

School Name: Huntingburg Elementary School

School Number: 1590

Street Address: 501 West Sunset Drive

City: Huntingburg

Zip Code: 47542

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

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

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

- ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
 - TSI Targeted Support and Improvement – federal government school designation under ESSA
 - ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
 - CSI Comprehensive Support and Improvement – federal government designation under ESSA
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Who is required to submit a school improvement plan (SIP)? **All public and private schools**

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

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

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

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

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school’s Title I program Schoolwide or Targeted Assistance ? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Chad Whitehead	Principal	CNA, SIP, Both	
Jeremy Marshall	Assistant Principal	CNA, SIP, Both	PBIS
Wendi Nurrenbern	Literacy Coach	CNA, SIP, Both	ELA, RTI
April Susnjara	Social Worker, McKinney-Vento Liaison	CNA, SIP, Both	MTSS (SEL)
Tonya Schepers	EL Director	CNA, SIP, Both	EL, DLI
Melissa Boeglin	Director of Curriculum	CNA, SIP, Both	
Dana Ferguson	Teacher, Special Ed	CNA, SIP, Both	SpEd, MTSS
Ginger Rasche	Teacher, 4th grade ELA	CNA, SIP, Both	ELA
Kayla Weyer	Teacher, KG	CNA, SIP, Both	
Nicole Arnold	Teacher, 1st grade	CNA, SIP, Both	
Kathy Tooley	Teacher, 2nd grade	CNA, SIP, Both	
Andrea Brown	Teacher, 3rd grade	CNA, SIP, Both	Math, EL, STEM, Technology
Amanda Thompson	Teacher, 5th grade	CNA, SIP, Both	
Carmen Brooks	Teacher, KG	CNA, SIP, Both	DLI
Sarah Bardwell	Media Specialist	CNA, SIP, Both	Computer Science, Career,
Joe Keusch	Exceptional Children’s Co-op	CNA, SIP, Both	SpEd, MTSS
Alisa Schank	Exceptional Children’s Co-op	CNA, SIP, Both	SpEd, MTSS
Sheila Hurst	High Ability Teacher	CNA, SIP, Both	STEM, High Ability
		CNA, SIP, Both	

--- ALIGNMENT [optional] ---

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

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

District Vision: Every Student, Every Day

School Vision: We at Huntingburg Elementary School are dedicated to the success of our students and believe students are the foundation of the future. Our objective is for each and every student to become a well-educated, productive adult equipped with the skills needed to be successful in our ever changing world.

District Mission:

The mission of Southwest Dubois County School Corporation is to provide an appropriate educational program and learning environment which will effectively meet the educational needs of its students, help its students accomplish educational goals which are significant, durable and transferable.

School Mission:

With the support of our parents, community leaders, and business leaders, we build upon a foundation of skills, knowledge and values through a solid core curriculum. Our learning environment promotes success by motivating all students to reach their full academic and social potential in a safe, supportive, and challenging environment.

District Goals:

Provide differentiated educational programs that support individual proficiency and growth for all students in all disciplines. By Spring of 2023, 80% of students in grades K-12 will demonstrate reading, writing, and mathematical proficiency.

Develop multi-faceted educational leaders at all levels in the district. Ensure that every classroom has a high-quality, effective educator, supported by high-quality, effective administrators and support staff. Professional Learning Communities will utilize data to inform, guide, and drive decision-making in the following categories: student performance, finances, programs, safe learning environments, and staffing. Provide professional development opportunities for teachers, administrators, and support staff to enhance learning for all students.

Provide a safe, high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, and engaging. Implement a comprehensive multi-tiered systems of support model that includes response to intervention, positive behavioral interventions and supports, and social-emotional learning.

Build strong relationships with students, families, and the community to increase trust and shared responsibility. Use multiple and appropriate methods of communication and engagement to reach all stakeholders to gain meaningful input, participation, partnerships, and shared responsibility for student success.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Name of Resource	Grade Level	Description	Yes	No	Essential	Considered	
Sample: Reading	1-6	ABC Reading is Fun	Yes		Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No

Reading	K-5	Literacy Footprints	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading	K-5	F & P: LLI Kits	Yes No	Tier 1, 2, 3	Intervention component for struggling readers.	Yes No	
ELA & Reading	K-5	Wonders	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
ELA & Reading	5	StoryWorks	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Phonics	K-1	Saxon	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Math	K-5	iReady Math Instruction	Yes No	Tier 1, 2, 3	Component of math program and intervention component.	Yes No	
Reading	K-5	iReady Reading Instruction	Yes No	Tier 1, 2, 3	Component of reading program and intervention component.	Yes No	
Phonics	K-5	Orton-Gillingham	Yes No	Tier 1, 2, 3	Program used in conjunction with the dyslexia screener.	Yes No	
Phonics	KG	Heggerty	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Math	DLI	Eureka,Great Minds	Yes No	Tier 1, 2, 3	Remediation math program.	Yes No	
Phonics	DLI	Estrellita	Yes No	Tier 1, 2, 3	Remediation program for ELL speakers.	Yes No	
SLA	DLI	Benchmark Adelante	Yes No	Tier 1, 2, 3	Parallel language arts program for dual language program.	Yes No	
Science	K-5	Scott Foresman	Yes No	Tier 1, 2, 3	Text is part of the core science program.	Yes No	
Social Studies	K-5	Scott Foresman	Yes No	Tier 1, 2, 3	Text is part of the core social studies program.	Yes No	
Social Emotional Learning	K-5	Panorama, Next Steps & Community Circles	Yes No	Tier 1, 2, 3	This program is in its first year of implementation.	Yes No	
Computer Science	K-5	PLTW	Yes No	Tier 1, 2, 3	Provides all students with STEM activities and enrichment.	Yes No	
Social Emotional Learning	K-5	PBIS	Yes No	Tier 1, 2, 3	Provides behavior and social emotional instruction.	Yes No	

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s): <https://drive.google.com/drive/folders/18xIP4FEgmtS4JNOU19vjinGI-BasFv5-L>

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.

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

For Title I schools with Schoolwide Programs only:

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

Huntingburg Elementary implemented Guided Reading in the 2019-2020 school year to promote differentiated instruction to all students based on their reading levels. Our IMPACT period is used for push-in and pull-out services by Title One staff to support struggling readers by using the DIBELS program.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade Level	Frequency	Type of Assessment	Yes	No	
Amplify Dibels	K-2	3 times per year	Benchmark, Com. Form., Summative, Other	Yes	No	
Amplify TRC	K-2	3 times per year	Benchmark, Com. Form., Summative, Other	Yes	No	
iReady Reading	K-5	3 times per year	Benchmark, Com. Form., Summative, Other	Yes	No	
iReading Math	K-5	3 times per year	Benchmark, Com. Form., Summative, Other	Yes	No	
Math CFAs	2-5	Monthly	Benchmark, Com. Form., Summative, Other	Yes	No	
Next Steps in Guided Reading	K-5	Beginning of year	Benchmark, Com. Form., Summative, Other	Yes	No	
ELA CGAs	2-5	Monthly	Benchmark, Com. Form., Summative, Other	Yes	No	
			Benchmark, Com. Form., Summative, Other	Yes	No	
			Benchmark, Com. Form., Summative, Other	Yes	No	
			Benchmark, Com. Form., Summative, Other	Yes	No	

A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	No	

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	
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For Title I schools with Schoolwide Programs only:

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

The DIBELS next program is utilized by our Title 1 staff to assess and support struggling readers. General education teachers support in the assessment of students and grouping to ensure student success.

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

[Redacted]	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

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

Grades 6-8 only

[Redacted]	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

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

[Redacted]	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

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

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

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

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

- Enrollment (self-reporting)
- WIDA Assessment - Reading, Writing, Speaking, Listening
- Free/Reduced Lunch Status Documentation completion

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

SIOP training, ENL courses, Home to School communication liaison, WIDA resources training of some staff, Dual Language classes, and creation of Community Outreach Director at the District level

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

SIOP training, cultural diversity training

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

Achieve 3000, project based learning, School Wide Spanish Curriculum

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: 2 Two Years Ago: 1 Three Years Ago: 3

What may be contributing to the attendance trend?

Covid

Contact Tracing

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

Student attendance is tracked by our office and parents are notified when students are not in attendance. Letters are sent to families of students who have attendance issues. Parent phone calls, Home visits, Dubois County Project Attend

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

Harmony/Power School, school social worker, Panorama

	<input type="checkbox"/>	<input type="checkbox"/>
The school has and follows a chronic absence reduction plan.	Yes	No
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No

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

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

Seesaw, School Reach Messenger, annual parent/teacher conferences, various annual meetings, such as orientation and title 1 parent meeting, annual case conferences, school social worker, availability of translators. Latino community, family, and student events

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

Annual parent/teacher conferences, PTO, Seesaw, easily accessible contact information of teachers and administrators

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

Frequent communication with families of chronically absent students

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

Availability of translators, use of school reach messenger service, school social worker, EL coordinator

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.

A yearly Title 1 parent meeting is conducted to allow parents to gain information and ask questions regarding their child's education. Information on how to read student reports are sent to parents with student results to help parents understand their child's needs. Contact information allows parents to ask questions regarding their child's progress. School wide google form to collect information from parents and to notify of School Wide Title 1 program, Title 1 Compacts

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

Progress reports are sent to families every four weeks and report cards are sent every nine weeks. DIBELS and iREADY reports are sent to families three times each year. Dyslexia screening results sent to parents each year for Kindergarten, 1st and 2nd grade students. State testing reports are also shared with families via the state testing portal. IREAD-3 results are mailed to parents once test results are released.

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

Parent committees are included in the planning process. Surveys on various topics are emailed to parents to allow for parent input.

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. Southwest Dubois School Corporation provided funding for Title 1/Title III teacher leaders, classroom teachers, support staff and social workers. Title 1 funding funds instructional coach and paraprofessionals that provide intervention strategies. The Title 1 funded coach and paraprofessionals provide small group learning opportunities in reading and literacy instruction. They also implement intervention instruction of Orton Gillingham with students identified with the Dyslexia Screener.

School Improvement grants and technology align with Title 1 funds. A combination of state and federal grants used to support technology implementation and best practice like: SIOP, iredy, Readable English, Orton Gillingham, Guided Reading.

Title 1 combines with Title III to support professional development in best practice initiatives to meet student needs. These programs also support school family involvement activities with funding and staff involvement.

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.

Huntingburg Elementary houses a preschool program to help transition students to kindergarten. A bilingual teaching assistant is on staff to support the growing ELL population into their educational journey. Bridging the Gap is a group team including: Preschool teachers administrators, Kindergarten teachers and local community preschool teachers meet 4 times per year to work on a smoother transition of students to school.

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.

All Dubois County schools participate in a county wide professional development day in January each year. A variety of topics allow teachers to choose topics of interest to better enhance their professional knowledge and curriculum.

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

Ahlbrand, Peyton	Bachelor's Degree	1st Grade DLI English Language Arts
Arnold, Nichole	Bachelor's Degree	1st Grade
Mattingly, Traci	Master's Degree	K-5 Physical Education
Bardwell, Sarah	Master's Degree	K-5 Library
Barnett, Lori	Bachelor's Degree	2nd Grade
Anselment, Meganl	Master's Degree	KG
Bolling, Michaela	Bachelor's Degree	KG-2 EL Teacher
Brooks, Carmen	Master's Degree	KG DLI Spanish Language Arts and Spanish Math
Brown, Andrea	Bachelor's Degree	3rd Grade Math, Science, Social Studies
Dearing, Stacie	Bachelor's Degree	1st Grade
Ferguson, Dana	Bachelor's Degree	Grade 3-5 Special Education
Gasser, Claudia	Bachelor's Degree	2nd Grade
Yvonne Hochgesang	Master's Degree	Speech
Hurst, Sheila	Bachelor's Degree	K-5 High Ability

Kaetzel, Amy	Master's Degree	KG DLI English Language Arts
Kappner, Stacy	Master's Degree	3rd Grade ELA
Luebbehusen, Alison	Bachelor's Degree	1st Grade
Main, Elaine	Bachelor's Degree	3rd Grade ELA
Mathies, Andrea	Bachelor's Degree	4th Grade Math, Science, Social Studies
Mundy, Jeannine	Master's Degree	5th Grade ELA
Nordhoff, Kristin	Bachelor's Degree	2nd Grade
Nurrenbern, Wendi	Master's Degree	Literacy Coach
Qualkenbush, Christina	Master's Degree	5th Grade Math, Science, Social Studies
Rasche, Ashley	Bachelor's Degree	KG
Rasche, Ginger	Master's Degree	4th Grade ELA
Riehle, Lindsey	Bachelor's Degree	4th Grade ELA
Fetter, Gaage	Bachelor's Degree	5th Grade Math, Science, Social Studies
Rogers, Sarah	Master's Degree	Grade KG-2 Special Education
Schepers, Tonya	Bachelor's Degree	Grades 3-5 EL Teacher
Schuler, Brett	Master's Degree	2nd Grade
Thompson, Amanda	Bachelor's Degree	5th Grade ELA
Tooley, Kathy	Master's Degree	2nd Grade
Weyer, Kayla	Master's Degree	KG
Widolff, Matthew	Bachelor's Degree	4th Grade Math, Science, Social Studies
Wirthwein, Kimberly	Bachelor's Degree	K-5 Music
Zink, Yvonne	Master's Degree	3rd Grade Math, Science, Social Studies

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.

<input checked="" type="checkbox"/>	Statewide Assessments	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input checked="" type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input 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 type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	
<input 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"/>	Staff Attendance	<input type="checkbox"/>		<input type="checkbox"/>		<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? **Yes No**

Huntingburg Elementary will increase achievement in nonfiction reading comprehension/vocabulary by 3% as measured by ILEARN.

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

If the goal was not met, explain why.

Due to COVID-19, no state assessments were given therefore, no data could be collected.

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

Goal 2

Measurable outcome met? **Yes No**

Huntingburg Elementary will increase student achievement in math computation by 3% as measured by ILEARN.

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

If the goal was not met, explain why.

Due to COVID-19, no state assessments were given therefore, no data could be collected.

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

Goal 3

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, explain why.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

	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	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>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.</i>	<i>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.</i>	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	Priority
Kindergarten, 1st and 2nd grade students will increase their TRC (text reading comprehension) level for nonfiction reading. 3rd, 4th and 5th grade students will increase their guided reading level of nonfiction text.	Yes No	Based on DIBELS assessment data, 65% of students fell below grade level on TRC assessment in grades K-5. Based on iReady Lexile levels and guided reading levels 57 % of students fell below grade level.	We are committed to ensuring students can read and comprehend at or above non-fiction level text.	X	Priority
All students will increase in number and operations scores in mathematics.	Yes No	Based on IREADY assessment data, 90% of students fell below grade level on number and operations grade 1-5.	We are committed to ensuring students increase their knowledge of math computations.	X	Priority
	Yes No				
	Yes No				
	Yes No				
	Yes No				

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)
Increasing reading comprehension (nonfiction focus)	High EL numbers, large transient population
Increase number and operation math scores	Limited foundational skills and number of students requiring additional support beyond grade level instruction, lack of focus on computation practice in math series



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. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			PD Needed: Yes No
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 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 2022, 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.
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GOAL 1	By 2023, 72% of students in grades K-2 will increase their reading comprehension of nonfiction text as measured by the DIBELS/TRC assessment. 80% of students in grade 3-5 will increase their guided reading level of nonfiction text measured by IREADY Reading Lexile Level.			
Data Checkpoints (dates)	August	December	May	
Evidence at Checkpoints	TRC testing	TRC testing	TRC testing	
Evidence- Based Strategy 1	Richardson, Jan. <u>The Next Step Forward in Guided Reading</u> . Scholastic, USA. 2016.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Small group guided reading	September-May	classroom teachers, literacy coach, administrators, all support staff	increased accuracy in fluency and comprehension based on assessments
Action Step 2	Title 1 intervention	September-May	administrators, literacy coach, Title 1 staff, classroom teachers	increased accuracy in fluency and comprehension based on assessments
Action Step 3	Impact	September-May	administrators, literacy coach, Title 1 Staff, EL staff, classroom teachers, special needs	increased accuracy in fluency and comprehension based on assessments
Action Step 4	MTSS	September-May	administrators, literacy coach, guidance, classroom teachers, special needs, co-op staff	increased accuracy in fluency and comprehension based on assessments
Evidence- Based Strategy 2				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

GOAL 2	By 2023, 50% of students will be competent in their number and operation skills as assessed by IREADY.			
Data Checkpoints (dates)	August	December	May	
Evidence at Checkpoints	IREADY BOY testing	IREADY MOY testing	IREADY EOY testing	
Evidence- Based Strategy 1	"Reforming Mathematics Classroom Pedagogy: Evidence-Based Findings and Recommendations for the Developmental Math Classroom." Hodara, Michelle. Community College Research Center, Teachers College, Columbia University. February 2011.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier I Intervention	September-May	administrators, classroom teachers	students competent on their number and operation skills as assessed by IREADY.
Action Step 2	E-Learning Tools -IREADY and IXL, grades 3-5; IREADY and XtraMath, grades K-2-Tier I & II Evidence Based Instruction Seesaw	September-May	administrators, teachers	students competent on their number and operation skills as assessed by IREADY.
Action Step 3	Impact	September-May	administrators, classroom teachers, Special needs, support staff	students competent on their number and operation skills as assessed by IREADY.
Action Step 4	MTSS	September-May	administrators, guidance, classroom teachers, special needs, co-op staff	students competent on their number and operation skills as assessed by IREADY.
Evidence- Based Strategy 2				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

GOAL 3	By the end of the school year, all staff members will be SIOP trained to improve effective instructional strategies to best serve our diverse student population.			
Data Checkpoints (dates)	October 11th	December 13th	February 14th	April 11th
Evidence at Checkpoints	Staff completion of virtual SIOP training	Strategies playbook by department	WIDA data	Gap Analysis
Evidence- Based Strategy 1	Echevarria, J., Richards-Tutor, C., Chinn, V. & Rattleff, P. (2011). Did they get it? The role of fidelity in teaching English learners. <i>Journal of Adolescent and Adult Literacy</i> , 54, 425-34.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Virtual SIOP training provided by IU Southeast staff	October 2020-May 2021	Melissa Boeglin, EL coordinator, administration	100% of staff participation in training and follow up sessions
Action Step 2	Analyze WIDA/IREADY data	May 2021	EL coordinator, administration, BLT team	Improvement of scores based on analysis by team, presentation of data
Action Step 3				
Action Step 4				
Evidence- Based Strategy 2				PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
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 on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

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

Professional Development Goal 1	100% of staff will participate and implement SIOP strategies with fidelity.	Linked SIP Goals Yes No
Possible Funding Source(s)	School Improvement Grant	
Evidence of Impact	Data from walkthrough observations that demonstrate SIOP strategies. Increase in test scores	
Plan for coaching and support during the learning process: SIOP training by IU Southeast staff Follow up sessions Peer mentoring by EL coordinator and staff		
How will effectiveness be sustained over time? Follow up session with EL coordinator, evaluate test/data		

Professional Development Goal 2	Grade level teams will discuss, analyze, monitor, and problem solve student success in literacy.	Linked SIP Goals Yes No
Possible Funding Source(s)	School Improvement Grant	
Evidence of Impact	Increased scores by students in TRC (Text Reading Comprehension) as measured by DIBELS for K-2 and increase guided reading levels as measure by iREADY Reading Lexile Levels.	
Plan for coaching and support during the learning process: Continued support from Literacy Coach on implementation of Guided Reading Support in the general education setting to target at risk students and remediate by need with additional classroom support for independent literacy stations to creat authentic, targeted reinforcement of previously taught skills.		
How will effectiveness be sustained over time? Students will continue to be progress monitored to assess success PLC collaboration to monitor student progress as a grade level team and provide teacher support.		

Professional Development Goal 3	Grade level teams will discuss, analyze, monitor, and problem solve student success in number and operation skills during PLC (Professional Learning communities)	Linked SIP Goals Yes No
Possible Funding Source(s)		
Evidence of Impact	Increased scores by students in number and operational skills as assessed by IREADY.	
<p>Plan for coaching and support during the learning process: Increased focus by staff on number and operational skills Additional targeted remediations for all students in classrooms. Provide more support in the classroom during IMPACT for Math (number & operations skills) reteaching.</p>		
<p>How will effectiveness be sustained over time? Additional online remediation programs will be utilized to support students and staff</p>		