East Elementary

School Improvement Plan

and

Comprehensive Needs Analysis

2021-2022

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SCHOOL PROFILE

School, Community, and Education Programs

East Elementary is located in the southeast portion of Madison County as a part of the South Madison Community School Corporation (SMCSC) and primarily includes students from Adams and Fall Creek Townships. The town of Markleville is within the East Elementary boundaries. East Elementary is currently home to 735 students in kindergarten through sixth grade. Of that number, 153 students (21%) are accepted as out-of-district students. The school district encompasses one hundred square miles in a rural/small town community which is home to 26,045 people (2010 U.S. Census Bureau). Located approximately twenty miles from the northeast side of Indianapolis, South Madison has experienced significant growth along the I-69 corridor. The largest town, Pendleton, is located just two miles from the intersection of State Road 38 and Interstate 69 Exit 219. The community is five miles south of the city of Anderson. The district serves as home to several small businesses, a corporate business park, the Indiana State Reformatory, and the Pendleton Correctional Facility. Many residents of the school district commute to Indianapolis, Fishers, and Anderson for their employment. U.S. Census 2010 data report the school district's community is approximately 90% White, 7% Black, 2% Asian, and 1% multi-racial or other minorities. The Indiana Department of Education (2021) reports ethnicity among students enrolled was 90% White, 2% Black, 1% Asian, and 4% multi-racial or other minorities. Census 2010 data reported $51,667 as the median income and $63,041 as the mean income. As far as the level of education attained by the population age 25 and older, Census 2010 data report 10.52% with less than a high school diploma; 36.92% high school graduate; 31.14% some college or an Associate's degree; 14.3% Bachelor's degree; and 7.12% Master's degree or higher. The Indiana Department of Workforce Development reported an August 2021 unemployment rate for all of Madison County at 4.6%, compared to 4.0% statewide. The Indiana Department of Education (2021) reports the socio-economic index of the students at East is currently 35.9%, compared to 31.3% average for South Madison Community of Schools. There are currently seventy-eight (78) staff members at East: one principal, one assistant principal, one registered nurse, one bookkeeper, one secretary, one full-time counselor, one half-time instructional coach, full-time Media/eLearning Specialist, thirty full-time certified classroom teachers, three full-time special education teachers, one full-time speech/language pathologist, three full-time special area

certified teachers music, art and computers, one part-time special area certified teacher, sixteen instructional assistants, two interventionist, four custodians, seven cafeteria workers, and three Kids Connection (before and after school care) employees.

School Name: East Elementary School

School Number: 4935

Street Address: 893 East 36, Pendleton, In 46064

City: Pendleton

Zip Code: 46064

COMPREHENSIVE NEEDS ASSESSMENT

For implementation during the following years: 2020-2023

----------------------- **CONTACT INFORMATION** -----------------------

Principal: Tony Candiano
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Superintendent: Dr. Mark Hall
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Contact for Grants: Dr. Laura Miller
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This is an initial three (3) year plan. **Yes**	This is a review/update of a plan currently in use. **No**

This school is identified as the following by the federal government: **Not identified as any of the following TSI, ATSI, CSI**

(TSI only) Underperforming student groups identified by the federal government: ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is. **East Elementary is not a TSI school. No groups are identified as underperforming.**

This school receives Title IA funding. **Yes**   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **Schoolwide** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

--- PLANNING COMMITTEE ---

Schools that are required to conduct a comprehensive needs assessment (CNA) prior to developing a school improvement plan (SIP). The committee at East Elementary consists of the following individuals. Membership includes all stakeholders. Members served on either the CNA, SIP or both committees. The table below indicates the membership of each committee and sub-committee.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Tony Candiano	Principal	Both CNA and SIP	Reading Leadership Team
Brandon DeHart	Assistant Principal	Both CNA and SIP	Math Leadership Team, SEL Team
Heather Bates	Teacher, Kindergarten	Both CNA and SIP	Dyslexia Team
Rachael Hornback	Teacher, First Grade	Both CNA and SIP	Super Reader
Nicole Powers	Teacher, Second Grade	Both CNA and SIP	Reading Leadership Team, SEL Team
Jessica Zepik	Media/eLearning Specialist, Parent	Both CNA and SIP	Blended Learning Team
Stephanie Shepard	Teacher, Third Grade, Parent	Both CNA and SIP	

Jill Mohr	Instructional Coach	Both CNA and SIP	District Elementary Instructional Coach
Delynn Hathaway	Teacher, Fourth Grade	Both CNA and SIP	
Brad Kroft	Teacher, Fifth Grade	Both CNA and SIP	
Lauren Rummell	Teacher, Sixth Grade	Both CNA and SIP	MTSS SEL
Dr. Laura Miller	Assistant Superintendent	CNA	Reading Leadership Team, Math Leadership Team, SEL Team

--- ALIGNMENT ---

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. East Elementary's vision, mission, and goals align with the district's strategic plan.

District Vision:

  Success for all students.

School Vision:

  Student growth and learning

District Mission:

South Madison Community School Corporation envisions students as effective communicators who acquire the skills for critical and creative thinking and who will be able to work successfully in collaborative settings. A blended learning environment that integrates technology has the power to foster these skills by enhancing and personalizing the learning experience. Differentiation through technology expands the instructional repertoire and provides the potential to maximize the capacity of all teachers and learners, thus preparing students for the challenges of a global society.

School Mission:

East Elementary works with our community to create a welcoming, safe, and engaging environment where children value themselves and each other. We strive to teach with the whole child in mind and ensure that students are equipped to encounter challenges and opportunities with resilience,

critical-thinking and a growth-mindset.

District Goals:

At least 90% of students pass Language Arts/English & Mathematics on state assessments.
All students meet high standards of performance
The teaching, learning and working environment is caring, safe and healthful, and fosters respect for others.
Family and community engagement are focused upon improved student achievement.
Faculty, staff, and administrators are motivated, highly qualified, and highly effective.
The organizational system is aligned, integrated, equitable, and fiscally sound.

South Madison Community School Corporation is committed to continuous improvement through the development of district and school improvement plans with measurable outcomes. Using a systems approach, SMCSC will align district, school, classroom, teacher, and student efforts with parent and community engagement in order to achieve its Core Goal, Success for All Students.

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

SECTION A: Review Essential Information

Below are core elements of instructional programming. The committee discussed each of the following core elements to determine areas for further discussion and consideration.

Core Element 1: Curriculum

Description and Location of Curriculum
East Elementary School uses the Indiana Academic Standards as a curricular framework. These standards can be accessed through the SMCSC website at https://smcsc.com/departments/curriculum__instruction___assessment. District and school-wide leadership teams utilize an ongoing curriculum revision process. This process involves researching best practices, participating in grade-level study groups, and designing lessons and activities that provide opportunities for differentiation to meet students' needs. The curriculum teams create scope and sequence calendars. Career Awareness and

Career Development Curriculum
East Elementary School implements employability skills through our career awareness and development curriculum that includes guest speakers, hosting a Career Day, offering career-focused clubs, and career-focused classroom lessons. Employability Skills of Mindset, Work Ethic, Learning Strategies, and Social and Emotional skills are integrated and reinforced in classrooms by teachers, counselors and other staff members.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading/Language Arts	K-1	SuperKids Reading, Zaner-Bloser	Yes	Tier 1, 2	Textbook, readers, and online resources are core components of reading program.	*Yes*	
Reading/Language Arts	2-6	Into Reading, HMH	Yes	Tier 1, 2	Textbook, readers, and online resources are core components of reading program.	*Yes*	
Reading/Language Arts	K-2	Recipe for Reading (OG framework)	Yes	Tier 1, 2, 3	Phonological components of language are core reading skill and should be taught in an explicit, direct methodology that is systematic, sequential, and cumulative.	*Yes*	

Subject	Grade	Title		Tier	Description		
Mathematics	K-6	enVision Math, Pearson	Yes	Tier 1, 2	Textbook and online resources are core components of mathematics program.	Yes	
Language Arts	2	Handwriting Workbook, Zaner-Bloser	Yes	Tier 1	Cursive writing is a core component of the Language Arts program.	Yes	
Science	K-6	Discovery Education STEM Connect	Yes	Tier 1	Inquiry-based instruction with real world scenarios, supports IN standards, aligns w/IDOE STEM & PBL initiatives.	Yes	
Science	3-6	CK-12 OER Flexbook (customized by SMCSC)	Yes	Tier 1	Online textbook provides core component of science program.	Yes	
Science	3-6	Project Lead the Way	Yes	Tier 1	Inquiry-based instruction following engineering protocols supports IN Science Standards and IDOE STEM initiative.	Yes	X
Social Studies	K-4	BrainPop and BP Jr.	Yes	Tier 1	Online resource provides engaging, age-appropriate learning for Social Studies standards.	Yes	
Social Studies	4	Map Skills, Scholastic	Yes	Tier 1	Workbook resource is a core component of social studies program.	Yes	
Social Studies	5-6	Impact Social Studies, McGraw-Hill	Yes	Tier 1	Textbook and online resources are core component of social studies program.	Yes	X
All subjects	K-6	EdPuzzle	Yes	Tier 1	Flexible online tool that provides interactive, visual and auditory learning designed by teachers w/accountability	Yes	
Reading	K-6	My Virtual Reading Coach, MindPlay	Yes	Tier 2, 3	Evidence-based online reading program that differentiates instruction based on student data.	Yes	
Reading	K-6	Fast ForWord | Reading Assistant	Yes	Tier 2, 3	Evidence-based online reading program that differentiates instruction based on student data.	Yes	
All subjects	K-6	MobyMax	Yes	Tier 1, 2	Differentiated learning for math, ELA, science, and social studies.	Yes	X

Science	K-6	Mystery Science	Yes	Tier 1	Inquiry-based learning through big questions to drive discussion	*Yes*	
ELA	K-6	Vocabulary City	Yes	Tier 1	Interactive learning tool for independent work	*Yes*	
Employability Standards	K-6	Second Steps	Yes	Tier 1	Research-based, field-tested, and incorporates evidence-based components curriculum for employability skills, including goal setting, growth mindset, emotion management, empathy and kindness, and problem-solving.	Yes	

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

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

- East Elementary School uses the Indiana Academic Standards as a curricular framework. These standards can be accessed through the SMCSC website. District and school-wide leadership teams utilize an ongoing curriculum revision process. District and school-wide teams utilize an ongoing curriculum revision process. Curriculum committees meet on a regular basis to ensure that any necessary revisions are made to the curriculum. The curriculum teams meet, analyze and break apart standards, create curriculum calendars, and develop assessments to guide classroom instruction. This process includes researching best practices, participating in professional learning communities, and developing lessons and activities that incorporate differentiated instruction to meet students' needs. The curriculum committees have created curriculum maps, sequence calendars, and determine common assessments that are grounded in the Indiana Academic Standards. Curriculum maps are accessible to all teaching staff through Google shared folders and drives. Fine arts and computer science have developed a scope and sequence which provides a broad view of the curriculum for the district.

The committees have incorporated a STEM focus within science, including adopting Project Lead the Way, adopting Discovery STEM Connect, using CK-12 textbook, and recently adding Mystery Science to complement our science curriculum.

- School administration office

Core Element 2: Instructional Program

East Elementary addresses the learning needs of all students by developing strategies, programs and services that align with sound instructional practices.

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	X
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	X
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process.	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	

Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	X
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

Title I Schoolwide Program Focus

As a Title I Schoolwide School, the school implements programs and activities to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

To ensure students who have difficulty mastering content, the school implements the MTSS Response to Instruction (RTI) model for reading and mathematics. Through this model, 90 minutes of core reading and 60 minutes of core mathematics instruction are provided daily, constituting Tier 1. Tier II and Tier III provide small group intervention to students demonstrating need based on normed assessments, classroom performance, and progress monitoring. Assessments include benchmark (NWEA MAP), dyslexia screener (NWEA Reading Fluency, Rapid Naming, Words Their Way, and My Virtual Reading Coach), ILEARN, and classroom assessments. Students in Tier II will be provided progress monitoring every 2 weeks and Tier III are progress monitored weekly. Currently the school is rolling out Professional Learning Communities (PLC) to provide additional support for student learning. PLCs will expand the conversation and role of ongoing data to ensure student learning and improve instruction, cultivate a collaborative learning environment, and remove barriers to student success through a focus on results.

For students who demonstrate advanced levels of academic achievement, two layers of instruction provide support. First, the school follows the district's High Ability plan and provides HA cluster classrooms for all grade levels. This includes the opportunity for early entrance to kindergarten for students with birthdays between August 1 and October 1. Second, through the RTI model the success block permits teachers to group students for intervention, on-target learning, and accelerated learning. As with instructional achievement needs, this cycle is monitored on a unit of instruction basis, as well as, the annual review for HA students.

Finally, for students identified with specific needs (i.e. special education, English Learner), the district has established programming. Programming for special education provides a continuum of services including consultation, co-teaching, and self-contained instruction when appropriate. Services provided follow research-based protocols for learning and innovative, high-impact learning opportunities through the least restrictive environment.

Core Element 3: Assessment

Beyond the statewide assessments (i.e. ILEARN, IREAD, and I AM), East Elementary utilizes the following assessments to provide instructional guidance, monitor interventions, and screen students.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA MAP and MAP Primary	K-6	Benchmark	Interim assessment that aligns to Indiana Standards, norm referenced, adaptive, and provides growth data. Beyond alignment. Also,includes a learning path for students based on a research-based, continuum of learning.	Yes	
NWEA Reading Fluency	K-2	Screener	Online, adaptive benchmark and progress monitoring assessment that efficiently measures oral reading fluency, literal comprehension	Yes	
AimswebPlus	K-6	Progress Monitoring	Online reading and math normed progress monitoring assessments that provide teachers with an easy way to set individualized literacy or numeracy goals, review growth and evaluate student progress	Yes	
Words Their Way	K-6	Screener	A component of the dyslexia screening that provides a spelling inventory that provides supporting data for phonics, vocabulary and spelling development	Yes	
Arkansas Rapid Automatized Naming	K-6	Screener	A component of the dyslexia screening that fulfills the rapid naming subset of a universal screener. Based on guidelines for screening by N. Miller & B. Wendling in "Essentials of Dyslexia Assessment and Intervention"	Yes	
My Virtual Reading Coach	3-6	Screener, Progress Monitoring	A component of the dyslexia screening for Level 1 for K-2 or initial screening for 3+ students. The diagnostic screener provides a student's reading skills for each skill area through a research-based, adaptive online assessment.	Yes	
Check for Understanding, envision Math		Com. Form.	In class formative assessment that provides teachers with timely information to differentiate instruction.	Yes	

| Reading and math series assessments | K-6 | Com. Form., Summative | In class formative assessment that provides teachers with timely information to differentiate instruction. | Yes | |

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	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	No	

TItle I Schoolwide Decision-making Process

Teachers, staff, and families are included in the decision-making process related to the use of academic assessments results for the intent of improving student achievement. We met with parents this summer to write our compact and met again in September to discuss Title I family events as well as possible teacher professional development.

Teachers within each grade level participate in data meetings to discuss student progress and benchmark results. In this data meeting, teachers, coaches, and administrators determine which students need intervention (Tier II and Tier III) and what intervention should the students participate in to best meet their needs.

Additionally, the SIP team is composed of teachers and parents to aid in determining the overarching goals and implementation strategies for those goals. This process includes annual review and updates, implementation development and review throughout the school year, and reflection on student, class, grade, and school data from a range of resources including assessment and other sources.

Core Element 4: Coordination of Technology Initiatives

As technology is an essential tool in the 21st century, South Madison Community School Corporation is responsible for preparing all students to meet the challenges of an information society through the aid of technology. To meet these challenges, technology must be embedded into curriculum, instruction, and assessment to support student learning and the educational goals of the district.

It is important for students to gain the skills of the 4 C's, so that they become effective communicators who demonstrate critical and creative thinking and the ability to work successfully in collaborative settings. Technology provides the tools to assist students in gaining these skills and will better prepare them for a rapidly changing global community. A blended learning environment, where technology becomes an additional tool for learning, is essential to student success.

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

Core Element 5: Career Awareness and Development, K-6

East Elementary School implements employability skills through our career awareness and development curriculum that includes guest speakers, hosting a Career Day, offering career-focused clubs, and career-focused classroom lessons. Employability Skills of Mindset, Work Ethic, Learning Strategies, and Social and Emotional skills are integrated and reinforced in classrooms by teachers, counselors and other staff members.

What career awareness activities are provided for students? (Highlight all that apply)
Career Day/Fair or Community Day
Career-focused clubs (Robotics, agricultural garden, STEM, Girls Who Code etc.)
Career-focused classroom lessons
Guest speakers
Other: Employability Skills of Mindset, Work Ethic, Learning Strategies, and Social and Emotional skills are integrated and reinforced in classrooms by teachers, counselors and other staff members.

Core Element 6: Safe and Disciplined Environment

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	X
A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	

Core Element 7: Cultural Competency

When considering programming, strategies, and professional development, the demographics of the school are a consideration so as to provide students with the ability to understand, communicate with and effectively interact with people in the community, state, and world. It comprises being aware of one's own perspective and world experience, being open to others views and perspectives, and gaining knowledge of cultural practices around the world. Listed below are the ethnic, racial, language-minority, and socio-economic groups within the school's population. Strategies for inclusion and learning about cultural diversity are explored below. Cultural competency considerations are embedded throughout this document.

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

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

The school follows all state and federal requirements for information gathering and information security. Student information is stored in the student management system. Free/Reduced lunch applications are processed through the NutritionService Department. The home language survey is completed by any student new to the district who has not completed at an Indiana school during prior years.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

Educational outcomes are monitored for all subgroups and all subgroups have equal access to intervention programs, enrichment programs, and services. The district staff includes at least one guidance counselor at each building, school psychologists, a behavior coach, and an SEL coach. In the elementary schools the guidance counselor plays a key role in tier 1 instruction for SEL and cultural awareness. In addition, the district EL coordinator/Instructional Coach provides cultural awareness training to staff.

Students have opportunities to learn about a variety of cultures through art and music, as well as, library books, read-alouds, and class novels, which offer diverse cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees. School newsletters are sent home weekly to keep all stakeholders aware of events, as well as classroom newsletters sent home on a regular basis to share grade level information, upcoming standards, and the learning taking place in the classroom. Convocations, guest speakers and presenters, and library books provide information and experiences that contribute to the exposure of various cultures. The use of Google Meets and Skype allows students to learn with students from other parts of the country/world and from different cultures.

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

Professional development is an ongoing process at South Madison. The corporation trains all staff members in social-emotional learning, Positive Behavior Support, cultural competency, suicide prevention, human trafficking awareness, and trauma informed strategies. Effective school year 2013, each school developed a Positive Behavior Support program with cultural competency.   In addition to Tier I professional development, the district supports individual teacher's needs through customized training as appropriate.

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

The district adopted curriculum: Into Reading, SuperKIds, Bovin, Second Steps, and Character Counts work to promote inclusivity, resist bias, and cultivate a positive classroom where every child feels welcomed, appreciated, encouraged, and respected.

Core Element 8: Review Attendance

Reduction of absenteeism is a top priority at East Elementary as it is for all 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: 2.9% (IDOE 2019-2020)   Three Years Ago: 1.8%

What may be contributing to the attendance trend? Improved staff, parent relationship. Engaging curriculum as well as added School Resource Officers have contributed to our upward attendance trend.

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

South Madison Community School Corporation, and specifically East Elementary School, has an exemplary attendance record. The relationships built between and among staff and students creates an environment that encourages regular attendance. In isolated instances where attendance does become a problem, the school follows corporation policies and makes use of the district's School Resource Officer and the Madison County Prosecutor's Office. As part of SMCSC's Strategic Plan, all schools have a goal of a 97% attendance rate**.**

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

South Madison Community School Corporation, and specifically East Elementary School, has an exemplary attendance record. The relationships built between and among staff and students creates an environment that encourages regular attendance. In isolated instances where attendance does become a problem, the school follows corporation policies and makes use of the district's School Resource Officer and the Madison County Prosecutor's Office. As part of SMCSC's Strategic Plan, all schools have a goal of a 97% attendance rate.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	
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	

Core Element 9: Parent and Family Engagement

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

East Elementary School works with the Parents Club to offer many ways for parents and community to be involved, including Parental Participation and Community Involvement School begins with an Ice Cream Social/Open House when parents are given the opportunity to meet their child's teachers and fellowship with old, and new, friends During this event, teachers share classroom expectations, remediation opportunities, and other important class information. East Elementary School has a very active Parents Club that sponsors several activities through the year. This group helps to fund the stipend for the school's Student Council and Alternatives In Motion sponsors. The Parents Club has several sponsored events to maximize parent participation in the school including Donuts with Dad, Muffins with Mom, Father/Daughter Dance, and Bingo with Mom. As a Title I school, East Elementary opens the doors to families with students that qualify as Title I on Family Nights. These nights allow families to participate in literacy and numeracy activities with their children. In addition, two nights are scheduled in the fall to allow conferences to be scheduled between parents and teachers. Ongoing communication via newsletter, email, phone calls, and text messages serve as a means to update families on key events, safety, and behavior/discipline.
- Grandparents Night
- Back to School Ice Cream Social
- Boo Bash/Fall Carnival
- Family Fun Night
- STEM Night
- Daddy/Daughter Dance
- Family Bingo Nights
- Veteran's Day Convocation

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
- Open door policy for communication with teachers, school administrators, district administrators and the Board of School Trustees
- committee participation
- Parent/Teacher conferences
- Parent Teacher Organization

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
- Ongoing communication regarding the calendar
- Two-way communication on student attendance
- Immediate access to attendance counts in the Parent Portal of PowerSchool
- When necessary, the attendance policy involves outside supports for chronic absenteeism

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

East Elementary uses Second Steps and Botvin as part of the social-emotional and character education plan with all students. As the cultural realities of the school community changes, the staff of East Elementary continues to research and implement best practices regarding methods of providing support to our students and families. Students have opportunities to learn about a variety of cultures through social studies, art and music. Convocations, guest speakers and presenters, and books help to provide cultural exposure. The use of Google Meets allows students to learn with students from other parts of the country and from different cultures.

In 2012 South Madison Community School Corporation trained all staff members in cultural competency. Effective school year 2013, each school had in place a Positive Behavior Support program with cultural competency. Annually, each school improvement team reviews and refines the plan for the next school year.

Core Element 9: Parent and Family Engagement

Strategies used to increase parental involvement

Based on the district's strategic plan, district and school leadership will develop and maintain strong school and community partnerships tied to improved student achievement and college and career readiness. Partnerships include ongoing teacher-parent communication, parent-teacher conferences, progress reports through PowerSchool, and specialized meetings for students with an IEP, ILP, or 504.

Research shows regardless of a student's race, gender, or age, parent engagement has a positive impact on academic achievement (Jeynes, 2012). At East Elementary, parents are provided substantial, meaningful opportunities to participate in the education of their child through 1) ongoing, respectful communication with teachers & administrators to promote an open, trusting relationship, 2) meetings to provide program information & seek input, and 3) academic reports. Additionally, parent/child activities show a statistically positive impact on the child's growth (Mbwana, Terzian, Moore, 2009). East Elementary school provides a range of activities to families including family literacy programs, parent awareness programs, parent education workshops.

Regular communication is provided to parents/guardians by teachers and buildings. Teachers contact parents via email or phone in a timely fashion if their child is having academic or other problems. The RTI process communicates with parents/guardians of students in intervention on a regular basis. Beyond communication through PowerSchool Parent Portal on grades and assignments, teachers communicate through Google Classroom, Canvas, Seesaw, or digital newsletters depending on the grade level. These resources allow teachers to communicate current units, standards being worked on, due dates for homework, and performance on tasks. Additionally, parents receive newsletters from the building and many teachers concerning upcoming events, curriculum guidance, and important community information.

- Grandparents Night
- Back to School Ice Cream Social
- Boo Bash/Fall Carnival
- Family Fun Night
- STEM Night
- Daddy/Daughter Dance
- Family Bingo Nights
- Veteran's Day Convocation

Finally, parent feedback is accumulated through meetings, surveys, and direct communication.

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

The district utilizes PowerSchool as the student management system. Parents have access to the Parent Portal which provides them with attendance and academic reports information. When screeners or benchmark assessments are given to students, individual results are shared with parents as well as explanations. For dyslexia screeners, parents are invited to an individual meeting with an Instructional Coach, administrator and the teacher to review the data. If a student struggles academically, the school implements intervention through the RTI model. Information is shared with the parent about the intervention and regular progress updates are provided. Finally, if a student has an IEP, ILP, or 504 committee meetings are held annually and as necessary.

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

Parent feedback is accumulated through meetings, surveys, and direct communication. The school has an annual Title I meeting at which time the parent-student-school compact is discussed. Parent feedback, as well as other stakeholders, and best practices guide the development and implementation of the schoolwide plan and the school improvement plan.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

As a district, the secondary school offers academic honors diplomas, advanced placement, dual credit, and CTE opportunities.

Core Element 11: Provision for Title I Schools Operating 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.

Funds will be coordinated but not consolidated for Title I, Title II, NESP/Title III, and the Education fund. Coordination of funding is managed by the Assistant Superintendent of Elementary Instruction and Curriculum, in consultation with other district and school administrators, the district treasurer, and other educators (e.g. Instructional Coaches, SEL/BX Coach, and Counselors). South Madison is fortunate to have an administrative team that works closely together to coordinate funding from all grants (i.e. federal, state and competitive). Grants are considered and reviewed by multiple staff members including both Assistant Superintendents, Treasurer, and Superintendent, as well as ongoing consultation with building administration, the Director of Special Education, various educational coaches, and educator leadership teams.

Internal controls are established by the Business Manager and based on Indiana laws, district policy, and best fiscal practices. Budgets are established based on School Improvement Plans, the Board of School Trustees Strategic Plan, school report cards, IDOE regulations and programming, and individual department or grade level needs. While each federal grant has its own silo for funding, coordination is maximized to benefit students.

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

The district is aware of the opportunity to consolidate; however, at this time, has opted to coordinate programming under the guidance of the district strategic plan, a district comprehensive analysis, school improvement plans, and the Title I schoolwide plan.

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.

School leaders have developed a systematic procedure for receiving records regarding students who transfer from Head Start and early childhood education programs that include parental consent. Communication between educators at each level has been established and where appropriate parents are included.

In addition, South Madison belongs to a special education cooperative that provides comprehensive, educational evaluation for children two and a half to five years of age residing within the school district's attendance boundaries. The district's team aides in the transition from these programs 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.

South Madison diligently endeavors to hire highly qualified teachers who hold appropriate licensure. To this, the district strives to provide a competitive salary and benefits package, a family culture environment, and a breadth of opportunity for professional growth. In addition to the hiring practices of a multi-layer interviewing process with a team, including background and reference checks, the district invests heavily in professional development.

Beyond a range of evidence-based professional development activities that are provided to meet the personalized professional development, all teachers new to South Madison participate in an induction academy prior to the start of school and are supported through mentoring. Since the quality of a teacher is one of the most important school-level factors in student achievement (Marzano, 2003, Rivkin, Hanushek, Kain, 2005) and induction programs have been shown to support effective practices for new teachers (Feiman-Nemser, 2001; Ganser, 2002), an induction program is a critical component of a solid start to a career at South Madison. Additionally, exemplary teachers mentor new teachers. The district has shifted from a mentor-mentee approach to a mentoring team approach. Based on educator retention and induction programming research and end-of-the-year feedback from previous new teachers, the multi-layer approach includes an induction program, curriculum alignment mentors who are highly qualified teachers and whose instruction aligns best with the new teachers, and highly qualified district/building coaches to provide a wealth of resources for the teacher who is new to South Madison.

Highly Qualified Instructional Staff

Staff Name	Assigned Class/Subject	Licensure/Certification
Candiano, Tony	Principal	Building Level Administrator Drivers Education Psychology Sociology US History
DeHart, Brandon	Assistant Principal	Building Level Administrator Elementary Intermediate Generalist Elementary Primary Generalist
Davis, Leslie	School Counselor	Elementary General Elementary Learning Disabled School Counselor
Simmons, Wendy	English Language Learner Coordinator	General Elementary Learning Disabled Seriously Emotionally Handicapped Building Level Administrator
Jill Mohr	Instructional Coach	General Elementary
Miranda Prather	Wellness Employability Coach	General Elementary Learning Disabled Mild Intervention
Zepik, Jessica	Media/eLearning Specialist	General Elementary Gifted
Bates, Heather	Grade K Teacher	General Elementary Kindergarten Language Arts Social Studies
Griffin, Christiane	Grade K Teacher	General Elementary Kindergarten
Hubble, Sarah	Grade K Teacher	Elementary Intermediate Generalist Elementary Primary Generalist PHYS ED

Roy, Christina	Grade K Teacher	General Elementary Kindergarten
Smith, Tammy	Grade K Teacher	Elementary Preschool Generalist
Amrine, Jill	Grade 1 Teacher	General Elementary Kindergarten
Sommerville, Laura	Grade 1 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Flatter, Jessica	Grade 1 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Franklin, Angie	Grade 1 Teacher	General Elementary
Hornback, Rachael	Grade 1 Teacher	Elementary Generalist
Cornejo, Laura	Grade 2 Teacher	General Elementary Reading
Laudig, Sheila	Grade 2 Teacher	General Elementary
Powers, Nicole	Grade 2 Teacher	General Elementary
Darrel Zehr	Grade 2 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Mild Intervention
Collins, Veronica	Grade 3 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Hart, Robin	Grade 3 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Mild Intervention
Shepard, Stephanie	Grade 3 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Sherbahn, Jessica	Grade 3 Teacher	Elementary Generalist MIld intervention
Hatheway, T	Grade 4 Teacher	General Elementary Kindergarten
Reed, Brittney	Grade 4 Teacher	Early Childhood Education (P-3, REPA) Elementary Primary Generalist

Williams, Beth	Grade 4 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Thurman, Trevor	Grade 4 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Kittle, Pam	Grade 5 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Janessa Chesnik	Grade 5 Teacher	Elementary Generalist
Kroft, Brad	Grade 5 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Matlock, Athena	Grade 5 Teacher	General Elementary
Brinson, Angela	Grade 6 Teacher	General Elementary
Brown, Jodi	Grade 6 Teacher	General Elementary Kindergarten
Cromer, Margaret	Grade 6 Teacher	Elementary Intermediate Generalist Elementary Primary Generalist Gifted
Rummell, Lauren	Grade 6 Teacher	Elementary Generalist Elementary Intermediate Generalist Elementary Primary Generalist
Atkinson, Shay	Art Teacher	Visual Arts
Watson, Sarah	Computer Teacher	Elementary Intermediate Generalist Elementary Primary Generalist
Pettigrew, Jennifer	Speech Pathologist	Sp/Lang Path
Poole, Laura	Teacher Special Ed	Elementary Intermediate Generalist Elementary Primary Generalist MIld intervention
Priest, Lynn	Teacher Special Ed	General Elementary Learning Disabled Mildly Mentally Handicapped Seriously Emotionally Handicapp

Dana O"Bold	Teacher Special Ed	Elementary Generalist Mild Intervention

Highly Qualified Paraprofessional Staff

Paraprofessional's Name:	Assignment:	Indicator of HQ Status
Becker, Kristi	Title I	Business Management
Blakey, Kristen	General Education Instructional Assistant	Professional development, +1000 hrs work w/children
Bond, Trena	Resource Assistant	BSW Social Work
Bradley, Jeff	Resource Assistant	BS Psychology
Collins, Steve	Resource Assistant	MA School Psychology
Bennett, Londa	Resource Assistant	Associates in Science-Business
Grove, Samantha	The RTI Assistant	BS Early Childhood Education Passed the Praxis ParaPro Exam
Hewitt, Jami	General Education Instructional Assistant	Passed the Praxis ParaPro Exam
Hodson, Larissa	Adult Support Instructional Assistant	Professional development, +1000 hrs work w/children
Jimenez, Rebekah	General Education Instructional Assistant	College
Hamilton, Tia	General Education Instructional Assistant	College
Schlabach, Kendra	Media Instructional Assistant	College
Sluss, Gina	Virtual Learning, K-1	Teaching certificate
Smith-Boles, Amy	General Education Instructional Assistant	Passed the Praxis ParaPro Exam
Wilson, Cassie	Title I	Passed the Praxis ParaPro Exam
Wynn, Kayleigh	Adult Support Instructional Assistant	Professional development, +1000 hrs work w/children
Nevins, Faith	Title I	College
Shields, Holli	Resource Assistant	General Studies
Harless, Susan	Resource Assistant	BA
Gurney, Jacob	TitleI	BA English

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, and East Elementary School provides a range of programs and services to meet these needs. Below is a list of data sources, indicated by the X, that have aided the development of this school improvement plan by analyzing the school's current performance. These data sources informed the Gap Analysis, Root Cause Analysis, and School Improvement Plan.

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments	X	Individual Learning Plans (ILPs)		IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments	X	Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	X	ESL Staff Training	X	Performance Gap Data	X	Performance Gap Data
X	Common Formative Assessments	X	Service Delivery Model	X	Special Education Training for Staff	X	High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	X	Approved Testing Accommodations	X	Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		

X	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments	
	Survey of Students, Staff, Parents, and/or Community	**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				
X	Staff Attendance					

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items **checked (X)** for further discussion, note them below and discuss them considering the following two questions:

Core Element #	Core Element	Item
1	Project Lead the Way	Inquiry-based instruction following engineering protocols supports IN Science Standards and IDOE STEM initiative.
1	Impact Social Studies, McGraw-Hill	Textbook and online resources are core component of social studies program.
1	MobyMax	Differentiated learning for math, ELA, science, and social studies
2	Instructional Program	The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.
2	Instructional Program	Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).
2	Instructional Program	Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).
6	Safe and Disciplined Environment	Practices are in place to develop and maintain a positive school climate between staff, students, and families.
8	Review Attendance	The school has and follows a chronic absence reduction plan.

Do these issues significantly impact our current school goals as strengths or problems? The following comments have been submitted by our School Improvement Team members.

Absences are a concern at this time, due to COVID-19. The use of Google Classroom and other digital platforms allow teachers to try to get the needed instruction and assignments to students to complete to continue learning when they are absent. (NP)

I agree. Attendance is a significant concern at this time. Being able to utilize online platforms to get students at home the instruction and materials they need is very beneficial. (DO)

(DH) Extended absences are a huge concern. They are causing many gaps in student learning.

I appreciate the use of Securely to monitor & see students' Chromebooks while at home and also to communicate with them about missing assignments, when they are unsure about how to access something, etc. (SS)

Teachers using strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding) is essential for filling in the learning gaps due to missed instruction. Moby Max is a program that allows the teacher to assign individual students instruction based on their current need. (Differentiated instruction) (NP)

Our grade level PLC teams are working toward creating a common assessment to provide data. The students who do not meet expectations will be placed in a Tier 2 math intervention time, two times a week. (NP)

Could the limitation of allowing families in the building be contributing to a downfall in the positive school climate between students, staff and families? (JZ)

I agree. I do not feel as connected to families now that they aren't in the building as often. (RH)

Were all PLTW units taught during the 2020-21 school year due to COVID grouping and sanitizing restrictions? (JZ)

3rd grade was not able to utilize the PLTW units because in the month of January 2020 when we were hybrid, science lessons were slower paced and we didn't complete all the topics for the year. (SS)

Small groups have been much more difficult since COVID, making it harder to differentiate. 1. We have a lack of space. 2. If I group students by abilities then that's another group who could be quarantined. (RH)

(DH) I agree with the lack of flexibility with small group differentiation. I cannot rotate students in and out of groups without raising quarantine risks.

I also agree that it is difficult to conduct small groups effectively and I feel that has a HUGE impact on student learning.   Small groups are where I would do a lot of my formative assessments/quick checks to figure the next steps for each student and without the ability to do this, it is difficult to understand their individual needs in order to differentiate (LR)

Step 2: Evaluate Progress on Current School Goals

<u>Goal 1</u>   East Elementary will improve student reading achievement and growth as measured by Indiana standardized assessments and NWEA. We did not meet the goal, since the ILEARN 2020 test was cancelled (COVID-19) NWEA EOY(COVID-19).

Measurable outcome met?   No

<u>Key Findings and Root Cause:</u> The EES School Improvement Team reviewed and analyzed school-wide data and determined student growth and improvement will be achieved by a systematic review of classroom and student achievement data on a regular basis, developing instruction and interventions to fill knowledge and skill gaps, and improving teacher capacity in instructional practices to meet individual needs.

<u>Measurable Objective:</u> East Elementary students will demonstrate increased proficiency on ILEARN testing in English/Language Arts by 8/6/20 with the goal of reaching a 90% passing rate. Not met since ILEARN testing was cancelled in the spring 2020(COVID-19).

<u>Strategy:</u> Work within grade-level Professional Learning Communities (PLCs), with the support of district and building administration and Instructional Coaches, to coordinate and develop strategies for the teaching and assessment of the Indiana Academic Standards with the intention of targeting student subgroups and standards showing the most need for remediation.

<u>Evidence of success, including progress monitoring:</u> Assessment Data- ILEARN, NWEA, Local Assessments, No available data from ILEARN, NWEA EOY(COVID-19)

If the goal was not met, explain why.

3rd grade is seeing a higher number of concerns for struggling students because of an increase in the number of missed school days. (quarantine, COVID, hybrid schedule).

5th and 6th grade is seeing the same ^^ When struggling students and/or students with not much home support are out for long periods of time, more concerns are arising and they are getting further and further behind academically.

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

We feel that we should continue to work toward our goal of improving our reading scores. Our implementation of the PLC process has been slowed by the pandemic and increased staff absences. With the increased staff absences, we have an increased need of substitutes. The number of substitutes available has decreased last year which has created a necessity to pull Instructional Assistants to cover classrooms which has a negative affect on student intervention.

Goal 2   East Elementary will improve student math achievement and growth as measured by Indiana standardized assessments and NWEA. We did not meet the goal since the ILEAN 2020 test was cancelled(COVID-19) NWEA EOY(COVID-19).

Measurable outcome met? No

Key Findings and Root Cause: The EES School Improvement Team reviewed and analyzed school-wide data and determined that student growth and improvement will be achieved by a systematic review of classroom and student achievement data on a regular basis, developing instruction and interventions to fill knowledge and skill gaps, and improving teacher capacity in instructional practices to meet individual needs.

Measurable Objective: East Elementary students will demonstrate increased proficiency on ILEARN testing in Mathematics by 8/6/20 with the goal of reaching 90% passing rate.

Strategy: Work within grade-level Professional Learning Communities (PLCs), with the support of district and building administration and instructional coaches, to coordinate and develop strategies for the teaching and assessment of the Indiana Academic Standards with the intention of targeting student subgroups and standards showing the most need for remediation.

Evidence of success: Assessment Data- ILEARN, NWEA, Local Assessments

If the goal was not met, explain why.

We did not meet the goal since the ILEAN 2020 test was cancelled(COVID-19) NWEA EOY(COVID-19)

Due to the amount of quarantines during the 2020-21 school year, adequate mathematics instruction could have been difficult to meet

We did not meet the goals because we have been in the midst of a global pandemic that has impacted all aspects of education.

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

East Elementary will continue to work on improving student math achievement and growth as measured by Indiana standardized assessments and NWEA.

We are l doing the PLC process and choosing specific math goals in our grade levels to help meet this goal.

Yes, math achievement should continue to be prioritized. We are implementing the PLC process to help meet this goal in all grade levels.

SECTION C: Analysis

Gap Analysis

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
90% of 3rd-6th students are ready/able to meet ILEARN ELA expectations for "At Proficiency" ● 70% of students meet growth goal NWEA ● 100% of students increase their national norm percentile iLearn cut scores - "At Proficiency": ELA 3rd - 5460 4th - 5493 5th - 5524 6th - 5544		3rd grade is seeing a higher number of concerns for struggling students because of being absent from school (quarantine, COVID, hybrid schedule). 5th and 6th grade is seeing the same When struggling students and/or students with not much home support are out for long periods of time, more concerns are arising and they are getting further and further behind academically.	Our current performance data reveals a growing gap in our overall student performance, especially grades 5 and 6 based on the iLearn Impact Report that is included on pages 46-49. Grades 1 and 2 did not meet their expected growth for the Fall 2021 NWEA testing window. East Elementary would like to decrease the growing 5th and 6th grade student performance gap. We would also like to meet NWEA ELA expected growth for students in grades 1 and 2.	Yes	1
90% of 3rd-6th grade students are ready/able to meet ILEARN Math expectations for proficiency. iLearn cut scores - "At Proficiency": Math 3rd - 6425 4th - 6474		Due to the amount of quarantines during the 2020-21 school year, adequate mathematics instruction could have been difficult to meet We did not meet the goals because we have been in	We have seen a significant growth in the moderate impact area of the 5th grade math iLearn impact study in comparison to the moderate impact area in ELA. 24.8%-16.1%. 6th grade math iLearn impact study reveals a growth in significant impact of just under 10%. 6th grade 54.5%-46.5% Math NWEA Fall 2021 report grades 1-6 fell short of their expected growth. Our PLC process will help staff target students that are struggling with concepts being	Yes	2

5th - 6510 6th - 6545		the midst of a global pandemic that has impacted all aspects of education.	taught and enable re-teaching and student evaluation.		
97% attendance rate		2020-21: 97% 2019-20: 96.82% 2018-19: 96.84%	We have continued to fall short of our desired attendance rate due in large to the global pandemic. The new mask and contact tracing requirements will allow us to keep students in class when mask procedures are followed.	Yes	3

Root Cause Analyses

Identified Priorities from Previous Chart	List Root Cause(s)
90% of 3rd-6th students are ready/able to meet ILEARN ELA expectations for "At Proficiency" ● 70% of students meet growth goal NWEA ● 100% of students increase their national norm percentile	COVID-19 Pandemic has impacted our student attendance rate. Our students have experienced a decrease in in-person instruction while in hybrid levels or while completing COVID-19 quarantine.
90% of 3rd-6th grade students are ready/able to meet ILEARN Math expectations for proficiency. iLearn cut scores - "At Proficiency":	COVID-19 Pandemic has impacted our student attendance rate. Our students have experienced a decrease in in-person instruction while in hybrid levels or while completing COVID-19 quarantine.

SECTION D: School Improvement Plan and Professional Development Plan

Possible Funding Sources	
Title IA Title II Title III Title IV	Education Fund High Ability Early Literacy Formative Assessment Grant HB 1008, ECESC

School Improvement Plan

GOAL and Measurable Objective 1	East Elementary will improve student readiness for iLearn and NWEA ELA testing. 90% of East Elementary students will be able to meet iLearn ELA expectations for the spring 2022 iLearn test. 70% of East Elementary students will meet their growth goal on NWEA by the May testing window.			
Data Checkpoints (dates)	**08/16/2021**	**11/29/2021**	**05/02/2022**	
Evidence at Checkpoints	**BOY NWEA Scores**	**MOY NWEA Scores**	**EOY NWEA Scores**	
Evidence- Based Strategy 1	**Implementation of research based instructional strategies. Reading PLC will begin January 2022 which will allow for in depth intervention for struggling students.**			**PD Needed: Yes**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	**Improve teacher knowledge of current intervention strategies.**	**September 2021**	**Jill Mohr, Instructional Coach**	**100% of teachers attend data meetings**
Action Step 2	**Improved understanding of the reading series, instruction of**	**September 2021-May 2022**	**Jill Mohr, Instructional Coach** **Tony Candiano, Principal**	**Improved understanding of the reading series, evident of strategies witnessed**

	teacher/student tools and available resources.			during classroom visits by instructional coaches and administrators.
Action Step 3	**Reading Professional Learning Communities will require teachers to collaborate on a common assessment.**	**January 2022-May 2022**	**Jill Mohr, Instructional Coach** **Tony Candiano, Principal**	**Improved discussion in monthly PLC meetings.**
Evidence- Based Strategy 2	**Professional Learning Communities**			**PD Needed: Tes**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	**Increase grade level participation, collaboration and instruction.**	**January 2022**	**Brandon DeHart, Assistant Principal** **Tony Candiano, Principal**	**Improved discussion in grade level PLC meetings. Refinement of teacher understanding and best strategies.**
Action Step 2	**Through the PLC process, teachers will develop a list of students that are struggling. The students will then be involved in remediation and assed a second time.**	**January2022**	**Brandon DeHart, Assistant Principal** **Tony Candiano, Principal**	**Improved understanding of student interventions.**
Action Step 3	**The PLC grade level teams will work within their grades to develop academic and behavior goals, creating consistency.**	**January 2022**	**Brandon DeHart, Assistant Principal** **Tony Candiano, Principal**	**Improved understanding of the grade level and district expectations.**

GOAL and Measurable Objective 2	East Elementary will improve student readiness for iLearn and NWEA math testing. 90% of East Elementary students will be able to meet iLearn math expectations. 70% of East Elementary students will meet their growth goal on NWEA			
Data Checkpoints (dates)	**08/16/2021**	**11/29/2021**	**05/02/2022**	
Evidence at Checkpoints	**BOY NWEA Scores**	**MOY NWEA Scores**	**EOY NWEA Scores**	
Evidence- Based Strategy 1	**Implementation of research based instructional strategies. Math PLC began in September 2021, which will allow for in depth intervention for struggling students.**			**PD Needed: Yes**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	**Math PLC monthly meetings. Grade level teachers will establish common assessments to determine students that are in need of math intervention.**	**August 2021-May 2022**	**Jill Mohr, Instructional Coach** **Tony Candiano, Principal**	**Common Assessment**
Action Step 2	**Grade level will collaborate with interventionists to decide the material that will be re-taught to students that need intervention.**	**October 2021-May 2022**	**Jill Mohr, Instructional Coach** **Brandon DeHart, Assistant Principal** **Tony Candiano, Principal**	**Monthly PLC data will reveal the students that are moving through intervention.**
Action Step 3	**Grade level teachers will lead a math intervention along with interventionists.**	**October 2021-May 2022**	**Jill Mohr, Instructional Coach** **Brandon DeHart, Assistant Principal** **Tony Candiano, Principal**	**Building procedures are established by the PLC process by administration, grade level coordinators and instructional coach.**

Evidence- Based Strategy 2	Improve/refine the implementation of research-based instructional strategies with targeted student subgroups demonstrating the most need.			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Training/Discussion of quality math intervention.	September 2021-May 2022	Jill Mohr, Instructional Coach Tony Candiano, Principal	Improved understanding of math intervention strategies.
Action Step 2	Implementation	October 2021-May 2022	Brandon DeHart, Assistant Principal Tony Candiano, Principal	
Action Step 3	Improved Understanding of our current math series and discussion and selection of our new math book adoption.	Spring 2022	Grade Level Coordinators Tony Candiano, Principal	Improved understanding of the math series. Selection of a new math series.

Professional Development Plan

Professional Development Goal 1	100% of East Elementary teachers and administrators will participate in ongoing professional development. Professional development will include best strategies in ELA and Math. Classroom management strategies, as well as best intervention strategies.	**Linked SIP Goals** Yes
Possible Funding Source(s)	Title I, Title II	
Evidence of Impact	- Implementation of ELA and Math PLC process - Monthly PLC meetings - Common Grade Level PLC assessment - Improved academic achievement	

Plan for coaching and support during the learning process:
East Elementary employs an Instructional Coach and an eLearning Coach who work with teachers and Instructional Assistants, offering training opportunities. Strategies used by coaches include modeling, co-teaching, and ongoing professional development opportunities.

How will effectiveness be sustained over time?
East Elementary staff are committed to improving student achievement by focusing on improvement of instruction. The PLC process began this year with math and will be expanded to reading during the second semester. Our teachers are committed to the PLC process. The staff attends ongoing training and monthly PLC meetings. Grade levels are committed to meeting to improve student intervention and instructional plans.

Appendix: School Data

East Elementary Spring 2021 iLearn Impact Report

This information illustrates the extent to which a student's performance was impacted by the pandemic.

Data derived from: [EES 2021 Growth Impact Report](#)
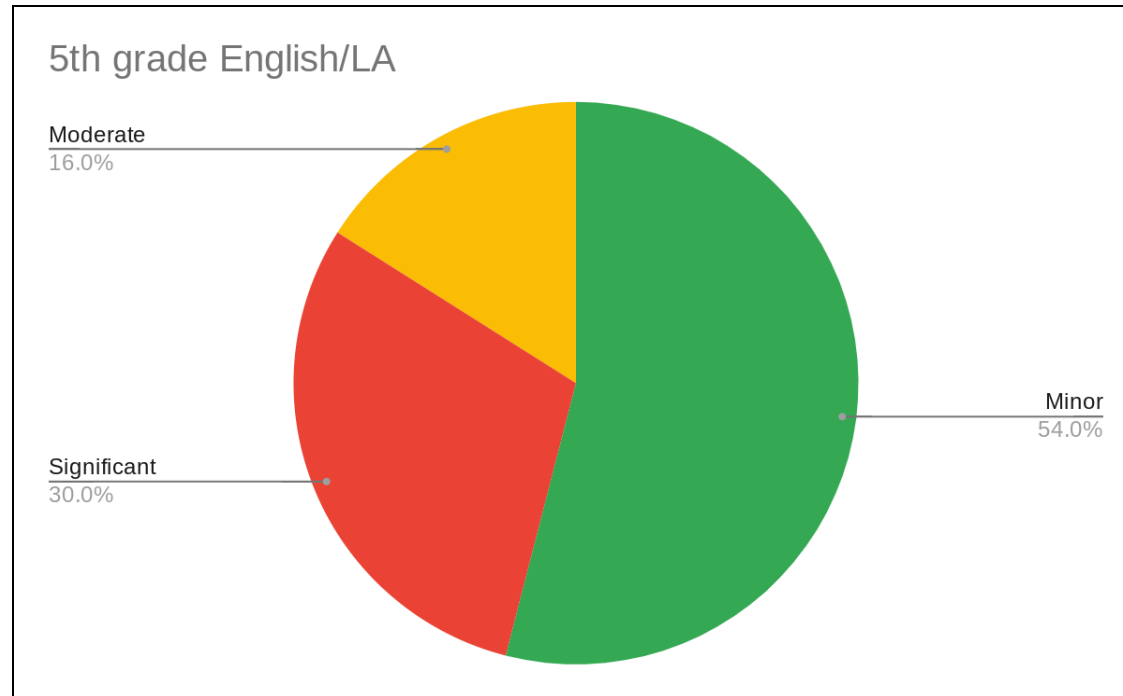
- A challenge for us will be 5th graders (last year's 4th graders if I am reading it correctly) were significantly impacted by COVID in math more than LA. It's going to be a challenge to fill in those gaps.

- The challenges (impacts) seem to increase with the age of the student. It makes me wonder the full impact on the older students. A strength is that the younger students seemed to be impacted less with a higher percentage meeting their projected growth.

5th grade Math

Minor
28.7%

Significant
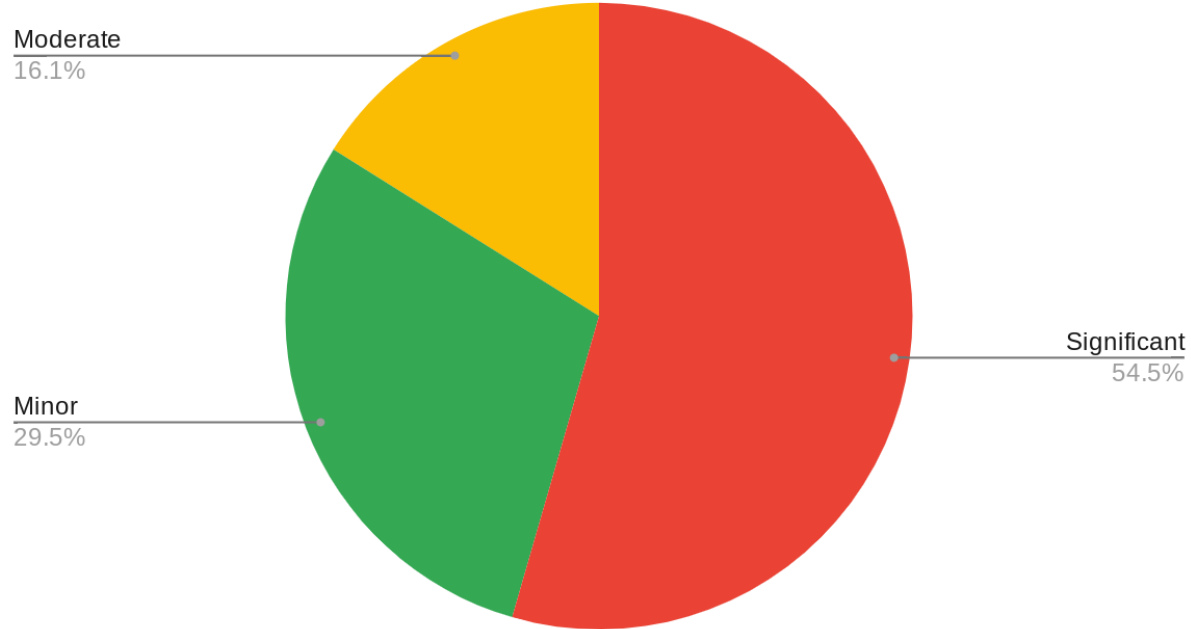46.5%
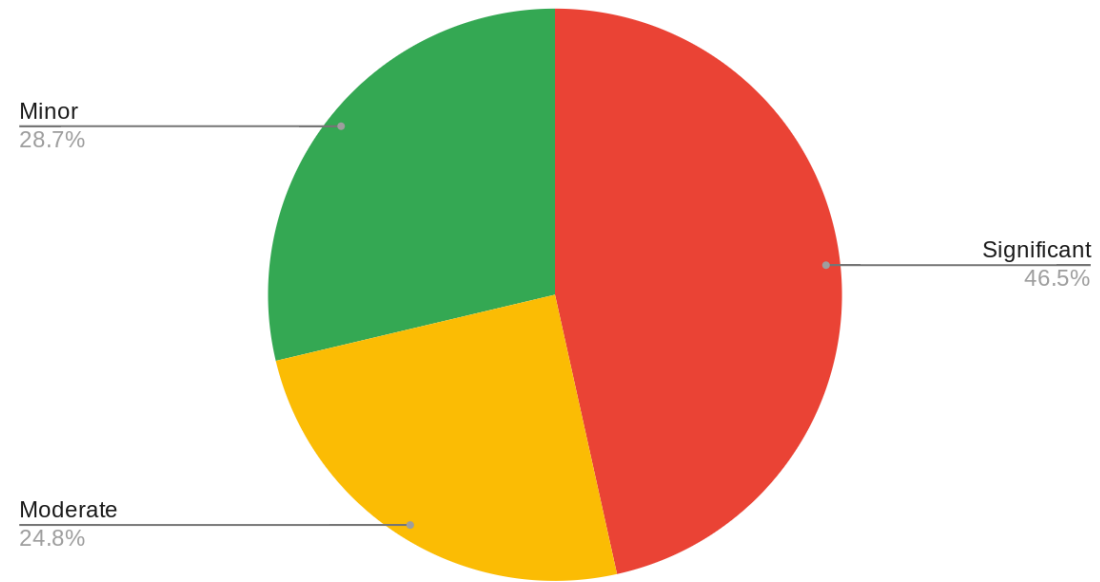
Moderate
24.8%

6th grade English/LA

Moderate
20.5%
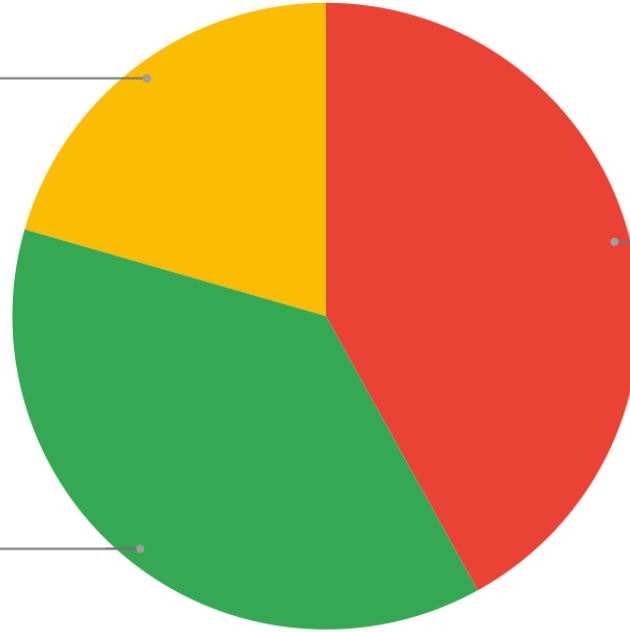
Significant
42.0%

Minor
37.5%

6th grade Math

- Significant 54.5%
- Minor 29.5%
- Moderate 16.1%

- I think that given the data showing COVID had a significant impact on student scores, it is understandable that we did not meet student growth for NWEA. However, I'm loving how much growth I see for 1st grade! It may not have made the mark, but I'm thankful we were able to help them grow after such a strange couple of years.

- There was a huge impact on math growth in the 5th and 6th grades.

NWEA Student Growth Summary Reports

East Elementary K2

Math: Math K-12

| Grade (Fall 2021) | Total Number of Growth Events‡ | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2020 | | | Fall 2021 | | | | | Grade-Level Norms | | | Student Norms | | | |
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	2	*			*			*					*			
1	84	144.0	8.6	79	162.0	11.1	63	18	0.9	21.1	-1.08	14	84	31	37	41
2	83	164.4	10.2	77	174.6	11.6	47	10	0.9	15.3	-2.22	1	83	23	28	24

Math: Math K-12

East Elementary 36

Math: Math K-12

Grade (Fall 2021)	Total Number of Growth Events‡	Fall 2020			Fall 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	89	178.0	11.8	70	190.0	12.6	60	12	0.6	13.4	-0.78	22	89	42	47	41
4	79	194.2	9.3	83	204.4	10.7	77	10	0.6	11.7	-0.97	17	79	39	49	45
5	92	207.5	10.8	88	215.5	14.0	81	8	0.7	10.2	-1.62	5	92	35	38	37
6	78	214.9	10.1	78	217.5	10.9	64	3	0.6	6.0	-1.99	2	78	22	28	29

Math: Math K-12
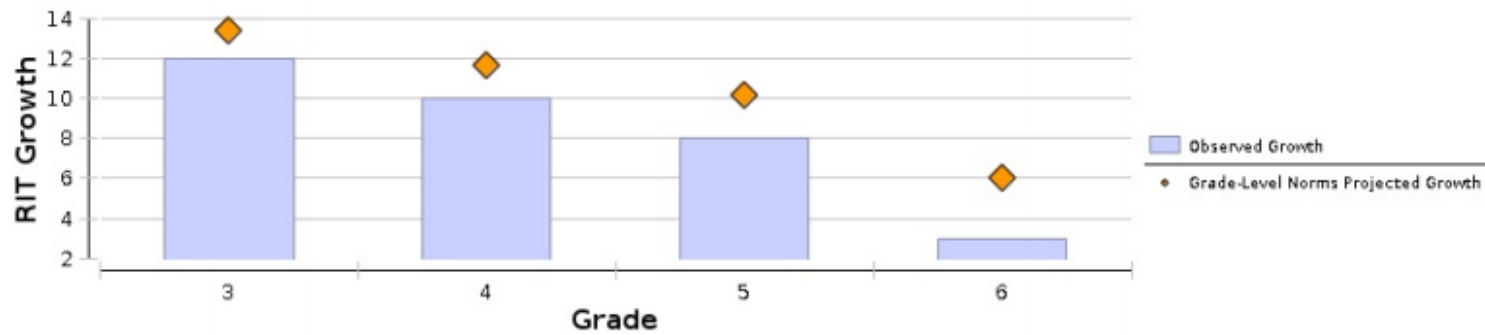
(Bar chart — RIT Growth vs Grade; bars = Observed Growth; diamond markers = Grade-Level Norms Projected Growth)
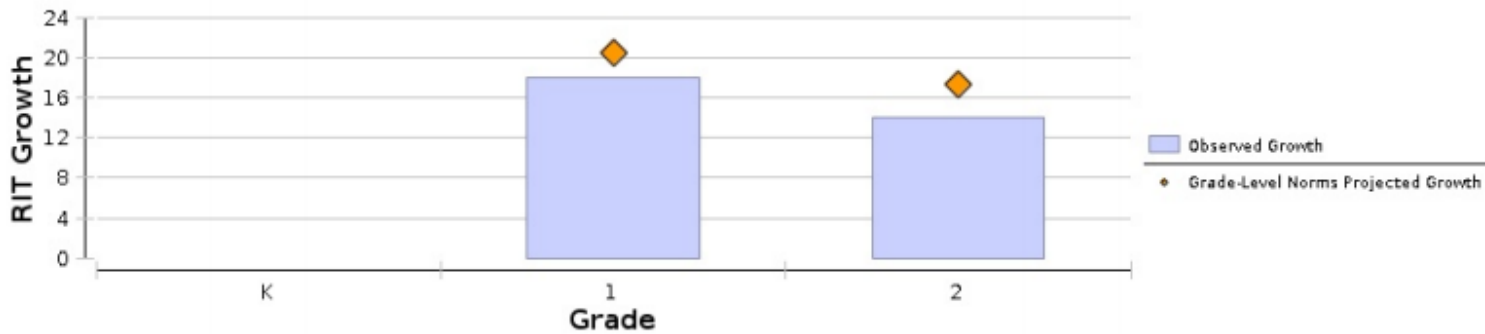
- Grades 5 & 6 Reading and Math did not meet the projected growth. Based on the other reports, COVID has had a significant impact on about 50% of the scores in both of those grades.

East Elementary K2

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | |
| | | Fall 2020 | | | Fall 2021 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
Grade (Fall 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	2	*			*			*					*			
1	85	140.0	6.9	74	158.3	8.8	67	18	0.8	20.4	-0.67	25	85	37	44	38
2	84	159.3	10.5	73	173.4	17.0	56	14	1.5	17.3	-1.33	9	84	41	49	46

Language Arts: Reading

- Grades 5 & 6 Reading and Math did not meet the projected growth. Based on the other reports, COVID has had a significant impact on about 50% of the scores in both of those grades.
- It's going to be a challenge to fill in those gaps.