

**Unified Comprehensive Needs Assessment and School Improvement Plan**

<b>School Name</b>	Mary Feeser Elementary
<b>Local Education Agency Name</b>	Elkhart Community Schools
<b>School Year</b>	2022-2023

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

## 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**

*Note: Add or subtract rows as needed.*

Name	Stakeholder Group(s)	Role(s)
Carolyn Lesperance	Building Admin	Principal
Tracy Kelm	Staff	Academic Dean
Trisha Kucera	Staff	1st Grade Teacher
Kim Wilhelm	Staff	1st Grade Teacher
Alicia Taylor	Staff	3rd Grade Teacher
Jo Rushenberg	Staff	3rd Grade Teacher(ENL licensed)
Kris Carpenter	Staff	4th Grade Teacher
Ryan Leniski/Judy Oberlie	Staff	5th Grade Teacher
Joni Peak	Staff	6th Grade Teacher
Kerry Gianesi	Staff	Spc. Ed. Teacher
Holly Davidson	Staff	4th Grade. Teacher
Josh Miller	Staff	K-6 PE Teacher

*Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.*

*Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.*

Committee's Domain of Study: Reading		
Name	Stakeholder Group(s)	Role(s)
Carolyn Lesperance	staff	Principal
Tracy Kelm	Staff	Academic Dean
Rickie Myers	District staff	Dyslexia coordinator

Committee's Domain of Study:		
<b>Name</b>	<b>Stakeholder Group(s)</b>	<b>Role(s)</b>

## II. Develop a vision of excellence

### Vision of Excellence

The vision of Mary Feeser Elementary School is to set the standard with a safe environment and high expectations in all areas. Students will be provided with and will display respect, consistency, positivity, empathy, and patience as they learn to become productive citizens and lifelong learners.

We will utilize state test results, NWEA scores, district and grade level assessments as a measurement to drive classroom instruction by creating effective and engaging tiered lessons..

The Mary Feeser staff is dedicated to collaborating, utilizing data to drive discussion and to take ownership for all students. The Feeser Administration and staff will effectively communicate with staff and parents information to ensure student success.

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

- Adamsville Road Church
- Elkhart Education Foundation
- Thor Industries
- ETHOS
- Bowen Center
- Oaklawn
- PTO
- CARES
- Church on the Rock
- St. David's Church
- Real Men Read
- IUSB
- Junior Achievement
- Elkhart High School NHS
- Community Volunteers

❖ Measures for Success:

- ILEARN
- IREAD
- Dyslexia Assessment data
- Behavior and academic intervention data
- NWEA Skills checklist
- Math expressions assessments
- Pearson/SAVVAS benchmark assessments
- NWEA/ MAP
- Discipline Data

- Panorama Survey Data
- Parent Survey Data
- Principal walk throughs and observations

What we say in our mission	Sources of data and evidence
CLIMB toward Success	<ul style="list-style-type: none"> <li>● ALL students show equitable growth</li> <li>● Continual improvement as evidenced by NWEA/ MAP and PM of behavioral and academic data</li> </ul>
Data Informed instruction	<ul style="list-style-type: none"> <li>● Dyslexia data</li> <li>● NWEA data</li> <li>● CFA's</li> <li>● Monthly grade level data analysis</li> </ul>
High levels of learning	<ul style="list-style-type: none"> <li>● Performing at or above grade level on assessments/CFA's</li> <li>● NWEA/MAP growth</li> <li>● IREAD 3</li> <li>● ILEARN</li> <li>● 80%+ proficient on post test</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>● SFS</li> <li>● Team and self analysis</li> <li>● Behavior data</li> <li>● Data and PLC notes (?s 3 and 4 from PLC)</li> </ul>

o Other sources of data/evidence

### III. Create a school profile

School Profile
<p>Mary Feeser Elementary School is one of fourteen K-6 buildings in the Elkhart Community School Corporation. Upon completion of the 6th grade, students from Mary Feeser Elementary will attend either North Side Middle School or West Side Middle School.</p>

Enrollment at Mary Feeser Elementary has slightly increased enrollment from 502 in 2021 to 519, currently. For the 2022-2023 year there are 4 classrooms of kindergarten and 1st grade, 3 classrooms of grades 2-5 and 2 classrooms of 6th grade. In addition to the twenty-two classroom teachers, there are certified teachers in art, music, and physical education, three special education teachers,, one ELL teacher, and one para (second position posted but not yet filled) to serve approximately 100 students in the special education program and English Language Learners. We are staffed with two paras for library and technology skills as well as three general education paras. Specialized instructional support personnel includes a social worker. A full time virtual language therapist serves approximately 45 students. We have a part time school psychologist that is shared with two buildings in the district. We continue to search for a full time nurse. The school principal is assisted by a dean of students and two secretaries.

There was a large staff turnover prior to the 2021-2022 school year. 17 new staff members were hired. All 17 of those were retained for the 2022-2023 school year. Two previous staff members relocated and were replaced this year.

The Mary Feeser community consists of some low socio-economic and some middle class housing. Mary Feeser has a high percentage of transfer students. Many are from other Elkhart elementaries, but a small percent are from outside the district..

Mary Feeser is fortunate to have a few volunteers that work with students, including a retired teacher and a retired admin. Local businesses and churches offer adults to contribute time and positive feedback to the students at Mary Feeser. We also benefit from outside resources such as Bowen Ctr and Oaklawn who has skills trainers set up for individual students.

The Mary Feeser School community is composed of dedicated staff members, parents, administrators and students. Mary Feeser is not a Title I School.

### Vision

The vision of Mary Feeser Elementary School is to set the standard with a safe environment and high expectations in all areas. Students will be provided with and will display respect, consistency, positivity, empathy, and patience as they learn to become productive citizens and lifelong learners.

### Mission Statement

## CLIMB Toward Success

### Core Beliefs or Core Values

- Lifelong learners
- We believe all students can learn
- Students learn at different rates and in different ways.
- Students should learn at or above grade level
- Students need positive adult relationships, in a safe climate
- Students should be provided with opportunities for both enrichment and remediation.
- Students will graduate college and career ready
- Data driven decision making
- High, consistent expectations will increase student performance.
- Students come to our classrooms with different levels of readiness.

### Student Demographics

*Detailed demographic data for Mary Feeser Elementary can be found [here](#).*

### Staff Demographics

*The Mary Feeser Elementary staff is predominately white and female. There are 4 minority staff members that are certified and 6 certified male staff members. The age and experience of staff members is diverse ranging from 0 years experience to 35+ years of experience. Classified staff is also predominantly female and white with one male minority.*

### Student Behavior

Feeser has high behavioral expectations and stresses positive discipline and personal responsibility for both students and staff. As a PRIDE school, the staff believes in using positive approaches to solving problems and conflicts and expects this from students too.

Mary Feeser Elementary School is committed to providing a safe and secure learning environment for students. The P.R.I.D.E (Persistence, Respect, Initiative, Dependability, and Efficiency) committee is charged with the responsibility to formulate a creative, focused, positive, all school behavior support program. This team is led by the school's principal.

The PRIDE expectations and student handbook are available digitally on the school's website. At the beginning of the school year, the PRIDE expectations are reviewed and revised by staff and communicated to students using common language. Students are educated on PRIDE with daily reinforcement. [Feeser PRIDE Matrix here](#).



A school-wide reward system has been implemented as a part of our positive approach to behavior. Adults who observe a student demonstrating the school-wide expectations are encouraged to give the student a Surge Slip.

Slips can be utilized at the Surge store, monthly or can be used to purchase a class Surge Slip for a class reward, chosen from a menu.

The Feeser PRIDE Committee meets monthly, on Friday's. Data is collected and reviewed as a part of the planning process and awards programs and PBIS systems are assessed and tweaked as needed.

Check in, check out, behavior plans, and FBA's are completed for students with Tier II and Tier III needs. The purpose of discipline is to change behavior, not punish. Teachers are in charge of their own classroom management systems and will send students with an office referral if behavior becomes highly disruptive to learning, or unsafe. Our MTSS team is composed of the principal, dean, Systems of Care provider from Oaklawn, school social worker, school psychologist, general education teachers, and special education teachers. Behavioral data and information specific to the needs of individual students is discussed, assessed, and revised as necessary. The district referral form is utilized for students meeting criteria.

Class meetings occur weekly as a proactive approach to prevent bullying.

#### Student Academic Outcomes

Mary Feeser's State ILEARN Testing data shows that, in comparison to other schools like Feeser, demographically, the school is under performing. However, when looking at student cohorts, Feeser has shown growth, most notably from 3rd to 4th and 4th to 5th in both ELA and math.

<https://docs.google.com/spreadsheets/d/1ABNPUhWZSH26twndjRsmSpltOUowN5R4-vJAd7XQZz8/edit?usp=sharing>

6th grade data dropped last year and by attributed that to lack of stability in staff at that grade level as students went most of the year without a teacher in one of the classrooms. 5+ subs, including teh principal covered the class but the year was not consistent.

More specific information from state and local testing can be found [here](#).

#### Summary of Current School Improvement Strategies

Mary Feeser's School's Improvement Team participates in analysis of student achievement data as well as current systems The school focus is on improving reading and math with

grade level content, strong tier I instruction, and differentiation as warranted by outcome data.

Teachers utilize time after school to collaborate, plan, and determine the most effective strategies to help students succeed. The focus of these meetings is math, reading, and writing data, most notably reflecting standards tied to essential standards.

Students on the bubble, or just below grade level will be targeted for groups to move them to grade level,  $\frac{4}{5}$  days each week (Success period). All students will show expected or greater growth on NWEA as a result of differentiated instruction as well as strong, rigorous tier I instruction by classroom teachers.

### Summary of Core Curricula

The school curriculum is driven by Indiana State Standards (critical standards identified by ECS) including College and Career Readiness Standards. This provides benchmarks for all students across the state. Each teacher has access to these standards for both Language Arts and Math and also the Indiana State Standards for all subjects. Teachers across the district at all grade levels have been provided with resources as well as training in Pearson/SAVVAS, Math Expressions, and Smekens effective teaching strategies and roadmaps that follow Indiana skills and standards. Pearson is the core reading program which is research-based and aligned to the Common Core State Standards. Classroom teachers also have access to online resources for instructional materials to address students at three tiers of instruction. Math Expressions is the core math curriculum including online resources through Think Central. This year we are implementing FUNdations in grades K-2 as well as the Wilson program for Special Education. ETHOS Science kits and Mystery Science are utilized throughout the year. Training and support is provided by ETHOS including Science Inquiry Training.

Various programs are utilized for writing, across the building, including: Shurley, Tools of the Mind, and Common Core. High Ability students and cluster teachers utilize Jr. Great Books as well as No Red Ink.

### Summary of Formative and Summative Assessments

Mary Feeser Elementary School uses various formative and summative assessments to evaluate students' academic status and progress. This academic data is used by teachers to plan on-grade level, remedial, and enrichment lessons. Pearson benchmark assessments are utilized across the district as are Dyslexia screeners and NWEA skills checklists, NWEA Map and CogAT. State assessments include ILEARN, IREAD, WIDA Access.

## Summary of Academic Intervention and Enrichment Programs

The staff at Mary Feeser Elementary School believe that all students can learn. This entails meeting the needs of all students by starting at their current level and working through differentiated instruction to push them to perform at or above grade level. Each grade level uses differentiated instruction to meet the needs of the students during tier 1 instruction. Each team meets after school to analyze data from student assessments tied to critical standards and once each month, during prep, with the principal to discuss writing in response to text..

Specials teachers and other support staff, including potential volunteers, will pull enrichment students while classroom teachers remediate critical skills for smaller groups of students who have not yet achieved mastery or are underperforming. High Ability students are clustered and utilize Jr. Great Books and No Red Ink. Classroom teachers identify students who are in need beyond typical tiered interventions and recommend to the MTSS Team for next steps.

Feeser utilizes the EQ curriculum by Adam Saenz one time per week, minimally. EL staff works with classroom teachers to provide in-class support for students who have lower language levels determined by WIDA ACCESS testing.

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

In addition to the academic interventions and enrichment programs listed above, Mary Feeser Elementary School offers after school activities to enrich a student's social and emotional growth as well as helping them stay active and physically fit. In grades 5-6, we offer volleyball, basketball, football, soccer, lacrosse, track, and cheerleading. We also offer academic clubs such as chess, spelling, math bowl, Lego robotics, and science club. There is a robotics club and Happy Day Club offered for students in grades K-4. For students in grades K-6, we offer a run club that is done from February-May.. The extracurricular activity offered during the day is band/orchestra. Students in 6th grade are transported to the Middle Schools for this activity. All sports and clubs are run by Mary Feeser staff members.

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

Elkhart Community Schools' plan to hire and maintain highly qualified staff members is as follows:

Teachers:

-Staff is sent to in state or local college recruitment fairs to interview and recruit potential staff, early in the year. IU, Purdue, Ball State, and Western Michigan University are just a few.

-Teachers are hired based on license or permit.

-The Personnel Department maintains on-going records of teachers' certification expiration dates.

-The Personnel Department follows up communication with phone calls to ensure that

all teachers maintain current licenses in the area in which they have been hired to teach.

-Communication from the Personnel Department to teachers concerning licenses will occur as necessary.

Paraprofessionals:

-Over the last several years, all currently employed paraprofessionals have been provided a multitude of opportunities to study for and take the Para Pro Assessment through ETS.

-From January 2002 until the present time, any person hired as a paraprofessional must meet the requirement of two years of college, or an associate's degree, or passing scores on the Para Pro prior to being allowed to apply for a position. This practice continues to date.

In order to retain staff, teachers are provided with the opportunity to provide input and take ownership within the building. They are provided with PD to help them grow professionally and opportunities to utilize their strengths.

#### Summary of Teacher and Staff Professional Learning Opportunities

At the district level, staff are offered professional development opportunities throughout the year. Including:

- Math Expressions
- Pearson/ SAVVAS
- Visible Learning
- SIOP
- DOK
- FUNdations
- District technology PD
- CPI
- PAR
- Smekens
- RTI
- MTSS
- PLC
- See Saw
- ETHOS Inquiry
- Trauma Informed Care
- HA training
- Wilson Intervention

## PLC through Solution Tree

### Summary of Teacher and Staff Coaching and Evaluation Model

Mary Feeser Elementary School believes that as a staff, we are always learning, growing, and working towards perfecting our craft. The corporation uses a variation of the Danielson Rubric for evaluations, which was approved by the state. During the course of the year, each teacher is observed a minimum of four times (unless deemed Highly Effective for two consecutive years- then they are observed 2 times). These observations as well as regular classroom walkthroughs and observations are used to provide teachers with feedback to improve the effectiveness of their teaching. This may include peer observations in or outside of the building, reading and responding to research based text, self-reflections, and opportunity for application of the newly learned or observed content.

As part of the evaluation, teachers may submit artifacts as a reflection of their work. If a teacher has concerns, disagrees, or wants to discuss the evaluation, they are offered the opportunity to meet with the evaluator. When a teacher is deemed as needing additional coaching and support, or if they are evaluated as ineffective, the building principal works with the teacher and a member of the Elkhart Teachers' Association (ETA) on an Improvement Plan. This is a detailed and specific plan with desired outcomes, a plan for improvement, and specific timelines. All evaluations and improvement plans are documented and placed in Standards for Success.

Teachers are asked to write two personal academic goals. These goals are part of their final evaluation.

Additionally, the building is provided with a Smekens consultant and the principal is provided with a building coach from Solution Tree.

All new teachers to the district are provided with a mentor teacher. This year, 3 of our staff members have mentor teachers.

### Summary of Key Family and Community Engagement Strategies

Mary Feeser Elementary School has a very active Parent/Teacher Organization. The responsibility of the PTO is to work with the staff to create activities for families throughout the year. Information about upcoming events are shared with families through Facebook, Remind, Class Dojo, and a monthly newsletter.

Current family activities include:

- Back-to-School Bash- Families meet their student's new teacher and have the opportunity to participate in activities provided by Adamsville Rd Church.
- Parent/Teacher conferences
- Parent Survey
- Monthly PTO meetings
- Grandparents' Day
- Fall Carnival
- Walk for Riley
- Santa Store

- Family Learning Nights
- Field trips at all grade levels, which parents are invited to attend on a regular basis
- Family Dance
- K and 6th Graduation
- Spring Fling
- Imom and All Pro Dad breakfast/dinner

#### List of Community Partnerships

- Elkhart Education Foundation
- Adamsville Rd. Church
- IUSB
- Oaklawn
- Bowen Center
- Elkhart Chamber of Commerce
- Junior Achievement
- Kiwanis
- Elks
- Thor Motorcoach
- Elkhart Area Career Center
- WNDU
- Boling Vision
- United Way
- Beacon
- Ryan's Place

**IV. Identify focus areas**

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

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

*Students identified with an IEP and in Special Education services*

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

**Gap Analysis Tool**

Feeser students performed below the state average in both math and language arts on the 2021-2022 ILEARN assessment.

Description of Focus Area 1

1. We will shrink the gap created by COVID learning loss in reading, showing equitable growth from students of all ability levels, races, and SES. We will see 10% greater growth from fall to spring in 2022-2023 than achieved in 2021-2021, as measured by NWEA/ MAP growth, building-wide.

Description of Focus Area 2

2. We will shrink the gap created by COVID learning loss in math, showing equitable growth from students of all ability levels, races, and SES. We will see 10% greater growth from fall to spring in 2022-2023 than achieved in 2021-2021, as measured by NWEA/ MAP growth, building-wide.

Description of Focus Area 3

**V. Collect additional data on focus areas**

Additional Data Sources Collected	
<p><i>Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.</i></p>	
Additional Data Collected for Focus Area 1	
<p><a href="#">This includes</a> additional building data regarding state and district assessments tied to focus area I</p>	
Additional Data Collected for Focus Area 2	
<p>Description of additional data collected for this focus area 2:</p>	
<p>Provide links to the additional data and/or key takeaways from data collected for this focus area:</p> <p><a href="#">This includes</a> additional building data regarding state and district assessments tied to focus area I.  <a href="https://docs.google.com/spreadsheets/d/1ABNPUhWZSH26twndjRsmSpltOUowN5R4-vJAd7XQZz8/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1ABNPUhWZSH26twndjRsmSpltOUowN5R4-vJAd7XQZz8/edit?usp=sharing</a></p>	
Additional Data Collected for Focus Area 3	
<p>Description of additional data collected for this focus area 3:</p>	
<p>Provide links to the additional data and/or key takeaways from data collected for this focus area:</p>	

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
<i>Example: Family members</i>	<i>Example: Survey, focus group</i>	<i>Example: 54 via survey, 8 via focus group</i>	<i>Example: Embedded link to a report provided by the family survey vendor</i>
Parent Survey	Google Form during PT conferences and through Dojo	60	<a href="https://docs.google.com/spreadsheets/d/1aVCsT0o55V-pmc">https://docs.google.com/spreadsheets/d/1aVCsT0o55V-pmc</a>



	message		<a href="https://docs.google.com/spreadsheets/d/1rxL9qHMi8e9gkRwMg39o7hsTu9shtkZeSH6hOTqnika/edit?usp=sharing">sgLHLWw51gKSn3hZG8YatRYbcciPA/edit?usp=sharing</a>
All Teachers	Survey- Google Form	22 via survey	<a href="https://docs.google.com/spreadsheets/d/1rxL9qHMi8e9gkRwMg39o7hsTu9shtkZeSH6hOTqnika/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1rxL9qHMi8e9gkRwMg39o7hsTu9shtkZeSH6hOTqnika/edit?usp=sharing</a>

**VI. Analyze data to determine key findings and root causes**

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

<b>Data Analysis, Key Findings, and Root Causes</b>
<i>Note: Adjust the table as needed.</i>
<b>Focus Area 1</b>
<p>Focus Area 1 is on our Special Education Students.</p> <p>Conclusions from data quality check for Focus Area 1:</p> <ul style="list-style-type: none"> <li>● Students across the building, including special education students performed below the state average. The data is accurate. <ul style="list-style-type: none"> <li>○ Other data needed <ul style="list-style-type: none"> <li>■ State ILEARN assessments</li> <li>■ Disaggregated assessment data</li> </ul> </li> </ul> </li> </ul> <p>According to staff survey data, teachers feel that there are high expectations in their classroom for academics and behavior but across the whole building the expectations is lower in comparison to their individual classroom.</p> <p>Parents feel their si a high academic expectation at Feeser and that their student is adequately challenged.</p>
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):</p> <p>Multiple assessments reveal that students with disabilities score below their grade level peers in English/language arts.</p> <p>All students at Mary Feeser are given the NWEA/MAP assessments three times per year. Our goal is for students in special education to show 10% more growth from fall to spring in 2023 as compared to fall to</p>

spring in 2022

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"> <li>There has been a lack of a research-based ELA curriculum utilized across the building.</li> </ul>	<ul style="list-style-type: none"> <li>There are underperforming subgroups in state assessment data.               <ul style="list-style-type: none"> <li>EL students</li> <li>Special Ed Students</li> </ul> </li> </ul>	<p><a href="#">Click here</a> to return to Feeser's most recent CNA data</p>
<ul style="list-style-type: none"> <li>COVID learning loss has created larger learning gaps and have moved more students into the "At-risk" category</li> </ul>	<ul style="list-style-type: none"> <li>The NWEA Fall assessment shows more than 40% of students in the at risk category for reading in grades 3,4, and 6. This includes at least 5, 6th grade students are reading at a Beginning reading level.</li> </ul>	

### Focus Area 2

Conclusions from data quality check for Focus Area 2:

Students performed below the state average on the state assessment in the area of math.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<p>While Feeser's proficiency data is still far below where we would like it to be, cohort data shows that we are moving student toward proficiency, especially from 3rd to 4th grade and 4th to 5th grade as evidenced by ILEARN.</p> <p>More than 60% of the building met or exceeded growth on NWEA from Fall 2021 to spring 2022.</p> <p>We are still getting used to the curriculum- Math Expressions and are getting better as we learn how to use it best.</p>	<p><a href="https://docs.google.com/spreadsheets/d/10gVNj1pwZX6mtHGvRw43DROWPsf7ln6n/edit?usp=sharing&amp;oid=116238192953792690444&amp;rtpof=true&amp;sd=true">https://docs.google.com/spreadsheets/d/10gVNj1pwZX6mtHGvRw43DROWPsf7ln6n/edit?usp=sharing&amp;oid=116238192953792690444&amp;rtpof=true&amp;sd=true</a></p>	<p>As we learn to work together with new teams and expectations in the building we are seeing improvements in growth toward academic proficiency.</p> <p>Through principal observation of classrooms, teachers are able to better utilize math expressions with practice and experience.</p>

**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**

*Note: Add or subtract rows as needed.*

Name	Stakeholder Group(s)	Role(s)
Carolyn Lesperance	Building Admin	Principal
Tracy Kelm	Staff	Academic Dean
Trisha Kucera	Staff	1st Grade Teacher
Kim Wilhelm	Staff	1st Grade Teacher
Alicia Taylor	Staff	3rd Grade Teacher
Jo Rushenberg	Staff	3rd Grade Teacher(ENL licensed)
Kris Carpenter	Staff	4th Grade Teacher
Ryan Leniski/Judy Oberlie	Staff	5th Grade Teacher
Joni Peak	Staff	6th Grade Teacher
Kerry Gianesi	Staff	Spc. Ed. Teacher
Holly Davidson	Staff	4th Grade. Teacher
Josh Miller	Staff	K-6 PE Teacher

*Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.*

*Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.*

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

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

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

Review of Focus Area 1	
<p>Description of Focus Area 1: Special Education Students.</p> <p>Conclusions from data quality check for Focus Area 1:</p> <ul style="list-style-type: none"> <li>• Mary Feeser Students in all areas, including special education performed below the state average on the state assessment.</li> <li>•</li> </ul> <p>(Click <a href="#">here</a> to return to the description of Focus Area 1 from the CNA)</p>	
<p>Student have been performing below the state average on state assessments ILEARN and IREAD. This has been on the decline for the past three years.</p> <p>Projected growth on the NWEA/MAP test does not show equitable growth for students in all areas. The majority of those in Special Education did not meet their projected growth.</p>	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
<p>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 1 from the CNA)</p>	<p>(Click <a href="#">here</a> to return to the root causes for Focus Area 1's key findings from the CNA)</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>

	1.

**Review of Focus Area 2**

**Description of Focus Area 2:**

Assessment results indicate that students are underperforming on the state assessment in math and had been on a steady decline over the past 3 years, but showed a slight increase in 2021-2022.. The need to improve Tier I math instruction in order for all students to show growth towards grade level. The data shows that Feeser students are performing below grade level Our hope is that the adoption of a district math curriculum will play a part in improving our results.

**Modified Description of Focus Area 2:**

<b>Description of key findings for Focus Area 2 (strength or area for growth)</b>	<b>Root causes for key findings from Focus Area 2</b>
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*(Click [here](#) to return to the description of key findings for Focus Area 2 from the CNA)*

*(Click [here](#) to return to the root causes for Focus Area 2's key findings from the CNA)*

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

**Modified root causes for key findings based on the SIP development team's discussion**

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**Review of Focus Area 3**

**Description of Focus Area 3:**

Modified Description of Focus Area 3:	
Description of key findings for Focus Area 3 (strength or area for growth)	
Root causes for key findings from Focus Area 3	
Modified description of key findings for Focus Area 3 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion

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

*Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.*

Description of Core Component: Safe Learning Environment	
<ol style="list-style-type: none"> <li>1. How will the school maintain a safe and disciplined learning environment for students and teachers?</li> <li>2. How will the school ensure clear expectations are communicated to students?</li> <li>3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?</li> <li>4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?</li> </ol>	<ol style="list-style-type: none"> <li>1. Mary Feeser will maintain a PRIDE matrix for students and staff with regular reinforcement of the expectations, to create a safe and disciplined environment.</li> <li>2. All students will be taught matrix expectations utilizing common language. Reinforcements will be provided throughout the building. Weekly classroom meetings will take place to attack root cause of current problems and prevent additional problems.</li> </ol>



3. Teachers will embed SEL as they intrinsically motivate kids by helping them set goals for growth, proficiency, and independence both academically and Social emotionally. Teachers will model enthusiasm and love of learning. They will utilize the EQ curriculum.

4. The MTSS Team will provide support and guidance as students become part of Tier III. Classroom teachers implement positive behavior plans within their classrooms. Check In-Out and social skill instruction are utilized for students in tier two. Behavior plans are created and followed for students at tier three.

Safety:

- Admin School Safety Training
- Monthly Drills
- Safety Plans for students as needed
- OSHA training
- CPI Training
- Emergency Plans
- Trauma Informed Care
- Crisis Team
- Raptor system for visitors to the building
- Security cameras
- Staff supervision- arrival/dismissal, and playground. Procedures in place
- PRIDE matrix reinforcement
- Background checks for volunteers
- Bloodborne Pathogens
  - Staff is CPR and First Aid trained
- SPRIGEO

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:</p> <p>A safe learning environment allows instructional time to be maximized and better equips students to be ready to learn, as their basic safety needs are met.</p>	<p>For Focus Area 1:</p> <p>Monthly drills cut into instructional time. Training pulls staff members out of the building during the school year, leaving students with substitute teachers. Due to a lack of substitutes it often leaves administrators with a decision to have the teacher stay back from training or to</p>

<p>The common PRIDE matrix makes it easier to communicate uniform expectations to our students. Common vocabulary is utilized by staff across the building, on a daily basis.</p>	<p>split classes, leaving teachers in the building with a total of 35-45 students in a small space.</p> <p>When teachers are focused on managing behaviors it decreases the time they are able to spend on instruction and student learning.</p>
<p>For Focus Area 2:</p> <p>Bowen Center and Oaklawn provide services to Feeser students who demonstrate a need.</p> <p>Students with academic or behavioral needs are brought up in weekly MTSS meetings. The MTSS team is made up of teachers, administrators, school psychologists, and community mental health providers. This multi-tiered approach is able to identify struggling students and provide them with appropriate interventions or services.</p>	<p>For Focus Area 2:</p> <p>Services can be limited for students due to wait lists, high demand, and/or insurance.</p> <p>Staff knowledge of progress monitoring data and credible resources is an area for improvement in order to make the MTSS process more effective and efficient.</p>
<p>For Focus Area 3:</p>	<p>For Focus Area 3:</p>

Description of Core Component: Curriculum
<p>Math Expressions is used for K-6 math            FUNdations- K-3 Phonics/ early literacy program            Pearson SAVVAS is a key textual resource and is benchmarked at BOY, MOY, EOY</p> <p>Additionally, grade level teams identify essential state standards, develop Common Formative Assessments. They provide interventions and enrichments for students based on critical standards. As part of the process, teachers identify and unwrap essential standards to identify learning targets. Standards and learning targets are written in student friendly language. Teachers develop team and individual Smart Goals aligned to school wide Smart Goals.</p> <p>The resources that are used to support essential standards include:</p> <ul style="list-style-type: none"> <li>● Math Expressions</li> <li>● NWEA skills checklist for progress monitoring</li> <li>● Pearson/My View grade level</li> </ul>

- Readworks
- NEWS ELA
- Tools of the Mind
- Smekens Strategies and roadmaps
- Pearson Realize
- Easy CBMs
- Goalbook Pathways
- Mystery Science
- Ethos Science Kits
- Sepup

### **Grades (1-6) English Language Arts Curriculum**

During the 2018-2019 school year, Journeys served as a core curriculum resource for reading and language arts. The district went through a Reading Adoption during the 2018-2019 school year. At the district level, a Reading Adoption Committee was formed to study, research, examine and make a recommendation for a Reading Program. The Reading Adoption Committee included district leaders, general education teachers, principals, and special education teachers and EL teachers.. Parents, community leaders, and school board members were kept abreast of the process and were also given the opportunity to provide feedback. The first task of the committee was to create a rubric that would address the major components of a quality reading program. The rubric provided a score for foundational reading skills, comprehension for both literary and informational texts, writing development and skills, speaking and listening development and skills, language development and skills, alignment, equity, and accessibility, and technology. The next step of the process included learning about the various products and aspects of each textbook program. Several members of the committee attended informational sessions with book vendors to learn about the materials. Committee members then met in teams to examine particular grade level materials. Using the rubric, teams scored the textbooks on the various components. All of the rubrics were tabulated to come up with two final recommendations. The committee met again with the particular vendors of each final recommendation to review the final products. After the vendor presentations, the committee made a final recommendation and Pearson/My View was selected. During the summer of 2019-2020, teachers attended a 3 day training to learn about the new literacy program. As a part of training, teachers were given the task of creating unit plans that follow the PLC model for planning, instruction, and intervention. The unit plans will be shared grade level to grade level across the school district to create a “pool” of resources, ideas, strategies, and support for all teachers.

A similar process for curriculum adoption is used for all subject areas. In most cases this process is completed every six years.

### **Science Curriculum**

#### **Overview of Science Standards**

Science and Engineering Process Standards (SEPS)

The Science and Engineering Process Standards are the processes and skills that students are expected to learn and be able to do within the context of the science content. The separation of

the Science and Engineering Process Standards from the Content Standards is intentional; the separation of the standards explicitly shows that what students are doing while learning science is extremely important. These Science and Engineering Process Standards are intended to develop scientific thinking and experimentation through all grade levels. Teachers will provide ability level, age appropriate, developmentally appropriate activities, labs, and experiences. The implementation of Science and Engineering Process Standards should be integrated with the Content Standards and Science/Technical Studies Content Area Literacy Standards (6-12).

### **Content Standards In grades K through 8**

The Content Standards are organized in five distinct areas: 1) physical science 2) earth science 3) life science 4) engineering and 5) computer science.

[Kindergarten Standards](#)

[First Grade Standards](#)

[Second Grade Standards](#)

[Third Grade Standards](#)

[Fourth Grade Standards](#)

[Fifth Grade Standards](#)

[Six Grade Standards](#)

## **ETHOS Science Kits**

### **Science Kits from ETHOS**

Our teachers have access to science kits from ETHOS to provide engaging inquiry based learning experiences for our students in science. Each of the science kits are available for our teachers to incorporate into their classrooms throughout the year. Each of the kits focuses on teaching a wide variety of science standards to ensure students leave our building with the scientific skills to be successful at the middle school. At the kindergarten level teachers have access to science activities through the Tools of the Mind curriculum.

In addition to the science kits our teachers have access to the Science ToGo Bus. The Science ToGo Bus is an RV outfitted with science equipment and a trained facilitator to help students experience and fall in love with science. The science to go bus will visit the school between eight and ten times this year. Our teachers get to choose which activities their students participate in from the list below based on their PLC team's essential standards.

**Science Kits:**

Grade Level	Science Kit
Kindergarten	No ETHOS Kits: Tools of the Mind
First Grade	Pebbles, Sand & Silt-Foss
Second Grade	Life Cycle of Butterflies
Third Grade	Rocks and Minerals
Fourth Grade	Electric Circuits
Fifth Grade	Floating and Sinking
Sixth Grade	SEPUP

**Science to Go Bus Activities**

Activities	Science / Engineering Standards	Activity Description
Kindergarten		
Ocean Life	K.LS.2 Describe and compare the physical features of common living plants and animals.	Students sort ocean life models by different characteristics. Students choose one to draw.
Rain Forest	K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.	Students assign rain forest creatures to their habitat (via website).

Arctic Animals	K.LS.2 Describe and compare the physical features of common living plants and animals.	Students sort Arctic life models by different characteristics. Using the iPad, students match the name of a feature with its location.
1st Grade		
Camouflage	1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Students interact with different colored rabbit pelts, discussing the color and an ideal habitat. Students work with a computer simulation, seeing the impact on camouflage and predators (wolves) locating the rabbits. Sometimes the bunnies take over the world!
Insect Life Cycle	1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Students observe insects preserved in acrylic. The life cycle of insects is discussed along with pictures on an iPad app.
Plant Life Cycle	1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.	Students sort seeds by different characteristics. Students attempt to grow a plant by providing the correct amount of water,

		heat and sunlight (web based).
2nd Grade		
Matter S L G	2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Students interact with a computer simulation of water changing from solid to liquid to gas.
Insect Adaptations	2.LS.3 Classify living organisms according to variations in specific physical features (i.e. body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.	Students observe insects preserved in acrylic. Students work in groups to build their own insect and cross the swamp (web based).
Erosion	2.ESS.3 Investigate how wind or water change the shape of the land and design solutions for prevention.	Students arrange landforms to show the changes through time (web based).
3rd Grade		
Forces	3.PS.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Students interact with a computer simulation "tug-a-war" in which they change the force on each side.
Simple Machines	3.PS.2 Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used.	Students discuss the various simple machines and where they are found in the world around us.

Sound	3.PS.4 Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound.	Students evaluate various rubber bands and the different sounds that are made. The parts of a sound waves are identified. A computer simulation shows the changes to the parts of a sound wave.
Fossils	3.ESS.4 Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago.	Students "dig" through various rocks to find fossils. Using charts, students identify the fossils.
4th Grade		
Rotation/Revolution	4.ESS.1 Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses.	Rotation and revolution of the planets and our moon are visited with hands-on and computer simulations. The moon phases along with alignments that result in eclipses are addressed.
Heat & Energy	4.PS.4 Describe and investigate the different ways in which energy can be generated and/or converted from one form of energy to another form of energy.	Students are challenged with an ice cube melting activity, followed by computer simulations of energy transfer. Thermal, Mechanical, Solar, Chemical & Electrical energy are visited.



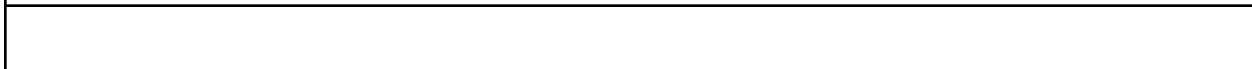
Circuits	4.PS.5 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Students work together to build a circuit, lighting up a light bulb. This is done both hands-on and with-in a computer simulation. Students test conductors and insulators along with changes in the voltage.
Flight - Bernoulli	4.PS.1 Investigate transportation systems and devices that operate on or in land, water, air and space and recognize the forces (lift, drag, friction, thrust and gravity) that affect their motion.	Students make predictions and carry out several hands-on activities related to the Bernoulli principle. (Faster moving air creates less pressure)
Bird Adaptations	4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.	The variety of bird beaks and their primary food source is investigated through hands -on and web based activities.
5th Grade		
Prosthetics	3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	An engineering activity involving some problem solving, as students build an end-effector.

Space	5.ESS.1 Analyze the scale of our solar system and its components: our solar system includes the sun, moon, seven other planets and their moons, and many other objects like asteroids and comets.	Ipad app (Exoplanet) shows the Milky Way Galaxy and our Solar System. The distance between objects as well as a comparison in size is visited.
Density Bottles	5.PS.1 Describe and measure the volume and mass of a sample of a given material.	Mass, Volume and Density are investigated with computer simulation and hands-on exploration of sinking and floating beads.
6th Grade		
Energy Skate Park	6.PS.3 Describe how potential and kinetic energy can be transferred from one form to another.	Students use the pHet Skatepark simulation to investigate PE & KE. Students design on the computer, ramps for successful skateboarding.
Planets/Eclipses	6.ESS.2 Design models to describe how Earth's rotation, revolution, tilt, and interaction with the sun and moon cause seasons, tides, changes in daylight hours, eclipses, and phases of the <a href="http://moon.us">moon.us</a>	Rotation and revolution of the planets and our moon are visited with hands-on and computer simulations. Sunlight variation due to the tilt of the axis is explored.
Mystery Science		

Lastly, our teachers have access to Mystery Science. Mystery Science provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity.

Each lesson is organized around a key question (e.g. “What happens when plates move along a fault?”) The lesson starts with a short introductory video, laying out the lesson’s key question. The video is followed by discussion questions for the class. Finally, the lesson ends with a hands-on activity designed to help students find the answer to the key question. Each activity comes with instructions and a list of materials needed.

Film footage, animations, and other illustrations with voice over instruction do an excellent job of teaching the material. A variety of activities along with discussion and interaction totally engage student interest as they help them think through scientific concepts, learn practical applications, and begin to apply the scientific method.



**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: A rigorous curriculum supported with highly effective teaching practices supports Tier I instruction which in turn enhances student learning.	Teachers need additional training on utilizing the curriculum as well as rigorous grade level or higher supplements to practice the skills woven into the standards.
For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:



**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.

- As part of PLC, teachers are required to create ongoing common formative assessments that inform their work and planning. Data is stored in grade level building folders and is shared with the principal, monthly.
- Teachers provide summative assessments in the form of unit tests, projects, and essays or papers at the end of each unit. Summative assessments are used to measure students’ mastery of concepts.
- NWEA Assessments are given three times per year (BOY, MOY and EOY). Teachers are encouraged to review Student Goal Setting worksheets with the students to help students set goals for Reading and Math. NWEA tests are used to measure student growth and proficiency in Reading and Math.
- All students in grades 3-6 take the ILEARN State Assessment each spring.
- Students in Grade 3 (and non exempt non passers in grade 4 and 5) take the IREAD3 Assessment.
- Students in grades Kindergarten, 2nd grade and 5th grade take CogAT to determine HA status (NWEA identifies them as well)
- ENL students take the WIDA Access assessment each year.
- K-2 students are assessed on reading risk using NWEA Map Fluency and Dyslexia screeners (varies based on results)
- Other

**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: Data from these assessments is used when making decisions at the classroom, grade level, and school level concerning	For Focus Area 1: The data tells us the need but not all teachers are familiar with the resources to address a possible intervention.

<p>instructional focus, additional supports needed, intervention needs, etc.</p> <p>It's beneficial to have multiple data sources in order to triangulate data when making decisions about skills.</p>	<p>A significant amount of instructional time is lost when administering national, state, district, and building level assessments- especially in the spring.</p> <p>A student may not have performed at their best for a particular assessment, providing inaccurate data about the student's ability</p> <p>Sometimes too much data results in not using the results from ALL of it to guide instruction.</p>
<p>For Focus Area 2:</p> <p>Data from these assessments is used when making decisions at the classroom, grade level, and school level concerning instructional focus, additional supports needed, intervention needs, etc.</p> <p>It's beneficial to have multiple data sources in order to triangulate data when making decisions about skills.</p>	<p>For Focus Area 2:</p> <p>A significant amount of instructional time is lost when administering national, state, district, and building level assessments- especially in the spring.</p> <p>The data tells us the need but not all teachers are familiar with the resources to address a possible intervention, especially with a new resource.</p> <p>A student may not have performed at their best for a particular assessment, providing inaccurate data about the student's ability</p> <p>Sometimes too much data results in not using the results from ALL of it to guide instruction.</p>
<p>For Focus Area 3:</p>	<p>For Focus Area 3:</p>

**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?

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?

Teams focus on setting norms and collective commitments to ensure the dedication to all students.

- SIOP framework provides instructional strategies that can be used for effective communication for all students.
2. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
    - The Literacy Framework that is provided from the IDOE contains DOK tested levels for each standard. These levels provide guidance for teachers for planning and preparation for daily instruction.
    - Using the PLC Process, teachers use Depth of Knowledge to unpack essential standards and plan Units of Study.
    - Common Formative Assessments are designed to include Depth of Knowledge skills (Example: Analyze, create, design, etc.)
    - Intervention teachers provide instruction at all levels (Remediation, Maintenance, and Enrichment)
    - Class lists were designed to provide flexible groupings so that students have access to many different teaching styles and experiences
    - Teachers utilize success period to reteach, maintain, or extend essential skills.
  3. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?

Teachers will use formative assessment Grade level meetings and collaboration are used to identify strategies that are most effective for teaching the essential standards and adjusting the instruction as needed. The Danielson model provides descriptors for teachers to adjust, monitor and reflect on the individual lessons.

4. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
  - Common formative assessments and progress monitoring are used to adjust instruction.
  - PLC grade level teams identify and discuss strategies that are most effective for teaching essential standards.
  - The Danielson model provides descriptors for teachers to adjust, monitor, and reflect on

- the individual lessons.
  - Classroom walkthroughs
  - SIOP strategies
  - Team PLC conversations
5. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?
- SIOP strategies
  - Differentiated instruction utilizing the core curriculum
  - I Can statements/Can do descriptors
  - Small group/whole group
  - Tiered Instruction
  - Performance level descriptors

**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?
<p>For Focus Area 1: Small group tiered instruction allows students to receive specific, targeted help.</p> <p>Using SIOP strategies in all tiers of instruction help meet students' learning needs.</p>	<p>For Focus Area 1: Sometimes student disruptive behaviors can occur during thai time, if the teacher does not have strong management.</p> <p>We have many new teachers who are in different places with SIOP</p>
<p>For Focus Area 2:  Improving Tier I with the most effective instructional practices will enhance our current instructional practices while meeting the needs of all learners</p>	<p>For Focus Area 2:</p>
<p>For Focus Area 3:</p>	<p>For Focus Area 3:</p>

**Description of Core Component: Cultural Competency**

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:

- A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
- A description of how teachers and staff will learn about students' cultures;
- A description of how teachers and staff will utilize resources in the students' communities;
- A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
- A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

**Improvement of Cultural Competency**

As a district, all teachers, administrators and staff are required to take a SIOP(Sheltered Instruction Observation Protocol) Canvas Course this year to learn strategies and practices to better understand and support English Language Learners. By taking the course, participants will gain an understanding of how best to support English Language Learners in the classroom and how best to serve families.

Feeser's staff will participate in Trauma Informed Care training(TIC)

Administrators have received some training from the district in regards to Restorative Practices. The goal is to set aside professional development time to support teachers in their understanding of Restorative Practices.

**A Description of How Teachers and Staff will Learn about Students' Cultures**

As a district, all teachers, administrators and staff are required to take a SIOP(Sheltered Instruction Observation Protocol) Canvas Course this year to learn strategies and practices to better understand and support English Language Learners. By taking the course, participants will gain an understanding of how best to support English Language Learners in the classroom and how best to serve families.

**A Description of How Teachers and Staff will Utilize Resources in the Students' Communities**

Feeser's Multitiered Systems of Support Team (MTSS) meets twice each week to discuss at-risk students or students of concern. Jessica Byers, a Systems of Care Facilitator, attends each meeting. She is a representative from Oaklawn, a mental health agency.

Feeser Elementary embraces community partnerships and has strong partnerships with local churches, a strong alumni base, local universities, businesses, and community mentors. They are used in various ways including for academics, behavior supports, family support, and at Tier I, II, and III.

**A Description of the Areas in which Additional Professional Development is Necessary to Increase Cultural Competency in the School's Educational Environment**



- SIOP Training is necessary in order to increase the understanding of how to best serve English Language Learners.
- Trauma Informed Care Training is needed for all in order to increase the understanding of how to best serve and respond to the needs of students who have suffered trauma and need behavioral intervention/assistance.
- Professional development is needed in the area of helping general education teachers know how to best serve students with ADD/ADHD behaviors.
- CPI Training is needed for all in order to increase the awareness of how to respond when students display behaviors of escalation and how to appropriately de-escalate situations.
- Cultural Competency is needed from the district level to work with all educators in knowing how to work with families and students of all cultures.
- Restorative Practice training is needed for all educators to understand the importance of how to support students when they return to the classroom after having been dismissed for inappropriate behaviors.

**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?
<p>For Focus Area 1:</p> <p>Understanding and implementing culturally responsive teaching strategies will increase student learning by meeting the needs of all students both behaviorally and academically.</p>	<p>For Focus Area 1:</p> <p>Sometimes it is tough to find additional time for these training sessions without giving something else up.</p>
<p>For Focus Area 2:</p> <p>Understanding and implementing culturally responsive teaching strategies will increase student learning by meeting the needs of all students both behaviorally and academically.</p>	<p>For Focus Area 2:</p> <p>Sometimes it is tough to find additional time for these training sessions without giving something else up.</p>
<p>For Focus Area 3:</p>	<p>For Focus Area 3:</p>

**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?

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

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
  - SeeSaw/Canvas
  - Invite them in to observe
  - Back to School Night
  - Social Media
  - Website
  - Powerschool
  - Conferences
  - PTA/PTO
  - Academic Nights
  - Newsletter
  - Parent Handbooks
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
  - Book Fairs
  - Family academic Nights
  - CARES mentoring
  - Real Men Read
  - MyOn
  - WNDU REading challenge
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
  - Surveys
  - PTO
  - P/T Conferences
  - IEP process
  - MTSS

- Social Worker
  - Naviance
  - SIP process
  - Visibility in your building
  - Home Visit
  - Open communication
  - One on one conversations
  - All calls
  - DoJo
  - Parent night
4. How will the school keep parents apprised of services offered by the school?
- Newsletters
  - Social Media
  - Parent Handbook
  - Marquee/ sign
  - Conferences
  - 1 on 1 conversations
  - Home visits
  - Academic nights
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?
- Trauma Informed Care year long PD
  - SIOP
  - Restorative Practices

**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?
<p>For Focus Area 1: Feeser will work to maximize communication with family members in the school by using these resources to improve engagement.</p> <p>Class Dojo SeeSaw Back to School Night Powerschool Conferences School Newsletter</p>	<p>For Focus Area 1: More culturally sensitive activities are needed to encourage family and community engagement in the school.</p> <p>Social Worker Ethnic/Cultural Events Family academic nights</p>

PTO Remind Mom/ breakfast for dinner Family Nights	
For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

**Description of Core Component: Technology**

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

In 2020 Elkhart Community Schools provided 1:1 technology for every student. Each student at Mary Feeser received an iPad during the 2018-2019 school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens.

The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to the teachers at Mary Feeser have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording. These features allow even our youngest learners the ability to engage in the content and provide meaningful feedback to teachers on what they have learned.

The school also has a technology ambassador to help coach our teachers on additional ways to meaningfully incorporate technology into lessons and projects. The technology ambassadors participate in professional development from the district in a train the trainer model. Our technology ambassador works with our tech team to help individual teachers and PLC teams to incorporate these new instructional strategies.

In addition to iPads and 1:1 professional development the district has adopted Seesaw as a learning platform. Teachers have received professional development on how to maximize Seesaw

in the classroom to enhance student learning. Seesaw will be used by students to share their learning process via videos, images, and writing, increasing the number of ways students can show teachers how they solve problems. The ability for students to share their thinking and strategies through Seesaw and screen recording will greatly increase our students' depth of knowledge in our math curriculum. Students will be able to share not just their answer but how they got their answer allowing teachers to intervene and provide the needed instruction to address any misconceptions.

**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?
<p>For Focus Area 1: By having devices in all of the students' hands, we are better equipped to differentiate instruction during intervention and enrichment groups.</p> <p>Students are able to practice typing so they are prepared to take the rigorous ILEARN assessment where they must type all of their work.</p>	<p>For Focus Area 1: Althguh PD occurred there are MANY new teachers at Feeser and all staff may not have the same training.</p> <p>We are in search of a building tech ambassador.</p>
<p>For Focus Area 2:</p>	<p>For Focus Area 2:</p>
<p>For Focus Area 3:</p>	<p>For Focus Area 3:</p>

*Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.*

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

Meet with PACE special education staff and hold transition conferences.  
 Allow PACE teachers and other professional staff to meet with receiving schools concerning incoming K students.  
 Allow PACE teachers to come and observe K classrooms to have an idea of what skills incoming students should be exposed to/have.

Transition to Kindergarten is a free opportunity that is offered to incoming Kindergarten students 1-3 weeks prior to school. Transportation and free breakfast are also included as a part of the program. The purpose of camp is to ease the transition of attending school. Students learn their way around the school building, meet teachers and classmates, talk about what Kindergarten will be like and begin developing an understanding of school and classroom routines and expectations.

Kindergarten Kick Off takes place in April.

Tools of the Mind embeds in - Self Regulation

**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?
<p>For Focus Area 1:            The incoming students and families work with teachers and other staff to make the transition as smooth as possible. Teachers work closely with PACE, BACA, and Special Education teachers to meet the needs of the students.</p> <p>Transition to K allows teachers, families, and students to begin building a relationship and make the transition from preschool to kindergarten smooth.</p>	<p>For Focus Area 1:            Students that come to transition to K, that have not been identified or do not receive the services needed, often struggle with the transition into elementary school. Special Ed services are not often available.</p> <p>Students without proper support right away, struggle with self-regulation. It takes a couple of months for some kindergarten students to settle into routines and procedures, especially if they are special education students. They often need additional support to make it through the day.</p>

For Focus Area 2: Transition to kindergarten focuses on a typical kindergarten day Tier I instructional , using tier I strategies to give students a jump start	For Focus Area 2: Without preschool, last year (COVID) students took much longer to regulate
For Focus Area 3:	For Focus Area 3:

Description of Core Component: High School Graduation Supports <b>(for High Schools only)</b>	
<p><i>Note: For more information about Indiana’s graduation pathways, please review <a href="#">this memo</a> from the Indiana State Board of Education.</i></p> <ol style="list-style-type: none"> <li>1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?</li> <li>2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?</li> <li>3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?</li> <li>4. How will all students be provided opportunities to demonstrate employability skills?</li> <li>5. How will all students have an opportunity to complete a postsecondary readiness competency?</li> </ol>	
Gap Analysis: High School Graduation Supports	
How will the school’s graduation supports also help the school address its focus areas?	In what ways does the school’s graduation supports <i>not</i> help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:

For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

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

**Evidence-Based Interventions for Focus Area 1**

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

- **Describe how the school will use instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**
  - A safe learning environment allows students to focus on learning.
  - Curricular resources provide a strong foundation and are necessary for strong Tier I instruction at grade level.
  - Data Driven decisions are made
  - SIOP and Trauma Informed Care training provides background and information to better meet the needs of students.
  - The plan for family engagement includes numerous opportunities to connect, contribute, and communicate.
  - 1 to 1 technology can be utilized to make students better digital citizens and enhances good teaching.
  - Kindergarten readiness in the spring and rolls into the summer, just before school begins, so that students have opportunity for acclimation.
  
- **Describe how the school will address the needs of all children, especially the needs of those at risk of not meeting the challenging state academic standards. (References: Every Student Succeeds Act, Title I Schoolwide Program)**
  - Through regular use of Data, PLC’s, differentiated instruction, and continued PD to be most effective as educators.
  
- **When developing the SIP, consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.**
  - All staff will receive training in SIOP, administrators will receive training in restorative practices to help support staff and the MTSS team will participate in trauma informed care training, embrace community partnerships so



students can make meaningful connections.

- **Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan.**
  - We will work to maximize communication with family members in the school by using resources to improve engagement.
- **Define areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.**

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:

Reading curriculum is available in Spanish, but is unavailable at our district, where the majority of English Language Learners are Spanish speaking. SIOP training states that students learning a second language learn better while still exposed to concepts in their native language. Additional training on our reading curriculum is needed so that teachers can be more knowledgeable about all the tools available and how to utilize them with our students.

An after school tutoring program available at the school would help meet the needs of our students.

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:

### **Cultural competency**

Mary Feeser is currently completing SIOP training. The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Using instructional strategies connected to each of these components, teachers are able to design

and deliver lessons that address the academic and linguistic needs of English learners.

We are also going through Trauma Informed Care training. In a trauma-informed training, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress.

### Evidence-Based Interventions for Focus Area 2

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

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:

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:

### Evidence-Based Interventions for Focus Area 3

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

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:

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:

## V. Design a professional development plan

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

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

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

Professional Development Plan		
<i>Set Goals</i>		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	For Goals, see the following Template: <a href="https://docs.google.com/spreadsheets/d/1K0SiFJnn9VqtuEzE0e4XIW5dRtU9aeKziTYkEE6CBFc/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1K0SiFJnn9VqtuEzE0e4XIW5dRtU9aeKziTYkEE6CBFc/edit?usp=sharing</a>	
2		
3		
<i>Professional Development Offerings</i>		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation

1	Staff meeting time for PD throughout the year on DOK	Follow up with implementation
2	Staff meeting time for PD throughout the year on response to text/ Constructed response	Follow up multiple times throughout the year
3	3 objective questions tied to SIOP lesson prep rubric	Posted in all rooms, every day.

*Professional Development Resources*

For each of the school’s professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1		
2		
3		

*Professional Development Evaluation*

For each of the school’s professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1		
2		
3		

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

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.

For the roadmap, see:

[https://docs.google.com/spreadsheets/d/1jp-xHr3M3O6t3iJDw2TrcAYEudDWnCkKWewcF\\_1lw34/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1jp-xHr3M3O6t3iJDw2TrcAYEudDWnCkKWewcF_1lw34/edit?usp=sharing)