

School Name

School Number

Street Address

City

Zip Code

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2021-2024

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

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*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

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

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

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee 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 subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Subcommittee(s)” column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

**List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.**

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Sue Harmison	Counselor	Both	Choose , Choose, Choose, Choose
Amber Jakel	Reading Spec	Both	Choose, Choose, Choose, Choose
Russ Hardsock	Teacher	Both	Choose, Choose, Choose, Choose
Renee Berry	Inst. Aide	Both	Choose, Choose, Choose, Choose
Chad True	Parent	Both	Choose, Choose, Choose, Choose
Mardonna Soto	Parent	Both	Choose, Choose, Choose, Choose
Kim Noetzel	Parent	Both	Choose, Choose, Choose, Choose
Lauren Seiss	Parent	Both	Choose, Choose, Choose, Choose
Brian Finley	Community Member	Both	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
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		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
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<b>Link additional committee information here (if necessary) →</b>			

## --- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involve 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.**

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### **District Vision**

Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.

### **School Vision**

Yost is committed to all students exceeding their goals.

### **District Mission**

Duneland provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens

### **School Mission**

With staff, student, parent, and community support... At Yost Elementary School everybody teaches, everybody learns, and everybody is somebody at Yost.

### **District Goals**

Address needs and expectations for continuous improvement at the local, state, and federal levels. Ensure a shared belief among all school-community stakeholders to support a safe, positive and welcoming environment, focused on student success and educating the whole child. Become a preferred employer by maximizing efforts to attract, retain, develop and recognize all DSC employees. Develop, implement and monitor a systematic commun

**Does the school’s vision support the district’s vision?** Yes

**Does the school’s mission support the district’s mission?** Yes

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

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

## SECTION A: Review Essential Information

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

### Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	<i>1-6</i>	<i>ABC Reading is Fun</i>	<i>Yes</i>	<i>1,2,3</i>	<i>Textbook and readers are core component of reading program.</i>	<i>Yes</i>	<input checked="" type="checkbox"/>
ELA	K-4	Fountas and Pinnell	Yes	1	Core reading program	Yes	<input type="checkbox"/>
Math	K-4	Reveal Math	Yes	1	Core math program	Yes	<input type="checkbox"/>
Math	K-4	Bridges Intervention	Yes	3	Intervention Math	Yes	<input type="checkbox"/>
Sci	K-4	Interactive Sci Savvas	Yes	1	Core sci program	Yes	<input type="checkbox"/>
SS	K-4	Savvas	Yes	1	Core ss program	Yes	<input type="checkbox"/>
ELA	K-4	mClass Intervention	Yes	2,3	Intervention	Yes	<input type="checkbox"/>
ELA	K-2	Kendore	Yes	1	Core Phonics program	Yes	<input type="checkbox"/>
ELA	K-1	Heggerty	Yes	1	Core Phonemic Awareness	Yes	<input type="checkbox"/>
ELA	K-2	Phonics First	Yes	3	Intervention Phonics	Yes	<input type="checkbox"/>
			Choose	Tier		Choose	<input type="checkbox"/>
			Choose	Tier		Choose	<input type="checkbox"/>
Place link here (if necessary) ->							

## Core Element 1: Curriculum [Required for all]

*continued*

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

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

In the Student Learning Management System, at school sites, and by requesting an appointment through the District Teaching and Learning Office. Indiana State Standards are also available online at Indiana Department of Education: <https://www.in.gov/doe/students/indiana-academic-standards/>

## Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

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

### **For Title I schools with Schoolwide Programs only:**

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

Pull-out and push-in reading support using mClass Intervention, Phonics First, LLI, and Heggerty Bridge The Gap. Pull-out math support provided through Bridges Math Intervention.

## 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 [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
CogAT	K & 2	Other	HA identification	Yes	<input type="checkbox"/>
mClass/DIBELS	K-4	Benchmk	Guided Reading instruction as well as MTSS data	Yes	<input type="checkbox"/>
NWEA	K-4	Benchmk	Classroom instruction, MTSS data, HA identification	Yes	<input type="checkbox"/>
IREAD	2 & 3	Summative	State assessment	Yes	<input type="checkbox"/>
ILEARN	3 & 4	Summative	State assessment	Yes	<input type="checkbox"/>
inView	4	Other	HA identification	Yes	<input type="checkbox"/>
WIDA	K-4	Other	ELL assessment	Yes	<input type="checkbox"/>
GVC CSA	K-4	Summative	Mastery of Priority Standards	Yes	<input type="checkbox"/>
GVC CFA	K-4	CFA	Mastery of Priority Standards	Yes	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	<input type="checkbox"/>

### **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.**

Teachers continually discuss assessments within their collaborative team time. Reading growth and Priority Standards meetings.



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

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

DSC is a 1:1 technology environment. Students utilize technology to test, differentiate, and provide avenues to read and listen to literature. Canvas is also being developed to house our districts Guaranteed and Viable Curriculum.

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

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

Answer the questions for the grade levels in your school.

### Grades K-5 only

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

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

### Grades 6-8 only

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

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

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

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

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.

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

### Briefly answer the following:

#### **What practices are in place to maintain a safe environment?**

All teachers operate morning meetings and use restorative practices in the classroom in order to maintain a safe classroom environment. Yost has a set of Expected Behaviors that is posted throughout the school building. All teachers are QPR trained for suicide prevention.

## Core Element 7: Cultural Competency [Required for all]

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

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the check boxes below.

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

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

Students are identified during the enrollment process.

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

Through differentiation and knowledge of individual student needs, all students are enriched and remediated based on their individual needs. All students are identified for need through daily checks for understanding of Priority Standards, CFA's and CSA's, Reading Growth meetings, and weekly MTSS meetings. Furthermore, SEL lessons are incorporated into every classroom with lessons involving of inclusion and accepting other's differences.

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

How to best incorporate our current resources that illustrate cross-cultural situations, particularly Fountas and Pinnell Interactive Read-Alouds, to support students from diverse backgrounds. Also, continued SEL training for all staff.

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

Fountas and Pinnell Interactive Read-Alouds as well as Shared Reading components illustrate cultural differences. SEL lessons discuss acceptance of all students.

## 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:** 20                      **Two years ago:** 27                      **Three years ago:** 14

### **What may be contributing to the attendance trend?**

Initiating attendance incentives where before there were very limited attendance expectations due to covid.

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

Attendance incentives have been implemented.

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

We use our end of year and quarterly reports to analyze absenteeism.

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

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

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

We have open house, Kindergarten parent Night, 3<sup>rd</sup> grade parent night, Title I parent night, Literacy Night, Math Night, Science Fair, PTO events, and invite parents in for lunch.

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

Parents have open lines of communication with teachers and administration through email, class dojo, and phone calls. Furthermore, parent teacher conferences are held in November. Lastly, parent meetings are available as needed throughout the year.

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

Attendance calls are made frequently. Also, attendance letters are sent after 5 and 10 days of school missed. Administration does frequent home visits as needed. Lastly, school has a partnership with Porter County's Project Attend (which supports attendance at school by working through the courts with families).

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

Yost teachers and staff communicate regularly. Yost has staff that are fluent in Spanish to communicate as needed as well as translation services. Furthermore, parents have open lines of communication with teachers and administration through email, class dojo, and phone calls. Furthermore, parent teacher conferences are held in November. Lastly, parent meetings are available as needed throughout the year.

## **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.**

Title I parent night, Title I weekly communication through our weekly newsletter, Camp Read-A lot, parent workshops, and a virtual parent night.

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

BOY, MOY, and EOY benchmark assessments are sent home district-wide. Also, parents have online access to grades at all times online as well as quarterly report cards.

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

A school Improvement Committee of staff, parents, and stakeholders meet to discuss school goals as well as improvement strategies. In addition, parent input is sought through a Title I parent survey.



## **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 funds 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.**

Under our school-wide programming Title I staff and resources are utilized to provide primarily pull-out, skill-based, differentiated services in reading. We also use the resources to support math number sense to students through a pull-out math intervention. Title I staff and resources also support progress monitoring as well as guided reading support and Priority Standard remediation

**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.**

Yost hosts Ready-Set-Kindergarten in our building weekly (a pre-K program).

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. Duneland School Corporation has a very competitive pay structure comparative to local schools. Also, all new teachers are provided a mentor.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Cassie Nay	Elementary Generalist K-6	K
Kasey Johnson	Elementary Generalist K-6	K
Margaret Papineau	Elementary Generalist K-6	K
Karen Donley	Elementary Generalist K-6	1
Ashley Smith	Elementary Generalist K-6	1
Caitlyn Toth	Elementary Generalist K-6	3
Sarah Hernandez	Elementary Generalist K-6	1
Heather Dunkle	Elementary Generalist K-6	2
Mandy Mendenhall	Elementary Generalist K-6	2
Crystal Ridley	Elementary Generalist K-6	K
Michael Diaz	Elementary Generalist K-6	2
Russ Hardsock	Elementary Generalist K-6	3
Amber Pierzakowski Jakel	Reading Specialist	K-4
Margaret Zucker	Reading Specialist	K-4
Jon Dodds	Elementary Generalist K-6	3
Andrea Street	Elementary Generalist K-6	3
Zoe Spain	Elementary Generalist K-6	4
Rebecca Taylor	Elementary Generalist K-6	4
Kailtyn Hasselberger	Elementary Generalist K-6	4
Amanda Faher	Elementary Generalist K-6	4
Laura Carrillo	Elementary Generalist K-6	Music
<b>Link:</b>		

## SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.**

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input checked="" type="checkbox"/>	Dyslexia Assessments	<input checked="" type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Special Education Compliance Rpt	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant	<input checked="" type="checkbox"/>	*Including student subgroups
<b>List or Link Other Data Sources Below</b>							
Link ->				Link ->			

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

### **Step 1: Review Potential Issues from the Core Elements**

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

**Do these issues significantly impact our current school goals as strengths or problems?**

**Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

### **Step 2: Evaluate Progress on Current School Goals**

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to:**

**assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

**Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.**

**Goal 1**

**Measurable outcome met? No**

80% of students will meet their growth goal as projected by NWEA in both reading and math from BOY to EOY.

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

Increase rigor and continue to build on collaborative nature of teaching teams.

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

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

**Goal 2**

**Measurable outcome met? No**

95% of students in the 3rd grade will demonstrate at or above proficiency on IREAD.

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

Increase rigor and continue to build on collaborative nature of teaching teams.

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

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

**Goal 3**

Grade 3 ELA: 65% of students will demonstrate at or above proficiency on ILEARN G3 ELA.

**Measurable outcome met? Yes**

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

Increase rigor and continue to build on collaborative nature of teaching teams.

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

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

**Goal 4**

Grade 4 ELA: 65% of students will demonstrate at or above proficiency on ILEARN G4 ELA.

**Measurable outcome met? Yes**

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

Increase rigor and continue to build on collaborative nature of teaching teams.

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

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

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

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

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

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

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success. Here’s an **example** of how a committee member might explain the gap analysis process:

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

	1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re- respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1	

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

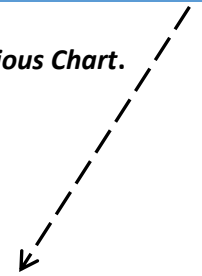
## GAP ANALYSIS TEMPLATE

Desired Performance 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
80% of students will meet their growth goal as projected by NWEA in both reading and math from BOY to EOY.	Yes	Previous data indicates this as a rigorous goal.	Previous data indicates this as a rigorous goal.	<input type="checkbox"/>	5
95% of students in the 3rd grade will demonstrate at or above proficiency on IREAD.	Yes	Previous data indicates this as a rigorous goal.	Previous data indicates this as a rigorous goal.	<input type="checkbox"/>	5
Grade 3 ELA: 65% of students will demonstrate at or above proficiency on ILEARN G3 ELA.	Yes	Previous data indicates this as a rigorous goal.	Previous data indicates this as a rigorous goal.	<input type="checkbox"/>	5
Grade 4 ELA: 65% of students will demonstrate at or above proficiency on ILEARN G4 ELA.	Yes	Previous data indicates this as a rigorous goal.	Previous data indicates this as a rigorous goal.	<input type="checkbox"/>	5



	Choose			<input type="checkbox"/>	Choose an item.
	Choose			<input type="checkbox"/>	Choose an item.

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)
80% of students will meet their growth goal as projected by NWEA in both reading and math from BOY to EOY.	Limited Tier 1 growth in both math and reading.
95% of students in the 3rd grade will demonstrate at or above proficiency on IREAD.	Limited Tier 1 growth in reading.
Grade 3 ELA: 65% of students will demonstrate at or above proficiency on ILEARN G3 ELA. Grade 4 ELA & 65% of students will demonstrate at or above proficiency on ILEARN G4 ELA.	Limited Tier 1 growth in reading.



*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).

<b>Possible Funding Sources</b>		
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. **SAMPLE BELOW.**

<b>GOAL 1</b>	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.			
<b>Data Checkpoints (dates)</b>	November 1	February 15	May 25	
<b>Evidence at Checkpoints</b>	Math scores on interim test.	Math scores on interim test.	Math scores on interim test.	
<b>Evidence- Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021- May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr 2 Measurable Objective</b>	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr 3 Measurable Objective</b>	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

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

**Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>**

<b>GOAL 1</b>	80% of students will meet their growth goal as projected by NWEA in both reading and math from BOY to EOY.			
<b>Data Checkpoints (dates)</b>	BOY	MOY	EOY	
<b>Evidence at Checkpoints</b>	NWEA benchmarks	NWEA benchmarks	NWEA benchmarks	
<b>Evidence- Based Strategy 1</b>	Structured reading growth meetings and SMART student goals.			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	schedule	complete	Principal	complete
Action Step 2	implement and collaborate	on going	all staff	PLC meeting, team collaboration & reading growth
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>	Math Priority Standards remediation			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	schedule	complete	principal	complete
Action Step 2	continual monitoring	on going	all staff	complete
Action Step 3				
Action Step 4				
<b>Yr 2 Measurable Objective</b>	NWEA growth data			
<b>Yr 3 Measurable Objective</b>	NWEA growth data			

<b>GOAL 2</b>	95% of students in the 3rd grade will demonstrate at or above proficiency on IREAD.			
<b>Data Checkpoints (dates)</b>	BOY	MOY	EOY	
<b>Evidence at Checkpoints</b>	mClass TRC	mClass TRC	mClass TRC	
<b>Evidence- Based Strategy 1</b>	Incorporate skill-driven, level-based differentiated guided reading instruction daily.			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	build a guided reading block into schedule	on going	all staff	on going
Action Step 2	provide GR support	on going	Reading Specialist	on going
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>				<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
<b>Yr 2 Measurable Objective</b>	IREAD			
<b>Yr 3 Measurable Objective</b>	IREAD			

<b>GOAL 3</b>	Grade 3 ELA: 65% of students will demonstrate at or above proficiency on ILEARN G3 ELA. Grade 4 ELA & 62% of students will demonstrate at or above proficiency on ILEARN G4 ELA			
<b>Data Checkpoints (dates)</b>	BOY	MOY	EOY	
<b>Evidence at Checkpoints</b>	mClass TRC	mClass TRC	mClass TRC	
<b>Evidence- Based Strategy 1</b>	Classroom teachers consistently implement guided reading instruction. Richardson, J. (2009). The next step in guided reading: Focused assessments and targeted lessons for helping every student become a better reader. New York: Scholastic Inc. Chicago (Author-Date, 15th ed.)			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	On going incorporation of Guided Reading		Principal, Coaches, Rdg Teachers, Teachers	Ongoing documentation from GR notes, PLC meetings, etc.
Action Step 2				
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>	Teachers will support struggling readers through targeted interventions (RtI) Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Implementation of Effective Intervention: An Empirical Study to Evaluate the E			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Continue on-going, job-embedded training for teachers and instructional		Principal, Coaches, Rdg Teachers, Teachers	Students in RtI will make process toward reaching grade level benchmarks
Action Step 2				
Action Step 3				
Action Step 4				
<b>Yr 2 Measurable Objective</b>	ILEARN			

<b>Yr 3 Measurable Objective</b>	ILEARN
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## 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.**

<b>Professional Development Goal 1</b>	PLC Conference	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/>
<b>Possible Funding Source(s)</b>	Title I, Title II, Title IV, ESSER,	
<b>Evidence of Impact</b>	increase collaboration and leadership among staff resulting in rich conversations leading to student growth as measured by State and Local assessments.	
Plan for coaching and support during the learning process: Feedback regarding PLC notes, meetings, and team collaborative time.		
How will effectiveness be sustained over time? Climate, Culture and Goal Achievement		



<b>Professional Development Goal 2</b>	Utilize RACES writing implementation	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/>
<b>Possible Funding Source(s)</b>	Title I, II, IV, ESSER, State/Local funds	
<b>Evidence of Impact</b>	PLC & team collaboration time- review of notes and use of rubric across all grade levels.	
Plan for coaching and support during the learning process: internal professional development with our own staff and Smekens Education. Create content teams to manage vertical articulation.		
How will effectiveness be sustained over time? PLC & team collaboration time- review of notes and use of rubric across all grade levels.		

<b>Professional Development Goal 3</b>	Math Priority Standards remediation	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	Title I, II, IV, ESSER, state/local fund	
<b>Evidence of Impact</b>	Increased collective teacher efficacy leading to increased student achievement scores and collective accountability for students.	
<p>Plan for coaching and support during the learning process:  Increase collaborative time amongst teacher teams, intervention teams, and special education teams in order to increase mastery of Priority Standards.</p>		
<p>How will effectiveness be sustained over time? Continued monitoring of CFA and CSA data along with State assessments.</p>		