

School Name: Eminence Elementary

School Number: 6327

Street Address: 6760 N SR 42

City: Eminence

Zip Code: 46125

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

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

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

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

This is an initial three (3) year plan. **Yes No**

This is a review/update of a plan currently in use. **Yes No**

This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**

(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**

This school receives Title IA funding. **Yes No** Is the school's Title I program **Schoolwide or Targeted Assistance?** **SW TA**

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Dustin Adams	Principal	CNA, SIP, Both	Special Education
Shannon Fields	Title I Specialist	CNA, SIP, Both	Special Education
Mary Galyan	Special Education Teacher	CNA, SIP, Both	Special Education
Jill Farmer	K Teacher	CNA, SIP, Both	Special Education
Bailey Cummings	4th Grade Teacher	CNA, SIP, Both	Special Education
Callie Saucerman	Parent	CNA, SIP, Both	Special Education

Sarah Garvin	5 th Grade Teacher/STEM	CNA, SIP, Both	Special Education
Carissa Kemp	Community Member	CNA, SIP, Both	Special Education

--- ALIGNMENT [optional] ---

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

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

District Vision:	Our vision is to provide an environment where students will believe in themselves, reach their highest potential, and ready themselves for college and a career.	School Vision:	WE ARE... Engaging students. Making a difference. Inspiring imagination. Nurturing curiosity. Exploring potential. Navigating world challenges. Creating unity. Embracing our community. WE ARE EMINENCE!
District Mission:	It is the mission of the Eminence Community Schools' staff to engage students in critical thinking, creativity, collaboration, and communication every day to prepare them for college and a career.	School Mission:	It is the mission of the Eminence Community Schools' staff to engage students in critical thinking, creativity, collaboration, and communication every day to prepare them for college and a career.
District Goals:			

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

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

The school's mission, vision, and goals are aligned with those of the district.

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading	k-6	Reading Wonders	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading	k-2	Orton Gillingham	Yes No	Tier 1, 2, 3	Highly prescribed early literacy format	Yes No	

Reading	k-6	i-Ready Personalized Instruction	Yes No	Tier 1, 2, 3	Personalized and aligned	Yes No	
Reading	k-6	SPIRE	Yes No	Tier 1, 2, 3	Systematic approach to struggling readers	Yes No	
Math	k-6	Ready Mathematics	Yes No	Tier 1, 2, 3	<i>Textbook and online portion are core component of math program.</i>	Yes No	
Math	k-6	i-Ready Personalized Instruction	Yes No	Tier 1, 2, 3	Personalized and aligned	Yes No	
Reading	k-6	LLI	Yes No	Tier 1, 2, 3	Leveled literacy instruction	Yes No	
Writing	k-5	Step Up to Writing	Yes No	Tier 1, 2, 3	Vertically aligned writing program	Yes No	
Vocabulary	k-2	Word Heroes	Yes No	Tier 1, 2, 3	Vertically aligned vocabulary program	Yes No	
Vocabulary	3-5	Word Wisdom	Yes No	Tier 1, 2, 3	Vertically aligned vocabulary program	Yes No	

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s):
Administration Office

Core Element 2: Instructional Program [Required for all]

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

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

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

For Title I schools with Schoolwide Programs only:

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

All students are screened using multiple evidence-based formative assessment systems at multiple times in the year. We have mapped curriculum for all grades, and we use high quality instructional materials. The Title I teacher uses multiple data points to identify students for a Title I program. The Title I teacher provides small group support weekly to students that have been identified as needing additional academic support. We have systems in place to identify students in need of tiered interventions, including Special Education, as well as high ability. Our teachers collaborate weekly during our Wednesday after school meeting for 30 minutes each week.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
i-Ready Math and Reading	k-6	Benchmark, Com. Form., Summative, Other	Track growth and predict proficiency on state assessments	Yes No	
Common Formative Assessments	k-6	Benchmark, Com. Form., Summative, Other	Instructional decision making and evaluating effectiveness of teaching, determining mastery.	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

		Benchmark, Com. Form., Summative, Other		Yes	No	
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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	X
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	X

For Title I schools with Schoolwide Programs only:

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

Teachers are actively engaged in making decisions at Eminence dealing with students, procedures, school-wide positive behavior support, school wide planning, PL 221, and safety issues. Teacher meetings assist in getting input from teachers on a range of issues. Progress monitoring and other assessments help teachers in forming small reading groups, math groups for both remedial and enrichment. MTSS meetings will determine what extra academic or behavior strategies are needed to be used for Tier 2 and Tier 3 students.

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

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

Eminence elementary uses one-to-one devices (Chromebooks) and Google Apps for Education to increase student learning. Specifically, NewsELA allows our students in grades 3-6 to respond to nonfiction at their own reading levels, i-Ready Personalized Instruction supports growth in students' areas of need based on their diagnostic test results, and content can be shared with students through Google Classroom whether we are in session, or e-Learning. All of our teachers have Smartboards that allow them to interact with digital copies of our textbook series or other instructional materials in bold ways. We access guides for brain breaks and focused attention practices with the Smartboards as well. Students utilize creativity, collaboration, critical thinking, and communication with technology.

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	X

A plan is in place to provide in-service training in the use of technology.	Yes	No	X
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	No	X
There are established procedures for maintaining technology equipment.	Yes	No	X
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	No	X

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 checked above, explain why.

Grades 6-8 only

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

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

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

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

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

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

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	X
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	X
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	X
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	

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.

Teachers develop lessons based on the students' academic needs, not on the demographics of the students. State data reports are analyzed to determine student subgroups that are underperforming their peers.

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

The school utilizes data to dynamically examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups

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

As part of the CNA/SIP process discussions are occurring around the potential of providing teachers and students training on diversity, the impact of poverty on students, and trauma informed care. These are viewed as levers for increasing empathy school wide, as well increasing our capacity to connect and build relationships with our students.

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

Teachers receive training prior to school starting and also have the opportunity to continue the training. Moving forward, specific focus will be given to provide teachers with experiences to learn about students' cultures. Additional focus will also be given to provide teachers with culturally relevant resources needed to ensure aspects of students' cultures are incorporated into instruction. This will act to increase the connection students are able to make to the content and recognize the relevance it has to their lives.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.

Last year: 21 Two Years Ago: 28 Three Years Ago: 16

What may be contributing to the attendance trend? Continued caution surrounding the global pandemic.
What procedures and practices are being implemented to address chronic absenteeism? Letters, rewards for good attendance.
In order to more proactively address chronic absenteeism, the school will refer students to MTSS for attendance when they reach 6 absences.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored? Monthly reports

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

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

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

Eminence Elementary recognizes that in order to support the goal that all students succeed academically and in life, the school and parents must work as partners. As such Eminence Elementary makes intentional and concerted effort to involve families in all phases of their child's educational development. Various activities include, but are not limited to, open houses, multicultural programs, and honor roll celebrations. A parent liaison exists to coordinate activities utilizing the Family Resource Room. Parents, community members, and school personnel can meet, work and share ideas

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

Parent/Teacher conferences are well attended with approximately 90% of the parents meeting with teachers to discuss their child's progress.

Eminence staff is looking at ways to get more families involved in the school. STEM exhibits, musical programs, Literacy Night, and Book Fair are just a few of the activities planned for the school year. The staff realizes that family participation is vital for student success and will continue to strive to promote activities to support parental involvement. Parents/families also completed the Panorama survey this year. We were able to review the data gathered from the survey to guide our decision making.

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

Eminence Elementary utilizes Skyward to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed...

- 3 absences-Teachers call home and notify the principal
- 5 absences-A notice is sent to the child's home
- 6-7 absences-Parents are required to come to the school to sign an attendance contract
- 8-9 absences- A certified letter is sent to the child's parents
- 10 absences-CPS is notified

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

Moving forward, the school will be engaging in cultural competency PD opportunities to further enhance the school's ability to communicate cross-culturally.

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.

Families and teachers work collaboratively to place education first. Parents are co-partners in the learning process. Opportunities that encourage parent involvement include: assignment notebooks, social media posts, weekly newsletters, individualized student reports, phone calls and/or email, open house, parent-teacher conferences, behavioral checklists, field trip chaperones, PTO, fundraisers, fall festival, school volunteers, programs, convocations, and homework.

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 K-5 building
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year: Percent of students on track to graduate in each cohort:

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Eminence Elementary expects to receive funding for Title I, Part A; Title II, Part A, Title VI, Part B IDEA and High Ability funding for the 2021-2022 school year. Coordination of activities is handled by the school principal in concert with the school's leadership team, Title I planning committee, the director of federal programs support, the school's financial team, and senior leadership. Spreadsheets are maintained, e.g., to ensure that spending on a particular item or person is not duplicated. In addition, required documentation is maintained at the school site. Finally, in terms of the activities, goals, and objectives encompassed within each plan/funding category, the involvement of the senior management, school administration, and planning committee will ensure that all activities are consistent with the school's goals and mission. After ensuring that each funding resource is used as allowed, the funding resources will then be allocated based on academic needs. Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered.

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

We understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

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.

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.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Rebecca Cooper	Transition to teaching	Kindergarten
Emily Rice	substitute license	1 st Grade

Callie Saucerman	Elementary/Primary Generalist and Elementary/Intermediate Generalist	2 nd Grade
Jill Farmer	Elementary Generalist k-6	3rd
Jessica Fulkerson	Emergency permit	3rd
Sarah Garvin	Elementary Generalist k-6	5th
Bailey Cummings	Elementary Generalist k-6	4th
Joshua Casey	Transition to teaching	4th/5th
Shannon Fields	Masters in General Elementary 1-6 7/8 non-dept.	Title I
Mary Galyan	Physically Handicapped Conversion Mildly Mentally Handicapped Conversion Learning Disabled Conversion	Special Education
Rebecca Wheelock	Instrumental and General Music	Music
Carla Bradley	Visual Arts	Art
Gabe Dunham	Physical Education	P.E.
Rebecca Eisenhour	none	Media Specialist
Leah Hyatt	Emergencyl Educator's License, School Counselor grades P-12	Counselor

SECTION B: Needs Assessment

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

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

X	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		
	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.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

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

Goal 1

Measurable outcome met? **Yes** No

Student proficiency rates for English/Language Arts will increase by 5% from spring 2021 ILEARN to spring 2022 ILEARN

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

MTSS meetings to ensure all students get interventions driving them towards growth and achievement. Additional curricular materials aligned to our schoolwide weaknesses and PD to implement them.

If the goal was not met, explain why.

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

Goal 2

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

Student proficiency rates for math will increase by 5% from spring 2020 ILEARN to spring 2022 ILEARN.

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

MTSS meetings to ensure all students get interventions driving them towards growth and achievement.

If the goal was not met, explain why.

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

Goal 3

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

By the end of the year, increase student attendance to 96%. ISS and OSS will decrease.

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

If the goal was not met, explain why.

Our ISS and OSS decreased. Attendance improved from the height of the pandemic, but it is still not at 96%.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
All students will reach grade level proficiency in meeting the demands of the Indiana Academic Standards as	Yes No	Our past trend data reveals a low percentage of students are achieving proficiency in ELA and math. In 2020-21, our scores increased in both	We are committed to ensuring all students are progressively moved to being on grade level. We recognize that ILEARN results from	X	1

determined by formative, interim, and summative (e.g., ILEARN) assessments.		Math and ELA by 15 points over our 2018-19 ILEARN baseline.	the 2019-2020 school year were strongly affected by the COVID-19 school shutdown, and that our increased lass rate over 2018-19 might have been higher had we experienced normal years in 2019-20 or 2020-21.		
All students demonstrate one or more academic year's growth as determined by state assessments. Further, those students who were previously DNP will achieve high growth to ensure achievement gaps are progressively reduced over time.	Yes No	We did not have growth data in 2020-21.	We did not have growth data in 2020-21.	X	2
Students in the Special Education subgroup will reach grade level proficiency in meeting the demands of the Indiana Academic Standards as determined by formative, interim, and summative (e.g., ILEARN) assessments demonstrate one or more academic year's growth as determined by state assessment.	Yes No	Of the 18 students in the Special Education subgroup, there were 11.1% who passed the ELA test. Of the 18 students in the Special Education subgroup, there were 11.1% who passed the math test.	Eminence Elementary does not have a data-driven system to identify evidence-based, schoolwide interventions. Students are in need of a comprehensive social and emotional framework that allows staff to have a better understanding of students' backgrounds to provide an inclusive and supportive school culture that will foster relationship building in order to facilitate improved attendance, behavior, and academic performance.	X	3

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
1- Academic Proficiency	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
2- Academic Growth	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
3- Data-Driven Decision Making/MTSS	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
4-Low Performing Student Group: Special Education	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Rural and Low Income Schools	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

GOAL 1	Throughout the 2022-2023 school year Eminence Elementary school will engage in interconnected professional learning cycles intended to improve core instruction as indicated by.... *5% increase in students achieving proficiency in ELA *5% increase in students achieving proficiency in Math			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	Interim Assessment Scores	Interim Assessment Scores	Interim Assessment Scores	
Evidence- Based Strategy 1	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507. -Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage teachers in job embedded training specific to research-based high yield instructional strategies	Aug. 2022-Jun. 2023	Building leadership and academic coaches	Live Lesson observations indicate fidelity of implementation of

	(ex. high expectations, effective feedback, literacy development, and math reasoning)			evidence-based instructional best practices
Action Step 2	Develop an electronic observation tool specific to the training teachers have received	Aug. 2022-Sept. 2023	Building leadership and academic coaches	The administrative leadership team can efficiently utilize the observation tool. The initial data indicates inter-rater reliability.
Action Step 3	Conduct observations of Live Lessons that result in teachers receiving non evaluative formative feedback.	Sept. 2022-Jun. 2023	Building leadership	Teacher surveys indicate feedback is viewed as formative and beneficial to improving instructional practices.

GOAL 3	<p>Eminence Elementary will improve current attendance rate throughout the 2021-2022 school year in order to increase participation in instructional time according to the following increments:</p> <ul style="list-style-type: none"> ▪attain a 95% attendance rate ▪ attain a 95% attendance rate ▪ attain a 95% attendance rate 			
Data Checkpoints (dates)	September	January	April	
Evidence at Checkpoints	Attendance rate and course completion	Attendance rate and course completion	Attendance rate and course completion	
Evidence- Based Strategy 1	<p>Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). A randomized experiment using absenteeism information to “nudge” attendance (REL 2017–252). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from http://ies.ed.gov/ncee/edlabs.</p>			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Develop a core design team to lead the development of the Attendance MTSS tiered strategy list	Oct. 2022-Dec. 2023	Building leadership and Guidance Department	By December 2022, leadership and guidance staff will have developed a systematic approach for the creation of Attendance MTSS tiered strategy list.
Action Step 2	Collaboratively meet with school staff and parents to discuss solutions to attendance challenges and students' current attendance data	Oct. 2022-May 2023	Building leadership, teachers, and Guidance Department	By December 2022, leadership and guidance staff will have developed a system for timely MTSS meetings on attendance concerns.
Action Step 3	Engage staff in professional learning pertaining to cultural competencies, specifically intergenerational poverty, and how it correlates with student performance.	Oct. 2022-July 2023	Building leadership and Guidance Department	By December 2022, staff at Eminence Elementary will incorporate culturally competent approaches in their instructional framework to promote student engagement and maintain high expectations for all students.

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	Eminence Elementary instructional staff will engage in professional learning cycles in order to ensure the existence of high-quality core instruction. Specific focus will be given to ensuring high expectations, literacy develop across content areas, and mathematical reasoning. Additionally, tiered supports will be developed to serve new teachers, emergency permit teachers, and teachers that are on improvement plans.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Classroom observation data indicates teachers are utilizing newly learning instructional best practices. -A system for conducting non evaluative formative walkthroughs that results in teachers receiving the feedback they need to authentically implement instructional best practices is created and utilized. -Summative teacher evaluations for new teachers, emergency permit teachers, and teachers on improvement plans indicates improving instructional practices. -Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met.	
Plan for coaching and support during the learning process: Data from classroom assessments, interim assessments, and instructional observations will be collaboratively analyzed to ensure targeted and individualized follow-up supports are provided as they are identified.		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> • Teachers will be encouraged to collaborate concerning implementation of instructional practices. • Opportunities will be provided to teachers for peer observations. • Academic coaches will work with teachers to refine practices and ensure job embedded support is continually provided. 		

Professional Development Goal 2	Eminence Elementary staff will engage in a cycle of professional development in order to better address the social-emotional needs of students. The supports will focus on the incorporation of social-emotional learning indicators into current practice and expanding cultural competency in relation to generational poverty. Eminence Elementary staff will create a data-driven system to identify evidence-based, schoolwide interventions.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<ul style="list-style-type: none">● Increased attendance rates for all students● Higher levels of authentic student engagement● A decrease in disciplinary actions.● An increase in positive behavioral data.	
Plan for coaching and support during the learning process: A technical assistance provider will be chosen to assist the school in the creation and implementation of a data-driven system and social-emotional framework. Emphasis will be placed on ensuring any training also includes job embedded follow-up supports. Specifically, non-evaluative observations that result in teachers receiving formative feedback will be utilized in ensure continuous reflection and improvement.		
How will effectiveness be sustained over time? <ul style="list-style-type: none">● Social-emotional framework will be integrated in instructional● Quality and consistent instructional support for Students with Disabilities in the core curriculum● Data-driven system will be included in the new teacher onboarding process.● A PDSA cycle will be followed and continually reviewed, revised, and updated.		