

School Name: Amelia Earhart Elementary

School Number: 8119

Street Address: 3280 South 9th Street

City: Lafayette

Zip Code: 47909

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025,
2023-2026 (Highlight implementation years)

----- CONTACT INFORMATION -----

Principal: Ryan Habben
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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI Targeted Support and Improvement – federal government school designation under ESSA

ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance ? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Ryan Habben	Principal	CNA, SIP, Both	
Anna Loro	Title 1 Lead Teacher	CNA, SIP, Both	
Carla Coleman	Kindergarten Teacher	CNA, SIP, Both	
Amanda Leveque	First Grade Teacher	CNA, SIP, Both	
Sally Louk	Second Grade Teacher	CNA, SIP, Both	
Lisa Jones	Third Grade Teacher	CNA, SIP, Both	
Tracey Leuthold	Fourth Grade Teacher	CNA, SIP, Both	
Jodi Allen	Student Success Coordinator	CNA, SIP, Both	
Stephanie Brennan	Essential Skills Teacher	CNA, SIP, Both	
Karen Pedigo	Third Grade Teacher	CNA, SIP, Both	ELL
Sherry Tripodi	Guidance Counselor	CNA, SIP, Both	PBIS
Walter Martin	ED Teacher	CNA, SIP, Both	PBIS
Alicia Clevenger	Asst Superintendent of Elementary Education	CNA, SIP, Both	District Review Team
Julie Gustafson	Title 1 Coordinator	CNA, SIP, Both	District Review Team
Cindy Hurst	Title 1 Consultant	CNA, SIP, Both	District Review Team
Sara Scherer	Parent Rep	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

--- ALIGNMENT [optional] ---

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

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

District Vision: Nurture the promise of our children

School Vision: To be a school that values and celebrates creativity and excellence while fostering individual responsibility, active learning and student success.

District Mission: To inspire and empower all children to learn, hope, dream, excel, contribute, create, and appreciate.

School Mission: To inspire and empower children to learn, hope, dream, excel, contribute, create, and appreciate.

- District Goals:
1. Provide all students, both In Person and E-Learning students, with a quality academic experience during the pandemic year of 2021-2022.
 2. Complete a plan for financial stability for the school years 2021-2022 and 2022-2023, and 2023-2024.
 3. Continue to be involved in Phase II of the Career Academy and assist in increasing the utilization of the facility by students and the community.
 4. Revise the Strategic Plan to include a Communication Plans and to address LSC’s Opportunities for Improvement.

- Does the school’s vision support the district’s vision? (*highlight response*) Yes No
- Does the school’s mission support the district’s mission? (*highlight response*) Yes No
- Do the school’s mission and vision support district goals? (*highlight response*) Yes No

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

Link additional information here (if necessary):

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
Reading	K-4	Journeys 2017	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program	Yes No	<input type="checkbox"/>
Math	K-4	Pearson Envision 2.0	Yes No	Tier 1, 2, 3	Textbook is a core component of math program	Yes No	<input type="checkbox"/>
Science	K-4	Science Fusion	Yes No	Tier 1, 2, 3	Textbook is a core component of the science program.	Yes No	<input type="checkbox"/>
Writing	K-4	Lucy Calkins Units of Study in Writing	Yes No	Tier 1, 2, 3	Develops a love of writing in students	Yes No	<input type="checkbox"/>
Reading	1-4	Read Naturally/Read Live	Yes No	Tier 1, 2, 3	Tier 2 intervention for students struggling with reading fluency	Yes No	<input type="checkbox"/>
Reading	2	Phonics for Reading	Yes No	Tier 1, 2, 3	Tier 2 intervention for students struggling with phonics.	Yes No	<input type="checkbox"/>

Reading	1	SPIRE	Yes No	Tier 1, 2, 3	Tier 2 or 3 intervention for students struggling with reading skills	Yes No	
Reading	K-1	RAZKids	Yes No	Tier 1, 2, 3	Tier 1 intervention for reading support in the classroom	Yes No	
Reading	K-2	MClass Intervention	Yes No	Tier 1, 2,3	Tier 2 or 3 intervention for students struggling with reading skills	Yes No	
Reading/Phonics	1	Lucy Calkins Units of Study in Reading and Phonics	Yes No	Tier 1, 2, 3	Reading series builds independent readers and uses group work/collaboration to develop strong utilization of phonics while reading	Yes No	<input type="checkbox"/>
Reading	K-1	Explode the Code	Yes No	Tier 1, 2, 3	Tier 2/3 intervention for students struggling with phonics	Yes No	<input type="checkbox"/>
Reading	K	Optimize (Early Reading Intervention)	Yes No	Tier 1, 2, 3	Tier 2/3 intervention for students struggling with letter names and sounds.	Yes No	<input type="checkbox"/>
Reading	K-4	Seeing Stars	Yes No	Tier 1, 2, 3	Tier 2/3 intervention for students with dyslexia.	Yes No	<input type="checkbox"/>
Reading	1-4	Leveled Literacy Intervention	Yes No	Tier 1, 2, 3	Tier 2/3 intervention for students struggling with reading comprehension	Yes No	
Math	K-2	Touchmath	Yes No	Tier 1, 2, 3	Tier 2 or 3 intervention for students struggling with math skills	Yes No	
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s):

Curriculum resources are located in our Hiatt Administration Center for public viewing.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your 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	No	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	No	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	<input type="checkbox"/>

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

In our building, we use testing data from NWEA, TRC, etc to determine which students need additional support and pull those students in small groups to do one of the Tier 2 or 3 interventions provided in the list above with our curriculum.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
ILEARN	3 & 4	Summative - annually	Required by the IDOE	Yes No	<input type="checkbox"/>
IREAD	3	Summative - annually	Required by the IDOE	Yes No	<input type="checkbox"/>
IAM	Essentials Skills	Summative - annually	Required by the IDOE	Yes No	<input type="checkbox"/>
NWEA Map Growth	K-4	Benchmark - 3 times a year	Use to measure student growth and achievement	Yes No	<input type="checkbox"/>
NWEA Dyslexia Screener	K-2	Summative - annually	Required for Dyslexia Screener	Yes No	<input type="checkbox"/>
Arkansas Rapid Naming Screener	K-2	Summative - Annually	Required for Dyslexia Screener	Yes No	<input type="checkbox"/>
Words Their Way	K-2	Summative - annually	Required for Dyslexia Screener	Yes No	<input type="checkbox"/>
DIBELS	K & 1	Summative- Annually	Required for Dyslexia Screener and progress monitoring to check progress	Yes No	<input type="checkbox"/>
TRC	K & 1	Benchmark - 3 times a year	Used to determine reading levels for students and check progress	Yes No	<input type="checkbox"/>
COGAT	K, 2	Summative - annually	Used to measure cognitive ability and achievement in students	Yes No	<input type="checkbox"/>
OLSAT	4	Summative - annually	Used to measure student achievement for challenge program at Intermediate School	Yes No	
WIDA	K-4	Summative - annually	Used to measure language achievement in ELL students.	Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<input 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 No	<input type="checkbox"/>
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Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:

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

Data meetings are hosted every 3 weeks so that teachers can give us input on assessments that are given locally and go over the results of those assessments. Groups can be created for reteaching and enrichment during this time. During data meetings, we also use NWEA data to create small groups for Tier 2 and 3 instruction.

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

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

We use technology as a benchmark, formative, and summative assessment to drive instruction. We use apps and web-based programs to provide students with instructional resources in Tier I, II, and III instructional supports.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 6-8 only

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

If “Not currently implementing career exploration activities” was indicated above, explain why.

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

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

Job shadowing	Other (list)
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If “Not currently implementing career exploration activities” was indicated above, explain why.

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

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

Racial, ethnic, language-minority, and socio-economic groups are identified at registration when parents complete registration forms. These are identified during our registration process. They are self-reported by parents in PowerSchool. A home language survey is given to each new enrollee and they let us know what language is spoken at home and preferred.

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

We have data meetings every 3 weeks, PBIS meetings monthly, SIG meetings, and staff meetings throughout the school year. All of these meetings address academic assessment results and how the results will drive student achievement. We use this data to target specific skills and supports needed for each of the aforementioned sub-groups

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

Our staff has already been trained in cultural responsiveness, as well as ELL training. Continued training on both would be beneficial to all staff members. Based on PBIS data, we are also working on professional development in how we address behavior needs throughout our school. We are having Kevin Dill, behavior specialist, come as a guest speaker.

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

Teachers and the classroom library have diverse sets of classroom books and materials that represent different student cultures. Our school counselor provides lessons in the classroom and via morning announcements regarding this topic as well.

Core Element 8: Review Attendance [Required for all]

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

Number of students above 10% or more of the school year. Last year: _N/A_ Two Years Ago: _N/A_ Three Years Ago: __36%_

What may be contributing to the attendance trend?

Covid restrictions and guidelines have affected attendance greatly. Many students were absent due to quarantine, isolation, or being considered a close contact.

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

Parents receive daily phone calls if their student is absent. Students who are absent more than 6 days receive a letter from the principal and have to set up a meeting with the principal regarding attendance concerns. On day 12, the principal alerts the Department of Child Services. The Student Services Coordinator will perform home visits to see what supports are needed by the families of absent students.

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

Attendance is monitored daily via Powerschool.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input type="checkbox"/>
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	<input type="checkbox"/>

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

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

The school provides many opportunities for families to participate in their child's learning. Parents are asked to attend Open House at the beginning of the year to meet their child's classroom teacher and build rapport with them. Teachers reach out to parents throughout the year via newsletter, phone calls, and notes home regarding positive student behavior. Family events such as movie nights, Cuddle Up and Read, Fine Arts Night are also used to include families. The music department puts on programs throughout the year at Veterans Day and during other holidays to also bring in community members and celebrate special occasions with parents. We host parent teacher conferences twice during the year to make sure parents are aware of the academic progress of their children.

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

Parents are given the opportunity to express ideas and concerns through a Parent Survey that is sent home electronically and in paper form. Parents also can attend parent-teacher conferences in the Fall and Spring to share concerns/suggestions with the classroom teacher.

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

Attendance phone calls are made daily to parents. If parents are not able to be reached we try other members of the family. Parents are contacted when their child is chosen for a First Class Flyer award, or are given the Student of the Month award. Honor roll certificates are given to children to take home at the end of each 9 weeks. Parents are invited to awards day at the end of the year to celebrate student's achievements.

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

We communicate in a variety of ways with parents to make sure everyone has a chance to respond and see the communication going out from the school. We use PowerSchool Messenger to send emails, texts, phone calls, etc. We also promote events on Class Dojo, Blooms, and Facebook. Paper flyers are also sent home with students that don't have access to technology.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

The school provides many opportunities for families to participate in their child's learning. Parents are asked to attend Open House at the beginning of the year to meet their child's classroom teacher and build rapport with them. Teachers reach out to parents throughout the year via newsletter, phone calls, and notes home regarding positive student behavior. Family events such as movie nights, Cuddle Up and Read, Fine Arts Night are also used to include families. The music department puts on programs throughout the year at Veterans Day and during other holidays to also bring in community members and celebrate special occasions with parents. We host parent teacher conferences twice during the year to make sure parents are aware of the academic progress of their children.

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

The school emails assessment results such as ILEARN, IREAD, and NWEA to parents. These results are also discussed at Parent-Teacher conferences.

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

Parent reps are chosen to participate in the school improvement group and give input. All parents are surveyed at the end of the year as well on practices, procedures, etc. Those results are used to help develop the school improvement goals with the school improvement group.

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

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

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

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

Graduation rate last year: ____

Percent of students on track to graduate in each cohort: ____

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

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

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

Federal, state, and local funding is coordinated and integrated by both Lafayette School Corporation and building level administration. General fund provides assistance for teacher salary and for materials that support the school improvement plan. Lafayette School Corporation does not consolidate funds but does coordinate federal funds with state and local funds by supplementing.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Although we are aware of the option to consolidate program funds, we have chosen not to consolidate funds but will consolidate programs. These programs include:

Title 1, Title 11, Title 111

Special Education funds

State High Ability Grant Program

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.

Students who are transitioning from Pre-K to K are afforded the opportunity to visit their new school. Transition conferences are held for SPED students who are transitioning to Kindergarten. The schools hold Kindergarten Round-Up, Back to School Nights, and Parent/Student Orientation days. Head Start and Even Start are invited to participate in Kindergarten Round-Up and set up transition meetings with the kindergarten teachers. Administration and a kindergarten teacher attended informational meetings for transition at Head Start locations in the spring.

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 teacher leaders.

In our building we assign new teachers to a teacher mentor. These teams meet together monthly to discuss ideas, strategies, questions, etc. The school district provides professional development before the start of the year for all new teachers on cultural responsiveness, technology, etc. Ongoing professional development is offered throughout the year by the building staff and the district. We have a partnership with Purdue University where teacher candidates are also placed in our building to grow and learn with a mentor teacher. We host roughly 30 students each spring and fall.

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data	
X	Statewide Assessments	Statewide Assessment Data	ELL Assessment(s)		Student Attendance
	Federal (ESSA) Data	Federal (ESSA) Data	Individual Education Plans (IEPs)		Discipline/Behavior
	Districtwide Assessments	IAM Assessment	Individual Learning Plans (ILPs)		Parent/Student Surveys
	Dyslexia Assessment(s)	Aptitude Assessment(s)	Staff Training		Staff Attendance
	Common Formative Assessments	Special Education Compliance Rpt			
	PSAT/SAT/ACT				
List Other Data Sources Below					
	Link Data Here ---->	https://docs.google.com/spreadsheets/d/1Aiph-TIYqM3ihX1VJmpmvbVdNnLzb1FEB6W_qO6jsrc/edit?usp=sharing			
	Link Data Here --->				

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

Step 1: Review Potential Issues from the Core Elements

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

Do these issues significantly impact our current school goals as strengths or problems?

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1

By the spring of 2022, students in Grade 3-4 will increase their proficiency by 10% on the English/Language Arts portion of the state assessment.

Measurable outcome met? Yes **No**

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

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2

By the spring of 2022, students in Grade 3-4 will increase their proficiency by 10% on the math portion of the state assessment.

Measurable outcome met? Yes No

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

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3

By the end of the 21-22 school year our office referral/discipline count will be reduced by 15%.

Measurable outcome met? Yes No

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

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

This is a new goal for the 21-22 school year.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

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

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

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

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

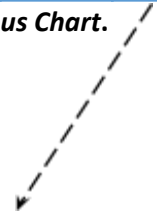
There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
African American Attendance would benefit from more consistent instruction and intervention.	Yes No	School attendance records show 34% of African American students have missed more than 6 days of instruction (excluding COVID quarantine exclusions). In comparison the Caucasian students show 16% of them were absent for more than 6 days.	We are noticing that African American students are missing more time at school and therefore missing intervention groups and academic instruction. These are shown in their current NWEA and ILEARN testing data. Some students if absent for more than 10 days in a row miss an entire standard that is taught on the curriculum map.	X	Yes
Building relationships and providing behavior support in the classroom will help students succeed in the classroom.	Yes No	See log entry data as attached.	Our PBIS team meets monthly to discuss office discipline referral data and notices that we are disproportionate in many areas including African American students, Free/Reduced lunch students, male students, etc.	X	Yes
	Yes No				
	Yes No				
	Yes No				

	Yes No				
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

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

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

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

Identified Priorities from Previous Chart	List Root Cause(s)
African American Attendance rate will increase over the 21-22 school year.	<i>COVID restrictions, transportation issues, homelessness, lack of resources, don't feel like it is a priority, mobility</i>
<i>We would like students to be more successful in the classroom and have less behavior problems,</i>	<i>Students experience trauma at school and/or home. Food insecurities. Lack of stable relationships in their life (could include teacher), underdeveloped social and emotional skills, lack of opportunity to develop social capital, students staying at home doing e learning and not understanding school expectations,</i>



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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 Program	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.		PD Needed: Yes No <i>(Highlight)</i>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

OPTION: As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR, save and paste [LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE](#)>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

CURRENT YEAR GOAL 1	By the spring of 2022, students in Grade 3-4 will increase their proficiency by 10% on the English/Language Arts portion of the state assessment.			
Data Checkpoints (dates)	Sept 21, 2021	Jan 12, 2022	May 26, 2022	
Evidence at Checkpoints	NWEA Map Growth Results	NWEA Map Growth Results	NWEA Map Growth Results and ILEARN/IREAD data	
Evidence- Based Strategy 1 (must cite study)	Close Reading			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Train new staff on Close Reading procedures	August-May	Ryan Habben	ILEARN ELA Scores
Action Step 2	Provide close reading activity weekly for all students	August - May	Classroom teachers	ILEARN ELA Scores/Instructional Audit
Action Step 3				
Action Step 4				
Strategy 2 (must reference source)	Provide Tier 2 Reading Interventions to the students in the bottom 25%			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct data meetings to see which students need interventions and determine what skills they are lacking to focus on during the intervention time period. Progress monitor their growth.	August - May	Title 1 Lead Teacher, Principal, Title 1 Aides, Classroom teachers	ILEARN ELA Scores, Progress Monitoring Data, NWEA Map Growth Scores

Action Step 2	Hold training sessions and follow-up meetings to train new Title 1 interventionist	August 17 & 19	Title 1 Lead Teacher	Progress monitoring data
Action Step 3				
Action Step 4				
This Goal for Year 2	To be determined based on passing percentage of the 2021-2022 ILEARN ELA scores			
This Goal for Year 3	To be determined based on passing percentage of 2021-2022 ILEARN ELA scores.			

CURRENT YEAR GOAL 2	By the spring of 2022, students in Grade 3-4 will increase their proficiency by 10% on the math portion of the state assessment.			
Data Checkpoints (dates)	Sept 21	Jan 22	May 26	
Evidence at Checkpoints	NWEA Map Growth Results	NWEA Map Growth Results	NWEA Map Growth Results/ILEARN data	
Evidence- Based Strategy 1 (must cite study)	Number Talks			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide examples of number talking during monthly staff meetings	August-May	Principal/Title 1 Lead Teacher	ILEARN Math Results/Staff Meeting Agenda
Action Step 2	Video tape model teachers doing number talks with their classroom and present those at staff meetings	August-May	Principal/Teacher Leaders	ILEARN Math Results/ Staff Meeting Agenda
Action Step 3	Implement at least one number talk per week into your lesson plans	August-May	Classroom Teachers	Instructional Audit
Action Step 4				
Strategy 2 (must reference source)	C.U.B.E.S			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Continue to use math problem solving daily during the math instructional block	August - May	Classroom teachers	ILEARN Math Results/Instructional Audit

Action Step 2				
Action Step 3				
Action Step 4				
This Goal for Year 2	To be determined based on passing percentage of the 2021-2022 ILEARN Math scores			
This Goal for Year 3	To be determined based on passing percentage of the 2021-2022 ILEARN Math scores			

CURRENT YEAR GOAL 3	By the spring of 2022, we will decrease the amount of office referrals by 15% of the previous year.			
Data Checkpoints (dates)	Sept 21	Jan 22	May 26	
Evidence at Checkpoints	Log Entries	Log Entries	Log Entries	
Evidence- Based Strategy 1 (must cite study)	Utilize the building resiliency team to help co-regulate with students and de-escalate problem behaviors before they occur.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Train a group of individuals willing to be a part of the resiliency team on crisis co-regulation and de-escalation techniques	August-May	Ryan Habben/Katherine Parthun	Number of log entries
Action Step 2	Use classroom radios to communicate with the resiliency team if a student needs a break	August - May	Classroom teachers and Resiliency team members	Number of log entries
Action Step 3				

Action Step 4				
Strategy 2 (must reference source)	Create and utilize calm down corners in each classroom			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Using ESSR funds we will provide each teacher with the funds to purchase materials for a calm down corner in the classroom.	August-May	Ryan Habben	Number of log entries
Action Step 2	During our Conscious Discipline Book Study we will create calm down corners and learn when students should utilize them and teach them to use this safe space	August-May	Classroom teachers	Number of log entries
Action Step 3				
Action Step 4				
This Goal for Year 2	To be determined based on log entry data from the previous school year			
This Goal for Year 3	To be determined based on log entry data from the previous school year			

Professional Development Plan

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

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

Professional Development Goal 1	Provide teachers with training from Kevin Dill on PBIS and how to use those strategies in their classrooms.	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Title 1	
Evidence of Impact	Behavior Log Entries in PowerSchool	
Plan for coaching and support during the learning process: Members of the school admin team will also attend the training to assist teachers and provide additional training and support as the year goes on and new situations arise.		
How will effectiveness be sustained over time?	Title 1 Lead Teacher and Principal and train new hires.	

Professional Development Goal 2	Earhart will host a book study using the book Conscious Discipline by Becky Bailey.	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Title 1	
Evidence of Impact	Behavior Log Entries from PowerSchool.	
Plan for coaching and support during the learning process: The staff will be reading the book Conscious Discipline as a whole group and we will have meetings to discuss what is read and how to implement the strategies in the classroom. Teachers and staff will provide support to each other as part of the learning process.		
How will effectiveness be sustained over time? New staff will be given the opportunity to read the book as well. They will be trained by mentors in the building or professional trainers.		

Professional Development Goal 3	Earhart will provide training on how to host number talks during their monthly staff meetings.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title 1	
Evidence of Impact	ILEARN Math Scores, NWEA Math scores, Instructional Audit	
Plan for coaching and support during the learning process: School leaders will model number talks for teachers and also video other teacher leaders in the building hosting number talks. Resources of problems that can be used for number talks will be provided to teachers.		
How will effectiveness be sustained over time?	Title 1 Lead Teacher or Principal will train new hires as needed.	