

School Name: Prairie View Elementary School

School Number: 4679

Street Address: 6434 E. 700 N.

City: Rolling Prairie

Zip Code: 46371

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

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

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

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

## --- BASIC REQUIREMENTS ---

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

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

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Common abbreviations used in the plan are:

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

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

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

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

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

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

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sarah Binder	Academic Interventionist	CNA, SIP, <b>Both</b>	ELA / Math
Lauren Dyer	Teacher	CNA, SIP, <b>Both</b>	ELA / Math, Tech,
Timothy Flanagan	School Counselor	CNA, SIP, <b>Both</b>	Attendance, Cultural Competency, Safety/Crisis
Wendi Hemphill	Teacher	CNA, SIP, <b>Both</b>	ELA / Math
Justin Heinold	Principal	CNA, SIP, <b>Both</b>	Safety/Crisis, Tech/Website, Cultural Comp., HA, Student Awards, Attendance
Kristine Gadacz	After School Site Coordinator/Parent	CNA, SIP, <b>Both</b>	Safety/Crisis
Dr. Paul White	Superintendent	CNA, SIP, <b>Both</b>	District Review Team
Dr. Carrie Cannon	Assistant Superintendent	CNA, SIP, <b>Both</b>	District Review Team
Mr. Phil King	NPUSC Board President	CNA, SIP, <b>Both</b>	District Review Team
		CNA, SIP, <b>Both</b>	

## --- 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.

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District Vision: NPUSC's Vision is attached at the end of this document.

School Mission: Our purpose is to ensure high levels of learning for all students.

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School Mission: The Prairie View Elementary School community provides a safe and caring learning environment, promotes academic success through diverse educational opportunities, and supports students in developing their potential as lifelong learners and responsible citizens.

District Goals: NPUSC's District Vision, Core Values and Commitments is attached at the end of this document.

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?

NPUSC and PVE are aligned in their vision, mission and goals.

## SECTION A: Review Essential Information

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

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

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

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 core component of reading program.	Yes No	
Reading:Phonic	K-2	Kendore	Yes No	Tier 1, 2, 3	Core component of primary levels' reading program	Yes No	
Reading	2-5	Ready Reading	Yes No	Tier 1, 2, 3	Core component of all levels' reading program	Yes No	
Reading	K-5	Lexia Core 5	Yes No	Tier 1, 2, 3	Supplementary digital program for reading instruction with focus on phonics and vocabulary	Yes No	
Reading	K-5	IXL	Yes No	Tier 1, 2, 3	Supplementary digital program for practicing reading skills and standards. Topics are assigned to students after an initial diagnostic.	Yes No	
Reading	K-2	Reading Eggs	Yes No	Tier 1, 2, 3	Supplementary digital program for reading instruction	Yes No	
Writing	K-5	Smekens Writing	Yes No	Tier 1, 2, 3	Best practice strategies in process writing	Yes No	

Math	K-5	Ready Math	Yes No	Tier 1, 2, 3	Textbook and core component of Math Program	Yes No	
Math	K-5	IXL	Yes No	Tier 1, 2, 3	Supplementary digital program for practicing math skills. Topics are assigned to students after an initial diagnostic.	Yes No	
Math	4-5	Aleks	Yes No	Tier 1, 2, 3	Supplementary digital program for math instruction	Yes No	
Math	K-2	Math Seeds	Yes No	Tier 1, 2, 3	Supplementary digital program for math instruction	Yes No	
Science	K-5	Discovery Education	Yes No	Tier 1, 2, 3	Techbook is the core component of the science program.	Yes No	
Social Studies	K-5	National Geographic	Yes No	Tier 1, 2, 3	Techbook is the core component of the Social Studies program.	Yes No	
P.E./Health	K-5	Indiana Academic Standards and American Heart Association	Yes No	Tier 1, 2, 3	Supplementary program for P.E./Health	Yes No	
Music	K-5	Mcgraw-hill	Yes No	Tier 1, 2, 3	Textbook is the core component of the music program.	Yes No	
Social/Emotional Learning	K-5	Second Step	Yes No	Tier 1, 2, 3	Tool kit is the core component of the program.	Yes No	

## 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 No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	

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

Curriculum for E/LA, math, spelling, writing, science, health, social studies, music, social/emotional learning, and physical education are reviewed and revised along with state textbook adoption. Copies of curriculum are available at the New Prairie United School Corporation Offices 5327 N. Cougar Road, New Carlisle, IN 46552

## 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.

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

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

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

Prairie View is committed to its vision that all students can learn at high levels. Careful analysis of individual student data during grade-level meetings with an emphasis on the at-risk/low achieving population helps ensure that appropriate instructional strategies are being implemented and student needs met. Daily 90-minute reading blocks are in place at all grade levels. Tier 2 blocks provide an additional 30 minutes of extended learning opportunities, and Tier 3 blocks provide additional small group or one-on-one time with teachers or school interventionist. These Tier 3 blocks are flexible, skill-driven, and are implemented at all grade levels. In addition, a mentoring program is in place where school staff and high school students volunteer to meet with at-risk students weekly. They engage students in academic activities as well as support the students socially/emotionally.

Additionally, we have a variety of math and reading programs available for students to use on their ipads, computers, and laptops including but not limited to, Lexia, IXL, Aleks, etc.



Intervention opportunities include, but are not limited to:

**Kendore** - An Orton-Gillingham phonics based program used with struggling readers as an intervention program in grades 2-5.

**Fountas and Pinnell** - Students that are struggling with reading as determined by the classroom teacher, are given the diagnostic reading assessment in order to identify the challenge areas in reading and determine an accurate reading level.

**Licensed School Counselor**- Students and families needing help with emotional, behavioral, and, in some cases, financial concerns are able to consult with the school's counselor. Teachers, students, and families can request services offered by a community licensed clinical social worker who conveniently meets with clients at the school.

**Paraprofessional Support** - Prairie View is staffed with several paraprofessionals that are assigned to assist in the remediation services of students. Teachers provide lesson plans and instructional resources for paraprofessionals in order to meet the needs of at-risk students. Training is provided by Title I in Balanced Literacy, Wilson Foundations, and various reading and math programs.

**Peer Mentor Support** - This intervention is used when a student is found to respond better to peer assistance than adult assistance. Students are recommended to read to other students, practice Math facts, etc. Teachers or the RtI team can recommend this strategy.

**Special Education** - Students who have been evaluated and have an IEP are provided with Special Education services. Prior to evaluation, students move through the RtI process.

**Title I** - Students who require additional assistance in the areas of Math or reading receive Title I services, which offer extra time and help provided by the Title I staff. Students are identified using a variety of methods including assessment data and teacher nomination.

**RtI** - Teachers refer students who are in the bottom (25%) quartile of ELA or Math, who did not pass ILEARN and/or present other areas of concern (i.e. behavioral) to the attention of the RtI Team with the goal to develop an individualized intervention plan. The team revisits each RtI student's case approximately every week. Parents are invited to participate in all meetings and are informed of goals set for their child. The students' intervention plans follow them to the next grade level for continuous support if needed.

**Individual Therapy Sessions** -Prairie View is partnering with Licensed Clinical Social Workers from Meridian Counseling to offer in-house services to students in need. The school counselor assists in sharing this information with parents and guardians.

**Bobcat Club** - This after school program is offered to all students K-5. Homework assistance is offered as well as activities that review and enrich curriculum taught in the classroom in an "edutainment" format. Additionally, the Bobcat Club offers a variety of enrichment clubs including Robotics, Young Astronauts, and Technology (i.e. Spheros, etc.). Ipads, laptops, and CleverTouch panels are utilized in the after school program.

**Focused Instruction/ER Time** - Students in grades K-5 are flexibly grouped for 20-30 minutes four to five days per week for focused instruction on a specific group of standards to pre-teach and/or re-teach in math and reading.

**Technology Opportunities** - A variety of web-based programs including iPad apps are utilized to provide students with additional practice opportunities in all curricular areas.

## **Opportunities for proficient and advanced levels of student academic achievement/rigorous and challenging curriculum for all students.**

In all content areas and grade levels, the district curriculum goes beyond basic skills and reflects higher-order thinking (interpreting data, problem-solving, applications, communication, analysis, and synthesis). District curriculum designees and their committees ensure that the written curriculum is rigorous and challenging for all subjects. Administrators monitor all students for engagement in work that is challenging and includes appropriate depth rather than “covering content”. High ability students are cluster grouped at each grade level. The curriculum accelerates and enriches as it aligns to the IDOE standards and beyond. All students are offered the opportunity to apply for our summer enrichment programs through summer school.

Enrichment opportunities include, but are not limited to:

**Focused Instruction/ER Time** - Students are flex-grouped for 30 minutes every day for focused instruction on a specific group of standards in mathematics and reading.

**Student Council** - This is offered to 3rd, 4<sup>th</sup> and 5th-grade students who are nominated by their teacher to represent the school. They conduct projects that help both the community and school.

**Math Bowl** - Through NWEA and ILearn data analysis, math assessments, and teacher recommendation students are selected to participate in Math Bowl.

**Spell Bowl** - Through pre-testing and teacher nomination, students can participate in ~~the~~ Spell Bowl.

**Spelling Bee** - Students in grades 3-5 can qualify for the spelling bee. The two top performers, one competitor, and one alternate, from the school proceed to the next level.

**Junior Great Books** - promote shared inquiry to boost comprehension skills and provide additional skills for High Ability students.

\*What is the new HA magazine (Impact?)

**ALEKS** - Computer-based math program implemented for High Ability students and students working at least one grade level above in math to continue moving through higher-level skills at their own pace.

### Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-5	Benchmark, Com. Form., Summative, Other	Data is used to design and implement differentiated instruction and to monitor growth in reading and math	Yes No	
Essential Standards CFAs (PLC structure)	K-5	Benchmark, Com. Form., Summative, Other	Data is used to determine skills mastery and needed intervention and/or enrichment	Yes No	
Ready Math lesson and unit assessments	K-5	Benchmark, Com. Form., Summative, Other	Data is used to determine skills mastery and needed intervention and/or enrichment	Yes No	
Ready Reading lesson and unit assessments	K-5	Benchmark, Com. Form., Summative, Other	Data is used to determine skills mastery and needed intervention and/or enrichment	Yes No	
Scholastic Reading Inventory (SRI)	K-5	Benchmark, Com. Form., Summative, Other	Data provides lexile information used for differentiated grouping and monitoring growth	Yes No	
Kindergarten Readiness Assessments	PK-K	Benchmark, Com. Form., Summative, Other	Data indicates student readiness for Kindergarten admission when birthdates do not meet requirements	Yes No	
Dyslexia Screeners	K-2, and referred students 3-5	Benchmark, Com. Form., Summative, Other	Data is used to select students with possible reading deficiencies	Yes No	
COGAT	K-5	Benchmark, Com. Form., Summative, Other	Data is used to identify students placed in district high ability program	Yes No	
Kendore assessments: Fluency drills, dot and jot		Benchmark, Com. Form., Summative, Other	Data is used to determine skills mastery in phonics and phonemic awareness	Yes No	

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 No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	

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

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

- Weekly PLC Meetings -- Teachers identify essential standards (ELA, MA); construct CFAs; review assessment data; collaborate on remediation and enrichment strategies
- Monthly Grade Level Meeting with Principal -- teachers, principal, and interventionists review and discuss data, and create an action plan to move forward
- RTI Meetings -- parents, teachers, and administration meet as part of the PLC team to review struggling students' performance, set goals based on data and create an action plan to support the student
- Intervention Weekly Team Meetings-interventionists and administrators meet weekly to discuss tiered instruction/interventions. The team focuses on providing interventions for universal skills that are required for academics and/or behaviors. During the weekly meetings, data is analyzed and students' targeted needs are determined to ensure the learning gaps are being addressed. There is also discussion amongst the interventionists to evaluate the effectiveness of interventions being implemented.
- K-12 Intervention Monthly Meetings - district wide meeting focusing on the intervention needs of students at all levels. This meeting consists of teachers and administrators.
- Leadership Monthly Team Meetings - teachers and principal meet monthly to discuss the needs of the staff. The team focuses on ensuring an effective master schedule and addressing professional development needs.

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

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

NPUSC is a one-to-one district, in which all students are provided an iPad. Students use either Google Classroom (K-4) or Schoology(5) to complete digital assignments and/or utilize digital resources provided by the classroom teachers. Students use their iPads daily to access digital programs that supplement the instructions in all subject areas. Many of the digital programs are used as remediation or enrichment for our students.

We have one to one technology that assists with individualized and differentiated instruction by means of apps and programs that follow our targeted standards and instruction

- Online curriculum is utilized daily in all academic areas
- Classroom instruction is presented using Clevertouch Boards
- Students are able to submit work via technology
- Projects are completed utilizing technology to present to classrooms
- Schoology and Google Classroom programs are utilized
- Zoom conferences, Google Meets, phone calls, etc. are utilized during E-Learning

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

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

Answer the questions for the grade levels in your school.

### Grades K-5 only

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

If "Not currently implementing career exploration activities" was 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
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	No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

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

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

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

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

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

Parents/Guardians complete the Home Language Survey upon enrollment. Parents/Guardians choose racial and ethnic groups/identities upon enrollment and may update yearly. Parents/Guardians complete free and reduced & textbook assistance yearly.

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

Instruction is differentiated in all content areas and levels. Teachers implement a variety of instructional strategies, assessments, resources, and flexible grouping patterns in order to meet the needs of all learners. Strategies include visual cues (graphic organizers), hands-on activities, small group instruction, the use of Math manipulatives, reciprocal teaching in guided reading groups, technology, Focused Instruction/ER Time, etc. An ESL highly qualified teacher is on staff to assist English language learners. Prairie View offers an after school program (Bobcat Club) to assist students with homework, tutoring, and enrichment opportunities. All elementary classrooms are language enriched and vocabulary is embedded in instruction.

Valuing diversity means accepting and respecting differences. Prairie View's students come from different backgrounds, and their customs, thoughts, ways of communicating, values and traditions vary accordingly. The choices that our students make are powerfully affected by their culture. By accepting and acknowledging our students' cultures, educators can maximize their relationship with the students and their families. We are continually exploring opportunities to educate our staff and our students regarding cultural variables, and we have successfully developed a school climate that teaches kindness and respect to all who work and attend school at Prairie View. Staff development continues through visits to other schools, information from the Cultural Competency Committee, etc.

In addition, Prairie View's students receive social and emotional training and support through the use of the Second Step program. This material is presented by our school counselor during 40-minute classes each week for all grade levels. The school district has adopted the Second Step program resources for implementation K-12 beginning in the 2019-2020 school year.

What professional development might be necessary for staff to work effectively in cross-cultural situations?  
Continue Smekens training - vocabulary/comprehension/writing



Train IAs in Kendore Learning - vocabulary/phonics

SEL & Trauma Informed School Training for staff

Mindfulness Training

District social worker & School Counselor - Cultural Diversity Training to bring cross - cultural understanding to the classroom

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

Second Step materials include images, names, and situations from multiple ethnicities and walk of life.

Science materials include text videos and recordings from around the world.

Social Studies materials encompass text, videos and recordings from around the world.

Math materials (ie: story problems) include diverse names and items in their depictions.

Reading materials are chosen to represent as many cultural differences as possible. Students can see themselves in the stories, videos and assessments.

## 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: 5

Two Years Ago: 5

Three Years Ago: 5

What may be contributing to the attendance trend?

Contributing factors to the attendance trend are unexpected medical issues, COVID19 and the transition to full virtual learning, hybrid school days , parents inability to get their children to school, family vacations during the school year.

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

Letters are sent home to parents/guardians informing them of accumulated absence. Attendance meetings and attendance agreements are held and signed. If the attendance issue continues referrals are made to address chronic absenteeism through LaPorte county Project Attend.

Teacher reports absenteeism to principal and school counselor/school social worker. School counselor and/or school social worker contacts parents. Parent meetings are held. Court summons may ensue.

Positive Incentives: monthly classroom attendance celebrations. Brag tags for individual students. Activity incentive with School Counselor for individual students with improved attendance..

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

Tracking attendance in power school and Project Attend.

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

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

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

Prairie View Elementary School invites all parents to be active partners in educating our children. The school administration, teachers, and support staff actively recruit parent involvement in many ways for multiple purposes. Parents are invited to serve as active members of school planning and curriculum committees. Teachers at all grade levels K-5 have enthusiastic parent volunteers who support numerous classroom activities. They assist by serving as room parents, participating in enrichment clusters, tutoring students, supervising field trips, preparing instructional materials, assisting with class projects, attending parent meetings, utilizing the parent resource room, etc. Parents are kept informed via classroom/school newsletters, website, PTO Facebook page, phone messaging system, personal phone calls, PowerSchool, Schoology, Google Classroom, mailings, and emails. Parents are invited to a beginning of the year "Meet and Greet" night. They are also invited to attend RtI, 504, and IEP meetings with their child's teacher. Students utilize daily planners for further school/home communication.

The Parent Teacher Organization (PTO) Executive Board coordinates multiple service projects and student activities to complement our instructional program throughout the year. Our PTO is instrumental in funding many opportunities that help extend learning opportunities. Because of our PTO, every teacher is the beneficiary of a classroom stipend that they use for discretionary supplies or materials for their classroom. PTO meetings are open to all staff and parents and the leadership of the PTO is always seeking ways to involve more parents. Facebook allows parents/staff to follow and communicate with the PTO.

Throughout the year parents and students join together for a variety of opportunities such as reading together, making a project together, and learning about Title 1 services and benefits. Some of these events include but are not limited to parent conferences, Literacy Nights, Grandparent (VIP) Day, All-Pro Dads and iMoms breakfasts. Parents are provided with resources to support their students' education (at home) and are introduced to our Parent Resource Room which houses a variety of materials for families.

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

Prairie View Elementary is committed to building close parental relationships. We have an "open door" policy at Prairie View which allows parents to come and speak to any member of the staff needed concerning a child or his/her academics. Parents have the opportunity to review and comment on the school improvement plan throughout the year.

Prairie View also has a Facebook page that parents are welcomed to view and comment. This platform allows for not only the staff to communicate with the parents, but also other parents to communicate with each other as well. The Facebook page has encouraged a better school community and more support for all parties involved. Parents may voice concerns and/or questions they may have concerning the ongoing of Prairie View. Parents are also invited to attend and join our PTO group so they are able to be part of the school community.

Any major concerns that arise throughout the school year are addressed with either a phone call conference or a sit down conference if needed.

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

Prairie View Elementary makes daily phone calls to track reasons why students are absent for the day. If a student reaches a certain amount of unexcused absences, then letters are sent home to parents/guardians. We also utilize our school resource officer to “check-in” on students that are missing too many days of school.

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

Full-time district translator/ELL assistants are available for students, parents and teachers. All school documents and communication are translated and SchoolMessenger through PowerSchool phones parents for the teacher/office when necessary.

## 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.

Prairie View Elementary School invites all parents to be active partners in educating our children. The school administration, teachers, and support staff actively recruit parent involvement in many ways for multiple purposes. Parents are invited to serve as active members of school planning and curriculum committees. Teachers at all grade levels K-5 have enthusiastic parent volunteers who support numerous classroom activities. They assist by serving as room parents, participating in enrichment clusters, tutoring students, supervising field trips, preparing instructional materials, assisting with class projects, attending parent meetings, utilizing the parent resource room, etc. Parents are kept informed via classroom/school newsletters, website, PTO Facebook page, phone messaging system, personal phone calls, PowerSchool, Schoology, Google Classroom, mailings, and emails. Parents are invited to a beginning of the year "Meet and Greet" night and parent/teacher conferences which are held in October. They are also invited to attend RtI, 504, and IEP meetings with their child's teacher. Students utilize daily planners for further school/home communication.

The Parent Teacher Organization (PTO) Executive Board coordinates multiple service projects and student activities to complement our instructional program throughout the year. Our PTO is instrumental in funding many opportunities that help extend learning opportunities. Because of our PTO, every teacher is the beneficiary of a classroom stipend that they use for discretionary supplies or materials for their classroom. PTO meetings are open to all staff and parents and the leadership of the PTO is always seeking ways to involve more parents. Facebook allows parents/staff to follow and communicate with the PTO.

Throughout the year parents and students join together for a variety of opportunities such as reading together, making a project together, and learning about Title 1 services and benefits. Some of these events include but are not limited to parent conferences, Literacy Nights, Grandparent (VIP) Day, All-Pro Dads and iMoms breakfasts. Parents are provided with resources to support their students' education (at home) and are introduced to our Parent Resource Room which houses a variety of materials for families.

Prairie View Elementary is committed to building close parental relationships. Parents have the opportunity to review and comment on the school improvement plan throughout the year. There is parental representation on the school improvement team that reflects Prairie View's parent concerns and perceptions.

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

- Powerschool; Google Classroom; Schoology access
- RTI meetings
- Quarterly interim progress reports, and quarterly report cards
- IREAD3 results -- Parents are informed by letter and/or phone call
- ILEARN results-- Parents receive a letter including a code to locate results online
- CoGAT-- Parents are informed by letter
- NWEA (MAP Growth Reports)-- Included with report cards
- WIDA -- Parents are notified of their child's English proficiency score on the annual WIDA ACCESS test twice yearly via U.S. post. The ELL Coordinator mails a letter in the spring notifying parents of their child's WIDA ACCESS results and also notifies them, via mail, within the first 30 days of each new school year.
- Students with IEP or 504 -- Case conferences How does the school involve parents and guardians.

- The school provides individual academic assessments results to parents/guardians during Parent Teacher Conferences in the Fall (NWEA BOY data).

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

- Parent Representation on the CNA/SIP team
- Surveys
- SIP is posted on school website and corporation website

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

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components. District Committee (Title I Director, CFO and Title I Principals) meets monthly to coordinate and integrate Federal, State, and local funds and resources, such as in-kind services and program components.

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

Bobcat Club

SEL (Second Steps) Programs

Professional Development (Ready Reading & Math, Kendore Phonics, Smekens Reading & Writing)

Solution Tree = Professional Learning Community

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.

Preschool -- The local special education cooperative hosts a preschool program for children identified with special needs. In addition, preschool age children that have been evaluated by the LaPorte Special Education Cooperative and qualified for speech only, receive speech services from our school speech pathologist, if PVE is their projected elementary. Prairie View also hosts a full time pre-school program supported by the YMCA in LaPorte.

Pre-School Visits- Area preschools are invited to visit Prairie View Elementary kindergarten, to spend some time in the classroom, meet the kindergarten teachers, and tour the school.

Kindergarten Round-Up in the spring. The night of round-up, the principal, kindergarten staff, and Title I teacher host an informational parent evening where everyone has an opportunity to ride a school bus.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

PVE staff is comprised of highly qualified teachers. Every teacher has a minimum of a Bachelor or Masters degree in education and demonstrated competence in the subject areas of Elementary Education. As a Title I school, all paraprofessionals are highly qualified. Each assistant has either a



certified teaching license, has completed a minimum of 2 years at an accredited college, or has passed the Indiana ParaPro Praxis.

Prairie View Elementary attracts student teachers/interns from local universities including Purdue North Central, Indiana University of South Bend, Bethel, St. Mary's College, etc. These student teachers are teamed up with highly qualified mentor teachers during their student teaching experience. They often return as substitute teachers, long term substitute teachers, assistants, and teachers in New Prairie schools.

NPUSC posts teaching positions on its website and accepts applications through an online system, Applitrak. The superintendent supervises the hiring process from application and resumé through interviews, reference calls, and board approval. NPUSC searches for highly qualified teachers and assistants for all positions.

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
Nichole Blake	Art	PRAXIS
Erica Ketterer	2 <sup>nd</sup> grade	PRAXIS
Aislin Zwierzynski	4 <sup>th</sup> grade	PRAXIS
Sarah Huff	ESL	PRAXIS
Lauren Dyer	Title I	PRAXIS
Holly Harenza	5 <sup>TH</sup> grade	PRAXIS
Mary Ward	1 <sup>st</sup> grade	PRAXIS
Shannon Edmondson	3 <sup>rd</sup> grade	PRAXIS
Tina Trojanowski	1st grade	PRAXIS
Tim Flanagan	Guidance Counselor	PRAXIS
Lisa Pietrzak	Special Ed.	HOUSSE
Sandra Ernst	4 <sup>th</sup> grade	PRAXIS
Taylor Truster	Music	PRAXIS
Sarah Binder	Interventionist	PRAXIS
Wendi Hemphill	Title I	HOUSSE
Shelly Deckard	Kindergarten	PRAXIS
Mary Pease	2 <sup>nd</sup> grade	PRAXIS
Sharon Bashaw	3rd Grade	NTE
Amy Schilla	Kindergarten	PRAXIS
Daniel Reffo	Physical Education	PRAXIS
Heather O'Connell	Music	PRAXIS

Robyn Peterson	Physical Education	PRAXIS
Tyler Miller	5th grade	Pearson Indiana CORE Assessments

## 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		
<input checked="" type="checkbox"/>	Statewide Assessments	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)				
<input type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant				
<input checked="" type="checkbox"/>	Assessment by Student Group	<input type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data				
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff				
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model				
<input checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>					
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>					
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>					
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>		<input type="checkbox"/>							
<input type="checkbox"/>	Staff Attendance			<input type="checkbox"/>							

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

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

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

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

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

LINK 2021 ILEARN DATA HERE / COMPASS

Attendance DATA LINK HERE / COMPASS

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

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

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

**Goal 1**Measurable outcome met? **Yes****No****N/A COVID 19****Research and Implement Professional Learning Communities at Prairie View.**

- a) Late Start Wednesdays scheduled for the 2018-2019 school year will be devoted to the implementation of PLC Model at Prairie View. Including (but not limited to): Identifying essential standards, decomposing standards to schedule teaching/learning and assessment. Creating Common Formative Assessments to measure student learning. Developing and implementing a system of strategies to meet the needs of students that do not meet achievement goals and advanced opportunities for those that do.
- b) All staff will professionally develop themselves in the area of Professional Learning Communities by utilizing the following opportunities: using Global PD website, making peer classroom visits, attending PLC Meetings, participating in Late Start Day PD Sessions, attending PLC Conference in Lincolnshire, serving on PLC Leadership Team.
- c) Teachers will use one collaborative planning session (minimum) weekly to discuss the progress of all students in relation to their learning targets and essential standards. Rtl files will be updated accordingly.

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.

Implementing Professional Learning Communities is an ongoing process. In addition to identifying essential standards and creating common formative assessments, we have begun to develop a more robust system of interventions for students who need additional academic and behavioral support. We are also continuing the process of identifying math essential standards at each grade level. To make this goal more measurable, it will be an expectation of grade level teams to identify grade level math essential standards for the year. While there is not a magic number of essential standards, grade level teams will identify all of the standards deemed essential according to the following three criteria: endurance, leverage, and readiness using the PLC at Work Essential Standards chart.

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

**Goal 2**Measurable outcome met? **Yes****No****N/A COVID 19****Grade 5 Students will improve ELA and Math Scores on ILEARN 2020 Test:**

a) ELA = 2019 68 % Passing. ELA 2020 Goal = raise % Passing to 75 % or better(7 points)

To ensure continuous progress toward achieving this goal, teachers will implement a variety of strategies to support the interventions of literary text and comprehension of nonfiction text. Through continuous and ongoing trainings, the teachers and staff at Prairie View Elementary will increase their knowledge and understanding of literary text and development and comprehension strategies. These strategies, instructional resources, and staff professional development include:

- Junior Great Books
- Data Analysis - ongoing
- Fountas & Pinnell/Balanced Literacy - ongoing
- Technology Training (ongoing)
- Smekens Trainings (ongoing)
- RtI
- LEXIA
- NWEA
- Exact Path
- Scholastic Reading Counts
- MIM (Minds in Motion)
- Reading A-Z

b) Math = 2019 76% Passing. Math 2020 Goal = raise % Passing to 81% or better(5 points)

To ensure continuous progress toward achieving this goal, teachers will implement a variety of strategies to support progress in growth in the areas of number sense and problem solving. Strategies and resources include:

- XtraMath
- Sumdog
- ALEKS
- Problem of the Day
- IReady Math online
- iPad apps - problem solving, computation, etc.
- Consistent vocabulary - use of flip cards
- Data Analysis
- Tenmarks
- Khan Academy resources
- MIM
- NWEA
- Exact Path
- Math Boxes (ER)

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.

Since state assessments did not take place due to the pandemic, we will continue our work on this goal. Results from ILEARN in 2021 also indicate that we did not meet the projected goal. While the percentage passing rates were not achieved, teachers have implemented several of the strategies and resources listed above. Additional resources have been made available to teachers, including another progress monitoring tool called IXL, Kendore Learning, and the Ready Reading curriculum.

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

### Goal 3

Measurable outcome met? **Yes**      **No**      **N/A COVID 19**

#### **Teachers will increase their 21<sup>st</sup> century technology skills**

To ensure continuous progress toward this goal, teachers will utilize a variety of strategies and technology equipment to provide students with 21<sup>st</sup> century technology skills. Strategies include:

- iCoach assigned to building to provide PD for staff
- Clevertouch technologies to enhance learning and to address individual learning styles
- Experimenting with simulation applications to build upon scientific research showing that the use of computer-based manipulatives has a strong impact on student achievement
- 1:1 student iPad availability
- software applications, apps, computer resources, and other manipulative devices to improve their keyboarding skills to meet corporation technology plan goals
- Digital citizenship (proper use and handling of iPads/internet safety) taught to all grade levels
- iPad and/or computer usage daily
- Use of keyboarding program weekly
- Use of online teacher planbook (Planbook.com)
- Use of Late Start Days to improve teaching and learning by moving up in the SAMR Model.

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

Teachers have received previous training from the building iCoach and have implemented some of the strategies listed above. Students are engaged in using their iPads for work each day. Teachers have access to many online tools and operate with many of the functions in the Google Suite--Google Docs, Google Classroom, Google Forms, etc.

If the goal was not met, explain why.

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

## SECTION C: Analysis

### **Step 1: Conduct a Gap Analysis**

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

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

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

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

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

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 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 (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.**



## 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
All Grade 5 students will master grade level academic skills and demonstrate growth & achievement in the area of ELA	<b>Yes</b> No	PVE 2021 ILEARN scores are at or above state averages for ELA. Data indicates that our Grade 5 students had the lowest percentage of students above proficiency compared to other ILEARN tested grades.	PVE is committed to ensuring all students receive quality instruction in ELA. Data indicates that our Grade 5 students may require additional support in ELA instruction to demonstrate high growth and high achievement.	X	1
All Grade 5 students will master grade level academic skills and demonstrate growth & achievement in the area of Math	<b>Yes</b> No	PVE 2021 ILEARN scores are at or above state averages for Math. Data indicates that our Grade 5 students had the lowest percentage of students above proficiency compared to other ILEARN tested grades.	PVE is committed to ensuring all students receive quality instruction in ELA. Data indicates that our Grade 5 students may require additional support in ELA instruction to demonstrate high growth and high achievement.	X	2
All students at PVE will benefit from improved instruction.	<b>Yes</b> No	PVE achievement scores vary from teacher to teacher at each grade level on noted assessments (CFA, NWEA, ILEARN).	Which staff member a student has may be an important variable of achievement / success. Identifying essential standards and common formative assessments will positively impact student performance.	X	3
	<b>Yes</b> No				
	<b>Yes</b> No				

	Yes No				
--	--------	--	--	--	--

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



## **Step 2: Conduct Root Cause Analyses**

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
PVE 2021 ILEARN scores are at or above state averages for ELA. Data indicates that our Grade 5 students had the lowest percentage of students above proficiency compared to other ILEARN tested grades.	Teachers and intervention staff need additional training and support with providing Tier III instruction to students.
PVE is committed that all students receive quality instruction in Math with heavy focus in the area of Geometry/Measurement and problem solving. ILEARN 2021 indicated passing rate for grades 3-5, we are slightly above-state average. Data indicates that our Grade 5 students had the lowest percentage of students above proficiency compared to other ILEARN tested grades.	Some of our students do not understand and cannot apply the vocabulary to decode geometry problems. They have difficulty interpreting the problem and struggle with the basic mathematics skills involved in solving the problem. Many of our students struggle in the area of problem solving. problem solving requires the use of new tools, vocabulary, and basic number sense skills.
Students will benefit from a model of instruction where essential standards and skill are identified at each grade level for math and reading. Common formative assessments will be created and delivered. Students below mastery will receive additional instruction, and students at mastery will experience activities that deepen their understanding of process and content.	Teachers require time and training in the (PLC) Professional Learning Community model.

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*Write your Goal(s) from these.*

*Develop strategies from these.*

## SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

## School Improvement Plan

### Using the Goal Template

#### Goals

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

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

#### Evidence-Based Strategy

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

#### Strategy Action Steps

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

<b>GOAL 1</b>	By Spring 2022, 65% of students in grades 3-5 will demonstrate proficiency in ELA as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	September 2021	January 2022	May 2022	
<b>Evidence at Checkpoints</b>	NWEA BOY Reading	NWEA MOY Reading	NWEA EOY Reading	
<b>Evidence- Based Strategy 1</b>	Ongoing implementation of Smekens 6 Traits Writing methods; Smekens Assessment and Rubric Training			<b>PD Needed:</b> <span style="background-color: yellow;">Yes</span> No
<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 in 6-Traits, Assessments and Rubrics	August 2021- May 2022	Principal; All certified teachers	100% of teachers are implementing Smekens Writing with fidelity as communicated through PLC planning, and observations by the principal. Writing prompts with rubric scoring indicate growth from BOY to EOY
Action Step 2	Conduct on-going, job-embedded training for	Spring 2020-Fall 2022	Principal; Teachers gr. K-5; Teacher Assistants/Para	100% of teachers and assistants will be trained

	teacher with Kendore Learning (phonics)		Professionals	with Kendore Learning and utilizing strategies with Tier 2-3 students as observed during observations and lesson plans
<b>Evidence- Based Strategy 2</b>	<b>Ongoing implementation of Ready Reading Curriculum and Kendore Learning as an Intervention strategy</b>			<b>PD Needed: Yes No</b>
<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 teacher with Ready Reading	Spring 2020-Fall 2022	Principal; Teachers gr. 3-5; Teacher Assistants/Para Professionals	100% of teachers and assistants will be trained with Ready Reading and utilizing strategies with Tier 2-3 students as observed during observations and lesson plans
Action Step 2	Provide Kendore training and materials	Fall 2021-Fall 2022	Principal; Intervention teachers; Title 1 teachers	Kendore learning will be utilized consistently for students needing Tier 3 (below grade level) support in basic phonemic awareness and phonics instruction.
Action Step 3				
Action Step 4				

<b>GOAL 2</b>	By Spring 2022, 75% of students in grades 3-5 will demonstrate proficiency in Math as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	September 2021	January 2022	May 2022	
<b>Evidence at Checkpoints</b>	NWEA BOY Math	NWEA MOY Math	NWEA EOY Math	
<b>Evidence- Based Strategy 1</b>	<b>Ongoing implementation of Ready Math Curriculum</b>			<b>PD Needed:</b> Yes No
<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 teacher with Ready Math	Spring 2020-Fall 2022	Principal; Teachers gr. K-5; Teacher Assistants/Para Professionals	100% of teachers and assistants will be trained with Ready Math and utilizing strategies with Tier 2-3 students as observed during observations and lesson plans
Action Step 2				
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>				<b>PD Needed:</b> Yes No
<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>GOAL 3</b>	All students at PVE will benefit from improved instruction.			
<b>Data Checkpoints (dates)</b>	Classroom Observations & PLC Team Meetings	Classroom Observations & PLC Team Meetings	Classroom Observations & PLC Team Meetings	Classroom Observations & PLC Team Meetings
<b>Evidence at Checkpoints</b>	October 2021	December 2021	February 2022	April 2022
<b>Evidence- Based Strategy 1</b>	Teachers will select/update Essential Standards in ELA and create Common Formative Assessments meant to measure proficiency and progress toward goals.			<b>PD Needed:</b> <b>Yes</b> No
<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	Teachers meet weekly to develop / edit Essential standards	Fall 2020 - Spring 2022	Principal, PLC Leadership team, teachers, instructional assistants	Improved instruction, engagement and student achievement
Action Step 2	Teachers meet weekly to create / edit common formative assessments	Fall 2020 - Spring 2022	Principal, PLC Leadership team, teachers, instructional assistants	Improved instruction, engagement and student achievement
Action Step 3	Teachers meet weekly to group students for remediation or enrichment (Rtl)	Fall 2020 - Spring 2022	Principal, site intervention team, teachers, instructional assistants	Improved instruction, engagement and student achievement
Action Step 4	Teachers meet weekly to reassess students	Fall 2020 - Spring 2022	Principal, site intervention team, teachers, instructional assistants	Improved instruction, engagement and student achievement
<b>Evidence- Based Strategy 2</b>	Teachers will select/update Essential Standards in Math and create Common Formative Assessments meant to measure proficiency and progress toward goals.			<b>PD Needed:</b> <b>Yes</b> No
<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	Teachers meet weekly to	Fall 2020 - Spring 2022	Principal, PLC Leadership	Improved instruction,



	develop / edit Essential standards		team, teachers, instructional assistants	engagement and student achievement
Action Step 2	Teachers meet weekly to create / edit common formative assessments	Fall 2020 - Spring 2022	Principal, PLC Leadership team, teachers, instructional assistants	Improved instruction, engagement and student achievement
Action Step 3	Teachers meet weekly to group students for remediation or enrichment (Rtl)	Fall 2020 - Spring 2022	Principal, site intervention team, teachers, instructional assistants	Improved instruction, engagement and student achievement
Action Step 4	Teachers meet weekly to reassess students	Fall 2020 - Spring 2022	Principal, site intervention team, teachers, instructional assistants	Improved instruction, engagement and student achievement

## 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>	PVE Staff will continue ongoing Smekens PD throughout the school year. Multiple sessions with Smekens are scheduled (remotely) for this school year. Staff will continue ongoing Kendore Learning training throughout the school year. In addition, staff will have the opportunity to meet remotely with Ready Reading consultant for progress "check - in". These trainings will improve teachers' effectiveness in the area of phonics to support growth in reading/writing.	<b>Linked SIP Goals</b> <b>Yes No</b>
<b>Possible Funding Source(s)</b>	Title I grant; General Operations Funds; EIG	
<b>Evidence of Impact</b>	CFAs Schoolwide Writing Prompt (scores) NWEA MAP scores/growth 2022 ILEARN Data	
Plan for coaching and support during the learning process: Smekens videos, Smekens remote coaching sessions with grade level teams; grade level team meetings with principal; Smekens supplies (books, materials) provided to teachers. Kendore webinars emailed to all staff (free and paid opportunities); Kendore supplies (books, materials) provided to teachers; Ready Reading consultant.		
How will effectiveness be sustained over time? Ongoing PD opportunities for new staff and refresher PD's, webinars for returning staff; Observation by principal; Teachers to provide additional support to peers via recorded lessons/modeling/coaching peers		

Professional Development Goal 2	Access to Ready Math curriculum consultation and/or training in best practices; Implementing RtI Tier 3 interventions - Solution Tree/"Taking Action: A Handbook for RTI at Work" Mike Mattos	Linked SIP Goals <div>YesNo</div>
Possible Funding Source(s)	Title I grant; General Operations Funds; New Prairie Education Foundation	
Evidence of Impact	CFAs NWEA MAP scores/growth NWEA MAP scores/growth 2022 ILEARN Data	
Plan for coaching and support during the learning process: Teachers have access to Ready Math trainer via phone, zoom meetings, and email; time embedded into daily schedule to contact trainer as grade level PLC team; continue review of RtI using "Taking Action: A Handbook for RTI at Work" Solution Tree online courses/videos (Global PD); monthly staff meetings to build collective understanding of the essential actions of teacher teams for tier 1 and tier 2 instruction; monthly staff meetings to build collective understanding of the essential actions of school-wide teams for tier 1, tier 2, and tier 3 interventions		
How will effectiveness be sustained over time? Ongoing PD opportunities for new staff and refresher PD's, webinars for returning staff; Observation by principal; Teachers to provide additional support to peers via recorded lessons/modeling/coaching peers		

Professional Development Goal 3	Implementation of Professional Learning Community model. Including Professional Learning Communities at Work, Frequently Asked Questions: Mike Mattos; Solution Tree Resource Study.	Linked SIP Goals <div>Yes</div> No
Possible Funding Source(s)	Title I grant; General Operations Funds; New Prairie Education Foundation	
Evidence of Impact	CFAs NWEA MAP scores/growth NWEA MAP scores/growth 2022 ILEARN Data	
Plan for coaching and support during the learning process: Teachers have access to Solution Tree trainers and speakers via phone, zoom meetings, and email; time embedded into daily schedule to meet as grade level PLC team; continue review of RtI using “Taking Action: A Handbook for RTI at Work” Solution Tree online courses/videos (Global PD); monthly staff meetings to build collective understanding of the essential actions of teacher teams for tier 1 and tier 2 instruction; monthly staff meetings to build collective understanding of the essential actions of school-wide teams for tier 1, tier 2, and tier 3 interventions		
How will effectiveness be sustained over time? Ongoing PD opportunities for new staff and refresher PD’s, webinars for returning staff; Observation by principal; Teachers to provide additional support to peers via recorded lessons/modeling/coaching peers. Participation in workshops hosted by Solution Tree presenters		

# COMMITMENTS



- Commitment 1:** Build a Foundation of Learning for ALL Students.
- Commitment 2:** Create Collaborative Teams to Collectively Develop Best Practice.
- Commitment 3:** Collaborative Teams will identify Essential Standards from a Guaranteed Curriculum.
- Commitment 4:** All Students will have access to grade or course level identified Essential Standards with additional opportunities to show learning.
- Commitment 5:** Collaborative Teams will create Common, Formative Assessments based on identified Essential Standards.
- Commitment 6:** We will Create a Systematic Plan to Provide Additional Time, Support, Re-Teaching, and Extension of Learning.
- Commitment 7:** We will set SMART goals at the team, building, and district level based on critical academic needs tied to Essential Standards. Data and Progress Reviews will be developed at all levels.
- Commitment 8:** We will examine our current grading and homework policies/practices to evaluate what is needed for student success and to foster true accountability.
- Commitment 9:** We will collectively identify key student social & academic behaviors necessary for student success & explicitly teach/model these behaviors.
- Commitment 10:** We will collectively build a Shared Vision for Best Practice Instruction in our classrooms (What We Will See/What We Will Not See).

# CORE VALUES



## How we will behave to achieve our Mission and Vision

1. We are student-centered; decisions and actions will be based on what students need to achieve Success
2. Relationships matter at NPUSC at all levels. We build trust and tackle challenges through communication, understanding, and relationships
3. We strive for continuous improvement for our certified and classified staff to be the best we can for our students.
4. We strive to be known for literacy development that engages students to become college/career and community ready.
5. We will engage in technology integration so students have the skills necessary to be successful in the 21st Century.
6. NPUSC will practice community engagement and collect feedback to inform our direction.
7. NPUSC will practice positive stewardship by managing NPUSC Fiscal & Facility Resources to provide the best learning experience for students.
8. We will develop a college prep or career pathway plan for every NPUSC student while integrating character development throughout.
9. We encourage participation & pursue excellence in after school activities. We believe many life skills and character traits necessary for life success are developed in these programs.
10. We will pursue collaboration & continuous improvement through the Professional Learning Community process.

# VISION



## **We strive to provide the following for every student and family we serve:**

1. A Safe and Collaborative Learning Environment
2. A Learning Environment & School Culture based on Continuous Improvement & Implementation of Best Practices
3. A Guaranteed and Consistent Curriculum in every NPUSC school, Ensuring all Students develop the skills they need for Success.
4. A well-rounded program that gives equal respect to College Prep, Career Readiness, and all After School activities to provide student experiences that develop academic, career, and character skills.
5. A School District Recognized at the Regional and National level for Student Academic Performance and Career Placement with an emphasis on Character Development throughout.
6. A Career and/or College Pathway Plan for ALL NPUSC secondary students that includes Resources, Strategic Advising, & Exploration Opportunities based on Interests and Talents
7. A Model Professional Learning Community System