

School Name: Fred J. Hums Elementary School

School Number: 7459

Street Address: 3208 Harrison Road

City: Mishawaka

Zip Code: 46544

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: **2022-2025**

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

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--- 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 and bold 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 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 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 and bold** 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)
Jeffrey Yohe	Principal	CNA, SIP, Both	Both
Miriam Knip	ILT Member	CNA, SIP, Both	Both
Breanna Reshan	ILT Member	CNA, SIP, Both	Both
Gabby Evangelisti	ILT Member	CNA, SIP, Both	Both
Brandy Merriman	Partners In Tech Member	CNA, SIP, Both	SIP
Ryan Mitchell	Partners In Tech Member	CNA, SIP, Both	SIP
Laura Sousley	Lighthouse Team Leader	CNA, SIP, Both	SIP
Tina Riley	Lighthouse Team Leader	CNA, SIP, Both	SIP
Chris Shaver	Lighthouse Team Leader	CNA, SIP, Both	SIP
Tracey Gradle	Lighthouse Team Leader	CNA, SIP, Both	SIP
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

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
<p>SCM K-8 Curriculum Resources</p> <p>or MHS Link Course Descriptions</p>							

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

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

- [School City of Mishawaka webpage](#)

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

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.

- Title I funds are used for Intervention Teacher(s) and Title I Intervention Assistants who provide supplemental and targeted small group and one-on-one instruction in the areas of Reading/Language Arts and Mathematics for students in grades K-6. Students most at risk of academic failure are identified based upon analysis of assessment results, teacher referral, and MTSS consultation. Title I funds are also used to provide a Social Worker who provides social and emotional support for students and families by monitoring student attendance, collaborating with community service organizations, teaching conflict resolution and social skills, and organizing parental involvement workshops and activities. For more information on School City of Mishawaka’s use of academic supports, please see the [SCM MTSS Framework](#).

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](#).

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
2024-2025 SCM Assessment Calendar					

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.	x		
The school uses assessment data to identify students for Tier II and Tier III instruction.	x		
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.		x	

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.

- **Overall Curriculum**

Curriculum is developed by the School City of Mishawaka curriculum teams of teachers led by the Curriculum & Instruction Department, based on Indiana Academic Standards. Corresponding pacing guides and curriculum maps direct the flow of instruction and adherence to academic standards. These guides and maps include references to currently adopted core instructional materials, both online and in print. Curriculum for each subject is reviewed and revised for continuous improvement driven by student performance and implementation feedback from teachers.

- **Literacy**

Students will participate in a balanced literacy framework implemented through a workshop model that includes shared reading, targeted mini-lessons, independent reading, guided reading, read-alouds, and conferring with students on a daily/weekly basis. At-Risk students will participate in Tier 2 interventions and identified students with an IEP/ILP will participate in Tier 3 interventions.

[SCM Literacy Workshop Overview](#)

[SCM Literacy Framework](#)

- **Mathematics**

Students develop mathematical reasoning, engage in discourse, and build strong mathematical habits by implementing Ready Math (K-6th grade) with fidelity using the SCM pacing guide and curriculum maps. All students will be screened and participate in Delta Math Intervention which provides online readiness screening and standard based reporting, paper based progress monitoring and tiered instructional support.

[SCM Mathematics Workshop Overview](#)

- **Social Studies**

Social studies is integrated with the ELA program to address state standards at all grade levels. K-6th graders use Scholastic News & Let's Find Out by Scholastic and Social Studies Weekly to supplement social studies into their lessons.

- **Science**

STEM curriculum currently employed at School City of Mishawaka varies by grade level bands. KG-6 students are provided PLTW modules in a STEM-based specials course and will also receive Picture STEM (Grades KG-2), Picture Perfect STEM (Grades 3-6) and Code.org (Grades KG-6). Students in Grades 7-8 at John Young Middle School receive Creative Learning System Smart Lab curricula as well as elective PLTW content, and students in Grades 7-12 have access to Project Lead the Way (PLTW) courses.

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

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

- All students are provided their own Chromebooks to be used at school and home on a daily basis in School City of Mishawaka. Programs that are utilized are: Reading Eggs, READY Math, IXL, Reading Eggspress, AMIRA
- Teachers and students have access to Vivio, Mimio boards, and interactive TVs in the classroom. All classrooms are equipped with a 70 inch television with Vivio.

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

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

Grades K-5 only

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

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

-

Grades 6-8 only

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

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

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

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

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

-

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

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	
A multi-tiered system of 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 and bolding** groups below.

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

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

- Students self-identify the listed demographic information upon entry/ enrolling into SCM Schools

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

- When students enroll or transfer into our school, their demographics are added to our student information system. We are then able to desegregate their data. Our qualifying ENL students receive weekly academic support.

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

- At the district level, guiding principles of professional development include focus, ability to be measured, and incorporation of ongoing, job-embedded support. Professional learning opportunities are offered throughout the school year. Most recently, professional development has focused on Tier 1 instruction, technology integration, and MTSS.
- At the school level, teacher and staff development priorities are identified as a direct result of data analysis. Certified staff participate in professional learning on Wednesdays, common planning times with grade-level colleagues and teacher evaluations reflect professional learning pathways.
- Continued professional learning of The Leader in Me Curriculum is implemented for K-12 students and the whole school.
- The school principal drives the creation of the school professional learning calendar to reflect the current stage of the school using the Plan-Do-Study-Act cycle of the school’s SIP. To see Battell’s schedule, go to: [SCM Wednesday Professional Learning Schedule](#).

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

- The Social Worker provides K-6 teachers with an SEL map which aligns with our current reading program.
- Teachers send home a parent questionnaire which provides them information on their child, the best way to connect with the parent.
- Staff members have participated in Leader in Me training, ACES training, School Safety Specialist training, as well as our students participating in an anti-bullying assembly provided by the D.A.R.E. officer. All fifth grade students receive D.A.R.E. lessons 1 day a week for 12 weeks in the fall. Second grade students will take part in the Survive Alive Fire Safety Course at the school.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: Two Years Ago: 65 Three Years Ago:

What may be contributing to the attendance trend?

- COVID-19 Protocols

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

- Daily tracking in Skyward (Student Information System) in all Mishawaka schools.
- Consistent daily phone calls and physical meetings
- The principal and other support staff inform and stay connected with DCS and CASIE Center related to excessive student absences throughout the school year.
- Additionally, parent letters are sent home with the concern of a student's chronic absenteeism which outline possible consequences and next steps to mediate the situation.

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

- All student absences are monitored through our SIS (Student Information System) called Skyward which stores all student and parent information, especially chronic absences.

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?

- Surveys, PTO events monthly, Monthly newsletters with information about our Leader In Me Program/important events/goals/etc

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

- Surveys

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

- Communication with parents, staff, social worker.

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

-

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.

-

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

-

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

-

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.

- School City of Mishawaka directs and coordinates all in-kind services, Federal, State, and local funds/resources to align with our district-wide improvement goals. District coordination works to ensure that all funding is utilized in a way that maximizes resources and that each program supports the needs of all Title-served schools components of the schoolwide plan.

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

- School City of Mishawaka's current Title I programming/federal funding is currently utilized solely for the purposes of personnel. The schoolwide plan includes the utilization of those personnel for intervention and enrichment services.

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.

- School City of Mishawaka supports two state-accredited PreK programs called Growing Together Preschool at LaSalle Elementary School and Beiger Elementary School. Additionally, SCM houses two Head Start programs (federally-funded preschool programs for qualifying families) at Fred J. Hums Elementary School and Liberty Elementary School.

- A PreK assessment screening is conducted in the spring to better inform individualized student supports and instruction. Further, an optional KG Warm-up Camp is offered during the summer immediately preceding a students entry into KG (three weeks in the summer leading up to the start of kindergarten) offered to students qualifying based on the data/results from the assessment screening.
- Open House and other outreach/engagement opportunities are offered to students and parents throughout the school year.

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

- The hiring and retention of high quality teachers is one of the highest priorities at School City of Mishawaka.
 - Recruitment- School City of Mishawaka posts teacher openings on-line.The corporation participates annually in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education’s website and with universities across the state. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.
 - Selection- Teachers are interviewed by a team composed of SCM principals and district administrators. There is collaboration amongst the interviewing team. SCM teachers are hired based on skill, knowledge and certification.
 - Induction- School City of Mishawaka provides a welcome and initial training for newly employed staff. During this, procedural matters (e.g. payroll, benefits, etc) are explained. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, access to school beyond the school day, etc.). New teachers have some embedded mentors with their grade level partner. Each grade level has built in collaboration time that also serves as an informal time for mentoring of new teachers.
 - Retention- Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff. The principal intentionally cultivates and maintains a positive school culture, centered on these factors. Examples of celebrations and recognitions include: corporation teacher-of-the-year recognition; recognition of staff for program development and awarded grants before the school board, and celebrations for an individual and/or group accomplishments during staff meetings.

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
COMING SOON		

SECTION B: Needs Assessment

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

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments		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		Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training		Performance Gap Data		Performance Gap Data
	Common Formative Assessments		Service Delivery Model	<input checked="" type="checkbox"/>	Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	<input checked="" type="checkbox"/>	Approved Testing Accommodations		Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
<input checked="" type="checkbox"/>	Common Formative Assessments		Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report		
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments		
<input checked="" 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 checked="" type="checkbox"/>	Staff Attendance	Be sure there is no personally identifiable information for students in any/all linked/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

Measurable outcome met? Yes **No**

- By May 2023, Hums K students will achieve 80% mastery on the designated assessment for comprehension (Setting, Main Character, Main Event), 1st grade students will achieve 80% mastery on the designated assessment for comprehension (Setting, Main Character Description, Beg/Midd/End, and Problem/solution) , 2nd grade students will achieve 80% mastery on the designated assessment for comprehension (Setting changes, Internal/external character traits, Beg/Mid/end, Problem/solution on teacher designated assessments. 3rd - 6th grade students will achieve a 1.5 point growth as measured on the HMH Growth measure.

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.

- We made progress towards reaching our goal. The goal was possibly too broad and we would like to break it down and focus on reading comprehension which we feel encompasses all the important aspects of reading

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

Goal 2

Measurable outcome met? Yes **No**

- By May 2023 Hums students will meet the following goals: a. 60% of K-2 students will be at mid/late grade level in the number and operations domain on IREADY. b. 70% of 3rd-5th graders will be proficient in the geometry/measurement domain on ILEARN. c. 3rd-6th graders will be proficient in 60% of the standards in the Algebraic Thinking Domain on the ILEARN assessment..

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

- As a school we met our goal and will continue to work in the number sense area. However, we noticed our scores dropped tremendously in the areas of Geometry and Algebraic Reasoning and will put more focus into these areas.

If the goal was not met, explain why.

-

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

Goal 3

Measurable outcome met? **Yes** No

- By May 2023 Hums students will achieve a 90% attendance rate of being in school

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

- We will continue to use our process that led to success in 2022-2023. We will follow SCM attendance measures and follow up with families who potentially could at risk of chronic absenteeism.

If the goal was not met, explain why.

- =

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 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 column.

GAP ANALYSIS

EXAMPLE

<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 misbehavior resulting in suspensions and expulsions has increased.</i></p>	<p>X</p>	<p>1</p>
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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
80% of K-2 students will be at or above grade level on their end of the year Amira Assessment.). Increase our Grade Level Equivalency in reading on our HMM Growth Measure for all 3-6 students using their Grade Level Equivalency score	YES	After reviewing our data and speaking with our staff our students are struggling	Through conversation and reflection we noticed that all 3rd-6th grade levels performed below grade level equivalency on their HMM Growth Measure (Beginning of the Year) which correlates with observation data that our students are struggling in comprehension. Our goal is to increase the average GLE on the end of the year HMM by 1.5 which is a year and half growth in reading comprehension	x	High Priority
Hums students will meet the following goal: 70% of the students at Hums will be at mid or above grade level in all four domains on their IREADY assessment. .	YES	Last year we noticed a slight improvement in Geometry specifically	While we didn't find any consistent patterns in data we would like to make a significant jump in all domains as assessed on IREADY and ILEARN.	x	High Priority

Increase Attendance Rate to 90%	YES	We had our highest amount of students in the Chronic Absence Category in 2021-22. Two years ago we had 40 students with chronic absenteeism and in 21-22 it increased to 65 students	Our attendance rate was in the 80% range and we would like to improve our attendance rate to 90%	x	High 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)
Students are struggling in reading comprehension. We	<i>Students are not responding enough with what they are reading. Basic knowledge of fluency is strong but stamina in reading comprehension is a struggle.</i>
Students achievement in geometry and measurement was low	<i>Focus on this part of curriculum would occur at end of math mapping</i>
Maintain a positive attendance rate as measured in full day attendance	<i>There is still a significant number of students who missed more than 10 days of school in the 22-23 school year.</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).
4. 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.
5. 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.
6. 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	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	<u>Implementation Roadmap</u>
GOAL 2	
GOAL 3	
Data Checkpoints (dates)	
Evidence at Checkpoints	
Evidence- Based Strategy 1	
Strategy Action Steps	
Action Step 1	
Action Step 2	
Action Step 3	
Action Step 4	
Evidence- Based Strategy 2	
Strategy Action Steps	
Action Step 1	
Action Step 2	
Action Step 3	

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 Goals

[SIP Implementation Plan](#) and [Professional Learning Calendar](#)

Linked SIP Goals
Yes No