

## Unified Comprehensive Needs Assessment and School Improvement Plan

<b>School Name</b>	Kingsbury Elementary School
<b>Local Education Agency Name</b>	LaPorte Community School Corporation
<b>School Year</b>	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)
Elizabeth Antos	Building Administration	Principal
Amber Mrozinski	Staff	Special Education Teacher
Kathy Hommer	Staff	Teacher-Kindergarten
Kim Glenn	Staff	Teacher-First Grade
Debra Applegarth	Staff	Teacher-Second Grade
Donna Council	Staff	Teacher-Third Grade
Sabra Rodriguez	Staff	Teacher-Fourth Grade
Stephanie Kaiser	Staff	Counselor

*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: Guaranteed and Viable Curriculum		
Name	Stakeholder Group(s)	Role(s)
Elizabeth Antos	Building Administration	Principal
Kim Glenn	Staff	Teacher--First Grade
Stephanie Kaiser	Staff	Counselor

Committee's Domain of Study: Special Education		
Name	Stakeholder Group(s)	Role(s)
Elizabeth Antos	Building Administration	Principal
Amber Mrozinski	Staff	Resource Teacher
Krystal Simpson	Staff	Speech Language Pathologist
Jennifer Adamsky	Staff	Resource Assistant

## II. Develop a vision of excellence

### Vision of Excellence

*Note: Adjust the length of this table cell as needed.*

The LaPorte community Schools will be recognized among Indiana's highest achieving corporations by ensuring that all students reach their maximum academic potential, working in partnership with parents and the community to become productive and responsible citizens who are successful in a competitive global world.

*The LaPorte Community School Corporation BELIEVES...*

- All children can learn, we can teach all students, and there are no exceptions.
- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique and their self-esteem will be fostered to become successful. In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.
- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

Kingsbury Elementary School believes:

- Every child is important and deserves the opportunity to learn.
- All learners are in a safe and healthy school environment, where they are nurtured and respected.
- All learners are involved in meaningful activities, which address their strengths and provide opportunities for growth.
- All learners are challenged to grow academically and socially.

❖ Measures for Success

What we say in our vision	Sources of data and evidence
<p>Continuous improvement of guaranteed and viable curriculum</p>	<ul style="list-style-type: none"> <li>● <u>Meeting the state standards</u>, which prepares students for the next grade level, provides rigor and relevance, develops independent thinking and problem solving skills, and provides a tool for guidelines and accountability for teachers, students, and parents</li> <li>● <u>Vertical and Horizontal alignment of skill instruction</u> among the buildings and grade levels</li> <li>● Scores on state assessments</li> <li>● % of students passing district criterion referenced tests</li> <li>● Normative interim/quarterly growth scores</li> <li>● IREAD pass rate</li> <li>● Using common vocabulary</li> <li>● Curriculum mapping that involves unpacking the standards, spiral review, and emphasis on power standards</li> <li>● Differentiated instruction to meet the needs of individual learners, including different mediums of instruction</li> <li>● Data-driven instruction through the use of common formative assessments</li> <li>● Teacher collaboration and developing rapport with staff, students, and parents</li> <li>● Use of technology embedded in daily instruction/lessons</li> <li>● Fostering student involvement in independent and group projects, and extracurricular activities, to create a lifelong learner</li> </ul>
<p>Continuous improvement of Parent/Community Relations.</p>	<p>1) letters/newsletters/websites/Facebook/Skylert to communicate</p>

	<p>expectations, happenings, and participation opportunities with parents and community members</p> <ol style="list-style-type: none"> <li>2) Service-Based Learning</li> <li>3) Staff positively interacting with parents and community members at school events before, during, and after the school day, including conferences, open house, monthly activity nights, career fair, KPT, etc.</li> <li>4) Community partnerships and sponsorships including Dunebrook, Swanson Center, Door Village Church, LPCPL, Door Village Lions Club, local business sponsorships, etc.</li> </ol>
<p>Safety Staff Practices</p>	<ol style="list-style-type: none"> <li>1) Modeling respect/emotional safety; positive behavior interventions</li> <li>2) Crisis Plan--Consistent rules/procedures/emergency drills posted and practiced</li> <li>3) Safety measures--raptor, proxy cards, cameras, locked external doors, background checks, 911 button for safety, buzzing in visitors, visitor name tags, staff ID badges, safety window screens on all exterior exits</li> <li>4) Grounds including: lighting, sidewalks, clean environment, designated pick up/drop off locations, signage, etc. .</li> <li>5) Procedures for students, staff, and parents reporting bullying, abuse, harassment, and education regarding behavior</li> <li>6) Adherence to confidentiality, including: IEPs, 504s, BIPs, ADA, and all safety measures</li> <li>7) Communication: Skylert, newsletters, procedures for early dismissal days,</li> </ol>
<p>Continuous improvement of Professional</p>	<ol style="list-style-type: none"> <li>1) Collaboration</li> </ol>

Development	2) Increase parent & community involvement 3) Ongoing Initiative/Implementation 4) Evolving use of technology by students & staff 5) Using data to drive instruction
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- 2) Increase parent & community involvement
- 3) Ongoing Initiative/Implementation
- 4) Evolving use of technology by students & staff
- 5) Using data to drive instruction

- Other sources of data/evidence
  - Unit pre and posttests, subject grades, performance checklists, individual student work, exit tickets, behavior data, staff attendance, staff surveys, observation logs, professional development participation, parent involvement data

**III. Create a school profile**

**School Profile**

Kingsbury Elementary School is one of eight K-5 buildings in the LaPorte Community School Corporation. Upon completion of the fourth grade, students from Kingsbury Elementary attend Kesling Intermediate and Middle Schools for grades 5-8.

Enrollment at Kingsbury Elementary has declined over the past five years, and has decreased dramatically due to the pandemic. Kingsbury has an approximate enrollment of 288 for the 2020-2021 school year. During the 2020-2021 school year there are 3 classrooms in most grade levels, with second and third grades with 2 sections. There is also a Pre-Kindergarten program that is included in the enrollment numbers. There are two sessions of approximately 18 and 12 children in each session. In addition to fourteen classroom teachers, including the Pre-K teacher, the school is staffed by itinerant teachers for art, music, physical education, and Project Lead the Way. Additionally, 1 special education teacher and 1 instructional assistant serve approximately 17 students in the special education program. Specialized instructional support personnel include a two (2) full-time literacy coaches, itinerant speech and language pathologist, a full-time school counselor, full-time health aide or nurse. Special Education Diagnostic Staff (including 1 school psychologist and 1 educational diagnostician), along with occupational and physical therapy services are provided with the support of the South LaPorte County Special Education Cooperative. Through corporation funding, seven (7) instructional assistants in pre-kindergarten through fifth grade classrooms. The school principal is assisted by a school secretary.

More than half of the students at Kingsbury Elementary School live within the town of La Porte. There are approximately 8% of the school's population that attend Kingsbury Elementary through district exemption, which means they live within the LaPorte Community School Corporation and attend Kingsbury Elementary. There are also approximately 3% of Kingsbury's population that live outside the LaPorte Community School Corporation and transfer to Kingsbury Elementary School/LaPorte Community School Corporation.

Parents of students at Kingsbury Elementary School work in service and skilled/unskilled labor occupations. Some parents work within factories, agriculture (e.g. family farms), and work in a variety of businesses that employ a sizeable number as well. Most parents work within the county; others commute to nearby cities and towns.

**Vision**

Kingsbury teaches the whole child and instills a love of learning so that the child may grow and be successful.

**Mission Statement**

Kingsbury School provides an enriched environment where students and staff are challenged to reach their full potential. Success is achieved through student, staff, parent, and community interaction. Students develop a strong sense of self and are prepared to face the academic and

social challenges of the future.

### Core Beliefs or Core Values

- Guaranteed and Viable Curriculum
- Professional Development
- Safety
- Measurable Goals and Feedback
- Parent and Community Engagement

### Student Demographics

*Detailed demographic data for Kingsbury Elementary can be found [here](#).*

### Staff Demographics

The staff at Kingsbury Elementary School is diverse in experience, yet homogeneous in race and ethnicity. Approximately 96.6% of certified/non-certified staff are white. Teachers with less than 10 years experience make up approximately 40% of the staff, while teachers with more than 10 years experience make up approximately 60% of the staff. Specific data regarding staff demographics may be found [here](#).

### Student Behavior

The staff of Kingsbury Elementary School is committed to providing a safe and secure learning environment. Students and their parents/guardians are fully aware of the school's policies, procedures, and code of conduct. The parent/guardian and each student are given a copy of the corporation's Elementary Handbook at the beginning of the year. Within the handbook, specific behavioral guidelines and disciplinary procedures are clearly described. Kingsbury strives to provide effective discipline that allows for student reflection, encourages a change in behavior, and is progressive in nature.

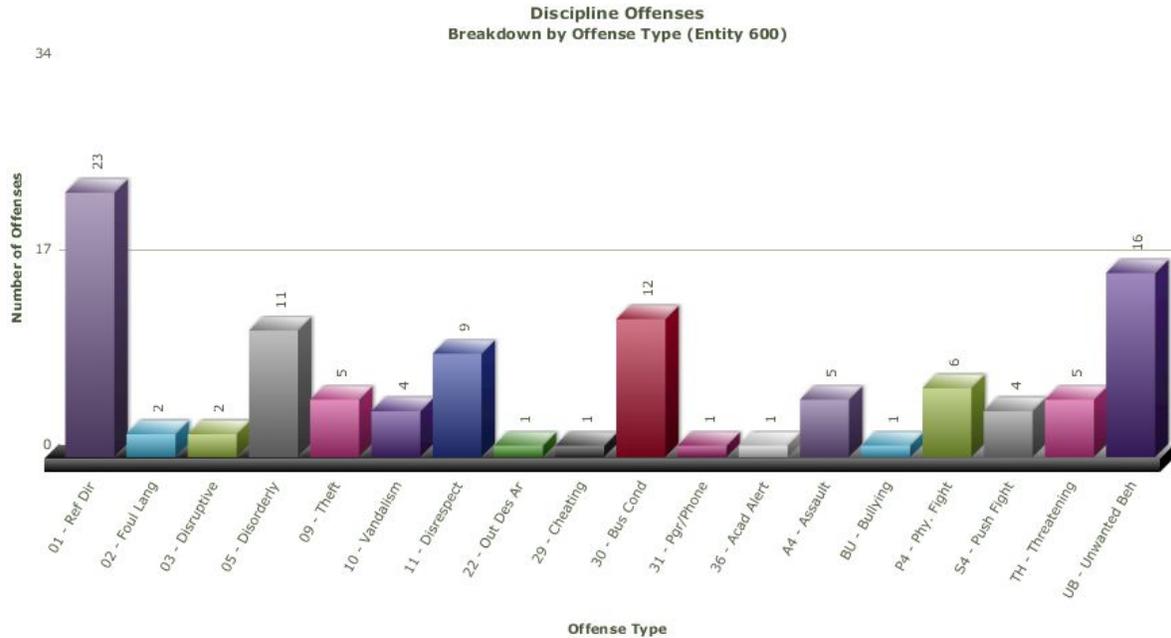
Each school in our district has a crisis/safety team that meets monthly or bimonthly to discuss safety issues or concerns. A Crisis Plan is updated each year at each LPCSC school and is practiced and reviewed at the beginning of each school year.

At the beginning of the school year and throughout the year, school personnel are trained in seclusion and restraint, designed to prevent and effectively respond to student misconduct. Specific procedures for professional staff are outlined in the Staff Handbook, which is updated and annually distributed to all staff at the beginning of the school year.

Classroom teachers and the school counselor work closely to provide ongoing guidance lessons that incorporate social and emotional learning objectives through our Second Steps program. Topics, such as conflict resolution, problem solving, self regulation, goal setting, etc. are addressed with students.

Kingsbury incorporates a Positive Behavior Intervention System (PBIS) into daily classroom and building-wide activities and routines. Students are rewarded for positive choices throughout the day/week and rewarded weekly.

Information on student offenses and referrals from 2019-2020 is evident in the following graph:



### Student Academic Outcomes

Our vision, to ensure all students are challenged to reach their full potential and to develop a strong sense of self preparing them to successfully face the academic and social challenges of the future, is attained by providing quality learning opportunities that promote academic growth and achievement for all. All decision-making is based on our intention that we are teaching the whole child and instilling a love of learning so that the child continues to grow and flourish. This vision provides continuous guidance as we analyze student academic data based on state standards. During the previous year, student outcomes related to the broader schoolwide goals related to academic growth and achievement were:

By spring, 2021, 80% of all K-4 students will demonstrate a minimum of 10% growth as measured by NWEA.

By spring, 2021, 80% of all 3-4 students will be at or above proficiency on ILEARN.

### Summary of Current School Improvement Strategies

Based upon the data supplied through ILEARN, Kingsbury staff has devised interventions that will specifically target interventions that will concentrate on the key areas that were indicated as deficiencies according to ILEARN results. Using these interventions, we strive to achieve our SMART goal of 80% of 3-4 students at or above proficiency on the spring 2021 ILEARN

test. *(Please See School Improvement Plan)*

### Summary of Core Curricula

The curriculum for Kingsbury Elementary School is developed by the LaPorte Community School Corporation, based on Indiana Academic Standards. Corresponding curriculum maps direct the flow of instruction and adherence to academic standards. These guides include references to currently adopted core instructional materials, both online and in print. Curriculum for each subject - mathematics, language arts (including reading, English, spelling, and writing), social studies, science/health, the arts, and physical education - are reviewed and revised during the year of state textbook/resource adoption.

The staff at Kingsbury 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 or individual instruction, flexible grouping, high ability clustering, intervention curriculum, and special education services.

### Summary of Formative and Summative Assessments

Kingsbury 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 IREAD-3). 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	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
IREAD-3				X	
ILEARN				X	X
NWEA	X	X	X	X	X
iReady/ Ready Math	X	X	X	X	X
Dyslexia Screening	X	X	X		
Exact Path	X	X	X		
Study Island				X	X
Accelerated Reader		X	X	X	X

### Summary of Academic Intervention and Enrichment Programs

The staff at Kingsbury Elementary School believe all students should learn at high levels. This entails meeting the diverse learning levels and needs of all students through a comprehensive multi-tiered system of support (MTSS). To this end, Tier 1 instruction is differentiated by classroom teachers, taking into consideration content, the process by which students will learn the content, and the outcomes (products) expected of students. When students require additional assistance to master content or demonstrate the need for a deeper understanding of content, classroom teachers collaborate with one another and 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, Title1 instruction, high ability clustering, and special education services.

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

In addition to the intervention and enrichment programs noted above, Kingsbury Elementary School provides a range of schoolwide programs to foster the academic and social/emotional growth of all students. Before or after school programs offered include: Girls on the Run, a nonprofit, positive youth development program with a focus on physical activity for girls in 3<sup>rd</sup>-8<sup>th</sup> 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; Tech Club

which allows students to explore coding and programming; Student Council which gets students involved in community outreach and fosters leadership skills; Homework Helpers, an opportunity for struggling students to get additional assistance on their daily homework, Spell Bowl, and athletic teams for grade 4, including track, girls and boys basketball, and ring toss.

### 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 at 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 a cake 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

Kingsbury Elementary School has a Core Team that develops a professional development plan and tracks 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 new adopted curriculum. Most recently Kingsbury School has focused efforts 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 elementary counselors 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 opportunities provided by LPCSC and/or Kingsbury Elementary School:

- ❖ A.G.E.N.T. strategy which helps students navigate and comprehend difficult text
- ❖ Adverse Childhood Experiences and Trauma Informed Instruction
- ❖ Google Classroom
- ❖ Reflex Math
- ❖ Disney Institute
- ❖ iReady and Ready Math
- ❖ Pearson Reading
- ❖ Code.org
- ❖ NWEA
- ❖ Project Lead the Way
- ❖ Computer Science Standards
- ❖ Exact Path
- ❖ Study Island
- ❖ ILEARN Test Security
- ❖ Smekens Power Strategies for Standardized Tests
- ❖ Curriculum Mapping alignment throughout the corporation
- ❖ Vertical alignment opportunities within the building
- ❖ Libraries 360
- ❖ Tapping as a form of regulation
- ❖ Second Steps Curriculum

## 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 Kingsbury Elementary School is to empower teachers to continuously refine and improve their professional practice. 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 coaches. Simultaneously, teachers work collectively as collaborative teams to identify schoolwide priorities based on student performance data. Together, these create priorities from which individual and school-wide goals are developed. With the school's vision as the focal point at all times, staff collectively commit to teaching practices and an educational environment that promotes high levels of learning for all students.

Three points of data are used by teachers when determining priorities for improvement: formal and/or informal observations, student growth data, and student achievement data from the formative and summative assessments previously discussed.

The formal evaluation model is based on the requirements set forth by the state and was developed jointly by the school corporation and local teachers' association. The principal informally or formally observes each teacher three (2) times during the year, once each semester.

## Summary of Key Family and Community Engagement Strategies

One of the responsibilities of the Kingsbury Core Team and Kingsbury Parent/Teacher Organization (KPT) is to coordinate family engagement and outreach. The KPT President, Vice President, and Family Activity Nights Coordinator are the key points of contact for studying, planning, and implementing family engagement services and events in collaboration with the principal and Kingsbury Core Team. Ongoing two-way communication and attention to continuous alignment to the schools' vision are the cornerstones of the family engagement framework. At present, communication occurs via:

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 supply lists, lunch schedules, background check information, etc.

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

LPCSC automated phone calls regarding important corporation-wide information, such as eLearning Day reminders, chromebook check-out information, etc.

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 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 distributed via email and paper formats; and  
School and Corporation Facebook Pages to share classroom activities and school-wide or corporation-wide events and information.

Current family activities include:

Monthly PTO meetings, convened by PTO officers;

eLearning Parent Night to assist parents with helping their students navigate Google Classroom and turn in eLearning assignments;

Kindergarten Activity Night to give Kindergarten teachers an opportunity to meet and work with incoming Kindergarten students and allow the principal to communicate Kindergarten expectations and information;

Registration Day for all students to receive a letter from their teacher and pick up a supply list for the new year;

Open House occurs the evening before school starts to allow students and parents to meet the teacher, drop off supplies, and find their new classroom;

Pint-Size Hero Blood Drive through the American Red Cross;

Grandparents and Special Friends Day which allows grandparents and special friends to visit the school and have breakfast with their student(s);

Talent Show showcasing our Kingsbury students and their many talents;

Fourth Grade Recognition to celebrate the end of the elementary journey for our fourth grade students;

Riley Week provides a variety of fun ways for students to collect funds as a donation to Riley Hospital;

Kingsbury Cares Days are put on by the Student Council and include a spirit day that students may participate in if they make a small donation to a designated charity;

Field Day provides a fun and active way to celebrate the end of the school year; and

PTO-sponsored events, such as the following:

- Popsicles on the Playground for Kindergarten families
- Movie Nights
- Fun Fair
- Evening Book Fairs in the Fall and Spring
- Bingo Night
- Dodgeball Tournament
- Kingsbury Fun Run
- Wellness Week

The Kingsbury Parent Teacher Organization also contributes directly to the activities that

support our school. These contributions include the following:

- Sponsorship of fundraising activities
- Planning and hosting monthly events (Movie Nights, Dodgeball Tournament, Fun Run/Family Fun Run, Bingo Night, Popsicles on the Playground, and Fun Fair)
- Classroom and office volunteers
- Grants to teachers to assist in financial needs in the classrooms
- Coordination of staff appreciation for all staff and bus drivers
- Providing meals during parent teacher conferences
- Sponsoring Fourth Grade Recognitions
- Help purchase technology for the classrooms
- Scholarships to graduating seniors
- Provide funds for student convocations
- Provide funds for professional development workshops for staff
- Box Tops competitions
- Field trip funding

#### List of Community Partnerships

Partnering with community stakeholders is an important component of Kingsbury Elementary School. The staff believes that a continuous, collaborative relationship between 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 conduct 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

See the link-

[https://docs.google.com/document/d/1Pgk5TUsx3mPtavqMKdwYSsOUc\\_0vzsrYNk8tdd8jU/edit](https://docs.google.com/document/d/1Pgk5TUsx3mPtavqMKdwYSsOUc_0vzsrYNk8tdd8jU/edit)

#### Description of Focus Area 1: English/Language Arts and Reading

##### English Language Arts and Reading

While Kingsbury's at and above proficiencies for the English/Language Arts portion of ILEARN remain above state and corporation averages, we have seen a decline in comparison to the last four years' pass rates for ISTEP+. Both ILEARN and NWEA data provide a clear indication that our instruction in the writing process needs to be addressed. Context clues and text features are also areas for improvement. Growth data is not available due to the change in testing from ISTEP+ to ILEARN; however, growth will be an area of focus for teachers when looking at the NWEA fall and winter testing.

#### Description of Focus Area 2: Mathematics

##### Mathematics

While Kingsbury's at and above proficiencies for the Mathematics portion of ILEARN remain above state and corporation averages, we have seen a decline in comparison to the last four years' pass rates for ISTEP+. The ILEARN math data did not identify many areas below the proficiency standard, correlation between ILEARN and NWEA data indicate that measurement, computation, and algebraic thinking skills are areas for improvement. Growth data is not available due to the change in testing from ISTEP+ to ILEARN; however, growth will be an area of focus for teachers when looking at the NWEA fall and winter testing.

#### Description of Focus Area 3: Special Education

##### Special Education

While our special education students are meeting their academic IEP goals, none of our current students are predicted to pass the English/Language Arts portion of ILEARN, and only one student is predicted to pass both English/Language Arts and Math. Typically, the IEP goals that are set are below the grade level standards due to the students' ability levels; therefore, although they are making gains, they are still unable to master grade level standards. Due to the pandemic, it is not clear whether students with behavior goals met their IEP goals in 2019-2020; therefore, behavior will continue to be a focus for the 2020-2021 school year. Students academics cannot be addressed before behaviors are under control and their social/emotional well-being is addressed.

**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.*

<b>Additional Data Sources Collected</b>
<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>
<b>Additional Data Collected for Focus Area 1: English/Language Arts and Reading</b>
No additional data is provided.
No further data analysis is provided.
<b>Additional Data Collected for Focus Area 2: Mathematics</b>
No additional data is provided.
No further data analysis is provided.
<b>Additional Data Collected for Focus Area 3: Special Education</b>
No additional data is provided.
No additional data analysis is provided.

**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 and Reading

Conclusions from data quality check for Focus Area 1:

- The CNA team feels the data collected and utilized (ILEARN and NWEA Fall 2020 data) to inform focus area 1 is adequate.
- Individual teachers will be working with individual students and groups of students to address more specific standards and skills using the Learning Continuum through NWEA
- Desired additional data sources to take into account for next year: Updated curriculum maps (currently in the process of being revised) at each grade level and ILEARN growth data

Description of Focus Area 1 (no additional data collected during phase five of the CNA process):

While Kingsbury's at and above proficiencies for the English/Language Arts portion of ILEARN remain above state and corporation averages, we have seen a decline in comparison to the last four years' pass rates for ISTEP+. Both ILEARN and NWEA data provide a clear indication that our instruction in the writing process needs to be addressed. Context clues and text features are also areas for improvement. Growth data is not available due to the change in testing from ISTEP+ to ILEARN; however, growth will be an area of focus for teachers when looking at the NWEA fall and winter testing.

**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**

- 55.3% of 3-5 students were at/above proficiency in ELA on ILEARN
- 59.2% of 3-4 students were at/above proficiency in ELA on ILEARN
- Both percentages are lower than the pass rate for the last four years; however, these percentages are above both state and corporation percentages
- Of the 31 third grade students that took the fall 2019 NWEA test, 20 are predicted not to pass ELA

- 84.8% of third and fourth grade students were at or above proficiency in the area of Key Ideas and Textual Support/Vocabulary
- 84.8% of third and fourth grade students were at or above proficiency in the area of Structural Elements and Organization/ Connection of Ideas/Media Literacy
- 88% of third and fourth grade students were at or

- The following ELA standards were below the proficiency standard for third grade included the following on ILEARN: 3.RL.2.2, 3.RV.2.1, 3.RN.3.1, and 3.W.4.
- The following ELA standards were below the proficiency standard for fourth grade included the following on ILEARN: 4.RV.2.1 and 4.RN.4.2.

<p>on ILEARN in the spring (64.5%)</p> <ul style="list-style-type: none"> <li>Of the 43 fourth grade students that took the fall 2019 NWEA test, 20 are predicted not to pass ELA on ILEARN in the spring (46.5%)</li> </ul>	<p>above proficiency in the area of Writing</p>	
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Focus Area 2: Mathematics		
<p>Conclusions from data quality check for Focus Area 2:</p> <ul style="list-style-type: none"> <li>The CNA team feels the data collected and utilized (ILEARN and NWEA Fall 2020 data) to inform focus area 1 is adequate.</li> <li>Individual teachers will be working with individual students and groups of students to address more specific standards and skills using the Learning Continuum through NWEA</li> <li>Desired additional data sources to take into account for next year: Updated curriculum maps (currently in the process of being revised) at each grade level and ILEARN growth data</li> </ul>		
<p>Description of Focus Area 2 (no additional data collected during phase five of the CNA process):</p> <p>While Kingsbury’s at and above proficiencies for the Mathematics portion of ILEARN remain above state and corporation averages, we have seen a decline in comparison to the last four years’ pass rates for ISTEP+. The ILEARN math data did not identify many areas below the proficiency standard, correlation between ILEARN and NWEA data indicate that measurement, computation, and algebraic thinking skills are areas for improvement. Growth data is not available due to the change in testing from ISTEP+ to ILEARN; however, growth will be an area of focus for teachers when looking at the NWEA fall and winter testing.</p>		
<p>Description of key findings for Focus Area 2 (strength or area for growth)</p>	<p>Summary of supporting data for key findings from Focus Area 2</p>	<p>Root causes for key findings from Focus Area 2</p>

<ul style="list-style-type: none"> <li>63.5% of 3-5 students were at/above proficiency in Math on ILEARN</li> <li>68.8% of 3-4 students were at/above proficiency in Math on ILEARN</li> <li>Both percentages are lower than the pass rate for the last four years; however, these percentages are above both state and corporation percentages</li> <li>Of the 31 third grade students that took the fall 2019 NWEA test, 24 are predicted not to pass Math on ILEARN in the spring (77.4%)</li> <li>Of the 43 fourth grade students that took the fall 2019 NWEA test, 17 are predicted not to pass Math on ILEARN in the spring (39.5%)</li> </ul>	<ul style="list-style-type: none"> <li>86.4% of third and fourth grade students were at or above proficiency in the area of Algebraic Thinking and Data Analysis <ul style="list-style-type: none"> <li>84% of third and fourth grade students were at or above proficiency in the area of Computation</li> </ul> </li> <li>92% of third and fourth grade students were at or above proficiency in the area of Geometry and Measurement</li> <li>91.2% of third and fourth grade students were at or above proficiency in the area of Number Sense</li> </ul>	<ul style="list-style-type: none"> <li>The following Math standards were below the proficiency standard for third grade included the following on ILEARN: 3.M.2, PS.4, and PS.7.</li> <li>Although the ILEARN data did not provide any standards that were below the proficiency standard for fourth grade, the NWEA data indicated that Algebraic Thinking, Number Sense, and Computation should be areas of focus for fourth grade.</li> </ul>
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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 (ILEARN and NWEA Fall 2019 data) to inform focus area 1 is adequate.
- Individual teachers will be working with individual students and groups of students to address more specific standards and skills using the Learning Continuum through NWEA
- Desired additional data sources to take into account for next year: Updated curriculum maps (currently in the process of being revised) at each grade level and ILEARN growth data

Description of Focus Area 2 (no additional data collected during phase five of the CNA process):

**Special Education**

While our special education students are meeting their academic IEP goals, none of our current students are predicted to pass the English/Language Arts portion of ILEARN, and only one student is predicted to pass both English/Language Arts and Math. Typically, the IEP

goals that are set are below the grade level standards due to the students' ability levels; therefore, although they are making gains, they are still unable to master grade level standards. Due to the pandemic, it is not clear whether students with behavior goals met their IEP goals in 2019-2020; therefore, behavior will continue to be a focus for the 2020-2021 school year. Students' academics cannot be addressed before behaviors are under control and their social/emotional well-being is addressed.

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
<ul style="list-style-type: none"> <li>● Of the 1 third grade student with an IEP, that took the fall 2020 NWEA test, that student is predicted to pass English/Language Arts on ILEARN in the spring (100%)</li> <li>● Of the 6 fourth grade students with IEPs, that took the fall 2020 NWEA test, 6 are predicted not to pass English/Language Arts on ILEARN in the spring (100%)</li> <li>● Of the 1 third grade student with an IEP, that took the fall 2020 NWEA test, that student is predicted to pass Mathematics on ILEARN in the spring (100%)</li> <li>● Of the 6 fourth grade students with IEPs, that took the fall 2020 NWEA test, 6 are predicted not to pass Math on ILEARN in the spring (100%)</li> </ul>	<ul style="list-style-type: none"> <li>● On the Language Arts: Reading NWEA test, the 1 student with an IEP in third grade scored High in Literature, Nonfiction, and Vocabulary.</li> <li>● The 1 student with an IEP in third grade scored the following within the Language Arts: Language Usage NWEA test: High Average on Write, Develop, Revise for Purpose and Audience. The student also scored High in Conventions: Understand, Edit for Grammar Usage, as well as, Conventions: Understand, Edit Mechanics.</li> <li>● 4 of the 6 fourth grade students with IEPs scored Low in Literature within the Reading Assessment. 2 of the 6 fourth grade students with IEPs scored Average in Literature.</li> <li>● 3 of the 6 students with IEPs scored Low in Nonfiction within the Reading Assessment.</li> <li>● 2 of the 6 students scored Low Average in Nonfiction, and 1 of the 6 students scored High Average on Nonfiction within the Reading Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Students academics cannot be addressed before behaviors are under control and their social/emotional well-being is addressed.</li> <li>● IEP goals are based on the ability level of the student rather than grade level standards</li> <li>● No remedial math or language arts programs existed for special education students that provided more intense interventions than Tier 2</li> </ul>

	<ul style="list-style-type: none"><li>● 3 of the 6 fourth grade students with IEPs scored Low in Vocabulary on the Reading Assessment.</li><li>● 2 of the 6 students scored Low Average in Vocabulary, and 1 student scored Average in Vocabulary on the Reading Assessment.</li><li>● 1 of the 6 fourth grade students with IEPs scored Low in Write, Develop, Revise for Purpose and Audience within the Language Usage Assessment.</li><li>● 2 of the 6 fourth grade students with IEPs scored Low Average in Write, Develop, Revise for Purpose and Audience within the Language Usage Assessment.</li><li>● 3 of the 6 fourth grade students with IEPs scored Average in Write, Develop, Revise for Purpose and Audience within the Language Usage Assessment.</li><li>● 2 of the 6 fourth grade students with IEPs scored Low in Conventions: Understand, Edit for Grammar, Usage within the Language Usage Assessment.</li><li>● 2 of the 6 fourth grade students with IEPs scored Low Average in Conventions: Understand, Edit for Grammar, Usage within the Language Usage Assessment.</li><li>● 2 of the 6 fourth grade students with IEPs scored Average in Conventions:</li></ul>	
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	<p>Understand, Edit for Grammar, Usage within the Language Usage Assessment.</p> <ul style="list-style-type: none"> <li>● 3 of the 6 fourth grade students with IEPs scored Low in Conventions: Understand, Edit Mechanics within the Language Usage Assessment.</li> <li>● 3 of the 6 fourth grade students with IEPs scored Low Average in Conventions: Understand, Edit Mechanics within the Language Usage Assessment.</li> <li>● The student scored at or above proficiency in all areas related to this subject area. The student scored Average in the areas of Number Sense, Geometry, and Data Analysis and Statistics. The student scored High in Measurement. The student scored High Average in Computation and Algebraic Thinking.</li> <li>● 2 of the 6 fourth grade students with IEPs scored Low in Number Sense.</li> <li>● 2 of the 6 fourth grade students with IEPs scored Low Average in Number Sense.</li> <li>● 2 of the 6 fourth grade students with IEPs scored Average in Number Sense.</li> <li>● 3 of the 6 fourth grade students with IEPs scored Low in Computation.</li> <li>● 3 of the 6 fourth grade students with IEPs scored Low Average in Computation.</li> </ul>	
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	<ul style="list-style-type: none"> <li>● 2 of the 6 fourth grade students with IEPs scored Low in Algebraic Thinking.</li> <li>● 3 of the 6 fourth grade students with IEPs scored Low Average in Algebraic Thinking.</li> <li>● 1 of the 6 fourth grade students with an IEP scored Average in Algebraic Thinking.</li> <li>● 4 of the 6 fourth grade students with IEPs scored Low in Geometry.</li> <li>● 1 of the 6 fourth grade students with an IEP scored Low Average in Geometry.</li> <li>● 1 of the 6 fourth grade students with an IEP scored Average in Geometry.</li> <li>● 4 of the 6 fourth grade students with IEPs scored Low in Measurement.</li> <li>● 1 of the 6 fourth grade students with an IEP scored Low Average in Measurement.</li> <li>● 1 of the 6 fourth grade students with an IEP scored High Average in Measurement.</li> <li>● 2 of the 6 fourth grade students with IEPs scored Low in Data Analysis and Statistics.</li> <li>● 3 of the 6 fourth grade students with IEPs scored Low Average in Data Analysis and Statistics.</li> <li>● 1 of the 6 fourth grade students with an IEP scored Average in Data Analysis and Statistics.</li> </ul>	
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## 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**

<b>SIP Planning Team Members</b>		
<i>Note: Add or subtract rows as needed.</i>		
<b>Name</b>	<b>Stakeholder Group(s)</b>	<b>Role(s)</b>
Elizabeth Antos	Building Administration	Principal
Amber Mrozinski	Staff	Special Education Teacher
Kathy Hommer	Staff	Teacher-Kindergarten
Kim Glenn	Staff	Teacher-First Grade
Debra Applegarth	Staff	Teacher-Second Grade
Donna Council	Staff	Teacher-Third Grade
Sabra Rodriguez	Staff	Teacher-Fourth Grade
Stephanie Kaiser	Staff	Counselor
<i>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.</i>		
Committee's Domain of Study: Guaranteed and Viable Curriculum		
<b>Name</b>	<b>Stakeholder Group(s)</b>	<b>Role(s)</b>
Elizabeth Antos	Building Administration	Principal
Kim Glenn	Staff	Teacher--First Grade
Stephanie Kaiser	Staff	Counselor
Committee's Domain of Study: Special Education		
<b>Name</b>	<b>Stakeholder Group(s)</b>	<b>Role(s)</b>
Elizabeth Antos	Building Administration	Principal
Amber Mrozinski	Staff	Resource Teacher
Krystal Simpson	Staff	Speech Language Pathologist
Jennifer Adamsky	Staff	Resource Assistant

## 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:	
<b>English Language Arts and Reading</b>	
<p>While Kingsbury's at and above proficiencies for the English/Language Arts portion of ILEARN remain above state and corporation averages, we have seen a decline in comparison to the last four years' pass rates for ISTEP+. Both ILEARN and NWEA data provide a clear indication that our instruction in the writing process needs to be addressed. Context clues and text features are also areas for improvement. Growth data is not available due to the change in testing from ISTEP+ to ILEARN; however, growth will be an area of focus for teachers when looking at the NWEA fall and winter testing.</p>	
Modified Description of Focus: N/A	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
<ul style="list-style-type: none"> <li>● 55.3% of 3-5 students were at/above proficiency in ELA on ILEARN</li> <li>● 59.2% of 3-4 students were at/above proficiency in ELA on ILEARN</li> <li>● Both percentages are lower than the pass rate for the last four years; however, these percentages are above both state and corporation percentages</li> </ul>	<ul style="list-style-type: none"> <li>● The following ELA standards were below the proficiency standard for third grade included the following on ILEARN: 3.RL.2.2, 3.RV.2.1, 3.RN.3.1, and 3.W.4.</li> <li>● The following ELA standards were below the proficiency standard for fourth grade included the following on ILEARN: 4.RV.2.1 and 4.RN.4.2.</li> </ul>

<ul style="list-style-type: none"> <li>• Of the 31 third grade students that took the fall 2019 NWEA test, 20 are predicted not to pass ELA on ILEARN in the spring (64.5%)</li> <li>• Of the 43 fourth grade students that took the fall 2019 NWEA test, 20 are predicted not to pass ELA on ILEARN in the spring (46.5%)</li> </ul>	
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**Review of Focus Area 2: Mathematics**

**Description of Focus Area 2:**

While Kingsbury’s at and above proficiencies for the Mathematics portion of ILEARN remain above state and corporation averages, we have seen a decline in comparison to the last four years’ pass rates for ISTEP+. The ILEARN math data did not identify many areas below the proficiency standard, correlation between ILEARN and NWEA data indicate that measurement, computation, and algebraic thinking skills are areas for improvement. Growth data is not available due to the change in testing from ISTEP+ to ILEARN; however, growth will be an area of focus for teachers when looking at the NWEA fall and winter testing.

**Modified Description of Focus Area 2:** N/A

<b>Description of key findings for Focus Area 2 (strength or area for growth)</b>	<b>Root causes for key findings from Focus Area 2</b>
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<ul style="list-style-type: none"> <li>• 63.5% of 3-5 students were at/above proficiency in Math on ILEARN</li> <li>• 68.8% of 3-4 students were at/above proficiency in Math on ILEARN</li> <li>• Both percentages are lower than the pass rate for the last four years; however, these percentages are above both state and corporation percentages</li> <li>• Of the 31 third grade students that took the fall 2019 NWEA test, 24 are predicted not to pass Math on ILEARN in the spring (77.4%)</li> <li>• Of the 43 fourth grade students that took the fall 2019 NWEA test, 17 are predicted not to pass Math on ILEARN in the spring (39.5%)</li> </ul>	<ul style="list-style-type: none"> <li>• The following Math standards were below the proficiency standard for third grade included the following on ILEARN: 3.M.2, PS.4, and PS.7.</li> <li>• Although the ILEARN data did not provide any standards that were below the proficiency standard for fourth grade, the NWEA data indicated that Algebraic Thinking, Number Sense, and Computation should be areas of focus for fourth grade.</li> </ul>
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## Review of Focus Area 3: Special Education

### Description of Focus Area 3:

While our special education students are meeting their academic IEP goals, none of our current students are predicted to pass the English/Language Arts portion of ILEARN, and only one student is predicted to pass both English/Language Arts and Math. Typically, the IEP goals that are set are below the grade level standards due to the students' ability levels; therefore, although they are making gains, they are still unable to master grade level standards. Due to the pandemic, it is not clear whether students with behavior goals met their IEP goals in 2019-2020; therefore, behavior will continue to be a focus for the 2020-2021 school year. Students' academics cannot be addressed before behaviors are under control and their social/emotional well-being is addressed.

Modified Description of Focus Area 3: N/A

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

### Root causes for key findings from Focus Area 3

- Of the 2 third grade students with IEPs, that took the fall 2019 NWEA test, 2 are predicted not to pass Math on ILEARN in the spring (100%)
- Of the 5 fourth grade students with IEPs, that took the fall 2019 NWEA test, 4 are predicted not to pass Math on ILEARN in the spring (80%)

- Students' academics cannot be addressed before behaviors are under control and their social/emotional well-being is addressed.
- IEP goals are based on the ability level of the student rather than grade level standards
- No remedial math or language arts programs existed for special education students that provided more intense interventions than Tier 2

### 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

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 positive behavior support to create a safe learning environment?

Kingsbury Elementary School operates under the Critical Incident Plan adopted for the LaPorte Community School Corporation. Elements of this program as stressed for the school include the following:

- Locking of all exterior doors except the front with secretary screening everyone who comes to the front door.
- The Raptor system scans driver's licenses for safety and provides a visitor badge that expires within 24 hours.
- Instruction in student safety is provided through the counselor as part of the curriculum.
- Teachers at Kingsbury are prepared to handle discipline problems using a positive discipline approach. Discipline is to be just, fair, and private.
- Emergency drills are practiced regularly as outlined in the Crisis Response Plan.
- A Safety Quick Reference Guide is provided in each of the rooms and posted near the door.
- Crisis Team has been trained in the AED and CPR techniques.
- Background checks are done on all individuals who volunteer at the school.
- A team of teachers has been trained in Crisis Prevention Intervention.
- There is a Safety Team Corporation Designee who attends corporation meetings and disseminates information to the Kingsbury School Safety Team.
- Outside doors are numbered.
- A proxy card entry system was added for building security.
- Social and emotional learning standards are addressed through our Second Steps curriculum.
- Kingsbury Elementary School has also developed a PBIS plan. This plan ensures our school has established common expectations on how students should be safe, be responsible, and be respectful in various areas of the school (hallways, restrooms, classrooms, cafeteria, outside, and on busses). These expectations were shared with the students within the first weeks of school. The expectations will be reviewed and modified as needed.
- Students with repeated behavior issues are referred to our RTI team for interventions.
- Local community resources are utilized to meet the needs of students and their families.

Kingsbury is also functioning under a "Getting Back on Track" re-entry plan post-quarantine. This plan addresses very specific expectations for Personal Protective Equipment, social distancing, and disinfecting.

### 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?
<p>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></p>	<p>For Focus Area 1: School safety drills can take time away from classroom instruction.</p> <p>The measures put in place for our re-entry plan limit small group instruction and assistance and further reduce instructional time.</p>
<p>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></p>	<p>For Focus Area 2: School safety drills take time away from classroom instruction.</p> <p>The measures put in place for our re-entry plan limit small group instruction and assistance and further reduce instructional time.</p>
<p>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></p>	<p>For Focus Area 3: School safety drills take time away from classroom instruction.</p> <p>The measures put in place for our re-entry plan limit small group instruction and assistance and further reduce instructional time.</p>

### Description of Core Component: Curriculum

- 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.*

#### **Adoption Process**

LaPorte Community School Corporation adopts textbooks and resources on a six-year cycle. Representatives from all grades and buildings are included in the adoption committees each

year. All teachers have an opportunity to review proposed adoption materials and provide feedback.

### **Curriculum Guides**

Curriculum guides are available upon request in the Kingsbury office. Corporation-wide curriculum maps are in the process of being revised to ensure guaranteed and viable curriculum among the eight elementary buildings. These curriculum guides are standards based. All teachers are encouraged to utilize the web based resources made available by the Indiana Department of Education.

### **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.

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 guides to assist with implementation.

All students in kindergarten through 4th grade, participate in a 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 Go Phonics, 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.

### **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), and Reflex Math (2-4) are utilized as resources to

supplement the curriculum and give students specific instruction on skills that were areas of weakness for them. Kingsbury continually assesses supplemental resources and appropriate software to meet the needs of our students. In addition intervention and enrichment lessons are also utilized to achieve growth at all academic levels.

All students in kindergarten through 4th grade, participate in a least a 90 minute mathematics block. 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 literacy needs of our students. Curriculum adopted to support our math interventions include Reflex Math, Exact Path (K-2), and Study Island (3-4). Math groups for struggling students gives them a “double dose” of math instruction. Math groups provide additional time for math instruction in a small group setting. Instruction is based on an individual student’s math abilities.

**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?
For Focus Area 1: Curricular resources provide a foundation for	For Focus Area 1: Adopted curriculum in English/Language Arts

<p>tiered supports and interventions using best practices.</p> <p>Our counseling curriculum works to address the social/emotional state of our students so that academic success is possible.</p>	<p>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 using best practices.</p> <p>Our counseling curriculum works to address the social/emotional state of our students so that academic success is possible.</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.</p>
<p>For Focus Area 3: Curricular resources provide a foundation for tiered supports and interventions using best practices.</p> <p>Our counseling curriculum works to address the social/emotional state of our students so that academic success is possible.</p>	<p>For Focus Area 3: No remedial math or language arts programs existed for special education students that provided more intense interventions than Tier 2.</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.

**NWEA** is a K-12 interim assessment that measures growth, projects proficiency on high-stakes tests, and informs how educators 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 assessments that measure growth, project proficiency on high-stakes tests, and inform how educators 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 covers 8 100 numeracy skills that are split into 10 levels so that it differentiates for each student.

**Reflex Math** is a computer-based math fact fluency program that can be used at home. Students work through mastery of addition, subtraction, multiplication and division facts through the use of timed and untimed games and activities online. Teachers are able to access reports that indicate individual mastery of specific math facts. Teachers have the discretion to move students through the progression of facts based on their reports.

**Exact Path (K-2)** is a computer-based program that combines adaptive diagnostic assessments with individualized learning paths to promote growth for students in Math and Reading.

**Study Island (3-4)** is a computer-based, standards-based assessments, instruction, and test preparation for students in the areas of Math, Reading, Language, Science, and Social Studies.

**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: Summative and formative assessments provide yearly or interim data that is used by teachers to guide instruction.	For Focus Area 1: Time taken for summative and formative assessments impacts instructional time.
For Focus Area 2: Summative and formative assessments provide yearly or interim data that is used by teachers to guide instruction.	For Focus Area 2: Time taken for summative and formative assessments impacts instructional time.
For Focus Area 3: Summative and formative assessments provide yearly or interim data that is used by teachers to guide instruction.	For Focus Area 3: Time taken for summative and formative assessments impacts instructional time.

### 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

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: Teachers appeal to a variety of learners at varying levels of ability, increasing student engagement and the potential for success.	For Focus Area 1: Limitations on staffing prevent teachers from providing the depth of individual and small group instruction that is necessary to meet the needs of some students.
For Focus Area 2: Teachers appeal to a variety of learners at varying levels of ability, increasing student engagement and the potential for success.	For Focus Area 2: Limitations on staffing prevent teachers from providing the depth of individual and small group instruction that is necessary to meet the needs of some students.
For Focus Area 3: Teachers appeal to a variety of learners at varying levels of ability, increasing student engagement and the potential for success.	For Focus Area 3: Limitations on staffing prevent teachers from providing the depth of individual and small group instruction that is necessary to meet the needs of some students.

## Description of Core Component: Cultural Competency

1. Provide an overview of the school’s cultural competency strategies, including, but not limited to:
  - 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.

Kingsbury Elementary staff has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in our student population. The targeted group for the 2020-21 school year is our students with Adverse Childhood Experiences, which stretches across all socioeconomic statuses, races, and ethnicities.

Currently appropriate strategies for improving student achievement for this identified subgroup at Kingsbury Elementary have been emphasized in this School Wide Plan in the appropriate areas. Strategies for meeting the needs of our identified subgroup includes:

- Professional development on Adverse Childhood Experiences and Trauma Informed Instruction
- Response to Intervention Tiered Approach to Instruction, including both academic and behavioral interventions
- Continued professional development with the Second Steps counseling curriculum.
- Book studies
- Staff members are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet Kingsbury’s identified subgroups.

## 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: The cultural competency plan will aid in meeting the individual needs of all learners.	For Focus Area 1: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.

For Focus Area 2: The cultural competency plan will aid in meeting the individual needs of all learners.	For Focus Area 2: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.
For Focus Area 3: The cultural competency plan will aid in meeting the individual needs of all learners.	For Focus Area 3: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.

### 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.*

One of the responsibilities of the Kingsbury Core Team and Kingsbury Parent/Teacher Organization (KPT) is to coordinate family engagement and outreach. The KPT President, Vice President, and Family Activity Nights Coordinator are the key points of contact for studying, planning, and implementing family engagement services and events in collaboration with the principal and Kingsbury Core Team. Ongoing two-way communication and attention to continuous alignment to the schools' vision are the cornerstones of the family engagement framework. At present, communication occurs via:

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 supply lists, lunch schedules, background check information, etc.

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

LPCSC automated phone calls regarding important corporation-wide information, such as eLearning Day reminders, chromebook check-out information, etc.

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 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 distributed via email and paper formats; and

School and Corporation Facebook Pages to share classroom activities and school-wide or corporation-wide events and information.

Current family activities include:

Monthly PTO meetings, convened by PTO officers;

eLearning Parent Night to assist parents with helping their students navigate Google Classroom and turn in eLearning assignments;

Kindergarten Activity Night to give Kindergarten teachers an opportunity to meet and work with incoming Kindergarten students and allow the principal to communicate Kindergarten expectations and information;

Registration Day for all students to receive a letter from their teacher and pick up a supply list for the new year;

Open House occurs the evening before school starts to allow students and parents to meet the teacher, drop off supplies, and find their new classroom;

Pint-Size Hero Blood Drive through the American Red Cross;

Grandparents and Special Friends Day which allows grandparents and special friends to visit the school and have breakfast with their student(s);

Talent Show showcasing our Kingsbury students and their many talents;

Fourth Grade Recognition to celebrate the end of the elementary journey for our fourth grade students;

Riley Week provides a variety of fun ways for students to collect funds as a donation to Riley Hospital;

Kingsbury Cares Days are put on by the Student Council and include a spirit day that students may participate in if they make a small donation to a designated charity;

Field Day provides a fun and active way to celebrate the end of the school year; and

PTO-sponsored events, such as the following:

- Popsicles on the Playground for Kindergarten families
- Movie Nights
- Fun Fair
- Evening Book Fairs in the Fall and Spring
- Bingo Night
- Dodgeball Tournament
- Kingsbury Fun Run
- Wellness Week

The Kingsbury Parent Teacher Organization also contributes directly to the activities that support our school. These contributions include the following:

- Sponsorship of fundraising activities
- Planning and hosting monthly events (Movie Nights, Dodgeball Tournament, Fun Run/Family Fun Run, Bingo Night, Popsicles on the Playground, and Fun Fair)
- Classroom and office volunteers
- Grants to teachers to assist in financial needs in the classrooms
- Coordination of staff appreciation for all staff and bus drivers
- Providing meals during parent teacher conferences
- Sponsoring Fourth Grade Recognitions
- Help purchase technology for the classrooms
- Scholarships to graduating seniors
- Provide funds for student convocations
- Provide funds for professional development workshops for staff
- Box Tops competitions
- Field trip funding

LaPorte Community School Corporation recently hired a Family Resource Services Coordinator to assist with parent outreach. The Family Resource Services Center recently developed and released a parent survey to collect data on the needs and interests of our families.

### 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: The family engagement 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: The family engagement 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: The family engagement 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. Within the building, two teachers serve as technology trouble-shooters. Kingsbury has a teacher's workstation in each classroom, a class set of Chromebooks, a Chromebook assigned to each teacher, and each classroom has a Smartboard.

eLearning days exist in the 2020-2021 school calendar in order to 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.

LPCSC is currently offering a Distance Learning and Homeschool Academy option for our families and students, allowing students to learn fully from home. Distance Learning provides a blended approach to online/hands-on learning with live instruction while the Homeschool Academy is entirely online without live instruction.

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
- Class Dojo is used to monitor classroom behavior and maintain communication with parents in some classrooms
- 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 student reading comprehension
- Kindergarten – Fourth grades use iReady Math weekly to differentiate instruction and assess student mastery on State Standards for math
- AR Reading tests are used as an indicator to range student reading ability
- The use of Smartboards to 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
- Teachers utilize Symbaloo to compile websites for student use
- Students and teachers use spreadsheets to input student data to help progress monitor student achievement.
- The use of Chromebooks in each classroom
- 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?
For Focus Area 1: Technology increases the opportunities to vary classroom instruction and student engagement. Technology offers opportunities to tier supports and remediation.	For Focus Area 1: The use of technology has substantially increased screen time for students and reduces the social interaction that occurs.

For Focus Area 2: Technology increases the opportunities to vary classroom instruction and student engagement. Technology offers opportunities to tier supports and remediation.	For Focus Area 2: The use of technology has substantially increased screen time for students and reduces the social interaction that occurs.
For Focus Area 3: Technology increases the opportunities to vary classroom instruction and student engagement. Technology offers opportunities to tier supports and remediation.	For Focus Area 3: The use of technology has substantially increased screen time for students and reduces the social interaction that occurs.

Description of Core Component: Transition to Elementary School (for elementary schools only)	
<p><i>Note: For more information about Indiana’s graduation pathways, please review <a href="#">this memo</a> from the Indiana State Board of Education.</i></p>	
<p>1. How will the school assist preschool students with the transition to elementary school?</p>	
<p>Kingsbury Elementary houses a half-day, free preschool program with a morning and afternoon classes. The preschool facilitator staff and kindergarten teachers communicate on a regular basis about curriculum and instructional strategies.</p> <p>Children enrolling in Kindergarten are invited to visit Kindergarten rooms in the spring of each year to help with their transition to school. During Kindergarten Activity Night and Kindergarten Round-Up, parents and students are given information about the upcoming school year, introduced to the teachers 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.</p>	
Gap Analysis: Transition to Elementary School	
How will the school’s transition to elementary school supports also help the school address its focus areas?	In what ways does the school’s transition to elementary school supports <i>not</i> help the school address its focus areas?

For Focus Area 1: The transition to elementary school supports help to ensure students arrive at kindergarten ready to learn.	For Focus Area 1: N/A
For Focus Area 2: The transition to elementary school supports help to ensure students arrive at kindergarten ready to learn.	For Focus Area 2: N/A
For Focus Area 3: The transition to elementary school supports help to ensure students arrive at kindergarten ready to learn.	For Focus Area 3: N/A

**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 supports also help the school address its focus areas?	In what ways does the school’s graduation supports <i>not</i> help the school address its focus areas?
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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**

<b>Evidence-Based Interventions for Focus Area 1: English/Language Arts and Reading</b>
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <ul style="list-style-type: none"> <li>● Curriculum: Curricular resources provide a foundation for tiered supports and interventions. Further work on our curriculum guides will assist with bridging the gaps between our standards and our materials.</li> <li>● Assessment: Summative and formative assessments provide yearly or interim data that is used by teachers to guide instruction.</li> <li>● Instruction: Teachers appeal to a variety of learners at varying levels of ability, increasing student engagement and the potential for success.</li> <li>● Technology: Technology increases the opportunities to vary classroom instruction and student engagement.</li> <li>● Cultural Competency: The cultural competency plan will aid in meeting the individual needs of all learners.</li> </ul>
<p>Describe the key findings and root causes, if any, for this focus area that are <i>not</i> sufficiently addressed by these strategies from the core components:</p> <ul style="list-style-type: none"> <li>● Limitations on staffing prevent teachers from providing the depth of individual and small group instruction that is necessary to meet the needs of some students.</li> </ul>

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, Kingsbury 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.

**Evidence Based Intervention→The Daily Cafe/Daily 5**

In addition, teachers will make use of The Daily Cafe/Daily 5 reading 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 correlated 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.

**Evidence-Based Interventions for Focus Area 2: Mathematics**

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. Further work on our curriculum guides will assist with bridging the gaps between our standards and our materials.
- Assessment: Summative and formative assessments provide yearly or interim data that is used by teachers to guide instruction.
- Instruction: Teachers appeal to a variety of learners at varying levels of ability, increasing student engagement and the potential for success.
- Technology: Technology increases the opportunities to vary classroom instruction and student engagement.

- Cultural Competency: The cultural competency plan will aid in meeting the individual needs of all learners.

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:

- Limitations on staffing prevent teachers from providing the depth of individual and small group instruction that is necessary to meet the needs of some students.

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 correlated 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 Interventions for Focus Area 3: Special Education**

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. Further work on our curriculum guides will assist with bridging the gaps between our standards and our materials.
- Assessment: Summative and formative assessments provide yearly or interim data that is used by teachers to guide instruction.
- Instruction: Teachers appeal to a variety of learners at varying levels of ability, increasing student engagement and the potential for success.
- Technology: Technology increases the opportunities to vary classroom instruction and student engagement.

- Cultural Competency: The cultural competency plan will aid in meeting the individual needs of all learners, specifically those identified in the focused subgroup of students with Adverse Childhood Experiences.
- Safe Learning Environment: Our Second Step counseling program will assist with addressing the social/emotional needs of our students, impacting their behavior and success in the classroom.

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:

- No remedial math or language arts programs existed for special education students that provided more intense interventions than Tier 2.
- Limitations on staffing prevent teachers from providing the depth of individual and small group instruction that is necessary to meet the needs of some students, specifically those with behaviors.

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→ 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” has been hired in each of the buildings to assist with implementation of strategies.

**Evidence Based Intervention→ Trauma Informed and Growth Mindset Instruction**

Teachers have already received some professional development with Adverse Childhood Experiences and Trauma Informed Instruction. They have also received some Growth Mindset professional development. Follow up trainings will be conducted to assist teachers with implementing strategies to assist students with self-regulation and a Growth Mindset. A “Social/Emotional Learning Champion” has been hired in each of the buildings to assist with

implementation of strategies. Book studies and further research on strategies and activities to foster a Growth Mindset will assist teachers with implementation of Growth Mindset instruction.

**Evidence Based Intervention→ Alternative Instruction in Academics and Behavior**

The resource teacher in our building is supplementing the core curriculum with alternative instruction to meet the individual needs of students. Alternative instruction includes Fast Forward, Reading Assistant, and Kendore Learning are utilized for students that are below level in reading by at least 2 grade levels and meet additional criteria. Kendore Learning is also used for remediation for Kindergarten and first grade students to assist with mastery of grade level skills. Ready Math provides all grade level materials to teachers online; therefore, the resource teacher will use math materials that are students individual levels. Reflex Math will be used to provide supplemental practice with math fact fluency. The resource teacher creates and implements behavior contracts/plans in collaboration with classroom teachers, the counselor, the principal, and corporation consultants, such as the behavior consultant, autism consultant, etc. The resource teacher also creates, reads, and discusses social stories to address specific behaviors.

**Design a professional development plan**

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
<i>Set Goals</i>
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	Teachers participate in at least one Smekens professional development opportunity in the 2020-2021 school year.	Smekens Education, Inc. can arm teachers with the strategies and skills to address our areas for improvement in English/Language Arts and Reading.
2	Teachers review and revise the current curriculum guides to align our standards to our curriculum.	Currently, our curriculum materials guide most of our instruction throughout the year. Curriculum guides 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.
3	Teachers implement at least 2 strategies for assisting with trauma informed instruction and social/emotional learning, including Growth Mindset strategies and activities.	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 and helping students foster a growth mindset rather than a fixed mindset increases their potential for success in the classroom.

*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	Establish the Kingsbury Smekens Implementation Plan by grade level providing PD in specific strategies that teachers "Must Do"	Begin moving some of the "May Do" Smekens strategies into the "Must Do" list for 2020-2021, providing PD on the specific strategies and differentiating the strategies for each grade level
2	Horizontal and vertical collaboration time in the building to sift through curriculum and materials to align our curriculum with the	Addition of resources and assessments that can be shared throughout the corporation to the curriculum maps, including Google Slides presentations that can be utilized for distance learning

	standards based curriculum guides and determine supplemental materials that are needed	
3	Growth Mindset and Self-Care Presentations 9/30/20	Growth Mindset book study and further research  Sharing strategies and activities for classroom teachers to implement to foster a growth mindset

*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	14 Power Strategies to Boost Reading and Writing Achievement on Standardized Tests webAcademy by Smekens Education	Kingsbury Smekens Reading/Writing Implementaiton Plan
2	Substitute teachers to allow for representatives for each school to be out of the building for collaboration	Time for collaboration, revised curriculum guides, and current curriculum/materials at each grade level
3	Insights from <i>Mindset</i> by Carol Dweck, compiled by <a href="http://www.productivitygame.com">www.productivitygame.com</a>	<i>Mindset: The New Psychology of Success</i> by Carol Dweck  <i>Growth Mindset Activities for Kids: 55 Exercises to Embrace Learning and Overcome Challenges</i> byt Esther Pia Cordova

*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	<p>NWEA testing will be done in the middle and near the end of the school year</p> <p>ILEARN testing will be conducted in the spring</p>
2	ILEARN and NWEA data	<p>NWEA testing will be done in the middle and near the end of the school year</p> <p>ILEARN testing will be conducted in the spring</p>
3	ILEARN and NWEA data	<p>NWEA testing will be done in the middle and near the end of the school year</p> <p>ILEARN testing will be conducted in the spring</p>

**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.