

School Name

School Number

Street Address

City

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2021-2024

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

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Zip Code

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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](#).

This is an initial three (3) year plan. <input checked="" type="checkbox"/>	This is a review/update of a plan currently in use. <input type="checkbox"/>
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose Choose Choose Choose Choose	
This school receives Title IA funding. Yes <input type="checkbox"/> Is the school’s Title I program Schoolwide or Targeted Assistance ? * SW <input type="checkbox"/>	
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- 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.**

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)			
Sample: Alma Smith	<i>Teacher</i>	<i>Both</i>	<i>ELA, Black, Spec. Ed.</i>			
Hannah Alexander	Teacher	CNA				
Debbie Berry	Teacher	CNA				
Nancy Samons	Teacher	CNA				
Emi Douglas	Parent	CNA	ELA	Math		
Julie Green	Teacher	CNA				Native HI/Other
Tammie Findley	Teacher	CNA				Pac.Is
Morgan Likens	Teacher	Both	Math	ELA	Free/Red.	
Taylor Abbott	Teacher	CNA				Spec.Ed.
Kelli Gambrel	Counselor	Both				Free/Red.
Melissa Patterson	Parent	Both	ELA	Math	Free/Red.	
Shannon McFall	Teacher	Both	ELA	Math	Free/Red.	
Shelley Stephens	Assistant Principa	Both	Spec.Ed.	ELL		
Nicholas Hill	Principal	Both	ELA	Math	Free/Red.	ELL
Kaycee Downey	Teacher	CNA				Attend.
Rachel Neal	Teacher	CNA	Attend.			Native HI/Other
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List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

--- 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

NVE is recognized within the state as an outstanding school for students to grow and learn as students and as people

District Mission

To inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

School Mission

North Vernon Elementary is a community based school that provides a high quality, engaging and safe learning environment for all students to learn.

District Goals

1. To keep kids in school
2. To improve academic growth
3. to take care of the educating the whole student

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

Do the school's mission and vision support district goals? Yes

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	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	<i>Yes</i>	1,2	<i>Textbook and readers are core component of reading program.</i>	<i>Yes</i>	
Reading	K-6	Wonders Series	Yes	1,2	Textbook is a core component of reading program	Yes	<input type="checkbox"/>
Science	K-6	Science Fusion Series	Yes	1	Textbook is a core component of the science program	Yes	<input type="checkbox"/>
Math	K-6	Go Math Series	Yes	1,2	Textbook is a core component of the math program	Yes	<input type="checkbox"/>
Social Studies	K-6	Scott Foresman	Yes	1	Textbook is a core component of the Social Studies program	Yes	<input type="checkbox"/>
Reading	K-2	Waterford	Yes	2,3	Program is a core component of our reading interventions	Yes	<input type="checkbox"/>
Reading	1-6	Readable English	Yes	2,3	Program used by Special Education to supplement reading	Yes	<input type="checkbox"/>
Reading	K-6	Reading A-Z	Yes	1,2	Reading content aligned to independent reading levels	Yes	<input type="checkbox"/>
ELA	K-6	Smekens Writing	Yes	1	Resources and content for common writing expectations	Yes	<input type="checkbox"/>
Math	3-6	Freckle	Yes	1,2	Differentiated and guided practice for students	Yes	<input type="checkbox"/>
ELA	1-4	Spelling City	Yes	1	Spelling practice aligned to word families	Yes	<input type="checkbox"/>
Reading	K-2	Reading Eggs	Yes	1,2	Differentiated and guided practice	Yes	<input type="checkbox"/>
Math	K-2	Math Seeds	Yes	1,2	Differentiated and guided practice	Yes	<input type="checkbox"/>
Reading	2-6	Accelerated Reader	Yes	1	Promotes positive reading skills and strategies	Yes	<input type="checkbox"/>

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	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	No	<input type="checkbox"/>

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

On our corporation's website. They can also request to see curriculum materials through the office of the principal.

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	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	No	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input type="checkbox"/>

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

The school uses the following assessments and tools to identify students who have difficulty:

- 95% Group Screeners (PASI and the PSI)
- STAR Assessment
- BAS from Fontas and Pinnell

The tools we use to assist those students who are identified using the above assessments are:

- Tier II and Tier III goals and plans created by our interventionist, teachers and parents
- Bartons and other OG based intervention strategies
- Training provided to staff in OG based interventions and other researched based reading intervention strategies.

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 benchmark, common formative, 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
STAR Assessment	K-6	Benchmark	STAR gives us student growth and proficiency levels throughout the year.	Yes	<input type="checkbox"/>
BAS by F&P	K-3	Other	Gives accurate instructional reading levels for students	Yes	<input type="checkbox"/>
95% Group Screener	K-6	Other	These screener gives us data on learning gaps in reading levels.	Yes	<input type="checkbox"/>
PALS	K-6	Other	This is our dyslexia screener to help identify students with characteristic	Yes	<input type="checkbox"/>
CoGAT	2 & 5	Summative	This is used to help in identifying students who are High Ability.	Yes	<input type="checkbox"/>
Arizona Rapid Name	K-2	Summative	This is our dyslexia screener to help identify students with characteristic	Yes	<input type="checkbox"/>
Go Math Assessment	K-6	Com. Form.	This is our common formative assessment aligned with our math series	Yes	<input type="checkbox"/>
Wonders Assessment	K-6	Com. Form.	This is our common formative assessment aligned with our reading series	Yes	<input type="checkbox"/>
Reading Eggs Screener	K-2	Com. Form.	This is a common formative assessment that identifies letter recognition	Yes	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>

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	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	No	<input type="checkbox"/>
<p>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 to improve student achievement.</p>		

NVE uses multiple groups of staff and parents to help make decisions based on academic results. First and foremost, grade levels meet throughout the year to review classroom data and common assessments and then make instructional plans based off of that information. Teachers are also expected to meet monthly to discuss instructional strategies being used, the data that supports those strategies and develop plans for improvements. These discussions are collected and reviewed by the leadership team. Last, the school uses a committee with representatives from every grade level and other areas of the school to evaluate school wide academic data and make decisions on goals and focus of the building.

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

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

All students are provided with a touch screen Chromebook in grades 3-6 and an iPad in grade K-2. Students use their devices regularly to create, collaborate, communicate and be creative within their classrooms and the prescribed curriculum. Teachers are encouraged and provided PD in different ways to engage students with the use of these devices, specifically centered around the 4 C's and STEM concepts.

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

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?			
<input type="checkbox"/>	Not currently implementing career awareness activities	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Career Simulation (JA/Biztown, etc.)	<input checked="" type="checkbox"/>	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input checked="" type="checkbox"/>	Career-focused classroom lessons	<input checked="" type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Other		

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Grades 6-8 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career information activities.	<input type="checkbox"/>	Career-related courses
<input checked="" type="checkbox"/>	Career-focused classroom lessons	<input type="checkbox"/>	Job-site tours
<input checked="" type="checkbox"/>	Guest speakers	<input type="checkbox"/>	Career Day/Fair or Community Day
<input checked="" type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	Online career navigation program
<input type="checkbox"/>	Other		
If “N ot cur ren tly im ple me nti ng car eer exp lor ati on			

activities" was checked above, explain why.

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

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career information activities.	<input type="checkbox"/>	Career-related courses
<input type="checkbox"/>	Job-site tours	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Guest speakers	<input type="checkbox"/>	
<input type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	
<input type="checkbox"/>	Industry-related Project-Based Learning	<input type="checkbox"/>	
<input type="checkbox"/>	Online career navigation program	<input type="checkbox"/>	
<input type="checkbox"/>	Job shadowing	<input type="checkbox"/>	
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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	<input type="checkbox"/>
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	<input type="checkbox"/>

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 using the check boxes below.

<input type="checkbox"/>	American Indian/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input type="checkbox"/>	Multiracial
<input type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

We ask families to complete the Home Language Survey as they enroll in our school. We also use forms at registration each year to identify racial and ethnic groups. Students who apply for free/reduced lunches are also marked in our student management system. Once that information is collected on each of the subgroups from registration, it is compiled and kept in lists and in our student management system.

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

Opportunities -

-EL Students: Daily MTSS time and additional small group time with the EL teacher and paraprofessional

-Free/Reduced: Our Title services identify these students and work with during daily MTSS time in small groups with an interventionist. We also take a comprehensive approach to MTSS that involves the teacher, administrators, counselors, Family Liaison, and parent. We work with Community Partners and connect our families with that resource as well as similar resources in the community. Lastly, we provide school supplies, holiday gifts and other support to these families in need.

Perform

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

- Continued "Trust Based Relational Interventions" (TBRI) for free/reduced subgroup.
- Vocabulary Acquisition PD for our EL subgroup.
- UDL Training for both free/reduced and EL subgroups.
- Additional Differentiation Strategies for EL subgroups.

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

- The Wonders Reading Series. The series incorporates different cultural stories and has secondary lessons about acceptance, tolerance, etc.
- The Go Math Series. This series also incorporates different socio-economic and cultural lessons, worked into story problems and real world problems.
- Counselor Created Lessons. Our counselors work monthly to bring content to students that is relevant and addresses cultural differences that we have.

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.

What may be contributing to the attendance trend?

- Lack of engagement in class
- Lack of sense of belonging to a community
- Community health
- Generational poverty and family culture

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

- Positive rewards and recognition for attendance
- Regular communication with families - using Dojo as a tool for parent centered communication
- Educating parents on importance of attendance and effects of missed days
- Comprehensive attendance committee at district level
- MTSS wrap around services for students with large amount of days missed
- Home visits with SRO
- Transportation alternatives for students with transportation as a barrier

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

- School attendance is looked at monthly by leadership team
- School Liaison monitors students with high absence rates and reports to leadership team and communicates with families
- Tier II and Tier III plans are created for students qualifying for Title 1 services and who have high absence rates.

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

Last year: 7%

Two years ago: 6%

Three years ago: 6%

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	<input type="checkbox"/>
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	<input type="checkbox"/>

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

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

- Regular conference with the classroom teachers.
- Use of Class Dojo as a system for efficient, and convenient 2 way communication
- Weekly newsletters and publications to keep parents informed on what is happening within the school.
- Quarterly PTO meetings at convenient times and locations to encourage participation.
- Regular family nights, student and club nights, fine arts nights and other events where parents are invited to come share in their child's educational experience.

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

- A parent survey given twice a year,
- Class Dojo directly to the teacher, principal or counselor
- PTO Meetings
- Tier and Special Education Conference Meetings
- Parent involvement through school committees
- Open and welcome communication culture set by principal through all communication sent out

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

- Parent conferences with attendance concerns
- Consistency in processes that are put in place so that our routines are predictable and easily understood
- Regular communication through Class Dojo
- Participation in Clubs and after school activities
- Education on and promotion of positive attendance habits to students and families

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

Many of our parents respond to text messages more so than phone calls so we use Google Voice and Class Dojo as a school to message parents

- Extended and flexible hours for conferences including the option for virtual conferences as it fits the parents schedule and needs.
- A translator is available and makes phone calls to families that speak spanish as well as translating all documents that are sent home with students
- We assist in providing transportation to families that are unable to come to school due to a transportation barrier.

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.

- Regular and welcoming outgoing communication that constantly messages our openness to return communication, feedback and input.
- Literacy based family nights, Science based family nights and festival like events held throughout the year to encourage parents to be involved.
- Community building events hosted by NVE and at NVE's site.
- Title 1 staff present at PTO meetings on goals, student and school data and upcoming events.
- Invite families in for and flexible with general conferences, Tier conferences and special ed. conferences.
- We use a wide range of communication forms that fit the needs and communication style of our community and families.

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

- Report Cards
- Tier Conferences
- STAR Reports sent home at the middle of the year and end of year
- Semester Conferences with all parents and families
- Special ed. and Tier progress monitoring reports sent home regularly

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

- Parents are surveyed twice a year
- Parents are invited to participate in all committees within the school, including our School Wide Planning committee that works on our planning and improvement process.

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?

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.

North Vernon Elementary chooses not to consolidate any funds at this time. Many budget items are within district budget control. NVE will work to coordinate all funds so that they may most effectively support our goals of raising achievement and supporting our students. 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 NVE to support instruction that will remain unconsolidated:

- Title 1 Grant
- School Funds
- Jennings County Community Foundation
- High Ability Grant
- North Vernon Elementary P.T.O.
- Special Education
- ELL

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

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.

-NVE provides a monthly "Panther Cub" transition program for pre-k families where we prepare and educate students and families on life at NVE.

-NVE hold transition conferences with many pre-k families.

-NVE provides a kindergarten Roundup time that is flexible for families and gives a readiness screening along with feedback to parents on what skills should be focused on before kindergarten enrollment

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.

- Practical and live mentoring/coaching with a veteran staff member
- Partnership with IUPUC (local college with a teacher preparation program)
- Increased salary scales on the district level
- Representation at job fairs
- Substantial onboarding and induction systems for new staff
- Building and maintaining a positive culture within the building and promoting that culture to those interested in employment

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
See Attached List - Appendix A		

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. Check the box 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 checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" 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 type="checkbox"/>	Performance Gap Data
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input checked="" 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 checked="" 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 type="checkbox"/>	Common Formative Assessments	<input checked="" 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 checked="" type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	
<input 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 checked="" 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.

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? No

90% of students are reading on grade level by the end of the 2021-22 School year

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

If the goal was not met, explain why.

We are still aligning resources, curriculum and interventions.

If the goal was not met, should the school continue to work toward this goal? Yes

Goal 2

Measurable outcome met? No

72% of students are on grade level with Math standards

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

If the goal was not met, explain why.

We are still aligning resources and interventions. We need PD on Number Sense.

If the goal was not met, should the school continue to work toward this goal? Yes

Goal 3

Measurable outcome met? No

NVE will have a 97.5 attendance rate each quarter.

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

If the goal was not met, explain why.

A number of students with chronic absenteeism. Need to focus on getting those kids engaged in NVE.

If the goal was not met, should the school continue to work toward this goal? Yes

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 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 column.

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority

A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.

No In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.

We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased. X 1

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

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	P
Skill in reading is fundamental to all aspects of learning. Students need to be able to first decode to be able to comprehend.	Yes	Per the STAR Assessment, 61% of K-2 students and 51% of 3-6 students are reading on grade level	The data indicates that we have far fewer students reading on grade level than what is our goal. There is a difference of 29% in grades K-2 and 39% in grades 3-6.	☒	
Special Education students should be closing the gap and showing increased growth in reading through core instruction as well as support services.	Yes	25% of Sped. in grades K-2 are on grade level and 22% show significant growth. 20% of Sped. in grades 3-6 are on grade level and 22% show significant	Students in special education are performing below expectations and not showing the significant growth needed to close the gap.	☒	
Students with English as a second language should be closing the gap and showing significant progress in reading.	Yes	57% of EL population in grades K-2 are on grade level and 29% show growth. 33% of EL in 3-6 are on grade level and 22% show growth.	Students who are labeled as EL are still below goal but equitable to peers in achievement but fewer are showing significant growth to close the gap.	☒	

A significant number of students in all grades, K-6, should be performing better in math, specifically in the number sense area.	Yes	72% of students are not on grade level with number sense skills per STAR Math. only 46% of students show that they meet the Grade Level Equivalency.	Students are underperforming on math achievement overall but specifically in basic number sense skills.	<input checked="" type="checkbox"/>	
	Choose			<input type="checkbox"/>	Ch an
	Choose			<input type="checkbox"/>	Ch an

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)
The number of students who are reading below grade level across all grades.	Core reading instruction needs to be strengthened, the intervention process needs to be strengthened,
Students in most subject areas show a weakness in foundational number sense skills.	Number sense instruction is weak in grades k-3, where we jump to concrete strategies too quickly without building understanding of numerical relations.
Many students are not regulated throughout the school day, leading to discipline concerns and time away from instruction.	Many students are living trauma and in crisis so are not regulated and able to concentrate on their own learning and growth.

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	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

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

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test.	Math scores on interim test.	Math scores on interim test.	
Evidence- Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021-May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will			

	demonstrate mathematical proficiency as measured by the ILEARN assessment.
Yr 3 Measurable Objective	By Spring 2023, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.

GOAL 1	By Spring 2024, 90% of all students in grades K-6, will be reading on grade level as measured by STAR and BAS			
Data Checkpoints (dates)	May 2022	May 2023	May 2024	
Evidence at Checkpoints	BAS Levels and STAR GE score	BAS Levels and STAR GE score	BAS Levels and STAR GE score	
Evidence- Based Strategy 1	Pinnell, G. S., & Fountas, I. C. (2010). Research base for guided reading as an instructional approach. Scholastic: Guided reading research.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide Guided Reading materials and supplies to all teachers for their given grade level	August 2022 - May 2022	Principal and Instructional Coach	100% of teachers receive materials to expand their library and use them weekly.
Action Step 2	Provide on-going, researched based training for teachers.	August 2022-May 2024	Principal, SWP Committee	100% of teachers are using reading strategies that were taught during training (Guided Reading Groups, fluency improvement, OG based designs, etc
Action Step 3	Provide individualized coaching and feedback on instruction to all core classroom teachers.	August 2022-May 2024	Administration, Instructional Coach, Reading Intervention	100% of classroom teachers are using effective guided reading strategies every day.
Action Step 4	Schedule and conduct WIN blocks throughout each day focused on reading skills and decoding gaps	September 2022-May 2024	Leadership Team, Grade Level Teams	WIN blocks are implemented in all K-6 classrooms daily and teachers are using reading data to determine grouping needs.

Evidence- Based Strategy 2	Marzano, R. J. (2012). A comprehensive approach to vocabulary instruction. Voices from the Middle, 20(1), 31.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide on-going training in effective sight word and vocabulary instruction	October 2022-May 2024	Instructional Coach	100% of teachers are using effective strategies in teaching sight words and increasing students' vocabulary.
Action Step 2	Standardize sight word and vocabulary expectations among grade levels and vertically within K-6	December 2022-May 2022	SWP Committee, Grade Level Teams	Each grade has a list of expected sight words and vocabulary words that are mastered by EOY.
Action Step 3	Provide on-going training in writing to connect vocabulary acquisition with effective communication	August 2023-May 2024	SWP Committee	Students are effectively connecting vocabulary acquisition to writings as measured by our formative writing assessments.
Action Step 4				

GOAL 2	By the Spring of 2024, 80% of students in grades K-6 will be mathematically proficient in number sense skills as measured by the ILEARN assessment			
Data Checkpoints (dates)	May 2022	May 2023	May 2024	
Evidence at Checkpoints	Number Sense Scores on formative assessment	Number Sense Scores on formative assessment	Number Sense Scores on formative assessment	
Evidence- Based Strategy 1	Jordan, N. C., Glutting, J., & Ramineni, C. (2010). The importance of number sense to mathematics achievement in first and third grades. Learning and individual differences, 20(2), 82-88.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide staff with on-going professional development in building number sense.	9/1/2021 - 5/30/2024	SWP Committee, Leadership Team	All K-3 teachers are implementing strong number sense instruction strategies provided through PD.
Action Step 2	Purchase and provide grade level appropriate math manipulatives for all core content teachers.	10/1/2021 - 5/30/2021	Principal	All classroom teachers, K-3 have the necessary tools to provide strong number sense instruction.
Action Step 3	Number sense achievement data is analyzed to provide feedback and adjust PD as needed.	1/1/2021 - 5/1/2024	SWP Committee	Using formative assessment data to become targeted to individual grade levels' specific needs.

Action Step 4				
Evidence- Based Strategy 2	Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012). Improving mathematical problem solving in grades 4 through 8: A practice guide (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/ .			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide staff with on-going professional development in building problem solving skills	9/1/2021 - 5/30/2024	SWP Committee, Leadership Team	All K-3 teachers are implementing strong number sense instruction strategies provided through PD.
Action Step 2	Purchase and provide grade level appropriate math manipulatives for all core content teachers.	10/1/2021 - 5/30/2021	Principal	All classroom teachers, 4-6 have the necessary tools to provide strong number sense instruction.
Action Step 3	Students set goals for themselves and monitor progress on the use of problem solving strategies	9/1/2021-5/30/2024	Leadership Team, Classroom Teachers	All students in grades 4-6 have realistic and measurable goals in this area for themselves and monitor that goal quarterly.
Action Step 4	Problem solving achievement data is analyzed to provide feedback and adjust PD as needed.	1/1/2021 - 5/1/2024	SWP Committee	Using formative assessment data to become targeted to individual grade levels' specific needs.

GOAL 3	100% of students are able to identify their regulation status daily and pose 3 strategies to help themselves regulate as needed as measured by student survey data.			
Data Checkpoints (dates)	10/1/2021	1/15/2021	5/15/2021	
Evidence at Checkpoints	Student Survey	Student Survey	Student Survey	
Evidence- Based Strategy 1	McClelland, M. M., & Cameron, C. E. (2011). Self-regulation and academic achievement in elementary school children. New directions for child and adolescent development, 2011(133), 29-44.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Refresh TBRI training for staff and review building practices	8/5/2021-12/1/2021	Leadership Team	100% of staff have been trained and had refresher training on how the brain works and common terms for identifying regulation status.
Action Step 2	Classroom teachers teach how the brain works and common language to students.	8/9/2021-9/1/2021	Classroom Teachers	All Classrooms have reviewed the "Engine Chart", and students use regularly to communicate their regulation status.
Action Step 3	Targeted intervention for students who are frequently dysregulated.	10/1/2021-5/1/2021	Classroom Teachers, Leadership Team	Overall writeups decrease compared to previous year because we are working on students communicating and meeting regulation needs.
Action Step 4				
Evidence- Based Strategy 2	Kitsantas, A., Steen, S., & Huie, F. (2009). The role of self-regulated strategies and goal orientation in predicting achievement of elementary school children. <i>International Electronic Journal of Elementary Education</i> , 2(1), 65-81.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Refresh TBRI training for staff and review building practices	8/5/2021-12/1/2021	Leadership Team	100% of staff have been trained and had refresher training on how the brain works and common terms for identifying regulation status and strategies
Action Step 2	Teachers work with students in classroom to identify 3 regulation strategies that work with individual	9/1/2021 - 5/1/2021	Classroom Teachers, Leadership Team	Students are able to identify individual strategies that help to regulate themselves.
Action Step 3	Targeted intervention for students who are frequently dysregulated.	10/1/2021-5/1/2021	Classroom Teachers, Leadership Team	Overall writeups decrease compared to previous year because we are working on students communicating and meeting regulation needs.
Action Step 4				

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact of 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	Student engagement within the classroom increases so that 80% of students rate themselves as being engaged with their learning on a regular basis.	Linked SIP Goals ☒
Possible Funding Source(s)	Building Budget - Instructional Supply and Teacher Travel	
Evidence of Impact	80% of students rate themselves as engaged with their own learning on a regular basis.	
Plan for coaching and support during the learning process: The school will be doing a book study on "Engaging Students with Poverty In Mind" by Eric Jensen. Teachers will set goals for their own classroom and monitor those goals throughout the year. Teachers will have opportunities to share strategies and ideas of how they are engaging their students differently as well. Lastly, the school will develop a shared instructional vision for what students engagement looks like, based on anecdotal evidence and research and coaching will be conducted regularly, aligned to that visi		
How will effectiveness be sustained over time? The school will create a shared vision and goals for how we engage students and those will be monitored throughout the year by administration. We will have focused and targeted coaching conversations on this topic and work to target our weak areas as identified by student surveys and academic data.		

Professional Development Goal 2	100% of teachers are implementing high impact reading strategies on a daily basis.	Linked SIP Goals ☒
Possible Funding Source(s)	Building Budget - Instructional Supply and Teacher Travel	

Evidence of Impact	An increased number of students are reading on grade level and our Tier 2 and 3 Intervention groups decrease in size throughout the year.
<p>Plan for coaching and support during the learning process: The instructional coach and our interventionist will provide concrete examples and modeling of high impact reading strategies regularly to all grade levels and then will provide coaching and feedback on the implementation of those strategies. Regular classroom walkthroughs will be conducted by the coaches and administrators, targeting reading instruction. We will meet with each grade, quarterly, to review progress on our own reading instruction, share successful strategies and provide encouragement for each other.</p>	
<p>How will effectiveness be sustained over time? Quarterly grade level meetings will be used to help build shared accountability on this targeted area.</p>	

Professional Development Goal 3	100% of teachers have a firm understanding of, and use, TBRI core principles, in their classrooms on a daily basis.	Linked SIP Goals ☒
Possible Funding Source(s)	Corporation funding and community support (for snacks and other regulation needs)	

<p>Evidence of Impact</p>	<p>All classrooms at NVE have positive climates and are student centered with emotional needs addressed. Student discipline decreases and student satisfaction increases in K-6.</p>
<p>Plan for coaching and support during the learning process: The corporation has 2 trainers for TBRI, on staff, that will be used to conduct regular refresher courses. They will also conduct classroom walkthrough and provide coaching and feedback to classroom teachers throughout the year. Our school has also hired a new position, titled the Behavior Specialist. This person will work with students to help find regulation strategies as well as providing support and coaching to classroom teachers.</p>	
<p>How will effectiveness be sustained over time? Trainings will be varied and tailored to meet the needs of the building and staff. We will celebrate our successes by being transparent with school data and celebrating staff who have made growth and are finding success.</p>	

Appendix A

Staff Licensure

Staff Name	Subject/Level of Certification	Degree	License
Allman, Abbigail	Elementary/Primary Generalist	Bachelor	REPA
Ashmore, Sharon	Mild Intervention	Bachelor	REPA
Berry, Debra	Elem 1-6 7/8 Non-Dept	Bachelor	46/47
Bingham, Valerie	Elem Inter/Primary Generalist	Bachelor	2002
Bowling, Taylor	Mild Intervention, ED	Bachelors	Emergency Permit
Clarkson, Ian	Mild Interventionist	Bachelors	Emergency Permit
Darringer, Robert	Elem K-6	Masters	Emergency Permit
Douglas, Emi	Elem Primary/Intermediate; Mild Intervention	Bachelor	2002
Downey, Kaycee	Elem 1-6 y/8 Non-	Bachelor	46/47
Driver, Mary	Math 1-9; Lang/Arts 1-9; Elem. 1-6 7/8 Non-Dept.; Social Studies 1-9; Counselor	Masters	46/47
Gambrel, Kelli	Business Education-High & Middle; Counseor; Mental Health Counseling; Educational Admin	Master	2002
Gerkin, Sidney	Elem K-6	Bachelors	REPA-3
Gerth, Shelby	Elem K-6	Bachelors	REPA
Giddens, Melissa	Elem 1-6 7/8 Non-Dept; Kindergarten	Master	46/47
Green, Julie	Elem 1-6 7/8 Non-Dept	Bachelor	46/47
Grills, Angela	Elem 1-6 7/8 Non-Dept	Bachelor	46/47
Hamrick, Abi	Elem Primary/Intermed; Mild Intervention Primary/Intermed	Bachelor	2002

Hartman, Kristina	Elem K-6	Bachelors	46/47
Hill, Leslie	Elem 1-6 7/8 Non-Dept; Kindergarten	Bachelor	46/47
Hill, Nicholas	Social Studies 7-12, Admin.	Masters	2002
Joyce, Emily	Elem K-6	Bachelors	Emergency Permit
Kelley, Pam	Elem K-6	Bachelor	REPA
Kent, Andrea	Elem Primary/Intermed; Mild Intervention Primary/Intermed	Bachelor	2002
Laman, Gregg	Elem 1-6 7/8 Non-Dept	Master	46/47
Lucas, Amanda	Elem Primary/Intermediate	Bachelor	2002
Lustig, Megan	Elem K-6	Bachelors	2002
Marshall, Shelley	Kind./Elem 1-6 7/8 Non-Dept; Admin	Master	46/47-Elem; Admin 2002
Marshall, Shelley	Kind./Elem 1-6 7/8 Non-Dept; Admin	Master	46/47-Elem; Admin 2002
McFall, Shannon	Elem 1-6 7/8 Non-Dept	Bachelor	46/47
Neal, Rachel	Elem 1-6 7/8 Non-Dept	Master	46/47
Pate, Laura	Elem Primary/Intermediate	Bachelor	2002
Patterson, Melissa	Elem 1-6 7/8 Non-Dept	Master	46/47
Pearson, Hannah	Elem K-6	Bachelor	REPA-3
Ray, Amanda	Elem Primary/Intermediate	Bachelor	2002
Samons, Nancy	Elem 1-6 7/8 Non-Dept	Bachelor	46/47
Sanders, Jennifer	Elem 1-6 7/8 Non-Dept; Endorsement: Science 1-9	Master	46/47

Sargent, Becky	Elem 1-6 7/8 Non-Dept; Lang/Arts 1-9; Computer k-12	Master	46/47
Skinner, Tricia	Elem 1-6 7/8 Non-Dept	Bachelor	46/47
Sproessig, Erin	Elem 1-6 7/8 Non-Dept	Bachelor	46/47
Villa, Damian	Elem 1-6 7/8 Non-Dept	Master	46/47
Villa, Karen	Elem 1-6 7/8 Non-Dept; PE	Bachelor	46/47
White, Judy	Elem K-6, Mild Intervention	Masters	46/47
Williams, Roger	Gen. Elem 1-6 7/8 Non-dept; Learning Disabled 1-6 7/8 Non-dept; Rules 2002-Mild Disabilities K-12; Mild Intervention All Schools; Director of Exceptional Needs	Master	46/47 & 2002