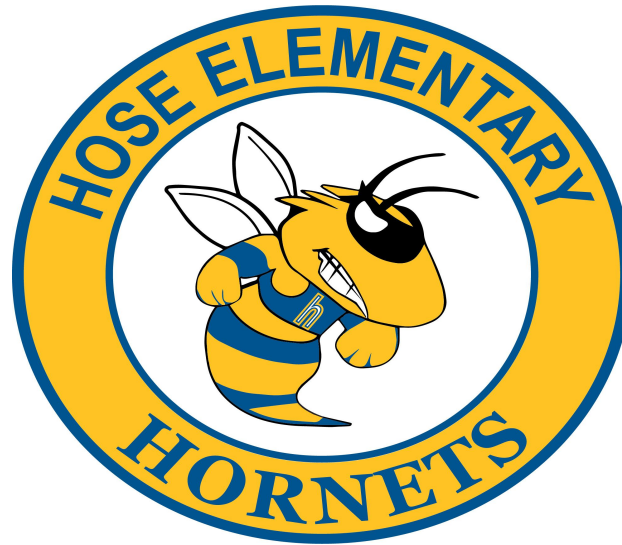


Crawfordsville Community School Corporation

Hose Elementary School



School Improvement Plan 2023-2024

Principal: Mrs. Jennifer Hall
Superintendent: Dr. Rex Ryker
Director of Elementary Education: Mrs. Brittany Cooper

800 Fairview Ave, Crawfordsville, IN, 47933 School #6293
Principal Contact Information: jhall@cville.k12.in.us, 765-362-2607
Superintendent Contact Information: rryker@cville.k12.in.us, 765-362-2342
Director of Elementary Education Contact Information: bcooper@cville.k12.in.us, 765-362-2342

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SCHOOL INFORMATION

School Name	Hose Elementary School
School Number	6293
Street Address	800 Fairview Avenue
City	Crawfordsville
Zip Code	47933

SCHOOL and CONTACT INFORMATION

Principal	Jennifer Hall
Phone number	765-362-2886
Email	jhall@cville.k12.in.us

Superintendent	Dr. Rex Ryker
Phone number	765-362-2342
Email	rryker@cville.k12.in.us

Grant contact	Mr. Andrew Nicodemus
Phone number	765-362-2342
Email	anicodemus@cville.k12.in.us

Other contact	Mrs. Brittany Cooper
Position	Director of Elementary Education
Phone number	765-362-2342
Email	bcooper@cville.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2023-26 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	No ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

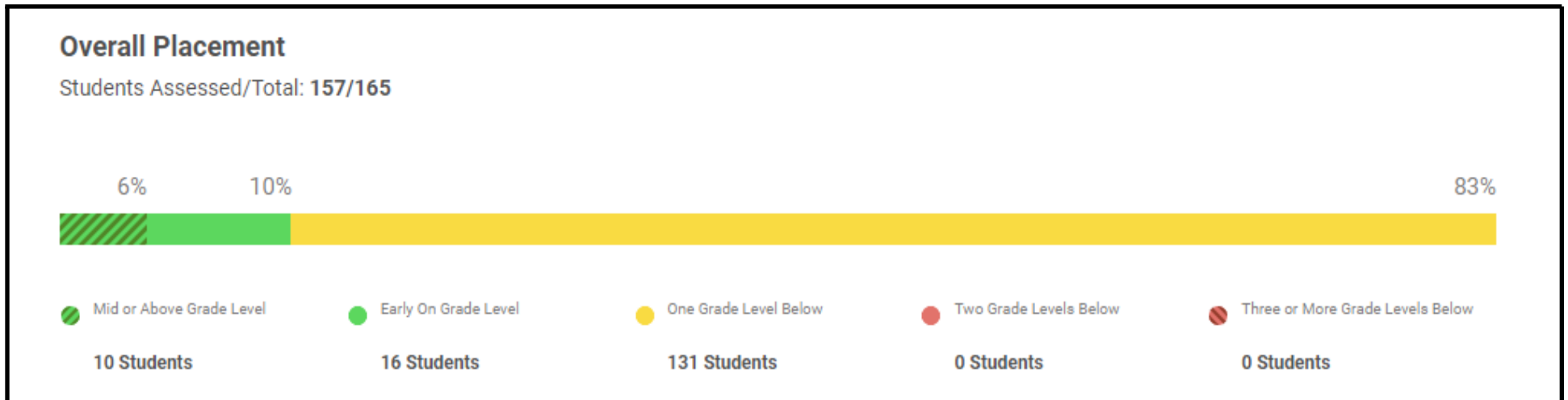
In order to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability), we have analyzed the data sources below to evaluate our school's current performance.

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input checked="" type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link: I-Ready		Link:	
Link:		Link:	

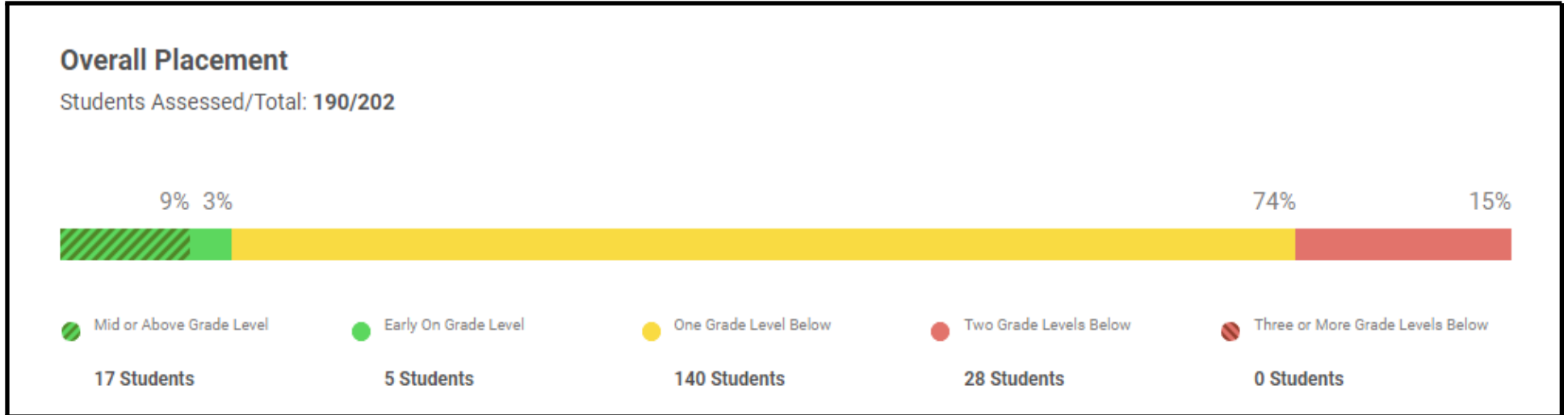
Step 1: Evaluation of Potential Issues from the Core Elements

All assessments and observations indicate that Hose Elementary School is performing well below grade level expectations and state averages. Our current data indicates (I-Ready Diagnostic #1) that 16% of our Kindergarten students are on grade level and 12% of our 1st grade students are on grade level in the area of Reading. In Kindergarten, we have 131, or 83%, who are 1 grade level below in the area of reading. In 1st grade we have 140 students, or 74%, who are 1 grade level below in reading. Based on the results of the Level 1 Dyslexia Screener 20% of our second grade students are at risk. In the area of math, our current data indicates (I-Ready Diagnostic #1) that 10% of our Kindergarten students and 12% of our 1st grade students are on grade level. In Kindergarten we have 142 students, or 90%, who are 1 grade level below proficiency in math. In 1st grade we have 120 students, or 62%, who are 1 grade level below proficiency in math. ***This data indicates that our student proficiency scores are a significant problem when considering our goal of being at or above state proficiency averages.***

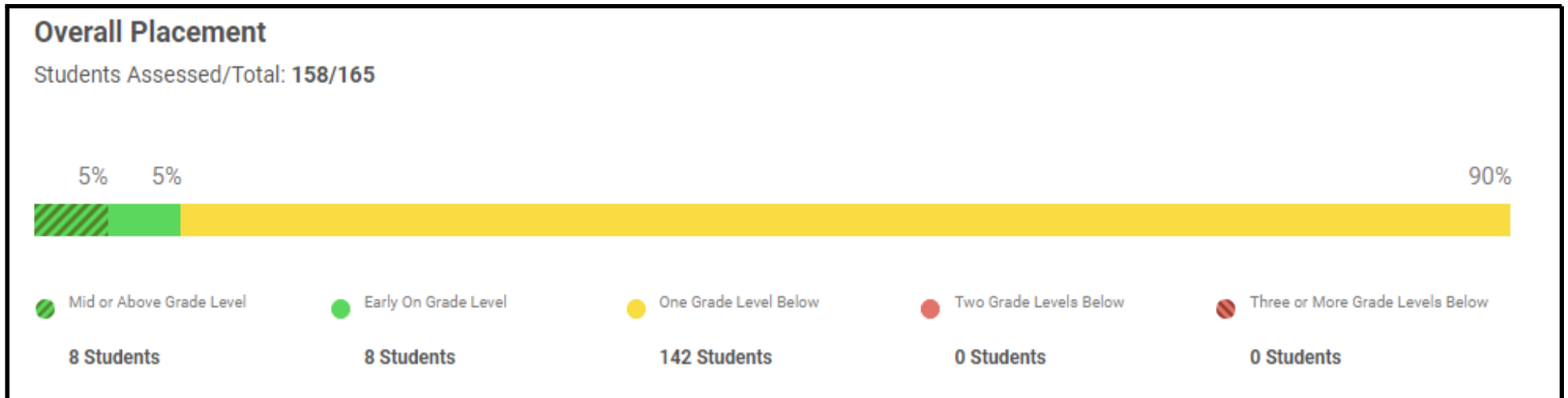
I-READY KG Grade Reading Data Fall 2023



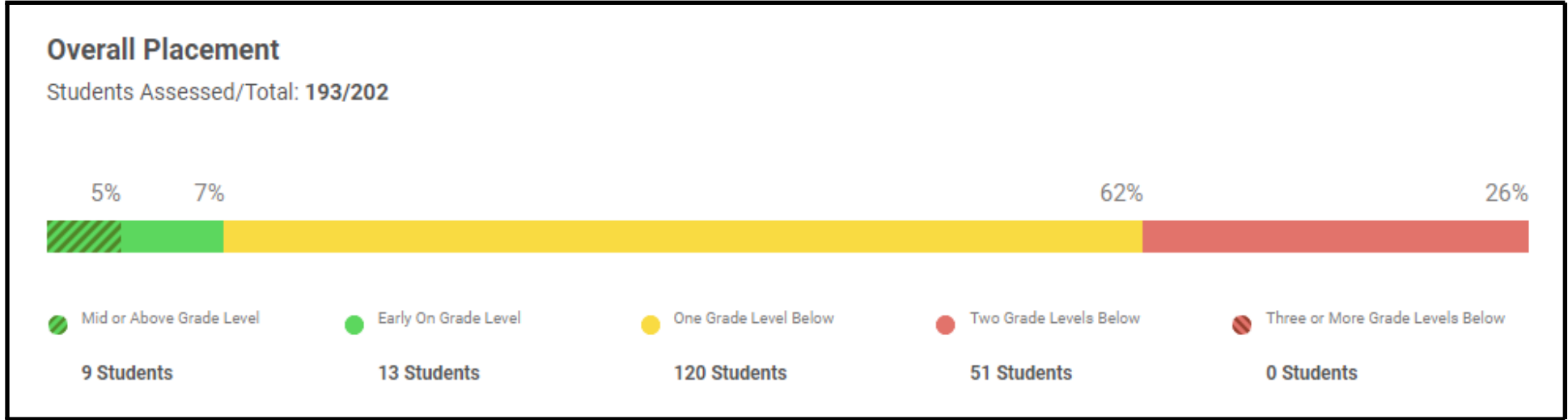
I-READY 1st Grade Reading Data Fall 2023



I-READY KG Grade Math Data Fall 2023



I-READY 1st Grade Math Data Fall 2023



Dyslexia Screener Kindergarten	
Total # of Students	160
At Risk Students	13
SPED/EL Exemptions	4
Total At Risk	9
Level 1 Permission	8
Level 1 At Risk	2
Level 1 Not At Risk	5

Dyslexia Screener 1st grade	
Total # of Students	194
At Risk Students	57
SPED/EL Exemptions	27
Total At Risk	30
Level 1 Permission	22
Level 1 At Risk	10
Level 1 Not At Risk	12

Step 2: Progress on Current School Goals

Previous Year 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.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?	This goal is irrelevant to a building that serves only Kindergarten and first grade students.		
If the goal was not met, should the school continue to work toward this goal?	No ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			

Previous Year Goal #2	By Spring 2023, 85% of all 1st grade students will demonstrate reading at grade level as measured by the NWEA assessment	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?	This goal was not met.		
If the goal was not met, should the school continue to	Yes ▾		

work toward this goal?	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We are working to become certified as a High Reliability School, providing (Level 1) a safe and collaborative environment, (Level 2) effective teaching in every classroom, and (Level 3) a guaranteed and viable curriculum. Some of our critical commitments include adopting new core and intervention curriculums. We are also utilizing I-Ready Diagnostic in place of NWEA.

Previous Year Goal #3	By Spring 2023 we will reduce the number of 1st grade students at risk to not pass IREAD 2 by 3%.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			

SIOT ANALYSIS

In order to determine the most significant barriers to our school's success, we have conducted a strengths, improvement, opportunities and threats (SIOT) analysis using a SIOT matrix. Strengths and improvements are defined as internal factors, and opportunities and threats are defined as external factors.

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none"> ● We have adopted and are implementing a <u>New Math Curriculum (Everyday Math)</u> ● We are going through the <u>High Reliability Schools (HRS) Certification Process</u> through Marzano Resources ● We have adopted <u>I-READY</u> as our new <u>Diagnostic Assessment</u>, and <u>Reading & Math intervention</u> to support tiered interventions. ● We have adopted <u>Heggerty</u> as a <u>phonemic awareness curriculum</u> and are using it with fidelity in all classrooms. ● We have <u>expanded</u> our use of <u>Orton Gillingham</u> curriculum/instruction to all of our classrooms. 	<ul style="list-style-type: none"> ● Lack of internal alignment & consistency among policies & procedures in our Elementary Schools (K-1 Building, 2-3 Building, 4-5 Building) ● Poor internal communication among buildings ● Poor testing scores ● Kindergarten Readiness / Community Preschool Opportunities ● Limited Parent & Community Involvement ● Teaching Hiring, Training & Retention ● Effective teaching in every classroom ● Guaranteed and viable curriculum

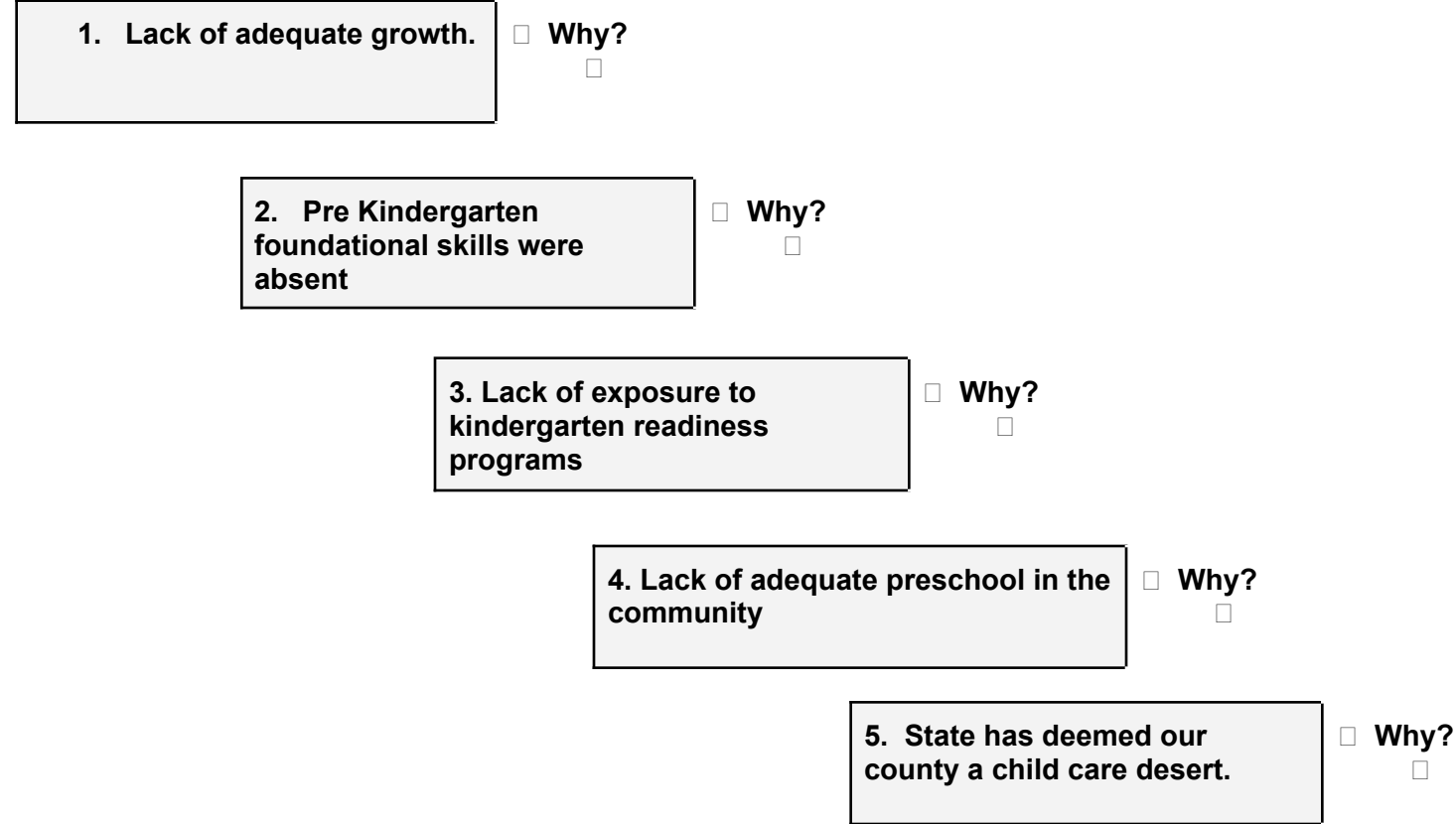
Opportunities	Threats
<ul style="list-style-type: none"> ● Develop a streamlined approach to policies & procedures for our K-5 Elementary Schools ● Develop a streamlined approach to communication for our K-5 Elementary Schools. ● Implement new research based curriculum. ● Expand Preschool Opportunities ● Activate a parent teacher organization ● Improve teacher culture ● Improve teacher training & support once hired ● Improve professional development ● Improve Professional Learning Communities 	<ul style="list-style-type: none"> ● Increased number of EL students, EL Funding and access to EL Teachers ● Teachers who are not adequately trained, prepared, or who are on an Emergency License ● Significant level of needs within our Special Education population

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Our data indicates that our student proficiency scores are a significant problem when considering our goal of being at or above state proficiency averages. All assessments and observations indicate that Hose Elementary School is performing well below grade level expectations and state averages. Our current data indicates (I-Ready Diagnostic #1) that 16% of our Kindergarten students are on grade level and 12% of our 1st grade students are on grade level in the area of Reading. In 1st grade we have 141, or 74%, who are 1 grade level below in the area of reading. In Kindergarten we have 132 students, or 84%, who are 1 grade level below in reading.

Why is it happening? (Reasons must be conditions that the school can control)



The following strategies have been identified to potentially address the root cause.

Strategies

Problem	Root Cause	Strategy to Address Problem
<p>1. Lack of internal alignment & consistency among policies & procedures in our Elementary Schools (K-1 Building, 2-3 Building, 4-5 Building)</p>	<p>Lack of K-5 Leadership from the District Office, K-5 Leadership Turnover.</p>	<p>A new Superintendent and Assistant Superintendent were hired. A Director of Elementary Education was hired/added to oversee K-5 Education. New Elementary Principals have been hired. A Crawfordsville Community Schools Playbook is being created to describe who we are, what we do, and how we do it.</p>
<p>2. Poor internal communication among buildings</p>	<p>Lack of K-5 Leadership from the District Office, K-5 Leadership Turnover.</p>	<p>A new Superintendent and Assistant Superintendent were hired. A Director of Elementary Education was hired to oversee K-5 Education. New Elementary Principals have been hired. An Information Central page is being created and implemented to streamline communication. Information Central is a Google sheet used to house links to important documents. This sheet allows staff to quickly and efficiently access everything they will need. Within Information Central there is an Elementary “home” sheet that houses information applicable to all PK-5 staff, and at the bottom is a tab for each school building that houses information specific to each school.</p>
<p>3. Poor testing scores</p>	<p>Lack of K-5 Leadership from the District Office, K-5 Leadership Turnover. Lack of effective teaching in every classroom. Lack of guaranteed and viable curriculum.</p>	<p>A new Superintendent and Assistant Superintendent were hired. A Director of Elementary Education was hired to oversee K-5 Education. New Elementary Principals have been hired. We are going through the process of becoming a High Reliability School through Marzano Education. Throughout this process we will focus on a safe/collaborative environment, effective teaching in every classroom, and a guaranteed & viable curriculum.</p>
<p>4. Kindergarten Readiness / Community Preschool Opportunities</p>	<p>Lack of access and funding to quality preschool programming.</p>	<p>Expand preschool opportunities to the community. Provide a voucher program for those who cannot afford preschool.</p>
<p>5. Limited Parent & Community Involvement</p>	<p>Lack of PTO at the elementary level and volunteers.</p>	<p>A Parent Teacher Organization is being established to support parent and community involvement.</p>
<p>6. Teaching Hiring, Training & Retention</p>	<p>Lack of candidates/people going into the field of education.</p>	<p>We are working to build a partnership with Indiana State University to provide education training and licensure to our current paraprofessionals.</p>

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Jennifer Hall	Principal	Both ▾	
Mallory Tucker	School Counselor	Both ▾	
Brittany Reef	Instructional Coach	Both ▾	
Amber Rohr	General Education Teacher	Both ▾	
Heather Chaney	General Education Teacher	Both ▾	
MorganThompson	Title I Teacher	Both ▾	
Lyndsie Childs	Special Education Teacher	Both ▾	
Melanie Deener	ENL Teacher	Both ▾	
Kate Keller	Parent	Both ▾	
Mallory Tucker	Parent	Both ▾	
Brittany Cooper	Director of Elementary Education	Both ▾	
Heather Rock	Community Member	Both ▾	
		Choose ▾	
		Choose ▾	
Link additional information here (if necessary) <input type="checkbox"/>			

ESSENTIAL INFORMATION & CORE ELEMENTS

The School Improvement Plan Committee reviewed the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development to determine if the core element is aiding or inhibiting continuous school improvement efforts. After our discussion, we placed an “X” in the last column if the element is something that should be considered when reviewing data and/or developing school goals.

CORE ELEMENT 1: CURRICULUM

Below is a list of the primary adopted and supplementary curriculum materials utilized in the identified subject areas. We have assessed the degree to which these materials are aligned to the Indiana Academic Standards (IAS). We have also considered the need to keep, replace, or discontinue the use of materials that are not essential for instruction.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Reading	2-3	Orton Gillingham	Yes ▾	Tier 1 ▾	We utilize Orton Gillingham as our adopted phonics curriculum. This curriculum has been effective at moving students towards mastery of the Indiana Academic Standards. <i>*Also used in Tier 2 and 3 instruction.</i>	Yes ▾	<input checked="" type="checkbox"/>
Reading	2-3	Scholastic	Yes ▾	Tier 1 ▾	We utilize Scholastic as our adopted reading curriculum. This curriculum has been somewhat effective at moving students towards mastery of the Indiana Academic Standards. We intend on looking at other Reading Curriculum Options when we are able to adopt a new Reading Curriculum.	Yes ▾	<input checked="" type="checkbox"/>
Reading	2-3	Heggerty	Yes ▾	Tier 1 ▾	We recently adopted Heggerty as our phonemic awareness curriculum. We anticipate it being successful at moving students towards mastery of phonemic awareness standards and reading. <i>*Also used in Tier 2 and 3 instruction.</i>	Yes ▾	<input checked="" type="checkbox"/>
Reading/Math	2-3	IREADY	Yes ▾	Tier 2 ▾	We recently adopted I-Ready as our formative assessment and intervention curriculum. We anticipate it helping us identify student learning deficits and help us provide a prescriptive solution to helping us fill those deficits. <i>*Also used in Tier 3 instruction.</i>	Yes ▾	<input checked="" type="checkbox"/>

Math	2-3	Everyday Math	Yes ▾	Tier 1 ▾	We recently adopted Everyday Math as our math curriculum. We anticipate it being successful at moving students towards mastery of the Indiana Academic Math Standards.	Yes ▾	<input checked="" type="checkbox"/>
Social Studies	2-3	No Adopted Curriculum	Yes ▾	Tier 1 ▾	We utilize a teacher developed curriculum aligned to the Indiana Academic State Standards. We are in the process of evaluating the effectiveness of this curriculum.	Yes ▾	<input checked="" type="checkbox"/>
Science	2-3	No Adopted Curriculum	Yes ▾	Tier 1 ▾	We utilize a teacher developed curriculum aligned to the Indiana Academic State Standards. We are in the process of evaluating the effectiveness of this curriculum.	Yes ▾	<input checked="" type="checkbox"/>
Visual Arts, Music, Physical Education	2-3	No Adopted Curriculum	Yes ▾	Tier 1 ▾	We utilize a teacher developed curriculum aligned to the Indiana Academic State Standards. We are in the process of evaluating the effectiveness of this curriculum.	Yes ▾	<input checked="" type="checkbox"/>
Social Emotional Learning	2-3	Second Steps	Yes ▾	Tier 1 ▾	We utilize Second Steps as our adopted SEL curriculum. This is a research based curriculum that has been successful at developing our students' social emotional learning.	Yes ▾	<input checked="" type="checkbox"/>

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

The public may view the school's curriculum in the following location(s)
https://www.cville.k12.in.us/academics/ccsc-curriculum-maps

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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. We have assessed our practices using the chart below.

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 ▾	<input checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input checked="" type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input checked="" type="checkbox"/>

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.

There are multiple activities and programs that are implemented within our school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Our **master schedule** is built to ensure that students are receiving 90 minutes of Tier 1, and 30 minutes of Tier 2 reading instruction daily. In the area of Math students receive 60 minutes of Tier 1 and an additional 30 minutes of Tier 2 math instruction daily. We also have an additional “Flex” block that allows for 30 minutes of Tier 3 instruction. For students whose needs are not met within these time frames we develop individualized schedules, which provide time with specialists and interventionists.

Our **Special Education Program** works in compliance with Article 7 to provide intentional services to students who qualify in the program as outlined in their Individualized Education Plan.

Our **English as a New Language Program** works in compliance with WIDA (World Class Instructional Design & Assessment) to provide proven tools and support to help multilingual learners, and their educators, succeed.

We are working to establish weekly **Professional Learning Communities** who discuss what we want students to know and be able to do, how we will know if they learned it, how we will respond when some students do not learn it, and how we will extend the learning for students who are already proficient. Within these PLCs we are working to establish **Multi-Tiered Systems of Support (MTSS)** for students who have not demonstrated proficiency. These MTSS will most likely occur during the **30 minute Tier 2 Reading, 30 minute Tier 2 Math and/or, 30 minute Tier 3 Intervention blocks within the master schedule.**

In order to create a **guaranteed and viable curriculum within our Tier 2 and Tier 3 intervention services** we are utilizing I-Ready as a diagnostic assessment and intervention pathway.

We recognize that there are outside factors that may impact our student’s academic achievement. Our **School Counselors** work to support our student’s basic needs through a backpack nourishment program that provides healthy food within their homes, clothing, school supplies, counseling, mental health referrals and community support referrals to those in need. Our School Counselors also work to implement an **SEL (Social-Emotional Learning) Curriculum** each week with our students.

CORE ELEMENT 3: ASSESSMENT

The assessments identified below were used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. We have included the type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. We have considered 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)	Use	Type and Rationale for Use	Continue Use	X
IREADY	K-1	Form... ▾	The I-Ready Diagnostic is a nationally normed adaptive assessment that adjusts its questions to suit student needs and provides accurate data as to how a student is performing compared to IAS.	Yes ▾	<input checked="" type="checkbox"/>
Orton Gillingham Red Words	K-1	Benc... ▾	OG approach is a multisensory phonics technique for remedial reading instruction. It is practiced as a direct, explicit, cognitive, cumulative and multi-sensory approach. Multiple times a year we look at students' ability to read OG red words to inform our curricular next steps.	Yes ▾	<input checked="" type="checkbox"/>
Scholastic Unit Assessments	K-1	Sum... ▾	Scholastic unit assessments come from our adopted reading curriculum, and are used to evaluate students mastery on the identified standards in the unit that was covered. We are in the process of reviewing the effectiveness of these unit assessments.	Yes ▾	<input checked="" type="checkbox"/>
Everyday Math Unit Assessments	K-1	Sum... ▾	Everyday Math unit assessments come from our adopted math curriculum, and are used to evaluate students mastery on the identified standards in the unit that was covered. We have just begun implementation of this curriculum and its assessments.	Yes ▾	<input checked="" type="checkbox"/>
CogAT Full Battery	K-1	Sum... ▾	The CogAT full battery assessment is given to all 2nd graders. This is a multiple choice assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT is a group-administered aptitude test commonly used as an entrance exam into a school's gifted program.	Choose ▾	<input checked="" type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>

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

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

Currently, there are limited opportunities for Hose teachers to be included in decision-making related to the use of academic assessment results aimed at improving student achievement. We are working to establish weekly **Professional Learning Communities** where teachers will discuss what we want students to learn, how we will know if they learned it, how we will respond when some students do not learn it, and how we will extend the learning for students who are already proficient. During this process we want teachers to make data informed decisions to drive curricular next steps that will result in improved student achievement. Once we have provided professional development in this area it will become an expectation that teachers meet weekly in their PLC groups.

As our PLCs identify students who have not learned the identified standards, and as they consider what they will do with those students, teachers will be expected to provide differentiated and **Multi-Tiered Systems of Support (MTSS)** during the **30 minute Tier 2 Reading, 30 minute Tier 2 Math and/or, 30 minute Tier 3 Intervention blocks within the master schedule.** General education and special services (Special Education, Title 1, ENL etc.) will be expected to collaborate on the different interventions offered during this time and place students with the provider/intervention that can best meet their needs. Teachers will be expected to monitor student progress and report back to their PLC group. When a student does not make adequate progress, teachers will be expected to change the intervention and/or refer the student to the **Response to Intervention (RTI) team.**

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Each classroom in our school is assigned a set of chromebook to use for instructional purposes for the entire year. Through this use, we aim to provide students with opportunities to access technology, effectively expand their learning environment, provide new skills and experiences which are significantly transferable, and establish a framework for 21st Century teaching and learning. Additionally, each classroom is equipped with an interactive smart board and a variety of other technology tools. Each of our students take an I-Ready Diagnostic Assessment three times a year and are then assigned an individualized pathway that provides direct and engaging computer based instruction on the areas that the student did not demonstrate mastery. The I-Ready program allows teachers to quickly review data to assess student understanding and provides tools to quickly and effectively differentiate instruction. Students also have a weekly computer

instruction time, where they are taught the importance of being strong digital citizens and how to appropriately use our technology tools. These technology tools are being used daily as part of the teaching and learning processes in the classroom.

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	Yes ▾
Career simulation (JA/Biztown, etc.)	No ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	No ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.
<p>Hose Elementary hosts a career day where community members visit the school and share the details of their profession during the spring semester. Hose students and staff participate in College Go Week with spirit days and education in the classroom. Within the kindergarten classroom, units over community helper are taught. First grade students learn through the Community Connection Unit.</p>

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

Our school has a school safety plan that is not part of this document. We recognize that student safety and well-being are crucial factors in learning, and have answered the questions below to promote conversation about how our 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 ▾	<input checked="" type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input checked="" type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input checked="" type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input checked="" type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input checked="" type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input checked="" type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input checked="" type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>Hose Elementary School building has a secure entrance, whereupon visitors must push a button to become audibly connected with someone in the office. If and when a person is granted entrance into the building they directly enter the school office where identification is verified and a visitor pass is given when appropriate. All exterior building doors are locked and must be unlocked using a building key or fob. We have two corporation School Resource Officers (SRO), one of whom is assigned to Hose and the other two elementary school buildings. Students receive intentional SEL (Social-Emotional Learning) instruction each week, and a School Counselor is available to meet with students who need more support. Our building has an established behavior and discipline policy. Students are intentionally taught behavior expectations throughout the school year, when students violate these expectations they receive a discipline write-up which may result in discipline consequences and remediation. Staff are intentionally taught policies and procedures to ensure our environment is safe and disciplined, this includes but is not limited to: suicide prevention training, child abuse and neglect reporting, school climate and cultural responsiveness.</p>

CORE ELEMENT 7: CULTURAL COMPETENCY

Below we have listed the racial, ethnic, language-minority, and socio-economic groups in our school's population. We have provided strategies and indicated whether or not professional development is needed to successfully implement the identified strategies. Any such professional development should be detailed in the professional development plan portion of this document.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input checked="" type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Hose Elementary School identifies racial, ethnic, language-minority, and socio-economic at the beginning of each year, or upon enrollment, with a survey parents complete during registration.

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

At Hose Elementary, all students, regardless of race, ethnicity, language or socio-economic status, have access to a research-based curriculum and interventions to ensure appropriate educational opportunities that will boost performance. Students who are identified as speaking a language other than English as their first or primary language, are evaluated using WIDA, are entered into the **English as a New Language (ENL) Program**, and are provided support based on their level of need. Students who are identified as a migrant, or without permanent housing, are served under our **McKinney Vento** policy which provides resources and support in the classroom and in their personal lives. Students who are identified as At-Risk by assessments or Free/Reduced Lunch status receive **Title 1 Reading Supports**.

CORE ELEMENT 7: CULTURAL COMPETENCY

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

Hose Elementary School prides itself in hiring and retaining staff who demonstrate cultural awareness and sensitivities. If and when a staff member does not uphold our expectations of cultural awareness and sensitivity we will provide individualized professional development in this area.

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

Our students have opportunities to learn about a variety of cultures through our reading, social studies, art, and music curriculums. Classroom discussions, library books, and classroom activities are selected and carried out with the purpose of providing cultural exposure.

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for our school. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Unstable families, homelessness, mental health are all factors that impact attendance.				
What procedures and practices are being implemented to address chronic absenteeism?	Reduction of absenteeism is a top priority for Hose Elementary School. Monthly attendance reports are generated to monitor the overall number and percentage of students who fall within the chronic absenteeism category. Formal letters, notices and communication is made with the parents and guardians and support is put into place to improve attendance rates.				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Monthly attendance reports are generated to monitor student attendance rates.				
Number of students absent 10% or more of the school year:					
Last Year:	107	Two Years Ago:	109	Three Years Ago:	50

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?

We currently engage parents through weekly classroom and bi-weekly office communication that highlights what is happening in our school and how they can be involved. We are in the process of establishing a Parent Teacher Organization that will work to unite our elementary school community to support our students, teachers, and parents.

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

Currently parents and families are welcome to express their ideas, concerns and suggestions informally to staff members. We are in the process of establishing a Parent Teacher Organization, which will include an opportunity for parents/families to more formally express their ideas, concerns and suggestions.

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

Formal letters, notices and communication is made with the parents and guardians and support is put into place to improve attendance rates.

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

District and school information is provided in both English and Spanish with computer based options to have the information translated into other languages.

Describe strategies used to increase parental involvement.

We are in the process of establishing a Parent Teacher Organization that will work to unite our elementary school community to support our students, teachers, and parents.

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

Student assessment results are sent to parents as a paper or electronic copy.

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

Parent input is sought through the School Improvement Plan development.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING 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.

The Superintendent, Assistant Superintendent, Director of Elementary Education and Business Director work to establish fiscally responsible budgets and funding sources including but not limited to: Title I, Title II, Title III, McKinney Vento grants.

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 Crawfordsville Community School Corporation has a Memorandum of Understanding with the Community Action Program, Inc. of West Indiana Head Start that outlines our agreements that work toward

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.

The Crawfordsville Community School Corporation works to attract high-quality teachers through a mentoring program, high quality professional development and a positive school culture.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

Below is a list of all instructional staff, including their licensure/certification and current class/subject areas being taught.

Staff Name	Licensure/Certification	Assigned Class/Subject
Josey Aguilar	Bachelor Degree	Kindergarten Teacher
Ahsley Burns	Bachelor Degree	First Grade Teacher
Diamond Carrell	Bachelor Degree	Kindergarten Teacher
Heather Chaney	Bachelor Degree	First Grade Teacher
Lyndsie Childs	Master Degree	Special Education Teacher
Kyla Cooper	Bachelor Degree	First Grade Teacher
Melanie Deener	Master Degree	EL Teacher
Erin Gilland	Bachelor Degree	Kindergarten Teacher
Alisha Hauk	Master Degree	First Grade Teacher
Adana Hedge	Bachelor Degree	Special Education Teacher
Amy Hensley	Bachelor Degree	Kindergarten Teacher
Kate Keller	Bachelor Degree	First Grade Teacher
Kathy Kern	Master Degree	Music Teacher
Kelly Krug	Master Degree	First Grade Teacher
Mackenzie Landrum	Bachelor Degree	P.E.
Lisa Lindsey	Bachelor Degree	Kindergarten Teacher
Paqxtonne Maurer	Bachelor Degree	First Grade Teacher
Melynda Morehouse	Bachelor Degree	First Grade Teacher
Alexis Nickle	Bachelor Degree	Art Teacher

Shelby Paxton	Bachelor Degree	First Grade Teacher
Jene Anne Pendleton	Bachelor Degree	Kindergarten Teacher
Leanna Phelps	Bachelor Degree	Kindergarten Teacher
Hannah Ponto	Bachelor Degree	Special Education Teacher
Morgan Thompson	Bachelor Degree	Title One Teacher
Brittany Reef	Bachelor Degree	Instructional Coach
Amber Rohr	Bachelor Degree	Kindergarten Teacher
Andrew Swank	Bachelor Degree	Kindergarten Teacher
Mallory Tucker	Master Degree	School Counselor
Molly Warren	Master Degree	Special Education
Shellie Wheeler	Bachelor Degree	First Grade Teacher

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan Committee has identified our needs and have developed a school improvement and professional development plan to drive all aspects of our curricular decision making.

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

GOALS

GOAL #1 <i>Kindergarten Reading</i>			
Goal	Our kindergarten grade students will improve their reading proficiency as measured by an increase in the total percentage of kindergarten students who are identified as on or above grade level on I-Ready, from 16% to 60%, by the end of the 2023-2024 school year.		
Sub-Group focus			
The Strategies we are going to implement are	<ul style="list-style-type: none"> ● The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Reading Interventions. ● Students will be taught Orton Gillingham and Heggerty curriculum daily. ● Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits. ● Teachers will receive Professional Development on how to analyze I-Ready data and how to utilize I-Ready features to drive curricular decisions. ● We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum) 		
To address the Root Cause	A lack of strategic planning and professional development aimed at improving student achievement scores.		
Which will help us meet this student outcome Goal*	Implementation of the identified strategies will help us reach our goal of meeting or surpassing state averages for reading proficiency. (69%+ Pass Rate on I-Read 3; 40%+ Pass Rate on I-LEARN Reading)		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Reading Interventions .	Shapiro, Edward S. "Tiered Instruction and Intervention in a Response-to-Intervention Model ." <i>RTI Action Network A Program of the National Center for Learning Disabilities</i> , Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA, www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model . Accessed 20 Sept. 2023.	Director of Elementary Education & Principal	August 2023

Students will be taught Orton Gillingham and Heggerty curriculum daily.	“Orton Gillingham Research.” <i>Orton-Gillingham</i> , www.orton-gillingham.com/research/ . Accessed 20 Sept. 2023.	Principal, Instructional Coach, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will take the I-Ready Reading Diagnostic three times this year.	<i>Curriculum Associates</i> , Curriculum Associates , 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf .	Director of Elementary Education, Principal, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits.	<i>Curriculum Associates</i> , Curriculum Associates , 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf .	Director of Elementary Education, Principal, Teachers, Technology Specialist	August 2023 Implementation + Ongoing Support for Implementation
Teachers will receive Professional Development on how to analyze I-Ready data and how to utilize I-Ready features to drive curricular decisions.	<i>Curriculum Associates</i> , Curriculum Associates , https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact .	Director of Elementary Education, Principal	August 2023 Implementation + Ongoing Professional Development
We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum)	“Marzano High Reliability Schools .” <i>Marzano Resources</i> , www.marzanoresources.com/hrs/high-reliability-schools/ . Accessed 20 Sept. 2023.	Superintendent, Assistant Superintendent, Director of Elementary Education, Principal	August 2023 Implementation + Ongoing Support for Implementation; Level 1 Goal Certification timeline Spring 2024

GOAL #2 *1st Grade Reading*

Goal	Our 1st grade students will improve their reading proficiency as measured by an increase in the total percentage of 2nd grade students who are identified as on or above grade level on I-Ready, from 12% to 60%, by the end of the 2023-2024 school year.		
Sub-group focus			
The strategies we are going to implement are	<ul style="list-style-type: none"> ● The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Reading Interventions. ● Students will be taught Orton Gillingham and Heggerty curriculum daily. ● Students will take the I-Ready Reading Diagnostic three times this year. ● Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits. ● Teachers will receive Professional Development on how to analyze I-Ready data and how to utilize I-Ready features to drive curricular decisions. ● We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum) 		
To address the root cause	A lack of strategic planning and professional development aimed at improving student achievement scores.		
Which will help us meet this student outcome goal*	Implementation of the identified strategies will help us reach our goal of meeting or surpassing state averages for reading proficiency. (80% of our students being identified as passing or on track to pass the IREAD-3 assessment)		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Reading Interventions .	Shapiro, Edward S. "Tiered Instruction and Intervention in a Response-to-Intervention Model ." <i>RTI Action Network A Program of the National Center for Learning Disabilities</i> , Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA, www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model . Accessed 20 Sept.	Director of Elementary Education & Principal	August 2023

	2023.		
Students will be taught Orton Gillingham and Heggerty curriculum daily.	"Orton Gillingham Research." <i>Orton-Gillingham</i> , www.orton-gillingham.com/research/. Accessed 20 Sept. 2023.	Principal, Instructional Coach, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will take the I-Ready Reading Diagnostic three times this year.	<i>Curriculum Associates</i> , Curriculum Associates , 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf.	Director of Elementary Education, Principal, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits.	<i>Curriculum Associates</i> , Curriculum Associates , 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf.	Director of Elementary Education, Principal, Teachers, Technology Specialist	August 2023 Implementation + Ongoing Support for Implementation
Teachers will receive Professional Development on how to analyze I-Ready data and how to utilize I-Ready features to drive curricular decisions.	<i>Curriculum Associates</i> , Curriculum Associates , https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact.	Director of Elementary Education, Principal	August 2023 Implementation + Ongoing Professional Development
We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum)	"Marzano High Reliability Schools ." <i>Marzano Resources</i> , www.marzanoresources.com/hrs/high-reliability-schools/. Accessed 20 Sept. 2023.	Superintendent, Assistant Superintendent, Director of Elementary Education, Principal	August 2023 Implementation + Ongoing Support for Implementation; Level 1 Goal Certification timeline Spring 2024

STRATEGIES

Reading Goals Strategy #1	The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Reading Interventions.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Set Expectation	Director of Elementary Education will set the expectation that Principals include a 30 minute Tier 2 and Tier 3 (60 minute total) time for Reading Interventions	Director of Elementary Education	Master Schedule	Email	8.1.23	In Progress ▾
Provide Implementation Support	The Director of Elementary Education will provide support to the Principals as they work to adjust their master schedules.	Director of Elementary Education	Master Schedule	Support Meetings	8.1.23	In Progress ▾
Train Staff on Tier 2 & 3 Purpose/Utilization	Principal will provide professional development to staff on tiered levels of instruction. Principal will explain expectations for Tier 2 & 3 such as: identifying at-risk students, what curriculum resources to use during these tiered instructional times, collaboration with student service providers (SPED, ENL, Title etc.)	Principal	Professional Development Presentation & Implementation Observations	Professional Development Presentation	9.15.23	Not Started
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	The expectation of having a 30 minute Tier 2 and Tier 3 (60 minute total) time for reading interventions has been set. We have been able to add a 30 minute Tier 2 time, and are working to create a 30 minute Tier 3 time. We have begun informal conversations with staff on why this is important.					
How has student achievement been impacted? What is the evidence?	We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be improvements in I-Ready assessment results.					
How will implementation be adjusted and/or supported moving into next year?	Next year, we will have a 30 minute Tier 2 and Tier 3 (60 minute total) time for reading interventions, and will be utilizing these times with fidelity.					

Reading Goals Strategy #2	Students will be taught Orton Gillingham and Heggerty curriculum daily.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Teacher training on Orton Gillingham	Teachers will be trained on how to implement Orton Gillingham instruction.	Principal, Instructional Coach, Outside Agency	Training Completion	Outside Agency Training	8.1.23	Completed
Teacher training on Heggerty	Teachers will be trained on how to implement Heggerty instruction.	Principal, Instructional Coach	Training Completion	Heggerty Professional Development	8.1.23	Completed
Program implementation & evaluation	Principal will monitor program implementation and evaluate the effectiveness of the teacher instruction and program.	Principal	Observations	Observation Notes	9.1.23	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teacher training has been completed, and teachers are in the process of implementing these curriculums with fidelity. The Principal has started and will continue classroom observations.					
How has student achievement been impacted? What is the evidence?	We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be improvements in IREAD-3 and ILEARN scores.					
How will implementation be adjusted and/or supported moving into next year?						

Reading Goals Strategy #3	Students will take the I-Ready Reading Diagnostic three times this year.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Teacher Training	Teachers will be trained on how to administer the I-Ready Diagnostic, how to analyze the student results, and how to use the data to inform curricular decision making.	Director of Elementary Education, Principal, Instructional Coach	Training and Diagnostic Test Completion	IREADY data	8.21.23	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have completed the first (of three) diagnostic assessments and are in the process of training staff to analyze results and drive their curricular decision making.					
How has student achievement been impacted? What is the evidence?	We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be IREADY growth reports.					
How will implementation be adjusted and/or supported moving into next year?						

Reading Goals Strategy #4	Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Teacher Training	Teachers will be trained on how to implement the I-Ready personalized pathway and how to use the data to inform curricular decision making.	Director of Elementary Education, Principal, Instructional Coach	Training and Diagnostic Test Completion	IREADY data	8.15.23	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We are in the process of training staff to implement the I-Ready personalized pathway, analyze student data and drive their curricular decision making.					
How has student achievement been impacted? What is the evidence?	We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be IREADY growth reports.					
How will implementation be adjusted and/or supported moving into next year?						

Reading Goals Strategy #5	We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Train Principals on HRS Model	Train the Principals and instructional leaders on the High Reliability School Model.	Assistant Superintendent, HRS Agency & Coach	Completed Training	HRS Agency & Coach	Begin July 2023 & Ongoing	In Progress
Take HRS Surveys	Students, families and staff will complete the HRS surveys to determine current proficiency at each level.	Assistant Superintendent, Technology Specialist, Principal	Completed Surveys	Surveys	SEPT 2023	In Progress
Analyze Survey Results and create critical commitments for each HRS Level	Analyze survey results to determine critical commitments for each High Reliability School Level, beginning with Level 1: Safe & Collaborative School Environment.	Director of Elementary Education, Principals	List of Critical Commitments	Book- The Levels of High Reliability Schools by Marzano	OCT 2023	Not Started
Work towards implementing each critical commitment.	Once critical commitments are identified we will work towards implementing each commitment with fidelity.	Director of Elementary Education, Principals	Critical Commitments & Individual Commitment Action Plan	Book- The Levels of High Reliability Schools by Marzano	OCT 2023 & Ongoing	Not Started
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Principals have completed one (of many) training on the High Reliability School model. We have given the surveys and will be analyzing the results of the surveys soon to determine what our critical commitments will be at each level. Once we have identified our critical commitments we will develop an action plan for each critical commitment and will work towards implementation. Once one commitment is completed we will move on to implementing the next critical commitment.					
How has student achievement been impacted? What is the evidence?	Research on the High Reliability Schools process shows that when schools implement these levels, student achievement is positively impacted.					

How will implementation be adjusted and/or supported moving into next year?	We will need to evaluate our progress on identifying and implementing critical components.
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GOAL #3 <i>Kindergarten Math</i>			
Goal	Our 2nd grade students will improve their math proficiency as measured by an increase in the total percentage of 2nd grade students who are identified as on or above grade level on I-Ready, from 10% to 60%, by the end of the 2023-2024 school year.		
Sub-group focus			
The strategies we are going to implement are	<ul style="list-style-type: none"> ● The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Math Interventions. ● We will be implementing Everyday Math curriculum. ● Students will take the I-Ready Math Diagnostic three times this year. ● Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits. ● We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum) 		
To address the root cause	A lack of strategic planning and professional development aimed at improving student achievement scores.		
Which will help us meet this student outcome goal*	Implementation of the identified strategies will help us reach our goal of meeting or surpassing state averages for math proficiency.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Math	Shapiro, Edward S. "Tiered Instruction and Intervention in a Response-to-Intervention Model ." <i>RTI Action Network A Program of the National Center for Learning Disabilities</i> , Center for Promoting Research to Practice, Lehigh	Director of Elementary Education & Principal	May 2024

Interventions.	University, Bethlehem, PA, www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model. Accessed 20 Sept. 2023.		
Students will be taught Everyday Math curriculum daily.	McGraw Hill, Everyday Math, 2023, https://www.mheducation.com.	Principal, Instructional Coach, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will take the I-Ready Math Diagnostic three times this year.	<i>Curriculum Associates</i> , Curriculum Associates , 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf.	Director of Elementary Education, Principal, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits.	<i>Curriculum Associates</i> , Curriculum Associates , 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf.	Director of Elementary Education, Principal, Teachers, Technology Specialist	August 2023 Implementation + Ongoing Support for Implementation
We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum)	"Marzano High Reliability Schools ." <i>Marzano Resources</i> , www.marzanoresources.com/hrs/high-reliability-schools/. Accessed 20 Sept. 2023.	Superintendent, Assistant Superintendent, Director of Elementary Education, Principal	August 2023 Implementation + Ongoing Support for Implementation; Level 1 Goal Certification timeline Spring 2024
Link additional information here (if necessary) <input type="checkbox"/>			

GOAL #4 1st Grade Math

Goal	Our 2nd grade students will improve their math proficiency as measured by an increase in the total percentage of 2nd grade students who are identified as on or above grade level on I-Ready, from 12% to 60%, by the end of the 2023-2024 school year.
Sub-group focus	
The strategies we are going to implement are	<ul style="list-style-type: none"> • The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Math Interventions. • We will be implementing Everyday Math curriculum. • Students will take the I-Ready Math Diagnostic three times this year. • Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits. • We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum)
To address the root cause	A lack of strategic planning and professional development aimed at improving student achievement scores.
Which will help us meet this student outcome goal*	Implementation of the identified strategies will help us reach our goal of improving math proficiency.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Math Interventions.	Shapiro, Edward S. "Tiered Instruction and Intervention in a Response-to-Intervention Model ." <i>RTI Action Network A Program of the National Center for Learning Disabilities</i> , Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA, www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model . Accessed 20 Sept. 2023.	Director of Elementary Education & Principal	May 2024

Students will be taught Everyday Math curriculum daily.	McGraw Hill, <i>Everyday Math</i> , 2023, https://www.mheducation.com .	Principal, Instructional Coach, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will take the I-Ready Math Diagnostic three times this year.	<i>Curriculum Associates</i> , Curriculum Associates, 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf .	Director of Elementary Education, Principal, Teachers	August 2023 Implementation + Ongoing Support for Implementation
Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits.	<i>Curriculum Associates</i> , Curriculum Associates, 2020, www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-foundations-reading-executive_summary-2020.pdf .	Director of Elementary Education, Principal, Teachers, Technology Specialist	August 2023 Implementation + Ongoing Support for Implementation
We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum)	"Marzano High Reliability Schools ." <i>Marzano Resources</i> , www.marzanoresources.com/hrs/high-reliability-schools/ . Accessed 20 Sept. 2023.	Superintendent, Assistant Superintendent, Director of Elementary Education, Principal	August 2023 Implementation + Ongoing Support for Implementation; Level 1 Goal Certification timeline Spring 2024

Math Goals Strategy #1	The master schedule will be built to allow a 30 minute Tier 2 & 3 (60 minute total) time for Math Interventions.
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)	

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Set Expectation	Director of Elementary Education will set the expectation that Principals include a 30 minute Tier 2 and Tier 3 (60 minute total) time for Math Interventions	Director of Elementary Education	Master Schedule	Email	8.1.23	In Progress ▾
Provide Implementation Support	The Director of Elementary Education will provide support to the Principals as they work to adjust their master schedules.	Director of Elementary Education	Master Schedule	Support Meetings	8.1.23	In Progress ▾
Train Staff on Tier 2 & 3 Purpose/Utilization	Principal will provide professional development to staff on tiered levels of instruction. Principal will explain expectations for Tier 2 & 3 such as: identifying at-risk students, what curriculum resources to use during these tiered instructional times, collaboration with student service providers (SPED, ENL, Title etc.)	Principal	Professional Development Presentation & Implementation Observations	Professional Development Presentation	9.15.23	Not Started
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	The expectation of having a 30 minute Tier 2 and Tier 3 (60 minute total) time for math interventions has been set. We are working to create a 30 minute Tier 2 and Tier 3 time. We have begun informal conversations with staff on why this is important.					
How has student achievement been impacted? What is the evidence?	We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be improvements in I-Ready results.					
How will implementation be adjusted and/or supported moving into next year?	Next year, we will have a 30 minute Tier 2 and Tier 3 (60 minute total) time for math interventions, and will be utilizing these times with fidelity.					

Math Goals Strategy #2	Students will be taught Everyday Math curriculum daily.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Teacher training on Everyday Math	Teachers will be trained on how to implement Everyday Math instruction.	Principal, Instructional Coach, Outside Training Agency	Training Completion	Outside Agency Training	8.1.23	Completed
Program implementation & evaluation	Principal will monitor program implementation and evaluate the effectiveness of the teacher instruction and program.	Principal	Observations	Observation Notes	9.1.23	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teacher training has been completed, and teachers are in the process of implementing these curriculums with fidelity. The Principal has started and will continue classroom observations.					
How has student achievement been impacted? What is the evidence?	We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be improvements in IREAD-3 and ILEARN scores.					
How will implementation be adjusted and/or supported moving into next year?						

Math Goals Strategy #3	Students will take the I-Ready Reading Diagnostic three times this year.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Teacher Training	Teachers will be trained on how to administer the I-Ready Diagnostic, how to analyze the student results, and how to use the data to inform curricular decision making.	Director of Elementary Education, Principal, Instructional Coach	Training and Diagnostic Test Completion	IREADY data	8.21.23	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		We have completed the first (of three) diagnostic assessments and are in the process of training staff to analyze results and drive their curricular decision making.				
How has student achievement been impacted? What is the evidence?		We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be IREADY growth reports.				
How will implementation be adjusted and/or supported moving into next year?						

Math Goals Strategy #4	Students will have access to the I-Ready personalized pathway where they will receive remediation on personal skill deficits.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status

Teacher Training	Teachers will be trained on how to implement the I-Ready personalized pathway and how to use the data to inform curricular decision making.	Director of Elementary Education, Principal, Instructional Coach	Training and Diagnostic Test Completion	IREADY data	8.15.23	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We are in the process of training staff to implement the I-Ready personalized pathway, analyze student data and drive their curricular decision making.					
How has student achievement been impacted? What is the evidence?	We anticipate that student achievement will be impacted positively. The evidence we will use to determine this will be IREADY growth reports.					
How will implementation be adjusted and/or supported moving into next year?						

Math Goals Strategy #5	We are working to become High Reliability School Certified (Level 1- Safe & Collaborative School Environment; Level 2- Effective Teaching in Every Classroom; Level 3; Guaranteed & Viable Curriculum)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Train Principals on HRS Model	Train the Principals and instructional leaders on the High Reliability School Model.	Assistant Superintendent, HRS Agency & Coach	Completed Training	HRS Agency & Coach	Begin July 2023 & Ongoing	In Progress
Take HRS Surveys	Students, families and staff will complete the HRS surveys to determine current proficiency at each level.	Assistant Superintendent, Technology Specialist,	Completed Surveys	Surveys	SEPT 2023	In Progress

		Principal				
Analyze Survey Results and create critical commitments for each HRS Level	Analyze survey results to determine critical commitments for each High Reliability School Level, beginning with Level 1: Safe & Collaborative School Environment.	Director of Elementary Education, Principals	List of Critical Commitments	Book- The Levels of High Reliability Schools by Marzano	OCT 2023	Not Started
Work towards implementing each critical commitment.	Once critical commitments are identified we will work towards implementing each commitment with fidelity.	Director of Elementary Education, Principals	Critical Commitments & Individual Commitment Action Plan	Book- The Levels of High Reliability Schools by Marzano	OCT 2023 & Ongoing	Not Started
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Principals have completed one (of many) training on the High Reliability School model. We have given the surveys and will be analyzing the results of the surveys soon to determine what our critical commitments will be at each level. Once we have identified our critical commitments we will develop an action plan for each critical commitment and will work towards implementation. Once one commitment is completed we will move on to implementing the next critical commitment.					
How has student achievement been impacted? What is the evidence?	Research on the High Reliability Schools process shows that when schools implement these levels, student achievement is positively impacted.					
How will implementation be adjusted and/or supported moving into next year?	We will need to evaluate our progress on identifying and implementing critical components.					

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Key Performance Indicator (Assessment)	I-Ready Diagnostic #1	I-Ready Diagnostic #2		I-Ready Diagnostic #3
Results	3rd Reading- 35% 2nd Reading- 23% 3rd Math- 15% 2nd Math- 12%			
On Track to Meet Goals?	No, we are not on track to meet our goal. We are in the initial implementation of our strategies.			
Strengths	Phonological Awareness, High Frequency Words			
Areas for Growth	Comprehension, Vocabulary, Phonics, Numbers & Operations, Algebra & Algebraic Thinking, Measurement & Data, Geometry			
Next Steps	Continue implementation of the identified strategies.			
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

We recognize that 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. We have identified our professional development goals below. These goals connect with and support our school improvement plan.

Professional Development Goal #1	All teachers will be trained in the Levels of High Reliability Schools. <i>A Handbook for High Reliability Schools, The Next Step in School Reform.</i> Marzano, Robert J, et al. <i>Marzano Research Development Team.</i> Marzano research, 2014.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title I
Plan for coaching and support during the learning process	Professional development sessions will provide intentional teaching, colleague observations will provide modeling, walk throughs will provide coaching, and evaluations will provide feedback and measure of progress.
Evidence of Impact	Teachers will know and be able to describe the five levels of High Reliability Schools, where our school falls within those levels, and the critical commitments we are working on for each level.
How will effectiveness be sustained over time?	Continued and intentional professional development sessions, continued review and analysis of the High Reliability Levels and Leading Indicators, will sustain the effectiveness of this goal.

Professional Development Goal #2	All teachers will implement the new reading and math curriculums/programs with fidelity. (Orton Gillingham, Heggerty, EveryDay Math and IREADY)
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Formative Assessment Grant, textbook fees
Plan for coaching and support during the learning process	Professional development sessions will provide intentional teaching, colleague observations will provide modeling, walk throughs will provide coaching, and evaluations will provide feedback and measure of progress.
Evidence of Impact	Teachers will be able to implement the curriculum/programs with fidelity.
How will effectiveness be sustained over time?	Continued and intentional professional development sessions, continued review and analysis of the implementation of these curriculums/programs will sustain the effectiveness of this goal.

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) □	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) <input type="checkbox"/>	