Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	South Crawford Elementary School - 1037
Local Education Agency Name	Crawford County Community School Corp. - 1300
School Year	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](#) - NA

   V.   [Collect additional data on focus areas](#) - NA

  VI.   [Analyze data to determine key findings and root causes](#) - NA

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
Name	**Stakeholder Group(s)**	**Role(s)**
Carly Kaiser	Teacher	Teacher
Amy Etienne	School Leadership	Principal
Jamie Haney	Teacher	Teacher
Chelsea Bowman	Staff	Title I Assistant
Krissi Fraze	Family Member	Parent
Amy Belcher	District Leadership	Title I Administrator
Karen Sheller	Community Member	Retired Teacher/Admin

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.
Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Domain of Study: Academic Achievement		
Name	**Stakeholder Group(s)**	**Role(s)**
Karen Cox	Teacher	Teacher
Erin Hammond	Teacher	Teacher
Bridgett Hoten	Teacher	Teacher
Jennifer Miller	Teacher	Teacher
Amy Etienne	School Leadership	Principal
Jelynn Sheckells	Teacher	Teacher
Amy Belcher	School Leadership	Title I Administrator

Committee's Domain of Study: School		
Name	Stakeholder Group(s)	Role(s)
Crystal Conrad	Teacher	Teacher
Jamie Haney	Teacher	Teacher
Eric Summer	Teacher	Teacher
Amy Etienne	School Leadership	Principal
Chelsea Bowman	Staff	Title I Assistant

II.   Develop a vision of excellence

Vision of Excellence
South 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.

III.   Create a school profile

School Profile
The Community Crawford County Community School Corporation serves the educational needs of all students in Crawford County. Located in the state's south-central region 40 minutes west of Louisville, KY, Crawford County leads the state in commuter miles traveled to the workplace. The population of Crawford County is just over 10,000 people. Nearly two-thirds of the county is included in national and state forest land. Unemployment is high and family household income is low. Our school district consists of one high school, one middle school and three small community elementary schools. **The School** South Crawford Elementary is a traditional elementary school enrolling 173 pre-kindergarten through fifth grade students. Enrollment at South Crawford Elementary has been steadily declining over recent years. The current campus is comprised of one building. Prior to 1976 this campus housed two buildings, a high school and a grade school but that year consolidation left only an elementary school for those buildings. In 1997 another renovation saw the old elementary building demolished and the gym/old high school building renovated into the current building of 16 classrooms, a library, multi-ed classroom, gym, cafeteria, and administrative office complex. There is one section of each grade level. Special Education is provided for students with emotional, speech and hearing, learning disabilities and mild and moderate mental handicaps. South Crawford Elementary School is a school-wide Title I school and offers remediation programs in the primary and intermediate grade levels.There are nine full time teachers and three Title I instructional assistants, two of which are licensed teachers. We have six special education assistants, a full time remediation aide, a library aide and part time instructional assistants in physical education, music, and art. Through an agreement with Spalding University, a graduate level doctoral student serves as a school counselor two days per week. The school principal is assisted by the school secretary and secretary-treasurer.

Vision
Growing Toward Greatness

Mission Statement
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.

Core Beliefs or Core Values
- Education is the key to improving the quality of life.   - Student learning is the chief priority of the school.   - We will provide a safe and secure learning environment.   - All students have an equal opportunity to achieve and excel.   - Student learning comes in different ways and should be provided with a variety of instruction and experiential learning approaches.   - Students learn best when they are actively engaged in the learning process.   - We will foster a shared responsibility between the school staff, students, parents and community in the learning process.   - High expectations will result in high achievement.

Student Demographics
Detailed demographic data for South Crawford Elementary can be found here.

Staff Demographics
The staff at South Crawford Elementary is experienced with most certified staff having at least 10 years of experience. Specific data regarding staff demographics may be found here.

Student Behavior
The staff at South Crawford Elementary is committed to providing a safe and secure learning environment. Students and their parents/guardians are fully aware of the school's policies, procedures, and code of conduct. The Student Handbook is available on the school website and is offered in print to families upon request. At the beginning of the school year and throughout the year, school personnel are trained in classroom management strategies designed to prevent and effectively respond to student misconduct. Specific data regarding student behavior may be found here.

Student Academic Outcomes

All students at South Crawford Elementary School will show growth in Mathematics.

All students at South Crawford Elementary School will show growth in English Language Arts.

Development and alignment of comprehensive district curriculum plan.

Leadership at South Crawford Elementary will support and promote a strong focus on learning.

All students at South Crawford Elementary will receive necessary support to maximize learning.

Summary of Current School Improvement Strategies

Continuous improvement is assured through the faculty's devotion to meeting the rigor of Indiana's Academic Standard and use of continuous improvement strategies. School improvement strategies focus on data from the 2019 ILEARN results and the previous year's student performance data.

Summary of Core Curricula

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 (2014) 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.

Summary of Formative and Summative Assessments

Formative Assessments include daily checks for understanding, weekly running records, mCLASS progress monitoring, classroom assignments, and classroom assessments. District wide formative assessments include K-2 mCLASS Reading 3D (three times per year) and iReady Reading (Grades 3-5) and Math (Grades K-5) Diagnostic (three times per year). Additional measures administered for identification of dyslexia risk factors include Words Their Way Spelling Inventory and Arkansas Rapid Reader Screener. High Ability identification assessments include the CogAT screener at grades K, 2 and 5. Summative assessments include state-wide IREAD-3 and ILEARN.

Summary of Academic Intervention and Enrichment Programs

The staff at South 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.

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

The Wolfpack Den Program
PBIS- Power Matrix program
All classrooms use a positive behavior program such as clipcharts or Bloomz.
Boys and Girls Club of Crawford and Harrison Counties
Cross Country, Track, and Basketball are available to boys and girls in grades 4-5.
Academic bowl teams include spelling, math, science, and battle of the books.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

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.

Summary of Teacher and Staff Professional Learning Opportunities

CCCS primarily utilizes Title 1 funding for professional learning. All professional learning requests are submitted to the building principal and superintendent and must be linked to goals outlined in the School Improvement Plan. CCCS utilizes their regional service center, SIEC, for as many trainings as possible. South Crawford Elementary Teachers and support staff meet at least every two weeks for collaborative planning.

Summary of Teacher and Staff Coaching and Evaluation Model

CCCS has implemented a mentor/mentee program that allows for teachers both new to the building and 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. The RISE evaluation is properly administered. Teachers have input with their individual evaluations. Recently, a small group of teachers from throughout the corporation discussed an alternative method with administrators. There was a proposed modification to RISE created that did not pass a vote to ratify by the teacher's union.

Summary of Key Family and Community Engagement Strategies

Our school website and social media pages have all upcoming events and numerous links for both students & parents. With Harmony, our student information system, grades can be seen at any time throughout the nine weeks. We utilize an all-call system that notifies parents of upcoming events and have various parent information nights. Our school app also allows for texting and in-app notifications. The Student Handbook is available on the school website. Parent-Teacher Conferences are held at the end of the first quarter for all students. Progress reports are distributed every nine weeks, with interim reports distributed mid-term.
The PTO, convened by PTO officers, holds monthly meetings and sponsors events such as the Fall Festival, Santa Shop, etc. Title I sponsors two family involvement events every school year.

List of Community Partnerships

- Community Foundation of Crawford County
- Jasper Memorial Hospital
- Crawford County Sheriff's Office
- Crawford County Economic Development Director
- System of Care of Crawford County
- Life Spring Inc.
- Crawford County Solid Waste District
- Spalding University
- Dairy Queen

IV.   Identify focus areas - Not Applicable

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile
Description of the Gaps Identified between the Vision of Excellence and School Profile
All students are not showing growth as noted by state assessments.
Description of Focus Area 1
Special Education Students are performing at lower rates of proficiency compared to General Education Students.
Description of Focus Area 2
Description of Focus Area 3

V. Collect additional data on focus areas - Not Applicable

Additional Data Sources Collected
Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.
Additional Data Collected for Focus Area 1
Description of additional data collected for focus area 1:
Provide links to the additional data and/or key takeaways from data collected for this focus area:
Additional Data Collected for Focus Area 2
Description of additional data collected for this focus area 2:
Provide links to the additional data and/or key takeaways from data collected for this focus area:
Additional Data Collected for Focus Area 3
Description of additional data collected for this focus area 3:
Provide links to the additional data and/or key takeaways from data collected for this focus area:

Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Example: Family members	*Example: Survey, focus group*	*Example: 54 via survey, 8 via focus group*	*Example: Embedded link to a report provided by the family survey vendor*

VI.   Analyze data to determine key findings and root causes - Not Applicable

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes		
Note: Adjust the table as needed.		
Focus Area 1		
Conclusions from data quality check for Focus Area 1:		
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1

Committee's Domain of Study: Academic Achievement		
Name	Stakeholder Group(s)	Role(s)

Committee's Domain of Study: School

Name	Stakeholder Group(s)	Role(s)

Focus Area 2
Conclusions from data quality check for Focus Area 2:
Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2

Focus Area 3
Conclusions from data quality check for Focus Area 3:
Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 3 (strength or area for growth)	Sumary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3

School Improvement Plan Template

<u>Phases</u>

    I.   Form a School Improvement Plan development team

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

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

    IV.   Select evidence-based interventions that address the school's focus areas

    V.   Design a professional development plan

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

Title I Schoolwide Program Components

I. Form a School Improvement Plan development team

SIP Development Team Members		
Name	**Stakeholder Group(s)**	**Role(s)**
Carly Kaiser	Teacher	Teacher
Amy Etienne	School Leadership	Principal
Jamie Haney	Teacher	Teacher
Chelsea Bowman	Staff	Title I Assistant
Krissi Fraze	Family Member	Parent
Amy Belcher	District Leadership	Title I Administrator
Karen Sheller	Community Member	Retired Teacher/Admin

Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.
Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Domain of Study: Academic Achievement		
Name	**Stakeholder Group(s)**	**Role(s)**
Karen Cox	Teacher	Teacher
Erin Hammond	Teacher	Teacher
Bridgett Hoten	Teacher	Teacher
Jennifer Miller	Teacher	Teacher
Amy Etienne	School Leadership	Principal
Jelynn Sheckells	Teacher	Teacher
Amy Belcher	School Leadership	Title I Administrator

Committee's Domain of Study: School		
Name	Stakeholder Group(s)	Role(s)
Crystal Conrad	Teacher	Teacher
Jamie Haney	Teacher	Teacher
Eric Summer	Teacher	Teacher
Amy Etienne	School Leadership	Principal
Chelsea Bowman	Staff	Title I Assistant

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

If you <u>did not</u> complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See <u>CNA Phase 6</u> for resources that can help you identify these focus areas.

If you <u>did</u> complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1	
Description of Focus Area 1: Academic performance and growth on summative and formative assessments indicates a need to improve student mastery of Indiana Academic Standards.	
Modified Description of Focus Area 1:	
Description of key findings for Focus Area 1 (strength or area for growth)	**Root causes for key findings from Focus Area 1**
• Less than 50% of students in grades 3-5 passed the ILEARN assessment in 2019. • Nearly 50% of eligible students in grades 3-5 had low to no growth on the ILEARN assessment in 2019.	• Unaligned K-5 academic expectations • Students not always held accountable for learning from prior school years • Lack of support from home for academics
Modified description of key findings for Focus Area 1 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion

Review of Focus Area 2
Description of Focus Area 2: Multi-tiered systems of support (academic, behavioral, social/emotional) are necessary in order to help students meet and maintain rigorous academic goals.
Modified Description of Focus Area 2:

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
- The majority of students experience severe traumatic events that interfere with learning. - A shared vision for a positive school culture exists in the school's purpose statement. - Teacher/staff collaboration is in need of improvement in order to truly support a positive school culture. 67% of students are eligible for receive free/reduced priced lunch.	- Lack of student motivation to perform - Low socioeconomic status - Many stakeholders lack the urgency to help support student achievement.
Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion

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

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment
1. How will the school maintain a safe and disciplined learning environment for students and teachers?   2. How will the school ensure clear expectations are communicated to students?   3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?   4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

We will maintain a safe and disciplined learning environment for students and teachers by establishing a school wide positive behavior intervention system where we explicitly teach expected behaviors. The school has developed an emergency plan with detailed actions to be taken in emergencies. Professional development sessions are held for all staff members to be advised of the plan. There is a Crisis Team is trained through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Evacuation plans for students are developed and practiced for safe evacuation from South Crawford Elementary School. The building has been equipped with an Automated External Defibrillator (AED). This life-saving device is located outside of the main office hallway. All staff are trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device. The building plan is a part of the corporation safety plan which is updated yearly or as needed.The school will ensure clear expectations are communicated to parents and students by ensuring that all staff members reinforce established lessons with a common scope and sequence for behavior expectations. The school will create an environment in which there is a genuine respect for students and a belief in their capability by establishing core beliefs that are shared among all staff members. The school will utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment by designing and implementing a multi-tiered system of support. Every adult in the building is required to have an ID on them at all times during the school day. Teachers/staff who need to leave the building during the school day must sign out or inform the office that they are leaving the grounds. Our safety goal is to increase surveillance outside and inside the building and in the parking lot before and after school. The principal will attend School Safety Specialist training this school year. Five staff members have participated in Stop The Bleed Training.

Gap Analysis: Safe Learning Environment	
How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment *not* help the school address its focus areas?
For Focus Area 1: The plan for establishing a safe learning environment will lead to improve academic achievement when students feel safe to take risks in learning.	For Focus Area 1:

For Focus Area 2: When students understand clear behavior expectations and learn strategies for managing their own behavior they will be more successful academically.	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
   ● A description of the school's curriculum review and adoption process;
   ● A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
   ● A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
   ● A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.
 	
Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Core Curricula have been developed at the district level. 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. We currently lack standards-based common formative assessments.
 	
● The Curriculum Resource adoption process is a rotation approximately every 6 years in Language Arts and Math. Technology is a core component of curriculum development. Curricular resources are reviewed and selected by a district-wide review committee.
● The Tier 1 curriculum consists of pacing of priority, support and additional Indiana State Standards, McGraw-Hill Reading Wonders, and Ready/iReady Math. We use the same curriculum throughout the grade levels so there are no gaps between grade levels.
● Academic Interventions include
   ○ Leveled Literacy Intervention - provides daily small group lessons that include reading, writing and phonics word study.
   ○ WonderWorks - supports struggling readers and writers through research-based, data-driven, systematic instruction
   ○ ReadWorks - cognitive-science research to create high-impact instructional materials and tools that are designed for immediate use to improve reading comprehension
   ○ Orton-Gillingham Approach - Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and

sounds, and then building on these skills over time.
- ○ iReady Math Instruction - provide opportunities for students to develop an understanding of whole numbers, fractions, decimals, and rational numbers
- ○ Incremental Rehearsal - research based memory/learning strategy
- ○ Metra Phonics - isolated phonics program
- ● Culturally Responsive Curriculum: Wonders and Ready Math have ESL materials. Teachers attend ELL Conferences and regularly participate in Poverty training.

Gap Analysis: Curriculum	
How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources *not* help the school address its focus areas?
For Focus Area 1: Following Indiana State Standards and using common pacing guides will help close gaps between grade levels.	For Focus Area 1:
For Focus Area 2: When students are provided necessary supports they are more likely to be successful in the classroom.	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Instruction
1. What strategies will teachers and staff use to promote authentic versus compliant student engagement? 2. How will teachers and staff bridge cultural differences through effective communication? 3. What strategies will teachers and staff use to provide all students with opportunities to learn at all Depth of Knowledge levels? 4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons? 5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies? 6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?
Teachers and staff will promote authentic versus compliant student engagement through the use of effective student engagement strategies, building background knowledge, providing

specific feedback, and making work meaningful. Teachers and staff bridge cultural differences through effective communication, acceptance of cultural differences, and use of specific strategies such as those from Ruby Payne. Teachers and staff will provide all students with the opportunity to perform at all depth of knowledge levels by scaffolding, differentiated instruction and use guidance from the IDOE Item Level Description documents for easy, medium and difficult levels. Teachers and staff will monitor and adjust instruction during individual lessons through the use of formative assessment strategies including, turn and talk, thumbs up, '1, 2, 3', etc. Weekly lesson plans require documentation of specific formative assessment and instructional strategies. Regular review of lesson plans and classroom walk throughs will provide opportunities for discussion of a variety of strategies. Teachers and staff will vary their instructional strategies to accommodate diverse learning styles and language proficiency through a regular review of planned strategies. Collaborative lesson planning on a regular basis ensures that teachers are sharing ideas

Gap Analysis: Instruction	
How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction *not* help the school address its focus areas?
For Focus Area 1: The plan for instruction will ensure that instructional strategies and content are effective for increasing student achievement.	For Focus Area 1:
For Focus Area 2: A variety of instructional strategies will ensure that we are effectively meeting each student's unique learning needs.	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Cultural Competency
1. Provide an overview of the school's cultural competency strategies, including, but not limited to: ● A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students; ● A description of how teachers and staff will learn about students' cultures; ● A description of how teachers and staff will utilize resources in the students' communities; ● A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and ● A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

Methods to improve the cultural competence of the school's teachers, administrators, staff, parents, and students:
- Early in the school year and with new enrollments, students will complete an All About Me unit to share with the class. This unit will enable students and staff to welcome and accept the differences among students.
- A lesson within the school-wide positive behavior intervention system will center around tolerance.
- Teachers will complete an informal gathering of information regarding student ACEs in order to understand the challenges that students face at home.

Professional development is necessary to increase the cultural competence in the following areas:
- English Language Learners
- Low Socioeconomic Status
- Special Education Services

There is a district level initiative to increase awareness the effects of trauma on the brain and learning.

Gap Analysis: Cultural Competency	
How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan *not* help the school address its focus areas?
For Focus Area 1: Understanding the students' backgrounds will help us to help them learn and grow.	For Focus Area 1:
For Focus Area 2: If the students' feel we understand and care about where they are coming from, they will feel they are in a safe environment. They will feel comfortable talking to us about their problems and opening up to learning	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

Description of Core Component: Family Engagement
1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes? 2. What strategies will the school use to increase family and community engagement, including family literacy programs? 3. What strategies will the school use to understand parents' hopes, concerns, and suggestions? 4. How will the school keep parents apprised of services offered by the school?

5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

SCE will maximize the engagement of family members by keeping them actively informed about student progress toward learning goals. Families will feel included in instructional decisions through regularly scheduled parent teacher conferences, progress reports, report cards, as well as individual student case conferences. Families and community members are active participants in sessions geared to gather input on school decisions through PTO, parent councils, and school leadership councils; School leaders use the input to make decisions accordingly. School leaders and faculty teach families how to use parent portals that provide real time information on student performance. School, parents, and students will be held accountable for student achievement through the Title I School-Parent compacts, which are reviewed and signed at registration, then reviewed and signed again at parent-teacher conferences.

Communication is an essential component to academic success. SCE will insure families and our community members are apprised of all services offered by our school. SCE utilizes a wide variety of communication tools, including Harmony, newsletters, apps, social media, phone, email, etc. Services offered include: school counselor, social worker, Boys and Girls Club, Tech Wizards (4-H), and tutoring programs. Collaboration between SCE and the community is fostered through relationships with the local Sheriff's department, fire department, prosecutor's office, local library, boy/girl scouts, and 4-H. SCE provides a welcoming atmosphere, where students, parents and community members feel a sense of belonging. Many activities are made possible through the assistance of our PTO and Title I programs, which include: Kindergarten Round Up, Open House, Fall Festival, Grandparents Day, Trunk or Treat, Winter/Spring Concerts, Camp Read S'more and Field Day.

Gap Analysis: Family Engagement	
How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan *not* help the school address its focus areas?
For Focus Area 1: Parent Involvement is proven to significantly increase student achievement.	For Focus Area 1:
For Focus Area 2: When families are engaged and supportive of learning, the school culture is positively affected.	For Focus Area 2:

For Focus Area 3:	For Focus Area 3:

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Staff is committed to improving teaching and learning so our students will be able to meet technology related state academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and align with best practices. Teachers are providing instruction for students through the use of the three school computer labs and chromebook carts for grades 3 - 5.

One computer lab is used for instruction on keyboarding and computer applications. Instruction in Microsoft Word, Publisher, Excel, and Powerpoint, as well as learning to use the Internet for research is woven into content area instruction. The remaining computer labs are used by the classroom teacher for class projects and assignments, as well as, for additional differentiated reading support. South Crawford Elementary has access to chromebook carts in all general education classrooms to assist with raising the level of student engagement, motivate students, provide interactive participation and provide background visual information to students. Interactive clickers are available for each grade level. Teachers also have access to document cameras.

SCE will improve student academic outcomes through the following initiatives:
- eLearning Days - purposely expose students to online learning
- Integration of digital skills within the daily routine
- Explicit teaching of digital citizenship
- Acquisition of fiber optic service to the school

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan *not* help the school address its focus areas?
For Focus Area 1: Technology skills will support student performance on computer based state assessments and prepare students for learning in a digital world.	For Focus Area 1:
For Focus Area 2: A solid understanding of digital citizenship and skills will ensure that students are safe when online and also confident of their ability	For Focus Area 2:

to learn.	
For Focus Area 3:	For Focus Area 3:

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

Note: For more information about Indiana's graduation pathways, please review this memo from the Indiana State Board of Education.

    1.   How will the school assist preschool students with the transition to elementary school?

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.

Gap Analysis: Transition to Elementary School

How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports *not* help the school address its focus areas?
For Focus Area 1: We collaborate with preschool teachers to prepare the children academically.	For Focus Area 1:
For Focus Area 2: This allows for students to meet other students, staff and be familiar with the school building before they start kindergarten ensuring that students are prepared for the new environment.	For Focus Area 2:

For Focus Area 3:	For Focus Area 3:

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1
Summarize the strategies from the core components in SIP Phase 3 that address this focus area: ● Academic Interventions include 　○ Leveled Literacy Intervention (K-2) - provides daily small group lessons that include reading, writing and phonics word study. 　○ Orton-Gillingham Approach - Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. 　○ WonderWorks - supports struggling readers and writers through research-based, data-driven, systematic instruction 　○ ReadWorks - cognitive-science research to create high-impact instructional materials and tools that are designed for immediate use to improve reading comprehension 　○ iReady Math Instruction - provide opportunities for students to develop an understanding of whole numbers, fractions, decimals, and rational numbers 　○ DIBELS Next - measures early literacy skills 　○ Running Records - measure fluency, accuracy and comprehension ● Formative Assessments will guide instruction with immediate feedback in the classroom ● Teachers and staff will regularly review and analyze to evaluate effectiveness of curriculum and instruction ● Implementation of Engagement Strategies 　○ Meaningful learning 　○ Explicit goal setting for daily lessons ● Family Involvement Activities 　○ Parent/Teacher Conferences 　○ Report Cards 　○ Regular Communication
Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components: ● Lack of K-5 aligned academic expectations ● Students are not always held accountable for learning from prior years ● Lack of support from home

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

- Alignment & Implementation of K-5 instructional strategies
    - Reading Comprehension Strategies
    - Constructed Response Strategies
    - Writing Across Curriculum
    - Vocabulary
    - Problem Solving Strategies
- Differentiated lessons will meet the needs of all students
- Improved use of data and formative assessment (feedback)
- Leveled Literacy Intervention (3-5) - provides daily small group lessons that include reading, writing and phonics word study.

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:
- School-wide Positive Behavior Intervention System
    - Bucket-Filler Program
- Awareness of traumatic childhood experiences (ACEs)
- Trauma-Informed Care Training
    - May 8, 2018 - Dr. Lori Desautels
    - Nov 6, 2018 - Skye Berger
    - May 29, 2019 - Skye Berger
- School Counselor through partnership with Spalding University
- Growth Mindset Expectations
- Family Involvement Activities
    - Bingo for Books
    - Camp Read S'More

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

- Lack of student motivation to perform
- Many stakeholders lack the urgency to help support student achievement.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:
- School-wide Positive Behavior Intervention System
    - Behavior Matrix
    - Behavior Expectations

- ● Implementation of Social Emotional Learning Curriculum
- ● Strategies to support students in poverty/trauma
- ● Strategies for teacher retention
- ● Family/Community Involvement Activities
    - ○ 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

V. Design a professional development plan

Please complete this section of the SIP using this template, the template provided below, or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Increase knowledge and implementation of MTSS in order to better support students.	Increased knowledge and implementation of MTSS will lead to improved support for student learning, behavior and academic needs.
2	Increase knowledge and implementation of guaranteed	Shared knowledge and implementation of guaranteed curriculum, instructional

	curriculum, instructional strategies and formative assessment.	strategies, and formative assessment will lead to a deeper understanding of the needs of students.
3	Increase knowledge and implementation of collective teacher efficacy as a highly effective strategy to increase student achievement.	Collective teacher efficacy is the single most effective strategy for improving academic achievement.

Professional Development Offerings		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	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.	Once shared resources are exhausted, we will outside sources of professional development. First looking for support from our local education service center, then to virtual, off-site, and on-site resources.
2	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.	Once shared resources are exhausted, we will outside sources of professional development. First looking for support from our local education service center, then to virtual, off-site, and on-site resources.
3	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.	Once shared resources are exhausted, we will outside sources of professional development. First looking for support from our local education service center, then to virtual, off-site, and on-site resources.

Professional Development Resources		
For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.		
PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Collaborative learning time, Stipends,	Registration fees, Professional Fees,

	Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support MTSS.	Travel expenses, Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support MTSS from providers such as Smekens Education, Southern Indiana Education Center, and relevant others
2	Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support academic learning in ELA and Math.	Registration fees, Professional Fees, Travel expenses, Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support academic learning in ELA and Math.
3	Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support collective teacher efficacy and collaborative learning	Registration fees, Professional Fees, Travel expenses, Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support collective teacher efficacy and collaborative learning

Professional Development Evaluation

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Teachers and staff will implement MTSS in order to support students.	- Lesson Plan Review - Classroom Observations (formal and informal) - Discipline Referrals - Stakeholder feedback - Peer Observations & Feedback - Meeting documentation - Increased Academic Achievement and Growth on summative and formative assessment

2	Teachers will implement guaranteed curriculum and district level formative assessments.	- Classroom Observations (Informal) - Attendance - Peer Observations & Feedback - Meeting documentation - Increased Academic Achievement and Growth on summative and formative assessment - Discipline Referrals - Stakeholder feedback
3	Collective Teacher Efficacy will increase through the use of the collaborative inquiry practice.	- Staff Meeting Reflection - Stakeholder feedback

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

Please complete this section of the SIP using this template or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 6.

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Increase knowledge and implementation of instructional strategies and formative assessment.	Shared knowledge of instructional strategies will lead to increased student achievement.
2	Increase knowledge and implementation of social emotional strategies to understand social emotional needs and reduce their effect on student learning.	Shared knowledge of social emotional strategies will lead to a deeper understanding of the needs of students.
3	Increase knowledge and implementation of collective teacher efficacy as a highly effective strategy to increase student achievement.	Collective teacher efficacy is the single most effective strategy for improving academic achievement.
Professional Development Offerings		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	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.	Once shared resources are exhausted, we will outside sources of professional development. First looking for support from our local education service center, then to virtual, off-site, and on-site resources.

2	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.	Once shared resources are exhausted, we will outside sources of professional development. First looking for support from our local education service center, then to virtual, off-site, and on-site resources.
3	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.	Once shared resources are exhausted, we will outside sources of professional development. First looking for support from our local education service center, then to virtual, off-site, and on-site resources.
Professional Development Resources		
For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.		

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support English Language Arts and Mathematics	Registration fees, Professional Fees, Travel expenses, Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support English Language Arts and Mathematics from providers such as Smekens Education, Southern Indiana Education Center, and relevant others
2	Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support Social Emotional Learning, such as trauma-informed care and poverty training	Registration fees, Professional Fees, Travel expenses, Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support Social Emotional Learning, such as trauma-informed care and poverty training
3	Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating to instructional strategies that support	Registration fees, Professional Fees, Travel expenses, Collaborative learning time, Stipends, Substitutes, Books, Supplies, such as easel paper, post-its, writing instruments, light snacks relating

	collective teacher efficacy and collaborative learning	to instructional strategies that support collective teacher efficacy and collaborative learning
Professional Development Evaluation		
For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.		
PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Teachers will implement new instructional strategies, engagement strategies, and formative assessment strategies.	- Lesson Plan Review - Classroom Observations (formal and informal) - Peer Observations & Feedback - Increased Academic Achievement and Growth on summative and formative assessment
2	School-wide positive behavior management program will be in place and student attendance and behavior will improve.	- Classroom Observations (Informal) - Attendance - Discipline Referrals - Stakeholder feedback
3	Collective Teacher Efficacy will increase through the use of the collaborative inquiry practice.	- Staff Meeting Reflection - Stakeholder feedback

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

IMPLEMENTATION ROADMAP		
ANNUAL SMART GOAL 1: **In 2020 60% of students will demonstrate proficiency on ILEARN ELA and 60% of students will demonstrate proficiency on ILEARN Math.**		
Aligned Focus Area: Academic Achievement		
Timeline: 2019-2020 School Year and Beyond		
Strategy/ Intervention Description	**PD to be Provided for this Strategy**	**Opportunities for the District to Provide Support for this Strategy**
1-Implementation of a variety of effective, vertically aligned instructional and engagement strategies	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.	Professional Learning Days, substitutes
2-Implementation of reliable formative assessment strategies	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. Topics may include: Effective Feedback	Professional Learning Days, substitutes
3-Implementation of effective Response to Instruction practices to meet the needs of all students	Shared learning will take place through regularly scheduled	Professional Learning Days, substitutes

	teacher meetings where teachers will learn together, hold each other accountable for implementation, and identify new learning needs. Topics may include: effective intervention strategies and programs	

Long Term Vision of Success		

Imagine that your school meets this annual SMART goal. Building on this progress, what would you aspire to see your school accomplish over the next two years in areas related to this goal?

Year 2 Goal	**Resources Needed to Achieve Year 2 Goal**
In 2021 70% of students will demonstrate proficiency on ILEARN ELA and 70% of students will demonstrate proficiency on ILEARN Math.	Professional Learning Opportunities Core Curriculum Resources Formative Assessment Program Intervention Programs
Year 3 Goal	**Resources Needed to Achieve Year 3 Goal**
In 2022 80% of students will demonstrate proficiency on ILEARN ELA and 80% of students will demonstrate proficiency on ILEARN Math.	Professional Learning Opportunities Core Curriculum Resources Formative Assessment Program Intervention Programs

Annual Goal 1 Checkpoint 1 End of 2nd Quarter - December 2019			

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

Improvement Strategy or Intervention	**Benchmark of Success**	**Key Action Steps**	**Staff Responsible for Key Action Steps**
● Alignment & Implementation of K-5 Guaranteed Curriculum ○ Reading	Frameworks for implementation will be developed and implemented in every classroom	Develop framework for explicit instruction Learn strategies for explicit instruction	Principal Instructional Coach Teachers Instructional Support Staff

Comprehension Strategies ○ Constructed Response Strategies ○ Writing Across Curriculum ○ Vocabulary ○ Problem Solving Strategies		Implement lessons for strategies Support implementation through peer observations and feedback	
● Improved use of data and formative assessment (feedback) ● Differentiated lessons will meet the needs of all students	Formative assessment will be implemented after every key lesson with effective feedback and will result in the use of differentiated lessons	Shared learning about formative assessment strategies, effective feedback, and differentiated instruction Implement formative assessment and differentiated instruction strategies Support implementation through peer observations and feedback	Principal Instructional Coach Teachers Instructional Support Staff
● RTI Process will be defined and implemented effectively ● Focused Intervention Groups (K-5) - provides daily small group lessons that include reading, writing and phonics word study.	RTI Process is outlined with regular discussion and review in place. Focused Intervention Groups is implemented in grades 3-5 to support literacy development	Define the RTI Process for determining what students need. Implement RTI Process Support implementation through effective review and feedback	Principal Instructional Coach Teachers Instructional Support Staff

Annual Goal 1 Checkpoint 2 End of 3rd Quarter - March 2020			
For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.			
Improvement Strategy or Intervention	**Benchmark of Success**	**Key Action Steps**	**Staff Responsible for Key Action Steps**
- Alignment & Implementation of K-5 instructional strategies - Reading Comprehension Strategies - Constructed Response Strategies - Writing Across Curriculum - Vocabulary - Problem Solving Strategies	mCLASS Reading 3D, iReady Math and Reading Diagnostic will indicate that at least 70% of students meet grade level expectations for end of year	Complete end of year formative assessment Analyze areas that need focus in the next quarter Implement instructional strategies in areas of need	Principal Instructional Coach Teachers Instructional Support Staff
- Improved use of data and formative assessment (feedback) - Differentiated lessons will meet the needs of all students	mCLASS Reading 3D, iReady Math and Reading Diagnostic will indicate that at least 70% of students meet grade level expectations for end of year	Complete end of year formative assessment Analyze areas that need focus in the next quarter Implement strategies for differentiated instruction in areas of need	Principal Instructional Coach Teachers Instructional Support Staff
- RTI Process will be defined and implemented effectively - Focused Intervention	mCLASS Reading 3D, iReady Math and Reading Diagnostic will indicate that at least 70% of students meet grade level	Complete end of year formative assessment Analyze areas that need focus in the	Principal Instructional Coach Teachers Instructional Support Staff

| Groups (3-5) - provides daily small group lessons that include reading, writing and phonics word study. | expectations for end of year | next quarter

Implement strategies for RTI in areas of need | |

Annual Goal 1 Checkpoint 3 End of Year May 2020

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

Improvement Strategy or Intervention	Benchmark of Success	Key Action Steps	Staff Responsible for Key Action Steps
● Alignment & Implementation of K-5 instructional strategies ○ Reading Comprehension Strategies ○ Constructed Response Strategies ○ Writing Across Curriculum ○ Vocabulary ○ Problem Solving Strategies	At least 70% of students will demonstrate proficiency and at least 70% of students will demonstrate high growth on ILEARN Reflect on implementation of K-5 instructional strategies	Analyze data from ILEARN to determine curriculum and instruction needs for next school year Develop goals and an implementation plan for next school year	Principal Instructional Coach Teachers Instructional Support Staff
● Improved use of data and formative assessment (feedback) ● Differentiated lessons will meet the needs of all students	At least 70% of students will demonstrate proficiency and at least 70% of students will demonstrate high growth on ILEARN Reflect on implementation of	Analyze data from ILEARN to determine curriculum and instruction needs for next school year Develop goals and an implementation plan for next school year	Principal Instructional Coach Teachers Instructional Support Staff

	K-5 formative assessment and differentiated instruction strategies		
● RTI Process will be defined and implemented effectively ● Leveled Literacy Intervention (3-5) - provides daily small group lessons that include reading, writing and phonics word study.	At least 70% of students will demonstrate proficiency and at least 70% of students will demonstrate high growth on ILEARN Reflect on implementation of RTI and LLI	Analyze data from ILEARN to determine curriculum and instruction needs for next school year Develop goals and an implementation plan for next school year	Principal Instructional Coach Teachers Instructional Support Staff

ANNUAL SMART GOAL 2: The school climate supports the whole child as well as personnel and contributes to an inclusive learning community where at least 70% of students demonstrate above average growth on ILEARN ELA and Math.		
Aligned Focus Area: School Culture		
Timeline: 2019-2020 School Year and Beyond		
Strategy/ Intervention Description	**PD to be Provided for this Strategy**	**Opportunities for the District to Provide Support for this Strategy**
1 - School-wide Positive Behavior Intervention System ● Behavior Matrix ● Behavior Expectations	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.	District Social Emotional Learning Initiative Professional Learning Days
2 - Implementation of Social Emotional	Shared learning will	District Social

Learning Curriculum ● Strategies to support students in poverty/trauma	take place through regularly scheduled teacher meetings where teachers will learn together, hold each other accountable for implementation, and identify new learning needs.	Emotional Learning Initiative Professional Learning Days
3 - Family/Community Involvement Activities ● 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	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.	District Social Emotional Learning Initiative Professional Learning Days

Long Term Vision of Success

Imagine that your school meets this annual SMART goal. Building on this progress, what would you aspire to see your school accomplish over the next two years in areas related to this goal?

Year 2 Goal	Resources Needed to Achieve Year 2 Goal
The school climate supports the whole child as well as personnel and contributes to an inclusive learning community where at least 80% of students demonstrate above average growth on ILEARN ELA and Math.	Professional Learning Opportunities PBIS Resources Student Support Services and Resources
Year 3 Goal	Resources Needed to Achieve Year 3 Goal
The school climate supports the whole child as well as personnel and contributes to an inclusive learning community where at least 90% of students demonstrate above average growth on ILEARN ELA and Math.	Professional Learning Opportunities PBIS Resources Student Support Services and Resources

Annual Goal 2 Checkpoint 1 *End of 2nd Quarter - December 2019*

For each of the school's professional development goals, identify the resources needed to

meet these goals through initial and follow-up professional development.			
Improvement Strategy or Intervention	**Benchmark of Success**	**Key Action Steps**	**Staff Responsible for Key Action Steps**
PBIS	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.	Develop matrix of behavior expectations. Develop implementation plan. Analyze attendance and discipline data. Implement PBIS program with all stakeholders.	Principal Social Worker Teachers Support Staff
Social Emotional Learning	Social Emotional Curriculum has been developed or selected. Implementation plan has been developed with established timelines.	Develop scope and sequence for social/emotional learning. Develop implementation plan. Implement SEL on a regular basis with expectations of implementation fidelity.	Principal Social Worker Teachers Support Staff
Family Engagement	Outline for year-long family engagement is developed and implemented.	Inform parents of behavior expectations Inform parents of school improvement goals and strategies Inform parents of student assessment	Principal Social Worker Teachers Support Staff

| | | data | |
| | | Share strategies for families to support students | |

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

Improvement Strategy or Intervention	Benchmark of Success	Key Action Steps	Staff Responsible for Key Action Steps
PBIS	PBIS Program is implemented with fidelity. Student and staff data is documented.	Review program implementation across the building. Review 3rd quarter data for staff/student attendance and behavior reward/consequence.	Principal Social Worker Teachers Support Staff
Social Emotional Learning	SEL Program is implemented with fidelity.	Review program implementation across the building. Re-evaluate the implementation plan and adjust as necessary.	Principal Social Worker Teachers Support Staff
Family Engagement	Monthly family engagement strategies have been implemented.	Review family participation in monthly activities. Re-evaluate the implementation plan and adjust as necessary.	Principal Social Worker Teachers Support Staff

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

Improvement Strategy or Intervention	Benchmark of Success	Key Action Steps	Staff Responsible for Key Action Steps
PBIS	PBIS Program is implemented with fidelity. Student and staff data is documented.	Review program implementation across the building. Review 4th quarter data for staff/student attendance and behavior reward/consequence.	Principal Social Worker Teachers Support Staff
Social Emotional Learning	SEL Program is implemented with fidelity.	Review program implementation across the building. Re-evaluate the implementation plan and adjust as necessary.	Principal Social Worker Teachers Support Staff
Family Engagement	Monthly family engagement strategies have been implemented.	Review family participation in monthly activities. Re-evaluate the implementation plan and adjust as necessary.	Principal Social Worker Teachers Support Staff

PROGRESS MONITORING

ANNUAL SMART GOAL 1:
In 2020 60% of students will demonstrate proficiency on ILEARN ELA and 60% of students will demonstrate proficiency on ILEARN Math.

Timeline: Checkpoint 1 - End of 2nd Quarter - December 2020

PLAN

Benchmark of Success	Staff Responsible for Progress Monitoring	Staff to Involve in Progress Monitoring	Data to be Reviewed During Progress Monitoring	Date for Progress Monitoring

Benchmark of Success	Staff	Staff to	Data to be	Date for
1- mCLASS Reading 3D, iReady Math and Reading Diagnostic will indicate that at least 70% of students meet grade level expectations for middle of year	Principal Teachers	Principal Teachers Instructional Support Staff	mCLASS Reading 3D iReady Math iReady Reading	December 2020
Frameworks for implementation will be developed and implemented in every classroom	Principal Instructional Coach Teachers	Principal Instructional Coach Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Formative assessment will be implemented for every key lesson with effective feedback	Principal Instructional Coach Teachers	Principal Instructional Coach Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
RTI Process is outlined with regular discussion and review in place.	Principal Instructional Coach Teachers	Principal Instructional Coach Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
LLI is implemented in grades 3-5 to support literacy development.	Principal Instructional Coach Teachers	Principal Instructional Coach Teachers	Meeting Documentation, Lesson Plans, Classroom Observations , LLI Data	December 2020

STUDY		ACT	
Data-Supported Lessons Learned		**Revisions to Make Improvement Strategies**	

Timeline: Checkpoint 2 - End of 3rd Quarter - March 2020

PLAN				
Benchmark of Success	**Staff**	**Staff to**	**Data to be**	**Date for**

	Responsible for Progress Monitoring	Involve in Progress Monitoring	Reviewed During Progress Monitoring	Progress Monitoring
mCLASS Reading 3D, iReady Math and Reading Diagnostic will indicate that at least 70% of students meet grade level expectations for middle of year	Principal Teachers	Principal Teachers Instructional Support Staff	mCLASS Reading 3D iReady Math iReady Reading	March 2020

STUDY		ACT	
Data-Supported Lessons Learned		**Revisions to Make Improvement Strategies**	

Timeline: Checkpoint 3 - End of 4th Quarter - May 2020

PLAN

Benchmark of Success	Staff Responsible for Progress Monitoring	Staff to Involve in Progress Monitoring	Data to be Reviewed During Progress Monitoring	Date for Progress Monitoring
ILEARN ELA and Mathematics results will indicate that at least 70% of students meet grade level expectations for middle of year	Principal Teachers	Principal Teachers Instructional Support Staff	ILEARN	May 2020

STUDY		ACT	
Data-Supported Lessons Learned		**Revisions to Make Improvement Strategies**	

PROGRESS MONITORING

ANNUAL SMART GOAL 2: **In 2020 60% of students will demonstrate proficiency on ILEARN ELA and 60% of students will demonstrate proficiency on ILEARN Math.**

Timeline: Checkpoint 1 - End of 2nd Quarter - December 2020				
PLAN				
Benchmark of Success	**Staff Responsible for Progress Monitoring**	**Staff to Involve in Progress Monitoring**	**Data to be Reviewed During Progress Monitoring**	**Date for Progress Monitoring**
PBIS Program has been selected from a review of several options.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Implementation plan has been developed with established timeline.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Baselines have been established for student and staff attendance and discipline referrals and rewards.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Social Emotional Curriculum has been developed or selected.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Implementation plan has been developed with established timelines.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Outline for year long family engagement is developed and implemented.	Principal Social Worker	Principal Social Worker	Meeting Documentation, Lesson	December 2019

| | Teachers | Teachers | Plans, Classroom Observations | |

STUDY		ACT		
Data-Supported Lessons Learned		**Revisions to Make Improvement Strategies**		

Timeline: Checkpoint 2 - End of 3rd Quarter - March 2020

PLAN

Benchmark of Success	Staff Responsible for Progress Monitoring	Staff to Involve in Progress Monitoring	Data to be Reviewed During Progress Monitoring	Date for Progress Monitoring
PBIS Program is implemented with fidelity.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Benchmarks for attendance and student behavior is developed.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
SEL Program is implemented with fidelity.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Monthly family engagement strategies have been implemented.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020

STUDY	ACT
Data-Supported Lessons Learned	**Revisions to Make Improvement Strategies**

Timeline: Checkpoint 3 - End of 4th Quarter - May 2020

PLAN				
Benchmark of Success	**Staff Responsible for Progress Monitoring**	**Staff to Involve in Progress Monitoring**	**Data to be Reviewed During Progress Monitoring**	**Date for Progress Monitoring**
PBIS Program is implemented with fidelity.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
Benchmarks for attendance and student behavior are developed.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020
SEL Program is implemented with fidelity.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2019
Monthly family engagement strategies have been implemented.	Principal Social Worker Teachers	Principal Social Worker Teachers	Meeting Documentation, Lesson Plans, Classroom Observations	December 2020

STUDY	ACT
Data-Supported Lessons Learned	**Revisions to Make Improvement**

	Strategies

Title I Schoolwide Program Components

For those schools that are completing this CNA and SIP template to also fulfill the requirements of the Title I Schoolwide Program (SWP) Application, each of the statements below must be addressed in order to fully meet the requirements for the SWP application.

- *Describe how the goals and priorities set forth in the school improvement plan will coordinate programs, services and resources (e.g., violence prevention, nutrition, housing, Head Start, Adult Education, and Career and Technical Education).*
  - The goals of improving academic achievement and supporting school culture/social-emotional learning requires the full integration of all programs, services and resources. The focus is on supporting each student academically, behaviorally, and emotionally will ensure that the school's mission is fulfilled.
- *Describe how the needs of high-risk students will be addressed through:*
  - *Mental Health Programs*
    - The needs of high-risk students will be addressed through the employment of student support personnel (counselors, social workers, therapists, nurses, assistants, school resource officers), partnerships with mental health providers, and referral to higher level of services.
  - *Instructional support and mentoring*
    - The needs of high-risk students will be addressed through the implementation of a core curriculum, use of effective instructional strategies, and the implementation of remediation and intervention services when students struggle.
  - *Non-academic skill improvement strategies*
    - The needs of high-risk students will be addressed through the implementation of school-wide positive behavior intervention plan which includes explicit teaching of behavior expectations, positive reinforcement, and logical consequences.
- *Describe how Title I funds will be coordinated with other local, state and federal funding and programs.*
  - Title I funds are not consolidated with other local, state and federal funding and programs.