School Name: Loogootee Elementary

School Number: 5997

Street Address: 101 Costello Drive

City: Loogootee

Zip Code: 47553

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

Principal: Lacey Wade
Telephone: 812-295-2833 ext. 150   Email: lwade@loogootee.k12.in.us

Superintendent: Chip Mehaffey
Telephone: 812-295-2595 ext. 501   Email: cmehaffey@loogootee.k12.in.us

Contact for Grants: Shelley Christmas
Telephone: 812-295-3254 ext. 524   Email: schristmas@loogootee.k12.in.us

--- BASIC REQUIREMENTS ---

This is an initial three (3) year plan. **Yes** No	This is a review/update of a plan currently in use. Yes **No**

This school is identified as the following by the federal government: (<mark>Highlight</mark> all that apply) **TSI, ATSI, CSI**

(TSI only) Underperforming student groups identified by the federal government: (<mark>highlight</mark> all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**

This school receives Title IA funding. **Yes** No   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** TA
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

--- PLANNING COMMITTEE ---

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Lacey Wade	Principal	**CNA, SIP, Both**	
Shawna Walton	Teacher	**CNA, SIP, Both**	
Tyler Walton	Teacher	**CNA, SIP, Both**	
Amber Smith	Parent	**CNA, SIP, Both**	
Mary Zehr	Teacher	**CNA, SIP, Both**	
Brooke Hawkins	Community Partner/Parent	**CNA, SIP, Both**	
Rick Roll	Community Partner	**CNA, SIP, Both**	

--- ALIGNMENT ---

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

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

District Vision: Big Enough to Deliver… Small Enough to Care...

School Vision: Big Enough to Deliver… Small Enough to Care...

District Mission:
The mission of Loogootee Community Schools, in partnership with our community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

District Goals:
- Implement PBL across grade levels K-12.
- Implement PLTW across grade levels (K-12)
- Streamline PBIS System corporation wide.
- Work towards STEM Certification K-12

School Mission:
The mission of Loogootee Community Schools, in partnership with our community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	1-4	Pearson Realize	Yes No	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core reading curriculum.	Yes No	
Math	1-4	Pearson Envision	Yes No	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core math curriculum.	Yes No	
Phonics	K-3	Reading Horizons	Yes No	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core math curriculum.	Yes No	
Reading	K	Tara West Kinder Writing	Yes No	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core writing curriculum.	Yes No	
Reading	K	Tara West Kinder Guided Reading	Yes No	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core reading curriculum.	Yes No	
Math	K	Tara West Kinder Math	Yes No	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core math curriculum.	Yes No	
Reading	K	Tara West Kinder Literacy	Yes No	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core reading curriculum.	Yes No	

Reading/Phonics	K-2	Orton Gillingham	**Yes** No	Tier 1, **2, 3**	Curriculum is aligned to the Indiana Academic Standards and is used for our Tier II reading intervention.	*Yes* *No*	
Social Studies	K-4	Scholastic News	**Yes** No	Tier **1, 2, 3**	Scholastic News is a supplemental source used for social studies and reading.	**Yes** *No*	
Reading/Math	K-4	ixl	**Yes** No	Tier **1, 2, 3**	ixl is an online supplemental curriculum used for extra practice on the Indiana Academic Standards.	**Yes** *No*	
Rocket Math	K-4	Rocket Math	**Yes** No	Tier **1, 2, 3**	Rocket Math is a supplemental curriculum used for extra practice on math facts.	**Yes** *No*	
Study Island	K-4	Study Island	**Yes** No	Tier **1, 2, 3**	Study Island is an online supplemental curriculum used for extra practice on the Indiana Academic Standards.	**Yes** *No*	
Formative Loop	K-4	Formative Loop	**Yes** No	Tier **1, 2, 3**	Formative Loop is a unique math fluency program that students work at their own pace.	**Yes** *No*	
Science/STEM	K-4	Project Lead the Way	**Yes** No	Tier **1, 2, 3**	PLTW is a STEM based curriculum used to teach science concepts while using problem-solving strategies.	**Yes** *No*	

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

The public may view the school's curriculum in the following location(s):   Information about the school's curriculum can be found on the school website. The curriculum is also explained during parent meetings and other communication tools.

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.
Loogootee Elementary has implemented a remediation/enrichment time built-in during the school day. This is called WIN TIme, which stands for What I Need. Each grade level has approximately 30 minutes of math and 30 minutes of reading. Students are grouped by ability level based on data from benchmark assessments and are progress monitored to ensure they are learning and growing.

Core Element 3: Assessment_[Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
mClass: Dibels 8th Edition	K-2	Benchmark, Com. Form., Summative, Other	DIBELS 8 subtests are designed as brief, easily administered measures of reading. Because DIBELS subtests are timed measures, efficiency in reading skills is considered as well as accuracy. The subtests offered in specific grades are aligned to curriculum and instruction typical for each grade, as well as to recommendations made by the IDA. Three additional subsets are offered to screen for risk factors of Dyslexia.	Yes No	
mClass: Reading 3D	K-2	Benchmark, Com. Form., Summative, Other	TRC measures a student's reading accuracy, fluency, and comprehension. Reading words in connected text with sufficient speed and accuracy and drawing meaning from it are intrinsically linked in an interactive process in which the reader combines what is written in a text with his or her knowledge about orthography, oral language, written language, and the topic to create a mental representation of the text.	Yes No	
mClass: Math	K-2	Benchmark, Com. Form., Summative, Other	mCLASS: Math is based on modern developmental, educational, and cognitive research that shows how students acquire mathematical knowledge. The research underlying the assessment highlights several essential facets of a student's mathematical learning.	Yes No	
NWEA	3-4	Benchmark, Com. Form., Summative, Other	NWEA provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also connects to the largest set of instructional content providers, giving educators flexibility in curriculum choices.	Yes No	

| CoGAT | K, 2, 4 | Benchmark, Com. Form., Summative, <mark>Other</mark> | The purpose of the CoGAT assessment is to identify high ability students. | <mark>Yes</mark> No | |

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

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

The Title I Teacher and Principal meet twice a month with grade level teachers to review student assessment data, monitor their progress, and develop plans of action to meet students' academic needs.

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

Grades 6-8 only

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

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

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

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

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

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

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

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

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Students are identified using the Indiana Department of Education form during registration or enrollment if coming from out of state.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
Utilizing our school cultural data and benchmark assessments, we ensure that ALL students are provided with the tiered supports necessary to achieve personal growth targets. We utilize the WIDA screener to identify students who have language deficits and develop Individual Language Acquisition plans to meet their individual needs.

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

Loogootee Community Schools continues to provide bi-weekly professional development in a variety of areas. We will continue to offer high

quality information to our staff concerning cultural competency to ensure we are meeting the needs of all learners.

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

Various cultures are discussed and introduced through art, music, and library. Thematic units throughout the school year are taught in the classrooms. The Scholastic News supplemental curriculum educates students on various cultural topics. Our school social worker utilizes a variety of books and other interactive lessons to help build a school culture of acceptance and understanding.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   Last year: 11   Two Years Ago: 12   Three Years Ago: 13

What may be contributing to the attendance trend?

Good attendance is supported by a strong attendance policy and by our PayDay criteria and our "Mane" Traits. Students are awarded for monthly perfect attendance as well as at the end of the school year. Student attendance is recognized each week at our Monday morning meetings.

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

A letter is issued to parents of every student who reaches seven undocumented and/or unexcused absences within a semester, or who accrues seven or more tardies within a semester. When issues cannot be resolved, students in violation of the attendance requirements are reported to Child Protective Services. It is our goal to at least maintain our current attendance rate and work toward improving the rate each year.

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

A spreadsheet is used to document students who have had letters sent. This is monitored on a monthly basis to check if improvements are being made.

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

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

How does the school maximize family engagement to improve academic achievement?
In a normal school year we would do the following. However, this year has been different due to COVID and outside visitors not allowed in the school building.

Parental visits to classrooms are encouraged. Parents are invited to help with special activities such as field day, classroom projects, parties, school pictures, book fair, field trips, fundraisers, etc. Parents are also asked to serve on committees, to participate in interest surveys for our school, and to serve as volunteers in individual classrooms.

Meet the teacher night, Title I family night, chili supper night, Scholastic book fairs, Veterans' Day, Grandparents' Day, kindergarten roundup and school music programs are well attended. This indicates high parental interest in school activities and achievement. Communication with parents from teachers includes daily and weekly newsletters, assignment sheets, teacher websites, email, and homework folders. Teachers also have voicemail service in each classroom.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Parents are encouraged to call or email with any questions or concerns they may have. Parent-teacher conferences are held once a year at the minimum for parents to communicate with their child's teacher. Surveys are also sent throughout the school year for feedback on various topics.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Again, due to COVID-19, this year we are not allowed to incentivise for attendance. In a normal year, attendance awards are presented to students at an awards ceremony where parents and community members are invited to attend.

How do teachers and staff bridge cultural differences through effective communication?
If needed, resources and information are provided to parents in their spoken language. Currently, this is not needed in our school district.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.
We encourage parents to get involved with the school through volunteering, being a part of our parent group, attending informational meetings and family fun nights. We also communicate weekly with parents through an electronic newsletter that is distributed through various technology platforms.

How does the school provide individual academic assessment results to parents/guardians?
All formative assessment reports are sent home three times per year for parents to view. An informational meeting is provided at the beginning of the year to explain the reason for the assessments and how to read the reports.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
A meeting is held in the spring to discuss the vision and goals for the school for the upcoming. A second meeting is held at the beginning of the school year to finalize the plan and tweek in areas needed. Input is always taken into consideration throughout the school year and noted when official meetings take place.

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

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

    NA

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

    NA

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

    NA

Graduation rate last year: Percent of students on track to graduate in each cohort:

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

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

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

NA

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).
Title supports the goals of the corporation that were decided by stakeholders (achievement at and above grade level, STEM/PBL, and quality instruction that is hands on and engaging.) Without these funds, services and programs would be difficult to fully achieve.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
The preschools are invited to come to the school to visit the Kindergarten teachers and their classrooms. Loogootee Elementary provides a Kindergarten Round-Up night where students and their families tour the school, attend an informational meeting, have snacks, take a bus ride, and do a science experiment. We also conduct a screening day in which the student does a pre-k assessment with a teacher, as well as a vision and hearing screening. The Kindergarten teachers also visit the area preschools to read to the students in the environment they are comfortable.

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

Our school district provides high-quality professional development to our teachers in the areas of reading, math, science, STEM, technology, social-emotional, and project-based learning. One of our school goals this year is to develop a mentoring program for all new teachers to learn and be guided by veteran teacher leaders.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Marci Arthur	Elementary/Intermediate Generalist Elementary/Primary Generalist	Kindergarten
Brittney (Bateman) Gibson	Mild Intervention (MS/JH) Mild Intervention (HS) Mild Intervention (Elementary) Elementary/Intermediate Generalist Elementary/Primary Generalist	Third Grade
Lindsay Burch	Elementary Generalist (K-6)	Kindergarten
Angela (Callison) Brookshire	General Elementary (1-6) Social Studies (1-6)	Third Grade
Amy Gilbert	General Elementary (1-8) Kindergarten	Music/PE Teacher (K-4)
Debra Hayes	General Elementary (1-8) Kindergarten	First Grade
Hannah Kidwell	Mild Intervention (all) Elementary/Primary Generalist Elementary/Intermediate Generalist	Kindergarten
MaKaylee Long	Elementary Emergency License	Second Grade
Krista (King) Truelove	Elementary Generalist (K-6) Reading (K-6) Elementary/Intermediate Generalist Elementary/Primary Generalist Reading Elementary/Intermediate Reading Elementary/Primary	Third Grade
Seasonal Lawson	General Elementary (1-8) Kindergarten	Second Grade

Tara Lengacher	General Elementary (1-8) Kindergarten Reading (1-8) Social Studies (1-9)	First Grade
Olivia Pride	Elementary Generalist (K-6)	Fourth Grade/Reading
Ashley Roach	Mild Intervention (Elementary) Elementary/Intermediate Generalist Elementary/Primary Generalist	Second Grade
Amber Smith	General Elementary (1-8) Kindergarten	Title I Teacher/ Reading Specialist trained in Dyslexia
Jill Toy	Mild Intervention (Elementary) Elementary/Intermediate Generalist Elementary/Primary Generalist	Fourth Grade/Science/PLTW
Lacey Wade	Mild Intervention (Elementary) Elementary/Intermediate Generalist Elementary/Primary Generalist Building Level Administrator	Administrator
Shannon Wagler	General Elementary (1-8)	First Grade
Shawna Walton	Computer (K-12) General Elementary (1-8)	Fourth Grade/Math
Tyler Walton	General Elementary (1-8)	Art Teacher (K-4)
Traci LeTourneau	Intense Interventions (P-12)	Life Skills (K-6)
Connie Walker	Learning Disabled (K-12) Mild Mentally Handicapped (K-12)	Special Education (PK-4)
Mary Zehr		Speech (PK-4)

SECTION B: Needs Assessment

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

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1   **By the end of 2020, LES students will increase their Math ILEARN scores to greater than 80%.**   Measurable outcome met?   **Yes**   **No**

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

If the goal was not met, explain why. Schools continue to battle with COVID and students not being able to participate in in-person learning due to contact tracing or illness. The goal should be adjusted because currently it is not feasible with how low the current scores are.

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

Goal 2 By the end of 2020, LES students will increase their ELA ILEARN scores to greater than 80%.   Measurable outcome met?   **Yes**   <mark>**No**</mark>

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

If the goal was not met, explain why. Schools continue to battle with COVID and students not being able to participate in in-person learning due to contact tracing or illness. The goal should be adjusted because currently it is not feasible with how low the current scores are.

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

Goal 3 By the end of 2020, LES students will increase their Language Arts ISTEP scores to greater than 80%.

Measurable outcome met?   **Yes**   <mark>**No**</mark>

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

If the goal was not met, explain why. Schools continue to battle with COVID and students not being able to participate in in-person learning due to contact tracing or illness. The goal should be adjusted because currently it is not feasible with how low the current scores are.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

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

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

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

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
LES is committed to ensuring that our special education students show continual progress as evident by growth model data.	**Yes**	MOY NWEA data indicated that 67% of students with an academic IEP showed progress in both reading and math. Due to COVID-19, we were unable to complete EOY testing.	We were extremely close to meeting our goal of showing growth with our special education population in both reading and math. Continually making adjustments to our special education supports will be key to seeing continued growth in this area. We will continue to monitor to ensure student progress is being made.	Yes	Yes
LES is committed to being a leader among area schools when it comes to academics, career readiness, and STEM. We strive to obtain 80%+ mastery on grade level expectations.	**Yes**	MOY NWEA and mCLASS data indicated that ** of students in grades K-4 were on track to meet/exceed grade level targets. Due to COVID-19 we were unable to complete EOY data to evaluate progress.	LES faculty recognize the importance of differentiation within the classroom in order to meet the needs of each individual student. We will continue to closely monitor student progress as well as expand our curriculum initiatives to include STEM and career exploration to our current maps.	Yes	Yes
LES recognizes that the social emotional needs of our students is key in their academic and behavioral success. Students come to school with a variety of experiences and situations that may have a negative impact on their school experience. We are determined to provide a variety of supports and strategies to strengthen their emotional wellness so that they can be successful.	**No**	Over the last two years, LES has received several students who have had some sort of trauma, which then leads to behavioral issues at school. Our school has implemented a school-wide PBIS system to help provide common language among classrooms and teachers to reinforce making good choices everyday.	We will continue to work collaboratively with our local partners regarding mental health. We also utilize the school social worker, as well as the Special Education Co-Op Behavior/Academic Coach. We are developing behavior plans for these students who are identified as needing Tier 3 supports.	Yes	Yes

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

Step 2: Conduct Root Cause Analyses

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Special Education Students Showing Growth on State and Local Assessments.	Students have a wide range of individual needs. We have worked with our general and special education teaching staff to develop a framework for co-teaching and inclusive practices to identify essential standards to ensure students are successful.
Students meeting and exceeding grade level benchmarks on state and local assessments.	Our school needs to continue to work on understanding the importance of differentiation of instruction at all grade levels. Simply just covering standards is not meeting our student needs. We need to continue to develop problem solving strategies through career readiness.
Students coming to school with the social emotional tools they need to set them up for academic and social success.	Student poverty increases, parent incarceration rates, drug use in student homes, lack of mental health services, and impacts of the global pandemic have created trauma for students. Trauma informed education is a key component to ensure student needs are being met. Professional development for staff is key to educate them in understanding the challenges many students face.

Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

GOAL 1	By Spring 2022, 70% of students in grades 3-4 who are identified as in need of special education services in reading will demonstrate growth rates that are typical or higher as measured by the ILEARN assessment.			
Data Checkpoints (dates)	**August 27th**	**December 16th**	**May 19**	
Evidence at Checkpoints	**NWEA Scores**	**NWEA Scores**	**NWEA/ILEARN Scores**	
Evidence- Based Strategy 1	**MTSS will be utilized to provide differentiated levels of support to meet the needs of each learner. Instructional data will be utilized to implement a blended instructional model in both reading and math ensuring students receive access to grade level standards and appropriate depth of knowledge exposure.**			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Monthly collaboration with the special education team, grade level teachers, MTSS coordinator, and building level leadership to monitor the implementation of a MTSS framework in both language arts and math.	August 2020-August 2023	Special Education Teachers Grade Level Teachers MTSS Coordinator Building Principal	Individual student data reflecting growth model progress in both language arts and math on NWEA and ILEARN.
Action Step 2	Monthly PLC meetings reviewing and updating curriculum maps and aligning to the Academic Power Standards.	September 2020-May 2021	Special Education Teachers Grade Level Teachers MTSS Coordinator Building Principal	Individual student data reflecting growth model progress.

GOAL 2	100% of LES students will have opportunities to interact with the career readiness and problem solving standards to expand their depth of knowledge in these areas.			
Data Checkpoints (dates)	September 2021	December 2021	April 2022	August 2022
Evidence at Checkpoints	Curriculum maps will document student lessons involving PLTW, PBL, andCareer Pathways and monitor our progress through the modules.	Curriculum maps will document student lessons involving PLTW, PBL, andCareer Pathways and monitor our progress through the modules.	Curriculum maps will document student lessons involving PLTW, PBL, andCareer Pathways and monitor our progress through the modules.	Curriculum maps will document student lessons involving PLTW, PBL, andCareer Pathways and monitor our progress through the modules.
Evidence- Based Strategy 1	Implementation of Project Lead the Way (4 Modules)			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Implement Module 1	Fall 2020	Classroom Teachers, Curriculum Director, Building Principal	Documentation of student completion of lessons and application of skills.
Action Step 2	Implement Module 2	Winter 2021	Classroom Teachers, Curriculum Director, Building Principal	Documentation of student completion of lessons and application of skills.
Action Step 3	Implement Module 3	Spring 2021	Classroom Teachers, Curriculum Director, Building Principal	Documentation of student completion of lessons and application of skills.
Action Step 4	Implement 4 Modules	2021-2022 School Year	Classroom Teachers, Curriculum Director, Building Principal	Documentation of student completion of lessons and application of skills.
Evidence- Based Strategy 2	Implementation of Project Based Learning			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Training all Teachers in PBL	Summer/Fall 2020	All Teachers Curriculum Director Building Principal	Completion Certificates
Action Step 2	Implement 1 PBL Project	2020-2021 School Year	Teachers Curriculum Director Building Principal	Final Project Rubrics Completed
Action Step 3	Review & Evaluate PBL Implementation	2021-2022 School	Teachers Curriculum Director Building Principal	Self-Reflections of implementation and plans for future project implementation.

GOAL 3	Identify at-risk student populations through attendance, academics, and discipline to ensure that 100% of student social emotional needs are being addressed through trauma informed supports.			
Data Checkpoints (dates)	September 2021	November 2021	January 2022	March 2022
Evidence at Checkpoints	Each student in grades K-4 will be placed into Tiers (1, 2, 3) for Academics.	Review placement of students in Tiers for all students in grades K-4.	Review placement of students in Tiers for all students in grades K-4.	Review placement of students in Tiers for all students in grades K-4.
Evidence- Based Strategy 1	Establish a system to track truancy, and discipline to help place students into Tiers for Academics, Behavioral, and Social Emotional Needs.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Truancy Reports Review	September 2020-May 2021	Building Principal, Social Worker, Classroom Teacher	Identify students who are missing school for reasons other than chronic illness.
Action Step 2	Discipline Reports Monthly	September 2020-May 2021	Building Principal, Social Worker, Classroom Teacher	Skyward discipline referrals will identify students who are demonstrating challenges.

Professional Development Plan

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

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

Professional Development Goal 1	Develop Handbook/Procedures for MTSS Process - Teachers will grow their understanding of how the MTSS framework can support student learning and ensure academic success.	Linked SIP Goals Yes
Possible Funding Source(s)	Title I/Title II	
Evidence of Impact	Student NWEA and mCLASS data will reflect growth that meets or exceeds year long growth targets.	

Plan for coaching and support during the learning process:
Working in collaboration with our Title I teacher, special education teacher, SPED academic/behavior, grade level teams, we will ensure that our MTSS System clearly shows the implementation of interventions at each level.

How will effectiveness be sustained over time?
The LES MTSS team will review and evaluate student progress of each student whose academic or behavior concerns are impacting student success. Using our NWEA, mCLASS, ILEARN, grade level common formative assessments, and teacher observations, we will identify all students who are in need of service and use our documentation system to track progress.

	Curriculum Mapping - Unpacking Indiana Academic Standards	
Professional Development Goal 2		**Linked SIP Goals** **Yes**
Possible Funding Source(s)	NA - Free training through Indiana Department of Education	
Evidence of Impact	Teachers will identify priority standards at each grade. These priority standards will be correlated to our current curriculum. Identifying the priority standards will allow teachers to identify the depth of instruction needed. This process will impact student level of success on the ILEARN assessment.	

Plan for coaching and support during the learning process:
Loogootee Elementary will utilize free training provided by the Indiana Department of Education. Loogootee Elementary will utilize professional development during early release Wednesday's and PLC meetings.

How will effectiveness be sustained over time?
Curriculum maps will highlight power standards so they are clearly outlined for each grade and vertically aligned for the school. Pacing guides will be reviewed at monthly PLC meetings. Meetings include grade level teachers, instructional coach, and building level principal.

Professional Development Goal 3	Social Emotional Toolkit/Resiliency Team led by SPED Academic/Behavior Coach - Empowering	Linked SIP Goals Yes
Possible Funding Source(s)	NA	
Evidence of Impact	LES will see a reduction in behavior/discipline referrals.	

Plan for coaching and support during the learning process:
Utilizing our partnership with our Special Education Cooperative, we will hold professional development sessions to learn about the brain, how it works, and how teachers can empower our students.

How will effectiveness be sustained over time?
We will continue to see a decline in students who are being flagged as Tier 2 and Tier 3 behaviors. Early intervention efforts will be documented to ensure our at-risk students receive interventions.