



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I Schoolwide Plan Template

Instructions:

- All components of this template must be addressed.
- This example is not all inclusive and is designed to give the LEA a framework to assist in the creation of a SWP that is unique to local needs.
- The state required School Improvement Plan (SIP) alone does not meet this requirement.
- Compliance with schoolwide program requirements:
 - The schoolwide plan is developed in one year unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.
 - The completed schoolwide plan is made available to the LEA, parents, and the public.
 - The information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
 - Schoolwide programs are comprehensively developed, reviewed and revised with parents annually. The LEA/school must keep evidence of this (meeting agendas, copies of plans and revisions, sign-in sheets of participation).
 - LEA must provide guidance about the evaluation of the schoolwide program. The LEA/school must keep evidence of this (documentation of the guidance and copy of the completed evaluation used to measure effectiveness of the SWP). Refer to the [Title I Program Evaluation toolkit](#).



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I Schoolwide Plan Template		
LEA Name: Danville Community School Corporation	Superintendent : Tracey R. Shafer	
School Name: North Elementary	Principal: Karen Perkins	
School Mailing Address: 398 Urban Street Danville, IN 46122		
School Telephone: 317-745-2212		
LEA Title I Program Administrator: Kelly Lacey		
LEA Title I Program Administrator Mailing Address: 1425 West Lincoln Street Danville, IN 46122		
LEA Title I Program Administrator Email Address: klacey@danville.k12.in.us		
LEA Title I Program Administrator Telephone: 317-745-7487		
Revision Date: 5/27/21	Revision Date:	Revision Date:

Title I Schoolwide Plan Planning Committee Members	
Name	Position/Role
Morgan Walker	Director of Academic Services
Kelly Lacey	Director of Special Services
Karen Perkins	Principal
Ceara Jackson	Assistant Principal
Michelle Kidd	Counselor
Kristi Pritchett	Grade Level Rep- Kindergarten
Lori Wynn	Grade Level Rep- First Grade
Pam Martin	Grade Level Rep- Second Grade
Lois Ator	School Psychologist
Lisa Peterson	Autism and Behavioral Interventionist
Jaymee Hall	Title I Teacher



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Schoolwide Plan Components

1. Provide a [comprehensive needs assessment](#) of the entire school taking into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Response:

Note: Guidance for completing the [Comprehensive Needs Assessment \(CNA\)](#)

1. Establish a Comprehensive Needs Assessment planning team
2. Develop a vision of excellence
3. Create a school profile
4. Identify focus areas
5. Collect additional data on focus areas
6. Analyze data to determine [key findings and root causes](#)

Data Analysis

- o North Elementary, like all DCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.
- o An additional two days a month have been added to share needed information with staff that are outside the PLC meeting structure (faculty, grade level, and department meetings).



o Attached is a school level breakdown of key data points tracked as part of our on-going cycle of improvement.

Areas of Strength

Components of Reading (as measured by DIBELS)	% At or Above Grade Level			
	KDG	1st Grade	2nd Grade	North Elementary
EOY 2018-19	95%	78%	92%	89%
EOY 2017-18	93%	87%	83%	87%
EOY 2016-17	93%	86%	87%	88%
Reading Comprehension (as measured by TRC)	% At or Above Grade Level			
	KDG	1st Grade	2nd Grade	North Elementary
EOY 2018-19	93%	90%	92%	91%
EOY 2017-18	93%	94%	87%	91%
EOY 2016-17	91%	91%	91%	91%

Areas of Growth and Focus

TARGET: Attendance Rate	North Elementary
EOY 2018-19	95.65%
EOY 2017-18	95.98%
EOY 2016-17	93.00%
TARGET: NWEA Math benchmark of 40th percentile	North Elementary
EOY 2018-19	80.1%
EOY 2017-18	---
EOY 2016-17	---



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Strategies, Programs, Services, and Activities to address the needs above

- In order to ensure that consistent best practices are utilized during instructional time, North Elementary, along with all schools in Danville Community School Corporation has implemented a common lesson plan template for all staff. This template aids staff in common planning, ensures teachers know the expectation for instruction, and helps evaluators give specific, meaningful feedback. All staff K-12 will use this template to plan each daily lesson and was developed utilizing input from staff representatives from a variety of grade levels and departments.
- Danville Community School Corporation defines giftedness as students who show evidence of innate ability and the capacity for high performance when compared with their peers. We identify students as high ability in one of the following areas: General Intellectual, Math only, or Language Arts only. The Danville Community School Corporation screens students in grades K-12 for high ability or potential for high ability. Data from the NWEA test (ability screener) and CogAT (age level potential for high ability screener taken in grades K, 2, 4 and 8) is used to select students. This data is shared with the Indiana Department of Education, so they can track the data of our high ability students. Students will also be given the SIGS (Scales for Identifying Gifted Students) to make a determination. Identified students will be clustered together in grades K-8 with accelerated classes options in many grade levels. At the high school level, we offer a variety of classes to meet the needs of our high ability population. Honors classes, AP courses, and Dual Credit courses are available for student selection and offer rigorous coursework meant to prepare students for college and career. High ability students will be encouraged to obtain a “DCHS Academic Honors Diploma” which requires them to fulfill all Academic Honors Diploma requirements as well as a fourth year of foreign language, three AP/ACP science courses, two college level English courses, one AP/Dual Credit math course, and three AP/Dual Credit/College Social Studies courses.
- Due to ISTEP+/ILEARN being a more rigorous assessment, we concluded that staff could benefit from additional professional development in depth of knowledge (DOK). All K-12 staff attended DOK training during the 16-17 school year which taught them what types of questions students would see on the



updated assessments and how to write questions in order for students to gain experience before they are tested. This DOK training will also be useful as we look for updated curricular materials in the future as we ensure the materials are adequately rigorous.

○ During the 2018-2019 school year, K-5 staff from met with staff from other buildings to search for an aligned program for reading instruction. Staff jointly decided to align our local scope and sequence with the adopted reading series, Houghton Mifflin Harcourt Into Reading, and utilize the common materials that come with the program. Our staff has spent a lot of time comparing our curriculum to the new ILEARN assessments administered in grades 3-8 and believe that these resources will better prepare students for this more rigorous test. This series also allows us to integrate additional non-fiction reading into the curriculum and includes lots of technology to enhance instruction. The common vocabulary that our teachers will use from one grade level to the next will make transitions from one grade level to another easier for students and give streamlined common data teachers can use throughout the year. Teachers in grades 7-12 meet during the school year to align and revise common curriculum maps. These meetings ensure all staff integrate best practices into each lesson and texts used are varied and rigorous.

○ During the 2019-2020 school year, staff in grades 6-12 adopted reading materials aligned to state standards. Amplify reading was adopted at the middle school level and Houghton Mifflin Harcourt was adopted at the high school level. This brings a commonality to curriculum as well as increased technology which has added value to our staff and students due to being 1:1.

○ New mathematics materials were adopted for the 2016-2017 school year which focus instruction at a higher depth of knowledge level. Professional Development sessions were offered to all staff during the summer and additional time was spent during the school year to refine processes and become more familiar with the new text.

○ North Elementary RTI process begins with benchmarking all students three times a year using mClass for reading and NWEA MAP for math. Data teams are comprised of the following staff: principal, counselor, reading specialists (2), grade level teacher, district school psychologist, special education teacher. Each



grade level data team meets every six weeks to review data (benchmark data, progress monitoring data, teacher input, and classroom performance information). During each meeting, decisions are made for tier placement for students whose data shows they are not performing at grade level. Progress monitoring decisions are also made at that time and include frequency and specific probe. Tier 2 groups are taught by certified staff (teachers and reading specialists) while building instructional aides support classrooms of Tier 1 students. Tier 2 meets daily for 25 minutes. Tier 3 groups are taught by the reading specialists. Materials used for reading RTI include the Fountas and Pinnell LLI program. Materials used for math RTI include supplemental materials available through Everyday Math.

- In an effort to support the building attendance goal, our school nurse, counselor, and assistant principal work together to actively track student attendance and to work with parents and students in need. This includes the school nurse actively working with a family whose child has medical needs, completing 504 and/or medical plans with the goal of supporting needs that will allow the child to be at school more regularly. This includes the school counselor working with families whose child does not have medical reasons for poor attendance. In these situations, the counselor's goals may include any of the following: providing parents with necessary tools and talking points to use at home when a child doesn't want to come to school, working with a child in small group or other settings when he or she has social or emotional needs that interfere with attendance, or contacting community or legal resources when parent or student behaviors continue to result in excessive absences or tardies. It also include the assistant principal working with families who are not responding to supportive interventions to implement clear expectations that may include an attendance contract and to impose punitive consequences if necessary.
- North Elementary has revisited and improved the building wide PBIS system to include a more comprehensive recognition system for good behavior and model attendance levels.
- After school enrichment opportunities are available for our second grade students and include math club, computer club, and Odyssey of the Mind. Our students and families also have the opportunity to participate in events such as Cabin Fever Night, 1st and 2nd grade music programs, Pumpkin Run and Field Day on an annual basis.



Evaluation on the impact of these activities

- On-going review of local formative assessments and standardized summative evaluations allows North Elementary staff to monitor core program and RTI progress on a continual basis. Weekly, small-scale PLC review of classroom best practices informs daily practice, formative assessments serve as benchmarking screeners that calibrate anecdotal recording keeping, and high-stakes summative assessments serve as a capstone evaluation of student learning and teacher content delivery.

The school/LEA creates a plan based on the results of the comprehensive needs assessment which includes the following components:

2. Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:
 - provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; and
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);



Response: North Elementary has adopted the state recommended time allotment for all grade levels. All classrooms schedule blocks of time for Language Arts and Math. We also use assessments to guide our instruction based on Indiana Standards. We use the RTI tier system of intervention to identify and address student needs.

Tier 1-Classroom Intervention: This is meant to address the complete needs of around 80% of the students in every classroom. Techniques used include but are not limited to whole group, small group, and peer group instruction on grade level and on students' ability level.

Tier 2- This is meant to address the needs of around 20% of the students in each classroom. Techniques used are daily small group instruction by the classroom teacher, daily Title I support/remediation, progress monitoring with Mclass, DIBELS, and LLI. Progress monitoring takes place every 2-3 weeks at this level. Parents are notified if students are participating in RTI.

Tier 3- Intensive Intervention: This intervention is meant to address the needs of around 5-8% of the school population who are not making adequate progress on Tier 2. Strategies would include all of those implemented in Tier 2 with the addition of more time spent with the Title I teacher including a 1:1 session. The data team will also discuss progress to determine if the student needs psychoeducational evaluation using the multidisciplinary team.

3. Provide instruction by effective, properly-licensed teachers.

Staff Name	Assigned Class/Subject	Licensure/Certification
Katheryn Pourcho	Art	Visual Arts all schools
Kyle Yoder	PE	PE Elem Inter Prim MS&HS

Commented [1]: @mwalker@danville.k12.in.us
Assigned to Morgan Walker



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Vicky Spesard	Computer Instructional Assistant	
Diana Blankenship	First grade	Gen Elem 1-6 $\frac{7}{8}$, Health and Safety 1-9
Brooke Sherrow	first grade	elem gen K-6
Michael Vrabel	first grade	MI P-12, Elem Gen K-6
Lori Wynn	first grade	Gen Elem 1-6 $\frac{7}{8}$, K
Elizabeth Mershon	first grade	Gen Elem 1-6 $\frac{7}{8}$, K
Brooke Schmitz	first grade	Elem/Primary Gen, Reading Elementary/Primary
Sarah Walls	first grade	Elem Inter Gen, Elem Prim Gen, Math MS
Stephanie Brewer	Instructional Assistant	
Rebecca Kinkelaar	Instructional Assistant	
Jessica Wilson	Instructional Assistant	
Annette Glaser	Instructional Assistant	
Elizabeth Stiers	Instructional Assistant	
Whitney Harvey	Kindergarten Teacher	Elem Inter Gen, Elem Prim GEN
Kelsie Lupinski	Kindergarten Teacher	Elem Gen k-6
Kristina Pritchett	Kindergarten Teacher	Elem Inter Gen, Elem Prim Gen
Danielle Radar	Kindergarten Teacher	Elem Gen k-6



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Tiffany Roberts	Kindergarten Teacher	Elem Inter Gen, Elem Prim Gen
Abigail Toole	Kindergarten Teacher	Reading Elem Inter, Reading Elem Prim, Elem Prim
Angela Tucker	Kindergarten	Reading Elem Inter, Reading Elem Prim, Elem Prim
Elizabeth Whitaker	Kindergarten	K-3, MD k-12, SD k-12
Joy Ziegler	Kindergarten	Elem GEn k-6
Barbara Gulley	Media Center Assistant	
Diana Kafantaris	Music Teacher	Music: Choral, General and Instrumental k-12
Jaymee Hall	Reading Intervention Teacher	Gen Elem 1-6, 7/8
Taylor Blair	Second Grade Teacher	Elem Gen k-6, Reading p-12
Pamela Martin	Second grade teacher	Elem Prim Gen, Elem Inter Gen
Melissa Moline	Second grade teacher	computer k-12, gen elem 1-6, Kindergarten
Stephanie Prater	Second grade teacher	elem gen k-6
Maria Stierwalt	Second grade teacher	elem inter gen, elem prim gen, spanish elem prim
Michelle Suhaka	second grade teacher	elementary generalist k-6
Jordan Wheeler	second grade teacher	Gen Elem 1-6. 7/8, high ability
Sean Murphy	second grade teacher	elem inter gen, elem prim gen



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Shannon Logue	Special Education INstructional Assistant	
Amy Kotlarski	Special Education Instructional Assistant	
Sarah Johnson	Special Education teacher	Elem Gen k-6, mild intervention k-12
Haley Nirrengarten	Special Education Teacher	Gen Elem 1-6, 7/8, LD k-12
Carra Origer	Special Education teacher	Early Childhood Ed PK, Physically Handicapped k-12, sd k-12
Beth Thorpe	Developmental Preschool teacher	Gen Elem 1-6, 7/8
Rebecca Renshaw	Developmental Preschool teacher	gen elem 1-6, 7/8, kindergarten endorsement

4. Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

Response:

DCSC teachers participate in Professional Learning Community (PLC) meetings once per week for one hour. These meetings consist of lesson planning, data analysis, and content refinement. Department and faculty meetings take place twice per month. Professional Development provided during those meetings are consistent throughout the corporation and based on best practices, high-yield strategies, and observation data. Certified and classified staff are provided additional role-specific PD on established teacher work days as well as eLearning Days provided throughout the year. In addition, Title I teachers meet regularly with paraprofessionals to guide them in best practices and content PD.



5. Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

Response: All newly hired teachers attend a two-day Induction Junction training to prepare them for teaching in our district. During that meeting we discuss benefits and financial information, lesson planning, district technology, special education, and more. In addition, all new staff are given a formal mentor or buddy (depending on previous years of experience) to meet with before and during the school year. Our contract allows us to pay staff higher salaries in high-needs areas when needed and we have tried to raise our starting teacher salary and give staff raises for the past few years to compete with neighboring districts.

6. Describe strategies to increase parental involvement.

Response: North Elementary informs parents of MClass data, NWEA data at least every 9 weeks. In addition, every night week students receive report cards. If the need presents itself, the teacher will schedule conferences with parents to discuss concerns and progress. Classroom teachers, data team, and the Title I teacher maintain progress monitoring for each student. The data helps the teachers make instructional decisions. It also helps guide PLC discussions among the grade level. Prior to covid, administrators, community members and parents were invited into the school to participate in whole group read alouds, classroom parties, book fairs, grandparent’s day, literacy nights, math nights, etc. Parents are provided with a survey at the end of the school year so that the school district can gain insight on how involved and satisfied the families are with the school district. The PTO and the staff work together throughout the school year to review effective practices and improve parental involvement. Social media pages and a communication tool, ParentSquare, are both utilized to inform parents about what is going on in the school building.

Commented [2]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey

7. Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.

Response:

Commented [3]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

North Elementary helps preschool students transition to kindergarten by offering Kindergarten Round up in April and May. During the round up students are assessed for Kindergarten readiness skill. If needed, the special education department is involved. In addition, the school administration sends out

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

Teachers are actively engaged in making decisions at North Elementary. Teachers participate in PBIS, safety committees, student daily procedures, and scheduling. Teachers are represented on the school improvement team. They participate in reviewing data and school goals. Progress benchmark monitoring, PLC groups, NWEA, DIBELS, MCLASS, and LLI help teachers form small reading groups and math groups for both remediation and enrichment. Data team meetings help determine what extra academic and/or behavior strategies are needed and used for either Tier 2 or 3.

9. Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Response: Danville North Elementary has Title I interventionist who provides reading and math intervention to identified students. Students who are at the highest need are determined by collected data from Mclass, DIBELS, NWEA, teacher assessments, and teacher input. From this data, students are put into small groups to address each child’s abilities and needs. Fountas and Pinnell LLI is used as an intervention to assist students who are experiencing difficulty. Small group intervention on letter naming, sight words, reading comprehension, and essential skill review helps students become proficient and build confidence.

Commented [4]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey

10. Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

Response:

Danville Community School Corporation benefits from Federal, State and local services. Danville North Elementary is a targeted assistance Title I school and has a Title I teacher who is

Commented [5]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

paid for through Title funds. Title II funds are used to fund professional development needs of the building.

11. If operating a blended schoolwide program, identify which federal grants will be blended and describe how the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were blended to support it. (Funds available for blending: Title I, II, III, IV, Rural and Low Income Schools, and Immigrant Influx)

Response: n/a

Title I Schoolwide Plan Template

LEA Name: Danville Community School Corporation	Superintendent : Tracey R. Shafer	
School Name: South Elementary	Principal: Tina Noe	
School Mailing Address: 1375 West Lincoln Street Danville, IN 46122		
School Telephone: 317-745-2212		
LEA Title I Program Administrator: Kelly Lacey		
LEA Title I Program Administrator Mailing Address: 1425 West Lincoln Street Danville, IN 46122		
LEA Title I Program Administrator Email Address: klacey@danville.k12.in.us		
LEA Title I Program Administrator Telephone: 317-745-7487		
Revision Date: 5/27/21	Revision Date:	Revision Date:

Title I Schoolwide Plan Planning Committee Members

Name	Position/Role
Logan Walker	Director of Academic Services



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Elly Lacey	Director of Special Services
Anna Noe	Principal
Wendy McGee	Counselor
Tommy McDugle	Grade Level Rep- Third Grade
Rocky Foltz	Grade Level Rep- Fourth Grade
Nicholas Romanetz	Grade I Teacher
Chris Ator	School Psychologist
Sasha Peterson	Autism and Behavioral Interventionist

Schoolwide Plan Components

- Provide a [comprehensive needs assessment](#) of the entire school taking into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Response:

Reference: Guidance for completing the [Comprehensive Needs Assessment \(CNA\)](#)

- Establish a Comprehensive Needs Assessment planning team
- Develop a vision of excellence
- Create a school profile
- Identify focus areas
- Collect additional data on focus areas
- Analyze data to determine [key findings and root causes](#)



Data Analysis

- Danville South Elementary, like all DCSC schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative state assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.
- An additional two days a month have been added to share needed information with staff that are outside the PLC meeting structure (faculty, grade level, and department meetings).
- Attached is a school level breakdown of key data points tracked as part of our on-going cycle of improvement.

Areas of Strength

IREAD 3	Pass Rate
2019	94.5%
2018	100%
2017	97.4%
ISTEP+ Literacy	Pass Rate
Third Grade 2019 (ILEARN)	53%



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Third Grade 2018	81%
Third Grade 2017	79.6%
Fourth Grade 2019 (ILEARN)	64%
Fourth Grade 2018	78%
Fourth Grade 2017	85.6%
ISTEP+ Numeracy	Pass Rate
Third Grade 2019 (ILEARN)	68%
Third Grade 2018	77%
Third Grade 2017	76.4%
Fourth Grade 2019(ILEARN)	72%
Fourth Grade 2018	82%
Fourth Grade 2017	77.1%



Area of Growth and Focus

Area	Target Performance
Aligning Curriculum and Instruction to the more rigorous ILEARN Assessment	92% Pass Rate or 5% Improvement
Closing the Achievement Gap of Special Education Student Literacy and Numeracy	92% Pass Rate or 5% Improvement
Closing the Achievement Gap of Students Receiving Free and Reduced Meal Assistance	92% Pass Rate or 5% Improvement

Strategies, Programs, Services, and Activities to address the needs above

- In order to ensure that consistent best practices are utilized during instructional time, Danville South Elementary, along with all schools in Danville Community School Corporation has implemented a common lesson plan template for all staff. This template aids staff in common planning, ensures teachers know the expectation for instruction, and helps evaluators give specific, meaningful



feedback. All staff K-12 will use this template to plan each daily lesson and was developed utilizing input from staff representatives from a variety of grade levels and departments.

○ Danville Community School Corporation defines giftedness as students who show evidence of innate ability and the capacity for high performance when compared with their peers. We identify students as high ability in one of the following areas: General Intellectual, Math only, or Language Arts only. The Danville Community School Corporation screens students in grades K-12 for high ability or potential for high ability. Data from the NWEA test (ability screener) and CogAT (age level potential for high ability screener taken in grades K, 2, 4 and 8) is used to select students. This data is shared with the Indiana Department of Education, so they can track the data of our high ability students. Students will also be given the SIGS (Scales for Identifying Gifted Students) to make a determination. Identified students will be clustered together in grades K-8 with accelerated classes options in many grade levels. At the high school level, we offer a variety of classes to meet the needs of our high ability population. Honors classes, AP courses, and Dual Credit courses are available for student selection and offer rigorous coursework meant to prepare students for college and career. High ability students will be encouraged to obtain a “DCHS Academic Honors Diploma” which requires them to fulfill all Academic Honors Diploma requirements as well as a fourth year of foreign language, three AP/ACP science courses, two college level English courses, one AP/Dual Credit math course, and three AP/Dual Credit/College Social Studies courses.

○ Due to ISTEP+/ILEARN being a more rigorous assessment, we concluded that staff could benefit from additional professional development in depth of knowledge (DOK). All K-12 staff attended DOK training during the 16-17 school year which taught them what types of questions students would see on the updated assessments and how to write questions in order for students to gain experience before they are tested. This DOK training will also be useful as we look for updated curricular materials in the future as we ensure the materials are adequately rigorous.

○ During the 2018-2019 school year, K-5 staff from met with staff from other buildings to search for an aligned program for reading instruction. Staff jointly



decided to align our local scope and sequence with the adopted reading series, Houghton Mifflin Harcourt Into Reading, and utilize the common materials that come with the program. Our staff has spent a lot of time comparing our curriculum to the new ILEARN assessments administered in grades 3-8 and believe that these resources will better prepare students for this more rigorous test. This series also allows us to integrate additional non-fiction reading into the curriculum and includes lots of technology to enhance instruction. The common vocabulary that our teachers will use from one grade level to the next will make transitions from one grade level to another easier for students and give streamlined common data teachers can use throughout the year. Teachers in grades 7-12 meet during the school year to align and revise common curriculum maps. These meetings ensure all staff integrate best practices into each lesson and texts used are varied and rigorous.

- During the 2019-2020 school year, staff in grades 6-12 adopted reading materials aligned to state standards. Amplify reading was adopted at the middle school level and Houghton Mifflin Harcourt was adopted at the high school level. This brings a commonality to curriculum as well as increased technology which has added value to our staff and students due to being 1:1.
- New mathematics materials were adopted for the 2016-2017 school year which focus instruction at a higher depth of knowledge level. Professional Development sessions were offered to all staff during the summer and additional time was spent during the school year to refine processes and become more familiar with the new text.

South Elementary RTI Process:

- If a teacher is concerned about a student, the first step is to review the South Elementary RTI Pyramid to look for ideas in the Tier 1 level that could help the student.
- If, after adequate amount of time, these efforts are not increasing student success, fill out either the Math or Reading/Writing Red Flag form. Please place form in the principal's mailbox.



- If the student meets the requirement to be considered for RTI placement, an interventionist will complete an assessment and complete the rest of the Red Flag form to share findings with the teacher and the principal.
- Prior to the data team, classroom teachers will fill out either a Math or Reading Process Update form for each student receiving RTI services (SpEd, too). Progress Update forms will be given to that student’s interventionist one week before Data Team.
- Interventionists will add progress update status and any additional notes and return forms to the interventionists for Math and Reading.
- Data Team members will determine student programming based on intervention need at an appropriate intensity. Choices can include, but not limited to in READING:
- Tier 2- Comprehension Groups, Phonics Blitz Groups (designed mainly for BOY 3rd grade), lowest classroom reading groups, Grit Group, ReadUP, Rocket Readers, RAZ Kids. Teachers will use Tier 2 Tracker to monitor progress.
- Tier 3- LLI (addresses all 5 components of reading) Interventionists will use Tier 3 Tracker to monitor progress.
 - Choices can include, but not limited to in MATH:
- Tier 2- extra time with parents or interventionists, computer to work on math facts, extra small group time during math class, extra practice packets on specific skill deficits, etc. Teachers/Interventionists will use Tier 2 Tracker to monitor progress.
- Tier 3- Math Lab- Interventionists will use Tier 3 Tracker to monitor progress.
- After the Data Team has met, Progress Update forms will be returned with an updated “Notes” sheet attached within one week. The Notes sheet will allow us to push progress and not spend too much time rehashing student from data team to data team. One copy will be given to classroom teacher and one copy will stay in the student’s RTI folder. Parents will be sent notification of their child’s progress in RTI by the interventionists on an RTI Parent Progress Update form.
- Data Team will determine the appropriate form of progress monitoring based on the Tier level and type of intervention.

Program Offerings



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Program	Services Offered	Key Performance Requirements
Special Education	Academic/behavioral/occupational/physical/speech therapy for identified students	Increased number of students meeting 100% of goals listed in their IEPs Continual academic performance ILEARN Growth
Reading Group (Rocket Readers)	An after school group for at risk students who work on the skills necessary to improve their reading fluency and comprehension	Reading at or above grade level
Math Lab	A group for at risk students who work on the skills necessary to improve their math facts and basic skills.	Performing at or above grade level
ReadUP	An after school group for at risk students who work on skills necessary to improve their reading fluency and comprehension. Students are paired up with a mentor/tutor who works individually with students two days per week.	Reading at or above grade level



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

RTI	<p>Fountas and Pinnell LLI-A program designed to help struggling readers improve the basic phonemic awareness and phonics skills, as well as the five components reading.</p> <p>Math Lab-A program designed to help students who struggle with basic math concepts and math fluency.</p>	Increased literacy skills and academic results
KKids	Kiwani K-Kids is a student organization to develop leaders and teach students how to give back to our community	Increased academic results, emotional wellbeing, improved respect, and responsibility.
Behavior System Group	Students who are identified needing behavior intervention chart their behavior during the day and come to check in and out with the counselor on a weekly or daily basis. These students are working toward identified incentives and their efforts are communicated to parents on a daily basis.	Increased academic results, emotional wellbeing, improved respect, and responsibility.
Nutrition Club	Volunteers supply backpacks of food on Friday afternoons so that our students who receive free lunches have the	Increased wellbeing



	nutrition they need when they are at home.	
--	--	--

Evaluation on the impact of these activities

- On-going review of local formative assessments and standardized summative evaluations allows Danville South Elementary staff to monitor core program and RTI progress on a continual basis. Weekly, small-scale PLC review of classroom best practices informs daily practice, formative assessments serve as benchmarking screeners that calibrate anecdotal recording keeping, and high-stakes summative assessments serve as a capstone evaluation of student learning and teacher content delivery.

The school/LEA creates a plan based on the results of the comprehensive needs assessment which includes the following components:

4. Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:
 - provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; and
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);



- o implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

sponse: South Elementary has adopted the state recommended time allotment for all grade levels. All classrooms schedule blocks of time for Language Arts and Math. We also use assessments to guide our instruction based on Indiana Standards. We use the RTI tier system of intervention to identify and address student needs.

er 1-Classroom Intervention: This is meant to address the complete needs of around 80% of the students in every classroom. Techniques used include but are not limited to whole group, small group, and peer group instruction on grade level and on students' ability level.

er 2- This is meant to address the needs of around 20% of the students in each classroom. Techniques used are daily small group instruction by the classroom teacher, daily Title I support/remediation, progress monitoring with LLI. Progress monitoring takes place every 2-3 weeks at this level. Parents are notified if students are participating in RTI.

er 3- Intensive Intervention: This intervention is meant to address the needs of around 5-8% of the school population who are not making adequate progress on Tier 2. Strategies would include all of those implemented in Tier 2 with the addition of more time spent with the Title I teacher including a 1:1 session. The data team will also discuss progress to determine if the student needs psychoeducational evaluation using the multidisciplinary team.

4. Provide instruction by effective, properly-licensed teachers.

Staff Name	Assigned Class/Subject	Licensure/Certification
------------	------------------------	-------------------------

Commented [6]: @mwalker@danville.k12.in.us
Assigned to Morgan Walker



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Rebecca Maubach	Art Teacher	Visual Arts Elementary/Primary, High School, MS
Rebecca Dodd	Fourth grade teacher	Elementary Gen k-6
Crystal Grundlock	Fourth Grade Teacher	Elementary Gen k-6
Charity Rodgers	Fourth grade teacher	Elementary Gen k-6
Brandon Doub	Fourth Grade	Building Level Administrator
Rebecca Foltz	Fourth Grade	Elementary Elem 1-6, 7/8, Kindergarten
Christie Rawley	Fourth Grade	Elementary Elem 1-6, 7/9
Jennifer Wilson	Fourth Grade	Elementary Inter Gen, Elementary Prim Gen, MI Elementary Prim
Michelle Barber	Instructional Assistant	
Robert Romanetz	Instructional Assistant	Elementary gen k-6, Math and Science k-6
Lauren McClain	Instructional Assistant	
Stephany Hunter	Music Teacher	Local and Gen Music P-12
Mark Callighan	PE Teacher	Health and Safety 5-12, PE k-12
Jessica Wilson	Special Education Teacher	Elementary Generalist K-6, Mild Intervention P-12
Tracey Trimble	Special Education Teacher	MI Elem/Prim, Mild Inter. Elem/Inter, MI Middle
Danielle Anderson	Third grade teacher	Elementary gen k-6, MI k-6
Kim Bartlett	Third grade teacher	Elementary gen k-6, health k-6
Christie Clements	Third grade teacher	Elementary gen 1-6, 7/8
Michelle Legan	Third grade teacher	Elementary gen k-6
Timmy McDugle	Third grade teacher	Elementary inter gen, elementary prim gen
Lauren Swartz	Third grade teacher	Elementary gen k-6, reading k-6
Debra Vrabell	Third grade teacher	Elementary inter gen, elementary prim gen, ps gen
Robert Romanetz	Grade 1	Elementary Gen k-6, math and science k-6



Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

response:
CSC teachers participate in Professional Learning Community (PLC) meetings once per week for one hour. These meetings consist of lesson planning, data analysis, and content refinement. Department and faculty meetings take place twice per month. Professional Development provided during those meetings are consistent throughout the corporation and based on best practices, high-yield strategies, and observation data. Certified and classified staff are provided additional role-specific PD on established teacher work days as well as eLearning Days provided throughout the year. In addition, Title I teachers meet regularly with paraprofessionals to guide them in best practices and content PD.

Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

response: All newly hired teachers attend a two-day Induction Junction training to prepare them for teaching in our district. During that meeting we discuss benefits and financial information, lesson planning, district technology, special education, and more. In addition, all new staff are given a formal mentor or buddy (depending on previous years of experience) to meet with before and during the school year. Our contract allows us to pay staff higher salaries in high-needs areas when needed and we have tried to raise our starting teacher salary and give staff raises for the past few years to compete with neighboring districts.

6. Describe strategies to increase parental involvement.

response:
South Elementary informs parents of NWEA data at least every 9 weeks. In addition, every night week students receive report cards. If the need presents itself, the teacher will schedule conferences with parents to discuss concerns and progress. Classroom teachers, data team, and

Commented [7]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey



the Title I teacher maintain progress monitoring for each student. The data helps the teachers make instructional decisions. It also helps guide PLC discussions among the grade level. Prior to covid, administrators, community members and parents were invited into the school to participate in whole group read alouds, classroom parties, book fairs, grandparent’s day, literacy nights, math nights, etc. Parents are provided with a survey at the end of the school year so that the school district can gain insight on how involved and satisfied the families are with the school district. The PTO and the staff work together throughout the school year to review effective practices and improve parental involvement. Social media pages and a communication tool, ParentSquare, are both utilized to inform parents about what is going on in the school building.

Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.

Commented [8]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey

Response:
not required for South Elementary as this is grades 3 and 4.

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:
Teachers are actively engaged in making decisions at South Elementary. Teachers participate in PBIS, safety committees, student daily procedures, and scheduling. Teachers are represented on the school improvement team. They participate in reviewing data and school goals. Progress benchmark monitoring, PLC groups, NWEA, DIBELS, MCLASS, and LLI help teachers form small reading groups and math groups for both remediation and enrichment. Data team meetings help determine what extra academic and/or behavior strategies are needed and used for either Tier 2 or 3.

9. Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Commented [9]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

sponse: Danville South Elementary has Title I interventionist who provides reading and math intervention to identified students. Students who are at the highest need are determined by collected data from NWEA, teacher assessments, and teacher input. From this data, students are put into small groups to address each child’s abilities and needs. Fountas and Pinnell LLI is used as an intervention to assist students who are experiencing difficulty. Small group intervention on letter naming, sight words, reading comprehension, and essential skill review helps students become proficient and build confidence.

10. Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

Commented [10]: @klacey@danville.k12.in.us
Assigned to Kelly Lacey

sponse: Danville Community School Corporation benefits from Federal, State and local services. Danville South Elementary is a targeted assistance Title I school and has a Title I teacher who is paid for through Title funds. Title II funds are used to fund professional development needs of the building.

If operating a blended schoolwide program, identify which federal grants will be blended and describe how the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were blended to support it. (Funds available for blending: Title I, II, III, IV, Rural and Low Income Schools, and Immigrant Influx)

sponse: n/a