program. Cluster teachers are trained at the district level to differentiate lessons for these students. A resource room is available for students identified with exceptionalities under Article 7. Students in special education are both pushed in and pulled out for support on IEP goals. The special education teacher has an assistant.

The ethnic make-up of the student population we serve is 93% white, 3% Hispanic, 1% black, 1% Asian, and 1% multiracial. 22% of our Caucasian population is made up of Arabic students from Yemen whose families have moved to the area in search of work. This demographic group causes challenges to arise in language barriers and cultural differences. 10 staff members are English as a Second Language certified.

#### Vision (Title)

Inspire, Engage, Empower!

#### Mission Statement (Title)

East Noble School Corporation Students will be inspired to become life-long learners, engaged by a rigorous, relevant, and innovative curriculum, and empowered through collaboration, and inclusion to become valuable, contributing members of a global society.

## Core Beliefs or Core Values (Title)

### **Staff Pledge**

Rome City staff are committed to creating a school that knows no limits to the academic success of each student, so he or she can be a lifelong learner. The following represents the staff's personal commitment to the overall success of each student at Rome City:

- To collaborate regularly with my peers to improve, share ideas, and techniques. By doing so leading our students to achieve academic success.
- To be open minded of our differences and use them to work together, towards the success of our students.
- Build respectful relationships with students, parents, and colleagues.
- Promote positivity, accountability and safety in our classrooms, school, and community.
- Shared investment in every student in this building academically, socially, and emotionally.

### **Parent Pledge**

Rome City parents are committed to supporting a school that knows no limits to academic success. The following represents the parent's personal commitment to the overall success for a college/career bound child:

- Work at home to achieve and improve goals in reading, writing, and math.
- Positively praise and support all children.
- Commit to help staff members achieve success with all students.
- Offer no excuses that negatively affect a child's education.
- Raise my awareness of what I can do in order to help my child succeed.

### **Student Pledge**

Students at Rome City will recite and model this pledge daily. Students helped with creating the pledge with staff members. Students know they are here to learn how to prepare for a life full of learning:

I must **Respect** all who are far and near. Including our community that we hold dear.

Taking **Ownership** in my actions during work and play,

And using my **Manners** throughout the day.

A Roman's **Attitude** is positive and bright,

Being **Noble** is simply doing what is right.

**Safety** is the final thing Romans should show,

All of these allow me to learn and grow.

As a Rome City Roman, the expectations are clear.

**R.O.M.A.N.S.**

### **Student Demographics**

The ethnic make-up of the student population we serve is 93% white, 3% Hispanic, 1% black, 1% Asian, and 1% multiracial. 22% of our Caucasian population is made up of Arabic students from Yemen whose families have moved to the area in search of work. This demographic group causes challenges to arise in language barriers and cultural differences. 10 staff members are English as a Second Language certified.

### **Staff Demographics**

A highly qualified staff of 23 certified teachers implement curriculum. In addition to the certified staff, there are 27 classified staff member who also help meet the needs of the students. Certified staff consist of classroom teachers, instructional coach, guidance counselor, nurse, special area staff and school resource officer. The classified staff includes instructional assistants, secretarial staff, bus drivers, custodial and cafeteria staff. The collaborative approach of meeting student needs is prevalent. Time is provided daily for staff to collaborate as well as a late start on Mondays.

The building staff includes the following:

Title I: 2

Instructional Assistants: 9

Secretaries: 2

Custodians: 2

Nurse: 1

Art Teacher: 1

Physical Education Teacher: 1

Music Teacher: 1

Special Education Teacher: 1

Instructional Coach: 1

Arabic Translator: 1

Media Assistant: 1

Librarian: 1

Principal: 1

Dean of Students: 1

Speech/Language: 1

Counselor: 1

Bus Drivers: 5

#### Student Behavior (Title)

Student expectations for school-wide behavior are clearly defined and stressed to both students and parents. Rome City School's Discipline Plan was just updated this year, with consistent expectations in all areas of the school, including the same discipline plan in every classroom, using class DoJo, PBIS model. A district wide initiative to promote character education is in place to decrease instances of inappropriate actions. A strong partnership with the local police and fire departments is also appreciated by the school. A School Resource Office is present at Rome City to assist with home visit, student discipline, and safety for approximately 10 hours a week.

## Student Academic Outcomes

### iLearn Data 2018-2019

#### English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	40	25%
Grade 4	31	26%
Grade 5	45	33%

### Summary of School Data from 2018-2019 School Year:

A considerable amount of students from Rome City Elementary did not pass English/Language Arts on the state iLearn assessment. Rome City staff will continue to look at each child as an individual learner and set goals for each student to make growth.

## Summary of Current School Improvement Reform Strategies (Title)

### Evidence Based Interventions (Title - School Improvement Reform Strategies)

Through collaboration staff decide collaboratively what systems they would like to put in place. Title II monies are used each year to reflect on interventions and practices and decide if our students are benefiting from them or not. All practices are written up and all staff are held accountable.

#### Strategies to Develop Reading

- Students will read daily, write daily
- Teachers will read to students daily
- Teachers will collaborate about reading strategies and data
- Teachers will teach curriculum aligned to state standards
- Teachers will communicate instructional needs to parents
- Teachers will inform parents

- Teachers will progress monitor students regularly
- Teachers will log data
- Teachers will train in reading strategies and reflections through book studies
- Teachers will observe model teachers and discuss and reflect on their own teaching practices
- Students will know reading goals and track their own reading data

#### Interventions to Develop Reading

- Small group Instruction
- Leveled Literacy Intervention
- 1:1 with certified teacher
- Small group instruction with assistant
- Provide immediate feedback
- Pre-Teach vocabulary
- Link prior knowledge and experiences to reading
- Cross curricular teach reading
- Moby Max

#### Strategies to Develop Speaking and Listening

- Teachers will model and expect complete sentences from students
- Students will be expected to respond in complete sentences
- Teachers will model good listening strategies and discuss listening etiquette
- Students will practice and learn listening etiquette
- Teachers will continue partnership with Huntington College to learn and reflect on practices
- Monthly school wide Language Objectives will be evident and active in the building
- Professional development will be geared towards strategies to apply in the classroom

#### Interventions to Develop Speaking and Listening

- Create a school wide calendar of monthly speaking and listening goals
- ELL teacher will model and practice speaking and listening skills through samples similar to expectations in WIDA
- WIDA speaking and listening rubric will be evident
- TESOL staff will be modeling and sharing speaking and listening classroom strategies
- Daily announcement will be made for the whole student body to reflect on speaking and listening expectations
- Speaking and listening expectations will be evident in each classroom

### Strategies to Develop Best Attendance Practices

- Daily announcement will be made to encourage timely arrival and daily attendance
- Home visits and frequent parent meetings will be held with those struggling to meet attendance expectations
- Weekly reflections on student attendance
- Data log meetings

### Other Subgroups Participating in the School-Wide Program (title)

- Support is provided to ELL students by Title I. An ELL certified teacher is full time. Some ELL students are paired with other students with the same needs through clustering. We also have an Arabic Instructional Assistant with an Early Childhood License. She translates for us with students and families.
- The lowest achieving students and those at risk of not meeting state standards are placed in additional intervention programs. The additional intervention programs are supported with Instructional Assistants. Instructional Assistants are required to learn research-based strategies with the help of our Instructional Coach.
- High Ability students are clustered together as well. Differentiated services are offered to those students within the classroom and also with Instructional Assistants.

### Summary of Core Curricula

The East Noble District curriculum is constantly under review as the needs of the students change. District curriculum and curriculum resources classroom teachers use are based on the state-adopted College and Career Readiness Standards. Our academic curriculum at Rome City Elementary School is based on the College and Career Readiness standards. School wide reading assessments and progress monitoring will be through Reading A to Z. iReady math program is being used as a building. Teachers collaboratively design, review, and revise curriculum informally on a yearly basis and formally the year of textbook adoption.

## **Assessment**

East Noble School Corporation uses ongoing assessments to collect data on each student's learning performance. Teachers and administrators then evaluate or interpret this data to monitor student progress towards attainment of academic standards. A variety of procedures are used to ascertain student growth including teacher-made and published assessment and evaluation tools. Assessment data is collected throughout the year. Teachers will begin learning how to read and use all of this data to impact lessons and teaching this school year.

### **Indiana Statewide Testing iLearn**

ILEARN computerized assessment will be given in the spring of 2020. This will be the second-time students take this assessment in the state of Indiana. ILEARN measures student's achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses, English, Language Arts, Mathematics, Speaking/Listening, and Science and Social Studies.

### **NWEA testing**

A computerized, criterion-referenced test aligned with College and Career Readiness standards in reading and math. NWEA testing measures reading and mathematics skills for all students in Grades K-5. NWEA will be given in fall, winter, and spring. Teachers have online access to the NWEA website and can retrieve individual and classroom data and reports. These reports link to a learning continuum that provides instructional support and activities.

### **Subject Areas Assessments**

Ready math and iReady math assessments are given on a regular basis. English Language Arts standards are assessed weekly based on the grade level scope and sequence. Regular assessments for Science and Social Studies are completed based upon grade-level curriculum and adopted materials. Every 2 weeks students will receive a Daily Math Review quiz in number sense, computation, and algebra functions. Review will be adjusted once 80% mastery is met. Grades K – 5 are all using Daily Language Review on various grammar and language skills necessary for student's growth. Review is adjusted once 80% mastery is met.

### RAZ-Plus

Raz-Plus is a comprehensive learning platform that includes the curricular support teachers need and the personalized resources necessary to improve students' reading skills. (K-5 are benchmarking with Raz-Plus) Progress monitoring is also a component of Raz-Plus and printable/digital versions are available at each reading level. (Grades K-5 are following guidelines for progress monitoring using Raz-Plus.)

## Summary of Academic Intervention and Enrichment Programs

### LLI

Leveled Literacy Intervention is offered to students who are not currently reading at grade level.

### Summer School

For the last 7 years, the school has applied for grants to support a two-week summer school program. The program is geared towards preparing Kindergarten students for school and also to get struggling readers back into the routine of reading.

### Additional After-school Clubs and Enrichment

Students have a variety of clubs and enrichment programs they can participate in at Rome City. All clubs are balanced out through the week, so students can participate in more than one enrichment program. The following are opportunities students have, STEM club, Robotics, Cooking Club, Ballet and News crew.

## List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

### Touch Math

Touch Math is offered to a few selected students who are unable to grasp number sense strategies.

### GrapeSeed

GrapeSeed is offered to kindergarten students to boost basic letter and reading concepts.

## Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies (Title)

Rome City has an interview team that is made up of Highly Effective staff members. The interview team interviews together and makes team decisions on hiring highly effective candidates. Resumes are reviewed together, and the team decides on the best candidates that will fit best for our students.

Rome City strives to retain teachers through applying for grants for additional stipends, offering many trainings and additional support throughout the year. The school principal and instructional coach also teaches along the side with staff to try to help them balance all the additional items they have to teach.

## Summary of Teacher and Staff Professional Learning Opportunities (Title)

### **Professional Development**

East Noble believes that teachers are the key to improving student learning. What happens day-to-day in the classroom matters far more than a specific textbook, piece of software, or computer hardware. Teachers are supported through a strong professional development program that provides current research-based information on effective teaching and learning. All activities are tied to a district, school, or individual improvement plan and require teachers to present their knowledge to the staff upon returning from any professional development activity.

Professional development is designed using standards for effective adult learning, and is job-embedded, continuous, and meets the individual learning needs of each teacher. Integrating technology as an important teaching/learning tool is stressed. Faculty collaboration is also encouraged to support teachers as they strive for improvement.

Future building level professional development has been driven by our new SIP plan. District Professional Development is driven by district needs. Teachers can also access professional development through Knights in Training, a computer-based training program created by East Noble Technology Coaches.

Staff collaborate and make decisions on what is needed for professional development. Ideas and decisions on systems and curricular areas of reflection are decisions made from the stakeholders needs and wants. (Title – staff as stakeholders)

Instructional Assistants are trained regularly on interventions, reading, discipline and any other need they have to improve their instruction.

Areas of focus for professional development this year are:

#### Reading

- Continue with training staff on taking individual student data and set goals to close gaps. Data will include RAZ and NWEA data.
- Help teachers learn the components on reading and how to teach various components students are not mastering.
- Train teachers to learn effective small group reading strategies for individual student growth.
- Train grades K-3 in Pinnell Phonics System.

#### Speaking and Listening

- Train staff in strategies for using speaking and listening lessons in the classroom daily.
- School-wide Language Objectives will be visible, modeled and expected throughout the building.
- Partnership with Huntington College will continue to train teachers and support teachers in the classroom.

### Summary of Teacher and Staff Coaching and Evaluation Model

East Noble School Corporation (ENSC) will use an ENSC modified RISE Rubric, specialized area (counselors, social workers, nurses, etc...) evaluation tool, or the ENSC developed Alternative Evaluation for all teachers using the below guidelines:

1. Teachers new to the profession will be evaluated using the RISE Rubric for their first five years with the ENSC district.
2. Teachers with at least five years of experience and new to the ENSC district will be evaluated using the RISE Rubric for at least their first two years with ENSC.
3. Teachers placed on a performance plan will be evaluated using the RISE Rubric.
4. Once teachers have met the RISE Rubric evaluation requirement, teachers may choose to use the ENSC Alternative Evaluation.

Both the RISE Rubric and the Alternative Evaluation meet the requirements of Indiana Code 20-28-11.5-4, which requires an annual evaluation of each teacher and “substantial student data” is used to determine the final score.

## Summary of Key Family and Community Engagement Strategies (Title)

Parent participation comes in all different forms at Rome City Elementary School. We have the same consistent small group of parents that come each month to our meeting and help with donating time with functions. Although parent participation is limited in the physical aspect, parents have numerous ways to communicate and be informed of daily events and happenings. These means of communication include:

- SchoolMessenger
- Classroom newsletters
- Facebook
- Twitter
- School Websites
- Emails
- Phone calls
- Text messages
- SeeSaw
- Class DoJo
- Monthly family nights
- Culture Nights

## List of Community Partnerships

Rome City Elementary School partners with numerous community members and programs.

The following is a list of partnerships:

- Town Hall
- Marshall
- Additional Law Enforcement (Noble Country Sheriff's Department)
- Local businesses
- Local Kendallville Newspaper
- Dekko
- Bosch
- Rome City Community Outreach Center
- Local apartment complexes
- Fort Wayne Ballet
- Big Brothers Big Sisters
- Northeastern
- Bowen
- Ngoma

#### IV. Identify focus areas

##### Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

As a staff we have decided that our need for each individual student to grow is critical. Our pass/fail rate is not ideal. We have students with many different challenges, such as English Language Learners, Special Education needs, and many with disrupted home lives. As a staff we need to get the students to move and start closing their learning gaps. We want all kids to read, speak and listen, to be able to solve problems in everyday life well beyond high school in the career path they choose. Closing the gaps start here at the elementary level.

##### Description of the Gaps Identified between the Vision of Excellence and School Profile

Rome City students struggle with reading and speaking and listening. These are skills our students will need to be successful beyond high school in the career path they choose. Students will apply reading, speaking and listening skills throughout their everyday life and to collaborate successfully in the job field. Teaching the skills throughout each subject area and placing them in real-life problem-based situations, students will be well prepared for life skills beyond the classroom.

##### Description of Focus Area 1

Students will demonstrate improved reading skills across the curriculum and will increase on grade level reading level from 47% to 56%.

##### Description of Focus Area 2

50% of English Language Learner students will increase speaking and listening skills throughout the building.

### Description of Focus Area 3

Meet the model attendance rate of 80% or higher, from the current rate of 71.0 % by increasing the number of students who are in attendance 96% of the 180 days or who have increased attendance by 3%.

### Description of Career Awareness Focus Area 4

Students will become aware and develop skills to prepare them for career-based success.

V. Collect additional data on focus areas

<b>Additional Data Sources Collected (Comprehensive Needs Assessment)</b>					
<b>Reading Data Across Grade Levels 18-19 End of Year Scores</b>					
	Kindergarten				
	Warren	Eisberg	Sum	Total Students	Percent
Above grade Level BOY	0	0	0	38	0%
At grade Level BOY	19	19	38	39	97%
Below Grade Level BOY	0	0	0	38	0%
Above grade Level MOY	1	0	1	39	3%
At grade Level MOY	2	0	2	36	6%
Below Grade Level MOY	19	17	36	36	100%
Above grade Level EOY	11	3	14	39	36%
At grade Level EOY	4	4	8	39	21%
Below Grade Level EOY	5	12	17	39	44%
	First grade				
	Morr	Zolman	Sum	Total Students	Percent
Above grade Level BOY	2	2	4	48	8%
At grade Level BOY	3	0	3	48	6%
Below Grade Level BOY	18	23	41	48	85%
Above grade Level MOY	3	2	5	44	11%
At grade Level MOY	3	1	4	44	9%
Below Grade Level MOY	16	19	35	44	80%
Above grade Level EOY	8	1	9	45	20%
At grade Level EOY	6	3	9	45	20%
Below Grade Level EOY	8	19	27	45	60%

Second grade

	Herber	Pilz	Sum	Total Students	Percent
Above grade Level BOY	7	2	9	40	23%
At grade Level BOY	3	3	6	40	15%
Below Grade Level BOY	11	14	25	40	63%
Above grade Level MOY	8	1	9	40	23%
At grade Level MOY	2	1	3	40	8%
Below Grade Level MOY	11	17	28	40	70%
Above grade Level EOY	10	7	17	40	43%
At grade Level EOY	2	1	3	40	8%
Below Grade Level EOY	8	12	20	40	50%

Third grade

	Tackett	Varner	Sum	Total Students	Percent
Above grade Level BOY	5	4	9	43	21%
At grade Level BOY	3	2	5	43	12%
Below Grade Level BOY	13	16	29	43	67%
Above grade Level MOY	2	3	5	42	12%
At grade Level MOY	2	3	5	42	12%
Below Grade Level MOY	15	17	32	42	76%
Above grade Level EOY	7	7	14	41	34%
At grade Level EOY	2	0	2	41	5%
Below Grade Level EOY	11	14	25	41	61%

Fourth grade

	McKibben	Gandy	Sum	Total Students	Percent
Above grade Level BOY	4	6	10	35	29%
At grade Level BOY	1	1	2	35	6%
Below Grade Level BOY	12	11	23	35	66%
Above grade Level MOY	6	6	12	32	38%
At grade Level MOY	3	3	6	32	19%
Below Grade Level MOY	7	7	14	32	44%
Above grade Level EOY	7	7	14	33	42%
At grade Level EOY	1	3	4	33	12%
Below Grade Level EOY	8	7	15	33	45%

End of year per grade	Grade	Above	At	Below	
	K	14	8	17	43%
	1	9	9	27	60%
	2	17	3	20	50%
	3	14	2	25	61%
	4	14	4	15	45%
		68	26	104	

End of Year Building Wide	Number of students	Percentage
Above grade Level EOY	68	34%
At grade Level EOY	26	13%
Below Grade Level EOY	104	53%

### **Speaking and Listening Spring WIDA Results 18-19**

WIDA Scores	Grade	# of students	Not passing Listening	Not Passing Speaking	Percentage
	K	14	NA	N	
	1	13	2	4	
	2	10	7	5	
	3	8	3	4	
	4	9	1	3	
	5	8	6	2	
Total		48	18	18	38%

### **Summary of Comprehensive Needs Assessment (Title - Shared Decision Making)**

#### Reflections on Reading Data

After reflecting on these scores, data shows more than 53% of Rome City Elementary students are struggling in reading. Staff want students to be more successful in reading. Staff will be digging deeper into reading strategies and be gearing their professional development around teaching the foundations and structure of reading. Students will be able to read efficiently across grade level curricula and be able to apply reading skills in problem-based situations.

Reflections on Speaking and Listening Data

After reflecting on Speaking and Listening data, more than 38% of our English Language Learners are not closing the gap in listening and speaking skills. These skills are critical for everyday life. Staff and all students will learn etiquette and proper speaking and listening etiquette expected in a successful society. School-wide expectations and modeling will be evident.

**Summary of Stakeholder Feedback Data (Title Shared decision making)**

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Certified staff/ students/parents/ instructional assistants	Raz - Kids	27 certified staff members 10 instructional assistants 256 Students and parents	Building wide, only 47% of Rome City students are reading at grade level. 53% of students are not reading at grade level.
Certified Staff	WIDA scores	27 certified staff members	38% of our English Language population did not grow in Speaking and Listening in 18-19

**VI. Analyze data to determine key findings and root causes**

Data Analysis, Key Findings, and Root Causes		
<p><u>Reading Data Reflection</u></p> <p>After reflecting on these scores, the stakeholders perceive themselves on the same page with initiatives. Reading continues to be a struggle with students. Reading needs to be evident across the curriculum. Teachers feel the root cause is the need for more training and strategies to help them reach the kids who struggle. Lack of training, continual lack of family support and parental knowledge is the root cause for low reading scores.</p>		
<p><u>Speaking and Listening Data Reflection</u></p> <p>After reflecting on Speaking and Listening data, more than 38% of our English Language Learners are not closing the gap in listening and speaking skills. These skills are critical for everyday life. Staff realize they need to place more emphasis on speaking and set expectations for speaking and listening. The root cause is lack of English in the home environments and lack of expectations and daily modeling for speaking and listening.</p>		
Focus Area 1		
<p>Students will demonstrate improved reading skills across the curriculum will and will increase on grade level reading level from 47% to 56%.</p>		
Activities to Improve Intervention	Resources	Monitoring Activities
<p>Staff will provide opportunities for students to participate in reading and fluency in all curricular subject areas.</p>	<p>Café – Daily 5 RAZ Kids Big Universe Read Works LLI Phonics Program</p>	<p>Teacher lesson plans Observations Discussions/observations</p>

	Moby Max	Collaboration notes
Staff will provide small group lessons and opportunities for students to work on skills needed daily.	Teacher resources Instructional coach Florida Center of Reading Research LLI Moby Max	Teacher lesson plans  Observations
Staff will provide lessons to build stamina in reading.	Café – Daily 5 RAZ Kids Big Universe Read Works LLI Phonics Program Moby Max	Teacher lesson plans  Observations  Moby Max reports  RAZ reports
Staff will be provided with professional development to help aid in the understanding of teaching reading.	The Next Step in Guided Reading	Staff modeling for others  Train together  Plan lesson together  Data log meetings  Observations

Focus Area 2

50% of English Language Learner students will increase speaking and listening skills throughout the building.

Activities to Improve Intervention	Resources	Monitoring Activities
Professional Development will be given monthly to teach and model Speaking and Listening strategies that can be used in the classroom	TESOL trained staff WIDA Consortium	Classroom observations Anecdotal notes Students modeling
Classroom Expectations will be discussed and posted in each classroom for Speaking and Listening Etiquette	TESOL trained staff	Evidence posted in each classroom Teacher observations Student centered evidence during walk throughs
Staff will plan lessons around speaking and listening components	TESOL trained staff WIDA Consortium	Classroom observations Teachers lesson plans
Staff training with Huntington College will continue	Huntington College	Classroom observations Teachers lesson plans
School wide Language Objectives will be evident and discussed daily	TESOL trained staff WIDA Consortium	Evidence posted in each classroom Teacher observations Student centered evidence during walk throughs

### Focus Area 3

Meet the model attendance rate of 80% or higher, from the current rate of 71.0 % by increasing the number of students who are in attendance 96% of the 180 days or who have increased attendance by 3%.

Activities to Improve Intervention	Resources	Monitoring Activities
Teachers will encourage daily attendance in the classroom	SeeSaw DoJo	
Administrative team will reflect and review attendance each week	PowerSchool	Weekly meetings Attendance Google Doc tracking
Administrative team will make frequent contacts with parents regarding attendance	Support staff	Attendance Google Doc tracking PowerSchool notes
Daily attendance will be announced on the morning announcements	PowerSchool	Announced on PA Daily papers filled out and reflected
Monthly classroom trophy will be passed to the class with the highest monthly attendance rate		Evidence in classroom Tracking on the wall in hall
Attendance will be discussed with teachers during scheduled data log meetings		Evidence in data log notes
Personal contacts will occur during eLearning days	School Resource Officer	Notes will be kept and logged in PowerSchool

**Focus Area Career Awareness Focus Area 4**

Students will become aware and develop skills to prepare them for career-based success.

Activities	Resources	Monitoring Activities
JA Biz Town	Junior Achievement	Accomplishing a successful day at JA Classroom Lessons Interview Day
Community Circles	Guidance curriculum	Observations
Guidance Lessons	Guidance curriculum	Observations Lesson Plans
Monthly Calendar in place for career classroom activities	Staff created calendar	Observations
Career Day		
Daily Structure of Classroom Activities Group and Collaboration Activities	Project Lead the Way	Observations Lesson Plans
Project Based Learning Lessons	Trainings offered	Observations Lesson Plans

**I. Form a School Improvement Plan development team**

<b>SIP Development Team Members</b>		
<b>CNA Planning Team Members</b>		
Name	Stakeholder Group(s)	Role(s)
Heather Green		Administrator
Kari Rathke		Instructional Coach
Julie Fuller		Counselor
Meagan Zolman		First Grade
Sarah Hollingsworth		Fifth Grade
Cheryl Herber		Second Grade
Jaren Shepherd		Pre School
Committee's Domain of Study: Safety Rules of Building		
Name	Stakeholder Group(s)	Role(s)
Heather Green		Administrator
Julie Fuller		Counselor
James Perlich		Dean of Students
Committee's Domain of Study: Instructional Practices		
Name	Stakeholder Group(s)	Role(s)
Kari Rathke		Instructional Coach
Ann Ventura		Tech Coach
Kim McKibben		Fourth Grade

## II. Review focus areas, key findings, and root causes

### Review of Focus Area 1

Students will demonstrate improved reading skills across the curriculum and will increase on grade level reading level from 47% to 56%.

Reading continues to be a struggle with students. Reading needs to be evident across the curriculum. Teachers feel the root cause is the need for more training and strategies to help them reach the kids who struggle. Lack of training and continual lack of family support and parental knowledge is the root cause for low reading scores.

### Review of Focus Area 2

50% of English Language Learner students will increase speaking and listening skills throughout the building.

After reflecting on Speaking and Listening data, more than 38% of our English Language Learners are not closing the gap in listening and speaking skills. These skills are critical for everyday life. Staff realize they need to place more emphasis on speaking and set expectations for speaking and listening. The root cause is the lack of English in the home environments and lack of expectations and daily modeling for speaking and listening.

### Review of Focus Area 3

Meet the model attendance rate of 80% or higher, from the current rate of 71.0 % by increasing the number of students who are in attendance 96% of the 180 days or who have increased attendance by 3%.

School attendance continues to be an issue. Staff and support staff will continue to work as a team to communicate the importance of attendance with the students and families. Meetings will be scheduled with the dean when attendance and tardies are a regular pattern. Continual reflection and conversations at data log meetings will help with staying consistent with attendance issues and concerns.

### Review of Focus Area 4

Students will become aware and develop skills to prepare them for career-based success.

College and career readiness will be discussed and evident within the building. Students will learn the importance of planning and learning skills for career success out of school. Students will practice and apply skills needed to collaborate, critically think and comprehend in a work force environment.

**III. Describe the school's core components to identify opportunities to address focus areas**

Description of Core Component: Safe Learning Environment

**Safe Learning Environment**

The Rome City school building is kept secure throughout each school day. All entrances are numbered and all but one locked during the day. All visitors must sign in at the office before entering the building. Dean of Students, Custodians, and School Resource Officer keep a record of door checks. Parents are required to "sign-out" and "sign-in" when picking up their children outside the normal school hours.

The East Noble School Corporation takes measures to ensure safe transportation for all students arriving to school by bus. Teachers and administrators continually review bus safety behaviors and procedures with all students. Video cameras are installed on each bus to help ensure the safety of all passengers. A Dean of Students has been put into place, watching bus video and being more proactive about bus behaviors.

The Rome City Elementary school-wide discipline plan and classroom discipline plans are sent home with each student at the beginning of each school year. The plans are designed with the purpose of facilitating learning and teaching appropriate behavior. The plan outlines clear expectations for student conduct and points out specific rules for the common areas of the school. It also includes a system of consequences for behaviors that are deemed inappropriate, disruptive to the learning environment, or dangerous. Through ROMANS Rule, every classroom follows the same discipline guidelines, using PBIS and logging student behavior in Class DoJo. Incentives are built into the plan to positively recognize those without incidents every other week.

Rome City Elementary is orderly and disciplined. Student discipline is the responsibility, of all staff members. They help students understand school expectations. Students are always encouraged to maintain appropriate behavior, as disruptions interfere with learning. Rome City staff encourages students to show responsibility for one's actions. Students and staff practice Character Counts education, following the six pillars of good character.

Students receive direct instruction throughout the school year on topics such as good touch/bad touch, drug abuse awareness, and bus/fire/bicycle safety. Regular tornado drills (2 per semester), monthly fire drills, and periodic *lock-downs* are conducted throughout the school year. The school-wide emergency plan committee meets early in the school year for review and revision purposes.

Student expectations for school-wide behavior are clearly defined and stressed to both students and parents. Rome City School's Discipline Plan was just updated this year, with consistent expectations in all areas of the school, including the same discipline plan in every classroom, using class DoJo, PBIS model. A district wide initiative to promote character education is in place to decrease instances of inappropriate actions. A strong partnership with the local police and fire departments is also enjoyed by the school. A School Resource Officer is present at Rome City to assist with home visit, students discipline, and safety for approximately 10 hours a week.

#### Description of Core Component: Curriculum

The East Noble District curriculum is constantly under review as the needs of the students change. District curriculum and curriculum resources classroom teachers use are based on the state-adopted College and Career Readiness Standards. Teaching students Career awareness, work values and basic employment concepts, are part of the district curricula.

Our academic curriculum at Rome City Elementary School is based on the College and Career Readiness standards. School wide reading assessments and progress monitoring will be through Reading A to Z. iReady math program is being used as a building. Teachers collaboratively design, review, and revise curriculum informally on a yearly basis and formally the year of textbook adoption. Design and revision are always based on student data. Interventions are also designed using student data. Students are then placed into small groups for reading and math intervention either with a classroom teacher or instructional assistant.

#### Description of Core Component: Assessment

##### **Assessment**

East Noble School Corporation uses ongoing assessments to collect data on each student's learning performance. Teachers and administrators then evaluate or interpret this data to monitor student progress towards attainment of academic standards. A variety of procedures are used to ascertain student growth including teacher-made and published assessment and evaluation tools. Assessment data is collected throughout the year. Teachers will begin learning how to read and use all of this data to impact lessons and teaching this school year.

### **Indiana Statewide Testing iLearn**

ILEARN computerized assessment will be given in the spring of 2020. This will be the second-time students take this assessment in the state of Indiana. ILEARN replaced ISTEP. ILEARN measures student's achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses, English, Language Arts, Mathematics, Science and Social Studies.

### **NWEA testing**

A computerized, criterion-referenced test aligned with College and Career Readiness standards in reading and math. NWEA testing measures reading and mathematics skills for all students in Grades K- 5, will be given in fall, winter, and spring. Teachers have online access to the NWEA website and can retrieve individual and classroom data and reports. These reports link to a learning continuum that provides instructional support and activities.

### **Subject Areas Assessments**

Ready math and iReady math assessments are given on a regular basis. English Language Arts standards are assessed weekly based on the grade level scope and sequence. Regular assessments for Science and Social Studies are completed based upon grade-level curriculum and adopted materials. Every 2 weeks students will receive a Daily Math Review quiz in number sense, computation, and algebra functions. Review will be adjusted once 80% mastery is met. Grades K – 5 are all using Daily Language Review on various grammar and language skills necessary for student's growth. Review is adjusted once 80% mastery is met.

### **RAZ-Plus**

Raz-Plus is a comprehensive learning platform that includes the curricular support teachers need and the personalized resources necessary to improve students' reading skills. (K-5 are benchmarking with Raz-Plus) Progress monitoring is also a component of Raz-Plus and printable/digital versions are available at each reading level. (Grades K-5 are following guidelines for progress monitoring using Raz-Plus.)

## Description of Core Component: Instruction

Rome City staff will create authentic teaching through giving students real-life situations and performance tasks in all curricular areas. Some of the way students will be engaged is through, cooking, MakerSpace, and Project Lead the Way. Our overall focus will be to make sure students are aware of great work and basic employment concepts that are apart of everyday life.

Students and staff will bridge cultural differences through learning and experience different cultural opportunities. Rome City student demographics makes this task easy, as our students want to learn about each other. We also adopt a country each year to learn and discover more about.

Teachers will model thinking out loud and higher ordering questioning to bring out students to learn at different depths of knowledge. Students will be offered a variety of questions and performance tasks, to model and practice thinking at different levels. Students will be expected to speak and listen to others as they share and model what they have learned through their everyday performance tasks.

Teachers have daily collaboration times to share their instructional ideas. Teachers also have the opportunity to observe other teachers teach. An instructional coach also offers time with each teacher to model or help prepare for authentic lessons.

10 staff members are TESOL trained. Staff share different instructional strategies during collaboration to help support language development. The full time English as a Second Language teacher supports classroom staff by meeting with the staff to go over ILP goals and data.

## Description of Career Readiness (House Enrolled Act 1002)

Rome City school wide goals of Reading, Speaking and Listening across the curriculum, will help students begin preparing for career ethics and basic skills. Students will be expected to read across all subject areas proficiently. Students will also learn collaborative skills and will be expected to speak and listen using proper sentence structure and etiquette.

Collaborative Speaking and Listening expectations will be evident and in place building wide. Students will discuss and learn about career opportunities in the classroom and through guidance lessons and discussion.

### Description of Core Component: Cultural Competency

As part of our school improvement process, Rome City has identified the various cultural groups that are members of our overall school population. Through professional development we have examined ways to increase our awareness of the needs of these groups. We have also implemented strategies to address the needs of these groups.

Cultural Groups	Needs	Strategies
Socio-Economic	More academic support Parenting Skills Community Resources	Early Intervention Breakfast Program, Eye Care Assistance, Knight's Kloset, No Excuses, Boomerang Backpacks Fluoride, Full time Counselor, Kick Start to Kindergarten Program
Ethnic	Sense of Belonging More Academic Support Cultural Awareness	Sensitivity to ethnic groups in library and classroom materials Early Intervention ELL support/small group instruction Family nights for ELL students and families with translator available. Communications sent home in both English and Arabic.
Faith	Sense of Belonging	Sensitivity to faith groups in library and classroom materials  Prayer
Physical	Handicap Accessibility Additional Services	Modify building to meet student needs Occupational, Physical, and Speech Therapists School Nurse
Exceptional Learners	Modification or Accommodation of Classroom Materials	Special Education COOP Services Teacher Training State Developed units
Gender	Differentiation of classroom materials	Teacher Training

Chronically Absent Habitually Truant	Academic support Sense of Belonging/Adult Bonding Parenting Skills Community Resources	E-mailing Assignments Phone Calls/E-mails checking up on the student Boomerang Backpack, Full time Counselor, Kick Start to Kindergarten Program
---	---	--

**Description of Core Component: Family Engagement (Title)**

**Family/Parental Engagement**

Parent participation comes in all different forms at Rome City Elementary School. We have the same consistent small group of parents that come each month to our meeting and help with donating time with functions. Although parent participation is limited in the physical aspect, parents have numerous ways to communicate and be informed of daily events and happenings. These means of communication include:

- SchoolMessenger
- Classroom newsletters
- Facebook
- Twitter
- School Websites
- Emails
- Phone calls
- Text messages
- SeeSaw
- Class DoJo
- Monthly Family Nights – nights include academic aspects to teach in inform parents
- Culture nights with Arabic families

### Description of Core Component: Technology

The East Noble School Corporation, as well as Rome City Elementary School, recognize and realize the future success of our students lies within the numerous opportunities available with the use of current and future technological skills. Rome City Elementary School, along with the entire East Noble School Corporation, is currently a one-to-one learning environment. All K- 4 students have access to an iPad and can take them home every night; and all students in grade 5-12 have a laptop which are also taken home each night.

Students are to use devices across subject areas. All staff are to use technology in their lessons as well as have students apply the skills learning throughout all curricular areas. We want our students to be able to keep up in a technology driven world.

### Description of Core Component: Transition to Elementary School (for elementary schools only) (Title)

Rome City Elementary School is one of two East Noble elementary buildings that has a general education preschool. We offer pre-school to four-year old students. Our preschool teacher attends all collaborations and as a stakeholder, places her feedback in our decisions we make as a building. The preschool teacher sets goals for each and every student and has regular data log meetings to make sure students are meeting their goals. Preschool curriculum is created using the state standards. Formative and Summative assessments are given to preschool students as well.

**V. Design a professional development plan**

Professional Development Plan		
<i>Set Goals</i>		
PD Goal #	Goal Description	Goal Rationale
1	Train teachers on reading fundamentals and lesson planning.	53% of Rome City students are not reading at grade level.
2	Prepare and implement speaking and listening goals for the building.	38% of Non-English speakers are not growing with speaking and listening requirements.
3	Set attendance expectations.	Only 71% of the students are attending on a regular basis. Rome City is not meeting the state required attendance percentage of 80%.
<i>Professional Development Offerings</i>		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Guided Reading	Continual check-ins with staff on implementation. Continual book reflection and study.
1	Framework of teaching reading	Classroom observations and modeling for additional ideas and implementation strategies.
2	Mini lessons to help with speaking and listening	Classroom observations and modeling for additional ideas and implementation strategies.
2	Huntington College TESOL Training	Continual check-ins with Huntington College professor and TESOL trained staff.
3	Attendance Reflection	Continual reflection on data and collaboration with other elementary buildings of strategies implemented.
<i>Professional Development Resources</i>		

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1,2,	Money Substitutes Trainers Time	Time Standards for Success Huntington Partnership
<i>Professional Development Evaluation</i>		
PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Data Log meetings Observations Lesson Plans evidence	Scheduling data log meetings Scheduling Observations Professional Development Schedule Collaboration reflection
2	Data Log meetings Observations Lesson Plans evidence	Scheduling data log meetings Scheduling Observations Professional Development Schedule Collaboration Reflection
3	Attendance maintenance	Attendance report reviews Data log notes and meetings Grade reflection

**VI. Develop a roadmap to guide implementation of the school improvement plan**

<https://docs.google.com/spreadsheets/d/1TStPGzk3Qx0U-FhHDrdWbbDUUpvPL5d-qZIPRQhT49Y/edit?usp=sharing>