

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Sunman Elementary School
Local Education Agency Name	Sunman-Dearborn Community Schools
School Year	2020-2021

Comprehensive Needs Assessment Template

Phases

- 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		
Name	Stakeholder Group(s)	Role(s)
Anita Parsons	Family/Community	Parent
Stephanie Schomber	Staff	Kindergarten Teacher
Emma Davis	Staff	1st Grade Teacher
Monica Balash	Staff	2nd Grade Teacher
Christy McBride	Staff	3rd Grade Teacher
Jamie Ball	Staff	4th Grade Teacher
Lucinda Campbell	Staff	5th Grade Teacher
Kizzandra Becker	Staff	Special Educator
Sarah Carr	Staff	K-5 Art
Thomas Barnett	MTSS & 504 Coordinator	Counselor
Pamela Guilliams	Building Administration	Principal
Jeanie Walters	TITLE I	Teacher
Committee's Domain of Study: Special Education Scores		
Name	Stakeholder Group(s)	Role(s)
Jessie Miller	Staff	Special Educator
Thomas Barnett	MTSS & 504 Coordinator	Counselor
Pamela Guilliams	Building Administration	Principal
Jeanie Walters	TITLE I	Teacher

Committee's Domain of Study: District Review Team

Name	Stakeholder Group(s)	Role(s)
Dr. Andrew Jackson	District Administration	Superintendent

Vision of Excellence

Sunman Elementary is an organization that strives to lead students to achieve educational and personal growth. Students are provided with: a safe learning environment, opportunities to participate in the arts, technology enhanced lessons, and data driven differentiated instruction.

The aspiration for all students is to develop into lifelong learners and socially responsible citizens. Students are expected to work towards personal growth by actively participating, collaborating, and critically thinking.

Teachers, staff, and district leaders work together to provide a safe and challenging environment which facilitates academic engagement and improvement. This is achieved by following the district's mission and vision as outlined in the strategic plan. In order to see improvement and engagement among students and teachers, the administration and district leaders facilitate the development of the school through committees of focus, book studies, and professional development opportunities. Teachers at Sunman Elementary School strive to create warm and inviting classrooms that encourage the education of the whole child. All classrooms post child friendly objectives and make reference to these throughout the school day. Objectives are rigorous, measurable, and based upon Indiana's Academic Standards. Teachers also plan and use evidence based instructional strategies to teach these standards. Additionally, teachers make adjustments to instruction based on summative and formative assessment data. Instructional assistants are directly involved in classroom instruction, leading small groups, checking for understanding with students, and instructing students in guided practice throughout the day. Continuous improvement is insured by the administration's devotion to the district's strategic plan, as well as the school's vision, "It's not how much we know, it's how much we can grow."

Partnerships and collaborations to support the school's continuous improvement:

- Parents- P.A.W.S., parent volunteering
- Counseling- Community Mental Health Center, One Community One Family
- Curriculum- Corporation Elementaries, Local Community School Corporations
- Community- Local Businesses, Department of Child Services
- Technology- Corporation Guiding Coalition, 5Star
- Health Services- Margaret Mary Health, Lions Club, Mobile Dentist, Gleaners Backsack
- School Safety- Sunman Rural Fire Department, Margaret Mary Health, Dearborn County Sheriff's Department, Highpoint Health, Indiana State Police, Coalition for Red Ribbon Week, Ripley County Safety Committee

Measures for Success:

Elements	Sources of data and evidence
Safe, orderly environment	<ul style="list-style-type: none">● PBIS: ROARS● 2 School Safety Specialists● SROs● Discipline referrals● Bus referrals● Expulsion/suspensions● Survey
Mastery of academic skills	<ul style="list-style-type: none">● Scores on state assessments● IREAD pass rate● F&P Growth● K-5 Data Walls
Productive citizens and Lifelong learners	<ul style="list-style-type: none">● Attendance/truancy● Tardiness● PBIS: ROARS● Student Council● Extracurricular participation

III. Create a school profile

School Profile

Sunman Elementary School is located in Sunman, Indiana on Highway 101. The building opened in 1961 as a 7-12 Junior/Senior High School. In 1973, the building was remodeled and converted from a high school to the current Sunman Elementary. The school has experienced three construction projects since becoming an elementary school. A six-room addition was completed in 1979, and the building was air conditioned in 1994. In 2002, a ten classroom addition and total renovation occurred. The addition included four kindergarten classrooms suitable for all-day kindergarten and six general elementary classrooms. The renovation included the construction of an expanded Media Center, additional administrative areas, and expansion of kitchen and cafeteria areas. The entire building was fitted for the most current technology as well. In 2020, the building was reorganized to include the Sunman-Dearborn Special Education offices in the 2002 wing of the building. The S-DCS Board of Trustees approved a corporation-wide building improvement proposal, which will provide SES with over 4 million dollars worth of improvements over the next 3+ years..

The current enrollment is 320 full-time students in kindergarten through fifth grade. The school currently houses two sections of kindergarten, three sections of first grade, two sections of second grade, three sections of third grade, three sections of fourth grade and three sections of fifth grade. Approximately 10% of current students are enrolled in the Sunman-Dearborn Online Academy. The school employs 27 certified staff members and 27 non-certified members. Sunman Elementary offers the following services and programs:

- Full-time elementary guidance counselor
- Full-time Library Supervisor
- Four special education teachers providing for the needs of the mildly mentally disabled, learning disabled, emotionally disabled, and communication disabled
- Full time teachers serving the areas of Visual Arts, Music, and Physical Education
- Full-time Remedial Math Teacher and Full-time Remedial Reading Teacher through Title I
- Full-time School Nurse
- Title I services to students in grades K-5
- Prime Time instructional assistants in K - 5 classrooms
- Title III Instructional assistant to assist identified English Learners

Additionally, students have access to technology via individually assigned chromebooks. All computers function on a school-wide network that supports software as well as internet access. A full-time corporation computer staff keeps the network updated, assists with specific software application and troubleshoots problems with the network or on individual machines through the use of an online ticket submission system.

The playground facilities include safety-surface play equipment, a shelter house, baseball diamonds, football fields with scoreboard, and soccer fields. These areas are utilized by the community throughout the specific sports seasons. Sports leaders have constructed

concession stands and storage facilities on the site to meet the needs of sports enthusiasts after school hours. Three port-a-lets provide for bathroom needs during outdoor after school activities. A 20-station physical fitness trail is part of an outdoor education lab and arboretum located behind the school building. The fitness stations are located on a 600 meter trail beginning behind the school, winding through the 10 acre woods and finishing back at the start of the trail. The outdoor lab contains a learning station and two areas with four picnic tables for use as an outdoor classroom.

The physical community of Sunman Elementary consists of the town of Sunman and the immediate surrounding rural areas of Ripley and Dearborn Counties. All students are transported by school bus to the building or by private vehicle. No students are allowed to walk to the school due to safety issues.

Vision

Surpassing expectations and inspiring excellence in every student, every day.

Mission Statement

It's not how much we know. It's how much we can grow.

Corporation Mission:

Our mission is to provide a safe, innovative, and challenging environment designed to prepare students for their futures through Stewardship, Data-Driven Decision Making, Collaboration, Shared Leadership, and Commitment.

Core Beliefs or Core Values

Corporation Values:

Stewardship- We serve students by being good stewards of the public resources and making all decisions in an honest, ethical, and transparent manner.

Data Driven- We serve students by using data and research to set high goals, maintain high expectations, make informed decisions, and strive for continuous improvement.

Collaboration- We serve students by collaborating to develop learning opportunities that coordinate activities K-12, home to school between and across all programs.

Shared Leadership- We serve students by maintaining high expectations for every staff member and student to accept responsibility for their own growth, learning results, and behavior.

Commitment- We serve students by our commitment to provide the most relevant, innovative, safe, and challenging climate that prepares students for their future goals.

Student Demographics

While Sunman Elementary is still below the state average for free/reduced lunch recipients (47%), at 42.6%, Sunman Elementary is significantly above the Sunman Dearborn Community School Corporation average, which is 22.9%. This divergence indicates a cultural difference that must be addressed by Sunman Elementary School's Improvement Plan. Another demographic group that requires attention is the special education subgroup. These students consistently score below the state average, and a greater percentage of this subgroup do not pass either portion of the ILEARN test than the school total. Additionally, 20.5% of the student population is identified as students with disability. This is approximately 5% higher than the state percentage, 15.3% state.

Detailed demographic data for Sunman Elementary can be found [here](https://bit.ly/329jo2g). <https://bit.ly/329jo2g>

Staff Demographics

The Sunman Elementary Staff are a dedicated group of professionals who bring a variety of talents, experiences, and expertise to the team.

Specific data regarding staff demographics may be found [here](https://bit.ly/329jo2g). <https://bit.ly/329jo2g>

Student Behavior

The staff of Sunman Elementary School is committed to providing a safe and secure learning environment. Students and their parents/guardians are fully aware of the school's policies, procedures, and code of conduct. The parent/guardian of each student is given access to the school's Student Handbook at the beginning of the year. Within the handbook, specific behavioral guidelines and disciplinary procedures are clearly described. At the beginning of the school year and throughout the year, students review the PBIS: R.O.A.R.S. expectations. Furthermore, school personnel are trained in classroom management strategies, designed to prevent and effectively respond to student misconduct. Specific procedures for professional staff are outlined in the Staff Handbook, which is updated and annually distributed to all staff at the beginning of the school year.

Classroom teachers, the physical education teacher, and the school counselor work closely to provide ongoing guidance lessons that incorporate corresponding health curriculum objectives. Topics, such as resisting drugs and violence, personal goal setting, and physical wellness are addressed with students.

All doors of the school are locked and admittance to the school requires recognition by school personnel. Upon entry, visitors are required to register at the office and wear a name tag while moving throughout the building. School and corporation personnel wear identification tags while in the building.

Specific data regarding student behavior may be found [here](https://bit.ly/329jo2g). <https://bit.ly/329jo2g>

Student Academic Outcomes

During the previous year, student outcomes related to the broader schoolwide goals related to academic growth and achievement were:

Goal 1: All Sunman Elementary students will achieve competency in English/Language Arts.

Measurable Objective 1: By the end of the school year 100% of ELA teachers will be utilizing formative assessment data to facilitate mastery of ELA content in order to increase ILEARN proficiency from 60.1% to 80%.

Goal Update: UNKNOWN, as ILEARN was not conducted in the Spring of 2020, due to the pandemic.

Goal 2: All Sunman Elementary students will improve competency with Mathematics.

Measurable Objective 1: By the end of the school year 100% of Math teachers will be utilizing formative assessment data to facilitate mastery of Math content in order to increase ILEARN proficiency from a school average of 60.6% to 80%.

Goal Update: UNKNOWN, as ILEARN was not conducted in the Spring of 2020, due to the pandemic.

Goal 3: All Sunman Elementary students will work towards regular attendance.

Measurable Objective 1: By the end of the school year 100% of teachers will participate in more than one school-wide initiative aimed at improving parent engagement in order to increase ELA and MATH ILEARN proficiency from 60.4% to 80%.

Goal Update: UNKNOWN, as ILEARN was not conducted in the Spring of 2020, due to the pandemic.

Detailed information is available [here](https://bit.ly/3oSv2NT). <https://bit.ly/3oSv2NT>

Summary of Current School Improvement Strategies

Our School Improvement Plan was completed with the assistance of our school School Improvement Team. The team is made up of classroom teachers, special area teachers, special education teachers, and the president of our parent organization, Sunman Tiger PAWS. The Tiger PAWS president serves in an advisory role and reviews the goals and strategies developed for overall school improvement. The SIP team receives input from the other leadership committees in the school. The Data Committee breaks down assessment data to assist us in determining a goal. The Advisory Council provides input on professional development needed for instructional staff. Also, the Technology and Curriculum Committee provide input on curricular changes as issues develop in achievement gaps.

The groups represented include classroom teachers, special area teachers, classroom teachers, administration, counselor, the teacher's association and parents. As described previously, other leadership committees provide input based on data, curriculum, technology, and achievement gaps.

The finalized school improvement plan is posted on the school website, available on the staff shared drive, and by paper copy in the office if requested. The school improvement goals are reviewed at each staff meeting as the first agenda item. As new goals are drafted with input from other leadership groups within the school, new goals and achievement measures are discussed. When draft goals are ready, they are presented at a staff meeting.

Summary of Core Curricula

The Sunman-Dearborn Community Schools Corporation has officially adopted the use of the Indiana Academic Standards as the focus for all instruction. Textbooks are adopted that are the best instructional fit to these standards. Exhaustive curricular reviews and modifications are made every six years prior to textbook adoption. The state guidelines for textbook adoption are followed and committees are comprised of parents, teachers, community members, and in some cases students.

Mastery of the Indiana Academic Standards is targeted by the utilization of emotional hooks, specific procedures and agendas, emotionally and physically safe environments, real-life experiences, active learning, target talk, modeling, learning clubs, cooperative learning, etc. The instructional process is modified to meet the needs of students who display the variety of learning styles identified in the Multiple Intelligences Assessments utilized by the staff. Collaboration is required between and among the grade levels to ensure that a proper scope and sequence of instructional opportunities exist and match the curricular objectives/standards. All instruction is connected to and integrated throughout the curriculum.

Special-area teachers also collaborate with classroom teachers, and each other, to connect their standards with the academic curriculum. They have coordinated grant proposals, parent communications, family nights, and cross-curriculum activities, etc. to best facilitate student learning.

The Indiana Academic Standards have been organized into a meaningful, conceptually designed curricular framework. Grade level teachers continually modify and enhance their instructional program in their integrated yearlong plan.

Summary of Formative and Summative Assessments

Sunman Elementary School utilizes a number of assessments to evaluate students' academic and behavioral status and progress. Academic assessment data is used by school personnel to plan subsequent on-grade level, remedial, and enrichment instruction. Behavioral data is used by school personnel to assist in behavioral interventions, including attendance. Below is a list of academic assessments used by subject and grade level.

Subject: English/Language Arts - Interim and Formative

Phonemic awareness survey and progress monitoring (K-3); benchmark and running records (K-2); end-of-unit textbook assessments (1-5)

Subject: English/Language Arts - Summative

Normed assessment (NWEA) for fall, winter, and spring (3-5); IREAD-3, ILEARN (3-5), F&P (K-2)

Subject: Mathematics - Interim and Formative

End-of-chapter textbook assessments (K-5), daily exit tickets, math minutes

Subject: Mathematics - Summative

Normed assessments (NWEA) for fall, winter, and spring (K-5); ILEARN (3-5)

Academic Enrichment - High ability Assessments

Normed aptitude assessment (CogAT) (administered K, 3, and 5)

Behavioral

Behavior is tracked through the acquisition of DoJo Points (+) and ROARS Reminders (-). A variety of behavioral assessments are used to assist classroom teachers and support personnel. When necessary, data from these assessments may be used as part of the functional behavior assessment process.

Summary of Academic Intervention and Enrichment Programs

The staff at Sunman Elementary School believe all students should learn at high levels. This entails meeting the diverse learning levels and needs of all students through a comprehensive multi-tiered system of support (MTSS). To this end, Tier 1 instruction is differentiated by classroom teachers, taking into consideration content, the process by which students will learn the content, and the outcomes (products) expected of students. When students require additional assistance to master content or demonstrate the need for a deeper understanding of content, classroom teachers collaborate with one another and specialized instructional support personnel. The need for remedial and advanced instruction is determined by continuously monitoring student performance data. Using criteria set forth by the MTSS plan, Tier 2, and more extensive Tier 3 supports are provided for students as necessary. Examples of support offered at these levels include, but are not limited to, Title 1 instruction, high ability clustering, and special education services.

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

In addition to the intervention and enrichment programs noted above, Sunman Elementary School provides a range of schoolwide programs to foster the academic and social/emotional growth of all students. Programs offered include: Homework help for ESL students; Makerspace Club which is open to 18 K-5 students and incorporates science, technology, engineering, and math concepts in project-based exploration; Kindergarten Jumpstart which is typically offered during the month prior to the beginning of school for incoming kindergarten students who demonstrate a marked lack of school readiness skills on the spring test for kindergarten readiness; and, the Sunshine Club time is built into the 4-5 schedule to provide time for focused remediation. Other programs for students include: Art Club, Chorus, Ukulele Club, GOTR, Good News Club, and Scouts. Due to the pandemic, it may be that not all of these extracurriculars will be initiated for the 2020-2021 school year.

New to SES this year is a latchkey program, TIGER Town. Due to the fact that the only local daycare closed, families reached out to see if a program could be provided. With funds from the Safe Haven Grant, the latchkey has been made available to SES Families. Currently 15 students regularly participate in varying degrees. The feedback from families has been positive, thus far.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Sunman Elementary School's recruitment, selection, induction, and retention procedures are in place to ensure high quality staff members are obtained and retained.

Recruitment: Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.

Selection: The principal creates a rubric, prior to selecting applicants to interview. Next, the principal involves teachers and support personnel (as appropriate) in conducting interviews and making initial selections. Upon successful completion of the interview, a comprehensive background check and reference checks are conducted for the highest rated candidates. These individuals may be asked to interview a second time with the principal, prior to being recommended for employment to the school board.

Induction: The Sunman-Dearborn Community Schools Corporation provides a welcome and initial training for newly employed staff. During this, procedural matters (e.g. payroll, benefits, etc) are explained. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, access to school beyond the school day, etc.). New teachers are a part of a New TIGER Academy, which provides ongoing coaching and support. In addition to providing support in the employee's professional performance, the New TIGER Academy provides ongoing emotional support and guidance.

Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Sunman Elementary School. The principal intentionally works to cultivate and maintain a positive school culture, centered on these factors. Examples of celebrations and recognitions include: posts on social media highlighting efforts; Chamber of Commerce teacher-of-the-year recognition; recognition of staff for program development and awarded grants via social media, and celebrations for individual and/or group accomplishments during staff meetings.

Summary of Teacher and Staff Professional Learning Opportunities

Teacher and staff development priorities are identified as a direct result of data analysis. A guiding principle for professional development is that initiatives be focused, measurable, and include ongoing, job-embedded support. Most recently, professional development has pertained to implementing the teacher rubric, brain breaks and zones of regulation, and implementing MTSS.

Modes of PD include: online book club via Google Classroom, after school staff meeting/training, grade level collaboration, and off-site training.

With regards to social/emotional support, student behavior, and cultural competency, professional development initiatives are rooted in the school's commitment to maintaining a climate and culture where safety and equity for all are the cornerstone of the climate. At present, Sunman teachers are working to incorporate the Zones of Regulation language, SEL Lessons, as well as brain breaks.

Summary of Teacher and Staff Coaching and Evaluation Model

A priority for Sunman-Dearborn Community Schools is to empower teachers to continuously refine and improve their professional practice. Teachers work collectively as collaborative teams to identify grade level priorities based on student performance data. Together, these create priorities from which individual and school wide goals are developed. With the school's vision as the focal point at all times, staff collectively commit to teaching practices and an educational environment that promotes high levels of learning for all students.

S-DCS Evaluation Tool:

Domain 1: Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Domain 2: Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Domain 3: These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Observations

(3) 15-20 minute observations according to the following timeline:

Observation 1 Unannounced before October 30, 2020

Observation 2 Unannounced between November 1 and December 18, 2020.

Observation 3 Unannounced between January 4 and April 15, 2021.

Observations will be submitted via Pivot and shared with the teacher within two (2) school days. For example, if a teacher is observed on Monday, the observation will be available in Pivot by 4:00 PM on Wednesday. If a teacher is observed on Friday, the observation will be available by 4:00 PM on Tuesday (assuming school is in session on Monday).

Observations cannot be less than fifteen (15) schools days apart to allow for sufficient time for the teacher to adjust instruction according to the most recent observation, if needed. Additional observations can be conducted on an as-needed basis for any teacher who is not performing at an effective or highly effective level at the administrator's discretion.

All teachers will be held harmless on final Teacher Effectiveness Rating (TER). In effect, the 2020-2021 TER score will be the 2018-2019 TER score since the 2019-2020 TER score was held harmless from the 2018-2019 school year. Any teacher requesting a new TER score can do so. Teachers requesting a new TER score will be evaluated per the original plan including timeline and unannounced observations and weighting listed below.

Weighting

Domain 1 - No weight

Domain 2 - 85%

Domain 3 - 15%

Final Summative Rating

TER - 80%

School Grade - 20%

Final Summative Rating Categories

Highly Effective 3.5 - 4.0

Effective 2.5 - 3.49

Improvement Necessary 1.75 - 2.49

Ineffective 1.0 - 1.74

Summary of Key Family and Community Engagement Strategies

One of the responsibilities of the School Improvement Team is to coordinate family engagement and outreach.

At present, communication occurs via:

The school website which includes timely information (e.g. school calendar, scheduled events, and the monthly breakfast/lunch menus) and references to specific information, such as the

Family/Student Handbook, teacher pages, staff contact information, and programs (e.g. High Ability, Title I);

Family/Student Handbook which is distributed in electronic form to all families at the beginning of the year or upon enrollment;

Personal telephone contacts (telephone calls and email) by staff to discuss students' successes and matters of concern regarding students' academic progress and/or behavior;

Parent-Teacher Conferences, which are held in the fall for all students and in the spring, as necessary to discuss student academic concerns, state testing results, and summer school enrollment;

Progress reports, which are distributed every nine weeks, with interim reports distributed each mid-term.

At present, current family activities include:

Due to the current pandemic, these activities are subject to change or cancellation.

Annual parent meetings, held in the fall, for the Title I and High Ability programs;

Monthly PTO meetings, convened by PAWS (People at Work for Students) officers;

PAWS-sponsored events, such as the Square Dance and a twice a year breakfasts;

Title 1 Family Fun Night, where families work with staff to learn about rigorous Mathematics and E/LA standards (including process standards) through engaging activities; and

Art Show/Science Fair, when families view art from all grade levels and observe K-5 Science Fair Projects.

List of Community Partnerships

Partnering with community stakeholders is an important component of Sunman Elementary School's Vision of Excellence. The staff believes that a continuous, collaborative relationship enables the school and community stakeholders is vital for understanding the needs and demands in the school, community, and workforce. Additionally, local agency support is critical to meet the needs of families and students who find themselves with personal struggles.

Partnerships and collaborations to support the school's continuous improvement:

- Parents: P.A.W.S., parent volunteering
- Counseling- Community Mental Health Center, One Community One Family
- Curriculum- Corporation Elementaries, Local Community School Corporations
- Community- Local Businesses, Department of Child Services
- Technology- Corporation Guiding Coalition, 5Star
- Health Services- Margaret Mary Health, Lions Club (suspended for 2020-2021 school year, due to the pandemic), Mobile Dentist
- School Safety- Sunman Rural Fire Department, Margaret Mary Health, Dearborn County Sheriff's Department, Highpoint Health, Indiana State Police, Coalition for Red Ribbon Week

Identify focus areas

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

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

ISTEP+/ILEARN ELA Historical School Percentages

2015-2016	2016-2017	2017-2018	2018-2019
67.7	62.6	58.2	49

ISTEP+/ILEARN MATH Historical School Percentages

2015-2016	2016-2017	2017-2018	2018-2019
64.5	59.5	59.1	57

ISTEP+/ILEARN ELA Subgroup- Special Education Historical Percentages

2015-2016 3/4/5	2016-2017 3/4/5	2017-2018 3/4/5	2018-2019 School/IEP/State IEP
37/20/18	24/20/17	31/13/7	3rd- 47/23/20 4th- 46/23/18 5th-54/13/15

For the 2019-2020 school year, 20.5% of the student population was identified as students with disability. This is approximately 5% higher than the state percentage, 15.3% state.

Master academic skills and Demonstrate growth & achievement

- State assessment overall proficiency for ELA and Math has declined over the last 4 years
- 2018-2019 ILEARN overall proficiency for ELA and Math is at state averages, though the state averages dropped with the implementation of the ILEARN adaptive test.
- ILEARN proficiency for ELA and Math Special Education is at state average for the subgroup of Special Education, with the exception of 5th grade ELA.
- ILEARN ELA Subgroup: Special Education (Specific Learning Disability) have had the lowest proficiency rate for the last 3 yrs.

Survey results:

- The highest scoring item with 94% agreeing/strongly agreeing was: The curriculum at my school is based on clearly defined standards for student learning.

The lowest scoring items were:

- My school creates the conditions that support productive change.
- Assessments of student learning at my school are aligned with both clearly specified and appropriate achievement expectations. 21% disagree
- Assessments at my school are developed using a method which accurately measures the intended goals for student achievement. 18% disagree
- Assessments at my school are specifically designed to serve the instructional purposes specified by the users of the assessments. 12% disagree

Description of Focus Area 1

English Language Arts: Special Education

The SES ILEARN scores reveal a lack in student achievement and in ELA state assessment scores. Proficiency scores have not shown significant growth over the past three years, but rather have declined. The subgroups of concern are students with IEPs- specifically those who have the eligibility under Specific Learning Disability. These assessments show student proficiency scores have fallen below the overall state average over the last three years. Data reveals a lack of consistent instructional strategies to practice ELA application standards, as well as a lack of support for students when their provisions can not be provided. These were viewed by the CNA team as contributing to low ELA scores.

IV. Collect additional data on focus areas

Additional Data Sources Collected
Focus groups were conducted to identify strengths and areas for improvement concerning ELA instruction, and to research evidence based interventions.
Additional Data Collected for Focus Area 1
Description of additional data collected for focus area 1:
School Improvement Focus Groups-Key Takeaways
<ul style="list-style-type: none"> ● Descriptive data indicating support is not regularly provided for students when their provisional time is interrupted. ● Evidence Based practices for ELA instruction are present, but not practiced with 100% fidelity. ● Teachers view goal strategies as options for implementation, rather than expectations. ● Students view screen time as “game time.” ● Teachers are not meeting the rigor required by the standards. ● Teachers may not understand the concept of rigor.

Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Teachers	AdvancEd Survey	44	<u>Teacher Survey</u>
School Improvement Team	Focus Groups	11	NA
Parents (sent to email via P.A.W.S. contact list).	AdvancEd Survey	71	<u>Parent Survey</u>

V. 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		
Focus Area 1		
<p>Conclusions from data quality check for Focus Area 1:</p> <ul style="list-style-type: none"> The CNA team concludes that data reveals a lack of consistent instructional strategies to practice ELA application standards, as well as a lack of support for students when their provisions can not be provided. <p>Sunman Elementary needs to focus efforts on improving ELA instruction and assessment, specifically for the subgroup of students who have IEPs.</p>		
<p>English Language Arts: Special Education</p> <p>The SES ILEARN scores reveal a lack in student achievement and in ELA state assessment scores. Proficiency scores have not shown significant growth over the past three years, but rather have declined. The subgroups of concern are students with IEPs- specifically those who have the eligibility unders Specific Learning Disability. These assessments show student proficiency scores have fallen below or have hovered over the overall state average over the last three years. Focusing on the area of ELA will positively impact math proficiency scores.</p> <p>Data reveals a lack of consistent instructional strategies to practice ELA application standards. This was viewed by the CNA team as contributing to low ELA. This data reveals a significant gap between the vision of excellence and reality.</p>		
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
<ul style="list-style-type: none"> State test scores are low and declining in both ELA and MATH. The Special Education Subgroup is underperforming. Strength: The highest scoring item with 94% agreeing or strongly agreeing 	<ul style="list-style-type: none"> State test scores are low and declining. The Special Education Subgroup data is far below the state average for passing. 	<ul style="list-style-type: none"> Lack of emphasis on the SIP and ILEARN scores ELA instruction does not emphasize fully applying the ELA standards. Teachers viewed last goal strategies as options for

<p>was: The curriculum at my school is based on clearly defined standards for student learning.</p> <ul style="list-style-type: none">● ELA scores for the subgroup of Special Education are at or slightly above the State's Special Education subgroup's scores.		<p>implementation, rather than expectations.</p> <ul style="list-style-type: none">● Students view screen time as "game time."
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School Improvement Plan Template

Phases

- 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		
Name	Stakeholder Group(s)	Role(s)
Anita Parsons	Family/Community	Parent
Stephanie Schomber	Staff	Kindergarten Teacher
Emma Davis	Staff	1st Grade Teacher
Monica Balash	Staff	2nd Grade Teacher
Christy McBride	Staff	3rd Grade Teacher
Jamie Ball	Staff	4thGrade Teacher
Lucinda Campbell	Staff	5th Grade Teacher
Kizzandra Becker	Staff	Special Educator
Sarah Carr	Staff	K-5 Art
Thomas Barnett	MTSS & 504 Coordinator	Counselor
Pamela Guilliams	Building Administration	Principal
Committee's Domain of Study: Special Education Scores		
Name	Stakeholder Group(s)	Role(s)
Kizzandra Becker	Staff	Special Educator
Thomas Barnett	MTSS & 504 Coordinator	Counselor
Pamela Guilliams	Building Administration	Principal
Jeanie Walters	TITLE I	Teacher

Committee's Domain of Study: Evidence Based Interventions

Name	Stakeholder Group(s)	Role(s)
Thomas Barnett	MTSS & 504 Coordinator	Counselor
Pamela Guilliams	Building Administration	Principal
Jessie Miller	Staff	Special Educator

Committee's Focus: District Review Team

Name	Stakeholder Group(s)	Role(s)
Dr. Andrew Jackson	District Administration	Superintendent

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

Review of Focus Area 1: ELA	
<p>Description of Focus Area 1: English Language Arts: Special Education The SES ILEARN scores reveal a lack in student achievement and in ELA state assessment scores. Proficiency scores have not shown significant growth over the past three years, in which testing occurred, but rather have declined. The subgroups of concern are students with IEPs- specifically those who have the eligibility unders Specific Learning Disability. These assessments show student proficiency scores have fallen below or have hovered over the overall state average over the last three years. Focusing on the area of ELA will positively impact math proficiency scores.</p> <p>Data reveals a lack of consistent instructional strategies to practice ELA application standards. Additionally, support is not regularly provided for students when their provisional time is interrupted. This was viewed by the CNA team as contributing to low ELA scores. by the CNA team as contributing to low ELA scores and the drop in growth points obtained. This data reveals a significant gap between the vision of excellence and reality.</p>	
<p>Modified Description of Focus Area 1: Modification not needed</p>	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
<p><i>(Click here to return to the description of key findings for Focus Area 1 from the CNA)</i></p>	<p><i>(Click here to return to the root causes for Focus Area 1's key findings from the CNA)</i></p>
<p>Modified description of key findings for Focus Area 1 based on the SIP development team's discussion</p>	<p>Modified root causes for key findings based on the SIP development team's discussion</p>
<ul style="list-style-type: none"> • Students are not accountable for or knowledgeable about their reading scores. 	<ul style="list-style-type: none"> • Students view screen time as “game time.”

Focus Area 2: Mathematics

Description of Focus Area 2

SES ISTEP+/ILEARN MATH Historical School Percentages

2015-2016	2016-2017	2017-2018	2018-2019/2019-2020
64.5	59.5	59.1	57

ISTEP+/ILEARN ELA Subgroup- Special Education Historical Percentages

2015-2016 3/4/5	2016-2017 3/4/5	2017-2018 3/4/5	2018-2019/2019-2020 School/IEP/State IEP
37/40/24	24/47/17	31/13/27	3rd- 47/23/20 4th- 46/23/18 5th-54/13/15

Mathematics

Multiple assessments reveal a lack in student achievement in math, including State Assessment Proficiency scores. The subgroups of concern are students with IEPs and students with ILPs. Data reveals a lack of consistent instructional strategies to master number sense standards, which reveals a significant gap between the vision of excellence and reality.

Description of key findings for Focus Area 2 (strength or area for growth)

Root causes for key findings from Focus Area 2

<ul style="list-style-type: none"> Data indicates that students are not mastering the number sense standards, which are the building blocks to math application. 	<ul style="list-style-type: none"> Teachers viewed last year's strategies as options for implementation, rather than expectations. Students view screen time as game time. Teachers are not meeting the rigor required by the standards. Teachers may not understand the concept of rigor.
<ul style="list-style-type: none"> Students are not accountable for or knowledgeable about their math scores. 	<ul style="list-style-type: none"> Students view screen time as "game time." Teachers do not regularly set goals with students.

Review of Focus Area 3: MTSS

Description of Focus Area 3:

MTSS is a critical part of student success as it targets learning gaps to increase achievement.

Teachers will use data to find areas of weakness and provide direct instruction to strengthen these areas in math and reading. SES will also provide support for students who have mastered grade level skills by offering enrichment. SES will provide support for students struggling with social, emotional, and/or behavior skills. This support will be in the form of small group instruction and cross-grade level monthly meetings (Ron Clark Modified House Model) on growth mindset, Zones of Regulation, overall SEL lessons. MTSS will give students what they need, when they need it, but not more than they need. The 3 components for MTSS are not fully being implemented throughout the building. Ongoing efforts have created a productive and effective RtI process, and a PBIS framework is in place in common areas. However, only pockets of SEL is occurring. Therefore, focus needs to be placed up on fully developing MTSS at SES.

Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3
<ul style="list-style-type: none"> • K-5 teachers attend data meetings and identify TIER 2 and TIER 3 Students. 	<ul style="list-style-type: none"> • TIER Plans for behavior are being developed.
<ul style="list-style-type: none"> • Adults throughout the building award behavior with DoJo Points. 	<ul style="list-style-type: none"> • PBIS program for TIER 1 classroom behavior management was not rolled out until the start of the 2020-2021 school year.
<ul style="list-style-type: none"> • SEL is a school-wide practice. 	<ul style="list-style-type: none"> • Teachers have been provided with initial SEL professional development.
<ul style="list-style-type: none"> • The IDOE has provided support and professional development opportunities as we transition from RTI to MTSS. 	

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?

Every school in Sunman-Dearborn Community Schools Corporation has developed a crisis plan. These plans detail actions to be taken in emergencies and were developed collaboratively by the Safety Committee. Professional development sessions will be held for all staff to advise them of the plan. Each staff member at Sunman Elementary School has a red binder with all of the emergency plans in it. These binders are kept in an accessible place and are carried by teachers during drills and emergencies. A copy of each building plan is located in the district and building office. Additionally, each classroom is equipped with an emergency bucket.

Our building has a voluntary Crisis Team. The Crisis Team is trained through the Crisis Prevention Institute (CPI) in non-violent crisis intervention strategies. Fire drills, active shooter drills, severe weather drills, and lockdown drills are practiced on a scheduled basis. Evacuation plans for students are developed and practiced for safe evacuation from Sunman Elementary School. Sunman Elementary School has been equipped with an Automated External Defibrillator (AED). This life-saving device is located near the exit to the playground. All staff have been trained in Cardiopulmonary Resuscitation (CPR) and use of the AED device, though some certifications have expired. The building plan is a part of the corporation safety plan which is updated yearly or as needed.

Every adult in our building is required to have an ID on them at all times during the school day. The building plan includes emergency instructions for; a disaster plan of communication with team leaders for each building; a plan for serious injury/trauma; suicide plan; evacuation plans for the student body (including the disabled); flood preparedness; lockdown procedures; procedures to address mass student disturbances, outside disturbances, and hostage situations; chemical spills; bomb threats (all secretaries are trained on proper telephone technique if this happens, including a form to complete with all pertinent information); explosion (in the building or the nearby surrounding area which may affect our building; gunfire/shooting; and national disasters. Sunman Elementary school conducts routine drills for the following: fire drills (one per month-evacuation instructions are posted in each classroom); earthquake drills (two a year; one per semester); severe weather drills (two a year); lockdown drills/active shooter drills (one per month).

Sunman Elementary School's Safety Committee continually reviews and updates the plan due to staff turnover. Sunman Elementary School continuously informs parents and visitors of our

sign-in procedure. A new teacher in-service each fall addresses our safety and crisis intervention plan.

Our safety goal is to increase surveillance outside and inside the building and in parking lots before and after school. We will continue to encourage school personnel to be more visible inside the building before, during, after school, and during the lunch hours. We have regular visits from the Dearborn County Sheriff's department as an extension of our corporation's SRO program.

Sunman Elementary School has also developed a PBIS plan. This plan ensures our school has established common expectations on how students should be respectful, organized, have an awesome attitude, be responsible, and be safe in various areas of the school (hallway, restrooms, classrooms, cafeteria, outside, and on busses). These expectations were shared with the students within the first weeks of school. The expectations will be reviewed and modified as needed.

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 <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning ELA.</p>	<p>For Focus Area 1: School safety drills take time away from reading classroom instruction.</p>
<p>For Focus Area 2: A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning MATH.</p>	<p>For Focus Area 2: School safety drills take time away from math instruction.</p>
<p>For Focus Area 3: A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on SEL learning.</p>	<p>For Focus Area 3: School safety drills take time away from differentiated instruction.</p>

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.

The Sunman-Dearborn Community Schools has officially adopted the use of the Indiana Academic Standards as the focus for all instruction. Textbooks are adopted that are the best instructional fit to these standards. Exhaustive curricular reviews and modifications are made every six years prior to textbook adoption. The state guidelines for textbook adoption are followed and committees are composed of parents, teachers, community members, and in some cases students.

TIER 1 Curriculum-

Reading: Pearson, My View
 Spelling: Sitton Spelling and Word Skills
 Language: Sadlier, Grammar Workshop
 Handwriting: Zaner Bloser
 Math: McGraw-Hill, My Math
 Science: Pearson, Interactive Science
 Social Studies: Pearson, My World Social Studies

TIER 2 and 3 Interventions-

Reading: Orton Gillingham, Leveled Literacy Intervention, LiPS, Seeing Stars, Visualizing Verbalizing, Heggerty, Exact Path.
 Math: Exact Path, On Cloud 9, Touch Points, Folding-in Technique

The curriculum Indiana Academic Standards have been organized into a meaningful, conceptually designed framework and pacing guide. Grade level teachers continually modify and enhance their instructional program in their integrated yearlong plan.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: Curricular resources provide a foundation for tiered supports and interventions. Curriculum guides link standards to instruction.	For Focus Area 1: NA

<p>For Focus Area 2: Curricular resources provide a foundation for tiered supports and interventions. Curriculum guides link standards to instruction.</p>	<p>For Focus Area 2: NA</p>
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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.

ILEARN assessments measure the academic performance of 3rd-5th grade students in Language Arts, Mathematics, and Science/Social Studies. In addition to individual student data, ILEARN student results are used as primary performance indicators for continuous school improvement.

IAM is an individual student assessment administered by staff members who work directly with eligible special education students.

NWEA interim assessments measure growth, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. These computer adaptive assessments, in E/LA and Math reveal precisely which academic skills and concepts the student has acquired and what they’re ready to learn.

Teachers in Grades K-2 conduct **Fountas and Pinnell** running records at least quarterly. All teachers conduct F&P progress monitoring with students on TIER 2 and TIER 3 Plans on a monthly basis.

Edmentum’s Reading Eggs/Reading Express is an interim computer adaptive assessment that measures reading growth and provides reading instruction at each child’s level. Students can access ReadingEggs/Reading Express at both school and home.

Formative Assessment Expectations:

Teachers are expected, per the evaluation rubric, to utilize various forms of checks for

understanding on a regular and ongoing basis, as a means to gauge student learning and to adjust their instructions accordingly.

Teacher Training:

Teachers have been provided with ongoing support on Edmentum Products, via the corporation’s Instructional Technology Coordinator. Additionally, Teachers are provided with yearly state mandated testing security and integrity training. Per state guidelines, anyone administering a state assessment will complete a mandatory module.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: Summative and interim assessments provide yearly and quarterly data that can be used to inform ELA instruction.	For Focus Area 1: Formative assessments and the resulting data are being used inconsistently.
For Focus Area 2: Summative and interim assessments provide yearly and quarterly data that can be used to inform MATH instruction.	For Focus Area 2: Formative assessments and the resulting data are being used inconsistently.
For Focus Area 3: Summative and interim assessments provide yearly and quarterly data that can be used to inform tiered instruction.	For Focus Area 3: Formative assessments and the resulting data are being used inconsistently.

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?

Teachers will receive a copy of the Schlechty Center on Engagement document.

Teachers use instructional strategies and response strategies that actively engage and meet student learning and cultural needs.

Teachers will receive a copy of the Depth-of-Knowledge Levels for Four Content Areas article.

Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.

Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor, adjust and differentiate instruction.

Teachers demonstrate necessary content knowledge.

Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data to differentiate instruction to improve student achievement.

Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: Using learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve ELA instruction.	For Focus Area 1: Much of what we say we want to do instructionally has not been implemented and/or measured with fidelity.
For Focus Area 2: Using learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve MATH instruction.	For Focus Area 2: Much of what we say we want to do instructionally has not been implemented and/or measured with fidelity.
For Focus Area 3: Using learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve tiered instruction.	For Focus Area 3: Much of what we say we want to do regarding PBIS has not been implemented and/or measured with fidelity.

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 competence in the school’s educational environment.

Sunman Elementary staff has identified the racial, ethnic, language minority, exceptional learning and social economic groups that are included in the student population. Targeted Groups for the 2020-2021 school year are:

- Students with exceptionalities
- Students with Trauma backgrounds

Currently appropriate strategies for improving student achievement for each identified subgroup at Sunman have been emphasized in this School Wide Plan in the appropriate areas. Strategies for meeting the needs of our identified subgroups are:

- MTSS approach to Instruction.
- Focused PD will be provided in order to provide awareness of appropriate strategies for subgroups students with Trauma backgrounds.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: The cultural competency plan will facilitate an environment and skill development needed by students to work and be citizens of a diverse and changing world.	For Focus Area 1: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction in reading (ELA).
For Focus Area 2: The cultural competency plan will facilitate an environment and skill development needed by students to work and be citizens of a diverse and changing world.	For Focus Area 2: Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction in math.
For Focus Area 3:	For Focus Area 3:

<p>The cultural competency plan will facilitate an environment and skill development needed by students to work and be citizens of a diverse and changing world.</p>	<p>Teachers could mistakenly believe that teaching in a culturally competent manner could take attention away from an emphasis on standards based instruction.</p>
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Description of Core Component: Family Engagement

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?

Currently, parents are invited to the school to participate in the Title I annual meeting and open house activities. In the spring, the parents of incoming kindergarten students are invited to an informational meeting to introduce them to the building and to provide the parents with information as well as activities to help prepare the students for the coming school year. Also in the spring, fifth grade students and their parents have the opportunity to attend a meeting with the middle school principal. Information is provided to help students with the transition to middle school.

Throughout the school year, parents are encouraged to attend various academic and fine arts events. Examples are the art fair and music programs. Due to the pandemic, we likely will not be able to host family nights. Therefore, we will send academic activities and games home with students. This will allow parents to have another avenue to be involved with their child's progress.

Starting in the 2019-2020 school year, parents have been provided with a platform to volunteer in classrooms. However, due to the current pandemic, volunteering has been put on hold.

Parents of special education students are encouraged to attend annual case conferences.

Parents of students identified as High Ability are encouraged to attend yearly High Ability Council meetings, led by HA Coordinator, Barb Katenkamp.

Parents are also encouraged to join our Parent Teacher Organization (PAWS). PAWS

sponsors several events throughout the year including fundraisers, a Square Dance, a walk-a-thon, Field Day etc.

PAWS supports the school’s fundraising projects and other school related activities. During the annual Open House night activity, parents are invited to communicate with the classroom teacher/school via telephone, notes, or email.

Parent conferences are conducted once a year in October, with individual conferences held throughout the year as requested by either the teachers or the parents.

Each August, parents are invited to attend the annual Title 1 Program parent meeting and Meet The Teacher night. An overview of the Title 1 Program is presented, and parents are given opportunities to pose questions. This was conducted virtually for the 2020-2021 school year.

Parents have the ability to access PowerSchool and Google Classroom to monitor homework, assignments, and grades.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: The family engagement plan encourages parents to be active participants in their child’s ELA educational experience.	For Focus Area 1: NA
For Focus Area 2: The family engagement plan encourages parents to be active participants in their child’s MATH educational experience.	For Focus Area 2: NA
For Focus Area 3: The family engagement plan encourages parents to be active participants in their child’s SEL educational experience.	For Focus Area 3: NA

Description of Core Component: Technology

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

S-DCSC has a Guiding Coalition that makes corporation-wide decisions about technology.

With the support of Technology/Makerspace Crew, the Sunman Elementary Staff is committed to improving teaching and learning so our students will be able to meet technology related state academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and aligns with best practices. Teachers are providing instruction for students through the use of individually assigned student chromebooks one school computer lab.

Sunman Elementary has interactive whiteboards in all classrooms to assist with raising the level of student engagement, motivate students, provide interactive participation and provide background visual information to students. Teachers also have access to document cameras.

Starting with the 2020-2021 school year, students are provided with a Technology Special Class. Licensed teachers create the lesson plans and share them with the grade-level Instructional Assistants, who then teach the class.

Corporation Objective:

Promote, integrate, and support innovative technology within the school community while utilizing current devices and robust infrastructure with cohesive technology systems.

Goals:

- By the beginning of the 2018-2019 school year, at least 60% of all assessments will be administered through a technology-based assessment system.
- By the end of the 2018-2019 school year, through meaningful professional development and instructional documents, 90% of teachers, students, and parents, will be confident with the use of Sunman-Dearborn Community Schools technology systems, as evidenced through stakeholder surveys.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: Technology increases the opportunities to vary classroom instruction and student engagement. Technology offers opportunities to tier supports and remediation.	For Focus Area 1: The plan does not address supports for teachers or students who are not proficient at using and teaching with technology.
For Focus Area 2: Technology increases the opportunities to vary classroom instruction and student engagement. Technology offers opportunities to tier supports and remediation.	For Focus Area 2: The plan does not address supports for teachers or students who are not proficient at using and teaching with technology.

For Focus Area 3: Technology provides opportunities to communicate with parents.	For Focus Area 3: The plan does not address supports for parents who are not proficient at using and teaching with technology.
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Description of Core Component: Transition to Elementary School

1. How will the school assist preschool students with the transition to elementary school?

During Kindergarten Round-Up parents and students are given information about the upcoming school year, introduced to the teachers and learn about required immunizations and other school procedures. Kindergarten screening is conducted prior to the upcoming school year to assess student abilities and readiness.

Readiness packs are given to incoming Kindergarten parents during screening to acquaint them with Kindergarten expectations and activities to do between screening and the first day of school.

Sunman Elementary School typically hosts a Kindergarten Jumpstart program for students who performed low on the screener assessment, conducted at Kindergarten Roundup. Up to 20 students are typically provided with the opportunity to come to school for 4 days to start to learn routines, expectations, and procedures. Students are given extensive learning materials for use at home. However, due to Covid-19, Jumpstart was not offered for the 2020-2021 school year.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: The transition to elementary school supports help to ensure students arrive to kindergarten ready to learn ELA standards.	For Focus Area 1: Kindergarten Round-Up did not occur until August this year, due to the pandemic.
For Focus Area 2: The transition to elementary school supports help to ensure students arrive to kindergarten ready to learn MATH standards.	For Focus Area 2: Kindergarten Round-Up did not occur until August this year, due to the pandemic.

For Focus Area 3: The transition to elementary school supports help to ensure parents are provided with guidance to better support their child.	For Focus Area 3: Kindergarten Round-Up did not occur until August this year, due to the pandemic.
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IV. Select evidence-based interventions that address the school’s focus areas

Evidence-Based Interventions for Focus Area 1
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <p>Safe Learning Environment: A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.</p> <p>Curriculum: curricular resources provide a foundation for tiered supports and interventions</p> <p>Assessment: summative and interim assessments provide yearly data that can be used to inform instruction</p> <p>Instruction: a desire among staff to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.</p> <p>Technology: offers opportunities to tier supports and remediation</p>
<p>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:</p> <p>Instruction: Much of what we say we want to do instructionally has not been implemented and/or measured with fidelity.</p> <p>Assessment: Formative assessments and the resulting data are being used inconsistently.</p>
<p>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:</p>
<p>Note: This is not a menu of choices. All interventions will be implemented with fidelity.</p>

Leveled Literacy Intervention	K-5
Writing Across the Curriculum http://collinsed.com/tcwe/may-2018/writing-across-curriculum-schmoker.pdf	K-5
Exact Path- ELA https://www.edmentum.com/resources/efficacy/exact-path-research-brief-effectiveness-study	3-5
LiPS Lindamood Bell https://lindamoodbell.com/research	K, TIER 2/3, SpEd., Trained Teachers
Heggerty Phonemic Awareness https://www.heggerty.org/phonemic-awareness-research-and-findings	K, TIER2/3, SpEd.
Lindamood Bell Programs (VV, SS, LiPS) https://lindamoodbell.com/research	TIER 2/3, SpEd., Trained Teachers
Orton Gillingham https://www.orton-gillingham.com/about-us/	TIER 2/3, SpEd., Trained Teachers
Students with Disabilities Strategies/Support: Each TOR will provide the General Education Teacher a plan of action for students, should their IEP provisions not be able to be provided. Including, but not limited to: Exact Path, Folders with Independent Leveled work, sight word flashcards, etc.	K-5 Students with IEPs

Evidence-Based Interventions for Focus Area 2

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

Safe Learning Environment: A safe learning environment helps to foster a healthy school climate and culture, as well as ensures students and teachers feel safe and can focus on learning.

Curriculum: curricular resources provide a foundation for tiered supports and interventions

Assessment: summative and interim assessments provide yearly data that can be used to inform instruction

Instruction: a desire among staff to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.

Technology: offers opportunities to tier supports and remediation

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:

Instruction: Much of what we say we want to do instructionally has not been implemented and/or measured with fidelity.

Assessment: Formative assessments and the resulting data are being used inconsistently.

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:

Note: This is not a menu of choices. All interventions will be implemented with fidelity.	
Principles to Actions: Facilitate Meaningful Mathematical Discourse	K-5
Writing Across the Curriculum http://collinsed.com/tcwe/may-2018/writing-across-curriculum-schmoker.pdf	K-5
Exact Path- Math https://www.edmentum.com/resources/efficacy/exact-path-research-brief-effectiveness-study	K-5
Touch Point Math https://www.touchmath.com/index.cfm?fuseaction=about.research	TIER/3, SpEd.
On Cloud 9 https://lindamoodbell.com/research	TIER3, SpEd.

Evidence-Based Interventions for Focus Area 3

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

Safe Learning Environment: A safe learning environment helps to foster a healthy school

climate and culture, as well as ensures students and teachers feel safe and can focus on learning.

Curriculum: curricular resources provide a foundation for tiered supports and interventions

Assessment: summative and interim assessments provide yearly and quarterly data that can be used to inform instruction

Instruction: a desire among staff to use learning objectives, multiple instructional strategies, and frequent checks for understanding can be leveraged to improve instruction.

Technology: offers opportunities to tier supports and remediation

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:

Instruction: Much of what we say we want to do instructionally has not been implemented and/or measured with fidelity.

Assessment: Formative assessments and the resulting data are being used inconsistently.

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:

SEL via Ron Clark Modified House Model with IDOE SEL Lessons (https://www.doe.in.gov/sebw)	K-5
PBIS https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf	K-5
RtI- Teachers will provide sound tier one instruction and reteaching. If a student still has deficits in specific skills based on data, the student will have an Intervention Action Plan denoting the tier two or tier three instructional interventions and progress monitoring. http://www.rtinetwork.org/learn/what/whatisrti	K-5

V. Design a professional development plan

Step 1: Set PD 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 #1: Throughout the 2020-2021 school year, teachers will participate in a book study focussed upon growth mindset that will result in 80% of the teachers indicating that they have increased the use of growth mindset strategies in their classroom, as measured by a pre and post survey.

PD Goal #1 Rationale: According to Brock and Hundley, authors of *The Growth Mindset Playbook*, "Students who harness the power of growth mindset can succeed beyond their wildest imaginations. The key is having a growth-mindset teacher who provides support, guidance and encouragement." Sunman Elementary teachers will learn skills to support, guide, and encourage a growth mindset, through the reading and discussion of this book.

SIP Phase 5 can be found [HERE](https://bit.ly/2VmbGQ3). <https://bit.ly/2VmbGQ3>

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

2019-2020	2020-2021
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Annual SMART Goal 1	Annual SMART Goal 1
By the end of the school year 100% of ELA teachers will be utilizing formative assessment data to facilitate mastery of ELA content in order to increase ILEARN proficiency from 49% to 80%.	By the end of the school year 100% of ELA teachers will be utilizing formative assessment data to facilitate mastery of ELA content in order to increase ILEARN proficiency from 49% to 80%.
Annual SMART Goal 2	Annual SMART Goal 2
By the end of the school year 100% of Math teachers will be utilizing formative assessment data to facilitate mastery of Math content in order to increase ILEARN proficiency from a school average of 57% to 80%.	By the end of the school year 100% of Math teachers will be utilizing formative assessment data to facilitate mastery of Math content in order to increase ILEARN proficiency from a school average of 57% to 80%.
Annual SMART Goal 3	Annual SMART Goal 3
By the end of the school year 80% of teachers will participate in more than one school-wide initiative aimed at improving the implementation of SEL and PBIS of MTSS.	By the end of the school year 90% of teachers will participate in more than one school-wide initiative aimed at improving the implementation of SEL and PBIS of MTSS.

SIP Phase 6 can be found [HERE](https://bit.ly/2VmbGQ3). <https://bit.ly/2VmbGQ3>

Required Addendum to the Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP) Template for Title I Schoolwide Program Applications

Describe how the goals and priorities set forth in the school improvement plan will coordinate programs, services and resources.

In order to achieve all three SIP goals, it will take the efforts of all staff. In regards to the TITLE I resources in the form of Teachers and IAs, TIER 3 small group evidence-based instruction in reading and math are provided during MTSS. Additionally, data is utilized to determine groups of students with similar skill needs for evidence-based TITLE I-funded instruction, outside of the MTSS 30 minute block. TITLE I funds have been utilized to purchase evidence-based interventions and to train teachers on said interventions. TITLE I funds have been used to purchase a book, Help for Billy, that will support the implementation of MTSS.

Describe how the needs of high-risk students will be addressed through: Mental Health Programs, Instructional support and mentoring, and Non-academic skill improvement strategies.

TITLE I funds have been used to purchase a book, Help for Billy, that will support teachers as they work to reach the needs of students with trauma backgrounds. Also, TITLE I Teachers and IAs will participate in the SEL Family Times.

Describe how Title I funds will be coordinated with other local, state and federal funding and programs.

When coordinating TITLE I funds with local, state, and federal funding and programs, Sunman Elementary will seek the guidance of the S-DCS Director of Support Services.