School Name: Scipio Elementary

School Number: 4015-3357

Street Address: 6320 State Hwy 7

City: Scipio

Zip Code: 47273

# COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

---------------------- **CONTACT INFORMATION** ----------------------

Principal: Melissa Patterson
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Superintendent: Nicole Johnson
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Contact for Grants: Carrie Manowitz

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*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI Targeted Support and Improvement – federal government school designation under ESSA
ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public schools and state-accredited nonpublic schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds** <u>AND</u> **schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.**

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

| |
|---|
| This is an initial three (3) year plan. **Yes** No This is a review/update of a plan currently in use. **Yes** No |
| This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI** |
| (TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk,  Multiracial, Asian, AI/AN, NHPI** |

This school receives Title IA funding. **Yes No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

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

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

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

| Member Name | Title | Committee(s) | CNA/SIP Subcommittee(s) |
|---|---|---|---|
| **Sample**: *Alma Smith* | *Teacher* | *CNA,SIP,* BOTH | *ELA, Black, Spec. Ed.* |
| Melissa Patterson | Administrator | CNA, SIP, **Both** | |
| Amber Hook | Instructional Coach | CNA, SIP, **Both** | |
| Holly Rose | Teacher | CNA, SIP, **Both** | |
| Corie Edens | Teacher | CNA, SIP, **Both** | |
| Casey Ernstes | Teacher | CNA, SIP, **Both** | |
| Tiffany Wathen | Counselor | CNA, SIP, **Both** | |
| Sara Prince | Teacher | CNA, SIP, **Both** | |
| Lora Pollert | Teacher | CNA, SIP, **Both** | |

| Lisa Lykins | Teacher | CNA, SIP, <mark>Both</mark> | |

**Link additional committee information here** (if necessary):

## --- ALIGNMENT [optional] ---

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

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

**District Mission: Our mission is to inspire and empower our students to  reach their full potential as lifelong learners and productive members of a global community.**

**District Goals:**
*Recruit and Retain*

*Preparing Panthers for College and Careers*

*Academic Excellence*

*Fiscal Responsibility*

**School Vision: Our mission is to inspire and empower our students to  reach their full potential as lifelong learners and productive members of a global community.**

**Does the school's vision support the district's vision?** *(highlight response)* <mark>Yes</mark> No
**Does the school's mission support the district's mission?** *(highlight response)* <mark>Yes</mark> No
**Do the school's mission and vision support district goals?** *(highlight response)* <mark>Yes</mark> No

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

**so?** N/A

**Link additional information here** (if necessary): N/A

# SECTION A: Review Essential Information

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

## Core Element 1: Curriculum [Required for all]

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

| Subject/Course | Grades | Resource Name | Aligned to IAS | Tier (highlight all that apply) | Rationale for Resource Use | Continue Use? | X |
|---|---|---|---|---|---|---|---|
| English/Language Arts | K-6 | Wonders | Yes No | Tier 1, 2, 3 | Textbook and leveled readers are part of core reading. | Yes No | ❏ |

| Subject | Grade | Program | Used | Tier | Description | Required | X |
|---|---|---|---|---|---|---|---|
| English/Language Arts | K-2 | Reading Eggs | **Yes** No | **Tier 1, 2**, 3 | Used for assessing and filling in gaps. | **Yes** No | ❏ |
| Math | K-2 | Mathseeds | **Yes** No | **Tier 1, 2**, 3 | Used for assessing and filling in gaps. | **Yes** No | ❏ |
| English/Language Arts | K-1 | Heggerty | **Yes** No | **Tier** 1, 2, **3** | Used individually or in small groups for students who need phonemic awareness and phonics skill work. | **Yes** No | ❏ |
| English/Language Arts | 2-6 | Barton Reading and Spelling | **Yes** No | **Tier** 1, 2, **3** | Used individually or in small groups for students who need phonemic awareness and phonics skill work. | **Yes** No | ❏ |
| English/Language Arts | K-6 | IXL | **Yes** No | **Tier 1, 2, 3** | Used as a supplement for core practice as well as remediation depending on the student. | **Yes** No | ❏ |
| Math | K-6 | IXL | **Yes** No | **Tier 1, 2, 3** | Used as a supplement for core practice as well as remediation depending on the student. | **Yes** No | ❏ |
| Math | K-6 | IREADY | **Yes** No | **Tier 1, 2, 3** | Textbook and reteach materials are part of core math. | **Yes** No | ❏ |
| English/Language Arts | K-6 | Reading A-z | Yes No | **Tier** 1, 2, 3 | Used as a supplement for core practice. | **Yes** No | ❏ |
| English/Language Arts | K-1 | Barton | **Yes** No | **Tier** 1, 2, **3** | Used individually or in small groups for students who need phonemic awareness and phonics skill work. | **Yes** No | ❏ |
| Computer Science | K-6 | Code.org | **Yes** No | **Tier 1**, 2, 3 | Used as a supplement for computer science standards | **Yes** No | ❏ |

## Core Element 1: Curriculum [Required for all] *continued*

| Best Practice/Requirements Self-Check | Yes/No | X |
|---|---|---|

| | | |
|---|---|---|
| The school uses district-established curriculum that is aligned to the Indiana Academic Standards. | <mark>Yes</mark> No | ❏ |
| Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum. | <mark>Yes</mark> No | ❏ |
| Teachers and staff are engaged in cross grade-level articulation of standards. | <mark>Yes</mark> No | ❏ |
| A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated. | <mark>Yes</mark> No | ❏ |

**The public may view the school's curriculum in the following location(s):**
Jennings County Schools Curriculum, IDOE website via the Indiana Academic Standards

# Core Element 2: Instructional Program [Required for all]

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

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

**For Title I schools with Schoolwide Programs only:**

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

Tier 2: Targeted Group Interventions for Language Arts and/or Math
- ●Supplemental, research-based instruction takes place for small groups of students who haven't responded to the core curriculum and need additional support.
- ●30 minutes daily beyond the Tier 1 core program.
- ●Additional interventions in small groups of 3 or 5 students with similar needs are implemented.
- ●Based upon continuous progress monitoring, students may move back to Tier 1, modifications to the Tier 2 Interventions may be made, or students may be identified for Tier 3. Typically 5% of students are identified for Tier 3.

Tier 3: Targeted Intensive Interventions for Language Arts and/or Math
- ●More intense and explicit research-based instruction takes place for individuals or smaller groups of 2 or 3 students who haven't responded to Tier 2 interventions and need additional support.
- ●This tier includes high-risk students experiencing considerable difficulty.
- ●These students receive up to an additional 60 minutes of intensive intervention in addition to the 90-minute (60-minute Math) Tier 1 core curriculum.

## Core Element 3: Assessment [Required for all]

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

| Assessment Name | Grade(s) | Use | Type and Rationale for Use | Continue Use | X |
|---|---|---|---|---|---|
| NWEA | K-6 | Benchmark, Com. Form., Summative, Other | Used for benchmarks at BOY, MOY, and EOY, as well as progress monitoring each quarter. Also serves as part of the Universal Screener for at-risk for dyslexia. | Yes No | ❏ |
| Dibels | K-6 | Benchmark, Com. Form., Summative, Other | Used for Level One Screener for at-risk for dyslexia. | Yes No | ❏ |

| CORE | K-2 | Benchmark, ==Com. Form.==,  Summative, Other | Used for progress monitoring of phonics masteryl. | ==Yes== No | ❏ |
| COGAT | K-6 | Benchmark, Com. Form.,  Summative, ==Other== | Universal Screener for High Ability | ==Yes== No | ❏ |

| Best Practice/Requirements Self-Check | Yes/No | X |
| --- | --- | --- |
| A system is in place to use assessment data to make decisions about programs, practices, and instruction. | ==Yes== No | ❏ |
| The school uses assessment data to identify students for Tier II and Tier III instruction. | ==Yes== No | ❏ |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the  appropriate levels of depth and rigor. | ==Yes== No | ❏ |

**For Title I schools with Schoolwide Programs only:**

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

Classroom Teachers are invited to and expected to attend monthly data meetings with stakeholders including the Title I Instructional Coach, the Building Administrator, and the School Counselor. Each month, new data is reviewed for each student. It is discussed and decided whether or not each student will continue in the Tier that he/she is in or move to a different Tier. The correct intervention is also decided upon at this time. When it is time for a Tier 3 meeting  to be called, parents are invited to come as well. If parents do not come or prefer a phone conference, paperwork is sent home to them with the information  and decisions made from the meeting with the rest of the stakeholders. Teachers also have a Request for Assistance form that they can fill out and give to the  Title I Instructional Coach at any time.

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

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

We want to continue to build greater communication between parents and schools so that parents can learn from us and we can learn from them. Jennings County School Corporation needs to make sure that parents understand the need for technology and that they are aware of how  students should care for and maintain devices so that they remain in good working condition and have a low maintenance cost. The school  corporation can gain a better understanding from parents on what students' technology needs are in their home environments. Initiatives  include an infrastructure that is prepared to handle increased technology use by teachers and students, regular, quality professional  development that addresses both teachers' technological skill and curricular integration, district and school culture that

embraces collaboration and risk, strong district-level vision for the purpose and use of technology, as well as a diverse teams to make decisions, address problems, and make technology policies.

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

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

**Answer the questions for the grade levels in your school.**

**Grades K-5 only**

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

If **"Not currently implementing career exploration activities"** was indicated above, explain why.

**Grades 6-8 only**

| What career awareness activities are provided for students? (Highlight all that apply) | |
|---|---|
| Not currently implementing career information activities. | Career-related courses |

| | |
|---|---|
| <mark>Career-focused classroom lessons</mark> | Job-site tours |
| <mark>Guest speakers</mark> | <mark>Career Day/Fair or Community Day</mark> |
| <mark>Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)</mark> | Online career navigation program |
| Other | |

**If "Not currently implementing career exploration activities" was indicated above, explain why.**

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

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

**If "Not currently implementing career exploration activities" was indicated above, explain why.** N/A

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

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

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

**Briefly answer the following:**

**What practices are in place to maintain a safe environment?**
We recite our Tiger Pledge each morning during announcements, and rules are established in student handbooks. Communication takes place between the school and families via social media platforms as well as Tier meetings to which parents are invited and encouraged to attend. Teachers have been trained in strategies to help teach self-regulation skills.

# Core Element 7: Cultural Competency [Required for all]

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

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

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

**Describe how racial, ethnic, language-minority, and socio-economic groups are identified.**
Parents enroll their students at the beginning of each year and are required to fill out forms which indicate student ethnicity and socio-economic status. This information is compiled into our student data system, Skyward.

**Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school?** Our school implements strategies which include cultural awareness for all students regardless of socioeconomic status or ethnicity. Students are also supported, if needed, by the district ELL coordinator. Students who qualify to receive free or reduced lunch are watched closely for identification of additional needed educational support.

**What professional development might be necessary for staff to work effectively in cross-cultural situations?**
Scipio has two teachers and a principal who finished year two of five with the Indiana Center on Teacher Quality (ICTQ). Four additional teachers will be involved in monthly professional development training this year. The focal point of the ICTQ professional development is Universal Design of Learning and PBIS.

**What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?**
Our newly adopted Wonders Reading Series does a good job of including rich stories which expose students to other cultures. Our counselor continues her monthly lessons which includes acceptance, empathy, bullying, diversity, and friendships.

# Core Element 8: Review Attendance [Required for all]

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

**Number of students above 10% or more of the school year. Last year: _17__ Two Years Ago: _18_ Three Years Ago: _10_**

**What may be contributing to the attendance trend?**
Covid 19 has led to an increase in the number of students who are absent on a typical day.

**What procedures and practices are being implemented to address chronic absenteeism?**
Office staff calls the student's parents to find out why the student is absent. Unexcused absences prompt the principal to visit a student's home in an attempt to locate them. Families are sent attendance letters, and some are invited to an attendance committee meeting where multiple agencies work together to help solve attendance problems.

**If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?**
The attendance review committee will provide more individualized support. This team includes representatives from DCS, Court System, Centerstone, and parents. The committee will create an attendance action plan that outlines interventions and consequences if attendance fails to improve. The team will monitor the student's progress to see if attendance goals are being met or if further action is required.

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

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

**How does the school maximize family engagement to improve academic achievement?**
We use social media platforms, Parent Square, Classroom Newsletters, and School Newsletters, to communicate with parents.

**In what ways are parents/families able to express ideas, concerns, and/or suggestions?**
Every staff member is accessible via email, phone, and social media. There is also a PTO that meets, at least, quarterly, where parents and teachers can collaborate. Parents are also encouraged to contact staff if concerns arise. Each fall, parents are invited to a Title I meeting where they have the opportunity to fill out a survey or voice their concerns.

**In what ways does the school involve parents/families to maintain or increase high levels of student attendance?**
We have an attendance policy in the student handbook. If students miss so many days, parents receive a letter to encourage better attendance. If poor attendance continues, it is taken up by the attendance committee which meets with parents to create an attendance plan.

**How do teachers and staff bridge cultural differences through effective communication?**
If we have ELL students, we send home translated information, including newsletters, lunch menus, etc. We use a parent communication platform which also translates everyday messages. We also have a translator attend meetings when necessary.

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

**The following is specific to Title I Schoolwide Programs.**

**Describe strategies used to increase parental involvement.**

Social media has become a big part of increasing parent involvement. Invitations to events are shared through social media as well as school newsletters.  Title I hosts events throughout the school year.  For each event, there is a focus on students and their families working together, whether on STEM activities, writing stories, or reading.

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

At September P/T Conferences, teachers will share the Indiana Academic standards, the student's assessment data from IREAD, ILEARN and/or BOY Reading and Math reports and how parents can monitor their child's progress. Parents will be provided access to the parent testing portal for ILEARN Parent will be provided ILEARN Parent letters with the student's results. IREAD 3 Parent letters from the IDOE will be provided to parents of 3rd graders after spring testing  results are released.

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

Our Title I Instructional Coach assists in providing information to parents on how students will be utilizing technology for instruction and learning, parent tips for helping students at home are on our weekly school newsletters, information related to standards and parent involvement are posted on our school website. Classroom teachers send home newsletters to keep parents informed about what students are doing in the classroom, parents are invited to PTO meetings monthly, parents are invited to attend other family events at the school, Parent-Teacher conferences in September and February. Parents are invited to serve on our school improvement plan, textbook adoption committees, and the corporation's Strategic Planning committee.

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

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

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

**How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?**  N/A

**Graduation rate last year: _N/A__ Percent of students on track to graduate in each cohort: __N/A_**

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

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

**Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.** These funds are used to support classroom materials, remediation activities, parent involvement, high ability students, ELL students, and students with  special education needs. Listed below are the funds currently used at Scipio to support instruction that will remain unconsolidated:

- ●Title 1 Grant

- ●School Funds

- ●Jennings County Community Foundation

- ●High Ability Grant

- ●Scipio Elementary P.T.O.

- ● Special Education

- ● EL

**Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).**
Scipio Elementary chooses not to consolidate any funds at this time. Many budget items are within district budget control. Scipio Elementary will work to coordinate all funds so that they may most effectively support our goals of raising achievement and supporting our students.

**Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early  Reading First, or a state-run preschool program.**
Kindergarten round up each Spring will feature informational sessions for parents to help ease student transition to Scipio. After students complete their  initial assessments, they will also have time to work with Scipio staff on additional high interest activities to increase their anticipation of starting school.  An informational and educational take-home-bag will also be provided to families. This bag will include information about our school and activities that  children can complete to help them prepare for school. An individual meeting will also be scheduled with each family to assist with the transition to  kindergarten. This meeting will allow parents an opportunity to ask questions and gain an understanding of kindergarten expectations.

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

- ●The corporation will post all positions at each school, at the central office, and on the corporation website.

- ●Positive Climate (Evidenced from a survey of school staff that resulted in staff showing high satisfaction with school leadership, positive staff relationships, and a safe environment.)

- ●Access to resources and materials. (Classroom teachers receive a yearly supply budget, classroom supplies for students, and have access to a school leveled book room.)

- ●Time for collaboration: Grade Level meetings are scheduled each week for common planning time. In addition, grade level meetings are scheduled for two hours each month to plan a monthly overview.

## Highly Qualified Staff Information

**Highly Qualified Classifications**
0-Non-Teaching
1-Taught by Computer
2-Not Highly Qualified
3-Not a Core
4-HQ Requirements - Do not Apply

| Barber | Jennifer | BARBEJEN000 | 3357 | 0 | 0094 | |
|--------|----------|-------------|------|---|------|---|
| Burton | Angie | BURTOANG000 | 3357 | 5 | 0480 | |
| Castetter | Darian | CASTEDAR000 | 3357 | 3 | 0450 | |
| Davidson | Melissa | DAVIDMEL000 | 3357 | 5 | 0420 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Davis | Viola | DAVISVIO000 | 3357 | 6 | 0480 | |
| Ernstes | Casey | ERNSTCAS000 | 3357 | 6 | 0420 | 5-HOUSE |
| Wilson | Suzanne | WILSOSUZ000 | 3357 | 6 | 0420 | 6-PRAXISII/NTE/Pearson |
| Hack | Audra | HACK AUD000 | 3357 | 5 | 0420 | 7-Credits/Degree - 24 |
| Hook | Amber | HOOK AMB000 | 3357 | 6 | 0430 | 9-Not Primary Instructor |
| Kreutzjans | Janet | KREUTJAN000 | 3357 | 5 | 0420 | 10-Master's Degree or Pd.D. |
| Lykins | Lisa | LYKINLIS000 | 3357 | 6 | 0420 | |
| Edens | Corie | EDENSCOR000 | 3357 | 6 | 0440 | |
| Pollert | Lora | POLLELOR000 | 3357 | 6 | 0420 | |
| Ponsler | Emily | PONSLEMI000 | 3357 | 6 | 0420 | |
| Shockley | Emma | SHOCKEMM001 | 3357 | 6 | 0420 | |
| Shoop | Wendy | SHOOPWEN000 | 3357 | 5 | 0420 | |
| Wathen | Tiffany | WATHETIF000 | 3357 | 0 | 0084 | |

# SECTION B: Needs Assessment

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

| General Academic | | and Schoolwide WIDA | | Special Education | | High Ability | |
|---|---|---|---|---|---|---|---|
| X | Statewide Assessments | X | Individual Learning Plans | | IAM Assessment | X | Aptitude Assessment (e.g. CogAT) |
| X | Districtwide Assessments | | (ILPs) Performance Gap | X | Individual Education Plans | X | Current High Ability Grant |
| X | Assessment by Student Group | | Data | X | (IEPs) Performance Gap Data | | Performance Gap Data |
| x | Common Formative | | ESL Staff Training | X | Special Education Training for | X | High Ability Training for Staff |
| | Assessments PSAT/SAT/ACT | | Service Delivery Model | X | Staff Approved Testing | | Service Delivery Model |
| X | Assessments | | Federal (ESSA) Grade for | | Accommodations Federal (ESSA) | | |
| | Dyslexia Screening Data | | Group Current Title III Grant | | Grade for GroupIEP Compliance | | |
| X | Common Formative Assessments | X | Parental Involvement | | Report | | |
| | Attendance Reports – general and  by student groups | | WIDA | | Special Education Staff Assignments | | |
| | Survey of Students, Staff, Parents,  and/or Community | **Be sure there is no personally identifiable information for students  in any/all linked/uploaded data.** | | | | | |
| x | Staff Attendance | | | | | | |

## Step 1: Review Potential Issues from the Core Elements

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

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

**Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**
If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

## Step 2: Evaluate Progress on Current School Goals

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

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

<u>Goal 1</u> Measurable outcome met? **Yes No**

Scipio Elementary Students' Language Arts ILEARN scores will be raised to at least 48% passing by the year 2026. Scores already at 48% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.

Benchmark:

2023-2024: Scores will increase on the new ILEARN test to at least a 38%.

2024-2025: Scores will increase on the new ILEARN test to at least a 43%.

2025-2026: Scores will increase on the new ILEARN test to at least a 48%.

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

If the goal was not met, explain why.
The overall school ELA proficient score for 2023-2024 was 38%.  This is on track for the overall goal of at least 48% proficiency by 2026.

If the goal was not met, should the school continue to work toward this goal? **Yes No**
*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

**Goal 2** Measurable outcome met? **Yes No**

Scipio Elementary students' Math ILEARN scores will be raised to at least 66% passing by the year 2026. Scores already at 66% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.
Benchmark:

2023-2024: Scores will increase on the new ILEARN test to at least 56%.

2024-2025: Scores will increase on the new ILEARN test to at least 61%.

2025-2026: Scores will increase on the new ILEARN test to at least 66%.

If the goal was met, how will the school further improve or sustain this level of performance?
The goal was to increase to 56% and the overall math ILEARN proficient score for the school was 49%.

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

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

**Goal 3** Measurable outcome met? **Yes No**

Scipio Elementary students' attendance rates will be raised to at least 97%. Scores already at 97% or above will be increased by 0.5%.  Research based practices will be implemented to increase our attendance rate.

Attendance Rate

2023-2024: Average attendance will increase by 0.5% for a rate of 96.0%.

2024-2025: Average attendance will increase by 0.5% for a rate of 96.5%.

2025-2026: Average attendance will increase by 0.5% for a rate of 97.0%.

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

If the goal was not met, should the school continue to work toward this goal? **Yes No**
The goal for 2023-2024 was an average attendance rate of 96%. The actual rate for the 2023-2024 school year was 94.7%.

# SECTION C: Analysis

## Step 1: Conduct a Gap Analysis

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

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

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately? Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

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

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

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

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

# SECTION D: School Improvement Plan and Professional Development Plan

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

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

| Possible Funding Sources | | |
|---|---|---|
| Title IA<br>Title II<br>Title III<br>Title IV<br>School Improvement (SIG) | McKinney-Vento<br>High Ability<br>Early Literacy<br>Twenty-first Century After School<br>Program Rural and Low Income Schools<br>Program | General funds<br>Head Start |

# School Improvement Plan

## Using the Goal Template

### Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and

"Yr 3").

**Evidence-Based Strategy**

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

**Strategy Action Steps**

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

| GOAL 1 | By spring of 2025, Scipio Elementary students' Math ILEARN scores will be increased by 2% from the previous school year as measured by the ILEARN Assessment. | | |
|---|---|---|---|
| **Data Checkpoints (dates)** | **September 1** | **February 1** | **May 25** |
| **Evidence at Checkpoints** | Math scores on interim | Math scores on interim test | Math scores on ILEARN assessment |
| **Evidence-Based Strategy 1** | Parrish, Sherry. Number Talks : Helping Children Build Mental Math and Computation Strategies, Grades K-5. Sausalito, CA :Math Solutions, 2010. https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1159&context=theses_dissertations | | **PD Needed: Yes <mark>No</mark>** *(Highlight)* |
| **Strategy Action Steps** | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** |
| Action Step 1 | Complete BOY assessments to acquire data, including baseline scores | August 2024– September 2024 | Leadership Team, Teachers/staff | By spring of 2025, Scipio Elementary students' Math ILEARN scores will be increased by 2% from the previous school year as measured by the ILEARN Assessment. |

| Action Step 2 | Classroom teachers will math talks and STEM-Based problem solving lessons. | August 2024- May 2025 | Leadership Team, Teachers/staff | By spring of 2025, Scipio Elementary students' Math ILEARN scores will be increased by 2% from the previous school year as measured by the ILEARN Assessment. |
|---|---|---|---|---|
| **Yr. 2 Measurable Objective** | By spring of 2025, Scipio Elementary students' Math ILEARN scores will be increased by 2% from the previous school year as measured by the ILEARN Assessment. | | | |
| **Yr. 3 Measurable Objective** | Scipio Elementary students' Math ILEARN scores will be raised to at least 66% passing by the year 2026. Scores already at 66% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap. | | | |

| **CURRENT YEAR GOAL 2** | By spring of 2025, Scipio Elementary students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by the ILEARN Assessment. | | |
|---|---|---|---|
| **Data Checkpoints (dates)** | **September 1** | **February 1** | **May 25** |
| **Evidence at Checkpoints** | ELA scores on interim test | ELA scores on interim test | ELA scores on ILEARN assessment |

| Evidence- Based Strategy 1 (must cite study) | Emphasis on science of reading K-3 and writing 3-6<br><br>https://www.edweek.org/teaching-learning/why-putting-the-science-of-reading-into-practice-is-so-challenging/2022/07<br><br>https://ceedar.education.ufl.edu/cems/writing/<br><br>https://lincs.ed.gov/sites/default/files/1_TEAL_Research-based%20WI.pdf | PD Needed: <mark>Yes</mark> No |
|---|---|---|
| **Strategy Action Steps** | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** |
| Action Step 1 | 100% of K-6 classroom teachers will implement Science of Reading strategies as determined by information from observations by coaches and the administrator. | August 2024 - May 2025 | Leadership Team, Teachers, staff | By spring of 2025, Scipio Elementary students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by the ILEARN Assessment. |
| Action Step 2 | 100% of 2-6 classroom teachers will implement writing strategies as determined by information from observations by coaches and the administrator. | August 2024 - May 2025 | Leadership Team, Teachers, staff | By spring of 2025, Scipio Elementary students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by |

| | | | | the ILEARN Assessment. |
|---|---|---|---|---|
| **Strategy 2 (must reference source)** | **Emphasis on phonemic and phonological awareness K-3.** | | | **PD Needed: <mark>Yes</mark> No** |
| **Strategy Action Steps** | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** |
| Action Step 1 | Complete BOY assessments in order to acquire data | August 2024 - September 2024 | Leadership Team, Teachers, staff | By spring of 2025, Scipio Elementary students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by the ILEARN Assessment. |
| Action Step 2 | Determine Phonological and phonics holes in at-risk students in grades 3-6 and provide PA/Phonics intensive intervention. | August 2024 - May 2025 | Leadership Team, Teachers, staff | By spring of 2025, Scipio Elementary students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by the ILEARN Assessment.. |
| Action Step 3 | Provide explicit instruction daily using phonemic awareness | August 2024 - May 2025 | Leadership Team, Teachers, staff | By spring of 2025, Scipio Elementary |

| | | | | students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by the ILEARN Assessment. |
|---|---|---|---|---|
| Action Step 4 | Continuous progress monitoring for students who are deemed at risk. | August 2024 - May 2025 | Leadership Team, Teachers, staff | By spring of 2025, Scipio Elementary students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by the ILEARN Assessment. |
| **This Goal for Year 2** | By spring of 2025, Scipio Elementary students' ELA ILEARN scores will be increased by 4% from the previous school year as measured by the ILEARN Assessment. | | | |
| **This Goal for Year 3** | Scipio Elementary Students' Language Arts ILEARN scores will be raised to at least 48% passing by the year 2026. Scores already at 48% or above passing will be increased by 2%. | | | |

| CURRENT YEAR GOAL 3 | Scipio Elementary students' attendance rates will be raised to at least 97%. Scores already at 97% or above will be increased by 0.5%. | | | |
|---|---|---|---|---|
| Data Checkpoints (dates) | **October2024** | **December 2024** | **March 2025** | **May 2025** |
| Evidence at Checkpoints | **Term 1 attendance rate** | **Term 2/Semester 1 attendance rate** | **Term 3 attendance rate** | **Term 4/Semester 2/School year attendance rate** |
| Evidence- Based Strategy 1 (must cite study) | Communication between school and families about daily attendance. https://www.attendanceworks.org/wp-content/uploads/2017/09/A-National-Portrait-of-Chronic-Absenteeism-in-the-Early-Grades-Oct-2007.pdf | | | **PD Needed: <mark>Yes</mark> No** |
| Strategy Action Steps | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** |
| Action Step 1 | Promote positive habits with school attendance withfrequent information about the importanceof attendancein newsletters, flyers/handoutsat school events, principal remarks at Kinder Meet the Teacher and Open House. | August 2024-May 2025 | Leadership Team, Teachers, staff | Copy of Newsletters / Parent Square |
| Action Step 2 | Phone calls to parents of absent students | August 2024-May 2025 | Attendance Secretary | Skyward attendance records/Parent Square |

| | | | | |
|---|---|---|---|---|
| Action Step 3 | Parent conference after 8 days absent and attendance contract. Attendance conference after 12 unexcused days absent and referral to district attendance committee | August 2024-May 2025 | Principal or counselor | Skyward attendance records |
| Action Step 4 | district attendance committee | August 2024-May 2025 | Attendance committee | Skyward attendance records |
| **Strategy 2 (must reference source)** | Promote a sense of belonging for students at Scipio Elementary https://www.attendanceworks.org/wp-content/uploads/2019/06/NCECF_report-attendancecounts-2019_digital-090719.pdf | | | **PD Needed:** <mark>Yes</mark> no |
| **Strategy Action Steps** | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** |
| Action Step 1 | Relationship building opportunities will be prioritized at the beginning of the year and throughout the school year | August 2024-May 2025 | Leadership Team, Teachers, staff | |
| Action Step 2 | Provide students and families a list of extra curricular opportunities afforded to the students of SE | August 2024 - updates and reminders in weekly newsletter | Leadership Team, Teachers, staff | Newsletters |

| | | | | |
|---|---|---|---|---|
| Action Step 3 | Provide interventions and/or small groups meetings to students showcasing trouble with chronic absenteeism and provide a plan to track progress with goals | August 2024-May 2025 | Leadership Team, Teachers, staff | Skyward Attendance Rates |
| Action Step 4 | Continue implementation of schoolwide PBIS | August 2024-May 2025 | Leadership Team, Teachers, staff | Skyward Attendance Rates |
| **This Goal for Year 2** | **Student attendance rate will be 96.5% or higher by the end of the 2025 school year.** | | | |
| **This Goal for Year 3** | **Student attendance rate will be 97% or higher by the end of the 2026 school year.** | | | |

# Professional Development Plan

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

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

| Professional Development Goal 1 | Provide teachers with Science of Reading training. | Linked SIP Goals<br><br>==Yes== No |
|---|---|---|
| Possible Funding Source(s) | District Funds | |
| Evidence of Impact | Benchmarks | |

**Plan for coaching and support during the learning process:**

**Instructional coaches have been trained and will provide support as needed during this learning process.**

**How will effectiveness be sustained over time?**

**Continued training and use of this information.**