

School Name: Sand Creek Elementary

School Number: 3349

Street Address: 1405 W. County Rd. 800 N.

City: North Vernon

Zip Code: 47265

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

Principal: Susan Webster

Telephone: (812) 352-9343 (Ext. 1502)

Email: swebster@jcsc.org

Assistant Principal: Chris Thurston

Telephone: (812) 352-9343 (Ext. 1503)

Email: cthurston@jcsc.org

Superintendent: James Halik (interim)

Telephone: (812) 346-4483

Email: jhalik@jcsc.org

Contact for Grants: Nicole Johnson

Telephone: (812) 346-4483

Email: njohnson@jcsc.org

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
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

PLANNING COMMITTEE

Schools that are required to conduct comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee 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)
Susan Webster	<i>Principal</i>	CNA, SIP, BOTH	
Chris Thurston	Assistant Principal	CNA, SIP, Both	
Tamara Bates	Instructional Coach	CNA, SIP, Both	
Corey Layton	6 th Grade Teacher	CNA, SIP, Both	
Danielle Wiley	1 st Grade Teacher	CNA, SIP, Both	
Kristi Morris	6 th Grade Teacher	CNA, SIP, Both	
Machel Hines	2 nd Grade Teacher	CNA, SIP, Both	
Karin Tichenor	Kdg. Teacher	CNA, SIP, Both	
Leah Lane	4 th Grade Teacher	CNA, SIP, Both	
Samantha Low	5 th Grade Teacher / Parent	CNA, SIP, Both	
Erin Treadway	Speech & Hearing Pathologist	CNA, SIP, Both	
Julie Hadley	Special Education	CNA, SIP, Both	
Kate Gray	PE Teacher	CNA, SIP, Both	

--- 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/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.
--------------------------------	---

District Mission:

District Goals:

Keeping Kids in School

Academic Achievement & Growth

Educating the Whole Child

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?

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	Grade s	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading/ELA	K-6	<i>Wonders</i>	Yes	Tier 1, 2, 3	<i>Textbook and readers are core component of reading program.</i>	Yes No	
Reading/ELA	K-3	Reading A-Z	Yes	Tier 1, 2, 3	Supplemental leveled text	Yes No	
Reading/ELA	K-6	Vocabulary A-Z	Yes	Tier 1, 2, 3	Supplemental spelling and vocabulary digital activities	Yes No	
Reading/ELA	K-2	Reading Eggs/Fast Phonics/Reading Eggspress	Yes	Tier 1, 2, 3	Supplemental Phonological Awareness, Phonics, and Reading Comprehension digital activities	Yes No	
Reading/ELA	K-2	Waterford	Yes	Tier 1, 2, 3	Intervention for identified students based Title I assessment results.	Yes No	
Reading/ELA	K-6	Barton's	Yes	Tier 1, 2, 3	Intervention for students identified with characteristics of Dyslexia	Yes No	
Reading/ELA	1-6	SRA	Yes	Tier 1, 2, 3	Special Ed Intervention	Yes No	

Reading/ELA	K-2	LLI	Yes	Tier 1, 2, 3	Intervention for building strategic readers on Leveled Text (only)	Yes No	
ELA/Math	K-6	IXL	Yes	Tier 1, 2, 3	Supports differentiation in regards to our summative assessment.	Yes No	
Math	K-6	Go Math	Yes	Tier 1, 2, 3	Textbook aligned to our IN Standards based Curriculum Map	Yes No	
Math	K-2	Math Seeds	Yes	Tier 1, 2, 3		Yes No	
Math/Science	K-6	Think Central	Yes	Tier 1, 2, 3	Supplemental digital textbook + other resources for Go Math & Science Fusion	Yes No	
Science	K-6	Science Fusion	Yes	Tier 1, 2, 3	Textbook supporting CORE science curriculum	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	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	

The public may view the school's curriculum in the following location(s): Corporation/School Website, IDOE website via the Indiana Academic Standards jpsc.org

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	
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 illustrating 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.

Title I Instructional Coach works with teachers and student

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), 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
Fountas & Pinnell BAS	K-2/3	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all K-2 and below grade level 3 rd graders. This data is used for text level interventions. Component of Universal Dyslexia Screener	Yes No	
STAR Early Literacy	K-2	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all K-2. Used to guide core and MTSS instruction in reading.	Yes No	
STAR Reading	2-6	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all 2-6 students. Used to guide core and MTSS instruction for ELA	Yes No	
STAR Math	K-6	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all K-6 students. Used to guide core and MTSS instruction for Math	Yes No	
COGAT	K-6	Benchmark, Com. Form., Summative, Other	Universal screener for high ability.	Yes No	
Arkansas Rapid Namer	K-2	Benchmark, Com. Form., Summative, Other	Component of Universal Dyslexia Screener	Yes No	
PALS	K-6	Benchmark, Com. Form., Summative, Other	Component of Level 1 Dyslexia Screener	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

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

***The school meets regularly to review data and make decisions.

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 checked above, explain why.

Grades 6-8 only

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

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

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

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

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

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

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

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

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.

During our annual enrollment, each family fills out demographic information that identifies racial, ethnic and socio-economics of our students.

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

Our corporation follows the elements that contribute to a system's ability to become more culturally competent.

- A leadership team is in place and implemented awareness training.
- Implementing Trust Based Relationship Interventions to become aware of everyone's needs.
- One week during May is devoted to multicultural awareness in all schools.
- Our counselors provide monthly guidance lessons on acceptance, empathy, bullying, and friendship.

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

JCSC continues to revisit TBRI (Trust Based Relationship Intervention).

Book study using Eric Jensen's, Engaging Students with Poverty in Mind

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

The recently adopted Wonders reading series is culturally sensitive. Our counselor continues with lessons focused on acceptance, empathy, bullying, and friendship.

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: **63** Two Years Ago: 17 Three Years Ago: 11

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 school day.
-

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

- Office staff call the students' parents to find out why the student is absent.
- Unexcused absences prompt the principal and/or SRO to visit the student's home in an attempt to locate them.

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. The committee includes representatives from DCS, Court System, Center Stone, school employees, and parents. The committee will create an attendance action plan that outlines interventions and consequences. The team will then 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 supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	

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

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

If there were any positives to the Pandemic, it would have been the increase amount of family engagement required. Our staff certainly stepped up in this area and increased their use of technology to communicate with families, through social media, email, Classroom DoJo, and Google Classroom. Certainly, this involvement helped form stronger relationships with our families as we worked together with the child in mind. A few other ways our school reaches out to parents is through weekly digital newsletters, and continuous updates through our School-wide DoJo system. We also provide many opportunities for families to come to the building. This past year, our staff adapted activities to be virtual or drive-thru experiences, in order to stay connected with our students' parents and guardians.

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

Parents/Guardians can respond via Classroom DoJo, email, digital newsletter comment area, and through messaging on our Face Book page.

We also provide 2 surveys during the year to get feedback regarding our family involvement events.

Parents are provided contact information on our school website and on weekly newsletters.

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

Build strong relationships with students and families to proactively solve potential attendance concerns.

Creating a sense of belonging by making sure students know they are valued and missed when they are absent by making phone calls, sending home notes with siblings, etc.

The counselor or school liaison will make contact with parents/guardians when students have attendance concerns.

Attendance Committee works with parents and the legal system on attendance contracts for students with more than 10 unexcused absences (not excused or Covid-related).

Promote and encourage good hygiene, and safety protocols regarding germs building wide.

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

Through technology advances, programs such as Classroom DoJo, Digital Smore Newsletter, Google Translate, email, social media sources, we are able to communicate more efficiently and effectively than ever before. We do have a paraprofessional that works as a translator when needed for face to face or written correspondence. We also provide all hard copy items in both English and Spanish to meet the current need of our population.

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.

In order to increase parental involvement, we utilized many ways to communicate with families. We use our school and classroom newsletters which are available in both paper and digital versions and are translated to Spanish as well. Events are also communicated through paper and digital flyers and are translated. ClassDojo is used by all staff for communication/messaging parents. This includes communication about school events, classroom reminders, individual student information, etc. ClassDojo has been very beneficial to SCE since it allows us to message families and allow them to respond as their work schedule permits. This is important since many parents work in settings where they are not able to receive phone calls. We offer family involvement activities 2 times per semester. This year has included drive through events, home projects along with outside events.

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

Progress reports are sent each mid-term and report cards are sent each nine weeks. Additionally, state assessment results are sent home based on Indiana guidelines. As a school, we send home local assessment information at the end of each 9 weeks in the form of a data tracking sheet or Renaissance Place parent report. Parent/Teacher conferences are held in the fall to discuss progress during the first 9 weeks and as need in February to discuss student concerns.

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

Sand Creek asks parents to complete a survey at the beginning and end of each year. This survey is completed using a Google form. Access to the form is sent to parents via a QR code. This is sent to parents on the school newsletter and through paper/digital copies at our annual meeting for beginning of the year and our end of the year Title Parent Involvement event. The Google form link is also sent to parents via ClassDojo. Volunteer parents are asked to review the parent involvement policy and compact each year.

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 GCE to support instruction that will remain unconsolidated:

- Title 1 Grant
- School Funds
- Jennings County Community Foundation
- High Ability Grant
- Sand Creek Elementary P.T.O.
- Special Education
- EL

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

Sand Creek Elementary chooses not to consolidate any funds at this time. Many budget items are within district budget control. SCE 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 SCE. After students complete their initial assessments, they will also have time to work with SCE 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 teachers 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.

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

<u>Last Name</u>	<u>First</u>	<u>Licensure/Certification</u>	<u>Assigned Class/Subject</u>
Bates	Tamara	Rules 46-47/General Elem. 1-6 7/8 Non-Dept	Title I Teacher/Intervention Coach
Biehle	Erin	Rules 2002/ Communication Disorders	Special Services - PreK Speech and Communication
Capes	Abigail	REPA 3 / Elem Generalist K-6, Mild Intervention K-6	4th Grade Teacher
Clark	Penny	Rules 46-47 General Elem. 1-6 7/8 Non-Dept/Kdg Endorsement /Rules 2002 Building Level Admin.	Fine Arts Teacher (Art/Music)
Claycamp	Rachel	Rules 2002 Elementary Generalist Elem/Primary	2nd Grade Teacher
Dowell	Anginette	Rules 46-47General Elem. 1-6 7/8 Non-Dept	3rd Grade Teacher

Eggeman	Pamela	Rules 2002 Mild Intervention Elementary & Intermediate -Accomplished Practitioner	Moderate 3-6 Teacher
Gray	Katrina	Rules 2002 Physical Education/Health K-12	K-6 Physical Education Teacher
Gingrich	Emily	REPA 3/Elem Generalist K-6	1st Grade Teacher
Hadley	Julie	Rules 2002 Intense Intervention P-12-EP	Moderate/Severe K-6 Teacher
Harpring	Julie	Rules 46-47 Early Childhood PreK-Kindergarten/Early Childhood Special Education	Special Education PreK Teacher
Hatton	Courtney	Rules 2002 Elementary Generalist, Mild Intervention Primary / Intermediate	Moderate K-2 Teacher
Hearne	Lisa	Rules 46-47 General Elementary/Kdg. Endorsement	3rd Grade Teacher
Hines	Machel	Rules 2002 Elementary Generalist, English as a Second Language Primary / Intermediate	2nd Grade Teacher
Hughes	Jeremy	Rules 2002 Elementary Generalist Primary / Intermediate	3rd Grade Teacher
Lane	Elizabeth	Rules 46-47 /School Counselor	Counselor - PK-6
Lane	Leah	REPA 3/Elem Generalist K-6	6th Grade Teacher
Layton	Corey	Rules 46-47/General Elem. 1-6 7/8 Non-Dept	5th Grade Teacher
Low	Samantha	Rules 2002/ Elementary Generalist Primary/Intermediate	6th Grade Teacher

Maschino	Averie	REPA 3 Substitute P-12	K-2 Primary Sped Resource Teacher
Matern	Brooke	Transition to Teach	Kdg. Teacher
Miller	Marissa	REPA 3/Elem Generalist K-6	4th Grade Teacher
Moore	Carey	Rules 46-47/General Elem. 1-6 7/8 Non-Dept, Learning Disabled Rules 2002 / Mild Intervention REPA / P-12 Building Level Admin	4-6 LD/MI Resource Teacher
Morris	Kristi	Rules 46-47 General Elem. 1-6 7/8 Non-Dept, Computer Endorsement K-12	5th Grade Teacher
Rappa	Katherine	REPA 3/Elem Generalist K-6	5th Grade Teacher
Ray	Amanda	Rules 2002 Elementary Generalist Primary / Intermediate	ELL Teacher/Director
Thurston	Christopher	Building Level Administrator	Assistant Principal
Tichenor	Karin	Rules 46-47 General Elem. 1-6 7/8 Non-Dept, Kindergarten Endorsement	Kindergarten Teacher
Treadway	Erin	Rules 46-47 Speech, Language, & Hearing Clinician	Special Services - K-6 Speech/Language
Vega	India	REPA 3/Elem Generalist K-6	Kdg. Teacher
Webster	Susan	Rules 46-47/ General Elem. 1-6 7/8 Non-Dept, Kindergarten Endorsement REPA 3 / Building Level Admin. -EP	Principal
Wiley	Danielle	Rules 46-47/ General Elem. 1-6 7/8 Non-Dept	1st Grade Teacher

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 type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" 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 type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input checked="" type="checkbox"/>	Special Education Training for Staff	<input checked="" type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input checked="" type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input 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 checked="" type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		<input type="checkbox"/>		
<input type="checkbox"/>	Staff Attendance			<input type="checkbox"/>		

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.

Y

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**

Sand Creek Elementary students' Language Arts ILEARN scores will be raised to at least 55% passing by the year 2023. Scores already at 55% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.

2020-2021: Scores will increase on the new ILEARN test to at least a 50%

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 goal was not met, only 27% of our students met passed the ELA portion of ILEARN.

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

Although we feel that this goal is important, we are revising the goal to focus more specifically in the area of reading and the learning loss associated with the pandemic. We are also changing this to align to our district reading goal. ***

Goal 2

Measurable outcome met? Yes **No**

Sand Creek Elementary students' Math ILEARN scores will be raised to at least 60% passing by the year 2022. Scores already at 60% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.

2020-2021: Scores will increase on the new ILEARN test to at least 57%

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 goal was not met, only 32.4% of our students met passed the Math portion of ILEARN.

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

Goal 3

Measurable outcome met? **Yes** No

Sand Creek 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.

2020-2021: Average attendance will increase by 0.5% for a rate of 96.5%.

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 goal was not met, our average attendance rate last year was 93.6%

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

After surviving the Pandemic, we will return our focus to student attendance within our PBIS Schoolwide Program.

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)
Reading Performance	<ol style="list-style-type: none"> 1. <i>Students experienced learning loss due to Covid-19 pandemic.</i> 2. <i>Low socio-economic and at risk learners experienced greater learning loss causing an increase in the gap.</i> 3. <i>There was a transition to a new reading series as well as a new curriculum map.</i>
Math Performance	<ol style="list-style-type: none"> 1. <i>Students experienced learning loss due to Covid-19 pandemic.</i> 2. <i>Low socio-economic and at risk learners experienced greater learning loss causing an increase in the gap.</i>
Safe and Disciplined School Environment	<ol style="list-style-type: none"> 1. <i>There are many external issues that students are dealing with in the current times.</i> 2. <i>There has been an increased number of students dealing with internal issues: stress, anxiety, etc.</i> 3. <i>Covid-19 has caused an unusual amount of stress on staff, students, and families.</i>

↓
Write your Goal(s) from these.

↓
Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

GOAL 1	By Spring 2023, 80% of all students in grades K-6 th will read at grade-level as measured by Fountas and Pinnell Benchmarking System in grades K-2 nd and Star Reading for grades 3 rd – 6 th (Lexile).			
Data Checkpoints (dates)	August	December/January	May	
Evidence at Checkpoints	Reading Level for BAS (K-2) Lexile Level for Star Reading (3-6)	Reading Level for BAS (K-2) Lexile Level for Star Reading (3-6)	Reading Level for BAS (K-2) Lexile Level for Star Reading (3-6)	
Evidence- Based Strategy 1	<p>Emphasis on sight word proficiency in grades K-6.</p> <p>Hinzman, Michelle. “Teaching Sight Words as a Part of Comprehensive Reading Instruction.” <i>Iowa Reading Research Center</i>, 12 June 2018, iowareadingresearch.org/blog/teaching-sight-words.</p> <p>Lyon, Cheryl. “Sight Words: An Evidence-Based Literacy Strategy.” <i>Understood</i>, Understood, 9 Apr. 2021, www.understood.org/articles/en/how-to-teach-sight-words.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Nightly review of sight words.	August 2022 – May 2023	Parents/Guardians and Students	85% of students will have mastered grade-level sight word lists.
Action Step 2	Provide classroom practice during Reading and Regulation time.	August 2022- May 2023	Teachers and Paraprofessionals	85% of students will have mastered grade-level sight word lists.
Action Step 3	Grade level meetings to analyze student work data and sight word mastery.	August 2022 – May 2023	Teachers, Admin, Instructional Coaches	
Evidence- Based Strategy 2	Emphasis on phonemic and phonological awareness K-3.			PD Needed: Yes No

	<p>“WWC: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade.” <i>WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>, ies.ed.gov/ncee/wwc/PracticeGuide/21.</p>			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide explicit instruction on identifying the individual sounds (phonemes) in words.	August 2021 – May 2022	Teacher and paraprofessional	Benchmark Assessments
Action Step 2	Provide explicit instruction daily in the area of phonological awareness.	August 2021 – May 2022	Teacher and paraprofessional	Benchmark Assessments
Evidence- Based Strategy 3	<p>Ensure each student reads connected text daily to support accuracy, fluency, and comprehension.</p> <p>“WWC: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade.” <i>WWC Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>, ies.ed.gov/ncee/wwc/PracticeGuide/21.</p>			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Guided Reading	August 2021 – May 2022	Teachers	Benchmark Assessments
Action Step 2	Opportunities to read text at varied levels, diverse genres in both fiction and nonfiction.	August 2021 – May 2022	Teachers	Benchmark Assessments

Yr. 2 Measurable Objective	By Spring 2023, 85% of all students in grades K-6 th will read at grade-level as measured by Fountas and Pinnell Benchmarking System in grades K-2 nd and Star Reading for grades 3 rd – 6 th (Lexile).
-----------------------------------	---

Yr. 3 Measurable Objective

By Spring 2024, 90% of all students in grades K-6th will read at grade-level as measured by Fountas and Pinnell Benchmarking System in grades K-2nd and Star Reading for grades 3rd – 6th (Lexile).

GOAL 2	By Spring 2023, 80% of students will be at or above proficiency on the Star Math Assessment (percentile rank).			
Data Checkpoints (dates)	August	December/January	May	
Evidence at Checkpoints	Percentile Rank on Star Math Assessment.	Percentile Rank on Star Math Assessment.	Percentile Rank on Star Math Assessment.	
Evidence- Based Strategy 1	<p>Emphasis on math facts automaticity. Baker, Austin T. and Cuevas, Josh (2018) "The Importance of Automaticity Development in Mathematics," Georgia Educational Researcher: Vol. 14 : Iss. 2 , Article 2. DOI: 10.20429/ger.2018.140202 Available at: https://digitalcommons.georgiasouthern.edu/gerjournal/vol14/iss2/2</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Nightly review of math facts.	August 2022 – May 2023	Parents/Guardians and Students	Benchmark Assessments
Action Step 2	IXL	August 2022 – May 2023	Teachers	Benchmark Assessments
Action Step 3	Factivation Resources	August 2022 - May 2023	Teachers	Benchmark Assessments
Action Step 4	Grade level meetings to analyze student work data and math fact mastery.	August 2022 – May 2023	Teachers	Benchmark Assessments
Evidence- Based Strategy 2	<p>Implement spiral review in K-6th grades. Article “‘The Spiral: Why Everyday Mathematics Distributes Learning.’” <i>Everyday Mathematics</i>, everydaymath.uchicago.edu/about/why-it-works/spiral/.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Spiral Review in Math Block	August 2022 – May 2023	Teachers and Paraprofessionals	Benchmark Assessments
Action Step 2	Grade level meetings to	August 2022 – May 2023	Teachers and	Benchmark Assessments

	analyze student work data and standards mastery.		Paraprofessionals	
Evidence- Based Strategy 3	Implement Number Talks in K-3 Classrooms Article			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Daily Number Talks	August 2022 – May 2023	K-3 Teachers	Benchmark Assessments
Action Step 2	Collaboration to discuss, reflect, and refine process, as well as to analyze student data	August 2022 – May 2023	K-3 Teachers	Benchmark Assessments
Yr. 2 Measurable Objective	By Spring 2023, 85% of students will be at or above proficiency on the Star Math Assessment (percentile rank).			
Yr. 3 Measurable Objective	By Spring 2024, 90% of students will be at or above proficiency on the Star Math Assessment (percentile rank).			

GOAL 3	Student attendance rate will be at 95% or higher by the end of the 2023 school year.			
Data Checkpoints (dates)	October 8, 2022	December 17, 2022	March 11, 2023	May 25, 2023
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	Communication between school and family about good attendance. Attendance Works			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Promote positive habits with school attendance with frequent information about the importance of attendance in newsletters, flyers/handouts at school events, principal remarks all school events.	August 2022-May 2023	Principal	Copy of Newsletters
Action Step 2	Phone calls to parents of absent students	August 2022-May 2023	Attendance Secretary	Skyward attendance records
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 2022-May 2023	Principal or counselor	Skyward attendance records
Action Step 4	district attendance committee	August 2023-May 2023	Attendance committee	Skyward attendance records
Evidence- Based Strategy 1	Promote a sense of belonging at Sand Creek Elementary			PD Needed: Yes 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 2022-May 2023	ALL STAFF	
Action Step 2	Provide students and families a list of extra-curricular opportunities afforded to the students of SCE.	August 2022, updates and reminders in weekly newsletter	Principal and activity facilitators	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 2022-May 2023	Behavior specialist, counselor, classroom teacher	Skyward Attendance Rates
Action Step 4	Begin the development and implementation of schoolwide PBIS	August 2022-May 2023	All Staff	Skyward Attendance Rates
This Goal for Year 2	Student attendance rate will be 96% or higher by the end of the 2023 school year.			
This Goal for Year 3	Student attendance rate will be 98% or higher by the end of the 2024 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 new K-2 teachers with Heggerty training.	Linked SIP Goals Yes No
Possible Funding Source(s)	District Funds	
Evidence of Impact	Benchmarks/IREAD 3	
Plan for coaching and support during the learning process: Instructional coaches have been trained and will provide supports as needed during this learning process.		
How will effectiveness be sustained over time? Continued training and use of this program.		

Professional Development Goal 2	Provide professional development in the JCSC Integrated Reading Approach (Balanced Reading and the Science of Reading).	Linked SIP Goals Yes No
Possible Funding Source(s)	None	
Evidence of Impact	Benchmarks/ILEARN ELA Scores	
Plan for coaching and support during the learning process: During monthly PLCs, instructional coaches will guide grade level teams and give support as needed.		
How will effectiveness be sustained over time? Continued training and the use of this approach.		

Professional Development Goal 3	Provide professional development over IDOE Standards in Need of Support (SENS).	Linked SIP Goals Yes No
Possible Funding Source(s)	None	
Evidence of Impact	Benchmark/ILEARN	
<p>Plan for coaching and support during the learning process: During monthly PLCs, instructional coaches and principal will guide grade level teams and give support as needed.</p>		
<p>How will effectiveness be sustained over time? Continued training and the use of this approach.</p>		

Professional Development Goal 4	Provide professional development to K-3 teachers regarding Number Talks.	Linked SIP Goals Yes No
Possible Funding Source(s)	None	
Evidence of Impact	Benchmarks/ILEARN	
Plan for coaching and support during the learning process: During monthly PLCs, instructional coaches and principal will guide grade level teams and give support as needed.		
How will effectiveness be sustained over time? Continued training and the use of this approach.		

Professional Development Goal 5	Provide professional development in UDL and PBIS	Linked SIP Goals Yes No
Possible Funding Source(s)	District Funds/ICTQ Grant	
Evidence of Impact	Survey and/or assessments Skyward Data	
Plan for coaching and support during the learning process: The Building Implementation Team (BITs) has been trained and will provide supports as needed during this learning process. BITs will be added each year and continued collaboration and training with IU will occur.		
How will effectiveness be sustained over time? Continued training and the use of this approach.		