2023-2024 SCHOOL IMPROVEMENT PLAN

Silver Creek Elementary School (0789)
Silver Creek School Corporation

INSPIRE SUCCESS

School Improvement Institute (SI2)

Jun 6, 2023

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OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action*. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of:

- Indiana Rules and Regulations
- Title I - Schoolwide

School Improvement Institute (SI2) review completed on June 6, 2023 at 02:30 PM

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Steering Team

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Name	Position	Steering Team Point Position
Andrea Anderson	Teacher	Intervention Development
Heather Chandler	Teacher	
Jaime Cooke	Other	
Sarah Dragoo-Smith	Other	Root Cause Data
JD Ehringer	Teacher (Math)	Council Consensus, Council Discussion
Maria Jenkins	Teacher	Achievement Data
Paige Kleehamer	Teacher	
Tonya Mabe	Teacher (Math)	
Lora Meyers	Teacher	Student Body
Sandy Myers	Principal	
Valerie Myers	Teacher	
Jon Sifers	Other	
Katie Turner	Teacher	

School Improvement Council

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were

invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

Name	Teacher	Parent	Other Stakeholder Group(s)	Name	Teacher	Parent	Other Stakeholder Group(s)
Michelle Abelove	✓			Charlene Lefebvre		✓	
Clorisa Adams		✓		Carrie Linderman		✓	
Andrea Anderson	✓			Katie Lovins	✓		
Karen Anderson		✓		Tonya Mabe	✓		
Whitney Arbuckle		✓		Tonya Mabe	✓		
Staci Balmer	✓			Lora Meyers	✓		
Noah Bays			Instructional School Support Staff Person	Lora Meyers	✓		
Morgan Belviy	✓			Lora Meyers	✓		
Denise Beyl	✓			Rachel Morales		✓	Instructional School Support Staff Person
Callie Bills	✓	✓		Kayla Morris			Instructional School Support Staff Person
Morgan Black	✓			Valerie Myers	✓	✓	
Natalie Briscoe	✓			Amber Napier			Instructional School Support Staff Person
Mary Cahill		✓		Savannah O'Neil			Instructional School Support Staff Person
Kristy Cambron		✓		Hannah Oliver		✓	Administrator
Heather Chandler	✓			Jessica Papenhaus	✓	✓	
Shelley Chinn		✓		Jessica Papenhaus		✓	
Abigail Clark	✓	✓		Cortney Perkins	✓		
Kim Cole	✓			Kensey Piersall		✓	
Jaime Cooke	✓			Jennifer Potts			Instructional School Support Staff Person
Jaime Cooke	✓			Kevin Puckett		✓	Business representative
Sara Cooke		✓		Hailey Ramey	✓		
Andrew Day		✓		Ken Ridenour		✓	
Sarah Dragoo-Smith	✓			Tobi Rushing			Other
Travis Drake	✓			Margeaux Salmon-Spring		✓	Community foundation representative, Other
JD Ehringer	✓			Robin Sauer			Other
Candice Feldmann	✓			Brianne Schneider	✓		
Kristy Franklin		✓	Community foundation representative	Meagan Sheffield	✓		
Brandy Gadd	✓	✓		Juli Sherrill		✓	
Bailee Gary	✓			Elizabeth Sifers		✓	
Rhonda Gibson		✓		Jon Sifers			Administrator
Megan Gilland	✓			Erin Simon		✓	School Director in a non-Administrative role
Marcy Grube		✓		Brooke Smith	✓		
Jeff Hall		✓		Sarah Snyder	✓		
jessica Hartman	✓			Jimmy Stewart			Instructional School Support Staff Person
Jessica Hartman	✓			Kylee Sumner			Instructional School Support Staff Person
Brad Holmes		✓		Tammy Tackett	✓	✓	
Kye Jenkins	✓			Alyssa Thomasson	✓		
Maria Jenkins	✓			Leah Timmons	✓	✓	
Jena Kemmer	✓						
Paige Kleehamer	✓						
Anthony Kummer		✓	Non-Instructional School Support Staff Person				

Name			Role	Name			Role
				Katie Turner	⊘	⊘	
Christine Lawrence	⊘	⊘	Instructional School Support Staff Person, Title 1 School Director/Coordinator	Stacie Vanover	⊘		
				Stacie Vanover	⊘		
Rebecca Lee	⊘			Dama Walker	⊘		
				Susan Ward	⊘	⊘	Administrator, Instructional School Support Staff Person, Title 1 School Director/Coordinator
				Kafayat White		⊘	
				Jordan Williams	⊘		

Student Body

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the School Improvement Council.

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action process:

    Discussion 1: Rationale for Raising Student Achievement
    Discussion 2: Common Vision for High Student Success
    Discussion 3: Data Analysis & Achievement Goals
    Discussion 4: Data Analysis & Root Causes
- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help
- Student guidance
- Learning environment
    Discussion 5: Interventions

Data-Driven Decision-Making

The Vision-to-Action improvement process relies heavily on data as a foundation for decision-making.
1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2023-2024 school year. Questions about the School Improvement Plan should be directed to the building principal.

SCHOOL IMPROVEMENT PLAN COMPONENTS

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

OUR VISION STATEMENT

We believe all students deserve:

At Silver Creek Elementary we work collaboratively and intentionally to be student-driven in a safe and caring environment where all students succeed.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Development of a guaranteed viable curriculum.
Collaboration without jealously and defensiveness.
Willingness to collaborate for student growth.
Initiative to collaborate for the betterment of all students.
A team united by trust and professional courtesy.
Data-driven decisions.
Fostering meaningful peer relationships to support each other - professionally and personally.
Working to build a welcoming school environment where students look forward to attending.

In this environment where all adults are living by their core convictions, all students:

High levels of engagement in the classroom.
Accepting responsibility for own learning.
Awareness of their own learning and behavior expectations.
Willingness to take risks when learning.
Take ownership of own successes.
Seek opportunities to try again if not successful the first time.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who are aware of their own learning successes.: 100%

- % of students who believe they can succeed in life.: 100%
- % of students who take risks when learning.: 100%
- % of students who take pride in their own level of engagement.: 100%
- % of students who accept responsibility for their own learning and behavior.: 100%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standards, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Focus Areas** (FA). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the FAs and created specific **SMART Goals** focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad FA. Both the FAs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

Description of the Gaps Identified between the Vision and the Achievement Data Report:
We are working toward our vision. There is a gap that we need to close in order to meet all students. Our subgroups are under-performing, especially our EL learners.

IMPORTANT: Each Focus Area (FA) is followed by its SMART Goal(s). The title for the FA indicates the FA focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

FA 1: Student Proficiency (Pass Rate) (Math; 3, 4, 5; Top 75%)

Description:
We will increase the Math pass rate of our students in all grade levels.

Specific Achievement Data:
Our building pass rate for ILEARN Mathematics was 44%.

Key Takeaways:
Our scores increased from 36% on ILEARN to 44% on ILEARN. Grade 3 out performed grades 4 and 5.
Overall, the number sense scores were our lowest benchmark.

SMART GOALS THAT IMPACT FA 1:

Third graders will increase Mathematics passing rates on the statewide standardized test by 10%. (Grade 3; All Students)

Grade:	3
Demographics:	All Students
Benchmark:	Third graders will increase Mathematics passing rates on the statewide standardized test by 10%.
Completion date:	June 30, 2024

Data:

	Actual	Actual	Actual	Actual	Target	Target	Target
Year:	2018	2019	2021	2022	2023	2024	2025
Month:							
%:	59.8%	59%	46%	57%	66%	76%	86%

Fourth graders will increase Mathematics passing rates on the statewide standardized test by 10%. (Grade 4; All Students)

Grade:	4
Demographics:	All Students
Benchmark:	Fourth graders will increase Mathematics passing rates on the statewide standardized test by 10%.
Completion date:	June 30, 2024

Data:

	Actual	Actual	Actual	Actual	Target	Target	Target
Year:	2018	2019	2021	2022	2023	2024	2025
Month:							
%:	58.9%	46%	32%	38%	52%	62%	72%

Fifth graders will increase Mathematics passing rates on the statewide standardized test by 10%. (Grade 5; All Students)

Grade:	5
Demographics:	All Students
Benchmark:	Fifth graders will increase Mathematics passing rates on the statewide standardized test by 10%.
Completion date:	June 30, 2024

Data:		Actual	Actual	Actual	Actual	Target	Target	Target
	Year:	2018	2019	2021	2022	2023	2024	2025
	Month:							
	%:	54.6%	45%	29%	36.7%	49%	59%	69%

FA 2: Student Proficiency (Pass Rate) (English / Language Arts; 3, 4, 5; Top 75%)

Description:
We will increase the ELA pass rate of our students in all grade levels.

Specific Achievement Data:
Our building rate for ILEARN English Language Arts is 45%.

Key Takeaways:
Our scores ELA scores decreased from 47% to 45% on ILEARN.
Grade 3 scores came up and fifth grade had an 8% decrease. Overall, the writing scores were our lowest benchmark.

External Expectations:
This FA aligns with English / Language Arts

SMART GOALS THAT IMPACT FA 2:

Third graders will increase English Language Arts passing rates on the statewide standardized test by 10%. (Grade 3; All Students)

Grade:	3
Demographics:	All Students
Benchmark:	Third graders will increase English Language Arts passing rates on the statewide standardized test by 10%.
Completion date:	June 30, 2024

Data:		Actual	Actual	Actual	Actual	Target	Target	Target
	Year:	2018	2019	2021	2022	2023	2024	2025
	Month:							
	%:	72.9%	46%	45%	41.6%	65%	75%	85%

External Expectations:	This SMART Goal relates to Reading, Grades K-2 This SMART Goal relates to Reading, Grades 3-6

Fourth graders will increase English Language Arts passing rates on the statewide standardized test by 10%. (Grade 4; All Students)

Grade:	4
Demographics:	All Students
Benchmark:	Fourth graders will increase English Language Arts passing rates on the statewide standardized test by 10%.
Completion date:	June 30, 2024

Data:		Actual	Actual	Actual	Actual	Target	Target	Target
	Year:	2018	2019	2021	2022	2023	2024	2025
	Month:							
	%:	69.6%	47%	46%	45.8%	66%	76%	86%

External Expectations:	This SMART Goal relates to Reading, Grades K-2 This SMART Goal relates to Reading, Grades 3-6

Fifth graders will increase English Langage Arts passing rates on the statewide standardized test by 10%. (Grade 5; All Students)

Grade:	5
Demographics:	All Students
Benchmark:	Fifth graders will increase English Langage Arts passing rates on the statewide standardized test by 10%.
Completion date:	June 30, 2024

Data:		Actual	Actual	Actual	Actual	Target	Target	Target
	Year:	2018	2019	2021	2022	2023	2024	2025
	Month:							
	%:	47.5%	39%	56%	47.6%	76%	86%	96%

External Expectations:	This SMART Goal relates to Reading, Grades K-2 This SMART Goal relates to Reading, Grades 3-6

FA 3: English Learner Subgroup

Description:
We will increase the pass rate of our English Learners in all grade levels.

Specific Achievement Data:
In 2022 ILEARN DATA
ELA EL Pass Rate- 26%
ELA Non-EL Pass Rate 47%

Math EL Pass Rate- 24%
Math Non-EL Pass Rate- 45%

Key Takeaways:
The EL subgroup is performing drastically below the non-EL students.

External Expectations:
This FA aligns with English / Language Arts

SMART GOALS THAT IMPACT FA 3:

English Language Learners will increase Mathematics passing rates on the statewide standardized test by 10%. (Grades 3, 4, 5; English Language Learner)

Grades:	3, 4, 5
Demographics:	English Language Learner
Benchmark:	English Language Learners will increase Mathematics passing rates on the statewide standardized test by 10%.

Completion date:	June 30, 2024					

Data:		Actual	Actual	Actual	Target	Target	Target
	Year:	2019	2021	2022	2023	2024	2025
	Month:						
	%:	17%	17%	24%	20%	30%	40%

External Expectations:	This SMART Goal has students who underperformed on the most recent state test as the student group

English Language Learners will increase English Languages Arts passing rates on the statewide standardized test by 10%. (Grades 3, 4, 5; English Language Learner)

Grades:	3, 4, 5
Demographics:	English Language Learner
Benchmark:	English Language Learners will increase English Languages Arts passing rates on the statewide standardized test by 10%.
Completion date:	June 30, 2024

Data:		Actual	Actual	Actual	Target	Target	Target
	Year:	2019	2021	2022	2023	2024	2025
	Month:						
	%:	18%	29%	26%	36%	46%	56%

External Expectations:	This SMART Goal relates to Reading, Grades K-2 This SMART Goal relates to Reading, Grades 3-6 This SMART Goal has students who underperformed on the most recent state test as the student group

PART 3: Root Causes (Comprehensive Needs Assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Surveys
   a. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members.
   b. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

SMART Goals →

↓ **Root Causes**

Root Causes	1. general root causes that affect all smart goals	2. third graders will increase mathematics passing...	3. third graders will increase english language...	4. fourth graders will increase english language...	5. fourth graders will increase mathematics passing...	6. fifth graders will increase mathematics passing...	7. fifth graders will increase english langage arts...	8. english language learners will increase mathematics...	9. english language learners will increase english...
Does at least one Root Cause address this SMART Goal?	yes	no	no	no	no	no	no	yes	yes
student attendance is negatively impacting student performance on state assessments, due to missing curriculum. Evidence: 26% of our population is considered chronic absenteeism	✓								
Lack of measurement criteria for identifying students for tier 2 and 3 interventions. Evidence: Implementation of pacing guides, standard-based reporting, and structured intervention times	✓								
Lack of a clear vision articulated by all staff and stakeholders. Evidence: staff and stakeholders can not articulate the vision.	✓								
The need for structured content blocks to create consistency of instruction. Evidence: The implementation of structured blocks and curriculum in each content area.	✓								
Our EL population is preforming far below non EL peers on state tests. Evidence: Our EL population scored at a 15% pass rate on ELA and 17% pass rate on Math. Our non EL Popluation scored at a 46% pass rate on ELA and 53% on Math. Which has the EL subgroup scoring around 30%-35% lower than their peers/								✓	✓

Full Text of SMART Goals

1. General root causes that affect all smart goals

2. Third graders will increase Mathematics passing rates on the statewide standardized test by 10%. (Grade 3; All Students)

3. Third graders will increase English Language Arts passing rates on the statewide standardized test by 10%. (Grade 3; All Students)

4. Fourth graders will increase English Language Arts passing rates on the statewide standardized test by 10%. (Grade 4; All Students)

5. Fourth graders will increase Mathematics passing rates on the statewide standardized test by 10%. (Grade 4; All Students)

6. Fifth graders will increase Mathematics passing rates on the statewide standardized test by 10%. (Grade 5; All Students)

7. Fifth graders will increase English Langage Arts passing rates on the statewide standardized test by 10%. (Grade 5; All Students)

8. English Language Learners will increase Mathematics passing rates on the statewide standardized test by 10%. (Grades 3, 4, 5; English Language Learner)

9. English Language Learners will increase English Languages Arts passing rates on the statewide standardized test by 10%. (Grades 3, 4, 5; English Language Learner)

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Attendance

The Attendance Incentive Program will implement a program to track weekly grade level and classroom attendance rates. The program will use visual display located at the front of the building (main entrance) to visually indicate the attendance rate of each grade level. The attendance clerk, under the direction/support of the Administration, will make phone calls home to the families of any students not present at school with 2 consecutive absences and no parent contact. The attendance clerk will keep documentation via Infinite Campus (our student database center). A copy of the Attendance policy is available at www.scsc.school

Balanced Math Block

A Balanced Math Block that includes a daily math review, a whole group mini lesson, intentional guided math groups, and stations for independent math practice will be implemented in all classrooms.

Behavior Plan

A Behavior Plan helps support all learning by communicating daily. We use this Positive Behavior Plan to support all students in a safe learning environment. We will begin the implementation of ZONES self regulation with our incoming second grade students as they have had this at the primary school.

Implementation of Grade Level Pacing Guides

Grade level teams will determine quarterly non-negotiable standards in order to develop a guaranteed-viable curriculum.

Teachers will revise identified targets to ensure that ILEARN Blueprint standards and SEN standards progress through the PLC process for all. Progress will be reported through our standards based report card.

Implementation of Structured Tier 2 and Tier 3 Instructional Times

Tier 2 intervention time will be part of the Master Schedule. This Tier 2 time will provide all students an opportunity to receive remediation, additional practice, or enrichment of grade level standards. Tier 3 instruction time will be part of the Master Schedule. This Tier 3 instruction time will be separate from all instructional blocks and the Tier 2 time in order to support students are below grade level, or far below grade level, in a variety of standards.

Intentional, Small Group Reading Implementation

Identifying students by name and need in order to meet them at their instructional level. We will add specific phonics instruction to be incorporated into this work.

PREPARATION

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Intervention: Implementation of Grade Level Pacing Guides							
Pacing Guide Progress Monitoring	Visual	⊘	Tue, Jul 25, 2023				⊘
Intervention: Implementation of Structured Tier 2 and Tier 3 Instructional Times							
Identity students for Tier II and Tier III support	Visual		Wed, Aug 9, 2023		⊘		⊘
Intervention: Balanced Math Block							
Professional Learning Communities - Math Department	Visual	⊘	Wed, Aug 2, 2023				⊘
Intervention: Intentional, Small Group Reading Implementation							

Science of Reading and Balanced Literacy training	Visual	✅	Wed, Jul 26, 2023	✅			✅

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Tue, Jul 25, 2023	Implementation of Grade Level Pacing Guides	Professional Development	Pacing Guide Progress Monitoring	Sandy Myers, Jon Sifers, Maria Jenkins
Wed, Jul 26, 2023	Intentional, Small Group Reading Implementation	Professional Development	Science of Reading and Balanced Literacy training	Sandy Myers, Jon Sifers, and Maria Jenkins
Wed, Aug 2, 2023	Balanced Math Block	Professional Development	Professional Learning Communities - Math Department	Math Teams
Wed, Aug 9, 2023	Implementation of Structured Tier 2 and Tier 3 Instructional Times	Professional Development	Identity students for Tier II and Tier III support	Sandy Myers, Jon Sifers, Maria Jenkins
Thu, May 30, 2024	Behavior Plan	Evaluation	Collect Follow Up Data	Administration, Teachers

APPENDICES

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the SMART Goals, Root Causes, and Interventions. For each SMART Goal, the report shows 1) Root Causes that, when successfully addressed, will positively impact the SMART Goal; and 2) the Interventions that will enable the school to successfully address the Root Causes.

GENERAL Root Causes that affect all SMART Goals

Root Causes →

↓ Interventions	1. student attendance is negatively...	2. Lack of measurement criteria...	3. Lack of a clear vision articulated...	4. The need for structured content...	External Expectations
Does at least one Intervention address this Root Cause?	yes	yes	yes	yes	yes
Attendance	⊘		⊘		⊘
Behavior Plan	⊘		⊘		⊘
Implementation of Grade Level Pacing Guides		⊘	⊘	⊘	
Implementation of Structured Tier 2 and Tier 3 Instructional Times		⊘	⊘		
Balanced Math Block			⊘	⊘	⊘
Intentional, Small Group Reading Implementation		⊘	⊘	⊘	

Full Text of Root Causes
1. student attendance is negatively impacting student performance on state assessments, due to missing curriculum.
2. Lack of measurement criteria for identifying students for tier 2 and 3 interventions.
3. Lack of a clear vision articulated by all staff and stakeholders.
4. The need for structured content blocks to create consistency of instruction.

Grade 3; All Students; Third graders will increase Mathematics passing rates on the statewide standardized test by 10%.

Root Causes

Interventions

Interventions	External Expectations
Does at least one Intervention address this Root Cause?	yes
Attendance	⊘
Behavior Plan	⊘
Implementation of Grade Level Pacing Guides	
Implementation of Structured Tier 2 and Tier 3 Instructional Times	
Balanced Math Block	⊘
Intentional, Small Group Reading Implementation	

Grade 3; All Students; Third graders will increase English Language Arts passing rates on the statewide standardized test by 10%.

Root Causes →

↓ **Interventions**

	External Expectations
Does at least one Intervention address this Root Cause?	yes
Attendance	⊘
Behavior Plan	⊘
Implementation of Grade Level Pacing Guides	
Implementation of Structured Tier 2 and Tier 3 Instructional Times	
Balanced Math Block	⊘
Intentional, Small Group Reading Implementation	

Grade 4; All Students; Fourth graders will increase English Language Arts passing rates on the statewide standardized test by 10%.

Root Causes

↓ Interventions

	External Expectations
Does at least one Intervention address this Root Cause?	yes
Attendance	⊘
Behavior Plan	⊘
Implementation of Grade Level Pacing Guides	
Implementation of Structured Tier 2 and Tier 3 Instructional Times	
Balanced Math Block	⊘
Intentional, Small Group Reading Implementation	

Grade 4; All Students; Fourth graders will increase Mathematics passing rates on the statewide standardized test by 10%.

Root Causes

↓ **Interventions**

	External Expectations
Does at least one Intervention address this Root Cause?	yes
Attendance	⊘
Behavior Plan	⊘
Implementation of Grade Level Pacing Guides	
Implementation of Structured Tier 2 and Tier 3 Instructional Times	
Balanced Math Block	⊘
Intentional, Small Group Reading Implementation	

Grade 5; All Students; Fifth graders will increase Mathematics passing rates on the statewide standardized test by 10%.

Root Causes

Interventions

	External Expectations
Does at least one Intervention address this Root Cause?	yes
Attendance	⊘
Behavior Plan	⊘
Implementation of Grade Level Pacing Guides	
Implementation of Structured Tier 2 and Tier 3 Instructional Times	
Balanced Math Block	⊘
Intentional, Small Group Reading Implementation	

Grade 5; All Students; Fifth graders will increase English Langage Arts passing rates on the statewide standardized test by 10%.

Root Causes →

↓ **Interventions**

External Expectations

Does at least one Intervention address this Root Cause?	yes
Attendance	⊘
Behavior Plan	⊘
Implementation of Grade Level Pacing Guides	
Implementation of Structured Tier 2 and Tier 3 Instructional Times	
Balanced Math Block	⊘
Intentional, Small Group Reading Implementation	

Grades 3, 4, 5; English Language Learner; English Language Learners will increase Mathematics passing rates on the statewide standardized test by 10%.

Root Causes →

↓ **Interventions**

	1. Our EL population is preforming...	External Expectations
Does at least one Intervention address this Root Cause?	yes	yes
Attendance		⊘
Behavior Plan		⊘
Implementation of Grade Level Pacing Guides	⊘	
Implementation of Structured Tier 2 and Tier 3 Instructional Times		
Balanced Math Block	⊘	⊘
Intentional, Small Group Reading Implementation	⊘	

Full Text of Root Causes

1. Our EL population is preforming far below non EL peers on state tests.

Grades 3, 4, 5; English Language Learner; English Language Learners will increase English Languages Arts passing rates on the statewide standardized test by 10%.

Root Causes →

↓ **Interventions**

	1. Our EL population is preforming...	External Expectations
Does at least one Intervention address this Root Cause?	yes	yes
Attendance		⊘
Behavior Plan		⊘
Implementation of Grade Level Pacing Guides	⊘	
Implementation of Structured Tier 2 and Tier 3 Instructional Times		
Balanced Math Block	⊘	⊘
Intentional, Small Group Reading Implementation	⊘	

Full Text of Root Causes

1. Our EL population is preforming far below non EL peers on state tests.

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2022-2023

Indiana Rules and Regulations

A	Where is the public copy of your school's curriculum located? (PL221) Please use data from 2022-2023	School website
B	What rules or statutes would you like to waive in order to promote student learning? (PL221) - Identify the specific statute and and/or rule you wish to waive. - Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. - Explain the benefit to student achievement. - Describe the evaluation process that would be used to measure the success of these strategies. Please use data from 2022-2023	NA
C	Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2022-2023	Dragon Pride cards are given for many different reasons.
D	List the titles of the assessment instruments that are used in addition to ILEARN, IREAD-3, and ISTEP. Give a brief description of each. (PL221) Please use data from 2022-2023	Dibels/mclass for grade 2 reading and math benchmark assessments Schoology- both for a district literacy assessment, as well as building common CFA's for each grade level. NWEA - Used through grades 3-5 WIDA Assessment for ELL students

Title I SW & TAS

E	List the needs assessments used in your school to help you identify areas that are interfering with learning Please use data from 2022-2023	We are using the root cause analysis provided through ASAI.

Title I - Schoolwide

F	TITLE I SW ONLY: List the programs that will be consolidated under the school-wide plan. If not consolidating programs, please explain why not. Please use data from 2022-2023	Federal programs will now be shared with the entire title 1 funds. The school administration, Title 1 coach and district administration would evaluate and determine the coordination of resources based on student need. The school wide plan is embedded into our school improvement plan. Silver Creek School Corporation is aware that consolidation of funds will be coordinated and necessary to serve the needs of all students in those schools which have in the past been served as targeted. Federal Title I funds will continue to support instructional programs by tier 3 interventions. The school administration, instructional coach, and district administrators will evaluate and determine coordination of resources. Federal funds that in the past have been earmarked to serve students identified at risk and perhaps support instructional staff only for those identified, will now be able to open services to all in school at the same time the Instructional coach will have the opportunity to facilitate instructional strategies to all staff by combining funds (Federal and Educational Fund). This school-wide program will also open the door to allow coordination with the early literacy grant.

Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 1 for the 2022-2023 school year.

	ORIGINAL PLAN	REVIEW & REVISE		
	Start Up	**Update 1**	**Update 2**	**Update 3**
Aug		Begin Implemention of Interventions	Begin Implemention of Interventions	Begin Implemention of Interventions
Sep				
Oct	Commit to SI2 Process	Recruit School Improvement Council & Establish Student Body Discussion Format ; Update Steering Team (if needed)	Recruit new Council Members & Update Steering Team (as needed)	Recruit new Council Members & Update Steering Team (as needed)
Nov	Recruit Steering Team	Update Achievement & Root Cause Data (surveys are optional)	Update Achievement & Root Cause Data (surveys are optional)	Revise Vision & Update Achievement & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)
Dec	Create Organizational Structure / Learn About SI2	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation
Jan	Collect Achievement Data & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)	Achievement Goals Update	Achievement Goals Update	Achievement Goals Update
Feb	Write Vision Statement	Root Causes Update	Root Causes Update	Root Causes Update
Mar	Identify Achievement Goals Focus Areas and SMART Goals	Intervention Update	Intervention Update	Intervention Update
Apr	Identify Root Causes	Prepare to Implement Interventions	Prepare to Implement Interventions	Prepare to Implement Interventions
May	Select Interventions			
May Jun	Prepare to Implement Interventions detailed planning			