North Side Elementary School 2018-2019 School Year
Comprehensive Needs Assessment and School Improvement Plan

School Name	North Side Elementary School
Local Education Agency Name	East Noble School Corporation
School Year	2018-2019 SY

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment Template

<u>Phases</u>

   I.   [Establish a Comprehensive Needs Assessment planning team](#)

   II.   [Develop a vision of excellence](#)

  III.   [Create a school profile](#)

  IV.   [Identify focus areas](#)

   V.   [Collect additional data on focus areas](#)

  VI.   [Analyze data to determine key findings and root causes](#)

I.   Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
North Side Elementary 2018-2019 Planning Team		
Name	Stakeholder Group(s)	Role(s)
Stephanie Leasure	School Leadership	Principal
Jamie Perlich	School Leadership	Dean of Students
Cory Headley	Staff/Parent	Guidance Counselor
Dawn Hamlin	Teacher	Kindergarten
Jennifer Wible	Teacher	First Grade
Angie Sibert	Teacher	Second Grade
Keeley Glasper	Teacher	Second Grade
Kelli Whitney	Teacher	Third Grade
Cherri Maag	Teacher	Fourth Grade
Amanda Hayward	Teacher/Parent	Fifth Grade
Laura Pepple	Teacher	Special Education
Suzanne Handshoe	Community Member	Kendallville Mayor

II. Develop a vision of excellence

Vision of Excellence (Title)

North Side Elementary's vision is to reach each and every student at their level and help them grow through inspiring, engaging and empowering them with the belief that they can! We want our students to be creative and want to continue learning well beyond the school day.

III. Create a school profile

School Profile (Title)

North Side Elementary School is part of East Noble School Corporation, a district of approximately 3600. Students are served by one high school, one middle school, one alternative learning school, and five elementary buildings. East Noble School Corporation is located in the northeastern corner of the state, approximately 25 miles north of Fort Wayne, Indiana. The communities comprising the district are based upon manufacturing companies and agricultural livelihood.

North Side Elementary School is a pre-kindergarten through fifth grade building, with an average enrollment of approximately 375 students. Class sizes range from 24 to 30 students. Students participate in art, physical education, technology, library and music. North Side also has a framework to develop future productive citizens with monthly character lessons and daily discussions of good character through PBIS ROARS character.

North Side Elementary also offers a spectrum of services under Article 7 of special education. North Side is partnered with Northeast Indiana Special Education Cooperative of Noble County to assist with services.

Students who fall under Title III services receive Language Development with a trained ELL IA. On average, North Side's Title III enrollment is 8-14 students.

North Side is a School Wide Title building. Students receive additional Title support with reading, writing and math to service academic needs.   High Ability students have state curriculum available.

North Side is in the heart of Kendallville in Noble County. Kendallville's population statistics show it is the largest populated city in Noble County with approximately 10,000 residents. Statistics show that the population is not diverse with 91% being Caucasian. 59% of our students receive lunch/textbook assistance.

There are many programs offered at North Side Elementary School. Grant monies from Title I are used to supply intervention opportunities for low performing students. Students reading in the lowest 20% to 30% of each grade level, receive an additional reading time with a certified teacher or trained IA for 30 minutes a day. The Title teacher and IA's are using the researched based program Leveled Literacy Intervention.

High Ability Students are served in cluster groups in each grade level. Indiana Department of Education's High Ability curriculum is taught by trained high ability teachers. In math, teachers use iReady math curriculum to extend learning beyond a typical lesson. Teachers follow the East Noble School Corporation identification process, using OLSAT and SIGS data to identify students for the program. Cluster teachers are trained at the district level to differentiate lessons for these students.

A resource room is available for students identified with exceptionalities under Article 7. Students in special education are both pushed in and pulled out for support on IEP goals. The special education teacher has IA support to assist the students.

The ethnic make-up of the student population we serve is 91% white, 5% Hispanic, 0% black, 0% Asian, and 3% multiracial.

Vision (Title)

Inspire, Engage, Empower!

Mission Statement (Title)

East Noble School Corporation Students will be inspired to become life-long learners, engaged by a rigorous, relevant, and innovative curriculum, and empowered through collaboration, and inclusion to become valuable, contributing members of a global society.

Core Beliefs or Core Values (Title)

School and Staff Responsibilities
- Maintain and foster high standards of academic achievement.
- Provide a supportive and effective learning environment.
- Provide differentiated and small group instruction to meet individual needs.
- Use assessment to guide instruction.

- Inform parents of their child's progress frequently through reports & conferences.
- Have high expectations for myself, students, and other staff.
- Provide parents with school and teacher contact information.
- Provide meaningful opportunities for parents and families to get involved at school.
- Provide high quality instruction in addition to that received in the classroom.
- Maintain collaborative partnerships with parents & teachers.
- Provide literacy materials & training opportunities for parents.
- Utilize technology opportunities to engage students.
- Inspire, Engage and Empower students every day!

Parent Responsibilities
- Spend time reading, writing, listening and talking with your child each day.
- Read and respond to school communication (newsletters, email, phone calls & school social media/apps).
- Provide my child with a quiet study place, as well as important basic needs.
- Monitor my child's homework and attendance.
- Limit my child's time on electronic games and television.
- Attend school conferences and take advantage of volunteer opportunities.
- Read & sign agenda daily (grades 1-4) to verify homework is complete (K-2 read books in colored reading bag).
- In Kindergarten, check homework folder & return to school the next day.

Student Responsibilities
- Do my homework every day, or my e-learning, and ask for help when I need to.
- Be a willing learner who believes in my own abilities.
- Be a person of good character, following ROARS, and a responsible digital citizen every day.
- Read at least 10 minutes X my grade level (ex. 2nd = 20 minutes) every day outside of school time.

· Give to my parents or the adult responsible for me, all notices and information received by me from my school every day.

Student Demographics

The ethnic make-up of the student population we serve is 91% white, 5% Hispanic, 0% black, 0% Asian, and 3% multiracial.

Staff Demographics

A highly qualified staff of 26 certified teachers implement curriculum. In addition to the certified staff, there are 28 classified staff member who also help meet the needs of the students. Certified staff consist of classroom teachers, instructional coach, guidance counselor, nurse, special area staff and school resource officer. The classified staff includes instructional assistants, secretarial staff, bus drivers, custodial and cafeteria staff. The collaborative approach of meeting student needs is prevalent. Time is provided daily for staff to collaborate as well as a late start on Mondays.

The building staff includes the following:

Classroom Teachers: 14
Title I: 1
Instructional Assistants: 10
Secretaries: 2
Custodians: 3
Nurse: 1
Art Teacher: 1
Sports and Fitness Instructor: 1
Music Teacher: 1
Special Education Teacher: 2
Instructional Coach: 1
Technology Coach: 1
Media Assistant: 1
Librarian: 1
Principal: 1
Dean of Students: 1
Speech/Language: 1
Counselor: 1
Bus Drivers: 10

Student Behavior (Title)

Student expectations for school-wide behavior are clearly defined and stressed to both students and parents. North Side School's Discipline Plan was just updated this year, with consistent expectations in all areas of the school, including the same discipline plan in every classroom, using class DoJo, and the PBIS model. A district wide initiative to promote character education is in place to decrease instances of inappropriate actions. The high school and middle school Resource Officers visit weekly to build student relationships, assist with home visits, student's discipline, and school safety.

Student Academic Outcomes

ISTEP 2017-2018 Preliminary Data with comparison to past three years of results. Cohort groups are color coded.

English/Language Arts

Grade	2015	2016	2017	2018
3	76	67	78	72
4	75	70	58	52
5	63	57	58	47
6	52	61	51	61
Overall	*65.5*	*64*	*61*	*58*

Mathematics

Grade	2015	2016	2017	2018
3	67	58	60	65
4	67	62	53	31
5	78	67	63	53
6	70	70	58	51
Overall	*71*	*64*	*59*	*50*

Summary of School Data from 2017-2018 School Year:

A considerable amount of students in grades 4 and 5 continue to not pass Language and Math portions of ISTEP. Although students are not passing ISTEP, the bottom 25% of students are showing high academic growth and three-fourths of the top 75% of students are also showing growth. North Side staff will continue to look at each child as an individual learner and to set goals for each student to make academic growth.

Summary of Current School Improvement Strategies (Title)

Evidence Based Interventions (Title - School Improvement Reform Strategies)

Through collaboration staff decide collaboratively what systems they would like to put in place. Title II monies are used each year to reflect on interventions and practices and decide if our students are benefiting from them or not. All practices are written up and all staff are held accountable with each other.

Strategies to Develop Reading
- Students will read daily, write daily
- Teachers will read to students daily
- Teachers will collaborate about reading strategies and data
- Teachers will teach curriculum aligned to state standards
- Teachers will communicate instructional needs to parents
- Teachers will inform parents
- Teachers will progress monitor students regularly
- Teachers will log data
- Students will know reading goals and track their own reading data
- Smekens thinking strategies

Interventions to Develop Reading
- Small group Instruction
- Leveled Literacy Intervention
- 1:1 with certified teacher
- Small group instruction with assistance
- Provide immediate feedback
- Pre-Teach vocabulary as needed
- Link prior knowledge and experiences to reading
- Cross curricular teach reading
- Moby Max

Strategies to Develop Math
- Regular practice of math facts
- Teachers will collaborate and reflect regularly on data
- Teachers will apply skills to real life information
- Teachers will use technology to enhance math skills
- Teachers will teach curriculum aligned to state standards
- Teachers will teach using Ready Math curriculum
- Smekens thinking strategies

Interventions to Develop Math

Summary of Core Curricula

The East Noble District curriculum is constantly under review as the needs of the students change. District curriculum and curriculum resources classroom teachers use are based on the state-adopted College and Career Readiness Standards.

Our academic curriculum at North Side Elementary School is based on the College and Career Readiness standards. School wide reading assessments and progress monitoring will be through Reading A to Z. iReady math program is being used as a building. Teachers collaboratively design, review, and revise curriculum informally on a yearly basis and formally the year of textbook adoption.

Summary of Formative and Summative Assessments

Assessment
East Noble School Corporation uses ongoing assessments to collect data on each student's learning performance. Teachers and administrators then evaluate or interpret this data to monitor student progress towards attainment of academic standards. A variety of procedures are used to ascertain student growth including teacher-made and published assessment and evaluation tools. Assessment data is collected throughout the year. Teachers will begin learning how to read and use all of this data to impact lessons and teaching this school year.

Indiana Statewide Testing iLearn
ILEARN computerized assessment will be given in the spring of 2019. This will be the first-time students take this assessment in the state of Indiana. ILEARN replaced ISTEP. ILEARN measures student's achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses, English, Language Arts, Mathematics, Science and Social Studies.

NWEA testing
A computerized, criterion-referenced test aligned with College and Career Readiness standards in reading and math. NWEA testing measures reading and mathematics skills for all students in Grades K- 5, and will be given in fall (for Grades 3-5 only), winter, and spring. Teachers have online access to the NWEA website and can retrieve individual and classroom data and reports. These reports link to a learning continuum that provides instructional support and activities.

Subject Areas Assessments
Ready math and iReady math assessments are given on a regular basis. English Language

Arts standards are assessed weekly based on the grade level scope and sequence. Regular assessments for Science and Social Studies are completed based upon grade-level curriculum and adopted materials.

RAZ-Plus
Raz-Plus is a comprehensive learning platform that includes the curricular support teachers need and the personalized resources necessary to improve students' reading skills. (K-5 are benchmarking with Raz-Plus) Progress monitoring is also a component of Raz-Plus and printable/digital versions are available at each reading level. (Grades K-5 are following guidelines for progress monitoring using Raz-Plus.)

Summary of Academic Intervention and Enrichment Programs

LLI
Leveled Literacy Intervention is offered to students who are not currently reading at grade level.

IREAD Summer School
Students who do not pass the state mandated IREAD assessment will participate in a 3 week summer school program on the required reading foundations. They retake the IREAD state assessment at the end of the three weeks.

Clubs and Activities
Students in grades 3-5 have opportunities to participate in after school activities including Robotics, Student Council, Star Club, National Elementary Honors Society, Spell Bowl and Math Bowl.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Touch Math
Touch Math is offered to a few selected students who are unable to grasp number sense strategies.

After-School Academic Support
Teachers will provide one on one support to students after school when needed and if schedules permit.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies (Title)

North Side has an interview team that is made up of Highly Effective staff members. The interview team interviews together and makes team decisions on hiring highly effective candidates. Resumes are reviewed together, and the team decides on the best candidates that will best fit our students.

North Side strives to retain teachers through offering training and additional supports throughout the year. New teachers are provided a mentor teacher to work alongside for the first year. The principal offers supports and checks in routinely to support teachers.

<div style="background:black;color:white;text-align:center">Summary of Teacher and Staff Professional Learning Opportunities (Title)</div>

<u>Professional Development</u>

East Noble believes that teachers are the key to improving student learning. What happens day-to-day in the classroom matters far more than a specific textbook, piece of software, or computer hardware. Teachers are supported through a strong professional development program that provides current research-based information on effective teaching and learning. All activities are tied to a district, school, or individual improvement plan and require teachers to present their knowledge to the staff upon returning from any professional development activity.

Professional development is designed using standards for effective adult learning, and is job-embedded, continuous, and meets the individual learning needs of each teacher. Integrating technology as an important teaching/learning tool is stressed. Faculty collaboration is also encouraged to support teachers as they strive for improvement.

Future building level professional development has been driven by our new SIP plan. District Professional Development is driven by district needs. Teachers can also access professional development through Knights in Training, a computer-based training program created by East Noble Technology Coaches.

Staff collaborate and make decisions on what is needed for professional development. Ideas and decisions on systems and curricular areas of reflection are decisions made from the stakeholders needs and wants. (Title – staff as stakeholders)

Instructional Assistants are trained regularly on interventions, reading, discipline and any other need they have to improve their instruction.

Areas of focus for professional development this year are:

Math -
- · Learn new math program.
- · Learning how to use the program and reflect as a staff over all components.
- · Regular trainings with consultant from Ready math.
- · Learning that math fact fluency is embedded in daily Ready Math Lessons, it is not taught as a separate entity.

Reading & Writing
- · Continue with training staff on taking individual student data and set goals to close gaps. Data will include RAZ and NWEA data.
- · Help teachers learn the components on reading and how to teach various components students are not mastering.
- · Expand student vocabulary using common vocabulary words provided through the DOE's ILEARN website information.
- · Continue training with writing across all subject areas and meeting the depth of knowledge for all students.
- · Training grades K-3 in Fountas & Pinnell Phonics System.

Summary of Teacher and Staff Coaching and Evaluation Model

East Noble School Corporation (ENSC) will use an ENSC modified RISE Rubric, specialized area (counselors, social workers, nurses, etc…) evaluation tool, or the ENSC developed Alternative Evaluation for all teachers using the below guidelines:

1. Teachers new to the profession will be evaluated using the RISE Rubric for their first five years with the ENSC district.
2. Teachers with at least five years of experience and new to the ENSC district will be evaluated using the RISE Rubric for at least their first two years with ENSC.
3. Teachers placed on a performance plan will be evaluated using the RISE Rubric.
4. Once teachers have met the RISE Rubric evaluation requirement, teachers may choose to use the ENSC Alternative Evaluation.

Both the RISE Rubric and the Alternative Evaluation meet the requirements of Indiana Code 20-28-11.5-4, which requires an annual evaluation of each teacher and "substantial student data" is used to determine the final score.

Summary of Key Family and Community Engagement Strategies (Title)

Parent participation comes in all different forms at North Side Elementary School. We have the same consistent small group of parents that come each month to our PTO meeting and

help with donating time with functions. Although parent participation is limited in the physical aspect, parents have numerous ways to communicate and be informed of daily events and happenings. These means of communication include:

- School Messenger

- Classroom newsletters

- Facebook

- Twitter

- School Websites

- Emails

- Phone calls

- Text messages

- SeeSaw

- Class DoJo

- PTO sponsored events

- Music Programs

- Student Showcase event (each trimester)

List of Community Partnerships

North Side Elementary School partners with numerous community members and programs. The following is a list of partnerships:

- Town Hall/Mayor
- Kendallville Police Department
- Kendallville Public Library
- Local businesses
- Local Kendallville Newspaper
- Fort Wayne Philharmonic
- Dekko
- Bosch
- Ngoma Community Outreach Center
- Big Brothers/Big Sisters
- McMillen Health Center

- Pine Hills Church Kendallville

IV. Identify focus areas

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

As a staff we have decided that our need for each student to grow is critical. Our pass/fail rate does not meet our school wide expectations. We have students with many different challenges, such as Special Education needs, including emotional behaviors, and many with disrupted home lives. As a staff we need to get the students to make academic growth and start closing their learning gaps. We want all kids to read, write, complete basic math skills and be able to solve problems in everyday life, well beyond high school. Closing the gaps start here at elementary.

Description of the Gaps Identified between the Vision of Excellence and School Profile

North Side students struggle with reading, writing and math. These are skills our students will need to be successful beyond high school. As we dig deeper, students are lacking the understanding of vocabulary to become proficient readers and writers. Students are performing low in math computation which is a foundation to all math concepts. Students will apply reading, writing, and math throughout their everyday life. Teaching the needed skills throughout each subject area and placing them in real-life situations, including problem-based learning, students will be well prepared for everyday needs in life. North Side staff will emphasize vocabulary and computation in instruction and student learning to continue to close the students' learning gaps.

Description of Focus Area 1

Based on the NWEA 2018 fall assessment, the committee determined that the overall reading focus area is vocabulary. Vocabulary was an area of concern for 3rd, 4th, and 5th grades. As a school 74/158 (47%) of the students are considered low or below average in the area of vocabulary.

Based on the Raz Kids Assessment given in the fall of 2018, grades 1-5 had difficulty with reading comprehension. Vocabulary directly impacts the students ability to understand the materials read.

Description of Focus Area 2

Based on the NWEA 2018 fall assessment, the committee determined that the overall math focus area is computation. Five out of the six 3rd, 4th, and 5th grade classes

scored the lowest in the area of computation. The anomaly class also scored low in the area of computation. As a school 93/159 (58%) of the students are considered low or below average in the area of computation.

Based on the iReady Diagnostic Assessment given in the fall of 2018, Kindergarten through grade 5 had difficulty with number and operations. Each grade level scored the lowest in this area.

V. Collect additional data on focus areas

Additional Data Sources Collected
The committee collected NWEA data from the beginning of year assessment for the 2018 school year from grades 3-5. Additionally, the committee used the IREADY beginning of year diagnostic data from our newly adopted math series to assist in identifying a focus area for math in grades K-5.
Additional Data Collected for Focus Area 1
Description of additional data collected for focus area 1:   Students will have improved vocabulary across the curriculum.
Provide links to the additional data and/or key takeaways from data collected for this focus area: Data was collected from the following sources: NWEA Fall 2018 Assessments   Raz Kids Fall 2018 Assessments
Additional Data Collected for Focus Area 2
Description of additional data collected for this focus area 2:   Students will have improved math computation.
Provide links to the additional data and/or key takeaways from data collected for this focus area: Data was collected from the following sources: NWEA Fall 2018 Assessments   IReady Fall 2018 Diagnostic

Summary of Stakeholder Feedback Data (Title Shared decision making)			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Administration	*Example: Survey, focus group*	*Example: 54 via survey, 8 via focus group*	*Example: Embedded link to a report provided by the family survey vendor*
Classified Staff			

Certified Staff			
Parents			
Community Parents			

VI. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes
Based on the NWEA 2018 fall assessment, the committee determined that the overall reading focus area is vocabulary. Vocabulary was an area of concern for 3rd, 4th, and 5th grades. As a school 74/158 (47%) of the students are considered low or below average in the area of vocabulary. Based on the Raz Kids Assessment given in the fall of 2018, grades 1-5 had difficulty with reading comprehension. Vocabulary directly impacts the students ability to understand the materials read. Based on the NWEA 2018 fall assessment, the committee determined that the overall math focus area is computation. Five out of the six 3rd, 4th, and 5th grade classes scored the lowest in the area of computation. The anomaly class also scored low in the area of computation. As a school 93/159 (58%) of the students are considered low or below average in the area of computation. Based on the iReady Diagnostic Assessment given in the fall of 2018, Kindergarten through grade 5 had difficulty with number and operations. Each grade level scored the lowest in this area.
Conclusions from data quality check for Focus Area 1: Students will have improved vocabulary across the curriculum.
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1

Teachers will integrate content-specific vocabulary in all subject areas.		
Students will read and complete the Raz Kids quizzes to help expand vocabulary.		
Teachers will model and use ILEARN vocabulary in everyday classroom settings to familiarize the students with this terminology so that they are able to apply it in every day experiences.		

Focus Area 2
Conclusions from data quality check for Focus Area 2: Students will have improved math computation.
Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
Teachers will implement the new Ready Math series and attend professional		

development throughout the year.		
Students will participate in the iReady online math program for a minimum of 45 minutes per week.		
Students will be provided opportunities to practice fact fluency through Moby Max and/or other resources.		

School Improvement Plan Template

<u>Phases</u>

    I.   [Form a School Improvement Plan development team](#)

    II.   [Review focus areas, key findings, and root causes](#)

    III.   [Describe the school's core components to identify opportunities to address focus areas](#)

    IV.   [Select evidence-based interventions that address the school's focus areas](#)

    V.   [Design a professional development plan](#)

    VI.   [Develop a roadmap to guide implementation of the school improvement plan](#)

I.   Form a School Improvement Plan development team

SIP Development Team Members		
North Side Elementary SIP Team		
Name	**Stakeholder Group(s)**	**Role(s)**
Stephanie Leasure	School Leadership	Principal
Jamie Perlich	School Leadership	Dean of Students
Cory Headley	Staff/Family Member	Guidance Counselor/Parent
Dawn Hamlin	Teacher	Kindergarten
Jennifer Wible	Teacher	First Grade
Angie Sibert	Teacher	Second Grade
Keeley Glasper	Teacher	Second Grade
Kelli Whitney	Teacher	Third Grade
Cherri Maag	Teacher	Fourth Grade
Amanda Hayward	Teacher/Family Member	Fifth Grade/Parent
Laura Pepple	Teacher	Special Education
Suzanne Handshoe	Community Member/Family Member	Kendallville Mayor/Grandparent

Committee's Focus: Reading		
Name	**Stakeholder Group(s)**	**Role(s)**
Dawn Hamlin	Teacher	Kindergarten
Jennifer Wible	Teacher	First Grade
Cherri Maag	Teacher	Fourth Grade

Committee's Focus: Math Computation		
Name	**Stakeholder Group(s)**	**Role(s)**
Amanda Hayward	Teacher/Family Member	5th Grade/Parent

Angie Sibert	Teacher	Second Grade	
Kelli Whitney	Teacher	Third Grade	

Committee's Focus: Safe Learning Environment, Cultural Competency, Family Engagement		
Name	Stakeholder Group(s)	Role(s)
Stephanie Leasure	School Leader	Principal
Jamie Perlich	School Leader	Dean of Students

Cory Headley	Staff/Family Member	Guidance Counselor/Parent
Suzanne Handshoe	Community and Family Member	Kendallville Mayor/Grandparent

Committee's Focus: Assessment and Instruction		
Name	Stakeholder Group(s)	Role(s)
Keeley Glasper	Teacher	Second Grade
Laura Pepple	Teacher	Special Education

Committee's Focus: Curriculum and Technology		
Name	Stakeholder Group(s)	Role(s)
Stephanie Leasure	School Leader	Principal

Committee's Focus: Transition to Elementary School		
Name	Stakeholder Group(s)	Role(s)
Stephanie Leasure	School Leader	Principal
Dawn Hamlin	Teacher	Kindergarten
Suzanne Handshoe	Community and Family Member	Kendallville Mayor/Grandparent

II. Review focus areas, key findings, and root causes

If you <u>did not</u> complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See <u>CNA Phase 6</u> for resources that can help you identify these focus areas.

If you <u>did</u> complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1
Description of Focus Area 1: Based on the NWEA 2018 fall assessment, the committee determined that the overall reading focus area is vocabulary. Vocabulary was an area of concern for 3rd, 4th, and 5th grades. On average, the low and low-average scores for students were: 3rd - 29/53 (55%) 4th - 16/52 (31%) 5th - 29/53 (55%) As a school 74/158 (47%) of the students are considered low or below average in the area of vocabulary. Based on the Raz Kids Assessment given in fall of 2018, first through 5th grade students had difficulty with the comprehension-based questions. Vocabulary directly impacts the student's ability to understand the materials read. Overall, 190/276 (69%) were considered below-grade level. 1st - 17/38 (45%) 2nd - 41/78 (53%) 3rd - 39/53 (74%) 4th - 49/54 (91%) 5th - 44/53 (83%) Teachers will integrate content specific, grade-level based vocabulary in all subject areas. Students will read and complete the Raz-Kids quizzes to help expand vocabulary. Teachers will focus on listening and speaking standards to ensure students are hearing conversational vocabulary and using it in their conversations with others. Teachers will model and use ILEARN vocabulary in everyday classroom settings to familiarize the students with this terminology so that they are able to apply it in every day experiences. Teachers will incorporate vocabulary lessons within the 6+1 Traits for writing.

Teachers will use the expanded vocabulary within the Daily Cafe Model.

K-2 Teachers use a sight word base to increase student reading and writing vocabulary.

Modified Description of Focus Area 1:

Students will need to have strong vocabulary throughout their educational career. A strong vocabulary will benefit them in preparing for college or careers. Having a strong foundation in vocabulary will also help students be a confident and productive member of society.

Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
The growth target for North Side is Vocabulary.	*East Noble has not had a prescribed vocabulary component with their reading program for a number of years. Many of North Side's students come from a high poverty demographic. These students often do not come to school with large vocabularies.*
Modified description of key findings for Focus Area 1 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion

Review of Focus Area 2

Description of Focus Area 2:
Based on the iReady Diagnostic Assessment given in the fall of 2018, Kindergarten through grade 5 had difficulty with number and operations. Each grade level scored the lowest in this area.

Kindergarten- 49/51 (94%)
1st Grade - 45/48 (94%)
2nd Grade - 68/78 (87%)
3rd Grade - 47/50 (94%)
4th Grade - 36/54 (67%)

5th Grade - 46/52 (88%)

Based on the NWEA 2018 fall assessment, the committee determined that the overall math focus area is computation. Five out of the six 3rd, 4th, and 5th grade classes scored the lowest in the area of computation. The anomaly class also scored low in the area of computation. On average, the low and low-average scores for students were:
3rd - 34/53 (64%)
4th - 23/53 (43%)
5th - 36/53 (68%)
As a school 93/159 (58%) of the students are considered low or below average in the area of computation.

By implementing the new math series, using the iReady online math program, and implementing fact fluency through Moby Max and other resources, students will be able to improve the overall math NWEA computation scores by 28% by the spring of 2019.
**This means in the spring of 2019, the NWEA data will indicate that 30% or fewer students will fall within the low to low-average levels according to the NWEA math computation.

Modified Description of Focus Area 2:

Computation skills will be necessary for students as they develop. College and career bound students will need to be able to precisely computate basic math to be life-ready and productive members in their communities. Basic computation will be useful in everyday life experiences such as grocery shopping and paying bills.

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
The growth target for North Side Elementary is computation.	*North Side's previous math series was a spiral approach that did not allow for a deep understanding of material. Due to the spiral effect, students were not always required to master materials before the introduction of new information. The new math series allows for a deeper understanding of material and builds upon previous lessons. This approach is more of a stair-step approach in which students can understand, build upon, and master math concepts.*

Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion

III. Describe the school's core components to identify opportunities to address focus areas

Description of Core Component: Safe Learning Environment

1. How will the school maintain a safe and disciplined learning environment for students and teachers?
2. How will the school ensure clear expectations are communicated to students?
3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?

The North Side Elementary building is kept secure throughout each school day. All entrances are numbered and kept locked during the day. Visitors must sign in at the office before entering the building. Parents are required to "sign out" and "sign in" when picking up their children outside of the normal school dismissal times. In order to volunteer within the school or participate in field trips and events, parents and community members are required to pass a background check.

Students and staff participate in state required fire, tornado, earthquake, lockdown, and relocation drills throughout the school year. The Safety team meets two or more times per year to analyze and discuss the drills and make any necessary changes. North Side partners with local law enforcement agencies to ensure quality instruction utilizing School Resource Officers. Officer Shearer and Officer Dixon are both located just a few blocks away from the school at East Noble Middle School and East Noble High School. Officer Dixon has a K-9 who can perform dog interdictions as needed to ensure North Side is a drug free and safe environment. On a periodic basis, North Side conducts safety searches, where students will place their book bags in the hallway and Knight, the K-9 dog, will do a drug and safety search of them. Classrooms are chosen at random for the safety search to be conducted.

To ensure safe transportation for students, East Noble requires two bus evacuations per school year and the Dean of Students visits each classroom within the first two weeks of school to go over bus safety. Video cameras are installed on each bus as another safety precaution.

Students receive monthly guidance lessons in the classroom covering topics such as respect, responsibility, conflict resolution, bullying, cyber bullying, good touch/bad touch, sexual harassment, drug abuse awareness and bus/fire/bicycle safety. North Side partners with McMillen Health in Fort

Wayne to present on some of these topics.

North Side's adopted Positive Behavior Interventions and Supports (PBIS). The school-wide expectations include Respect, Organization, Achieving Goals, Responsibility and Safety (ROARS). The PBIS committee meets monthly to review and update this school-wide plan. This plan is designed with the purpose of facilitating learning and teaching of appropriate school behavior. The plan outlines clear expectations for student conduct and provides expected procedures within different areas of the building and its surroundings. A system of reteaching and consequences for behaviors is provided. Students may earn coins for great behavior which they spend at the PBIS school store monthly. Students and staff spend the first two to four weeks of school modeling and practicing the expected school-wide procedures and they revisit the practice of expectations often throughout the school year. A student handbook is provided to all families at the start of the school year. This outlines the district's expectations in the school setting to provide an orderly and disciplined safe learning environment for students. If discipline is necessary, the handbook provides the progressive disciplinary actions for specific types of behaviors.

As we know, all students are not the same and some require more specific interventions and supports to behave in an orderly fashion within the school setting. Students who require these supports may participate in the Response to Intervention (RTI) process and require interviews, observations, and surveys to complete a general education Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) which are reviewed monthly. Some students may require a behavior goal, and an FBA and BIP through an Individual Education Plan (IEP) if they qualify for special education services. These plans are reviewed at 30 or 60 day intervals.

Students not only learn academics in school, they must learn how to socially interact with others, handle conflict resolution in appropriate manners and handle emotions. These life skills allow for students to learn the required reading and math skills within our focus areas.

Gap Analysis: Safe Learning Environment	
How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment *not* help the school address its focus areas?
For Focus Area 1: If students feel safe, they are able to focus on classroom tasks, develop appropriate relationships with peers and staff, and make academic, emotional, and social growth.	For Focus Area 1: The safety plan does not address the direct standards required by the curriculum.
For Focus Area 2: If students feel safe, they are able to focus on classroom tasks, develop appropriate relationships with peers and staff, and make academic, emotional and social growth.	For Focus Area 2: The safety plan does not address the direct standards required by the curriculum.

Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
   - A description of the school's curriculum review and adoption process;
   - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
   - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
   - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

Curriculum is everyone's responsibility at East Noble School Corporation and articulates what all students should know and be able to do by grade level and content area. The curriculum is aligned to the Indiana Academic Standards. Instruction and assessment are aligned to the curriculum and are monitored by the building administrators. Teachers collaboratively design, review and revise curriculum on a yearly basis. The facilitation and coordination of this curriculum process is the responsibility of the building administrator.

All educators who teach specific content and/or grade levels are involved in the creation, review and revision of the curriculum. East Nobles policies and the Indiana Department of Education's rules and regulations are reviewed to ensure compliance. Curriculum documents are approved by the East Noble School Board. Upon approval, the documents are then made available on the corporation's curriculum website.

North Side's tier 1 instruction includes the use of Ready Math for the 60 minute math block. This is a newly adopted program and staff is being provided with multiple trainings to implement the program with fidelity. Students use iReady math, the supplemental software program for Ready math, at least 45 minutes per week to help them work on deficit areas. Teachers provide students with 90 minute uninterrupted reading blocks focusing on whole group, small group and one on one student support. Teachers utilize the Daily 5 framework for student rotations and practice support and incorporate Cafe' strategies within reading instruction. Writing includes the 6+1 Writing Traits and students participate in writing for at least 45 minutes per day.

Tier 2 instruction includes the research-based program, Leveled Literacy Intervention daily for those students who qualify. Students receive small group remediation/support through the classroom teacher and IA's to support their learning needs. Students with IEP's also receive specialized Tier 2 and Tier 3 support in areas of need through the resource teacher and special education IA's.

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources *not* help the school address its focus areas?
For Focus Area 1: The curricular resources allow staff to collaborate and work as a team to help guide and assist students based on their academic levels. Staff is able to work with students through whole group, small group, and individually by implementing appropriate vocabulary instruction.	For Focus Area 1: Due to funding cuts each year, Tier 2 and Tier 3 supports are being reduced causing less students to receive needed small group or one on one services.
For Focus Area 2: The curricular resources allow staff to collaborate and work as a team to help guide and assist students based on their academic levels. Staff is able to work with students through whole group, small group, and individually by implementing appropriate math computation instruction.	For Focus Area 2: Due to funding cuts each year, Tier 2 and Tier 3 supports are being reduced causing less students to receive needed small group or one on one services.

Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
- A description of the school's interim assessments, including the frequency with which they will be administered;
- A brief rationale for using these interim assessments;
- A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
- A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
- A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

   Per district initiatives, North Side administers NWEA to 3rd-5th graders three times a year (BOY, MOY, EOY), and to K-2nd graders two times a year (MOY, EOY). iReady Math assessments are given to K-5th three times a year (BOY, MOY, EOY). A phonics assessment is given to K-1st multiple times per year. Raz-Kids benchmarking assessments are given to K-5th three times a year (BOY, MOY, EOY), with Flight Checks throughout the year to monitor progress.

LLI reading assessments are given throughout the year based from Raz-Kids' benchmarking data to those students who qualify for Tier 2 services.

Kindergarten and 1st graders are given assessments such as Letter ID, Number ID, writing numbers to 100, and letter sounds multiple times per year.

Professional development is ongoing through analyzing data with administration. LLI training occurs with the instructional coach, and iReady Math training occurs with an iReady Math representative.

Teachers provide exit tickets and other formative assessments for the weekly standard to check for student mastery. Teachers use collaboration time to monitor student growth and plan instruction accordingly based on all of these data points.

North Side also participates in the required state assessments, IREAD and ILEARN. ELL students take the WIDA assessment and all kindergarten students and specific others participate in the CogAt assessment (high ability determination) as well.

Gap Analysis: Assessment	
How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan *not* help the school address its focus areas?
For Focus Area 1: Assessments help determine the appropriate small group and individual needs for students.	For Focus Area 1: The accuracy of the assessment results could vary depending upon poor test taking skills, rushing to complete the assessment, or other outside factors that may impact the student's ability to test effectively.
For Focus Area 2: Assessments help determine the appropriate small group and individual needs for students.	For Focus Area 2: The accuracy of the assessment result could vary depending upon poor test taking skills, rushing to complete the assessment, or other outside factors that may impact the student's ability to test effectively.

Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant student engagement?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at all Depth of Knowledge levels?

4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

North Side staff will create authentic teaching through giving students real-life situations and performance tasks in all curricular areas. Some of the way students will be engaged is through makerspace and Project Lead the Way.

Teachers will model thinking out loud and higher ordering questioning to bring out students to learn at different depths of knowledge. Students will be offered a variety of questions and performance tasks, to model and practice thinking at different levels.
Teachers have daily collaboration times to share their instructional ideas. Teachers also have the opportunity to observe other teachers teach. An instructional coach also offers time with each teacher to model or help prepare for authentic lessons.

Teachers use Notice and Note strategies, as well as CAFE strategies and the Daily 5 framework. Teachers perform running records during small group instruction, as well as comprehension checks. Raz-Kids is used to differentiate instruction for different reading levels based on the student's needs, as well as LLI small group instruction (Tier 2). The iReady Math app on students' iPads/Laptops differentiates math instructions based on students' levels. Moby Max gives students opportunities for additional math instruction. Individual needs for ELL students are met through individualized support.

Gap Analysis: Instruction	
How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction *not* help the school address its focus areas?
For Focus Area 1: The plan for instruction will help address individual student needs and will help provide students with resources to help strategize when decoding words and expanding vocabulary.	For Focus Area 1: The plan for instruction can be interrupted by various reasons including lack of instructional support, behavioral distractions in the classroom, and unplanned drills and convocations.
For Focus Area 2: The plan for instruction will help address individual student needs and will help provide students with resources to help strategize when computing mathematical equations.	For Focus Area 2: The plan for instruction can be interrupted by various reasons including lack of instructional support, behavioral distractions in the classroom, and unplanned drills and convocations.

Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
- A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
- A description of how teachers and staff will learn about students' cultures;
- A description of how teachers and staff will utilize resources in the students' communities;
- A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
- A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

As part of our school improvement process, North Side has identified the various cultural groups that are members of our overall school population. Through professional development we have examined ways to increase our awareness of the needs of these groups. We have also implemented strategies to address the needs of these groups.

Cultural Groups	Needs	Strategies
Socio-Economic	More academic support Parenting Skills Community Resources	Early Intervention (K-2) Breakfast Program Eye Care Assistance Knight's Kloset Boomerang Backpacks Fluoride Full time Counselor New Pre-School Program

Ethnic	Sense of Belonging More Academic Support Cultural Awareness	Sensitivity to ethnic groups in library and classroom materials Early Intervention ELL support/small group instruction
Faith	Sense of Belonging	Sensitivity to faith groups in library and classroom materials Prayer
Physical	Handicap Accessibility Additional Services	Modify building to meet student needs Occupational, Physical, and Speech Therapists School Nurse
Exceptional Learners	Modification or Accommodation of Classroom Materials	Special Education COOP Services Teacher Training State Developed units
Gender	Differentiation of classroom materials	Teacher Training

Chronically Absent Habitually Truant	Academic support Sense of Belonging/Adult Bonding Parenting Skills Community Resources	E-mailing Assignments/Phone calls and home visits checking up on the student Assign a Mentor Staff Member Boomerang Backpacks Fluoride Full time Counselor

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan *not* help the school address its focus areas?
For Focus Area 1: The cultural competency plan allows for the staff to be accepting of various cultures and to be able to learn about and celebrate. This will allow staff to include new vocabulary into lessons.	For Focus Area 1: The cultural competency plan can be altered to fit vocabulary needs across the curriculum.
For Focus Area 2: The cultural competency plan allows for the staff to understand the differences in student learning styles based off of gender, student previous experiences (background knowledge), and attendance.	For Focus Area 2: The cultural competency plan does not focus on the importance of computation.

Description of Core Component: Family Engagement (Title)

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?

4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Parent participation comes in all different forms at North Side Elementary School. We have the same consistent small group of parents that come each month to our PTO meeting and help with donating time with functions. Although parent participation is limited in the physical aspect, parents have numerous ways to communicate and be informed of daily events and happenings, including academics and daily citizenship. These means of communication include:

·   School Messenger

·   Classroom newsletters

·   Facebook

·   Twitter

·   School Websites

·   Emails

·   Phone calls

·   Text messages

·   SeeSaw

·   Class DoJo

·   PTO sponsored events

·   Music Programs

·   Student Showcase event (each trimester)

School-Parent Compact:

> We, the North Side School community, establish this compact in order to develop a clear understanding of the shared responsibility in helping students attain the Indiana State academic standards. We believe that students will benefit as a result of the positive relationships between

schools, parents, and students.

School Responsibilities   (Principal, teachers, and support staff)
- • Maintain and foster high standards of academic achievement.

- • Provide a supportive and effective learning environment.
- • Provide differentiated and small group instruction to meet individual needs.
- • Use assessment to guide instruction.
- • Inform parents of their child's progress frequently through reports & conferences.
- • Staff will discuss and distribute the Parent Compact during Parent conferences & make available on school website.
- • Have high expectations for myself, students, and other staff.
- • Provide parents with school and teacher contact information.
- • Provide meaningful opportunities for parents and families to be involved at school.
- • Provide high quality instruction in addition to that received in the classroom.
- • Maintain collaborative partnerships with parents & teachers.
- • Provide literacy materials & training opportunities for parents.
- • Utilize technology opportunities to engage students.
- • Inspire, Engage, Empower!.

Parent Responsibilities
- • Spend time reading, writing, listening and talking with your child each day.

- • Read and respond to school communication (newsletters, email, phone calls & school websites).
- • Provide my child with a quiet study place, as well as important basic needs.
- • Monitor my child's homework and attendance.
- • Limit my child's time on electronic games and television.
- • Attend school conferences and take advantage of volunteer opportunities.

- Read & sign agenda daily (grades 1-5) to verify homework is complete (K-2 read books in colored reading bag).
- In Kindergarten, check homework folder & return to school the next day.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day, or my e-learning, and ask for help when I need to.
- Be a willing learner who believes in my own abilities.
- Be a person of good character, following ROARS and a responsible digital citizen every day.
- Read at least 10 minutes X my grade level (ex. 2nd = 20 minutes) every day outside of school time.
- Give to my parents or the adult responsible for me, all notices and information received by me from my school every day.

_____ _____ _____

School   Parent(s) **   Student

Parent contact information
phone;_____email_____

Gap Analysis: Family Engagement	
How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan *not* help the school address its focus areas?
For Focus Area 1: Family engagement helps encourage students to be productive members of the	For Focus Area 1: Family engagement varies from household to household. Some students may not receive

classroom. Parent engagement can also help enhance and expand student vocabulary.	engagement and support from their family.
For Focus Area 2: Family engagement helps to support and encourage students to improve on their computation skills not only in the classroom, but at home and in society.	For Focus Area 2: Family engagement will vary from household to household. Some students may not receive support through their family and need more support in the school setting.

Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

The East Noble School Corporation, as well as North Side Elementary School, recognize and realize the future success of our students lies within the numerous opportunities available with the use of current and future technological skills. North Side Elementary School, along with the entire East Noble School Corporation, is currently a one-to-one learning environment. All K- 4 students have access to an iPad and can take them home every night; and all students in grade 5-12 have a laptop which are also taken home each night.

Students are to use devices across subject areas. All staff are to use technology in their lessons as well as have students apply the skills learning throughout all curricular areas. We want our students to be able to keep up in a technology driven world.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan *not* help the school address its focus areas?
For Focus Area 1: The school technology plan helps students access a variety of resources. Students are able to access academic supports and to search the web for additional resources.	For Focus Area 1: The school's technology plan does not always help address the focus area and cannot be the sole supporter of expanding vocabulary.
For Focus Area 2: Students can access apps and software programs such as Moby Max and iReady to support computation.	For Focus Area 2: Technology cannot be the sole supporter of computation skills for students, they must experience activities and problem solving through handwritten and kinesthetic

	assignments.

Description of Core Component: Transition to Elementary School **(for elementary schools only) (Title)**
Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education. 1. How will the school assist preschool students with the transition to elementary school?
North Side Elementary School is one of two East Noble elementary buildings that has a general education preschool. We offer pre-school to four and five year old students. Our preschool teacher attends all collaborations and as a stakeholder, places her feedback in our decisions we make as a building. The preschool teacher sets goals for each and every student and has regular data log meetings to make sure students are meeting their goals. Preschool curriculum is created using the state standards. Formative and Summative assessments are given to preschool students as well.
Gap Analysis: Transition to Elementary School

How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports *not* help the school address its focus areas?
For Focus Area 1: Providing student's the school experience at age 4 and 5 before entering kindergarten will expose them to the understanding of letters and sight words. This allows students to build a foundation for future vocabulary.	For Focus Area 1: Preschool has to limit the number of students which does not allow all students exposure.
For Focus Area 2: Providing student's the school experience at age 4 and 5 before entering kindergarten will expose them to the understanding of digits, numbers and one to one correspondence in math which are the foundational skills needed for computation.	For Focus Area 2: Preschool has a capacity of 12 students per class which eliminates many children from participating in the preschool experience before entering kindergarten,

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1
Summarize the strategies from the core components in SIP Phase 3 that address this focus area: By incorporating the safe learning environment, curriculum, assessment, instruction, cultural competency, family engagement, technology, and transition to elementary the North Side staff is working to improve and expand student vocabulary in the classroom, at home, and in the community. Through the use of classroom instruction, technology, and family engagement students are able to learn strategies and practice skills related to expanding their vocabulary. North Side has added a pre-school program that will allow students access to materials before entering kindergarten. This program will help build a foundation for letter and sight word recognition. Assessments will help determine student growth and will help staff determine appropriate steps when teaching in whole group, small group, and individual settings.
Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components: Students may receive varied support from household to household. Family engagement may not support the student or the strategies that have been taught at school. If students are unable to attend a pre-school due to limiting numbers, they could potentially be behind in letter and sight word recognition. Technology may not always address the focus areas and cannot be the sole supporter of expanding vocabulary.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

North Side teachers are focusing on the CAFE Menu-Expanded Vocabulary, the 6+1 writing traits, and the Notice and Note strategies to help address the vocabulary needs. Students are also using Raz Kids to help connect vocabulary and reading comprehension. Teachers will also focus on the iLearn assessment vocabulary to help students identify terminology and expectations.

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

By incorporating the safe learning environment, curriculum, assessment, instruction, cultural competency, family engagement, technology, and transition to elementary the North Side staff is working to improve computation in the classroom, at home, and in the community. Through the use of classroom instruction, technology, and family engagement students are able to practice their computation skills and understand it's relationship in mathematical concepts. North Side has added a pre-school program that will allow students access to materials before entering kindergarten. This program will help build a foundation for recognizing numbers, understanding them and building a one to one correspondence. Assessments will help determine student growth and will help staff determine appropriate steps when teaching in whole group, small group, and individual settings.

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

Students may receive varied support from household to household. Family engagement may not support the student or the strategies that have been taught at school. If students are unable to attend a pre-school due to limiting numbers, they could potentially be behind in number recognition and one to one correspondence. Technology may not always address the focus areas and cannot be the sole supporter of understanding and practicing computation of numbers.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

North Side teachers are focusing on incorporating the new Ready Math series in the classroom and using the supplemental software program iReady to help student's deficit areas. Staff will continue to work on fact fluency while providing computation practice during every day math concepts/practice.

V.   Design a professional development plan

Please complete this section of the SIP using this template, the template provided below, or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

Professional Development Plan

Set Goals

Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.

PD Goal #	Goal Description	Goal Rationale
1	Provide ongoing learning for staff in reading/writing with a focus on student vocabulary.	Staff need to stay on top of the best research-based strategies on vocabulary instruction so that students may expand their vocabulary which will in turn improve their comprehension of text.
2	Provide ongoing learning for staff on the new math series, Ready Math so teachers may incorporate it into the classroom with fidelity.	The new math series is focused on computation as part of the learning process and not a separate entity. Staff need ongoing training so they may implement this new program with fidelity to see high student results.

Professional Development Offerings

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Refresher on Daily 5 and Café – particularly expanding student vocabulary	Continued support in current research-based strategies for teaching vocabulary
2	Introduction to the new math series, it's set-up and resources.	Continued training by the Ready Math trainer throughout the school year total of four sessions. Continued support from administration and instructional coach in implementing Ready Math with

		fidelity.

<table>
<tr><td colspan="3" align="center">Professional Development Resources</td></tr>
<tr><td colspan="3">For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.</td></tr>
<tr><td>PD Goal #</td><td>Resources Needed for Initial PD</td><td>Resources Needed for Follow-up PD to Support Implementation</td></tr>
<tr><td>1</td><td>Daily 5/Café professional books, access to the Café strategies menu</td><td>ILEARN vocabulary (item specifications), Café terminology</td></tr>
<tr><td>2</td><td>Ready math teacher editions, student books, additional resources</td><td>Ready math teacher editions, student books, additional resources</td></tr>
<tr><td colspan="3" align="center">Professional Development Evaluation</td></tr>
<tr><td colspan="3">For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.</td></tr>
<tr><td>PD Goal #</td><td>Method(s) for Measuring PD Impact</td><td>Plan for Measuring PD Impact</td></tr>
<tr><td>1</td><td>Formative assessments, Raz-Kids, NWEA, progress monitoring</td><td>Analyzing student's formative assessments, MOY and EOY NWEA and Raz-Kids data, looking at progress monitoring along the way</td></tr>
<tr><td>2</td><td>Formative assessments, Unit tests, NWEA, iReady program</td><td>Analyzing student's formative assessments, looking through the unit tests and remediating if needed, looking at MOY and EOY NWEA data, and analyzing the iReady math reports to see student progress</td></tr>
</table>

VI.   Develop a roadmap to guide implementation of the school improvement plan

Please complete this section of the SIP using this template or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 6.

Completed on Excel spreadsheet provided by the DOE.