

Approved 10.24.2024

School Name: Huntingburg Elementary School

School Number: 1590

Street Address: 501 West Sunset Drive

City: Huntingburg

Zip Code: 47542

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2023-2026

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

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Read all the way 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 designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private 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**

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 only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school’s Title I program 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 comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and 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 Sub-committee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Megan Anselment	Principal	CNA, SIP, Both	MTSS, DLI, Lighthouse/BLT, Academics, Culture, Leadership
Tracy Bagby	Assistant Principal	CNA, SIP, Both	MTSS, Lighthouse/BLT, Academics, Culture, Leadership
Tiffany Beckley	Director of Student Services, EL Coordinator	CNA, SIP, Both	MTSS, EL, DLI, SpEd, Lighthouse/BLT, Academics, Culture, Leadership/PBIS
April Susnjara	Social Worker, McKinney-Vento Liaison	CNA, SIP, Both	MTSS (SEL), PBIS, Lighthouse/BLT, Academics, Culture, Leadership
Melissa Boeglin	Director of Curriculum	CNA, SIP, Both	Curriculum Director
Claudia Gasser	Teacher, DLI KG	CNA, SIP, Both	DLI, Culture
Ryan Sparrow	Literacy Coach, K-3	CNA, SIP, Both	Academics
Peyton Popp	Teacher, DLI 1st grade	CNA, SIP, Both	Academics, DLI, Lighthouse/BLT
Kathy Tooley	Teacher, 2nd grade	CNA, SIP, Both	Lighthouse/BLT, Academics
Yvonne Zink	Teacher, 3rd grade	CNA, SIP, Both	Lighthouse/BLT, Academics
Lindsey Riehle	Teacher, 4th grade	CNA, SIP, Both	DLI, Lighthouse/BLT, Leadership/PBIS
Amanda Thompson	Teacher, 5th grade	CNA, SIP, Both	Lighthouse/BLT, Leadership/PBIS
Emily Meyer	Art Teacher	CNA, SIP, Both	Lighthouse/BLT, Culture

--- 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: Every Student, Every Day

School Vision: We all belong.
We all work hard.
We all grow.
We are HBE!

District Mission:

Southwest Dubois County School Corporation will prepare all students for a rewarding career, college readiness, and community involvement by promoting excellence, innovation, and opportunities.

School Mission:

Every Student, Every Day!

District Goals:

Provide differentiated educational programs that support individual proficiency and growth for all students in all disciplines. **By Spring of 2026, 80% of students in grades K-12 will demonstrate reading, writing, and mathematical proficiency.**

Develop multi-faceted educational leaders at all levels in the district. Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff. Professional Learning Communities will utilize data to inform, guide, and drive decision-making in the following categories: student performance, finances, programs, safe learning environments, and staffing. Provide professional development opportunities for teachers, administrators, and support staff to enhance learning for all students.

Provide a safe, high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, and engaging. Implement a comprehensive multi-tiered systems of support model that includes response to intervention, positive behavioral interventions and supports, and social-emotional learning.

Build strong relationships with students, families, and the community to increase trust and shared responsibility. Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships, and shared responsibility for student success.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [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.

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 component of reading program.	Yes No	
ELA & Reading	K-5	Wonders	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
ELA & Reading	5	StoryWorks	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Phonics	K-2	M.A. Rooney Orton Gillingham Framework	Yes No	Tier 1, 2, 3	Aligns with Science of Reading	Yes No	
Writing	K-5	Smekens Framework	Yes No	Tier 1, 2, 3	Writing framework is core component of writing instruction	Yes No	

Math	K-5	iReady Math Instruction	Yes No	Tier 1, 2, 3	Component of math program and intervention component.	Yes No	
Phonics	DLI, K-1	Estrellita	Yes No	Tier 1, 2, 3	Instructional and remedial program for Spanish-language learners.	Yes No	
Phonics	DLI, 2	Heggerty	Yes No	Tier 1, 2, 3	Instructional and remedial program for Spanish-language learners.	Yes No	
SLA	DLI, K-3	Maravillas	Yes No	Tier 1, 2, 3	Parallel language arts program for dual language program.	Yes No	
Science	K-5	Discovery Education	Yes No	Tier 1, 2, 3	Text is part of the core science program.	Yes No	
Social Studies	K-5	Scott Foresman	Yes No	Tier 1, 2, 3	Text is part of the core social studies program.	Yes No	
Social Studies	3-5	Scholastic News	Yes No	Tier 1, 2, 3	Text is part of the core social studies program.	Yes No	
Social Emotional Learning	K-5	Leader in Me	Yes No	Tier 1, 2, 3	This program is in its first year of implementation (2023-24)	Yes No	
Computer Science	K-5	PLTW	Yes No	Tier 1, 2, 3	Provides all students with STEM activities and enrichment through STEM specials.	Yes No	

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	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	

The public may view the school's curriculum in the following location(s): Shared Google drives: <https://hbe.swdubois.k12.in.us/about>

Core Element 2: Instructional Program [Required for all]

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

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

Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

For Title I schools with Schoolwide Programs only:

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

In 2023-24, HBE began implementation of M.A. Rooney Orton Gillingham framework in alignment with Science of Reading for our tier 1 and tier 2 phonics instruction K-2. Our Learning Lab periods are used for push-in and pull-out services by Title I, EL and SpEd staff to provide tier 2 and tier 3 instruction.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
ILEARN Checkpoints ELA and Math (Pilot 24-25 SY)	3-5	3 times per year	Benchmark, Com. Form., Summative, Other	Yes No	
Amplify Dibels	K-2	3 times per year	Benchmark, Com. Form., Summative, Other	Yes No	
Amplify Dibels	3 (tier 2 only)	3 times per year	Benchmark, Com. Form., Summative, Other	Yes No	
iReady Reading	3-5	3 times per year	Benchmark, Com. Form., Summative, Other	Yes No	
iReady Math	K-5	3 times per year	Benchmark, Com. Form., Summative, Other	Yes No	
Dibels Lectura	K-3 DLI	3 times per year	Benchmark, Com. Form., Summative, Other	Yes No	
iReady Spanish Reading	4 DLI	3 times per year	Benchmark, Com. Form., Summative, Other	Yes No	
iReady Math Standards Based Mastery	2-5	Quarterly	Benchmark, Com. Form., Summative, Other	Yes No	
iReady ELA SBM	2-5	Quarterly	Benchmark, Com. Form., Summative, Other	Yes No	
K-2 teacher-created quarterly CFA	K-2	Quarterly	Benchmark, Com. Form., Summative, Other	Yes No	

Avant Stamp Spanish Proficiency Assessment	2 & 5 DLI	End of year	Benchmark, Com. Form., Summative , Other	Yes	No	
WIDA ACCESS, WIDA Alternate ACCESS	K-5	Spring	Benchmark, Com. Form., Summative , Other	Yes	No	
CogAT High Ability Assessment	K, 2, selected 5	Middle of Year	Benchmark, Com. Form., Summative, Other	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	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	

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.

Teachers meet weekly during PLCs to discuss academic assessment results and develop plans to improve student achievement. In addition, the DIBELS next program, Orton-Gillingham, ILEARN Checkpoints, and iReady are utilized by staff to assess and improve student skill deficits. HBE is in year two of the IN Literacy Cadre; we have hired a full-time literacy coach who implements coaching cycles regularly with K-3 teachers. In addition, teachers identified students with “approaching proficiency” scores on ILEARN and are providing targeted instruction during Learning Labs. General education teachers support in the assessment of students and grouping to ensure student success. All teachers are supported by two UDL coaches throughout the school year.

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

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	
A plan is in place to provide in-service training in the use of technology. (train-the-trainers, UDL tools, PowerSchool, Parent Square)	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	

Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	No	
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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, Girls Who Code, etc.)
Career-focused classroom lessons (STEM)	Guest speakers
Other: Leader in Me, College Go Week	

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

Grades 6-8 only

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

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

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

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

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

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

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

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

- Enrollment (self-reporting, home language survey)
- WIDA Assessment - Reading, Writing, Speaking, Listening
- Free/Reduced Lunch Status Documentation completion

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

ENL courses, Partnership with Purdue and Project PILAR, Director of Community Engagement, Bilingual Community Family Outreach Secretary, WIDA resources training of staff, Dual Language Immersion classes/ongoing DLI training, Director of Student Services, ICTQ/Universal Design for Learning (UDL) partnership through IU, Leader in Me

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

Cultural diversity/competency training (completed September 2024), continuous Leader in Me training

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

Project-based learning, TEAM kits, Maravillas, Wonders, Reading Eggs, Scholastic News, Leader in Me, Discovery Education science curriculum

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 with unexcused absences 10% or more of the school year.

Last year (23-24): 0 Two Years Ago (22-23): 1 Three Years Ago(21-22): 3 Four Years Ago(20-21): 2

What may be contributing to the attendance trend?

Habitual truancy

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

Student attendance is tracked by our office and parents are notified when students are not in attendance. Letters are sent to families of students who have attendance issues. Parent phone calls, Home visits, Dubois County Project Attend/Truancy Court

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

Weekly attendance records, Power School, school social worker

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

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

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

Each student uses a Leadership Notebook within their classroom. In the notebook, students set and track academic goals that are individualized to their education. Students have the opportunity to share their Leadership Notebook with their families quarterly.

Family Engagement goals:

- Leader in Me - the school has identified areas of improvement from the Measurable Results Assessment (survey) and set goals accordingly
- Family Raider Reader (weekly school newsletter) is sent home in Spanish and English to notify and educate parents on current academic and social events, recognitions, and upcoming important schoolwide dates
- Parent Square is used to communicate important school information via phone and email in the family's home language
- All parents/guardians have access to PowerSchool to monitor students' attendance, grades, discipline, etc.

Annual events that occur at HBE include:

- KG/PK orientation (January/February)
- Open house (Early August)
- Title I annual meeting (August)
- New student & family welcome breakfast (monthly)
- IREAD-3 Informational Night (October/November and February)
- Parent/teacher conferences (October)
- Raider Fun Run/Fundraiser (October)
- Family Literacy Night/ DLI Showcase/IREAD-3 Retake Info Session (early April)
- Book Fairs
- Art Shows
- Grade level musicals
- Annual case conferences (Throughout the year)
- Pinada Day for families to come and create with their students (early April)

Involved Staff:

- The school social worker: Referrals to community organizations, Backpack Food, Kicks for Kids, Christmas gift assistance program, Caring for Kids
- The Bilingual Family Outreach Secretary: New Student Breakfast, Home visits, translations for ACRs, Cafe en El Parque, Fuertes Together, IU Diabetes partnership, document translations, WhatsApp management
- Bilingual Treasurer
- The Director of Community Engagement: Cafe en El Parque, Fuertes Together, Bilingual Village
- All administration & certified staff members

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

Annual parent/teacher conferences, annual case conference meetings, PTO, ParentSquare, Family Engagement Sessions, easily accessible contact information of teachers and administrators

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

Frequent communication with families of chronically absent students

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

Effective communication is attained through the availability of translators, the use of ParentSquare, and the utilization of the school social worker, EL coordinator, Director of Student Services, and Bilingual Family & Community Outreach secretary, Bilingual Treasurer.

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.

A yearly Title I parent/family meeting is conducted to allow families to gain information and ask questions regarding their child's education. The presentation is posted on the school website for families who do not attend. In addition, information on how to read student reports are sent to parents with student results to help parents understand their child's needs. School contact information is provided and parents are encouraged to ask questions regarding their child's progress. An annual family literacy night is held in conjunction with a book fair in the Spring of each year. DLI, High Ability, and Literacy-focused activities are highlighted at the event.

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

Progress reports are sent to families every four weeks and report cards are sent every nine weeks. DIBELS and iREADY reports are sent to families three times each year. Dyslexia screening results and progress reports are sent to parents each year for Kindergarten, 1st and 2nd grade students. State testing reports are also shared with families via Parent Square and mail. IREAD-3 and ILEARN results are mailed to parents once test results are released.

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

Parents are involved in the Leader in Me program, and HBE has a highly-involved PTO. Surveys on various topics are emailed to parents to allow for parent input.

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.

Southwest Dubois School Corporation utilizes ESSER, Title I, II, III, and IV funding for personnel, supplies, equipment and professional development for HBE.

Title I funds one K-3 literacy coach, a Director of Student Services, one preschool teacher, and three paraprofessionals that provide intervention strategies. The Title I funded paraprofessionals provide small group learning opportunities in reading, literacy, and math instruction. They also implement intervention instruction of Orton Gillingham with students identified with the Dyslexia Screener.

A combination of state and federal grants are used to support high ability programs, assistive technology, PLTW Launch, SIOP, Orton Gillingham,, Smekens, Leader in Me, PBIS Principles and UDL.

Title I collaborates with Title III to support professional development in best practice initiatives to meet student needs. These programs also support school family involvement activities with funding and staff involvement.

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

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.

Huntingburg Elementary houses a preschool program to help transition students to kindergarten. The preschool program uses the curriculum Building Blocks. Bridging the Gap is a team including: Preschool teachers administrators, Kindergarten teachers and local community preschool teachers meet 4 times per year to work on a smoother transition of students to school. Currently, HBE is working toward early childhood accreditation to be able to accept vouchers to be inclusive of all levels of income.

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.

Raider University was initiated in August 2022 as a mentor/induction program for new teachers. In addition, professional development days are provided every other month throughout the school year. The corporation offers competitive salary and benefit packages as well as financial incentives for obtaining a Master's Degree. Paraprofessionals who are trained in Orton-Gillingham or behavior techs receive a pay incentive. Student teachers are welcomed into Huntingburg Elementary. The high school also offers a Ed Professions course, which includes cadet teaching at Huntingburg Elementary.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Popp, Peyton	Bachelor's Degree	1st Grade DLI English Language Arts
Mattingly, Traci	Master's Degree	K-5 Physical Education
Bagby, Tracy	Master's Degrees	Assistant Principal
Bardwell, Sarah	Master's Degree	K-5 Library
Barnett, Lori	Bachelor's Degree	2nd Grade
Anselment, Megan	Master's Degree	Principal
Beckley, Tiffany	Master's Degree	Director of Student Services
Bernardo, Johanna	Pending Bachelor's Degree	4th Grade Spanish DLI and Spanish Math
Bolling, Michaela	Bachelor's Degree	KG-1 ESL Teacher
Brooks, Carmen	Master's Degree	2, 5 ESL Teacher
Dubon, Delmy	Pending Bachelor's Degree	KG DLI Spanish and Spanish Math
Goepfner, Andrea	Bachelor's Degree	3rd Grade Math, Science, Social Studies
Ferguson, Dana	Bachelor's Degree	Grade 3-5 Special Education
Gasser, Claudia	Bachelor's Degree	Kindergarten DLI
Hammond, Allie	Bachelor's Degree	1st Grade
Helming, Jasmine	Bachelor's Degree	Kindergarten
Hernandez, Claudia	Pending Bachelor's Degree	2nd Grade DLI Spanish and Spanish Math
Hochgesang, Yvonne	Master's Degree	Speech
Hurst, Sheila	Bachelor's Degree	K-5 High Ability
Kaetzl, Amy	Master's Degree	2nd DLI English Language Arts
Kappner, Stacy	Master's Degree	3rd Grade ELA

Luebbehusen, Alison	Bachelor's Degree	1st Grade
Mathies, Andrea	Bachelor's Degree	5th Grade Writing, Social Studies, Science
Metz, Stacey	Bachelor's Degree	STEM Specials
Nordhoff, Kristin	Bachelor's Degree	3-4 ESL Teacher
Nunez, Rosa	Pending Bachelor's Degree	5th Grade ELA
Nurrenbern, Wendi	Master's Degree	3rd Grade ELA
Oxley, Conner	Bachelor's Degree	1st Grade
Qualkenbush, Christina	Master's Degree	5th Grade Math, Science, Social Studies
Rasche, Ginger	Master's Degree	4th Grade ELA
Riehle, Lindsey	Bachelor's Degree	4th Grade ELA/DLI
Fetter, Gaage	Bachelor's Degree	5th Grade Math, Science, Social Studies
Schuler, Brett	Master's Degree	2nd Grade
Thompson, Amanda	Bachelor's Degree	5th Grade ELA
Tooley, Kathy	Master's Degree	2nd Grade
Schnell, Claire	Bachelor's Degree	Kindergarten
Valdes, Katlyn	Bachelor's Degree	3rd Grade Writing, Science, Social Studies
Doersam, Hannah	Bachelor's Degree	Kindergarten
Widolff, Matthew	Bachelor's Degree	4th Grade Math, Science, Social Studies
Wirthwein, Kimberly	Bachelor's Degree	K-5 Music
Zink, Yvonne	Master's Degree	3rd Grade Math, Science, Social Studies
Gil, Madeline	Bachelor's Degree	1st Grade DLI
Meyer, Emily	Bachelor's Degree	Art
Sandoval, Tabitha	Bachelor's Degree	1st Grade
Sparrow, Ryan	Bachelor's Degree	KG-3 Literacy Coach

Hildenbrand, Breann	Bachelor's Degree	Kindergarten
Williams, Taylor	Bachelor's Degree	K-1 Special Education
Andujar, Andrea	Bachelor's Degree	3rd Grade DLI Spanish Language and Spanish Math

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.

<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input checked="" type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	

<input type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>
<input type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		<input type="checkbox"/>		
<input type="checkbox"/>	Staff Attendance			<input type="checkbox"/>		

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 (Reading)

Measurable outcome met? Yes **No**

2023-2026 Goals:

By the end of the 2026 SY, 60% of 3-5 HBE students will demonstrate “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment.

Present Levels:

- At the end of the 23-24 SY, 30% of grade 3 HBE students demonstrated “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment.
- At the end of the 23-24 SY, 42% of grade 4 HBE students demonstrated “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment.
- At the end of the 23-24 SY, 42% of grade 5 HBE students demonstrated “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment.

By the end of the 2026 SY, 80% of K-2 students will demonstrate a proficient or above proficient composite score on the EOY Dibels 8th Edition assessment of early reading foundational skills.

Present Levels:

- At the end of the 23-24 SY, 65% of KG students demonstrated a proficient or above proficient composite score on the EOY Dibels 8th Edition assessment of early reading foundational skills.
- At the end of the 23-24 SY, 68% of grade 1 students demonstrated a proficient or above proficient composite score on the EOY Dibels 8th Edition assessment of early reading foundational skills.
- At the end of the 23-24 SY, 70% of grade 2 students demonstrated a proficient or above proficient composite score on the EOY Dibels 8th Edition assessment of early reading foundational skills.

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

If the goal was not met, explain why.

The goal was not met.

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

Goal 2 (Math)

Measurable outcome met? **Yes** **No**

2023-2026 Goals:

By the end of the 2026 SY, 65% of 3-5 students will demonstrate at proficiency or above proficiency on the ILEARN Math summative assessment.

Present Levels:

- At the end of the 23-24 SY, 55% of grade 3 students demonstrated at proficiency or above proficiency on the ILEARN Math summative assessment.
- At the end of the 23-24 SY, 45% of grade 4 students demonstrated at proficiency or above proficiency on the ILEARN Math summative assessment.
- At the end of the 23-24 SY, 42% grade 5 students demonstrated at proficiency or above proficiency on the ILEARN Math summative assessment.

By the end of the 2026 SY, 65% of K-2 HBE students will be proficient or above proficient in their overall math skills as assessed by EOY IREADY.

Present Levels:

- At the end of the 23-24 SY, 51% of KG students were proficient or above proficient in their overall math skills as assessed by EOY IREADY.
- At the end of the 23-24 SY, 48% of grade 1 students were proficient or above proficient in their overall math skills as assessed by EOY IREADY.
- At the end of the 23-24 SY, 42% of grade 2 students were proficient or above proficient in their overall math skills as assessed by EOY IREADY.

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

If the goal was not met, explain why. *The goal was not met.*

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

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	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<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>	<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 misbehavior resulting in suspensions and expulsions has increased.</i>	X	1	

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
By the end of the 2026 SY, 60% of 3-5 HBE students will demonstrate “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment.	Yes No	<ul style="list-style-type: none"> ● At the end of the 23-24 SY, 30% of grade 3 HBE students demonstrated “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment. ● At the end of the 23-24 SY, 42% of grade 4 HBE students demonstrated “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment. ● At the end of the 23-24 SY, 42% of grade 5 HBE students demonstrated “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment. 	<p>Grade 3 students were within 30% of achieving the school wide goal.</p> <p>Grade 4 students were within 18% of achieving the schoolwide goal.</p> <p>Grade 5 students were within 18% of achieving the schoolwide goal.</p>	X	Priority
By the end of the 2026 SY, 80% of K-2 students will demonstrate a proficient or above proficient composite score on the EOY Dibels	Yes No	<ul style="list-style-type: none"> ● At the end of the 23-24 SY, 65% of KG students demonstrated a proficient or above proficient composite score on the EOY Dibels 8th 	<p>KG students were 15% of achieving our school wide goal.</p> <p>Grade 1 students were within 12% of achieving our</p>	X	Priority

<p>8th Edition assessment of early reading foundational skills.</p>		<p>Edition assessment of early reading foundational skills.</p> <ul style="list-style-type: none"> At the end of the 23-24 SY, 68% of grade 1 students demonstrated a proficient or above proficient composite score on the EOY Dibels 8th Edition assessment of early reading foundational skills. At the end of the 23-24 SY, 70% of grade 2 students demonstrated a proficient or above proficient composite score on the EOY Dibels 8th Edition assessment of early reading foundational skills. 	<p>school wide goal.</p> <p>Grade 2 students were within 10% of achieving the school wide goal.</p>		
<p>By the end of the 2026 SY, 65% of 3-5 students will demonstrate at proficiency or above proficiency on the ILEARN Math summative assessment.</p>	<p>Yes No</p>	<ul style="list-style-type: none"> At the end of the 23-24 SY, 55% of grade 3 students demonstrated at proficiency or above proficiency on the ILEARN Math summative assessment. At the end of the 23-24 SY, 45% of grade 4 students demonstrated at proficiency or above proficiency on the ILEARN Math summative assessment. At the end of the 23-24 SY, 42% grade 5 students demonstrated at proficiency or above proficiency on the ILEARN Math summative assessment. 	<p>Grade 3 students were within 10% of achieving the schoolwide goal.</p> <p>Grade 4 students were within 20% of achieving the schoolwide goal.</p> <p>Grade 5 students were within 23% of achieving the schoolwide goal.</p>	<p>X</p>	<p>Priority</p>

By the end of the 2026 SY, 60% of K-2 HBE students will be proficient or above proficient in their overall math skills as assessed by EOY IREADY.	Yes No	<ul style="list-style-type: none"> ● At the end of the 23-24 SY, 51% of KG students were proficient or above proficient in their overall math skills as assessed by EOY IREADY. ● At the end of the 23-24 SY, 48% of grade 1 students were proficient or above proficient in their overall math skills as assessed by EOY IREADY. ● At the end of the 23-24 SY, 42% of grade 2 students were proficient or above proficient in their overall math skills as assessed by EOY IREADY. 	<p>KG students were within 9% of achieving the school wide goal.</p> <p>Grade 1 students were within 12% of achieving the school wide goal.</p> <p>Grade 2 students were within 18% of achieving the school wide goal.</p>	X	Priority
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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)
Increasing reading comprehension (nonfiction focus)	High EL numbers, large transient population, assessments given in different ways

Increase number and operation math scores	Limited foundational skills and number of students requiring additional support beyond grade level instruction, lack of focus on computation practice in math series
Need for ongoing evaluation of CFA and diagnostic data in comparison to pacing guides/academic standards	New staff, new Indiana academic standards (2023), abundance of data



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	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	Literacy Cadre - funding partial literacy coach salary
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	By the end of the 2026 SY, 60% of 3-5 HBE students will demonstrate “at proficiency” or “above proficiency” on the ILEARN Reading summative assessment.			
	By the end of the 2026 SY, 80% of K-2 students will demonstrate a proficient or above proficient composite score on the EOY Dibels 8th Edition assessment of early reading foundational skills.			
Data Checkpoints (dates)	September	December	May	
Evidence at Checkpoints	iReady, Dibels, & ILEARN Checkpoints BOY Assessment	iReady, Dibels, & ILEARN Checkpoints MOY Assessment	iReady, Dibels, & ILEARN Checkpoints EOY Assessment	
Evidence- Based Strategy 1	Science of Reading Framework & Literacy Strategies			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Small group skill reteach	September-May	classroom teachers, literacy coach, administrators, all support staff	increased accuracy in fluency and comprehension based on assessments
Action Step 2	Science of Reading staff awareness	Ongoing; monthly PLC meetings	administrators, literacy coach, classroom teachers	Pacing guides reflect the science of reading principles.
Action Step 3	Identify target students for “Name Them and Claim Them” students (bubble)	July - August	administrators, instructional coaches, classroom teachers	Increase in scores of targeted students
Action Step 4	Participating in Literacy Coaching Cycle	August - May	K-3 Literacy coach, K-3 teachers	Increase in scores of students; increase in collective efficacy and teacher credibility
Action Step 5	Learning Labs (Tier II & III Instruction): Differentiating groups by skill based on ILEARN checkpoint deficit reveals	September-May	administrators, literacy coach, Title 1 Staff, EL staff, classroom teachers, special needs	increased proficiency in ELA

Action Step 6	Learning Labs (Tier II & III Instruction): Building scope/sequence + curriculum based on ILEARN and essential skills	Ongoing	Grades 3-5 teachers; K-3 Literacy Coach, Curriculum Director	Completed scope & sequence and viable curriculum for each essential skill/standard
Action Step 7	MTSS	September-May	administrators, literacy coach, guidance, classroom teachers, special needs, co-op staff	increased accuracy in fluency and comprehension based on assessments
Action Step 8	Smekens Writing & Reading PD	2 x per year	Smekens consultant; K-5 teachers, Literacy coach, admin	increased writing skills and endurance by all K-5 students
Evidence- Based Strategy 2	Orton Gillingham (phonics instruction) M.A. Rooney: Orton Gillingham https://www.maroonefoundation.org/			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Ongoing Training/Coaching with K-2 Literacy Coach	Ongoing	K-2 Teachers, K-2 Literacy Coach, Title Assistants, SpEd staff, EL Staff	higher percentage of K-2 students improving in reading skills based on DIBELS benchmark data.
Action Step 2	Skill-based groups during Tier II/Tier III Instruction	Ongoing	K-2 Teachers, K-2 Literacy Coach, Title Assistants, SpEd staff, EL Staff	higher percentage pass rate of IREAD-3
Action Step 3				
Action Step 4				

GOAL 2	By the end of the 2026 SY, 65% of 3-5 students will demonstrate at proficiency or above proficiency on the ILEARN Math summative assessment.			
	By the end of the 2026 SY, 60% of K-2 HBE students were proficient or above proficient in their overall math skills as assessed by EOY IREAD			
Data Checkpoints (dates)	August	December	May	
Evidence at Checkpoints	IREADY BOY or ILEARN Checkpoints	IREADY MOY or ILEARN Checkpoints	IREADY EOY or ILEARN Checkpoints	
Evidence- Based Strategy 1	Targeted intervention based on diagnostic and quarterly ILEARN Checkpoint data			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier II Intervention through Learning Labs K-5	September-May	administrators, classroom teachers, instructional coach, Special needs, support staff	student proficiency as assessed by IREADY and ILEARN Checkpoints
Action Step 2	Identify skills and build curriculum/scope/ sequence for learning labs	September-May	administrators, classroom teachers, instructional coach, Special needs, EL ToRs	student proficiency as assessed by IREADY and ILEARN Checkpoints
Action Step 3	MTSS	September-May	administrators, guidance, classroom teachers ,special needs, co-op staff	student proficiency as assessed by IREADY and ILEARN Checkpoints
Action Step 4	Identify target students for “Name Them and Claim Them” students (bubble)	July - August	administrators, instructional coaches, classroom teachers	Increase in scores of targeted students
Evidence- Based Strategy 2	Building K-2 foundations of numerical reasoning - Graham Fletcher strategies: 3-Act, Image talks, etc.			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Attend Graham Fletcher Workshop - identify teachers to attend workshop	Ongoing	K-2 Math Teachers	student proficiency as assessed by CFA and IReady
Action Step 2	Teachers share knowledge and expertise through PLC and grade-level discussions	September - May (ongoing)	K-2 math teachers	aligned pacing guides, observations of strategies being implemented, student proficiency on ILEARN Checkpoints and IReady
Action Step 3	Team together to identify strategies to build number sense and fact fluency appropriate by grade level	Ongoing	Math teachers, instructional coach	Increased fluency.

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	Professional Growth Plans (all teachers) and Coaching (UDL and K-3 Literacy Coaching Cycles)	Linked SIP Goals Yes No
Possible Funding Source(s)	ICTQ Grant, School Improvement Grant, Literacy Cadre, Title I, Title II	
Evidence of Impact	<ul style="list-style-type: none"> ● Increased student scores as measured by pre- and post-assessment during K-3 Coaching Cycles ● Increased evidence of UDL strategies as measured by principal walkthrough data ● Improved classroom management and/or engagement strategies as evidenced by evaluations and teacher self-reflection on professional growth plans 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> ● Regular coaching cycles by Literacy and UDL coaches ● Annual professional growth plans - reviewed and agreed upon with teacher and admin ● Leader in Me regular training to improve culture, leadership, and academics of all staff and students ● Raider University for first-year teachers 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● Teacher professional goals will be revisited annually ● Monthly check-ins/lists with mentor teachers for first-year teachers ● Literacy Coach Role will be fully funded by Title I & General Fund; all K-3 teachers will participate in one 4-6 week cycle each year ● UDL coaches will be awarded a stipend through a Title II & General Funds; 4 new teachers will participate in annual coaching cycles each year 		

Professional Development Goal 2	Development of ELA PLCs: Grade level teams will discuss, analyze, monitor, and problem solve student success in literacy using IREADY and ILEARN Checkpoint data.	Linked SIP Goals Yes No
Possible Funding Source(s)	School Improvement Grant, Title I, Title II, Literacy Cadre	
Evidence of Impact	<ul style="list-style-type: none"> ● Increased scores by students measured by DIBELS for K-2 and increased 3-5 iREADY Reading overall scores. ● Pacing guides and curricular materials align with Indiana Academic Standards 2023 with an appropriate level of rigor 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> ● Continued support from Literacy Coach on implementation of OG and Science of Reading ● Support in the general education setting to target at-risk students and remediate by need with additional classroom support for independent literacy stations to create authentic, targeted reinforcement of previously taught skills. ● Smekens training and ongoing coaching from Smekens coach throughout the year ● “Name them and Claim them”s - targeting students who are considered “bubble” at proficiency on ILEARN and IREAD-3 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● Students will continue to be progress monitored to assess success ● PLC collaboration to monitor student progress as a grade level team and provide teacher support. 		

Professional Development Goal 3	Development of Math PLCs: Grade level teams will discuss, analyze, monitor, and problem solve student success in number and operation skills during PLC (Professional Learning communities) using IREADY diagnostic, and ILEARN Checkpoint data.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title I & II, School Improvement Grant	
Evidence of Impact	<ul style="list-style-type: none"> ● Increased scores by students math skills as assessed by IREADY and ILEARN Checkpoint data ● Pacing guides and curricular materials align with Indiana Academic Standards 2023 with an appropriate level of rigor embedded into instruction 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> ● Increased focus by staff on targeting deficit skills ● Additional targeted remediations for all students in classrooms. ● Provide more support in the classroom during learning labs for Math (number & operations skills) reteaching. ● “Name them and Claim them”s - targeting students who are considered “bubble” at proficiency on ILEARN 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● Training of new staff, admin providing protected time for teachers to collaborate and update pacing guides, professional development 		