

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Handley Elementary School
Local Education Agency Name	LaPorte Community School Corporation
School Year	2020-2021

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Pamela Upp	Building Administration	Principal
Kelly Hardwicke	Building Administration	Assistant Principal
Jessica Ford	Staff	Special Education Teacher
Adam Binkley	Staff	Special Education Teacher
Amy Lestinsky	Staff	Title 1 Teacher
Sarah Pistorio	Staff	Counselor
Danielle Spiess	Staff	Teacher - Kindergarten
Jamie Tobar	Staff	Teacher - 1st grade
Nikki Pedretti	Staff	Teacher - 2nd grade
Sarah Ebersole	Staff	Teacher - 3rd grade
Taylor Mayes	Staff	Teacher - 4th grade
Christine Frank	Staff	Teacher - Physical Education

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

Committee's Domain of Study: Special Education Achievement Growth		
Name	Stakeholder Group(s)	Role(s)
Pamela Upp	Building Administrator	Principal
Kelly Hardwicke	Building Administrator	Asst. Principal
Mary Cigan	Teacher	Guaranteed and Viable Curriculum Domain Chair
Jessica Ford	Teacher	Mild Disabilities Teacher
Adam Binkley	Teacher	ED Teacher

Aubrey Archer	Teacher	Speech Language Pathologist
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II. Develop a vision of excellence

Vision of Excellence

The vision of Handley Elementary School is to be recognized by the state as a leading learning organization focused on equipping all learners with skills to make them contributing and productive citizens. A safe, orderly environment where students grow academically, behaviorally, socially and emotionally is provided. State testing requirements and the scores are only one measurements we use to gauge instructional effectiveness and student growth. We are devoted to engaging students in counseling and character building programs with an emphasis on critical life skills including, but not limited to, growth mindset, perseverance, resiliency, responsibility, respect, and honesty. Parents and community stakeholders are invested in the growth of the students as future employees that contribute to our community's growth and development.

❖ Measures for Success

What we say in our mission	Sources of data and evidence
Guaranteed and viable curriculum for all learners	<ul style="list-style-type: none"> ❖ State assessment (iLearn and IREAD3) achievement and growth data (2018-19 due to pandemic) ❖ NWEA achievement and growth data ❖ State standards ❖ Curriculum maps ❖ Focused instructional groups for differentiation
Safe, orderly environment	<ul style="list-style-type: none"> ❖ Procedures and processes for daily routines ❖ Daily hallway greeting message ❖ Peace Place in every classroom ❖ Safety radios ❖ Teachers CPI trained ❖ Safety Plan in place and practiced ❖ Building security cameras ❖ Locked doors with intercom for entrance to building

	<ul style="list-style-type: none"> ❖ Raptor for visitors ❖ ID to identify visitors have checked in ❖ Discipline/bus referrals ❖ Suspensions ❖ Student survey
Character development	<ul style="list-style-type: none"> ❖ C.L.A.S.S. training ❖ 2nd Steps Curriculum ❖ Handley Huddle ❖ Monthly Lifeline Focus ❖ Leader in Me ❖ Guys with Ties ❖ Ambassador program
Parent and community engagement	<ul style="list-style-type: none"> ❖ Monthly family engagement events ❖ Monthly PTO meetings ❖ Principal and Teacher newsletters ❖ Remind app ❖ CPR training for parents and community ❖ Self-Defense class for parents and teachers ❖ Facility rental for outside organizations to meet ❖ Parent-Teacher Conferences ❖ Title I meeting ❖ Field trips to local businesses - fire station, Lubeznik Center, Pioneer Land, Symphony, etc
Contributing and Productive citizens	<ul style="list-style-type: none"> ❖ Attendance/tardies ❖ Classroom participation ❖ Work ethic ❖ Tracking academic and leadership accomplishments at the LP Intermediate School and LP Middle School ❖ Tracking of graduation rate for former students ❖ Career interest survey



III. Create a school profile

School Profile
<p>Handley Elementary School is located on Tenth and “E” Street in the small town of LaPorte, Indiana. Handley is the fifth largest of eight elementary schools in a community of about 22,000 citizens. The student enrollment at Handley is close to 400 students. Handley School serves kindergarten through 4th grade classes. There are three sections of each grade. The students receive weekly instruction/opportunities in art, music, physical education, counseling, library and Project Lead the Way. Specialized instructional support personnel include a behavior consultant, art therapy, Swanson Center services, speech and language therapist, ENL tutor, Title I teacher, Literacy Coach, and two Title I assistants. A school nurse is provided two days per week and a health assistant the other three days. Occupational and physical therapy services are provided. The office staff consists of the principal, assistant principal and school secretary-treasurer. The student population includes students with learning disabilities for whom Handley is their home school as well as students identified with an emotional disability. The Mild Disabilities class has one certified teacher and one instructional assistant. The ED program services students from the entire Co-Op. There are two classrooms: one class is K-2 and has one certified teacher and two instructional assistants. The other class has students in 3rd and 4th grade with one certified teacher and two instructional assistants. The student population also includes several students identified as mildly mentally handicapped, autistic, and other health impaired. The racial-ethnicity breakdown was as follows: 73.5% Caucasian, 15.4% Hispanic, 8.5% Multi-Racial, 2.1% African American, and .5% Asian. Class size at Handley ranges from 17-24 students. 29.3% of the students are paid meals while 70.7% receive free lunch. Approximately twenty-five percent of the student population changes each school year. With the focus on creating a positive environment with a focus on social emotional learning and recognizing good attendance, Handley has a high rate of attendance.</p>
Vision
<p>Handley will be recognized among Indiana’s highest achieving corporations by ensuring that all students reach their maximum academic proficiency and growth potential, working in partnership with parents and the community to become productive and responsible citizens with employability skills to make them successful in a competitive global world.</p>
Mission Statement
<p>The mission of Handley Elementary School is for students to LEARN TODAY TO EXCEL TOMORROW.</p>
Core Beliefs or Core Values
<p>Handley Elementary School BELIEVES...</p> <ul style="list-style-type: none">❖ All children can learn and be successful at their level.❖ Active parenting is important for student success.

- ❖ Home-school communication is important for student success.
- ❖ We believe in active community involvement.
- ❖ We believe in a child-oriented environment.
- ❖ We believe accountability for student achievement is critical.
- ❖ We believe that cultural diversity is an asset that is to be valued and respected.
- ❖ We believe Handley School is a safe and nurturing environment.
- ❖ We believe Handley School staff shares responsibility and cares for all students.

Student Demographics

Student demographics can be found at this link:

<https://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=4773>

Staff Demographics

The staff at Handley Elementary School consists of twenty-five licensed teachers. Their years of experience range from 2nd year teachers to thirty years of experience. All teachers are homogeneous in race and ethnicity. There is a certified nurse that is in the building two days per week. There are five instructional classroom assistants and five special education classroom assistants.

Student Behavior

Creating a positive, safe and secure learning environment is a priority at Handley Elementary School. School procedures and processes are communicated to students and parents. Procedures are posted for students as well as practiced and reviewed in a variety of settings. Positive recognition programs are in place to support students that are doing the right thing and treating people right. Every classroom has a “peace place” in the classroom that students can use to self-regulate. A school counselor presents weekly lessons to every class and is available for individual or small group counseling sessions. Parents/Guardians are provided a student handbook with procedures and guidelines. Important safety updates are shared via teacher and school newsletter. Home-school communication is critical. Email, phone and a variety of apps are used by all teachers to communicate student situations to parents. Behavior plans are in place for students needing Tier 2 or Tier 3 support for modifying behaviors.

Office referrals are used for repeated behaviors or more serious situations. The principal and assistant principal uses discussion and reflective sheets for students to reflect on their actions and how they impacted their success as well as others. Whenever possible, restorative practices are used.

The Safety Team along with other teachers are trained in CPI - Crisis Prevention Institute. This is a nonviolent crisis intervention training designed to teach best practices for deescalating and managing difficult situations and disruptive behaviors. All staff is trained in seclusion and restraint processes and requirements.

Classroom teachers, the physical education teacher, and the school counselor work closely to provide ongoing guidance lessons that incorporate corresponding health curriculum

objectives. Topics, such as resisting drugs and violence, personal goal setting, body safety and physical wellness are addressed with students.

All doors of the school are locked and admittance to the school requires recognition by school personnel. Upon entry, visitors are required to register at the office and wear a name tag while moving throughout the building. School and corporation personnel wear identification tags while in the building.

Student Academic Outcomes

Student academic outcomes focus on proficiency as well as growth. The vision is for all students to show growth in order to achieve their full potential. Common formative classroom assessments are used as well as NWEA and Ready Math assessments. PLC time is used to monitor the data from these student outcomes and develop strategies to meet the needs of all students. During the previous year, student outcomes related to broader school-wide goals related to academic growth and achievement.

- 1) Beginning in 2019, student achievement and growth in the area of Reading/English Language Arts will increase in each of the next three years.**
- 2) Beginning in 2019, student achievement and growth in the area Math will increase over the next three years.**

Summary of Current School Improvement Strategies

Continuous school improvement is assured through the administrator and teachers' devotion to meeting the rigor of Indiana's Academic Standards and use of continuous improvement tools and strategies such as the Say It, Play It, Relay It, Weight It model of instruction and Specific, Measurable, Attainable, Results-oriented, and Timely (SMART) goals. Each teacher has written a SMART goal for Reading/ELA and math student improvement as well as a professional goal that will contribute to teacher growth that will improve instruction. School improvement strategies focus on data derived from the previous year's student performance data. Current school improvement strategies are:

- ❖ Horizontal and vertical weekly grade level meetings to review data and curricular strategies
- ❖ Staff meetings
- ❖ School Improvement team meetings
- ❖ Monthly grade level meetings with Corporation Instructional Coaches
- ❖ Professional Development focused on collaborative teacher strategies.
- ❖ Utilization of professional research and articles on school improvement strategies
- ❖ C.L.A.S.S. training sessions with an instructional coach
- ❖ PLC Collaboration
- ❖ Engaging community stakeholders in training for parents, grandparents, and others involved in caring for the students
- ❖ Survey for parents to learn areas of most need for them

- ❖ Survey for teachers regarding professional development needs for school improvement
- ❖ Continue focused literacy groups based on specific skills and need at all grade levels.
- ❖ Continue using the Three-Tier Framework for Reading instruction.
- ❖ Organize meaningful curriculum in the areas of Reading and Language Arts using research based strategies – multiple intelligences, brain-compatibility, flexible grouping.
- ❖ Design lesson plans and student performance activities connected to the state/common core standards.
- ❖ Identify students not successful with specific critical indicators and provide immediate remediation.
- ❖ Identify students mastering specific critical indicators and provide enriching activities for them.
- ❖ Use technology to remediate, enrich, and enhance the curriculum.
- ❖ Apply differentiation of instruction to meet the needs of all students.
- ❖ Teachers use the same terminology as is used on the ILEARN test.
- ❖ Continue the use of the RTI model to address the needs of students at risk.

Summary of Core Curricula

The Handley Elementary School Curriculum is tied to the curriculum for the LaPorte Community School Corporation. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at Handley School have organized the state standards into a meaningful, conceptually designed framework called Curriculum Maps. Each teaching team has developed an integrated year-long plan that includes various topics of study connected to state standards and demonstrates how various subject areas can be connected into meaningful curriculum. Teachers provide remediation and enrichment of the curriculum through differentiated learning opportunities and flexible grouping. Copies of the curriculum for Handley Elementary School are available in the school office and in the district office at 1921 “A” St., LaPorte, IN.

Summary of Formative and Summative Assessments

Handley students participate in a variety of common formative and summative assessments. See the table below to identify tests administered at each grade level.

We utilize both math and reading assessments in order to best determine students’ strengths and needs. This allows us to identify which students may be at risk for failure so that we can target necessary interventions for success. The tests are administered periodically throughout the year in order to continuously progress monitor performance and growth. This also allows us to monitor progress toward meeting the standards that will be on the state assessment (ILearn and IREAD3). In addition to achievement, growth is an important aspect. State mandated test results, teacher-made tests, textbook tests, and other computer generated

tests, are also used to drive instruction and to identify needs for differentiation of learning. Informal writing assessments are administered at grades K-4. These provide important information regarding student needs in the area of written language and development.

ASSESSMENT	K	1	2	3	4
IREAD3				X	
ILearn				X	X
NWEA	X	X	X	X	X
Ready Math	X	X	X	X	X
Dyslexia screening	X	X	X		
Informal writing assessment	X	X	X	X	X

Summary of Academic Intervention and Enrichment Programs

The staff at Handley Elementary School believe all students should show growth in their learning no matter what their beginning performance level is. This entails meeting the diverse learning levels and needs of all students through a comprehensive multi-tiered system of support (MTSS). Tier 1 instruction is differentiated by classroom teachers, taking into consideration state standards, curriculum, the process by which students will learn the curriculum, and the outcomes (products) expected of students. When Tier I strategies do not meet the academic needs of students, classroom teachers collaborate with one another and additional specialized instructional support personnel. The need for remedial and advanced instruction is determined by continuously monitoring student performance data. Using criteria set forth by the MTSS plan, Tier 2, and more extensive Tier 3 supports are provided for students as necessary. Examples of supports offered at these levels include, but are not limited to, small group instruction, Focused Instructional Groups, Title1 instruction, flexible grouping, high ability clustering, ENL services and special education services.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Handley School has several programs in place which contribute to the success of the students. One such program is a mentoring program. This program uses an instructional strategy that combines the latest research on effective educational practices and technology

into a proven language arts mentoring program. The Title I teacher matches students with business and community volunteer mentors who work to strengthen students' reading, writing, vocabulary development, study skills, and higher order thinking skills. Mentors provide role models of successful people who motivate, support, and provide individual student attention. In addition, teachers utilize flexible grouping in order to differentiate instruction and meet the needs of all students. We also believe that good role models and emotional development are important. We have partnered with the Youth Service Bureau to provide an adult mentor to come in and eat lunch with a student and spend time together talking.

In addition to the intervention and enrichment programs noted above, Handley Elementary School provides a range of schoolwide programs to foster the academic and social/emotional growth of all students. The counselor provides instruction to small groups on social skills. These groups focus on making decisions that lead to better relationships and outcomes. She leads a program called GUYS WITH TIES. This is for a group of boys that are lacking male role models in their lives. They are taught manners, respect, and interact with members of the community that serve as male role models. FIT (Focused Instructional Time) groups are an important part of the daily schedule at Handley. Title I staff pushes into the classes to provide small group instruction with a focus on remediation and enrichment. After school programs offered include: the Girls on the Run, a nonprofit, positive youth development program with a focus on physical activity for girls in 3rd-8th grade that helps participants recognize their power and potential through lessons focusing on personal development, team work and contribution to their communities; Robotics Club which incorporates science, technology, engineering, and math concepts; Brain Busters which allows students to focus on a variety of problem-solving puzzles and activities; Ukelele Club which provides an opportunity for students to express themselves through the arts; Kindergarten Countdown which is offered prior to the beginning of school for incoming kindergarten students who do not have preschool experience or who demonstrate a lack of school readiness skills; preschool to develop skills in 4 year olds to prepare them for future academic success. Other programs for students in grades 4 include basketball, ringtoss, and track.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Hiring and retaining a high quality staff is a priority for the LaPorte Community School Corporation as a whole. A strategic approach is taken to the recruitment, selection, induction, and retention of teachers.

RECRUITMENT: The corporation is located in close proximity to several colleges. The corporation collaborates with the universities to have the schools support student teachers. This helps improve the recruitment as these teachers have experience with programs and initiatives of the specific school as well as corporation. The HR director attends recruitment fairs at universities throughout the state. A competitive starting salary is offered in order to attract the most qualified teachers.

SELECTION:

Open positions are posted on the corporation webpage. This is an easy to use format that allows candidates to find details about open positions and outlines the process for applying for the positions. Principals at each school are given the autonomy to select applicants for the interview process. An interview team is selected by the administrator. The team may include teachers, support personnel, parent and/or community members. Once a candidate is selected, the administrator is required to check references and complete a Reference Check Form. In addition, a comprehensive background check is conducted before the candidate can be approved by the School Board.

INDUCTION: Prior to the beginning of the school year, two days of training are provided for the new teachers. This serves as a welcome as well as initial training. Topics such as payroll, insurance benefits, technology, etc. are explained. A welcome luncheon sponsored by community groups is provided in honor of the new hires. Each new hire receives a welcome bag with supplies and coupons to local businesses that sponsored the luncheon. An assistant superintendent hosts a NEW TEACHER ACADEMY which requires new teachers to meet monthly. Guest presenters share information about the initiatives of the corporation and the group provides support to one another. A mentor is provided for every new teacher. This mentor supports the new teacher regarding instructional practices as well as provides information regarding the logistics of the building and the corporation. The instructional coaches meet two times per month with all new staff to go over any curriculum, technology, or other logistical procedures or questions.

RETENTION: Creating a positive climate and culture at the building level is key in retention. There are opportunities to celebrate successes and recognize teachers throughout the year. The principal recognizes teachers as well as students by giving SHOUT OUTS to recognize effort and caring. At a personal level, birthdays are recognized with a card and treat. The Social Committee purchases treats and monthly birthdays are celebrated at a staff meeting. In addition, the Social Committee sponsors events for teachers to encourage collegial relationships. There is a corporation-wide recognition dinner to honor those that have dedicated years of service to the corporation.

Summary of Teacher and Staff Professional Learning Opportunities

Handley Elementary School has a Professional Development Team that keeps track of all professional development throughout the year. Teacher and staff development priorities are identified as a result of data gathered from a teacher survey. The professional development is focused on corporation and building initiatives as well as any new adopted curriculum. Most recently Handley School has focused efforts on training in the following areas: Smekens, Ready math, Dyslexia training, and Pearson reading. The focus is on instruction in the pyramid of tiers and MTSS.

A corporation-wide grant was received in order to focus on social/emotional support, student behavior, and cultural competency. The counseling curriculum was adopted for the counselors grades K-5 that allows for alignment and a scope and sequence that covers the

state standards. Much professional development is being provided to guarantee effective use of the program.

Below are some of the Professional Development focuses specifically for Handley Elementary School.

- ❖ C.L.A.S.S. - All staff members are offered C.L.A.S.S. training opportunities with the C.L.A.S.S. coach.
- ❖ All staff members have technology training for effective use.
- ❖ The IDOE presents webinars available to teachers on-line.
- ❖ Smekens webinars and training by Instructional Coaches
- ❖ Differentiation and High Ability training.
- ❖ Staff meetings provide opportunities to share ideas and effective strategies as they relate to specific concerns.
- ❖ AGENT training
- ❖ Testing Security Training
- ❖ Opportunities for professional development provided by outside organizations are available.

Summary of Teacher and Staff Coaching and Evaluation Model

As noted above, hiring and retaining a high quality staff is a priority for the LaPorte Community School Corporation. A priority for Handley Elementary School is to encourage teachers to continuously refine and improve their professional practice in order to grow professionally. This comes about through a careful self-reflection by each teacher, collaboration between the principal and each teacher, and on-going coaching support by the instructional coach. Simultaneously, teachers work collaboratively in horizontal and vertical teams to identify schoolwide priorities based on student performance data. Together, these create priorities from which individual and school-wide goals are developed. Teachers create three quarterly SMART goals. Two of the goals are academic based on NWEA data. The other is a professional goal focused on helping them grow professionally.

The evaluation model used is the state approved corporation teacher rubric. Each teacher is evaluated two times throughout the year -- once each semester. In addition to the corporation rubric, each teacher is provided with critical areas of focus specific to Handley School. This includes the following: posting, stating and discussing the objective of the lesson, differentiation, grouping, questioning strategies, a model of instruction (Say it! Play it! Relay it! Weigh it!), and closure. The principal and teacher collaborate following every evaluation to discuss the score and set goals for improvement.

Summary of Key Family and Community Engagement Strategies

Handley's School Improvement Team is vital in studying the needs of the students, parents, and staff and creating an action plan to implement strategies and activities for improvement. One focus for the group is Family and Community Engagement as research shows that a positive home-school relationship is important in school success. Communication is an important factor in the success of this team. There is communication between home and school, the Parent-Teacher Organization, and staff. The School Improvement Team gathers input from parents and staff regarding needs and communicates strategies for addressing the needs. Some steps in this process are as follows:

The school website which includes timely information (e.g. school calendar, scheduled events, and the monthly breakfast/lunch menus) and references to specific information, such as the Family/Student Handbook, teacher webpages, staff contact information, and programs (e.g. High Ability, Title I);

Family/Student Handbook which is distributed in print form to all families at the beginning of the year or upon enrollment;

Text reminders of important events, such as parent-teacher conferences, and text alerts when emergencies and/or school delays/cancellations occur;

Personal telephone contacts (telephone calls and email) by staff to discuss students' successes and matters of concern regarding students' academic progress and/or behavior;

Parent-Teacher Conferences, which are held in the fall for all students and as necessary throughout the year to discuss student academic concerns, state testing results, and summer school enrollment;

Progress reports, which are distributed every nine weeks, with interim reports distributed each mid-term;

Monthly newsletter that is posted on the school website and printed for each student to take home;

Apps (Remind or Class Dojo) which are used by all staff to keep parents updated via electronic messages,

Facebook which includes posts regarding important upcoming events as well as highlights and spotlights students' accomplishments and upcoming events.

Current family activities include:

Annual parent meetings, held in the fall and as needed throughout the year;

Monthly PTO meetings,

Family Book Fair,

PTO and Teacher co-sponsored monthly events - examples include Family Playground Night, Neon Glo Dance, Spooktacular Bingo, Science Night, Cookies and Canvas

Grandparents and Special Friends Day - a day for special guests to tour the school

Veterans Day Program - veterans are honored by students with cookies and coffee and a school-wide sing-a-long in their honor

Winter Music Program - presented by a different grade level each year

List of Community Partnerships

Partnering with community stakeholders is an important component of Handley Elementary School's Vision of Excellence. The staff believes that a continuous, collaborative relationship enables the school and community stakeholders is vital for understanding the needs and demands in the school, community, and workforce. Additionally, local agency support is critical to meet the needs of families and students who find themselves with personal struggles.

The Salvation Army provides weekend food bags to our families in need of additional food on the weekends.

Dunebrook provides the Body Safety program to all grade levels and serves as a resource for our families outside of school.

Youth Service Bureau provides the Kids on the Block program to our second grade students. The Swanson Center provides individual counseling, at school, for several of our students in need.

Many Local Churches make clothing donations to our students.

The Door Village Lions Club annually donates picture books to our first grade students and dictionaries to our third grade students. When additional funds are available, they also make a monetary donation for school supplies.

LaPorte Jaycees hold an annual shopping tour in December. Schools in our corporation and surrounding corporations in our county nominate children in need of winter holiday gifts and supplies. These students are taken shopping by a local volunteer using the Jaycees funds.

LaPorte Hospital conducts the Lil' Fish Club and Lil' Guppies Club for our fourth grade and second grade students, focusing on healthy habits.

The Healthcare Foundation of LaPorte has provided numerous grant opportunities for our district.

Department of Family and Child Services works closely with our schools to ensure the physical and emotional safety of our students.

Individual businesses and industries: Individuals of local businesses and industries participate and sponsor school wide events (e.g. Fun Run and the Kingsbury Kindness Campaign).

IV. Identify focus areas

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

Note: Adjust the table as needed.

Description of the Gaps Identified between the Vision of Excellence and School Profile

Upon close study and comparison of Handley's Vision of Excellence and School Profile, there are specific areas where there are significant gaps. The most obvious area is in the academic achievement and growth of all students. This gap was evident in state testing results on both the IREAD3 and ILearn assessment. This gap was particularly evident in the breakdown for our special education students.

Description of Focus Area 1 - English Language Arts & Reading

ENGLISH LANGUAGE ARTS & READING

The results from the ILearn assessment showed a decrease in the percentage of students passing in grades 3, 4, and 5. Grades 3 and 5 were below the state average while grade 4 results were 5 percentage points over the state average.

Description of Focus Area 2 - Math

MATH

The results from the ILearn assessment showed a decrease in math percentages from the previous year for all grades except 4th. Grades 3 and 5 were below the state average while grade 4 was exactly in line with the state average.

Description of Focus Area 3 - Special Education

SPECIAL EDUCATION

The vision of excellence indicates that "Handley Elementary School is to be recognized by the state as a leading learning organization focused on equipping **ALL** learners with skills to make them contributing and productive citizens." The CNA team noted that there is a large gap between the percentage of non-special education students at or above proficiency as compared to the number of special education students at or above proficiency. This large gap was noted in both ELA and Math and across all grade levels. Students identified as special education face unique challenges that contribute to a lower percentage of students being at proficiency. However, with a focus on teaching strategies and setting goals for basic/prerequisite skills, these students can show growth and begin to close the gap. Due to the change from ISTEP to ILearn, growth data is not provided between 2017-18 and 2018-19. Due to schools being closed by the state due to COVID19, state testing did not take place during the 2019-20 school year. The emphasis for Focus Area 3 will be on growth and showing progress in closing the gap between non-SPED and SPED peers.

V. Collect additional data on focus areas

**Several data sources were previously considered when completing CNA phase 4 (e.g. classroom observations & teacher surveys). However, as part of completing CNA phase 5 additional data was collected by conducting teacher and student focus groups.*

Additional Data Sources Collected
<i>Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.</i>
Additional Data Collected for Focus Area 1 - English Language Arts & Reading
No additional data was collected.
Provide links to the additional data and/or key takeaways from data collected for this focus area: N/A
Additional Data Collected for Focus Area 2 - Math
No additional data was collected.
Provide links to the additional data and/or key takeaways from data collected for this focus area: N/A
Additional Data Collected for Focus Area 3 - Special Education
No additional data was collected.
Provide links to the additional data and/or key takeaways from data collected for this focus area: N/A

VI. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes		
Focus Area 1 - English Language Arts & Reading		
<p>Conclusions from data quality check for Focus Area 1:</p> <p>The CNA team....</p> <ul style="list-style-type: none"> ❖ feels the data collected and utilized (ILEARN) to inform focus area 1 is adequate. ❖ has concluded that a focus on the identification of critical standards as identified by the DOE is necessary. ❖ believes an intentional focus on and use of the ILearn Blueprints will help to focus on key concepts and gaps in the area of ELA. ❖ feels use of the Score Report by Standard will provide teachers with a focus of instruction. ❖ believes a curriculum map will help guide instruction and cyclical review of critical skills and standards. ❖ wants teachers to use NWEA data as a formative assessment to identify students that are predicted not to pass or borderline. These students should work in small, focus groups as an opportunity for Tier 2 instruction. 		
<p>Updated description of Focus Area 1 (based on additional data collected during phase five of the CNA process):</p> <p>No additional data was collected during phase five of the CNA process.</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>Specific areas of need were identified as follows:</p> <p><u>Grade 3:</u></p> <ol style="list-style-type: none"> 1) Key ideas and Textual Support/Vocabulary 2) Writing 	<ul style="list-style-type: none"> ❖ Critical standards are not being met. ❖ Vocabulary development is not a focus for all grade levels. 	<ul style="list-style-type: none"> ❖ The use of common vocabulary has not been implemented. ❖ A focus on root words and affixes has not been implemented. ❖ Curriculum maps

<p><u>Grade 4:</u></p> <ol style="list-style-type: none"> 1) Key ideas and Textual Support/Vocabulary 2) Structural Elements and Organization/Connection of Ideas/Media Literacy 	<ul style="list-style-type: none"> ❖ Basic comprehension skills must be a focus - ex. Main idea, details, ❖ Language conventions and editing skills need to be a part of the curriculum. 	<p>identifying critical standards are not completed.</p> <ul style="list-style-type: none"> ❖ A focus on critical standards and use of the Blueprints is needed.
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Focus Area 2 - Math

Conclusions from data quality check for Focus Area 2:

The CNA team....

- ❖ feels the data collected and utilized (ILEARN) to inform focus area 2 is adequate.
- ❖ has concluded that a focus on the identification of critical standards as identified by the DOE is necessary.
- ❖ believes an intentional focus on and use of the ILearn Blueprints will help to focus on key concepts and gaps in the area of Math.
- ❖ feels use of the Score Report by Standard will provide teachers with a focus of instruction.
- ❖ believes a curriculum map will help guide instruction and cyclical review of critical skills and standards.
- ❖ wants teachers to use NWEA data as a formative assessment to identify students that are predicted not to pass or are borderline. These students should work in small, focus groups as an opportunity for Tier 2 instruction.

Updated description of Focus Area 2 (based on additional data collected during phase five of the CNA process):

No additional data was collected during phase five of the CNA process.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
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<p>Specific areas of need were identified as follows:</p> <p><u>Grade 3:</u></p> <ol style="list-style-type: none"> 1) Geometry and 	<ul style="list-style-type: none"> ❖ Teachers are not aligning instruction to state standards. ❖ Teachers are not 	<ul style="list-style-type: none"> ❖ Curriculum maps identifying state standards and critical standards are not
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<p style="text-align: center;">Measurement</p> <p><u>Grade 4:</u></p> <ol style="list-style-type: none"> 1) Algebraic Thinking 2) Computation 	<p>meeting the rigor required by the standards.</p> <ul style="list-style-type: none"> ❖ Students are not being provided hands-on opportunities to examine geometrical shapes ❖ Exposure to real world project based learning opportunities is not occurring. ❖ A focus on critical standards with cyclical review is not taking place. ❖ Blueprints are not being utilized to identify areas of focus. 	<p>complete.</p> <ul style="list-style-type: none"> ❖ Teachers are not familiar with the vertical alignment of standards. ❖ A solid understanding of how to implement project based learning is not understood by teachers or being implemented. ❖ Time to analyze blueprints and identify critical standards is limited. ❖ There is a lack of standards-based instruction specifically for those standards identified as critical. ❖ Classroom observations revealed that the depth of knowledge and rigor for math content skills and standards were lacking. ❖ A focus on critical standards and use of ILearn blueprints were not used by all grade levels.
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Focus Area 3 - Special Education

Conclusions from data quality check for Focus Area 3:

- The CNA team feels the data collected and utilized to inform focus area 3 is adequate.
- Desired additional data sources to take into account for next year:
 - Testing environment
 - Individual student preferences for testing (eg - time of day, classroom, etc)
 - Provision of breaks during testing

Updated description of Focus Area 3 (based on additional data collected during phase five of the CNA process):

No additional data was collected during phase five of the CNA process.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
<p>Special Education students at or above proficiency were significantly lower than non-special education students. See data below:</p> <p><u>Grade 3:</u> % of students at/above proficiency ELA: Non-Sped: 43% Sped: 17% Math: Non-Sped: 48% Sped: 28%</p> <p><u>Grade 4:</u> % of students at/above proficiency ELA: Non-Sped: 51% Sped: 24% Math: Non-Sped: 54% Sped: 24%</p> <p><u>Grade 5:</u> % of students at/above proficiency ELA: Non-Sped: 43% Sped: 17% Math: Non-Sped: 34% Sped: 13%</p>	<ul style="list-style-type: none"> ❖ SPED students are working anywhere from 1 - 4 years below grade level. ❖ Students are testing in a classroom different from their instruction. This interferes with episodic memory. ❖ Students would benefit from sensory and brain breaks during testing due to their disability. ❖ Individual student preferences and strengths should be considered when creating the testing schedule. 	<ul style="list-style-type: none"> ❖ Some of the students have learning disabilities. ❖ Some of the students have emotional disabilities. ❖ Available space and time for testing is limited. ❖ Adults must read nonverbal cues from students and anticipate how to best meet their needs ❖ Curriculum that better meets the needs of students with disabilities is not used. ❖ Social and emotional state of many of the students is deregulated.

School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Pamela Upp	Building Administration	Principal
Kelly Hardwicke	Building Administration	Assistant Principal
Jessica Ford	Staff	Special Education Teacher
Adam Binkley	Staff	Special Education Teacher
Amy Lestinsky	Staff	Title 1 Teacher
Sarah Pistorio	Staff	Counselor
Danielle Spiess	Staff	Teacher - Kindergarten
Jamie Tobar	Staff	Teacher - 1st grade
Nikki Pedretti	Staff	Teacher - 2nd grade
Sarah Ebersole	Staff	Teacher - 3rd grade
Taylor Mayes	Staff	Teacher - 4th grade
Christine Frank	Staff	Teacher - Physical Education

Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.

Committee's Focus: ELA/Math		
Name	Stakeholder Group(s)	Role(s)
Pamela Upp	Building Administrator	Principal
Kelly Hardwicke	Building Administrator	Asst. Principal
Mary Cigan	Teacher	Guaranteed and Viable Curriculum Domain Chair
Jessica Ford	Staff	Special Education Teacher

Adam Binkley	Staff	Special Education Teacher
Amy Lestinsky	Staff	Title 1 Teacher
Sarah Pistorio	Staff	Counselor

Committee's Focus: Special Education		
Name	Stakeholder Group(s)	Role(s)
Pamela Upp	Building Administrator	Principal
Kelly Hardwicke	Building Administrator	Asst. Principal
Mary Cigan	Teacher	Guaranteed and Viable Curriculum Domain Chair

II. Review focus areas, key findings, and root causes

If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.

If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1 - English Language Arts and Reading	
Description of Focus Area 1: ENGLISH LANGUAGE ARTS & READING The results from the ILearn assessment showed a decrease in the percentage of students passing in grades 3, 4, and 5. Grades 3 and 5 were below the state average while grade 4 results were 5 percentage points over the state average.	
Modified Description of Focus Area 1: (LEAVE BLANK)	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
Specific areas of need were identified as follows: <u>Grade 3:</u> <ol style="list-style-type: none"> 1) Key ideas and Textual Support/Vocabulary 2) Writing <u>Grade 4:</u> <ol style="list-style-type: none"> 1) Key ideas and Textual Support/Vocabulary 2) Structural Elements and Organization/Connection of Ideas/Media Literacy 	<ul style="list-style-type: none"> ❖ The use of common vocabulary has not been implemented. ❖ A focus on root words and affixes has not been implemented. ❖ Curriculum maps identifying critical standards are not completed. ❖ High rigor and expectations are not a priority in all classes. ❖ Practice writing prompts are not being completed on a monthly basis. ❖ A focus on critical standards and use of the Blueprints is needed.
Modified description of key findings for Focus Area 1 based on the SIP	Modified root causes for key findings based on the SIP development team's discussion

development team's discussion	

Review of Focus Area 2 - Math

Description of Focus Area 2:

MATH

The results from the ILearn assessment showed a decrease in math percentages from the previous year for all grades except 4th. Grades 3 and 5 were below the state average while grade 4 was exactly in line with the state average.

Modified Description of Focus Area 2:

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
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Specific areas of need were identified as follows:

Grade 3:
1) Geometry and Measurement

Grade 4:
1) Algebraic Thinking
2) Computation

Grade 5:
1) Algebraic Thinking
2) Computation

- ❖ Curriculum maps identifying state standards and critical standards are not complete.
- ❖ Teachers are not familiar with the vertical alignment of standards.
- ❖ A solid understanding of how to implement project based learning is understood by teachers.
- ❖ Time to analyze blue prints and identify critical standards is limited
- ❖ There is a lack of standards-based instruction specifically as those standards identified as critical.
- ❖ Classroom observations revealed that the depth of knowledge and rigor for math content skills and standards was lacking.
- ❖ A focus on critical standards and use of ILearn blueprints were not used by all grade levels.

Modified description of key findings for Focus Area 2 based on the SIP development team's discussion

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Review of Focus Area 3 - Special Education

Description of Focus Area 3:

SPECIAL EDUCATION

The vision of excellence indicates that “Handley Elementary School is to be recognized by the state as a leading learning organization focused on equipping **ALL** learners with skills to make them contributing and productive citizens.” The CNA team noted that there is a large gap between the percentage of non-special education students at or above proficiency as compared to the number of special education students at or above proficiency. This large gap was noted in both ELA and Math and across all grade levels. Students identified as special education face unique challenges that contribute to a lower percentage of students being at proficiency. However, with a focus on teaching strategies and setting goals for basic/prerequisite skills, these students can show growth and begin to close the gap. Due to the change from ISTEP to ILearn, growth data is not provided between 2017-18 and 2018-19. Due to Covid19, the ILearn assessment was not completed during the 2019-20 school year. The emphasis for Focus Area 3 will need to be on growth and showing progress in closing the gap between non-SPED and SPED peers.

Modified Description of Focus Area 3:

Description of key findings for Focus Area 3 (strength or area for growth)

Root causes for key findings from Focus Area 3

Special Education students at or above proficiency were significantly lower than non-special education students. See data below:

Grade 3:

% of students at/above proficiency

ELA:

Non-Sped: 43%

Sped: 17%

Math:

Non-Sped: 48%

Sped: 28%

Grade 4:

% of students at/above proficiency

ELA:

Non-Sped: 51%

Sped: 24%

- ❖ Some of the students have learning disabilities.
- ❖ Some of the students have emotional disabilities.
- ❖ Available space and time for testing are limited.
- ❖ Adults must read nonverbal cues from students and anticipate how to best meet their needs.

<p>Math: Non-Sped: 54% Sped: 24%</p> <p><u>Grade 5:</u> % of students at/above proficiency ELA: Non-Sped: 43% Sped: 17% Math: Non-Sped: 34% Sped: 13%</p>	
<p>Modified description of key findings for Focus Area 3 based on the SIP development team's discussion</p>	

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none"> 1. How will the school maintain a safe and disciplined learning environment for students and teachers? 2. How will the school ensure clear expectations are communicated to students? 3. How will the school create an environment in which there is genuine respect for students and a belief in their capability? 4. How will the school utilize a multi-pronged approach including early intervention and a positive culture and climate to create a safe learning environment?
<p>Every school in the LaPorte Community School Corporation has developed a crisis plan. Handley Elementary School has a plan that is specific to our needs and building design. These plans detail actions to be taken in emergencies and were developed collaboratively by a safety team of staff members. Professional development sessions are held for all staff to</p>

advise them of the plan. Each staff member at Handley Elementary School has a blue binder with a copy of the complete Crisis Plan. These binders are kept in an accessible place and shared with substitute teachers. A copy of each building plan is located in the district and building office.

Our building has a Safety Team. The Safety Team is trained through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Evacuation plans for students are developed and practiced for safe evacuation from Handley Elementary School. Handley Elementary School has been equipped with an Automated External Defibrillator (AED). This life-saving device is located outside of the gym. All staff are trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device. The building plan is a part of the corporation safety plan which is updated yearly or as needed.

Every adult in our building is required to have an ID, their door key, and a radio for communication on them at all times during the school day. Teachers/staff who need to leave the building during the school day must sign out or inform the office that they are leaving the grounds. The building plan includes emergency instructions for a disaster plan of communication with team leaders for each building; a plan for serious injury/trauma; suicide plan; evacuation plans for the student body (including the disabled); flood preparedness; lockdown procedures; procedures to address mass student disturbances, outside disturbances, and hostage situations; chemical spills; bomb threats (all secretaries are trained on proper telephone technique if this happens, including a form to complete with all pertinent information); explosion (in the building or the nearby surrounding area which may affect our building; gunfire/shooting; and national disasters. The office area is equipped with an emergency button. Upon this button being activated, 911 is automatically notified and emergency personnel are immediately dispatched to the school. Hickory Elementary school conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); earthquake drills (two a year; one per semester); severe weather drills (two a year); and lockdown drills.

Handley Elementary School is proactive in safety matters. Students are well-prepared in safety management.

A "Back on Track" document has been created and communicated with staff and parents. It is shared electronically on the Handley School website.

Handley Elementary School administrators continually review and update the plan to ensure continuous improvement.

Handley Elementary School was built in 2018. We have advanced safety features that include:

- *outside and inside surveillance cameras
- *well lit parking lots before and after school
- *intercom system with cameras
- *double entry which requires all visitors to go through office before entering the building
- *specialized room design for our emotionally disabled students

Gap Analysis: Safe Learning Environment		
How will the school's plan for fostering a safe learning environment also help the school address its focus areas?		In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.</i>		For Focus Area 1: School safety drills can take time away from classroom instruction.
For Focus Area 2: <i>A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.</i>		For Focus Area 2: School safety drills take time away from classroom instruction.
For Focus Area 3: <i>A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.</i>		For Focus Area 3: *School safety drills take time away from classroom instruction. *Special needs students are sometimes dis-regulated by loud noises and changes in their routine

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;

- A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
- A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Curriculum Maps

Curriculum maps are available in the office at Handley Elementary School. All teachers are encouraged to utilize the IDOE web based resources made available. The Indiana Curriculum Guides/Standards drive instruction and are the basis for the curriculum maps. With the shift to the ILearn assessment, there was an emphasis on utilizing the IDOE resources for educators.

Language Arts

LaPorte Community School Corporation adopted the comprehensive Pearson MyView Literacy program for grades K-8. Best practice strategies are woven into the literacy practices of MyView Literacy, which includes whole group mini lessons, guided reading and small group instruction, independent and collaborative student activities, reading and writing workshop/centers, and thematically connected text. The program also includes assessment and intervention pieces.

All LPCSC students in grades K - 2 are screened for dyslexia. Students that meet the criteria are provided Tier 2 instruction that is focused on their specific needs. Students are progress monitored throughout the year and reevaluated at the end of the school year.

LaPorte Community School Corporation also adopted the reading and writing strategies of Smekens Education, which include the Six Traits of Writing. Smekens Education Solutions, Inc. is a leading provider of staff development and professional resources to K-12 schools in the Midwest and beyond. Specializing in the areas of reading and writing, the training teams show teachers how to apply research-based literacy strategies in ways that are practical and effective. Teachers across the corporation have had numerous professional development opportunities to learn Smekens strategies and create curriculum maps to assist with implementation.

All students in kindergarten through 4th grade, participate in at least a 90 minute reading block. Intervention and enrichment are provided for all students during literacy groups. Literacy intervention is multi-tiered and continues to evolve in an attempt to keep pace with the changing literacy needs of our students. Curriculum adopted to support our literacy interventions include Kendore training, Leveled Literacy Instruction, Exact Path (K-2), Study Island (3-4), and Success Maker. Literacy groups for struggling readers give these students a "double dose" of reading instruction. Literacy groups will provide additional time for guided reading in a small group setting. Instruction is based on an individual student's fluent reading level. Fast Forward and Reading Assistant have been adopted in our special education curriculum to meet the needs of our special education students that are below level by at least two grade levels.

Title I funded programming in the Kindergarten through 4th grade is provided at Handley Elementary School. Title I reading intervention for students occurs in small groups. The Title I staff utilizes a combination of push in and pull out to provide intervention and enrichment support. Books and parent involvement materials are sent home throughout the year.

Mathematics

Ready Math is the adopted math curriculum for kindergarten through fourth grade. Ready Math includes an online component, iReady, that differentiates instruction and practice to meet the needs of individual students. Students are expected to complete 45 minutes of work on iReady each week to utilize the program with fidelity. Teachers supplement instruction of specific math standards from the curriculum map with various resources and manipulatives.

Exat Path (K-2), Study Island (3-4), IXL and Aleks math are utilized as resources to supplement the curriculum and give students specific instruction on skills for either remediation or enrichment.

Intervention and enrichment are provided for all students during math groups. Math intervention is multi-tiered and continues to evolve in an attempt to keep pace with the changing needs of our students and college and career ready standards. Curriculum adopted to support our math interventions include Aleks math, IXL, Exact Path (K-2), and Study Island (3-4). Math groups for struggling students give them a “double dose” of math instruction. Math groups provide additional time for focused math instruction in a small group setting.

Social Studies

LaPorte Community School Corporation adopted the Pearson My World social studies curriculum for grades K-4. Social studies is integrated with the ELA program to address state standards and local benchmarks in grades K-3. In grade 4, students receive regular instruction in social studies. Supplemental resources are utilized by K-4th grade.

Science

LaPorte Community School Corporation adopted the McGraw Hill Inspire Science curriculum for grades K-4. Science is integrated with the ELA program to address state standards for grades K-3. In grade 4, students received regular instruction in science. Supplemental resources are utilized by K-4th grade.

Project Lead the Way is a STEM program that has been added to meet the Computer Science standards for grades K-4 throughout the corporation. This project-based instruction is provided once each week for each class and is focused on the scientific inquiry and design processes using hands-on, research-based strategies.

Counseling:

Our district has adopted the Second Step counseling program for grades K-4 to address the social/emotional needs of our students as well as provide academic support for students. This program provides classroom, building, and corporation-wide strategies and lessons that focus on four key areas: Skills for Learning, Empathy, Emotion Management, and Problem Solving. Small group interventions are provided by the counselor based on teacher, parent, or principal recommendation as needed.

Gap Analysis: Curriculum	
How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Curricular resources provide a foundation for tiered supports and interventions.</p> <p>SEL standards and the adoption of the Second Steps Curriculum provides students and teachers with strategies to develop coping mechanisms so that students can better focus on English Language Arts and Reading skills.</p>	<p>For Focus Area 1: The adopted curriculum in English/Language Arts does not follow the corporation curriculum guides; therefore, teachers must carefully map out the curriculum based on the standards to be taught, supplementing as necessary, and spiraling instruction as needed.</p>
<p>For Focus Area 2: Curricular resources provide a foundation for tiered supports and interventions.</p> <p>SEL standards and the adoption of the Second Steps Curriculum provides students and teachers with strategies to develop coping mechanisms so that students can better focus on English Language Arts and Reading skills.</p>	<p>For Focus Area 2: *Current mathematics curriculum does not address math facts fluency to the extent needed, nor does it spiral the instruction. Teachers must use supplemental materials to ensure that students revisit and practice skills and strategies. *Curriculum guides do not address level of rigor/DOK *Curriculum guides do not provide teachers with effective resources and/or instructional strategies</p>
<p>For Focus Area 3: Curricular resources provide a foundation for tiered supports and interventions using best practices.</p> <p>SEL standards and the adoption of the Second Steps Curriculum provides students and teachers with strategies to develop coping mechanisms so that students can better focus on English Language Arts and Reading skills.</p>	<p>For Focus Area 3: *In some instances, special education students are pulled out from the general education classroom setting causing them to miss grade level instruction and other learning opportunities. *Special education students more commonly have medical or emotional needs than the non-special education students. *Exposure to grade level curricular resources is more limited as the special education students are functioning 1-4 years below grade level and have a modified curriculum.</p>

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school's interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

District Wide Assessments:

ILEARN assessments measure the academic performance of students in Language Arts, Mathematics, and Science/Social Studies. In addition to individual student data, ILEARN student results are used as primary performance indicators for continuous school improvement.

WIDA is a district-wide assessment for English Language Learners that provides a measure of students' English competency.

ISTAR is an individual student assessment administered by staff members who work directly with eligible special education students.

IAM: Indiana's Alternate Measure (I AM) measures student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and high school.

NWEA is a K-12 interim assessment that measures growth, projects proficiency on high-stakes tests, and informs educators on student needs to more effectively differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.

Formative Assessments:

NWEA is a K-12 interim assessment that measures growth, projects proficiency on high-stakes tests, and informs educators on student needs to more effectively differentiate instruction, evaluate programs, and structure curriculum. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired

and what they're ready to learn.

iReady is a computer-based math program that can be used at school or home. It is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning.

Exact Path includes K-12 assessment-driven math, reading, and language arts instruction that is focused on understanding where students are academically, identifying strengths and weaknesses for each student. The student is assigned a "path" for practice of skills based on their specific needs.

Study Island combines rigorous content that is highly customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement. The teacher assigns areas of specific need for individual students.

Accelerated Reader (AR) is a computer-based reading program that is individualized for students. Students choose books that are of interest and at their reading level to read and test on through AR. As students test on books that they have read, the program tracks their percentage of accuracy, the average book level, and the scores that students have received on each test/book. Teachers use this information to guide their instruction for individuals or groups of students.

Gap Analysis: Assessment	
How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>Summative and interim assessments provide yearly and quarterly data that can be used to inform and guide instruction.</i>	For Focus Area 1: *Formative and summative assessments and the resulting data are dependent on student effort and focus. *Formative and summative assessments take away from instructional time. *Summative assessment data is not timely.
For Focus Area 2: <i>Summative and interim assessments provide yearly and quarterly data that can be used to inform and guide instruction.</i>	For Focus Area 2: *Formative and summative assessments and the resulting data are dependent on student effort and focus. *Formative and summative assessments take away from instructional time. *Summative assessment data is not timely.
For Focus Area 3:	For Focus Area 3:

<p><i>Summative and interim assessments provide yearly and quarterly data that can be used to inform and guide instruction.</i></p>	<p>*Formative and summative assessments and the resulting data are dependent on student effort and focus. *Formative and summative assessments take away from instructional time. *Summative assessment data is not timely.</p>
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Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use instructional strategies and response strategies that actively engage and meet student learning needs, appealing to visual, kinesthetic, and auditory learners.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.
- Teachers use a mini-lesson and small group instruction model for both English/Language Arts and Math that differentiates instruction to meet the needs of average, higher, and lower ability students.
- Teachers implement the Second Steps curriculum into their daily morning meetings, discipline, and routines.

Gap Analysis: Instruction

<p>How will the school’s plan for instruction also help the school address its focus areas?</p>	<p>In what ways does the school’s plan for instruction <i>not</i> help the school address its focus areas?</p>
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For Focus Area 1: <i>Implementation of a variety of learning styles, instructional strategies, student engagement, checks for understanding and student self-assessment improves instruction.</i>	For Focus Area 1: Some of what we say we want to do instructionally is not being implemented, monitored, and/or measured with fidelity.
For Focus Area 2: <i>Implementation of a variety of learning styles, instructional strategies, student engagement, checks for understanding and student self-assessment improves instruction.</i>	For Focus Area 2: Some of what we say we want to do instructionally is not being implemented, monitored, and/or measured with fidelity.
For Focus Area 3: <i>Implementation of a variety of learning styles, instructional strategies, student engagement, checks for understanding and student self-assessment improves instruction.</i>	For Focus Area 3: -Doing more of the same is not effective for the special education population. -Some of what we say we want to do instructionally is not being implemented, monitored, and/or measured with fidelity.

Description of Core Component: Cultural Competency
<p>1. Provide an overview of the school’s cultural competency strategies, including, but not limited to:</p> <ul style="list-style-type: none"> ● A description of the school’s methods for improving the cultural competency of the school’s teachers, administrators, staff, parents, and students; ● A description of how teachers and staff will learn about students’ cultures; ● A description of how teachers and staff will utilize resources in the students’ communities; ● A description of the school’s methods for increasing educational opportunities and educational performance for each student subgroup; and ● A description of the areas in which additional professional development is necessary to increase cultural competency in the school’s educational environment.
<p>Handley Elementary staff has identified the racial, ethnic, language minority, exceptional learning and social economic subgroups. Based on Handley’s student population, our focus areas are:</p> <ul style="list-style-type: none"> •Free/reduced lunch students •Hispanic students •Special education students <p>Strategies for improving student achievement for each identified subgroup include:</p> <p>*C.L.A.S.S. training regarding the IDOE Social Emotional Learning Competencies</p>

- *Staff will read articles pertinent to targeted subgroups to provide awareness of appropriate strategies.
- *Professional development on Adverse Childhood Experiences and Trauma Informed Instruction
- *Staff members are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet the needs of Handley’s identified subgroups.
- *Professional development regarding best practice strategies that are effective with the focus area populations.
- *The English Language Learner instructor provides small group instruction for identified learners.
- *PLC time is used to research and implement best practices for the identified subgroups.
- *English Classes are offered to parents and families in the LaPorte Community School Corporation.
- *Mario Rosa serves as a liaison for Hispanic families.
- Response to Intervention Tiered Approach to Instruction.

Gap Analysis: Cultural Competency

How will the school’s cultural competency plan also help the school address its focus areas?	In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Implementation of best practices will aid in meeting the individual needs of all learners.	For Focus Area 1: *Some of what we say we want to do instructionally is not being implemented, monitored, and/or measured with fidelity. *Lower expectations of a student in a subgroup could limit his/her opportunities. *Being pulled out from the classroom for ELL or SPED services can limit grade level experiences.
For Focus Area 2: Implementation of best practices will aid in meeting the individual needs of all learners.	For Focus Area 2: *Some of what we say we want to do instructionally is not being implemented, monitored, and/or measured with fidelity. *Lower expectations of a student in a subgroup could limit his/her opportunities. *Being pulled out from the classroom for ELL or SPED services can limit grade level experiences.
For Focus Area 3: Implementation of best practices will aid in meeting the individual needs of all learners.	For Focus Area 3: *Some of what we say we want to do instructionally is not being implemented, monitored, and/or measured with fidelity.

	<p>*Lower expectations of a student in a subgroup could limit his/her opportunities.</p> <p>*Being pulled out from the classroom for ELL or SPED services can limit grade level experiences.</p>
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Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Currently, parents are invited to the school to participate in the Title I annual meeting, open house activities, and student-led parent-teacher conferences, which are held each fall. Parents are required to sign the School-Parent Compact explaining the Title I services. Monthly parent and family engagement activities are held. These are organized and sponsored collaboratively between the teachers and the Parent Teacher Organization. Some examples include Family Playground Night, Neon Glo Dance, Spooktacular Bingo, Cookies and Canvas, etc.

In August, teachers send a welcome letter to all his/her students. They share personal information with the parents to make a home-school connection and make parents feel comfortable about the person their child will be spending the school year with. The letter is warm and welcoming and shares important information about Open House and opportunities to volunteer in the classroom.

In addition to the monthly engagement activities, parents are encouraged to attend various academic and fine arts events. Examples are the spelling bee, music programs, Veterans Day program, etc.

Information is sent to parents to encourage the use of *Skyward* family access to keep updated on important school and corporation news and to be involved in their students' academic progress, attendance and behavior.

Parents of special education students are encouraged to attend annual case conferences. They are free to call a meeting any time there is a need to address a change in the IEP or

other concern.

Parents are also encouraged to join our Parent Teacher Organization (PTO). The PTO sponsors several events throughout the year including fundraisers, dances, arts and crafts, fun fair, etc.

The PTO supports the school's fundraising projects and other school related activities. During the annual Open House night activity, parents are invited to communicate with the classroom teacher/school via telephone, notes, or email. All Handley teachers use an app (Remind or Class Dojo) that makes quick communication easy for both teachers and parents.

Parent conferences are conducted in October, with individual conferences held throughout the year as requested by either the teachers or the parents.

Parent signatures are required on some of the following documents that are included in the school registration packet or in other school distributed materials. The signed forms are retained on file in the school office.

- Parent Handbook
- Parent Compact
- Emergency Form
- Acceptable Use Policy for Technology

Teachers send home a weekly or monthly newsletter. The principal sends home a monthly newsletter. Facebook is used to keep parents updated on important upcoming events as well as to highlight students and events at the school

Each August, parents are invited to attend the annual Title 1 Program parent meeting and Meet The Teacher night. An overview of the Title 1 Program is presented, and parents are given opportunities to pose questions.

Parents have the ability to access *Skyward* to monitor homework, assignments and grades. Passwords and instructions to use *Skyward* are available in the office. Teachers will enter upcoming assignments and assessments on a weekly basis.

Skylert is used for communication of important events or school emergencies. The program allows a message to be sent via text and/or phone.

Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?

In what ways does the school's family engagement plan *not* help the school address its focus areas?

For Focus Area 1:
The family engagement plan encourages parents to be active participants in their child's educational experience.

For Focus Area 1:
*Academic strategies and positive ways to support their child educationally are not part of the family engagement nights.

	*The plan does not guarantee the involvement of ALL families
For Focus Area 2: The family engagement plan encourages parents to be active participants in their child's educational experience.	For Focus Area 2: *Academic strategies and positive ways to support their child educationally are not part of the family engagement nights. *The plan does not guarantee the involvement of ALL families
For Focus Area 3: The family engagement plan encourages parents to be active participants in their child's educational experience.	For Focus Area 3: *Academic strategies and positive ways to support their child educationally are not part of the family engagement nights. *The plan does not guarantee the involvement of ALL families

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

There is a district technology plan in place that includes a major effort in staff development. There are two technology specialists who are available to go out and work with teachers in the buildings. In addition to providing planned professional development, they are on call as needed. Each building has a teacher assigned to an extracurricular position to assist with trouble-shooting. Every classroom has a teacher's workstation, a class set of Chromebooks, a Chromebook assigned to each teacher, and a BenQ interactive board.

eLearning days allow for professional development for staff and to allow for make-up days due to weather. These eLearning days include an extension of instruction from the classroom.

Students are also using Accelerated Reader, Exact Path, Study Island, NWEA, and iReady Math (online student assessment programs) to assess student learning. Technology instruction has been ongoing during staff meetings and staff development to teach staff new software and strategies to enhance instruction. In terms of specific preparation and use:

- Several teachers have participated in voluntary corporation workshops
- Teachers participate in building and corporation in-service as needed, including training with NWEA, Skyward, Google and Google Classroom, and iReady Math
- Each teacher and student has been assigned a Google account to utilize Google Drive, Gmail, and Google Classroom
- Technology is incorporated into daily lessons and students' projects
- Special Education paperwork is web based
- Report Cards are computer based
- All classroom and school newsletters are computer generated

- Kindergarten – Fourth Grades use NWEA to assess student mastery on State Standards
- Kindergarten – Second Grades use Exact Path to assess student mastery on state standards.
- Third – Fourth Grades use Study Island to guide instruction on State Standards
- Kindergarten – Fourth Grades use Accelerated Reader used to assess students' reading comprehension
- Kindergarten – Fourth grades use iReady Math weekly to differentiate instruction and assess student mastery on State Standards for math
- The use of BenQ interactive boards enhance classroom instruction and make the curriculum more hands on for the students
- Gradebook and attendance is kept online for parent access
- Web Links to educational sites have been created and placed on the school web site to enhance student learning at home
- Students and teachers use spreadsheets to input student data to help progress monitor student achievement.
- A school Facebook page and website are used to communicate with parents and community members
- eLearning Parent Nights assist parents with helping their student navigate and turn in assignments in Google Classroom
- Students practice typing 45 minutes each week.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <ul style="list-style-type: none"> -Technology increases the opportunities to vary classroom instruction and student engagement. -Technology offers opportunities for tier supports and remediation. 	<p>For Focus Area 1:</p> <ul style="list-style-type: none"> *The plan does not address support for teachers who are not proficient at using and teaching with technology. *Increased screen time has proven to contribute to other physical and behavior conditions *Technology interruptions occur affecting instruction and plans.
<p>For Focus Area 2:</p> <ul style="list-style-type: none"> -Technology increases the opportunities to vary classroom instruction and student engagement. -Technology offers opportunities for tier supports and remediation. 	<p>For Focus Area 2:</p> <ul style="list-style-type: none"> *The plan does not address support for teachers who are not proficient at using and teaching with technology. *Increased screen time has proven to contribute to other physical and behavior conditions *Technology interruptions occur affecting instruction and plans.

<p>For Focus Area 3: -Technology increases the opportunities to vary classroom instruction and student engagement. -Technology offers opportunities for tier supports and remediation.</p>	<p>For Focus Area 3: *The plan does not address support for teachers who are not proficient at using and teaching with technology. *Increased screen time has proven to contribute to other physical and behavior conditions *Technology interruptions occur affecting instruction and plans.</p>

Description of Core Component: Transition to Elementary School (for elementary schools only)

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school assist preschool students with the transition to elementary school?

Handley Elementary currently has a preschool program housed in the building. It is a half-day program with a morning and afternoon class. Preschool students in the Handley district are offered the opportunity to attend a free preschool program in the same building in which they will transition to for kindergarten. The students participate in the same activities as the K-4 students. They have the opportunity to participate in school spirit days, family engagement nights, and receive all communication that is sent home with K-4 students.

Children enrolling in Kindergarten are invited to visit Kindergarten rooms prior to school starting to help with their transition to school. During Kindergarten Round-Up, parents and students are given information about the upcoming school year and learn about required immunizations and other school procedures. Kindergarten teachers have the opportunity to work with students prior to the start of the school year to get a feel for the behavior and academic needs of students.

A summer program called Kindergarten Countdown for students that do not have preschool experience is offered to students and families. This is a program that helps familiarize and prepare the students for the types of activities and expectations that take place at school.

Gap Analysis: Transition to Elementary School

How will the school’s transition to elementary school support also help the school address its focus areas?	In what ways does the school’s transition to elementary school support <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: The transition to elementary school support helps to ensure students begin kindergarten ready to learn.</p>	<p>For Focus Area 1: Some families do not enroll their child during the Kindergarten Round Up and do not have some of the opportunities listed above.</p>
<p>For Focus Area 2: The transition to elementary school support helps to ensure students begin kindergarten ready to learn.</p>	<p>For Focus Area 2: Some families do not enroll their child during the Kindergarten Round Up and do not have some of the opportunities listed above.</p>
<p>For Focus Area 3:</p>	<p>For Focus Area 3:</p>

The transition to elementary supports ensures the necessary skills are learned to adapt to new and changing environments.

Some families do not enroll their child during the Kindergarten Round Up and do not have some of the opportunities listed above.

Description of Core Component: High School Graduation Supports (for High Schools only)

Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

N/A

Gap Analysis: High School Graduation Supports

How will the school’s graduation support also help the school address its focus areas?	In what ways does the school’s graduation support <i>not</i> help the school address its focus areas?
For Focus Area 1: N/A	For Focus Area 1: N/A
For Focus Area 2: N/A	For Focus Area 2: N/A
For Focus Area 3: N/A	For Focus Area 3: N/A

IV. Select evidence-based interventions that address the school’s focus areas

Evidence-Based Interventions for Focus Area 1 - English Language Arts and Reading

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Curriculum - curricular resources provide a foundation for tiered supports and interventions
- Assessment- summative and formative assessments provide yearly and quarterly data that

can be used to inform instruction

-Instruction - A desire among staff to use learning objectives, multiple instructional strategies, a variety of learning styles, and frequent checks for understanding can be leveraged to improve instruction.

-Technology offers opportunities to tier supports and remediation

-Safe Learning Environment - A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

- ❖ The use of common vocabulary has not been implemented.
- ❖ Practice writing prompts are not being completed on a monthly basis.
- ❖ A focus on critical standards and use of the Blueprints is needed.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence Based Intervention→Smekens Education, Inc Reading and Writing Strategies

In order to improve our proficiency in the English/Language Arts standards identified in the ILEARN and NWEA testing data, Handley teachers will receive further professional development through Smekens Education and focus their attention on the writing process, constructed response writing, and using text features and context clues to aide in their comprehension of a variety of texts. Teachers will focus on the writing workshop format and mini-lessons that are centered around the Six Traits of Writing. Monthly writing prompts will be completed and reviewed to monitor student growth.

Evidence Based Intervention→Updated Curriculum Guides

Teachers will review and revise our current curriculum guides and correlate these guides with the priority standards provided by the Indiana Department of Education to ensure that priority standards are addressed repeatedly throughout the year to increase the potential for student success. Teachers will also correlate these guides with the current curriculum to ensure that the materials provided are in line with the standards on the curriculum guide. Supplemental materials will be utilized to bridge any gaps that exist between the standards and curriculum. Blue prints will be used to help teachers determine where a specific focus is needed.

Evidence Based Intervention→Social Emotional Learning Competency Training

Teachers will be trained from C.L.A.S.S. in the IDOE Social Emotional Learning Competencies. These will be implemented into ELA instruction so that teachers are meeting the needs of the whole child.

Evidence-Based Interventions for Focus Area 2 - Math

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Curriculum - curricular resources provide a foundation for tiered supports and interventions
- Assessment- summative and formative assessments provide yearly and quarterly data that can be used to inform instruction
- Instruction - A desire among staff to use learning objectives, multiple instructional strategies, a variety of learning styles, and frequent checks for understanding can be leveraged to improve instruction.
- Technology offers opportunities to tier supports and remediation
- Safe Learning Environment - A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

- ❖ Curriculum maps identifying state standards and critical standards are not complete.
- ❖ Teachers are not familiar with the vertical alignment of standards.
- ❖ A solid understanding of how to implement project based learning is understood by teachers.
- ❖ Time to analyze blue prints and identify critical standards is limited
- ❖ There is a lack of standards-based instruction specifically as those standards identified as critical.
- ❖ Classroom observations revealed that the depth of knowledge and rigor for math content skills and standards was lacking.
- ❖ A focus on critical standards and use of ILearn blueprints were not used by all grade levels.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence Based Intervention→Daily 3 Math

In addition, teachers will make use of the Daily 3 Math strategy. This format focuses on mini lessons, small group instruction, and independent work time for students, allowing for differentiation and engaging students. .

Evidence Based Intervention→Updated Curriculum Guides

Teachers will review and revise our current curriculum guides and correlate these guides with the priority standards provided by the Indiana Department of Education to ensure that priority standards are addressed repeatedly throughout the year to increase the potential for student success. Teachers will also correlate these guides with the current curriculum to ensure that the materials provided are in line with the standards on the curriculum guide. Supplemental materials will be utilized to bridge any gaps that exist between the standards and curriculum. For example, Reflex Math is already in use to address the lack of fact fluency practice available through the iReady/Ready Math program.

Evidence Based Intervention→ PLCs

Time will be built into the schedule for monthly Professional Learning Communities (PLCs) to support teachers in developing the instructional strategies needed to meet students' learning needs. During PLCs we will prioritize (1) teacher's use of evidence based instructional strategies and (2) analyzing the data from formative assessments (see intervention from focus area 1). Furthermore, we will ensure PLCs are organized to include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers.

[DuFour, R. \(2009\). Professional Learning Communities: The Key to Improved Teaching and Learning. The AdvancED Source.](#)

[DuFour, DuFour, & Eaker. \(2008\). Finding Common Ground in Educational Reform: A Sample of Advocates for Professional Learning Communities.](#)

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Curriculum - curricular resources provide a foundation for tiered supports and interventions
- Assessment- summative and formative assessments provide yearly and quarterly data that can be used to inform instruction
- Instruction - A desire among staff to use learning objectives, multiple instructional strategies, a variety of learning styles, and frequent checks for understanding can be leveraged to improve instruction.

- Technology offers opportunities to tier supports and remediation
 - Safe Learning Environment - A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning
-

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

- Curriculum that better meets the needs of students with disabilities is not used.
- Social and emotional state of many of the students is deregulated..

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence Based Intervention→Remedial Math Resources

Exact Path (K-2); Study Island (3-4); Ready math resources; IDOE resources

Evidence Based Intervention→ Second Step Counseling Curriculum

The corporation elementary counselors have already begun to implement the Second Step counseling curriculum with fidelity. As counselors meet with classes, teachers receive the same instruction so that the same strategies and vocabulary is used throughout the building. Additional training for teachers will take place at faculty meetings and on professional development days, assisting with further implementation. A “Social/Emotional Learning Champion” is being hired in each of the buildings to assist with implementation of strategies.

Evidence Based Intervention→ Trauma Informed Instruction

Teachers have already received some professional development with Adverse Childhood Experiences and Trauma Informed Instruction. Follow up training will be conducted to assist teachers with implementing strategies to assist students with self-regulation. A “Social/Emotional Learning Champion” is being hired in each of the buildings to assist with implementation of strategies.

Evidence Based Intervention→ IDOE Social Emotional Competency Training

Teachers will be trained from C.L.A.S.S. in the IDOE Social Emotional Learning Competencies. These will be implemented into ELA instruction so that teachers are meeting the needs of the whole child.

Design a professional development plan

Exemplar for SIP Phase 5 can be found [HERE](#). (See Tab 1)

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board’s core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan		
Set Goals		
Given the school’s improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school’s focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Smekens training: Each teacher will participate in at least two training sessions during the 2020-21 school year.	Smekens Education, Inc. offers a variety of training for teachers -- webinar, conferences, online. The corporation instructional coaches attend many Smekens training.
2	Social Emotional Competencies Training: Each teacher will incorporate at least three strategies based on the Social Emotional Learning Competencies.	Our students exhibiting behaviors typically have encountered adverse childhood experiences. These behaviors, in turn, affect students’ ability to succeed in the classroom. Ensuring that the social/emotional needs of students are met increases their potential for success in the classroom.
3	Curriculum maps aligned with state standards with a focus on critical standards as identified by the IDOE and ILearn blueprints will be completed and utilized throughout the 2020-21 school year.	Currently, our curriculum materials guide most of our instruction throughout the year. Curriculum maps should be standard-based, incorporating the curriculum materials as resources and allowing teachers to find the gaps in the

		standards and curriculum materials that currently exist.
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Professional Development Offerings

For each of the school’s professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Launching the Writers Workshop by Smekens Education	Training by our instructional coaches on 14 Power Strategies to Boost Reading and Writing Achievement on Standardized Tests
2	Staff will participate in C.L.A.S.S. Workshops and PowerShots on comprehension strategies, writing, and SEL.	Staff will incorporate at least three strategies into their classroom routine. Collaboration time will be provided for the counselor and teachers to align our Second Steps counselor curriculum.
3	Horizontal collaboration using one rep from each of the eight elementary schools in the corporation to review and revise the standards based curriculum maps.	Horizontal and vertical collaboration time in the building to sift through curriculum and materials to align our curriculum with the standards based curriculum guides and determine supplemental materials that are needed.

Professional Development Resources

For each of the school’s professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	*Instructional coaches *Materials they want to share with each staff member being trained.	*PLC time *Class coverage for planning of implementation
2	*Registration fees for C.L.A.S.S. Workshops *Substitutes to cover classes while teachers are at training	*Time for teachers that are presenting to prepare presentation *Copies of materials that will be shared with teachers. *PowerPoint sharing strategies that

		teachers can use to implement the SEL competencies.
3	*Current curriculum guides *Classroom coverage for teachers to allow for collaboration	*Time for collaboration *Revised curriculum guides

Professional Development Evaluation

For each of the school’s professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	ILEARN and NWEA data	NWEA testing will be done in the middle and near the end of the school year ILEARN testing will be conducted in the spring
2	ILEARN and NWEA data SEL survey	NWEA testing will be done in the middle and near the end of the school year ILEARN testing will be conducted in the spring
3	ILEARN and NWEA data	NWEA testing will be done in the middle and near the end of the school year ILEARN testing will be conducted in the spring

VI. Develop a roadmap to guide implementation of the school improvement plan

Exemplar for SIP Phase 6 can be found [HERE](#). (See Tab 2-5)

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.