School Name: Switzerland County Elementary

School Number: 7994

Street Address: 12862 HWY 250

City: Rising Sun

Zip Code: 47040

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

---------------------- CONTACT INFORMATION ----------------------

Principal: Ashley Kitts
Telephone: (812) 534-3128   Email: akitts@switzsc.org

Superintendent: Rod Hite
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Contact for Grants: Fred Ross
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

CSI   Comprehensive Support and Improvement – federal government designation under ESSA

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

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

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

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

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>.
(<mark>Highlight</mark> answer choices below.)

This is an initial three (3) year plan. **Yes No**			This is a review/update of a plan currently in use. <mark>Yes</mark> No

This school is identified as the following by the federal government: (<mark>Highlight</mark> all that apply) <mark>TSI</mark>, ATSI, CSI

(TSI only) Underperforming student groups identified by the federal government: (<mark>highlight</mark> all that apply) **ELA, Math, Attend., Grad., <mark>Spec. Ed.,</mark> ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**

This school receives Title IA funding. <mark>Yes</mark> No   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** <mark>TA</mark>
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP,* <mark>*BOTH*</mark>	*ELA, Black, Spec. Ed.*
Ashley Kitts	Principal	**CNA, SIP,** <mark>**Both**</mark>	
Stephanie Whaley	Teacher	**CNA, SIP,** <mark>**Both**</mark>	ELA, Math
Samantha Taylor	Teacher	**CNA, SIP, Both**	Math
Jenna Homola	Administrator	<mark>**CNA**</mark>**, SIP,** <mark>**Both**</mark>	Spec. Ed
Joyce Druba	Behavior Specialist	**CNA, SIP,** <mark>**Both**</mark>	Spec. Ed
Amanda Meyer	Teacher	**CNA,** <mark>**SIP,**</mark> **Both**	Reading
Amy Hoskins	Parent	**CNA,** <mark>**SIP,**</mark> **Both**	
Sharon Hansel	Teacher	**CNA, SIP,** <mark>**Both**</mark>	Spec. Ed.
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

--- ALIGNMENT [optional] ---

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

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

District Vision: Switzerland County School Corporation, providing pathways to success.

School Vision: We are Pacer Ready.

District Mission: With our community as a partner, Switzerland County School Corporation is dedicated to putting students first and inspiring them to pursue their dreams.

School Mission: The mission of Switzerland County Elementary School is for all entities involved in educating our students to cooperatively work in a safe, harmonious, and healthy environment as lifelong learners and responsible citizens.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of reading program.*	*Yes No*	
English/Language Art	1-6	Houghton-Mifflin Harcourt	Yes No	Tier 1, 2, 3	Student choice library, leveled readers, textbook, online resource, and online subscriptions are core components of reading program	Yes No	
English/Language Arts	K-6	BrainPop/Brainpop Jr.	Yes No	Tier 1, 2, 3	BrainPop/Brainpop Jr. supports IAS and supplemental subjects for E/LA.	Yes No	

Subject	Grade	Program	Used	Tier	Description	Evidence-Based	X
English/Language Arts	K-2	Scholastic Readers	**Yes** / No	Tier **1, 2, 3**	Scholastic Readers supports standards alignments, meets reading objectives, and social development connections of reading program	**Yes** No	
English/Language Arts	2-6	Study Island	**Yes** / No	Tier **1, 2, 3**	Study Island is a core supportive component of reading program	**Yes** No	
English/Language Arts	K-6	Vocabulary Spelling CIty	**Yes** / No	Tier **1, 2, 3**	Vocabulary Spelling City contains vocabulary and spelling leveled activities based on student need to reinforce the IAS	**Yes** No	
Math	K-6	McGraw - Hill My Math	**Yes** / No	Tier **1, 2, 3**	Interactive Workbook, manipulatives, online resources, online assessments are core components of math program	**Yes** No	
			Yes / No	Tier 1, 2, 3		Yes No	
			Yes / No	Tier 1, 2, 3		Yes No	
			Yes / No	Tier 1, 2, 3		Yes No	

Core Element 1: Curriculum [Required for all]
continued

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

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

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use		X
ClearSight		Benchmark, Com. Form., Summative, Other	Formative Assessment Grant - Correlates with Airways	Yes	No	
Standard Curriculum Assessment		Benchmark, Com. Form., Summative, Other		Yes	No	
Study Island		Benchmark, Com. Form., Summative, Other	Formative Assessment Grant	Yes	No	
HMH Iread		Benchmark, Com. Form., Summative, Other	Dyslexia Level I Screener	Yes	No	
Star Early Literacy		Benchmark, Com. Form., Summative, Other	Dyslexia Universal Screener	Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	

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

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.
During our Professional Learning Communities

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

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

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

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

Answer the questions for the grade levels in your school.
Grades K-5 only

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

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

Grades 6-8 only

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

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

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

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

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

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

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

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Student sub-groups are identified through our student management system, Skyward, with parent input.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.
To increase equity and equality, we have many programs and resources for students that have been identified in the groups above. Our Excel After the Bell Program provides families the opportunity for their child(ren) to receive a free snack, free tutoring and a STEAM activity.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
O**ur TSI team is currently enrolled in a culture-effective instruction class through IUPUI and the IDOE. This process will provide our team and eventually our staff the opportunity to identify weaknesses in our instruction. Based off of those weaknesses, we will then create our professional development plan off of those findings.**

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.   Last year: __1.7%__   Two Years Ago: 7.9%___

 What may be contributing to the attendance trend?
  Due to high poverty in the area, many families lack access to transportation. Therefore, if a child misses the bus families often are unable to get them to school. However, due to our AEP we have been able to provide families the resources they need to get their child to school every day.

What procedures and practices are being implemented to address chronic absenteeism?
During the 2019-2020 school year, we implemented the AEP (Attend and Engage Program) that provided us the opportunity to work directly with the Switzerland County Probation Office. The program provided families with free resources and support to help them.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
 ??**Due to the end of the 2019-2020 school year, we did not get the data we desired to show the efficacy of the program. We will not utilize the   program for the 2020-2021 school year due to Covid-19. This year we**

will encourage parents to keep their child home if they are sick or not feeling well and to complete their work from home.

actice/Requirements Self-Check	Yes/No		X
ool has and follows a chronic absence reduction plan.	<mark>Yes</mark>	No	
tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs nically absent students.	<mark>Yes</mark>	No	

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

How does the school maximize family engagement to improve academic achievement?
TItle I Family Fun Nights provide the school and families the opportunity to bridge the gap between the two. These monthly nights are focused on reading and/or math. While providing resources and education, the evening is also fun and engaging for everyone.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Through our PTA and Family Fun Nights, we often survey our parents and families so that they have a voice in our school. This gives families the opportunity to give the school insight on current and future policies.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
At Switzerland County Elementary, we know the importance of building a strong connection and relationship with the families. By involving them in surveys, Family Fun Nights and informational sessions, we see a greater increase in student attendance and achievement when parents/families feel welcome and given proper resources.

How do teachers and staff bridge cultural differences through effective communication?
Communication is key at Switzerland County Elementary. Various modes of communication are needed as we often encounter roadblocks. Staff utilize phone, e-mail, home visits and Class Dojo to contact families. The use of various modes ensures that we are meeting the parent/guardians' needs.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.
We understand that parents have many talents and experiences that could assist student learning and achievement. At Switzerland County Elementary School, we want and will encourage our parents to become more involved by volunteering to help achieve student success.

How does the school provide individual academic assessment results to parents/guardians?
Staff communicate with parents regularly through various modes of communication about student's academic assessment results. Every year we have scheduled Parent/Teacher conferences that allow staff to discuss their child's progress and data.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?**To develop and implement a schoolwide plan SCES will create a planning team consisting of school personnel and parents. This team will be responsible for the development of this plan and conducting meetings necessary to implement this plan.**
The Annual Parent Meeting will be virtual and conducted in the fall this year to explain the schoolwide plan and how it will be implemented for the upcoming school year. All meetings will be open to the public and the community will be encouraged to attend.

With an emphasis on more parental involvement at SCES we are hoping that our parent volunteers will be able to communicate ideas to help improve our school-wide program. Also, SCES staff, students and parents will participate in an annual survey of our school-wide program to evaluate the effectiveness of the program. The results of the survey will be studied by the school-wide planning team to effectively improve the program. The survey information and any revisions to improve the plan will be presented to the community during the Annual Review Meeting held at the end of the school year.

To develop and implement a schoolwide plan SCES will create a planning team consisting of school personnel and parents. This team will be responsible for the development of this plan and conducting meetings necessary to implement this plan.
The Annual Parent Meeting will be virtual and conducted in the fall this year to explain the schoolwide plan and how it will be implemented for the upcoming school year. All meetings will be open to the public and the community will be encouraged to attend.

With an emphasis on more parental involvement at SCES we are hoping that our parent volunteers will be able to communicate ideas to help improve our school-wide program. Also, SCES staff, students and parents will participate in an annual survey of our school-wide program to evaluate the effectiveness of the program. The results of the survey will be studied by the school-wide planning team to effectively improve the program. The survey information and any revisions to improve the plan will be presented to the community during the Annual Review Meeting held at the end of the school year.

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

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

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

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

Graduation rate last year: Percent of students on track to graduate in each cohort:

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

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

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

Wilson Center: Media specialist and provide educational resources
East-Enterprise Fire Department: Fire Safety Week -provides fire safety and prevention material to all students
Switzerland County EMS: Provides information concerning 911 and other medical emergency information
Switzerland County Sheriff Department: Provides drug free material (Red Ribbon Week)
Switzerland County Mental Health: Provides counseling services
Madison Special Services Unit: Provides ED, OT, MoMH and Speech Language services
Purdue Extension Service: Provides a variety a different programs throughout the year
Eye Care Group: Provides vision screening
Dr. Robert Findley: Provides dental services for underprivileged students
Head Start: Provide educational service for economically disadvantaged preschool student
Switzerland County Public Library: Provides summer reading program
Switzerland County Endowment Committee: Funds a percentage of our school book rental fees for every student in the county
Safe Passages: School-wide program helping students learn positive positive behaviors

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
Switzerland County Elementary School conducts a Kindergarten Registration Day.   This registration period allows the staff to assess student's academic strengths and weaknesses, to determine which students will need extra assistance or support to be successful in the classroom.   Also, speech and hearing screenings are provided during this registration period to determine if those services are needed as well. For students who are identified as being at academic risk, a team meeting may be held involving parents, teachers and an administrator to determine if further testing is needed.
Switzerland County Elementary School provides a Kindergarten Jump Start program prior to school starting in the fall. The Jump Start Kindergarten program will introduce students to teachers, daily routines and provide literacy and numeracy instruction. This program provides an easier transition into kindergarten for all students.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.
At Switzerland County Elementary, we have established a strong mentoring program that allows new teachers to receive a mentor who periodically checks-in and works with the staff member. On top of the job-embedded professional development that is provided, staff can take advantage of additional professional development opportunities.

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

Staff Name	Licensure/Certification
Ashley Kitts	- Bachelor's Degree - Master's Degree - Elementary Teaching License
Jessica Griffith	- Bachelor's Degree - Master's Degree - Elementary Teaching License - Passed the NTE
Erin Lamkin	- Bachelor's Degree - Elementary Teaching License - Praxis ll
Denise Crawford	- Bachelor's Degree - Master's Degree - Elementary Teaching License 100 points on the HOUSSE rubric
Courtney Scott	- Bachelor's Degree - Elementary Teaching License - Praxis ll
Tammy Tankersley	- Bachelor's Degree - Elementary Teaching License - Passed the NTE 100 points on the HOUSSE rubric
Konna Padgett	- Bachelor's Degree - Elementary Teaching License - Passed NTE 100 points on the HOUSSE rubric
Sydney Sefton	- Bachelor's Degree - Elementary Teaching License - Praxis ll
Stephanie Whaley	- Bachelor's Degree - Elementary Teaching License - Praxis ll
Amy Bovard	Bachelor's Degree

	● Master's Degree ● Elementary Teaching License ● 100 points on the HOUSSE rubric
Patricia Bowling	● Bachelor's Degree ● Master's Degree ● Elementary Teaching License ● 100 points on the HOUSSE rubric
Marlene Jones	● Bachelor's Degree ● Master's Degree ● Elementary Teaching License ● Passed the NTE ● 100 points on the HOUSSE rubric
Amanda Meyer	● Bachelor's Degree ● Elementary Teaching License ● Praxis ll
John Scott	● Bachelor's Degree ● Elementary Teaching License ● Praxis ll
Samantha Taylor	● Bachelor's Degree ● Elementary Teaching License ● Praxis ll
Britney Presnell	● Bachelor's Degree ● Elementary Teaching License ● Praxis ll
Cayla Rogers	● Bachelor's Degree ● Elementary Teaching License ● Praxis ll
Shellie Spilman	● Bachelor's Degree ● Master's Degree ● Elementary Teaching License ● Passed the Praxis ll
Carol Brooks	● Bachelor's Degree
Clari Fugal	● Bachelor's Degree ● Master's Degree ● Elementary Teaching License
Meghan Kaczmarek	● Bachelor's Degree

	● Elementary Teaching License ● Praxis ll
Melissa Morris	● Bachelor's Degree ● Master's Degree ● Elementary Teaching License ● 100 points on the HOUSSE rubric
Rachael Gasser	● Bachelor's Degree ● Elementary Teaching License ● Praxis ll
Amber Dunlop	● Bachelor's Degree
Holly Deckert	● Bachelor's Degree ● Master's Degree ● Elementary Teaching License ● Passed the NTE ● 100 points on the HOUSSE rubric
Regina Miles	● Bachelor's Degree ● Master's Degree ● Elementary Teaching License ● 100 points on the HOUSSE rubric

SECTION B: Needs Assessment

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

Academic and Schoolwide		WIDA		Special Education		High Ability
le Assessments		Individual Learning Plans (ILPs)		IAM Assessment		Aptitude Assessment (e.g. CogAT)

...vide Assessments			Performance Gap Data	x	Individual Education Plans (IEPs)	x	Current High Ability Grant
...ent by Student Group			ESL Staff Training	x	Performance Gap Data		Performance Gap Data
...n Formative Assessments			Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
...T/ACT Assessments			Federal (ESSA) Grade for Group	x	Approved Testing Accommodations		Service Delivery Model
...Screening Data			Current Title III Grant		Federal (ESSA) Grade for Group		
...n Formative Assessments			Parental Involvement	x	IEP Compliance Report		
...nce Reports – general and ...ent groups	x	WIDA		x	Special Education Staff Assignments		
...f Students, Staff, Parents, ...Community ...endance		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**					

Step 1: Review Potential Issues from the Core Elements

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1

     Measurable outcome met? <mark>Yes</mark>   No

If the goal was met, how will the school further improve or sustain this level of performance?
Due to Covid-19, we do not have any end-of-the-year data to determine whether or not the goal was met.

If the goal was not met, explain why.

Due to Covid-19, we do not have any end-of-the-year data to determine whether or not the goal was met.

If the goal was not met, should the school continue to work toward this goal? <mark>Yes</mark>   No

Goal 2

     Measurable outcome met? <mark>Yes</mark> No

If the goal was met, how will the school further improve or sustain this level of performance?
Due to Covid-19, we do not have any end-of-the-year data to determine whether or not the goal was met.

If the goal was not met, explain why.
Due to Covid-19, we do not have any end-of-the-year data to determine whether or not the goal was met.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   No

Goal 3

Measurable outcome met?   <mark>Yes</mark>   No

If the goal was met, how will the school further improve or sustain this level of performance?
Due to Covid-19, we do not have any end-of-the-year data to determine whether or not the goal was met.

If the goal was not met, explain why.
Due to Covid-19, we do not have any end-of-the-year data to determine whether or not the goal was met.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance.

Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and

current school goals. For the first column the committee should consider two questions:

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

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

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

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

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We

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

<pre>
          1   2   3
     4   5   6
</pre>

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

learning and personal well-being.   *respectively. Survey: 45% of students   suspensions and expulsions*
has increased.

   *do not feel safe at school.*

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Curriculum	<mark>Yes</mark> No	Due to Covid-19, we do not have any data from ILEARN from 2019-2020 school year.	Through teacher professional development, staff have worked vigorously on creating a viable curriculum. The next step in this process will be the most critical as we implement the new curriculum.	x	1
Assessment	<mark>Yes</mark> No	Due to Covid-19, we do not have any data from ILEARN for the 2019-2020 school year.	Staff have created curriculum assessments to assess students' needs and gaps based off of the curriculum map that has been established.	x	3
Instruction	<mark>Yes</mark> No	Due to Covid-19, we do not have any data from ILEARN for the 2019-2020 school year.	Through our Professional Learning Communities, we know there are areas of improvement and these are continued to be addressed through these PLCs and academic walk-throughs.	x	2
Cultural Competency	Yes <mark>No</mark>				

Family Engagement	**Yes <mark>No</mark>**				
	Yes No				

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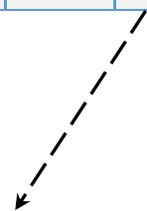
Step 2: Conduct Root Cause Analyses

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Curriculum	● Curriculum is not aligned. 　○ Staff are teaching different standards at different times. ● Priority standards have not been established.
Instruction	● Lack of data-driven instruction. ● Lack of differentiated instruction.
	● Assessments are not aligned.

Assessment	● No common formative assessments.

Write your Goal(s) from these.
Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

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

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

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	**November 1**	**February 15**	**May 25**	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

GOAL 1	**By spring 2022. 80% or higher of the students at Switzerland County Elementary School will be proficient readers.**			
Data Checkpoints (dates)	September 2020	December 2020	February 2020	May 2020
Evidence at Checkpoints	Reading Scores on ClearSight	Reading Scores on ClearSight	Reading Scores on ClearSight	
Evidence- Based Strategy 1	**Marzano, Robert J., et al. *A Handbook for High Reliability Schools*. Hawker Brownlow Education, 2015.**			**PD Needed: <mark>Yes</mark> No**

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job embedded training	August 2019-May 2022	Leadership Team	85% of staff are using a viable and guaranteed curriculum based off of academic walk-throughs by the principal.
Action Step 2				

Evidence- Based Strategy 2	Marzano, Robert J., et al. *The Highly Engaged Classroom*. Marzano Research Laboratory, 2011.			PD Needed: ==Yes== No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job embedded training	August 2019-May 2022	Leadership Team	85% of staff are using effective questioning strategies based off of academic walk-throughs by the principal.
Action Step 2				

GOAL 1	By spring 2022, 80% or higher of the students at Switzerland County Elementary will be proficient in math.			
Data Checkpoints (dates)	September 2020	December 2020	February 2020	May 2020
Evidence at Checkpoints	Math Scores on ClearSight	Math Scores on ClearSight	Math Scores on ClearSight	
Evidence- Based Strategy 1	Marzano, Robert J., et al. *A Handbook for High Reliability Schools*. Hawker Brownlow Education, 2015.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going training for teachers and support-staff	August 2020-May 2022	Leadership Team	85% of staff are using a viable and guaranteed curriculum based off of academic walk-throughs by the principal.
Action Step 2				
Evidence- Based Strategy 2	Thousand, Jacqueline S., and Richard A. Villa. *Creating an Inclusive School*. Hawker Brownlow Education, 2005.			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job embedded training	August 2019-May 2022	Leadership Team	100% of staff are creating an inclusive environment in the classroom based off of the academic walk-throughs by the principal.
Action Step 2				

GOAL 3	By spring 2022, 65% of students identified in special education in reading will show medium to high growth on the ILEARN assessment.			
Data Checkpoints (dates)	September 2020	December 2020	February 2020	
Evidence at Checkpoints	Reading Scores on ClearSight	Reading Scores on ClearSight	Reading Scores on ClearSight	
Evidence- Based Strategy 1	Marzano, Robert J., et al. *A Handbook for High Reliability Schools*. Hawker Brownlow Education, 2015.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going training for teachers and support-staff	August 2020-August 2021	TSI Team	85% of staff are using a viable and guaranteed curriculum based off of academic walk-throughs by the principal.
Action Step 2				
Evidence- Based Strategy 2	Marzano, Robert J., et al. *The Highly Engaged Classroom*. Marzano Research Laboratory, 2011.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job embedded training	August 2019-May 2022	Leadership Team	85% of staff are using effective questioning strategies based off of academic walk-throughs by the principal.

Action Step 2				

Professional Development Plan

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

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

	Identify priority standards and align curriculum.	Linked SIP Goals
onal Development Goal 1		<mark>Yes</mark> No
Funding Source(s)	Title II	
e of Impact	**Each grade level has identified priority standards per their grade level.**	

coaching and support during the learning process:
PLCs, we will continue to monitor teacher success using the priority standards. Their progress will be monitored by utilizing their curriculum d curriculum assessments.

effectiveness be sustained over time?
eness will be sustained through on-going, job embedded training.

Professional Development Goal 2	Create common formative and summative assessments.	Linked SIP Goals **Yes** No
Possible Funding Source(s)	Title II	
Evidence of Impact	Staff are using the assessments to drive classroom instruction and small group work.	

Plan for coaching and support during the learning process:
Utilize monthly PLC's to monitor student data from assessments to address instructional gaps.

How will effectiveness be sustained over time?
Effectiveness will be sustained through on-going and job embedded training.

onal Development Goal 3	Creating inclusive practices for Special Education students.	Linked SIP Goals <mark>Yes</mark> No
Funding Source(s)	Title II	
e of Impact	Staff are using inclusive practices in the classroom	

coaching and support during the learning process:
monthly PLC's and academic walk-throughs to monitor inclusive practices in the classroom by the general and special education teacher.

effectiveness be sustained over time?
eness will be sustained through on-going and job embedded training.