



School Name: North Vernon Elementary School
School Number: 3397
Street Address: 810 W. Walnut St
City: North Vernon
Zip Code: 47265

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

Principal: Nicholas Hill	Email: nhill@jcsc.org
Telephone: 812-346-4903	

Superintendent: Nicole Johnson	Email: njohnson@jcsc.org
Telephone: 812-346-4483	

Contact for Grants: Nicole Johnson

Telephone: 812-346-4483

Email: njohnson@jcsc.org

Read through this document before beginning your work.

---- BASIC REQUIREMENTS ----

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

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

Common abbreviations used in the plan are:

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

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic 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**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

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

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

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

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

(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI**

This school receives Title IA funding. **Yes No** Is the school's Title I program Schoolwide or Targeted Assistance? **SW TA**
 *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Melissa Giddens	Teacher	CNA,SIP, BOTH	
Jennifer Sanders	Teacher	CNA,SIP, BOTH	
Emily Bailey-Smith	Teacher	CNA,SIP, BOTH	
Emi Douglas	Parent	CNA,SIP, BOTH	
Val Bingham	Teacher	CNA,SIP, BOTH	
Judy White	Teacher	CNA,SIP, BOTH	
Damian Villa	Teacher	CNA,SIP, BOTH	
Kirsten Webb	Teacher	CNA,SIP, BOTH	
Becky Sargent	Teacher	CNA,SIP, BOTH	
Melissa Patterson	Instructional Coach	CNA,SIP, BOTH	
Shannon McFall	Interventionist	CNA,SIP, BOTH	
Abby VanVolkenburgh	Teacher	CNA,SIP, BOTH	
Nick Hill	Principal	CNA,SIP, BOTH	
Shelley Marshall	Assistant Principal	CNA,SIP, BOTH	
Link additional committee information here (if necessary):			

--- ALIGNMENT [optional] ---

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

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

District Vision:

School Vision: *NVE provides a safe and loving environment where students get excited about learning, are challenged to be problem solvers, take ownership in their own learning and are taught to be caring individuals so that they may be successful beyond our walls.*

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:

District Goals:

1. *To Keep Kids in School*
2. *To Improve Academic Growth*
3. *To Take Care of Educating the Whole Child*

Does the school's vision support the district's vision? (*highlight response*)

Yes

No

Does the school's mission support the district's mission? (*highlight response*)

Yes

No

Do the school's mission and vision support district goals? (*highlight response*)

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?

Link additional information here (if necessary):

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	K-6	Wonders Reading Series	Yes	Tier 1, 2	Textbook is a core component of reading program	Yes	<input type="checkbox"/>
Science	K-6	Science Fusion Series	Yes	Tier 1, 2	Textbook is a core component of science program	Yes	<input type="checkbox"/>
Math	K-6	Go Math Series	Yes	Tier 1, 2	Textbook is a core component of math program	Yes	<input type="checkbox"/>
Social Studies	K-6	Scott Foresman	Yes	Tier 1	Textbook is a core component of social studies program	Yes	<input type="checkbox"/>
Reading	1-6	SRA	Yes	Tier 2, 3	Program used by special education as intervention to reading instruction	Yes	<input type="checkbox"/>
Reading	K-6	Reading A-Z	Yes	Tier 1, 2, 3	Reading content aligned to independent reading levels	Yes	<input type="checkbox"/>
Math	K-2	Math Seeds	Yes	Tier 1, 2	Differentiated and guided practice	Yes	<input type="checkbox"/>
ELA	K-6	Smekens Writing	Yes	Tier 1	Resources and content for common writing expectations	Yes	<input type="checkbox"/>
Math and Reading	3-6	IXL	Yes	Tier 1, 2, 3	Differentiated and guided practice	Yes	<input type="checkbox"/>
Reading	2-6	Accelerated Reader	Yes	Tier 1	Promotes positive reading skills	Yes	<input type="checkbox"/>
Reading	K-2	Reading Eggs	Yes	Tier 1, 2	Differentiated and guided practice	Yes	<input type="checkbox"/>
Place link here (if necessary) ->							

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 public 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. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check		Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.		Yes	<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 demonstrating 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 Screener (PASI and PSI)
- STAR Assessments
- IXL Assessments
- BAS from Fontas and Pinnell

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

- Tier II and III goals and plans created by our interventionist, teachers and parents
- Bartons and other OG based 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) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
STAR Assessment	K-6	Benchmark	STAR gives student growth and proficiency levels.	Yes	<input type="checkbox"/>
BAS by F&P	K-6	Benchmark	Gives accurate instructional reading levels	Yes	<input type="checkbox"/>
95% Group Screeners	K-6	Other	This screener gives us data on learning gaps in reading	Yes	<input type="checkbox"/>
PALS	K-6	Other	This is our dyslexia screener to help identify students with characteristics of dyslexia.	Yes	<input type="checkbox"/>
CoGAT	2 & 5	Summative	This is used to help identify students who are high ability	Yes	<input type="checkbox"/>
Arizona Rapid Namer	K-2	Summative	This is our dyslexia screener to help identify students with characteristics of dyslexia.	Yes	<input type="checkbox"/>
Go Math Assessments	K-6	Common Formative	Common formative assessment aligned with math series	Yes	<input type="checkbox"/>
Wonders Assessments	K-6	Common Formative	Common formative assessment aligned with reading series	Yes	<input type="checkbox"/>
Reading Eggs Screener	K-2	Common Formative	Common formative assessment that identifies letter recognition	Yes	<input type="checkbox"/>
IXL Screeners	K-6	Benchmark	IXL gives student growth and proficiency levels.	Yes	<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"/>

Continued from Core Element 3: Assessment

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.

NVE uses multiple groups of staff and parents to help make decisions based on academic results. First, grade levels meet throughout the year to review classroom data and common assessments to make instructional plans based on data. 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 reviewed by the leadership team. Last, the school uses a committee with representatives from every grade level and other areas to evaluate school wide academic data and make decisions on goals and focus areas.

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 grades K-2. Students use devices regularly to create, collaborate, communicate and be creative within their classrooms and 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 education 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? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

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

Grades 6-8 only

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

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

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

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

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

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 Support (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"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?

- *All exterior doors are locked at all times*
- *Entry to building limited to one centralized location*
- *Safety procedures and drills reviewed with staff and students regularly.*
- *Classroom doors are locked at all times*
- *Regular door and window checks are performed daily*
- *Students are taught character education throughout the year.*
- *Student expectations and rules are regularly reviewed and enforced.*
- *School is conducted in a safe and organized manner daily.*

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.

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

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

- *EL Students - Daily MTSS and additional small group time with the EL teacher and paraprofessional.*
- *Free/Reduced - Title services identify these students and work with during daily MTSS small groups with an interventionist. We also take a comprehensive approach to MTSS that involves teachers, administrators, counselors, the Family Liaison, and parents. 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 families in need*

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 subgroup.*

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

- *Wonders Reading series. This incorporates different cultural stories and has secondary lessons about acceptance, tolerance, etc.*
- *Go Math series. This also incorporates different socio-economic and cultural lessons, working 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.*

Core Element 8: Review Attendance [Required for all]

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

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

Last year: 85 (14%)

Two Years Ago: 81 (12%)

Three Years Ago: 55 (7%)

What may be contributing to the attendance trend?

- *Lack of engagement in learning*
- *Lack of sense of belonging to school.*
- *Community health*
- *Generational poverty and family culture*

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

- Positive rewards and recognition
- Regular communication with families using parent centered communication
- Informing parents on importance of regular attendance and effects of days missed.
- Comprehensive attendance committee at district level
- Home visits by admin., Family Liaison or SRO.
- Transportation alternatives to those 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 weekly by leadership team*
- *Family Liaison monitors students with high absence rates and reports to leadership team.*
- *Tier plans are created for students who have high absenteeism rates.*

Best Practice/Requirements Self-Check

The school has and follows a chronic absence reduction plan.

Yes/No

Yes

X



A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.

Yes



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

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

Parent teacher conferences occur in the fall and winter of each school year and additional conferences can be requested at any time. Newsletters are sent home each week from the classroom and from the school in order to keep parents informed about upcoming tests, homework, or classroom projects. Report cards are sent home each grading period and midterm reports are sent in the middle of each grading period to keep parents informed about their student's grades. Grades and attendance are always accessible through the parent Skyward portal. Communication to families is maximized through the Classroom Dojo app and School-wide Dojo system as well as through the school's PTO Facebook page.

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

Parents are encouraged to communicate with teachers or administration through phone calls, emails, class Dojo, or notes. Our school PTO has a facebook page that parents can use to ask questions as well. Parents are also encouraged to participate in our PTO.

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

During non-COVID school years, students can earn recognition for good attendance. Awards for perfect attendance are given at the end of each school year to honor those who have outstanding attendance.

We work diligently to build strong relationships with students and families to proactively solve potential attendance problems. We strive to create 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 principal will make contact with parents/guardians when students have attendance concerns. The 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).

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

NVE strives to accommodate families by offering a range of options to gather information including Classroom Dojo, school and classroom newsletters, email, phone, and social media sources allowing teachers and families to communicate more efficiently and effectively than ever before.

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 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, students and school data and upcoming events.*
- *Invite families in for and flexibility with general conferences, tier conferences and special education conferences.*
- *We use a wide range of communication that first the need and communication style of our community and families.*

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

- *Report Cards*
- *Tier Conferences*
- *NWEA reports sent home at the middle and end of the year*
- *Semester conferences with all parents and families*
- *Special education 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 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 PTO.
- 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 teacher 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	Subject/Level of Certification	License
VanVolkenburgh, Abbigail	Elementary/Primary Generalist	REPA
Berry, Debra	Elem 1-6 7/8 Non-Dept	46/47
Bingham, Valerie	Elem Inter/Primary Generalist	2002
Clarkson, Ian	Mild Interventionist	Emergency Permit
Darringer, Robert	Elem K-6	Emergency Permit
Douglas, Emi	Elem Primary/Intermediate; Mild Intervention	2002
Newby, Alaina	Elem. K-6	Emergency Permit
Driver, Mary	Math 1-9; Lang/Arts 1-9; Elem. 1-6 7/8 Non-Dept.; Social Studies 1-9; Counselor	46/47

Gambrel, Kelli	Business Education-High & Middle; Counselor; Mental Health Counseling; Educational Admin	2002
Genda, Gabrielle	Elem K-6	REPA
Gerth, Shelby	Elem K-6	REPA
Giddens, Melissa	Elem 1-6 7/8 Non-Dept; Kindergarten	46/47
Green, Julie	Elem 1-6 7/8 Non-Dept	46/47
Grills, Angela	Elem 1-6 7/8 Non-Dept	46/47
Hamrick, Abi	Elem Primary/Intermed; Mild Intervention Primary/Intermed	2002
Hartman, Kristina	Elem K-6	46/47
Hill, Leslie	Elem 1-6 7/8 Non-Dept; Kindergarten	46/47
Hill, Nicholas	Social Studies 7-12, Admin.	2002
Bailey-Smith, Emily	Elem K-6	REPA
Kelley, Pam	Elem K-6	REPA
Kent, Andrea	Elem Primary/Intermed; Mild Intervention Primary/Intermed	2002
Laman, Gregg	Elem 1-6 7/8 Non-Dept	46/47

Lucas, Amanda	Elem Primary/Intermediate	2002
Lustig, Megan	Elem K-6	2002
Lutes, Kirsten	Music Generalis	Emergency Permit
Marshall, Shelley	Kind./Elem 1-6 7/8 Non-Dept; Admin	46/47-Elem; Admin 2002
McFall, Shannon	Elem 1-6 7/8 Non-Dept	46/47
Neal, Rachel	Elem 1-6 7/8 Non-Dept	46/47
Pace, Madelyn	Mild Intervention	Emergency Permit
Pate, Laura	Elem Primary/Intermediate	2002
Patterson, Melissa	Elem 1-6 7/8 Non-Dept	46/47
Pearson, Hannah	Elem K-6	REPA-3
Ray, Amanda	Elem Primary/Intermediate	2002
Sanders, Jennifer	Elem 1-6 7/8 Non-Dept; Endorsement: Science 1-9	46/47
Sargent, Becky	Elem 1-6 7/8 Non-Dept; Lang/Arts 1-9; Computer k-12	46/47
Skinner, Tricia	Elem 1-6 7/8 Non-Dept	46/47

Sproessig, Erin	Elem 1-6 7/8 Non-Dept	46/47
Villa, Damian	Elem 1-6 7/8 Non-Dept	46/47
Villa, Karen	Elem 1-6 7/8 Non-Dept; PE	46/47
White, Judy	Elem K-6, Mild Intervention	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	46/47 & 2002

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				Specific Student Groups				General School Data	
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance	X	Student Attendance
X	Federal (ESSA) Data	X	Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment		Individual Learning Plans (ILPs)	X	Parent/Student Surveys	X	Parent/Student Surveys
X	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training	X	Staff Attendance	X	Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt						
	PSAT/SAT/ACT								
List Other Data Sources Below									
	Link Data Here ---->								
	Link Data Here ---->								

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

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 - 90% of students are reading on grade level by the end of the 2023 school year

Measurable outcome met? Yes **No**

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

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

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

Goal 2 - 72% of students are performing on grade level with math standards.

Measurable outcome met? Yes **No**

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

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

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

Goal 3 - N/A will have a 97.5 attendance rate for the year.

Measurable outcome met? Yes **No**

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

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

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

	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 suspensions and expulsions have 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 Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Skill in reading is fundamental to all aspects of learning. Students need to be able to decode fluently before comprehending.	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	X	Yes
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 special education students in grades K-2 are on grade level and 22% show significant growth. 20% of special education students in grades 3-6 are on grade level and 22% show growth.	Students in special education are performing below expectations and not showing the significant growth needed to close the gap.	X	Yes
EL Students should be showing growth on WIDA as well as showing growth in reading on ILEARN.	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 growth to close the gap.	X	Yes
A significant number of students in all grades, K-6, should be performing better in math, specifically in the area of number sense.	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.	X	Yes

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

Student: 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 strengthen and the intervention process needs to strengthen.
Students in most subject areas show weakness in foundational number sense skills.	Number sense instruction is not rigorous enough in grades K-3, where we jump to concrete strategies too quickly without building understanding of numerical relations first.
Students in special education are not achieving or growing to close the gap.	Intervention strategies being used are not effective enough.



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

GOAL 1	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. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			
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 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 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 2024, 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.			

OPTION: As an alternative to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR, save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

By Spring 2024, 90% of all students in grades K-6 will be reading on grade level as measured by NWEA.

CURRENT YEAR GOAL 1		January 2023	May 2023	January 2024	May 2024
Data Checkpoints (dates)		January 2023	May 2023	January 2024	May 2024
Evidence at Checkpoints		NWEA RIT Score	NWEA RIT Score	NWEA RIT Score	NWEA RIT Score
Evidence- Based Strategy 1 (must cite study)	<p>Reading Instruction Framework is Defined and Implemented - Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97–110). New York, NY: Guilford Press.</p>				
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	PD Needed: Yes No
Action Step 1	Language Comprehension and Word Recognition skills are built into literacy instruction weekly	August 2023 - May 2024	Instructional Staff	Observation, Lesson Plans, Grade Level Collaboration, Formative/Screeners Assessment Data	Yes No
Action Step 2	Students read multiple texts for multiple purposes at independent and grade level reading levels, weekly.	August 2023 - May 2024	Instructional Staff	Observation, Lesson Plans, Grade Level Collaboration, Formative/Screeners Assessment Data	Yes No
Action Step 3	Provide individualized coaching and feedback on instruction to all instructional staff.	August 2023-May 2024	Administration, Instructional Coach, Reading Interventionist, instructional staff	Grade Level Meeting Notes, Observation forms	Yes No
Action Step 4	Provide on-going, researched based training for instructional staff.	September 2023-May 2024	Leadership Team, Grade Level Teams	Literacy Instruction videos and training created.	Yes No

Strategy 2 (must reference source)	Writing Instruction is Systematically Aligned and Incorporated into all Subjects - Graham, Steve, et al. (2017). "Effectiveness of Literacy Programs Balancing Reading and Writing Instruction: A Meta-Analysis." Reading Research Quarterly, 53(3) pp. 279–304h				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Alignment (using IAS and developmental understanding) to define writing structure and strategies across the curriculum, K-6	August 2023 - May 2024	Lead by Administration and Coach with collaboration among instructional staff.	Our writing curriculum and instruction are aligned K-6.	
Action Step 2	Use of examples/non-examples, rubrics and modeling as core instructional strategy	September 2023-May 2024	Instructional Staff	Work Samples and Rubrics, Lesson plans, observations, collaboration.	
Action Step 3	Teachers give explicit instruction on identifying audience, purpose for writing, and strategies for understanding the given task, when writing across subjects.	August 2023-May 2024	Instructional Staff	Work Samples and Rubrics, Lesson plans, observations, collaboration.	
Action Step 4	Provide coaching and professional development on aligned and researched based writing strategies	August 2023-May 2024	Administration, Instructional Coach, Instructional Staff	Work Samples and Rubrics, Lesson plans, observations, collaboration.	
This Goal for Year 2					

This Goal for Year 3

<p>CURRENT YEAR GOAL 2 By the Spring of 2024, 85% of students in grades K-6 will be mathematically proficient in Number Sense skills as measured by the ILEARN assessment.</p>					
Data Checkpoints (dates)	May 2023 (ILEARN)	January 2024 (MOY)	May 2024 (EOY)	Number Sense Scores on NWEA	Number Sense Scores on NWEA
Evidence at Checkpoints	Number Sense Scores on NWEA	Number Sense Scores on NWEA	Number Sense Scores on NWEA	Number Sense Scores on NWEA	Number Sense Scores on NWEA
Evidence- Based Strategy 1 (must cite study)	<p>Developing Proficient Number Sense Skills for All Learners - 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.</p>				
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Align, and define progression of math skills within K-2 and 3-6.	August 2023 - December 2023	Lead by Instructional Coach with collaboration among Instructional Staff	All K-6 teachers are aware of and can communicate the researched based progression of math skills.	
Action Step 2	Common use of grade level appropriate math manipulatives for all core content teachers.	September 2023-March 2024	Administration	All classroom teachers report that they have the needed materials and are using them during instruction.	
Action Step 3	Math Talks are incorporated weekly into all classrooms.	August 2023-May 2024	Instructional Staff	Observations, Walkthroughs and Lesson Plans	
Action Step 4	Provide staff with on-going professional development in building number sense.	October 2023 - March 2024	Administration and Instructional Coach	Observations, Walkthroughs and Lesson Plans	

Strategy 2 (must reference source)	Developing Proficient Problem Solving Skills for All Learners Through Curriculum, Resource and Strategy Alignment - "Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement". The Clearing House. Vol. 85, No. 4 (2012). pp. 129-135 (7 pages). Published By: Taylor & Francis, Ltd.				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Alignment and prioritization of instruction to revised IAS, including Problem Solving standards	August 2023-December 2023	SWP Committee, Leadership Team	All K-3 teachers are implementing strong number sense instruction strategies provided through PD.	
Action Step 2	Problem solving standards are incorporated and developed in other subjects through STEM based activities.	September 2023 - March 2024	Administration	All classroom teachers report that they have the needed materials and are using them during STEM instruction.	
Action Step 3	Use NWEA data to support instruction and intervention plans within grade levels and grade level bands (K-2 and 3-6).	August 2023 - May 2024	Instructional Staff	Lesson plans, Tier Plans and Collaboration Notes	
Action Step 4	Investigate progress monitoring and screening assessments to compliment NWEA.	October 2023 - February 2024	School Wide Planning Committee	A progress monitoring plan is established.	
This Goal for Year 2					
This Goal for Year 3					

CURRENT YEAR GOAL 3				
By May of 2024, 85% of students at NVE will have an attendance rate of 94% or higher.				
Data Checkpoints (dates)	September 2023	January 2023	March 2024	May 2024
Evidence at Checkpoints	95% of students are above 94% attendance for YTD.	93% of students are above 94% attendance for YTD.	90% of students are above 94% attendance for YTD.	85% of students are above 94% attendance for YTD.
Evidence-Based Strategy 1 (must cite study)	Rogers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S., & Reitano, A. (2017). A randomized experiment using absenteeism information to "nudge" attendance (REL 2017-252). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic.			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Promote positive habits in school attendance with frequent information about the importance of attendance in newsletters, flyers/handouts at school events, principal remarks and Open House.	August 2022-May 2023	Principal	Copy of Newsletters, Social Media Communication, and Email Correspondence
Action Step 2	Phone calls are made daily to parents of absent students and they are reminded of the importance of positive attendance.	August 2022-May 2023	Attendance Secretary	Skyward Attendance Records, Attendance Conference Notes, Call Logs
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, Attendance Conference Notes, Attendance Success Plans and Call Logs

Action Step 4	Incentive events are held quarterly for students who miss less than 3 days per quarter.	October 2023, December 2023, March 2024 and May 2024	Administration and PBIS Committee	Attendance rates per classroom.
Strategy 2 (must reference source)	Van Eck, Kathryn, Stacy R. Johnson. How school climate relates to chronic absence: A multi-level latent profile analysis. Journal of School Psychology, November 2016.			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	Increase attendance and decreased discipline compared to other school years.
Action Step 2	Incentive events are held quarterly for students who miss less than 3 days per quarter.	October 2023, December 2023, March 2024 and May 2024	Administration and PBIS Committee	Attendance rates per classroom.
Action Step 3	Begin club time during the school day, once a month, where all students in grades 3-6 participate in a high interest club or activity.	September 2022-May 2023	3-6 Classroom Teachers, Admin, Counselors	Attendance on club days and compared to days prior to start.
Action Step 4	Reward regular attendance through regular competitions and incentives with our PBIS plan.	August 2022-May 2023	PBIS Committee, All Staff	Skyward Attendance Rates
This Goal for Year 2				
This Goal for Year 3				

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.

<p>Professional Development Goal 1</p>	<p><i>Provide all staff with a baseline understanding of Science of Reading instructional and implementation strategies around Scarborough's Rope Model.</i></p>	<p>Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Possible Funding Source(s)</p>	<p><i>Building Budget - Instructional Supply and Teacher Travel</i></p> <ul style="list-style-type: none"> ● <i>Instructional Supply - Additional decodable readers and manipulatives</i> ● <i>Teacher Travel Budget - Conferences, guest speakers brought to NVE, subs for collaboration time</i> 	
<p>Evidence of Impact</p>	<p><i>An increase in effective teaching practices being used that are directly related to the Science of Reading approach. This then will lead to an increased number of students who are reading on grade level and our Tier 2 and 3 Intervention groups decrease in size throughout the year.</i></p>	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> ● <i>Staff Meeting PD</i> ● <i>Coaching and Walkthroughs</i> ● <i>Differentiating delivery method for staff - using grade level meetings, video, individual conferencing, etc.</i> ● <i>Weekly Update to staff will share resources and links to best practices</i> 		
<p>How will effectiveness be sustained over time?</p> <p><i>Quarterly grade level meetings will be used to help build shared accountability on this targeted area.</i></p>		

<p>Professional Development Goal 2</p>	<p>Research and best practice about the progression of math skills is provided among staff and they have time to incorporate new practices and collaborate on effective practices.</p>	<p>Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Possible Funding Source(s)</p>	<p>Building Budget - Instructional Supply and Teacher Travel</p> <ul style="list-style-type: none"> ● Instructional Supply - Additional manipulatives are purchased ● Teacher Travel Budget - Conferences, guest speakers brought to NVE, subs for collaboration time 	
<p>Evidence of Impact</p>	<p>An increase in effective teaching practices being used that are directly related to the current research on mathematics instruction. This then will lead to an increased number of students who are proficient with number sense skills, are more fluent with computation, therefore our Tier 2 and 3 Intervention groups will decrease in size throughout the year.</p>	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> ● Staff Meeting PD ● Coaching and Walkthroughs ● Differentiating delivery method for staff - using grade level meetings, video, individual conferencing, etc. ● Weekly Update to staff will share resources and links to best practices 		
<p>How will effectiveness be sustained over time?</p> <p>Quarterly grade level meetings will be used to help build shared accountability on this targeted area.</p>		

Professional Development Goal 3	UDL and STEM Practices are being used in the classrooms regularly, are discussed in staff meeting and grade level meetings regularly and are the focus of any external PD (conferences)	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Building Budget - Instructional Supply and Teacher Travel <ul style="list-style-type: none"> Teacher Travel Budget - Conferences, guest speakers brought to NVE, subs for collaboration time 	
Evidence of Impact	Lesson plans reflect intentional UDL strategies and incorporate STEM activities daily.	
Plan for coaching and support during the learning process: <i>The instructional coach and admin. team will conduct weekly classroom walkthroughs and observations to provide feedback on strategies being used. Teachers will have time built into grade level meetings to discuss implementation and give peer feedback. This feedback will incorporate math and reading goals but will be given with the UDL lens in mind so as to improve the overall tier 1 instruction in all subjects.</i>		
How will effectiveness be sustained over time? <i>NVE will use resource from IU and IUPUC to continue to provide PD. NVE has also created the vision to include elements of UDL and STEM so that it continues to be a focus in future years.</i>		



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

IDOE School Improvement and Professional Development Building Level Assurance Form Principal / Exclusive Representative Signatures

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	3397
Building Name	North Vernon Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	Nicholas Hill
Principal's Signature	Nicholas Hill
Date Signed	8/28/23

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Molly Vaughan
Exclusive Representative Signature	Molly Vaughan
Date Signed	8/28/23

This signed form should be kept on file at the school's office.

Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.

It is NOT necessary to return this form to the Indiana Department of Education.