School Name: Brummitt Elementary School

School Number: 6819

Street Address: 2500 Indian Boundary Rd.

City: Chesterton

Zip Code: 46304

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: <mark>2021-2024</mark>(Highlight implementation years)

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

Principal: Antonino Cammarata
Telephone: 219-983-3660   Email: ncammarata@duneland.k12.in.us

Superintendent: Dr. Chip Pettit
Telephone: 219-983-3600   Email: cpettit@duneland.k12.in.us

Contact for Grants: Kevin Zeck
Telephone: 219-983-3600   Email: kzeck@duneland.k12.in.us

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

--- BASIC REQUIREMENTS ---

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

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times.

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI   Targeted Support and Improvement – federal government school designation under ESSA

ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

This is an initial three (3) year plan. **NO**	This is a review/update of a plan currently in use. **YES**
This school is identified as the following by the federal government: (Highlight all that apply) N/A	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) N/A	
This school receives Title IA funding. **No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? N/A BRUMMITT IS NOT A TITLE I SCHOOL	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Antonino Cammarata	Principal	**Both**	Guiding Coalition, PLC, Professional Development
Katie Curiel	Teacher/Assistant to Principal	**Both**	Guiding Coalition, PLC, Professional Development
Courtney Commers	Instructional Coach	**Both**	Guiding Coalition, PLC, Professional Development
Kelly McBride	Reading Specialist	**Both**	PLC
Julie Giesick	Kindergarten Teacher	**Both**	Guiding Coalition, PLC
Angela Ray	First Grade Teacher	**Both**	PLC
Sharon Haussman	Third Grade Teacher	**Both**	PLC
Elissa Dortmund	Media Specialist / Parent	**Both**	PLC
Ann Frump	Third Grade Teacher	**Both**	Guiding Coalition, PLC, Professional Development

--- ALIGNMENT [optional] ---

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

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

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

School Vision: Brummitt is committed to inspiring excellence, igniting curiosity and unlocking learning potential for all.

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

District Goals:
Strategic Plan / Strategic Plan Information

1. Address needs and expectations for continuous improvement at the local, state, and federal levels.
2. 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.
3. Become a preferred employer by maximizing efforts to attract, retain, develop and recognize all DSC employees.
4. Develop, implement and monitor a systematic communication and engagement plan for all stakeholders.
5. Align financial and physical resources to support student achievement, instructional goals, and safe/secure environments.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are the core component of reading program.*	*Yes No*	
ELA	K-4	Fountas and Pinnell	Yes	1	Textbooks and readers are the core component of reading programs.	*Yes*	X
ELA	K-4	Scholastic Guided Reading	Yes	1	Resources are utilized as part of the core components of the reading program.	*Yes*	X
ELA	K-1	Reading Eggs	Yes	1	Supplemental to adopted curriculum; utilized for Guided Reading.	*Yes*	
ELA	K-4	mClass Intervention	Yes	1,2,3	Supplemental to adopted curriculum; utilized for intervention.	*Yes*	

ELA	K-1	Heggerty Phonemic Awareness	Yes	1	Lesson plans and descriptions used to engage students in core curriculum.	*Yes*	
ELA	K-4	LLI	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention.	*Yes*	*X*
ELA	K-4	Phonics First	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention.	*Yes*	
ELA	K-3	Kendore Kingdom	Yes	1	Fundamental reading program designed to progress students to advanced comprehension.	*Yes*	*X*
Math	K-4	Reveal Math	Yes	1	Textbook and readers are core component of reading program.	*Yes*	*X*
Math	1-4	IXL	Yes	1, 2	Supplemental to adopted curriculum; utilized for review, practice.	*Yes*	
Math	K-1	Math Seeds	Yes	1	Supplemental to adopted curriculum; utilized for review, practice.	*Yes*	
Science	K-4	Pearson	Yes	1	Textbook and readers are core component of reading program.	*Yes*	
Social Studies	K-4	Studies Weekly	Yes	1	Textbook and readers are core component of reading program.	*Yes*	
ELA/ Math	K-4	Exact Path	Yes	1,2,3	Supplemental resource for differentiation.	*Yes*	
ELA/Math	K-4	Edulastic	Yes	1,2,3	Identify student gaps, help students learn and measure growth.	*Yes*	
ELA/Math/SEL	K-4	Branching Minds	Yes	1, 2, 3	Identify student gaps, help students learn and measure growth.	*Yes*	

The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	*X*
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	X
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	

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.

The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	
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	X
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	

For Title I schools with Schoolwide Programs only: N/A BRUMMITT IS NOT A TITLE I SCHOOL
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.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA Map	K-4	Benchmark	adaptive test to monitor student growth over time	**YES**	X
mClass reading assessment	K-4	Benchmark	test given individually (teacher 1:1 with student) to understand reading level, comprehension ability, etc.	**YES**	X
Math assessments	K-4	Common formative, summative	assessments given from curriculum and/or created by teachers based on curriculum and pacing guides to track student mastery of weekly or unit concepts	**YES**	
Reading assessments	K-4	Common formative, summative	assessments given from curriculum and/or created by teachers based on curriculum and pacing guides to track student mastery of weekly or unit concepts	**YES**	X
High Frequency Words assessments	3,4	Benchmark, ongoing	each grade level has a list of high frequency words for students within that grade level to master within the academic year; these are reviewed, worked on, and assessed periodically throughout the year	**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	X
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	X
District/Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	X

For Title I schools with Schoolwide Programs only: N/A BRUMMITT IS NOT A TITLE I SCHOOL

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

Brummitt school has access to numerous technology-based programs/apps/activities. Our students also have access to 1:1 technology - at the K-4 level, all students have iPads. Through the use of the Canvas learning management system, teachers are able to deliver digital content to students at all times, whether students are in school, in person, or at home. Students take assessments online and also have access to curriculum materials online. Finally, many of our digital content programs (such as Study Island, IXL, Reading Eggs, Math Seeds, etc.) allow students to engage in academic content at their specific level of mastery.

The Duneland School Corporation is committed to preparing all students for college, careers, and lifelong learning in ways that support the Duneland School Corporation mission. Duneland Schools will continue its growth and development of differentiated instruction in a blended environment to include all students kindergarten through twelfth grade in a 1:1 environment. Duneland focuses on the following critical points:

- Utilize the International Society for Technology in Education (ISTE) Student standards to guide our instruction both online and offline.
- Standards for Students | ISTE
- Empowered Learner: Students take an active role in their learning goals.
- Digital Citizen: Students are safe, legal, and ethical in a digital world.
- Knowledge Constructor: Students use research skills to curate information and build knowledge.
- Innovative Designer: Students use a design process to identify and solve problems in creative ways.
- Computational Thinker: Students collect and analyze data and develop and test solutions.
- Creative Communicator: Students communicate clearly and choose methods appropriate for the purpose.
- Global Collaborator: Students collaborate with others and work in teams.
- Use technology to promote the use of the 4Cs that are essential in the 21st Century classroom.
- Communication: Sharing thoughts, questions, ideas, and solutions.
- Collaboration: Working together to reach a goal.
- Critical Thinking: Looking at problems in a new way, linking learning across subjects/disciplines.
- Creativity: Trying new approaches to get things done equals innovation & invention.
- Address student challenges, including skill deficiencies, retention, enrichment, and opportunities for accelerating student learning through differentiated instruction.
- Expand course offerings to include more options for students.
- Create flexible scheduling opportunities for students and teachers by removing traditional barriers.

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 [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other Junior Achievement	

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

Grades 6-8 only

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

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

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

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

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	
A multi-tiered system of supports (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 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 [Required for all]

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

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

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

**Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
-Duneland School Corporation Enrollment/Registration process
-Duneland School Corporation TBR-Curricular Materials Assistance application
-Indiana Department of Education (IDOE)
-Student cumulative files (reviewed annually)

**Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.
-SEL Teacher Training and implementation of strategies through content and Second Step Curriculum
-Free breakfast and free lunch program
-McKinney Vento Homeless Services - support offered to families who need technology or other aide
-Differentiated classwork and curriculum:

> *-EL Support: Instructional support with EL teachers along with SIOP training*
> *-Support for students with special needs (IEPs) through general education setting support and special education setting support*
> *-Support for students with 504 plans*
> *-Tier II and Tier III support for math, reading, and behavioral needs*

**What professional development might be necessary for staff to work effectively in cross-cultural situations?
- *Culturally Responsive Teaching Pedagogy w/ trained Facilitators who are experts in their field*
- *SEL and Trauma-Informed Care (with professionals such as Dr. Lori Desautels or other neuroscience experts)*

**What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
- *Second Step social-emotional curriculum (which includes characters and names from diverse backgrounds and circumstances)*
- *Fountas and Pinnell (reading curriculum) includes stories/passages focused on diverse cultures, as well as including characters facing diverse circumstances and from various cultural backgrounds.*
- *Reveal Math (math curriculum) includes "Math is Mindset" activities throughout and includes characters and names from diverse backgrounds.*

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: __13__   Two Years Ago: _26__   Three Years Ago: _11__

What may be contributing to the attendance trend?
- *Covid-19 pandemic (quarantines, isolation, concerns from families over health/safety)*
- *Inability to contact families because they do not have updated contact information on file with the school*
- *Transportation issues*
- *Families of students with certain specific health needs that create barriers to getting to school*
- *Families dealing with personal family matters that creates a barrier to getting to school*

What procedures and practices are being implemented to address chronic absenteeism?
- *Daily attendance calls for students who are absent but not called off by parent*
- *Warning letters to parents when students meet various thresholds of absences (regardless of the reason)*
- *Principal conferences with students and parents when attendance trends develop (including late to school)*
- *Administrator conferences with students and parents when attendance trends develop (including late to school)*
- *Referral to additional student services to connect families to additional resources*

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
Daily, schoolwide attendance percentages are reviewed. Once per month, attendance percentages and trends are monitored at the school level. Once per overall information and data points are gathered to track absenteeism.

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

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

Suggestions: newsletters, open houses, weekly phone messages, FB, Twitter, volunteers, interns, etc.

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

Brummitt Elementary school has various programs and initiatives to support community engagement. These include the following:
- Weekly principal communications
- Classroom newsletters
- Class Dojo
- Parent readers
- Parent volunteers
- Supportive relationships with local law enforcement
- Christmas for Kids
- PTO Meetings and Facebook page
- Parent-teacher conferences
- Veterans Day programs/recognitions
- Open House
- Parent Nights

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

PTO involvement is one opportunity for parents to express their ideas and suggestions. Parent/Teacher Conferences, along with additional scheduled appointments with teacher/principal are all available means of reaching families with concerns regarding student success in school. Teachers are in constant communication with parents/families through newsletters, Class Dojo, emails, and phone calls.

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

Daily automated calls are used if students are not called off from school. Tardy, 5 day, and 10 day absent notices are sent out in letters. We utilize Porter County's Project Attend program for issues with absences.

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

Letters have been reproduced in Spanish. Interpreters have been brought in during meetings with families in need of these services. Social-emotional learning lessons allow for staff members to learn additional ways to interact with students as well as language and terminology to use to support student needs. Class Dojo allows messages to be translated into any language.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

NA Brummitt is not a Title I School

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

NA Brummitt is a K-4 School

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

   NA   Brummitt is not a Title I School.

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
Antonino Cammarata	Building Level Administrator, P-12	Principal
Katie Curiel	Building Level Administrator, P-12; Elementary Generalist K-6; Reading	2nd Grade Teacher
Lindsay Moskalick	Counselor P-12	School Counselor
Courtney Commers	Elementary Generalist K-6	Instructional Coach
Kelly McBride	Elementary Generalist K-6; Reading	Reading Specialist
Julie Giesick	Elementary Generalist K-6	Kindergarten
Katie Helmbrecht	Elementary Generalist K-6	Kindergarten
Molly Campbell	Elementary Generalist K-6	Kindergarten
Angela Ray	Elementary Generalist K-6	1st Grade
Emily West	Elementary Generalist K-6	1st Grade
Trish Kosakowski	Elementary Generalist K-6	2nd Grade
Elyce Herman	Elementary Generalist K-6; Reading	2nd Grade
Amy Martin	Elementary Generalist K-6	2nd Grade
Sharon Haussman	Elementary Generalist K-6	3rd Grade
Brandi Beckwith	Elementary Generalist K-6	3rd Grade
Ann Frump	Elementary Generalist K-6	3rd Grade
Renee Mundt	Elementary Generalist K-6	3rd Grade
Amy Curtis	Elementary Generalist K-6	4th Grade
Laurin Guernsey	Elementary Generalist K-6	4th Grade
Dainey Vacco	Elementary Generalist K-6	4th Grade

Elissa Dortmund	Elementary Generalist K-6	Media Specialist
Julia Cardinale	Music K-12	Music
Heather Connors	Art K-12	Art
Will Butz	Physical Education K-12	PE
Kayla Klipsch	P-12 Mild Intervention, P-12 Intense Intervention	Applied Skills
Kyla Jagiela	Elementary Generalist K-6 Mild Intervention	Mild/Autistic
Deb Lewandowski	Mild Intervention	LD
Demi Wilhelm	P-12 Mild Intervention, P-12 Intense Intervention	LD

SECTION B: Needs Assessment

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

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

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.

Core Element 1: **Fountas and Pinnell, Scholastic Guided Reading, Leveled Literacy Intervention (LLI), Kendore Kingdom, and Reveal Math**

The Fountas and Pinnell system has benefited our student's reading abilities. We had training with the Fountas and Pinnell coach Christy Wright. Teachers developed a better understanding of how to deliver quality instruction through coaching. Fountas and Pinnell is used at every grade level. Our building coach and principal observed all classrooms implementing guided reading through Fountas and Pinnell. Feedback was given to staff. Kendore Kingdom was introduced to K-2 teachers to support phonics instruction. Reveal Math was adopted as the core math program throughout all of the grade levels at Brummitt (K-4).

Core Element 2: Priority standards have been identified collaboratively across the district. I Can statements have been written and correlate to the Curriculum. LLI is being utilized in the building with general education specifically in tier 2 and tier 3 instruction. LD students also use LLI through the special education program at Brummitt.

Grades K-2 have been trained in Kendore Kingdom with Jennifer Hasser. Implementation K-3 is in progress and supplements the Fountas and Pinnell system.

K-4 is using Reveal Math adopted for the 2022-23 school year. Teachers have been trained and implement it daily following the GVC as created by the district.

Scholastic Guided Reading is used as a resource for implementing guided reading into the classroom small group structure during literacy stations.

Core Element 3: NWEA, mCLASS and common formative and summative data analysis is used to inform whole group, small group, tier 1, tier 2 and tier 3 instruction.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1: By Spring 2023, 93% of students will meet or exceed their expected growth and/or increase their grade level proficiency rate by at least 5% in Math as measured by NWEA.

Measurable outcome met?   **Yes**   **No**

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

If the goal was not met, explain why.

Teachers have not had access to assessments prior to instruction of the standards to assist with backwards design instructional planning. Behavioral challenges in multiple grade levels have prevented teachers from providing Tier 2 support.

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

Goal 2: By Spring 2023 93% of students will meet or exceed their expected growth and/or increase their grade level proficiency rate by at least 3% in Reading as measured by NWEA and/ or m-Class TRC

Measurable outcome met?   **Yes**   **No**

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

If the goal was not met, explain why.

Teachers have not had access to assessments prior to instruction of the standards to assist with backwards design instructional planning. Behavioral challenges in multiple grade levels have prevented teachers from providing Tier 2 support.

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

Goal 2: 95% of all 3rd grade students will pass the IREAD 3 State Assessment.

Measurable outcome met?   **Yes**   **No**

If the goal was met, how will the school further improve or sustain this level of performance?
If the goal was not met, explain why.

This group of students has not had a systematic phonics program. The lack of a process for identifying students at risk hindered our ability to provide targeted interventions prior to the assessment.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

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

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

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

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

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

SCHOOLS TO COMPLETE   GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data		Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
By Spring 2023, 93% of students will meet or exceed their expected growth and/or increase their grade level proficiency rate by at least 5% in Math as measured by NWEA.	No	**Grade** / **NWEA At or Above Proficiency Spring 2023** — K: 64%, 1: 79%, 2: 77%, 3: 91%, 4: 90%, School Average: 80%		Student performance on NWEA Math in the upper elementary grades have shown to be extremely successful with 90% or better. Although our first and second grade classes performed lower than the upper elementary grades, these classes had an average success rate. Our students in kindergarten showed the least amount of proficiency on the end of year data, therefore, we will be continuing with a math goal for the 2023-2024 school year.	x	2
By Spring 2023 93% of students will meet or exceed their expected growth and/or increase their grade level proficiency rate by at least 3% in Reading as measured by NWEA and/ or m-Class TRC	No	**Grade** / **NWEA Comprehension At or Above Proficiency Spring 2023** / **m-Class TRC Proficiency** — K: 47%, 43%; 1: 74%, 74%; 2: 76%, 72%; 3: 83%, 69%		Student performance on NWEA Reading in 3rd grade has shown to be successful with 83%. Although our first, second, and fourth grade classes performed lower than the 3rd grade, these classes had an average success rate. Our students in kindergarten showed the least amount of proficiency on the end of year data, therefore, we will be continuing with a reading goal for the 2023-2024 school year.	x	1

The detailed performance data tables:

Math (Spring 2023):

Grade	NWEA At or Above Proficiency Spring 2023
K	64%
1	79%
2	77%
3	91%
4	90%
School Average	80%

Reading (Spring 2023):

Grade	NWEA Comprehension At or Above Proficiency Spring 2023	m-Class TRC Proficiency
K	47%	43%
1	74%	74%
2	76%	72%
3	83%	69%

4	75%	75%
School Average	71%	67%

95% of all 3rd grade students will pass the IREAD 3 State Assessment.	No	2018-2019: 87% passing 2020-2021: 89% passing 2021-2022: 93% passing 2022-2023: 85% passing	The percentage of students passing IREAD 3 decreased during the 2022-2023 school year. As a result, our current school goal will include working to increase performance for 3rd grade students to pass the IREAD 3 state assessment during the 2023-2024 school year..		3

80% of students will be proficient in Math as measured by NWEA.

80% of students will be proficient in Reading as measured by NWEA and/ or m-Class TRC

95% of all 3rd grade students will pass the IREAD 3 State Assessment.

Yes (2023-2024 Goal)

% of Proficient Students (NWEA 2023 EOY)		m-Class TRC Proficiency %
	Math	**Reading**	**Reading**
K	64%	47%	43%
1st	79%	74%	74%
2nd	77%	76%	72%
3rd	91%	83%	69%
4th	90%	75%	75%

Four of five grade levels are within 11% of the proposed goal in reading. Kindergarten is slightly more than halfway there. Thus, the goal is attainable, but rigorous.

X   1

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.
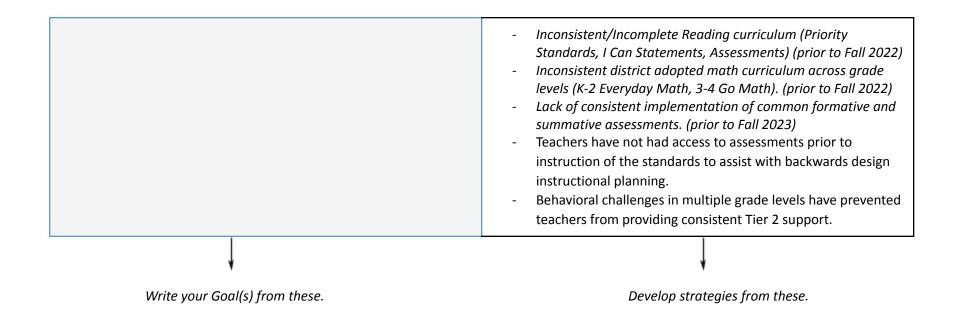
Step 2: Conduct Root Cause Analyses

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)
See an increased percentage of proficient students in Reading as measured by NWEA and mClass.	- *Covid-19 struggles (prior to Fall 2022)* - *In-person student attendance and/or completion of e-learning / quarantine assignments. (prior to Fall 2022)* - *Inconsistent/Incomplete Reading curriculum (Priority Standards, I Can Statements, Assessments) (prior to Fall 2022)* - *Lack of consistent implementation of common formative and summative assessments. (prior to Fall 2023)* - Teachers have not had access to assessments prior to instruction of the standards to assist with backwards design instructional planning. Behavioral challenges in multiple grade levels have prevented teachers from providing Tier 2 support.
95% of all 3rd grade students will pass the IREAD 3 State Assessment.	- *Covid-19 struggles (prior to Fall 2022)* - *In-person student attendance and/or completion of e-learning / quarantine assignments. (prior to Fall 2022)* - *Inconsistent/Incomplete Reading curriculum (Priority Standards, I Can Statements, Assessments) (prior to Fall 2022)* - *Lack of consistent implementation of common formative and summative assessments. (prior to Fall 2023)* - This group of students has not had a systematic phonics program. The lack of a process for identifying students at risk hindered our ability to provide targeted interventions prior to the assessment.
See an increased percentage of proficient students in Mathematics as measured by NWEA.	- *Covid-19 struggles (prior to Fall 2022)* - *In-person student attendance and/or completion of e-learning / quarantine assignments. (prior to Fall 2022)*

	- *Inconsistent/Incomplete Reading curriculum (Priority Standards, I Can Statements, Assessments) (prior to Fall 2022)* - *Inconsistent district adopted math curriculum across grade levels (K-2 Everyday Math, 3-4 Go Math). (prior to Fall 2022)* - *Lack of consistent implementation of common formative and summative assessments. (prior to Fall 2023)* - Teachers have not had access to assessments prior to instruction of the standards to assist with backwards design instructional planning. - Behavioral challenges in multiple grade levels have prevented teachers from providing consistent Tier 2 support.

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. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources

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Title IA	McKinney-Vento	<mark>General funds</mark>
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.

EXAMPLE GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	**November 1**	**February 15**	**May 25**	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and	August 2021- May 2020	Leadership Team, Math Department	85% of teachers implemented blended instructional model lessons

	instructional support staff.		Chairs	as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

BRUMMITT'S SCHOOL IMPROVEMENT GOALS

GOAL 1	80% of students will be proficient in Math as measured by NWEA.			
Data Checkpoints (dates)	**September 2023**	**December 2023**	**May 2024**	**2023-2024 School Year**
Evidence at Checkpoints	NWEA expected growth	NWEA expected growth	NWEA expected growth	Grade level common summative assessments
Evidence-Based Strategy 1	**Implement district adopted Reveal Math series.**			PD Needed: Yes **No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2023 - May 2024	Principal, classroom teachers, Instructional Coach, support staff	100% of teachers implemented Reveal Math content determined by information from observations by instructional coach and/or principal.
Action Step 2	Principal observations/ evaluations of implementation of math lessons.	November 2023 - May 2024	Principal	Teacher evaluations
Action Step 3	Coaching cycles to support implementation	October 2023 - May 2024	Instructional Coach, classroom teachers	Completed coaching cycles
Evidence-Based Strategy 2	**Continued PLC process, data analysis, and Tier 2 instruction.**			PD Needed: **Yes** No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Implement common formative and summative assessments.	2023-2024 School Year	Classroom teachers	Completed data analysis protocols
Action Step 2	Use common assessment data to determine reteaching and enriching.	2023-2024 School Year	Classroom teachers Instructional Coach Building Administrator	Improved student outcomes from formative to summative assessments
Action Step 3	Provide specific Tier 2 interventions and enrichment based on common assessment data	2023-2024 School Year	Classroom teachers Instructional Coach Building Administrator	Improved student outcomes from formative to summative assessments
Action Step 4	Share successful reteaching and enriching strategies with all grade levels at monthly cross-grade level PLCs.	2023-2024 School Year	Classroom teachers Instructional Coach Building Administrator	List of successful shared strategies

GOAL 2	80% of students will be proficient in Reading as measured by NWEA and/ or m-Class TRC			
Data Checkpoints (dates)	September 2023	December 2023	May 2024	2023-2024 School Year
Evidence at Checkpoints	NWEA and/or m-Class TRC expected growth	NWEA and/or m-Class TRC expected growth	NWEA and/or m-Class TRC expected growth	Grade level common summative assessments
Evidence- Based Strategy 1	**Implement district created guaranteed and viable curriculum.**			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Staff professional development in high impact teaching strategies	August 2023 - May 2024	Principal, classroom teachers, Instructional Coach	Teacher evaluations, teacher collected evidence, coaching cycles

	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 2	Principal observations/ evaluations of implementation of ELA lessons.	September 2023 - December 2024	Principal	Teacher evaluations
Action Step 3	Instructional coaching support as needed	October 2023 - May 2024	Instructional Coach, classroom teachers	Completed coaching cycles
Evidence-Based Strategy 2	Continued PLC process, data analysis, and Tier 2 instruction.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Implement common formative and summative assessments.	2023-2024 School Year	Classroom teachers	Completed data analysis protocols
Action Step 2	Use common assessment data to determine reteaching and enriching.	2023-2024 School Year	Classroom teachers Instructional Coach Building Administrator	Improved student outcomes from formative to summative assessments
Action Step 3	Provide specific Tier 2 interventions and enrichment based on common assessment data	2023-2024 School Year	Classroom teachers Instructional Coach Building Administrator	Improved student outcomes from formative to summative assessments
Action Step 4	Share successful reteaching and enriching strategies with all grade levels at monthly cross-grade level PLCs.	2023-2024 School Year	Classroom teachers Instructional Coach Building Administrator	List of successful shared strategies

GOAL 3	95% of all 3rd grade students will pass the IREAD 3 State Assessment.			
Data Checkpoints (dates)	September 2022	December 2022	April 2023	March 2023
Evidence at Checkpoints	NWEA RIT scores TRC Level	NWEA RIT scores TRC Level	NWEA RIT scores TRC Level	IREAD results
Evidence-Based Strategy 1	Teachers will use Indiana Department of Education resources to guide			PD Needed: Yes No

	IREAD focus strategies.			
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Utilize the Indiana Department of Education IREAD 3 test Blueprints.	October 2023 - March 2024	2nd and 3rd grade teachers	IREAD 3 Results - Spring and Summer
Action Step 2	Utilize the Indiana Department of Education IREAD 3 item specifications.	October 2023 - March 2024	2nd and 3rd grade teachers	IREAD 3 Results - Spring and Summer
Action Step 3	Utilize the Indiana Department of Education released items repository.	October 2023 - March 2024	2nd and 3rd grade teachers	IREAD 3 Results - Spring and Summer

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

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

Professional Development Goal 1	Through consistent professional collaboration implementation, staff will receive training on analyzing common assessments and using results to drive individualized and small group instruction in the form of reteaching or enriching based on identified need.	**Linked SIP Goals** **Yes** No
Possible Funding Source(s)	General Funds	
Evidence of Impact	- Continued implementation of common assessments data analysis (data analysis protocol). - Staff becoming more proficient in using the data protocol to analyze student data, reflect and make instructional decisions to best meet the needs of individual students in order to reteach and enrich where necessary. - Staff making changes to Tier 1 instruction based on data analysis and high impact teaching strategies.	

	- Staff using learning targets to determine the next step in the instructional process.

Plan for coaching and support during the learning process:
- The Guiding Coalition will model the data analysis process as well as a process for goal setting.
- The Guiding Coalition will provide PD on data analysis and instructional action planning.
- Provide instructional support resources for reteaching and enriching.
- Allow time for teams and leadership to collaborate about successful instructional strategies.
- Instructional Coach will provide PD on High Impact Teaching Strategies (HITS)

How will effectiveness be sustained over time?
- Maintain PLC meeting consistency to allow for this process to continue.
- Evaluate the data analysis process and use this information to make changes as needed.
- Collective commitment to provide Tier 2 instruction during Student Resource Time.