

School Name

School Number

Street Address

City

Zip Code

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: Select plan period

### **----- CONTACT INFORMATION -----**

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*Read all the way through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

- ESSA    Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
- TSI     Targeted Support and Improvement – federal government school designation under ESSA
- ATSI    Additional Targeted Support and Improvement – federal government school designation under ESSA
- CSI     Comprehensive Support and Improvement – federal government designation under ESSA

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

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

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

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

**If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#).**

This is an initial three (3) year plan. <input checked="" type="checkbox"/>	This is a review/update of a plan currently in use. <input type="checkbox"/>
This school is identified as the following by the federal government: TSI	
(TSI only) Underperforming student groups identified by the federal government: Spec.Ed.                      Choose   Choose   Choose	
This school receives Title IA funding. No                                      Is the school’s Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? * SW	
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)			
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Black, Spec. Ed.</i>			
Aleshia Branigan	FamilyGroupSpecialist	Both		Choose		Choose
Danielle Newman	Principal	Both	Choose	Choose	Choose	Choose
Amber Stouder	Instructional Coach	Both	Choose	Choose	Choose	Choose
Charles Washington	Assistant Principal	Both	Choose	Choose	Choose	Choose
Audrey Wright	Rtl Specialist	Both	Choose	Choose	Choose	Choose
Joe Venderley	Guidance Counselor	Both	Choose	Choose	Choose	Choose
Mark Pranger	Teacher/Dept Head	Both	Choose	Choose	Choose	Choose
Amber Wilson	Teacher/Dept Head	Both	Choose	Choose	Choose	Choose
Erica Shifflett	Teacher/Dept Head	Both	Choose	Choose	Choose	Choose
Steven Otis	Teacher/Dept Head	Both		Choose	Choose	Choose
Kim Huffman	EL Teacher	Both		Choose	Choose	Choose
Janel Horvath	Spec. Ed. Teacher	Both		Choose	Choose	Choose
Abby Rauch	Teacher	Both		Choose	Choose	Choose
Robert Davis	Parent	SIP	Choose	Choose	Choose	Choose
Natalie Turner	Parent	SIP	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose

## --- ALIGNMENT [optional] ---

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

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

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### District Vision

The vision for East Allen County Schools is to achieve the highest professional standards and scholarship.

### School Vision

Every PHJH student will rise up to achieve personal success in learning and in life.

### District Mission

Our mission is to inspire in all students a passion for learning while developing knowledge, skills and character necessary to become responsible contributors to the local and global society.

### School Mission

Reach every student  
Individualize Instruction  
Set Achievable Goals  
Engage in active learning

### District Goals

- Promote high expectations for all students and staff
- Implement best instructional practices
- Transcend barriers
- Work harmoniously to mobilize positive changes
- Foster community partnerships

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

Do the school's mission and vision support district goals? Yes

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

N/A

## SECTION A: Review Essential Information

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

### Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Eng/Lang Art	7/8	McGraw Hill, Pearson	Yes	1	Textbook and Bundles from district are the core componets	Yes	<input type="checkbox"/>
Math	7/8	Pearson	Yes	1	Textbook and Bundles from district are the core componets	Yes	<input type="checkbox"/>
Social Studies	7/8	Pearson	Yes	1	Textbook/ Brittinica Ency and Brain-Pop- core component	Yes	<input type="checkbox"/>
Science	7/8	PLTW	Yes	1	Project Leads the Way	Yes	<input type="checkbox"/>
Health	7/8	Pearson	Yes	1	Pearson is used as the core component	Yes	<input type="checkbox"/>
Visual Arts	7/8	McGraw Hill	Yes	1	Textbook Exploring Art as the core component	Yes	<input type="checkbox"/>
Music	7/8	Alfred's MusicTech101" &"	Yes	1	Meets the music standards for middle school	Yes	<input type="checkbox"/>
Band	7/8	Essential Elements 2000 b	Yes	1	Prepares students for the ISSMA band performance	Yes	<input type="checkbox"/>
Careers	8	Cengage	Yes	1	District Text: Investigating Your Career	Yes	<input type="checkbox"/>
Phy Ed	7/8	Ace Links	Yes	1	Ace Link	Yes	<input type="checkbox"/>
Math 180	7/8	Scholastic	Yes	2,3	Program is used in whole gr, sm. gr, & individ learning	Yes	<input type="checkbox"/>
Read 180	7/8	Scholastic	Yes	2,3	Program is used in whole gr, sm. gr, & individ learning	Yes	<input type="checkbox"/>
			Choose	Tier		Choose	<input type="checkbox"/>

## Core Element 1: Curriculum [Required for all]

*continued*

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

The public may view the school's curriculum in the following location(s):

District Website: <https://www.eacs.k12.in.us/>

District LangArts/Balanced Math Curriculum: A district required language arts curriculum was implemented in the school year 2010-2011. One full-time instructional coach will work with teachers to implement this curriculum. The school will continue with this curriculum for the 20-21SY.

## Core Element 2: Instructional Program [Required for all]

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

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

### **For Title I schools with Schoolwide Programs only:**

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance

READ 180: PHJH will continue to implement the READ 180 intervention curriculum for students with low reading scores based on SRI, iLEARN, NWEA data, and teacher input. READ 180 helps improve student reading comprehension, fluency, writing, and vocabulary development through whole group, small group, and software based individualized instruction.

LLI: Leveled Literacy Interv

Math 180: PHJH initiated this intervention program during the 2015-16 SY which is used to increase knowledge of our struggling math students. Math 180 is a revolutionary math intervention program designed to address the needs of struggling students and their teachers equally, building students' confidence with mathematics and accelerating their progress to be algebra ready. We will continue to progress monitor students using SMI data, informal and formal assessments throughout the 20-21SY. This will be used with identified students who are far below grade level during the second block of the two block period of math instruction.

Intervention classes, Co-teaching in Math/ELA, Double Blocks of math instruction for all students daily (Total of 90 mins.). Also use small Group instruction Success Grouping students by ability into three groups for Intervention time

## Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	7-8	Summative	BOY-MOY-EOY	Yes	<input type="checkbox"/>
iLEARN	7-8	Other	State Standardized Assessment	Yes	<input type="checkbox"/>
Scantron	7-8	Com. Form.	Bundle Assessment used about every 4-6 weeks in ELA & MA. Total of 8 assess	Yes	<input type="checkbox"/>
SMI	7-8	Benchmark	Scholastic Math Inventory with Math 180 Resources and support	Yes	<input type="checkbox"/>
SRI	7-8	Benchmark	Scholastic Reading Inventory with Read 180 Resources and Support	Yes	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
		Choose		Choose	<input type="checkbox"/>
<b>Best Practice/Requirements Self-Check</b>				<b>Yes/No</b>	<b>X</b>
A system is in place to use assessment data to make decisions about programs, practices, and instruction.				Yes	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.				Yes	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.				Yes	<input type="checkbox"/>

### **For Title I schools with Schoolwide Programs only:**

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.



During the school year, PHJH staff have weekly collaboration built into the school day 1 time per week for 30 minutes. Teachers also can attend weekly professional development with the Instructional Coach and Principal to work on curriculum and instruction strategies for math, lang arts, and overall best practices in areas of focus: writing, reading, engagement, visible learning, small group instruction, and much more.

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

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

Learning and teaching are supported by technology. During the 2012-2013 school year EACS implemented one- to-one devices for students in the upper grades. Students receive iPads at the beginning of each school year. SMART boards or interactive displays and Apple TV are used in all classrooms.

PHJH and EACS are a one-to-one district. All students complete the registration on line and receive an ipad to use in the classroom and at home. All classrooms have some type of smartboard or interactive board for teachers to use with their class and build instructional and engaging lessons with the class. Students textbooks are accessible on their ipads and students can use their ipads when at home to communicate with their teachers. Students and teachers use CANVAS to communicate, post information, syllabus, and due dates for each classroom. Students also use the ipads to work on apps that have been released by the district for instructional use at home or at school.

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

If "Not currently implementing career exploration activities" was checked above, explain why.  
 We are teaching careers class as a high school credit for the 20-21SY to all 8<sup>th</sup> grade students.

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

Answer the questions for the grade levels in your school.

### Grades K-5 only

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

### Grades 6-8 only

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

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

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

What career awareness activities are provided for students?			

<input type="checkbox"/>	Not currently implementing career information activities.	<input type="checkbox"/>	Career-related courses
<input type="checkbox"/>	Job-site tours	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Guest speakers	<input type="checkbox"/>	
<input type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	
<input type="checkbox"/>	Industry-related Project-Based Learning	<input type="checkbox"/>	
<input type="checkbox"/>	Online career navigation program	<input type="checkbox"/>	
<input type="checkbox"/>	Job shadowing	<input type="checkbox"/>	

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

N/A

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

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

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

## Core Element 7: Cultural Competency [Required for all]

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

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the check boxes below.

<input type="checkbox"/>	American Indiana/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

When we have our on-line registration completed by parent/guardian(s). This is something that is asked by them so that we can provide it to the state. Our current enrollment for 20-21SY is 433 students: 216 – 7th grade and 218 for 8th grade.

Approximately 47% of the student body is Asian; 28% is Black; 15% is Hispanic; five percent is White; and five percent is Multiracial. Most of the Asian students are refugees from Thailand and Burma/Myanmar and are English Learners (EL).

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

PHJH's diverse population facilitates the development of cultural competency among the staff, students, and parents. The student demographics include African American students, Caucasian, Hispanic, American Indian, African, Multiracial, and Asian. Most of our Asian students are refugees from Burma/Myanmar. These students have been living in the United States for one to nine years. In addition, some of the Asian students have not received a formal education in their country of origin.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

PHJH began to incorporate professional development opportunities to staff, students, and parents for the purpose of developing cultural competency and addressing academic diversity during the 2020-21SY. The professional development opportunities are geared toward the following:

Understanding that the ways students think, behave, and learn are influenced by factors such as race, ethnicity, social class, and language.

Diversity training to support the different views of students, families, and other staff to help with Real Diversity & Pushing limits.

Acknowledging own bias and how to move forward from these concerns and how students construct their knowledge.

Discussing issues of today to support student understanding and application to their questions and concerns in this area.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Each day we have AM/PM announcements in a variety of languages. Our building has embraced a variety of languages as you enter our building we have greetings on the wall in every language. We have interpreters and paras who are multilingual. We also post newsletter, school messenger, and announcements in three languages: English, Spanish, and Burmese. Curriculum which is used to help with students' cultural differences include a variety of opportunities our students participate in throughout the school year. Students do activities on Wednesdays in homeroom, random acts of kindness activities, in classroom discussion with prompted questions, and also with teachers supporting a teachable moment throughout their daily instruction. PHJH also participates in a school wide Cultural Festival Day, once every two years. Overall, PHJH has a vast range of cultural differences which we embrace with our students to accept the differences and learn from our experiences inside and outside of the classroom to become a more well rounded student.

## Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.      Last year: 93                      Two years ago: 95                      Three years ago: 95

What may be contributing to the attendance trend?

From the data which we have to review at this time over the past three years which attribute to the decline in attendance are as follows: poverty, child care, student emotional issues, extended family vacations to foreign countries.

What procedures and practices are being implemented to address chronic absenteeism?

The following are strategies and policies which we have in place currently to address the absenteeism: daily phone calls, letters, family group special and administration home visits, and working with the local SOCAP program.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

We monitor the absenteeism by frequently running attendance reports and reviewed by administration team. Additional steps are then taken to do home visits, family contact, and further referrals.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	<input checked="" type="checkbox"/>
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	<input type="checkbox"/>

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

How does the school maximize family engagement to improve academic achievement?

Parent Academies which take place monthly and provide families with a variety of information and support regarding current and relevant material.

Individual parent meetings with the students, parent, and staff members to help resolve problems and create action plans to be more successful.

Teachers make phone calls regularly to parents and keep a phone log of documented contact with the family member.

School Messenger system is used on a regular basis weekly or biweekly by the principal. The message is sent out in three languages and in an email and also verbally to the families. They sign up for the school messenger during registration.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

We have a variety of ways in which families are able to communicate with our school: emails directly to teachers or any staff member from our website or student information system of weekly grade updates, Facebook (both school and district), Twitter (District), Canvas, phone, in person, monthly parent meetings, or any after school or before school event/activity.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Parents/families are contacted daily if a student is absent by our attendance secretary unless the parent calls or provides a note prior to the day of absence.

We also meet with students by grade level quarterly to discuss attendance and other relevant things to be a successful learner. We do random days of free give-a-ways to any and all students who are in attendance for the day. It is called MOP or Moment of Positivity which is initiated by the PBIS team. Students enjoy getting something for just being at school. This happens about two times per month on random days and times. We also have letters that we send home to families.

How do teachers and staff bridge cultural differences through effective communication?

PHJH has a Burmese interpreter on staff daily. We also have a district wide interpreter/translator for Burmese and Spanish speaking families. We make sure that all communication is done in all three languages when we send out a school messenger or a note regarding information. We also post on our website and the district website the information in all three languages. We also use our interpreters to make phone calls home to families regularly for events, activities, and academic celebrations or concerns. Documentation is done so that we know who has been contacted and it is shared with the staff member or administration who requested contact.

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

### **The following is specific to Title I Schoolwide Programs.**

Describe strategies used to increase parental involvement.

We post upcoming events and dates on social media and school messenger. We provide light snacks, engaging and fun activities to help parents and families feel comfortable to attend the events and participate. We use surveys and then review the results as a school and make decisions based on the information that we receive. We also create posters with the information in the hallways and help to promote upcoming events/activities. We have provided transportation for families and also provided parent meetings off site to help provide for more participation.

How does the school provide individual academic assessment results to parents/guardians?

PHJH and our district set up at registration parents to receive weekly emails with the student's current grades. We also mail the information home to parents and provide meetings at school to discuss the results and ensure that families understand how to use the information. When the families attend meetings at PHJH we provide the information in three different languages and the families greatly appreciate this way of communicating with the different groups. We also provide parents/family members with the most recent data from WIDA, NWEA, and iLearn. We mail the forms home as well as have parent meetings for them to attend and learn how to understand the information that their child needs to reach over the school year.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

We have a Title I Annual meeting to involve parents in school improvement plan. Parents actually contribute to the school improvement plan by answering survey questions or being invited to be apart of the SIP team.



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

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

N/A

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

N/A

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

N/A

Graduation rate last year: 0

Percent of students on track to graduate in each cohort: 0

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components. PHJH benefits from all the district wide funded items such as education funded general education teachers, facilities, etc. PHJH also benefits from district wide federally funded opportunities such as PD through Title II (Visible Learning), SEL training and support from Title IV, Technology subscriptions such as Edulastic from Title IV, and more. EACS has selected to heavily invest Title I funds in the PHJH area. PHJH utilizes Title I funds to supplement the core education program. Additionally, we partner with outside organizations such as Vincennes Early College as a 21st Century Community Learning Center site which utilizes a federal grant to provide college and career readiness programming for our students.

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

N/A

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

N/A

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

At PHJH, we have a few different support options which our teachers can participate in to help with the teaching transition. Our instructional coach, dept heads and administration are very helpful with all our new teachers. PLCs are used by dept. We have the IC shadow the teacher and vice versa. We offer after school PD time for the staff to come and ask questions and get necessary training in current areas of concern. Teachers also have time to meet with the coach during their plan time, before or after school, and also weekly during curriculum meetings. Using Title I funds, our teachers are given two (one hour) PD wkly on current topics of support (ie: Skyward, lesson plan, technology, virtual classes, classroom mang, & PBIS).

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

Staff Name	Licensure/Certification	Assigned Class/Subject
	See Page 37-38 for List of Staff & Licenses	

## SECTION B: Needs Assessment

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

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input type="checkbox"/>	Assessment by Student Group	<input type="checkbox"/>	ESL Staff Training	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input checked="" type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>		<input type="checkbox"/>			
<input type="checkbox"/>	Staff Attendance			<input type="checkbox"/>			

### Step 1: Review Potential Issues from the Core Elements

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

**Do these issues significantly impact our current school goals as strengths or problems?**

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

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

### Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to:**

**assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

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

**Goal 1**

Measurable outcome met? No

This is a new plan with a new SIP Template. Due to COVID-19 data is being used from the BOY of 2020 and 2018-19 ILEARN.

If goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal? Yes

**Goal 2**

Measurable outcome met? Yes

This is a new plan with a new SIP Template. Due to COVID-19 data is being used from the BOY of 2020 and 2018-19 ILEARN.

If goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal? Yes

**Goal 3**

Measurable outcome met? No

This is a new plan with a new SIP Template. Due to COVID-19 data is being used from the BOY of 2020 and 2018-19 ILEARN.

If goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal? Yes

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success. Here’s an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final column.*

	1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1	

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

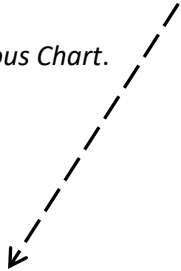
## **GAP ANALYSIS TEMPLATE**



Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Current data BOYNWEA for students Read: 34% scored at grade level (136 of 400) Math: 27% scored at grade level (107 of 399)Goal: 25% increase MA&ELA	Yes	Lacking data due to COVID. Most recent iLearn data:ELA-ILEARN 33% Proficient 7/8th gr  Math ILEARN - 20% Proficient 7/8th gr	92% (388 out of 420) of students qualify for F/R. All Students should perform at grade level.	☒	3
43% of PHJH students (172 of 403) transient for 2018-19SY. 42% of PHJH students (176 of 423) transient for 2019-20SY.	No	Of the students who come from FWCS and Timothy L. Johnson: 16% passed (32 students) ELA and 19% passed math for the Spr 2019 ILEARN.	Students who arrive to PHJH from other schools are identified in the data room and are monitored with NWEA and ILEARN data. Students in this subgroup will be monitored to determine support	☒	4
All SPED students will improve by 5% in ELA and MATH for their iLearn Assessment Spring 2021	Yes	2018-19SY ILEARN 2% of our SPED Std scored proficient on ELA.  4% of SPED Std scored proficient in math.	Aug 2020 NWEA for SPED students Read: 0% (0 of 38) Math: 0% (0 of 37) scored at grade level NWEA  Goal is for all SPED students to increase their ELA and math scores by 5% on 2021 ILEARN	☒	1
ELL Students Levels (1-4) will make growth of .5 overall on WIDA with 20% of the students being proficient on WIDA.	Yes	Spring 2020, 105 EL (leve 1-4) took WIDA test. 15 students were proficient (14%) of our WIDA students.	Reviewing our students who are WIDA levels 1-4 we would like for 20% of them to become proficient by Spring WIDA testing of 2021.	☒	2

				<input type="checkbox"/>	1
				<input type="checkbox"/>	1

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



## **Step 2: Conduct Root Cause Analyses**

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

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

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

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
All SPED students will improve by 5% in ELA and MATH for their iLearn Assessment Spring 2021	Lack of continuous (PD) for general ed. teachers and paraprofessionals on how to best teach Spec. Ed. students. Lack of follow through with implementation of co-teaching best practices. Lack of (PD) on creating effective accommodations and modifications for SPED students. Lack of positive relationships.
ELL Students Levels (1-4) will make growth of .5 overall on WIDA with 20% of the students being proficient on WIDA.	Lack of training for gen. ed teachers on creating effective accommodations and modifications for levels 1-4ELL students. Teachers not giving enough opportunities for EL students to do oral presentations or group discussion in class. Lack of opportunities for EL students to receive writing instr. in sm. grs.
92% (388 out of 420) of students qualify for F/R. All students should perform at grade level.	Need of consistent (PD) training of Social and Emotional Learning (SEL) techniques and strategies. Need for effective engagement strategies, especially with low performing students. Lack of consistency of learning intentions and success criteria used and implemented effectively in the classroom.



*Write your Goal(s) from these.*



*Develop strategies from these.*

## SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

# School Improvement Plan

## Using the Goal Template

### Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

### Evidence-Based Strategy

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

### Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

<b>GOAL 1</b>	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	November 1	February 15	May 25	
<b>Evidence at Checkpoints</b>	Math scores on interim test.	Math scores on interim test.	Math scores on interim test.	
<b>Evidence- Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August, 2021- May, 2022	Leadership Team, Math Department Chairs	85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr 2 Measurable Objective</b>	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr 3 Measurable Objective</b>	By Spring 2023, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

<b>GOAL 1</b>	All SPED students will improve by 5% in grades 7-8 who are identified as in need of special education services in language arts and Math to improve their iLearn score from the 20-21SY.			
<b>Data Checkpoints (dates)</b>	August 2020	December 2020	May 2021	
<b>Evidence at Checkpoints</b>	MOY NWEA 2019 & BOY Aug 2020	NWEA - MOY 2020	EOY NWEA 2021	
<b>Evidence- Based Strategy 1</b>	Houghton-Mufflin-Harcourt Read 180 Intervention using SRI for progress monitoring four times per school year. For the Math 180, we will use SMI for progress monitoring four times per year.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Provide Support for Gen Ed and SPED teachers to learn how to progress monitor improve	Aug. 2020/ May 2021	Administration, Instruction Coach and Teachers	Increase of SRI scores and NWEA scores
Action Step 2	Incorporate the LA curriculum along with the R180 program	Aug 2020/May 2021	Administration, Instruction Coach and Teachers	Increase in SRI scores and NWEA scores
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>	Power Up program for all SPED students who are significantly below grade level to work in individual student growth in grammar, and ELA skills.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Participate in Power Up daily	9/01/2020	Janel Horvath -SPED Teacher	Monitor progress and review data regularly with students
Action Step 2	SPED Students participate in grade level ELA and SPED rotation	Aug. 2020/ May 2021	SPED and Gen Ed Teachers	60% or better on Scantron Testing/ Formative Assessments/Bundle Assess for support of curriculum
Action Step 3	Conducting on going weekly meetings for math teachers	Aug 20- May 2021	Admin and Instructional Coach	100% of math teachers implement visible learning strategies as determined by observations from coach and amin.
Action Step 4	Conduct on-going PD during weekyl collaboration and NWEA PD days	Aug 2020 - May 2021	Admin and Instr Coach	100% of math teachers implement visible learning strategies as determined by observations from coach and amin



<b>GOAL 2</b>	English Learners: ELL Students levels 1-4 will make growth on WIDA in order to have 20% at or above proficiency on WIDA.			
<b>Data Checkpoints (dates)</b>	May 2020	Dec 2020	May 2021	
<b>Evidence at Checkpoints</b>	WIDA Scores, MOY NWEA 2019, BOY NWEA 2020	MOY NWEA 2020	WIDA 2021, EOY NWEA 2021	
<b>Evidence- Based Strategy 1</b>	Finish Line for ELLs 2.0 Continental LLI - Level Literacy Intervention			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	On going instruction Using LLI, Finish Line, Quill, SeeSaw	Aug 2020-May 2021	EL Teachers	Increase WIDA Scores: Reading, Writing, Listening, and Speaking
Action Step 2	Support in General Education classes & EL classes for translation and acad support	Aug 2020-May 2021	ALL Staff & Admin. (certified and classified)	Increase WIDA Scores: Reading, Writing, Listening, and Speaking
Action Step 3	Double block for level I - English Learner classes and additional support / mod sch in gen ed	Aug 2020-May 2021	Guidance Counselor & Administration	Increase WIDA Scores: Reading, Writing, Listening, and Speaking
Action Step 4	Tutoring after school	Sept 2020-May 2021	Administration, Instructional Coach, and teachers	Increase WIDA Scores: Reading, Writing, Listening, and Speaking
<b>Evidence- Based Strategy 2</b>				<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				



<b>GOAL 3</b>	92% (388 out of 420) of students qualify for F/R. All students should perform at grade level.			
<b>Data Checkpoints (dates)</b>	Aug 2020	Dec 2020	May 2021	
<b>Evidence at Checkpoints</b>	MOY NWEA 2019 & BOY Aug 2020	NWEA - MOY 2020	NWEA - EOY 2021	
<b>Evidence- Based Strategy 1</b>				<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going weekly training for all teachers	Aug. 2020/ May 2021	Instructional coach and administration team	
Action Step 2	Conduct on-going training for co-teaching	Aug. 2020/ May 2021	Instructional coach and administration team	
Action Step 3	Conduct on-going training for engaging lessons/activities	Aug. 2020/ May2021	Instructional coach and administration team	
Action Step 4				
<b>Evidence- Based Strategy 2</b>				<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going weekly training for math teachers	Aug. 2020/ May 2021	Instructional coach and administration team	
Action Step 2	Conduct on-going PD during weekl collaboration and NWEA PD days	Aug. 2020/ May 2021	Instructional coach and administration team	
Action Step 3				
Action Step 4				

## Professional Development Plan

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

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

<b>Professional Development Goal 1</b>	All SPED students will improve by 5% in ELA and Math for their iLearn Assessment Spring 2021.	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/>
<b>Possible Funding Source(s)</b>	Title I Funds; SPED	
<b>Evidence of Impact</b>	We will see an increase of 5% on iLearn in Math and ELA scores for our SPED students. Also, we should see an increase in MOY and BOY scores in Math and Reading on NWEA scores for SPED students.	
<p>Plan for coaching and support during the learning process: Continuous professional development for all teachers on how to create effective accommodations and modifications for SPED students.</p> <p>Professional Development for teachers who are co-teaching with SPED students. The professional development will focus on best practices learned from a yearly IIEP conference and co-teaching strategies.</p> <p>Ongoing professional development for all staff with the district SEL coach (Heather Hunley) for students.</p>		
<p>How will effectiveness be sustained over time? We will use the Plan, Study, Do, Act process to have a continuous model for improvement for SPED professional development. Also, a calendar will be made to schedule professional development needs for teachers who have SPED students and their co-teachers.</p>		

<b>Professional Development Goal 2</b>	ELL Students Levels (1-4) will make growth of .5 overall on WIDA with 20% of the students being proficient on WIDA	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	Title I (PHJH) and Title II (District Funds)	
<b>Evidence of Impact</b>	We will see an increase in WIDA scores by .5 or more on the overall WIDA score for ELL students. Also, we will have 20% of our ELL students become proficient on WIDA.	
<p>Plan for coaching and support during the learning process: Continuous PD for all teachers on how to create effective accommodations and modifications for EL students. Provide PD on how to use writing strategies (RACE and Writing Process with Thinking Maps) in small groups with EL students in the classroom. PD for teachers on how to implement and create MPIs for EL students. Provide teachers with how to incorporate opportunities for EL students to present orally in class in English (turn and talks, oral presentations). Provide teachers PD using CO-Teaching for EL by Maria G. Dove.</p>		
<p>How will effectiveness be sustained over time? We will use the Plan, Study, Do, Act process to have a continuous model for improvement for EL professional development. Also, a calendar will be made to schedule professional development needs for teachers who have EL students and their co-teachers.</p>		

<b>Professional Development Goal 3</b>	Students at PHJH will have an overall increase of 25% in the number of students scoring proficient in Math and ELA on iLEARN.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	Title I and Title II	
<b>Evidence of Impact</b>	We will see an increase of 25% in the number of students scoring proficient in Math and ELA on iLEARN.	
<p>Plan for coaching and support during the learning process: Ongoing PD for all staff with the district SEL coach (Heather Hunley) for students. We will also do a book study by Adam Saenz Power of a Teacher. PD for all teachers on how to engaged classrooms. We will use the book The Highly Engaged Classroom by R. Marzano and Debra Pickering for PD. Provide support through PD for teachers to refine how they write and implement learning intentions and success criteria. We will review how to create those using Developing Assessment-Capable Visible Learners.</p>		
<p>How will effectiveness be sustained over time? We will use the Plan, Study, Do, Act process to have a continuous model for improvement for professional development. Also, a calendar will be made to schedule professional development needs for teachers in order to support our goals.</p>		

Name	Endorsement Description	Current Subject Teaching 20-21SY
Broerman, David F.	Elementary	
Broerman, David F.	Language Arts	
Broerman, David F.	Science	Science
Broerman, David F.	Social Studies	
Choice, Aaron	Language Arts	Lang Arts
Church, Kim E	Elementary	
Church, Kim E	Language Arts	English Lang Learners - Language Arts
Church, Kim E	Social Studies	
Culver, Maurice E	Historical Perspectives	
Culver, Maurice E	Language Arts	
Culver, Maurice E	Life Science	Science
Culver, Maurice E	Mathematics	
Curl, Sarah K	Business Education	Business Ed/Careers HS Credit to 8th graders
Esparza Jr, Carlos	Language Arts	Lang Arts
Galvan, Elias N	Elementary Intermediate	Rtl Specialist
Galvan, Elias N	Elementary Primary	
Galvan, Elias N	Mild Intervention	
Griggs, Jennifer	Mathematics	Mathematics
Griggs, Jennifer	Science	
Griggs, Jennifer	Social Studies	
Hathaway, Sonya M	Language Arts	Lang Arts
Hoffman, Becky D.	Elementary	
Hoffman, Becky D.	Language Arts	
Hoffman, Becky D.	Mathematics	Mathematics
Hoffman, Becky D.	Science	
Hoffman, Becky D.	Social Studies	
Horvath, Janel M	Elementary	
Horvath, Janel M	Gifted & Talented	
Horvath, Janel M	Language Arts	
Horvath, Janel M	Mild Intervention	Mild Intervention
Huffman, Kim M.	Blind and Low Vision	
Huffman, Kim M.	Language Arts	English Lang Learners - Language Arts
Huffman, Kim M.	Mild Disabilities	
Huffman, Kim M.	Mild Intervention	
Kesar, Rachel R	Music-General	Music- General
Kesar, Rachel R	Music-Instrumental	Band
Krugh, Christine A	Life Science	
Krugh, Christine A	Mathematics	Mathematics
Lewis, Jeffrey J	Language Arts	Lang Arts
Lichtsinn, Stefanie E	Visual Arts	Visual Arts
Lueders, Derek T.	Physical Education	Phy Ed
Nichols, Jonathon H.	Elementary	
Nichols, Jonathon H.	Mathematics	Mathematics
Otis, Steven T	Health & Safety	Health & Safety

Otis, Steven T	Physical Education	Instructional Coach
Parlin, Cynthia	Visual Arts	Emergency License - Mild Interventionist
Pranger, Mark	Historical Perspectives	Instructional Coach
Pranger, Mark	Language Arts	
Rangel, Jodi	Elementary	
Rangel, Jodi	Language Arts	
Rangel, Jodi	Mathematics	Instructional Coach
Rauch, Abby K.	Elementary Intermediate	
Rauch, Abby K.	Elementary Primary	
Rauch, Abby K.	Language Arts	Language Arts
Rauch, Abby K.	Mild Intervention	
Riehle, Daniel J	Language Arts	Lang Arts
Shifflett, Erica D	Mathematics	Mathematics
Stouder, Amber C	Mathematics	Instructional Coach
Stouder, Amber C	Music-General	
Stouder, Amber C	Music-Instrumental	
Trier, Michael J	Government	
Trier, Michael J	Historical Perspectives	Historical Perspectives
Trier, Michael J	Psychology	
Venderley, Joseph A.	School Counselor	School Counselor
Wilson, Amber M	Language Arts	Lang Arts
Wright, Audrey M	Elementary Intermediate	Rtl Specialist
Wright, Audrey M	Elementary Primary	
Wright, Audrey M	Preschool Generalist	

# 7th and 8th Grade Math NWEA 2019-20

Anderson, Nathan				
57A2:G724 Lee	#N/A	202	#N/A	
Wims, La'Nyiah				
5725204 Lashay	195	186	-9	
Mossburg, Trinity				
4725010 Michelle	211	208	-3	
Hagler, Jayveon				
5724190 Donte	181	182	1	
Palmateer , Silvia				
2725077 Rose	208	209	1	
Smith, Nassir				
2725120 Omario	207	210	3	
Armstrong , Devon				
5725209 Andrew	206	210	4	
Bickford, Audriana				
5425020 Renee	175	179	4	
Oo, Tet				
4725004 Myet	184	189	5	
Gates, Kyaira				
5725233 Lashea	220	226	6	
Carlisle, Rai'Shawn				
5724175 D'Maria	206	213	7	

	Stringer, Loretta			
3123051	Bell	208	219	11
	Thornton, Nice			
	Jashawn			
2725086	Terel	209	222	13
	Mack, Jaylin			
5725171	Devonta	209	223	14
	Bond,			
2725104	Derek Ray	169	186	17
	Adams, Taniyah			
4724030	Nychel	209	209	0
	Hill, Jawyonne			
2724047	Jamir	198	184	-14
	Bellinger, Jalaya			
2724125	Nicole	219	207	-12
	Baker, Joy			
4724047	Elizabeth	208	205	-3
	Turner, Nevaeh			
	Shanae			
5124097	Nicole	234	233	-1
	Paz, Daniel			
4724009	Adrian	235	235	0
	Craig, Kayleigha			
2723047	Marie	189	190	1



4923151	Sherrill, DeAyris MT	199	202	3
4724015	Griswold, Alea Eileen	228	232	4
4724032	Hunter, Jr, Vernon Lamont	209	213	4
5722037	Lar, Bar	199	204	5
5724091	Sanford, Timyla J	194	200	6
5224111	Dennis, Eric Xavier	215	222	7
5224041	Neal, Jaryus Contrell	206	213	7
2724068	Norris, Jamal	204	211	7
5723026	Salinas, Nehemiah Joseph	209	216	7
3123007	Brooks, Karion	172	180	8
5723067	Chapman, Ja'Maira Denai	203	213	10
4724005	Na, Mae Moe	154	164	10
4724059	Markley Causey, Alan Lee	180	207	27
	#N/A	205.8286	#N/A	

	4.0 is 2% growth	4.3 is actual growth	Growth Goal Met	
Andrews, Harley				
2724022 Angel	#N/A	214	#N/A	
Bontempo , Ja'Iris				
4724073 Le'Adris	#N/A	208	#N/A	
Vazquez, Laura	#N/A	180	#N/A	

3/38 (8%)  
students  
on grade  
level by  
MOY

**2020 School Improvement Plan - PL 221 Checklist  
(Paul Harding Junior High School)**

Black = PL 221 **Green=School wide Components**

\*Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan.

<b>Present</b>	<b>Item</b>	<b>Page #</b>
	<b>Narrative description of the school, the community, and the educational programs</b> <b>Comprehensive needs assessment</b>	20-22
	<b>Description and location of curriculum</b> <b>College and Career Ready Indiana Academic Standards.</b>	5-6
	<b>Titles and descriptions of assessment instruments to be used in addition to ISTEP+</b>	8-9
	<b>Statement of mission, vision, or beliefs</b>	4
	<b>Summary of data derived from an assessment of the current status of educational programming, including the following:</b> <ul style="list-style-type: none"> <li>• <b>Data, including graphs, from the annual performance report</b></li> <li>• <b>Data related to performance indicators other than those included in the annual performance report</b></li> <li>• <b>Other information about educational programming and the learning environment</b></li> </ul>	25-27 30,32-33
	<b>Information about how the school's curriculum supports the achievement of Indiana Academic Standards</b>	5-6
	<b>Information about how the school's instructional strategies support the achievement of Indiana Academic Standards</b>	7
	<b>Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies</b>	30,32-33
	<b>Parental participation in the school (planning, reviewing the SIP)</b>	15-16
	<b>Technology as a learning tool; Career Awareness &amp; Development</b>	9-10
	<b>Safe and disciplined learning environment</b>	11
	<b>Professional development</b>	34-36
	<b>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate</b>	14
	<b>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on percentage of students meeting academic standards under the ISTEP+ program</b>	25-27 30,32-33
	<b>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools).</b>	N/A
	<b>Specific areas where improvement is needed immediately</b>	25-27;30,32-33
	<b>Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system</b>	30,32-33
	<b>Graduation rate (HS only)</b>	N/A
	<b>Proposed interventions (strategies) based on student achievement objectives/goals</b>	7
	<b>Professional development that:</b> <ul style="list-style-type: none"> <li>• <b>emphasizes improvement of student learning and performance.</b></li> <li>• <b>supports research-based, sustainable school improvement efforts.</b></li> <li>• <b>aligns with the core principles of professional development</b></li> <li>• <b>includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students.</b></li> </ul>	34-36

	<b>Statutes and rules to be waived</b>	N/A
	<b>Three (3) year time line for implementation, review, and revision</b>	2
	<b>Cultural Competency</b> (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and (3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.	12-13
	<b>Highly qualified teachers in all core content area classes</b>	19 & Attachment 37-38
	<b>Strategies to attract high-quality, highly qualified teachers to this school.</b>	19
	<b>Plans for transitioning new students</b>	25
	<b>Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.</b>	18
	<b>Gap Analysis</b>	23-24 & Attachment 39-42
	<b>2020 School Improvement Plan PL221 Checklist pages</b>	43-44
	<b>SIT Member Signatures 2020-21SY</b>	45
	<b>Title I Budget Document</b>	46



# Paul Harding Junior High School

6501 Wayne Trace Fort Wayne, IN 46816 260.446.0240  
Fax: 260.446.0249

EAST ALLEN COUNTY SCHOOLS at [www.eacs.k12.in.us](http://www.eacs.k12.in.us)

I support the implementation of the 2020-2021 School Improvement Plan for Paul Harding Junior High School. By my signature, I attest to my willingness to support implementation of the plan.

Name	Position	Signature
Danielle Newman	Principal	
Charles Washington	Assistant Principal	
Aleshia Branigan	Family Group Specialist	
Kim Huffman	English Lang. Learner Teacher (ELL)	
Janel Horvath	Special Education Teacher	
Steven Otis	Health Teacher	
Mark Pranger	Social Studies Teacher	
Abby Rauch	ELA Teacher	
Erica Shifflett	Math Teacher	
Amber Stouder	Instructional Coach	
Joe Venderley	Guidance Counselor	
Amber Wilson	ELA Teacher	
Audrey Wright	RtI Specialist	
Natalie Turner	Parent	
Robert Davis	Parent	
	<b>HAWKS</b>	

**Public School Information**

**School Details**

Current School:  School Number: 0294  
 Reading/Lang. Arts  Grade Span:  School Allocation: \$497,605.00  
 Mathematics  Grade Span:  Status:  TAS  SWP

School Programs		Extended Programs		Program Staffing		Budget	Professional Development		Attachments			
Acct	Expenditure Account	110 Salary Cert	120 Salary NonCert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services.	611-689 General Supplies	710-748 Property	910 Transfer	Total
11000	Instruction	170,000.00	72,000.00	73,000.00	17,000.00	0.00	0.00	0.00	24,985.00	0.00	0.00	\$356,985.00
20000	Support Services - Student	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
22100	Improvement of Instruction	11,000.00	2,000.00	6,800.00	500.00	10,000.00	0.00	4,120.00	4,000.00	0.00	0.00	\$38,420.00
26400	Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
27000	Transportation	0.00	0.00	0.00	0.00	0.00	0.00	6,000.00	0.00	0.00	0.00	\$6,000.00
33000	Community Service Operations	1,000.00	56,000.00	200.00	35,000.00	0.00	0.00	1,000.00	3,000.00	0.00	0.00	\$96,200.00
	Sub-Total	\$182,000.00	\$130,000.00	\$80,000.00	\$52,500.00	\$10,000.00	\$0.00	\$11,120.00	\$31,985.00	\$0.00	\$0.00	\$497,605.00