

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Dugger Union Community Schools
Local Education Agency Name	Dugger Union Community Schools
School Year	2019/2020

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		
<i>Note: Add or subtract rows as needed.</i>		
Name	Stakeholder Group(s)	Role(s)
Darin Simpson	Building Administration	Administrator/Parent
Stephanie Kinnett	Building Administration	Administrator
Tom Arthur	Building Administration	Administrator
Jill Wilkes	Certified Staff/Elementary	Special Education
Amanda Parr	Certified Staff/Jr/Sr. High	Special Education/Parent
Chelsea Kinnett	Certified Staff/Elementary	Title 1 Teacher
Shannon Gerig	Certified Staff/Jr/Sr. High	Guidance Counselor
Jessica Hambrick	Certified Staff/Elementary	High Ability Teacher
Mindy Feese	Non Certified Staff	Administrative Assistant/ Parent
<i>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.</i>		
<i>Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.</i>		

II. Develop a vision of excellence

Vision of Excellence

Dugger Union Community School strives to equip every student with the knowledge, confidence and character to succeed in school and beyond. Students will steadily build a strong foundation of learning habits, critical thinking skills, and knowledge to excel academically as they progress towards graduating as confident young adults, who are college and career ready.

Dugger Union Community School staff and administration are committed to provide clear direction and expectations, student and staff engagement, and continuous improvement. It is the goal of all stakeholders to create lifelong learners who have an educational foundation to guide them on their pathway to college or career. The common goal at Dugger Union Community School is to meet the individual needs of all students to provide a successful education outcome. The school uses Response to Interventions and formative assessments to differentiate lessons to make sure every student has the opportunity for maximum success. Our intervention plans, individualized instruction paths, data meetings, and progress monitoring create an environment that is unique and successful in obtaining and retaining students.

III. Create a school profile

School Profile

Dugger Union Community School is located in a small rural town of Sullivan County. The school serves children from Kindergarten through twelfth grade. The student population is 95.1% white, 3.2% Hispanic, .2%Asian, .5% American Indian, and 1.0% multi-racial. 62.9% of the student population qualifies for free and reduced lunch and 17.7% of the population receives special education services.

Dugger Union Community Schools is a K-12 building. There is a Jr. High/High School wing and an Elementary wing with a common cafeteria and gym located in the middle. The elementary school has 15 classrooms, a sensory room, an OT/Speech room, and an elementary office. The high school has 25 classrooms, a library, and an office. An auxiliary gymnasium, football field, softball field, and elementary playground are also on the school grounds.

Enrollment at Dugger Union Community School has steadily increased since the 2015-2016 school year with 231 students enrolled. 2016/2017 enrollment was 306, 2017/2018 enrollment was 353, 2018/2019 enrollment was 407, and the present enrollment for 2019/2020 is 501.

For the 2019/2020 school year, there are 3 administrators, 30 general education teachers, 2 special education teachers, 1 special education coordinator/teacher, 1 Title one coordinator/teacher, and 15 instructional assistants on staff. Specialized instructional support is provided by a speech and language therapist, an occupational therapist, a school nurse, a school psychologist, and a guidance counselor. The administration is assisted by a school secretary, an attendance officer, and an administrative assistant.

The school uses a variety of assessments to track student progress towards mastery of the state standards including AirWays, Star Math, Star Reading, and Aimsweb.

Vision

Students of Dugger Union Community Schools will have a transformative experience in the context of the school and the community which leads to a life of service, learning, and satisfaction.

Mission Statement

The mission of Dugger Union Community Schools is to provide every student with the knowledge, confidence, and character to succeed in school and beyond. Students will from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge to excel academically as they mature, and graduate as confident young adults who are college and career ready.

Core Beliefs or Core Values

- School Safety
- Respect
- All students can grow academically and socially
- Growth mindset
- Data based decision making
- Communication is vital for success
- Positive role models are necessary
- Teachers are a facilitator and example of lifelong learning
- Organization is a key component for success
- Curriculum must be structured to include strategies for variety of learning styles
- Self-discipline must be modeled, taught, and fostered.

Student Demographics

Detailed demographic data for Dugger Union Community Schools can be found <https://docs.google.com/spreadsheets/d/1XmuKZakplZbld4N-chLA2jAO4ekyLFiyFyVSWeFk5xU/edit - gid=429469962>

Staff Demographics

Specific data regarding staff demographics for Dugger Union Community Schools can be found at <https://docs.google.com/spreadsheets/d/1XmuKZakplZbld4N-chLA2jAO4ekyLFiyFyVSWeFk5xU/edit#gid=429469962>

Student Behavior

Specific data regarding student behavior for Dugger Union Community Schools may be found at

<https://docs.google.com/spreadsheets/d/1C4GBGGgLWi4h-h0IXnUj68SSm-8bOuiDQUgUJCugBUs/edit?usp=sharing>

<https://docs.google.com/spreadsheets/d/15XfieTeA2MuOrFX2m1n2QoBCBYOBrW3ZOnqqU6yYiQ0/edit?usp=sharing>

<https://docs.google.com/presentation/d/11SoQZBRg1coJKw1Q2NTdZ6palk37F7oZKOznc7JrxeU/edit?usp=sharing>

<https://drive.google.com/file/d/1C5IEe3aovVoKid5glyIEcTCPNmxqhYPj/view?usp=sharing>

<https://docs.google.com/presentation/d/1wHue1fCtJ3Akhx96ciAG8SCyi49B-IJ3akrznDQzPJs/edit?usp=sharing>

Student Academic Outcomes

Specific data regarding student academic outcomes for Dugger Union Community Schools may be found at

https://docs.google.com/spreadsheets/d/1ikeTTBCVsf4gVdNehB3vaM_mOshEhHoPI-9L47hWvGs/edit?usp=sharing

https://docs.google.com/spreadsheets/d/131NO_NaZR4fqK3bJcVwotwwAYONmT1qbYs2FjxgUKKs/edit?usp=sharing

https://docs.google.com/spreadsheets/d/117AvC4ptlz0TB71dvOr41Mxbrn5_aa_KP-LBYL4ODAw/edit?usp=sharing

https://docs.google.com/spreadsheets/d/1gLAQdbuM0wv8IXeBcq9L2h8-RtarU3S_qpa6f6zNBnw/edit?usp=sharing

Summary of Current School Improvement Strategies

- Engagement of a broad range of stakeholders; including families, educators, community members and students in the CNA process.
- Regular gathering of data from educators, students, and parents to gain information concerning the identified needs.
- Examination of data collected to determine a prioritized list of needs of the students, educators, and overall school environment.
- Attendance trends will be tracked in order to provide positive reinforcements to students with positive attendance in the school.
- Students in grades K-12 will demonstrate an increased proficiency of math skills
- Students in grades K-12 will demonstrate an increased proficiency of ELA skills
- Increased feedback will be provided to teachers from the leadership to improve classroom instruction and achieve school goals.

Summary of Core Curricula

Dugger Union Community Schools uses research based, best practices and collaboration to increase the knowledge of various interventions to drive reading and math instruction. Classroom instruction follows the College and Career Readiness Standards and encourages achievement in all students. The creation of curriculum maps and pacing guides is an ongoing process.

Summary of Formative and Summative Assessments

Formative Assessments:

- AirWays
- Star Reading and Math
- Classroom assessments
- AimsWeb

Summative Assessments:

- I Learn
- I Am
- I Read

Summary of Academic Intervention and Enrichment Programs

- Differentiation of classroom instruction
- HA pull-out instruction
- Leveled phonics instruction (K-2)
- RTI program
- Accelerated/Star Reader
- Accelerated/Star Math
- Resource and Sensory Room support
- Computer programs (Reading Eggs, Freckle, Spelling City, Starfall, etc.)
- AP Classes

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

- After school tutoring (K-12)
- Robotics program
- Therapy dog program

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

Recruitment – Area job fairs
Website postings
Communication with area colleges/universities

Selection – Interview committee
Induction – Bulldog Academy (welcome and initial training program)
Retention – Mentoring program
Professional Growth opportunities
Instructional coaching
Regular walkthroughs/feedback – non-evaluative
Recognition/Encouragement
Positive School Culture

Summary of Teacher and Staff Professional Learning Opportunities

- In-house professional development is provided on a regular basis to strengthen areas of identified need.
- Educators can request to attend professional development opportunities they feel would be relevant.
- Periodically scheduled Data Meetings
- RTI group meets biweekly to focus on student data
- Staff meetings biweekly
- Technology training for new programs

Summary of Teacher and Staff Coaching and Evaluation Model

New teachers take part in “Bulldog Academy” which focuses on induction and ongoing training for school information and initiatives. New teachers are assigned a mentor to help with the transition into the school and ongoing support throughout the year. Principal walkthroughs and feedback occur continuously throughout the year in order to improve classroom instruction and student achievement. DUCS utilizes a teacher evaluation and development process that combines measures of teacher effectiveness with student achievement data to form a holistic picture of a teacher’s professional practice and impact on students. This process takes place throughout the year, culminating in a final summative rating.

Summary of Key Family and Community Engagement Strategies

- Open House
- Parent/Teacher Conferences
- School hosted events
- Parent orientation
- Weekly Newsletters
- School Website
- Social Media
- School Messenger
- Progress Reports
- Harmony online gradebook
- Email

- Family/Student Handbook
- Personal Telephone contacts
- Newspaper articles
- Classroom accounts (Bloomz/Class Dojo)
- School App
- Brown Baggers group
- Partnerships with various community groups for Holiday supports

List of Community Partnerships

DUCS has a community resource map that lists all community partnerships and services available to our student families. The community resource map can be found at:

https://drive.google.com/file/d/1TXxQ3ZIWbUOFjkqg_FmD1XD1OulnTtQk/view?usp=sharing

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

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

Attendance: In order for education to be effective, we need the students to have regular attendance. DUCS attendance rate has been in the low 90% for the past few years. Students who are not at school cannot learn. This is not aligned to our Vision of Excellence.

Achievement: Multiple assessments reveal a lack of student achievement and growth in ELA. ISTEP+ proficiency scores have shown that students are consistently scoring well below state level with 53.9% of the students who did not pass in 17/18, 55% in 16/17, and 47.9% in 15/16. This is not our Vision of Excellence.

Achievement: Multiple assessments reveal a lack of student achievement and growth in Math. ISTEP+ proficiency scores have shown that students are consistently scoring well below state level with 59.4% of the students who did not pass in 17/18, 71.6% in 16/17, and 57.5% in 15/16. This is not our Vision of Excellence.

Description of Focus Area 1

Attendance: DUCS students will achieve an attendance rate of 94% or higher.

Description of Focus Area 2

ELA Achievement: By May 2020, DUCS students will raise the pass rate for ELA ILearn passing rate to the state level.

Description of Focus Area 3

Math Achievement: By May 2020, DUCS students will raise the pass rate for Math ILearn passing rate to the state level.

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>Description of additional data collected for focus area 1:</p> <p>Attendance trends were analyzed based on information from attendance reports from 2015 – 2019</p> <p>https://drive.google.com/file/d/1ZCy2ouMh9spAeUNrNk_dwWegqja7M-lv/view?usp=sharing</p>
Additional Data Collected for Focus Area 2
<p>Description of additional data collected for this focus area 2:</p> <p>Data was collected and analyzed from NWEA assessments for the 17/18 and 18/19 school years. (links provided)</p> <p>An Analysis of the ISTEP+ results was conducted and results were collected on grade level spreadsheets (links provided)</p>
<p>Provide links to the additional data and/or key takeaways from data collected for this focus area:</p> <p>https://drive.google.com/drive/folders/0B4lxExT5Xn0BR2s4ZGRCCcGFBbGs?usp=sharing</p> <p>https://drive.google.com/drive/folders/1XgRqGlsag0VrxjS4loOXEoCYiXAZfCCM?usp=sharing</p> <p>https://docs.google.com/spreadsheets/d/1ikeTTBCVsf4gVdNehB3vaM_mOshEhHoPI-9L47hWvGs/edit?usp=sharing</p> <p>https://docs.google.com/spreadsheets/d/131NO_NaZR4fqK3bJcVwotwwAYONmT1qbYs2FjxgUKKs/edit?usp=sharing</p> <p>https://docs.google.com/spreadsheets/d/117AvC4ptlz0TB71dvOr41Mxbrn5_aa_KP-LBYL4ODAw/edit?usp=sharing</p> <p>https://docs.google.com/spreadsheets/d/1gLAQdbuM0wv8IXeBcq9L2h8-RtarU3S_qpa6f6zNBnw/edit?usp=sharing</p>

<https://docs.google.com/spreadsheets/d/18t3pIRE91aIG2RqzGmzJN2ekoxLE8vbuvMpbDxGYct0/edit?usp=sharing>

<https://docs.google.com/spreadsheets/d/1o1gmtJqyyQOLjJ9XrJRudGKE9wqCSUQ17OOiB6JfyEI/edit?usp=sharing>

https://docs.google.com/spreadsheets/d/1ngc2HRhjNbbJ6AKb3TLZH4z_ntdnPS1G1GM4J3xu4/edit?usp=sharing

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:

Data was collected and analyzed from NWEA assessments for the 17/18 and 18/19 school years. (links provided)

An Analysis of the ISTEP+ results was conducted and results were collected on grade level spreadsheets (links provided)

Provide links to the additional data and/or key takeaways from data collected for this focus area:

<https://drive.google.com/drive/folders/0B4lxExT5Xn0BR2s4ZGRCcGFBBGs?usp=sharing>

<https://drive.google.com/drive/folders/1XgRqGlsag0VrxjS4loOXEoCYiXAZfCCM?usp=sharing>

https://docs.google.com/spreadsheets/d/1ikeTTBCVsf4gVdNehB3vaM_mOshEhHoPI-9L47hWvGs/edit?usp=sharing

https://docs.google.com/spreadsheets/d/131NO_NaZR4fqK3bJcVwotwwAYONmT1qbYs2FjxgUKKs/edit?usp=sharing

https://docs.google.com/spreadsheets/d/117AvC4ptlz0TB71dvOr41Mxbrn5_aa_KP-LBYL4ODAw/edit?usp=sharing

https://docs.google.com/spreadsheets/d/1gLAQdbuM0wv8IXeBcq9L2h8-RtarU3S_qpa6f6zNBnw/edit?usp=sharing

<https://docs.google.com/spreadsheets/d/18t3pIRE91aIG2RqzGmzJN2ekoxLE8vbuvMpbDxGYct0/edit?usp=sharing>

<https://docs.google.com/spreadsheets/d/1o1gmtJqyyQOLjJ9XrJRudGKE9wqCSUQ17OOiB6JfyEI/edit?usp=sharing>

https://docs.google.com/spreadsheets/d/1ngc2HRhjNbbJ6AKb3TLZH4z_ntdnPS1G1GM4J3xu4/edit?usp=sharing

[3xu4/edit?usp=sharing](#)

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>
Family Members	Survey	75	https://drive.google.com/file/d/0B9r4EN2at_2UUnlqYVZHUniSbFRRN1NEcWVWOWFKRWI1ZXkw/view?usp=sharing
Students Grade 6 - 12	Survey	188	https://drive.google.com/file/d/0B9r4EN2at_2USjv6dDJ3RkZqU1Q2dGtYUi12RUZKYUQ5c3RF/view?usp=sharing
Students Grade 3 - 5	Survey	66	https://drive.google.com/file/d/0B9r4EN2at_2UOG9kNzgwTGppeVBIWWN0dUVGNdDOEd0UC1R/view?usp=sharing
Teachers	Survey	14	https://drive.google.com/file/d/0B9r4EN2at_2Ua2FrV1RVQ3RpYnZSaDlnZ1U5QW54WUFpOFYw/view?usp=sharing

VI. Analyze data to determine key findings and root causes

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

Data Analysis, Key Findings, and Root Causes		
<i>Note: Adjust the table as needed.</i>		
Focus Area 1		
<p>Conclusions from data quality check for Focus Area 1:</p> <p>The data collected to inform focus area one is adequate</p>		
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):</p> <p>N/A</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>A large number of students are chronically absent which is affecting their academic achievement.</p> <p>A large number of students arrive to school after the start of the day reducing instructional time in the classroom.</p>	<p>Students and family members are prioritizing other things over school and the importance of education.</p>	<p>Students/Family members do not value the importance of attending school on a regular daily basis.</p> <p>Students/Family members do not realize the importance of punctual attendance and the negative impact a reduced instructional day has on the student's achievement.</p>

Focus Area 2

Conclusions from data quality check for Focus Area 2:

The data collected to inform focus area two is adequate

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

N/A

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>Multiple assessments reveal a lack of student achievement and growth in ELA. ISTEP+ proficiency scores have shown that students are consistently scoring well below state level.</p> <p>A large number of students are below nationwide norms on NWEA assessments in ELA. Because they are below grade level based on grade level state standards in ELA, they are scoring below average on the state tests.</p>	<p>Students are not achieving proficiency scores on state assessments because they are not achieving at grade level. Increasing the achievement level of students' knowledge base will increase the success students have on the state assessments.</p>	<p>Many of the students begin their educational career below grade level due to prior knowledge, socioeconomic, and support at home. These deficits usually increase each year and cause them to fall farther behind each year.</p>

Focus Area 3

Conclusions from data quality check for Focus Area 3:

The data collected to inform focus area three is adequate

Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

N/A

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
<p>Multiple assessments reveal a lack of student achievement and growth in Math. ISTEP+ proficiency scores have shown that students are consistently scoring well below state level.</p> <p>A large number of students are below nationwide norms on NWEA assessments in Math. Because they are below grade level based on grade level state standards in Math, they are scoring below average on the state tests.</p>	<p>Students are not achieving proficiency scores on state assessments because they are not achieving at grade level. Increasing the achievement level of students' knowledge base will increase the success students have on the state assessments.</p>	<p>Many of the students begin their educational career below grade level due to prior knowledge, socioeconomic, and support at home. These deficits usually increase each year and cause them to fall farther behind each year.</p>

School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

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		
<i>Note: Add or subtract rows as needed.</i>		
Name	Stakeholder Group(s)	Role(s)
Darin Simpson	Building Administration	Administrator/Parent
Stephanie Kinnett	Building Administration	Administrator
Tom Arthur	Building Administration	Administrator
Jill Wilkes	Certified Staff/Elementary	Special Education
Amanda Parr	Certified Staff/Jr/Sr. High	Special Education/Parent
Chelsea Kinnett	Certified Staff/Elementary	Title 1 Teacher
Shannon Gerig	Certified Staff/Jr/Sr. High	Guidance Counselor
Jessica Hambrick	Certified Staff/Elementary	High Ability Teacher
Mindy Feese	Building Administrations	Administrative Assistant/Parent
<i>Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.</i>		
<i>Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.</i>		
Committee's Focus: Attendance		
Darin Simpson	Building Administration	Administrator/Parent
Chelsea Kinnett	Certified Staff/Elementary	Title 1 Teacher
Mindy Feese	Building Administrations	Administrative Assistant/Parent
Committee's Focus: ELA Achievement		
Name	Stakeholder Group(s)	Role(s)
Stephanie Kinnett	Building Administration	Administrator
Jill Wilkes	Certified Staff/Elementary	Special Education

Jessica Hambrick	Certified Staff/Elementary	High Ability Teacher
Committee's Focus: Math Achievement		
Name	Stakeholder Group(s)	Role(s)
Tom Arthur	Building Administration	Administrator
Amanda Parr	Certified Staff/Jr/Sr. High	Special Education/Parent
Shannon Gerig	Certified Staff/Jr/Sr. High	Guidance Counselor

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	
Description of Focus Area 1: Attendance <i>(Click here to return to the description of Focus Area 1 from the CNA)</i>	
Modified Description of Focus Area 1: DUCS students will achieve an attendance rate of 96% or higher during the 29/20 school year.	
Description of key findings for Focus Area 1 (strength or area for growth) Root causes for key findings from Focus Area 1	
<i>(Click here to return to the description of key findings for Focus Area 1 from the CNA)</i>	<i>(Click here to return to the root causes for Focus Area 1’s key findings from the CNA)</i>
Modified description of key findings for Focus Area 1 based on the SIP development team’s discussion	Modified root causes for key findings based on the SIP development team’s discussion
A large number of students are chronically absent which is affecting	Students/Family members do not value the importance of attending school on a regular daily basis.

<p>their academic achievement.</p> <p>A large number of students arrive to school after the start of the day reducing instructional time in the classroom.</p>	<p>Students/Family members are not prioritizing the importance of punctual attendance and realizing the negative impact a reduced instructional day has on the student's achievement</p>
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Review of Focus Area 2	
<p>Description of Focus Area 2: ELA Achievement</p> <p><i>(Click here to return to the description of Focus Area 2 from the CNA)</i></p>	
<p>Modified Description of Focus Area 2:</p> <p>By May 2020, DUCS students will raise the pass rate for ELA ILearn passing rate to the state level or above</p>	
Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
<p><i>(Click here to return to the description of key findings for Focus Area 2 from the CNA)</i></p>	<p><i>(Click here to return to the root causes for Focus Area 2's key findings from the CNA)</i></p>

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
<p>Multiple assessments reveal a lack of student achievement and growth in ELA. ISTEP+ proficiency scores have shown that students are consistently scoring well below state level.</p> <p>A large number of students are below nationwide norms on NWEA assessments in ELA. Because they are below grade level based on grade level state standards in ELA, they are scoring below average on the state tests</p>	<p>Many of the students begin their educational career below grade level due to prior knowledge, socioeconomic, and support at home. These deficits usually increase each year and cause them to fall farther behind each year. The grade level achievement gap is a critical issue that affects the proficiency scores of the statewide assessments.</p>

Review of Focus Area 3	
<p>Description of Focus Area 3: Math Achievement</p> <p><i>(Click here to return to the description of Focus Area 3 from the CNA)</i></p>	
<p>Modified Description of Focus Area 3:</p> <p>By May 2020, DUCS students will raise the pass rate for math ILearn passing rate to the state level or above</p>	
Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3

<p>(Click here to return to the description of key findings for Focus Area 3 from the CNA)</p>	<p>(Click here to return to the root causes for Focus Area 3's key findings from the CNA)</p>
<p>Modified description of key findings for Focus Area 3 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>
<p>Multiple assessments reveal a lack of student achievement and growth in Math. ISTEP+ proficiency scores have shown that students are consistently scoring well below state level.</p> <p>A large number of students are below nationwide norms on NWEA assessments in Math. Because they are below grade level based on grade level state standards in Math, they are scoring below average on the state tests</p>	<p>Many of the students begin their educational career below grade level due to prior knowledge, socioeconomic, and support at home. These deficits usually increase each year and cause them to fall farther behind each year. The grade level achievement gap is a critical issue that affects the proficiency scores of the statewide assessments.</p>

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

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

DUCS has developed a crisis safety plan. These plans were developed collaboratively by a team of staff members and detail the steps that should be taken in various emergency situations. Professional development sessions have been held to instruct the staff of the plan. The school has an emergency crisis team who are trained in non-violent crisis intervention strategies and medical emergencies. Fire drills, severe weather drills, lockdown drills and active shooter drills occur on a regular rotating basis. All staff have received training in CPR and the use of an AED device. The school is equipped with an AED device that is centrally located.

Entrance to the building has been limited to one designated entrance door. This door has a buzzer and camera-feed to the main office. Monitors in the main office provide a visual and audible communication between the visitor and office staff. There are 24 hour video cameras monitoring all areas of the building, entrances, parking lots and grounds.

Student behavior expectations and consequences are documented in the student handbook and provide common expectations and penalties for infractions. These expectations and consequences are monitored and updated as needed.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: Students and staff will feel safe, respected, and valued which will in turn promote school attendance through an increased desire to be a part of the school day environment.	For Focus Area 1: Outside factors must be considered that affect a student's sense of security at school.
For Focus Area 2: By creating a safe school environment where students feel secure and not	For Focus Area 2: Outside factors must be considered that affect a student's sense of security at school.

threatened, will allow students to focus on academic achievement to close skill and grade level gaps.	
For Focus Area 3: A safe learning environment will promote a school climate that is focused on learning. This will in turn help to close skill and grade level gaps.	For Focus Area 3: Outside factors must be considered that affect a student's sense of security at school.

Description of Core Component: Curriculum

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

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

DUCS is currently utilizing a curriculum that was adopted in 2014 by educators in the specific content area or grade level and is based on the Indiana Academic Standards. Curriculum maps have been created for each grade level and ELA/Math subject area and is an ongoing process. We have recently added the Accelerated Reader/Star Reader program which is a research based program to address academic needs and interventions in reading. DUCS also has an RTI program for K-2 students to focus on additional time for small group work in reading skills. The main focus of the literacy groups has been phonics and decoding skills. Additional practice for working with words is based on an individual student's reading level. RTI math groups are also focusing on K-2 needs. The RTI interventionist works with those students identified as needing additional support in math. Grades 7-8 students have a remediation class built into their schedule for students showing a need for added supports in ELA or math.

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: Engaging curriculum along with intervention opportunities will assist students in achieving a feeling of success. This will increase a student's desire to learn and increase attendance rates.	For Focus Area 1: The curriculum is not designed to address gaps in academic achievement that students have since it is designed to be based on grade level standards. This is discouraging to students and leads to frustration and disengagement which leads to increased attendance problems.
For Focus Area 2: Curriculum maps in core content and grade levels ensure the curriculum is vertically and horizontally aligned in ELA.	For Focus Area 2: Curriculum maps do not address level of achievements that are below grade level. They do not address level of rigor, instruction and resources needed to close the achievement gaps.
For Focus Area 3: Curriculum maps in core content and grade levels ensure the curriculum is vertically and horizontally aligned in Math.	For Focus Area 3: Curriculum maps do not address level of achievements that are below grade level. They do not address level of rigor, instruction and resources needed to close the achievement gaps.

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.

Formative Assessments used at DUCS include AirWays which is administered three times a year, Star Reading and Math administered four times per year, Classroom assessments, and AimsWeb.

Summative Assessments I Learn, I Am, and I Read are given once a year as mandated by the state.

Teachers receive professional development on these assessments to learn how to administer, how to run reports, and how to analyze the data from the reports. The data then assists the teachers in ways to adjust instruction to reach all learners. Teachers use formative assessments regularly to measure growth, assess mastery, differentiate instruction, and help to develop effective instruction. Teachers participate in various professional development opportunities throughout the year as well as collaboration opportunities.

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?
<p>For Focus Area 1: Increasing a student's success on assessments and providing more student leveled instruction will increase a student's confidence level in their own learning ability. This will in turn increase a desire to learn and attendance rates.</p>	<p>For Focus Area 1: Assessments need to be utilized by teachers to drive instruction in order to be valued by students. Students have a negative opinion of assessments and do not value the use of them which affects their willingness to try to improve scores.</p>
<p>For Focus Area 2: Summative and Formative assessments provide data that can be used to inform how standards are being taught in the ELA classrooms and subject areas.</p>	<p>For Focus Area 2: Formative and Summative assessments and the data derived from them is limited and often inconsistent.</p>
<p>For Focus Area 3: Summative and Formative assessments provide data that can be used to inform how standards are being taught in the Math classrooms and subject areas.</p>	<p>For Focus Area 3: Formative and Summative assessments and the data derived from them is limited and often inconsistent.</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?

- Teachers provide student learning objectives that are specific, measurable, attainable, realistic, and aligned to the standards based curriculum.
- Instructional strategies and intervention strategies are utilized that actively engage and differentiated to meet student learning needs.
- Checks for understanding are utilized throughout the lessons and at the end of instruction to determine student learning, to inform instruction, and to adjust the level of instruction.
- Teachers demonstrate mastery of content knowledge necessary for instruction.
- Teachers demonstrate skills to utilize various measures of data to drive instruction and differentiate lessons to improve student achievement.
- Teachers have high expectations for all students in academic achievement and behavior conducive to the school environment.
- Teachers promote a growth mindset environment by providing opportunities for students to explore, collaborate with peers, and be active in their own learning.

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: Instruction will be differentiated and presented to provide students the ability to succeed. This will increase student desire to attend school regularly.	For Focus Area 1: Not all teachers are trained to provide classroom differentiated instruction which creates gaps in instruction and does not promote student achievement.

<p>For Focus Area 2: The use of learning objectives, multiple instructional strategies, differentiated instruction, and frequent check for understanding leads to improvement of ELA student achievement.</p>	<p>For Focus Area 2: Teachers are not always using available data to make instructional decisions.</p>
<p>For Focus Area 3: The use of learning objectives, multiple instructional strategies, differentiated instruction, and frequent check for understanding leads to improvement of Math student achievement</p>	<p>For Focus Area 3: Teachers are not always using available data to make instructional decisions.</p>

Description of Core Component: Cultural Competency	
<p>1. Provide an overview of the school’s cultural competency strategies, including, but not limited to:</p> <ul style="list-style-type: none"> ● 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. 	
<p>The cultural diversity of Dugger Union Community Schools in respect to racial, ethnic, and language-minority is a fairly homogenous culture. The one area that seems to affect the school, students, and achievement is socioeconomic. The school is currently 63% Free and Reduced. The number of students who live in poverty is high with the poverty rate in the county at 23.6%. A Community Resource map has been created to assist in providing families with resources that are available for assistance with various needs. Many of the students in both the elementary and jr/sr high school have been identified as students in trauma. This fact is further complicated by the limited contact students have with an available counselor. We are currently in the process of hiring a social/emotional aide who will mainly handle the support of elementary students and provide coping skills and training to help with identified gaps in social circumstances these students are experiencing. We will continue to explore this culture to see how it affects the students, their learning and the school as a whole.</p>	

Gap Analysis: Cultural Competency

<p>How will the school's cultural competency plan also help the school address its focus areas?</p>	<p>In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: Students who do not feel accepted and who feel different do not want to come to school.</p>	<p>For Focus Area 1: Staff needs to be trained in strategies to teach acceptance and empathy by all students.</p>
<p>For Focus Area 2: Students' basic needs must be met before they have the ability to learn. Students must feel safe in the school environment and be instructed with culturally-responsive techniques in order to be successful in academics.</p>	<p>For Focus Area 2: Culturally responsive techniques are not evident in classroom instruction. Training has not been implemented to expose staff to strategies that teaches acceptance and empathy to students.</p>
<p>For Focus Area 3: Students' basic needs must be met before they have the ability to learn. Students must feel safe in the school environment and be instructed with culturally-responsive techniques in order to be successful in academics.</p>	<p>For Focus Area 3: Culturally responsive techniques are not evident in classroom instruction. Training has not been implemented to expose staff to strategies that teaches acceptance and empathy to students.</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.

Teachers and staff provide constant communication with families concerning school and student issues and activities. Family members are contacted through school newsletters, class newsletters, email, school messenger, Family Harmony online gradebook, open house, parent teacher conferences, Class Dojo/Bloomz, Social Media, School website, School app, "Bulldog Pawsitive" certificates, and frequent phone calls. The school holds a kindergarten Roundup each spring to welcome new students, introduce them to the school building, and provide information to parents. Parents are invited to help in the elementary classrooms, attend class parties and field trips. The sixth and eighth grade parents are invited to an orientation night to prepare the students for the upcoming school year to transition into the jr/sr high school. Many after school activities provide opportunities for families to attend school functions such as music programs, talent show, good conduct parties, sporting events, and academic activities. Parents of special education students are encouraged to attend annual case conferences.

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: When parents are involved in the school and believe in the importance of their student's academic success they will be more cognitive of ensuring their students attend school.</p>	<p>For Focus Area 1: Many parents do not take advantage of the opportunities the school provides to be involved in the various activities.</p>
<p>For Focus Area 2: By providing parents information on academic requirements and supporting them by providing methods to engage families in the child's academic development it will help close the gaps in the area of ELA.</p>	<p>For Focus Area 2: While information is being provided to parents to see the academic gaps in their child's skills, many parents are not making an effort to promote their child's education and close the gaps.</p>
<p>For Focus Area 3: By providing parents information on academic requirements and supporting them by providing methods to engage families in the child's academic development it will help close the gaps in the area of Math.</p>	<p>For Focus Area 3: While information is being provided to parents to see the academic gaps in their child's skills, many parents are not making an effort to promote their child's education and close the gaps.</p>

Description of Core Component: Technology

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

The staff is committed to improving teaching and learning to meet technology related state academic standards. By implementing technology into the daily lessons, it enhances student academic achievement and aligns with the state academic standards. Teachers are providing instruction for student by utilizing MacBook and Ipad carts in grades K-12. They currently utilize technology in instruction through the use of classroom projectors and Apple TVs. Technology encourages student engagement and learning through allowing them to conduct research, take notes, experience STEM activities, and complete other learning tasks. We are working on expanding our technology opportunities throughout the school by acquiring more MacBooks and Ipads to meet the needs of our growing enrollment. We are also looking for ways to improve technology through the addition of a computer lab and a STEM room.

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: The use of technology in classroom instruction provides student with lessons that are engaging and relevant to the academic needs. Students who are engaged and eager to learn have more of a reason to attend school.</p>	<p>For Focus Area 1: Not all teachers have access to technology on a regular basis. Some are resistant to implementing technology into their instruction due to lack of knowledge and comfort level.</p>
<p>For Focus Area 2: Technology offers opportunities to tier support, provide remediation, and differentiate the curriculum which will assist in bridging the gaps found in student achievement.</p>	<p>For Focus Area 2: Supports are not in place to assist teachers who are not proficient at using and teaching with technology.</p>
<p>For Focus Area 3: Technology offers opportunities to tier support, provide remediation, and differentiate the curriculum which will assist in bridging the gaps found in student achievement.</p>	<p>For Focus Area 3: Supports are not in place to assist teachers who are not proficient at using and teaching with technology</p>

Description of Core Component: Transition to Elementary School (for elementary schools only)

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?

Preschool students and their parents are invited to attend Kindergarten Roundup during the spring prior to enrolling in Kindergarten. Students and families will have the opportunity to meet the teachers and administration and explore the school environment. Families are given information concerning the upcoming school year, learn about immunization requirements, and school procedures. Readiness packets are given to the incoming Kindergarten parents to inform them of expectations and provide them with activities they can do at home prior to the beginning of school. An open house is scheduled the week prior to school starting to allow parents to visit the classroom with their child, bring supplies, and talk to the teacher. Local preschools are also invited to visit the school in the spring.

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 transition from preschool to elementary school supports help to ensure students are more prepared to enter Kindergarten ready to learn.</p>	<p>For Focus Area 1: Not all parents take advantage of the plan put into place to transition the students into Kindergarten.</p>
<p>For Focus Area 2: The transition from preschool to elementary school supports help to ensure students are more prepared to enter Kindergarten ready to learn</p>	<p>For Focus Area 2: Not all parents take advantage of the plan put into place to transition the students into Kindergarten.</p>
<p>For Focus Area 3: The transition from preschool to elementary school supports help to ensure students are more prepared to enter Kindergarten ready to learn</p>	<p>For Focus Area 3: Not all parents take advantage of the plan put into place to transition the students into Kindergarten.</p>

Description of Core Component: High School Graduation Supports (for High Schools only)

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 promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

Our guidance counselor provides opportunities to meet with high school students to discuss class schedules, Pathways, testing requirements, diploma tracks, AP classes, and outside resources to help the students be successful. FAFSA night as well as information on participation and guidance for ASVAB, PSATs and SATs opportunities is provided to all high school students. These assessments help to provide guidance as students prepare to continue their education or career choices after graduation. The staff also provides project based learning opportunities for the students inside the classroom. The new graduation pathways allow students to have multiple opportunities to demonstrate employability throughout their high school career.

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?
<p>For Focus Area 1: Students will realize the importance of responsibility to make them marketable. Students will feel connected and want to attend school to develop a plan for their future.</p>	<p>For Focus Area 1: We do not have the resources to reach all students.</p>
<p>For Focus Area 2: Students will realize the importance of responsibility and learning skills to make them marketable</p>	<p>For Focus Area 2: We do not have the resources to reach all students.</p>

For Focus Area 3: Students will realize the importance of responsibility and learning skills to make them marketable	For Focus Area 3: We do not have the resources to reach all students.
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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:

Attendance at DUCS needs to improve. This weakness is found in all grades. An attendance program will be put in place to encourage good attendance for our students and monitor the effectiveness. While looking at attendance, it was determined that many of our absent students are also students identified as having trauma situations. We are in the process of hiring a Social/Emotional Aid to use behavioral interventions and lessons to engage with students and form a trusting relationship.

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:

The need for emotional support has been identified as a root cause for student attendance. The need to connect home and school in dealing with emotional support has been identified as many of the student needs are issues that are beyond the school’s ability.

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

Due to the need for increased emotional support, the school is in the process of hiring a social/emotional aide for the elementary, looking at ways to support the hiring of a second counselor, working on strengthening the partnership between the school and an outside counseling service, and looking for opportunities to provide professional development to staff members.

Evidence-Based Interventions for Focus Area 2

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

- Curriculum resources provide a basis for tiered supports and interventions.
- Assessments provide yearly and quarterly data that can be utilized for instruction and interventions.
- Instruction utilizes standards based objectives, differentiated instructional methods and frequent checks for understanding.
- Technology offers opportunities for differentiation and academic success

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:

Formative assessment data needs to be analyzed better to provide teachers with the tools they need to guide classroom instruction. Lessons need to be differentiated better based on the data to ensure student achievement.

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:

In order to use the data from ELA formative assessments to better differentiate lessons we will

- Provide professional development concerning the use of data to drive instruction
- Establish procedures for analyzing the data and using it to plan differentiated lessons
- Establish a method to allow administration to monitor the implementation of data driven instruction.

Evidence-Based Interventions for Focus Area 3

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

- Curriculum resources provide a basis for tiered supports and interventions.
- Assessments provide yearly and quarterly data that can be utilized for instruction and interventions.
- Instruction utilizes standards based objectives, differentiated instructional methods and frequent checks for understanding.
- Technology offers opportunities for differentiation and academic success

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:

Formative assessment data needs to be analyzed better to provide teachers with the tools they need to guide classroom instruction. Lessons need to be differentiated better based on

the data to ensure student achievement.

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:

In order to use the data from Math formative assessments to better differentiate lessons we will:

- Provide professional development concerning the use of data to drive instruction
- Establish procedures for analyzing the data and using it to plan differentiated lessons
- Establish a method to allow administration to monitor the implementation of data driven instruction.

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	Train staff to increase differentiation of lessons.	To meet the needs of an increased number of students.
2	Train staff on their ability to analyze data from formative assessments.	To increase teachers' ability to differentiate classroom instruction to meet the needs of more
3	Youth Mental Health First Aid Training	To increase the staff's ability to handle crisis situations that arise because of trauma or mental health issues.
<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	Workshop to increase teachers' ability to differentiate instruction to benefit all learners.	Book Study to continue training of instructional practices.
2	Workshop to develop data collection and analyzing skills to increase teachers' ability to use data to drive instruction in the classroom	Monthly meetings to analyze data on a regular basis to provide current information to teachers.
3	Workshop on Youth Mental First Aid	PBIS school supports. Continued professional development opportunities. Monthly meetings. Social/Emotional Aide.

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	Funds for workshop, stipends for teachers.	Stipends for teachers, time, books for book study
2	Funds for workshop, Books, stipends for teachers	Stipends for teachers, time
3	Funds for workshop, stipends for teachers	PBIS implementation funds, funds for continued professional development, stipends for teachers, Time to meet, funds to support Social/Emotional Aide.

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	Walkthroughs by administration Feedback forms	Feedback forms sent to staff after walkthroughs Feedback forms filled out by teachers at

		the end of the book study and workshop.
2	Data meetings, teacher discussions, and data documentation	Walkthrough forms sent to staff that includes differentiation observations. Feedback forms filled out by teachers at the end of the workshop
3	Behavioral data, Attendance records, and teacher discussions.	Compare discipline document and attendance records with previous years. Social/Emotional Aide Documentation Feedback forms filled out by teachers at the end of the workshop

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.

DUCS roadmap can be found at:

https://docs.google.com/spreadsheets/d/1uI-_Z1BwUwRgV02aqiAd8vy6gV1SI8Ktbv5setl03Vg/edit?usp=sharing