



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Title I Schoolwide Plan		
LEA Name: East Allen County Schools	Superintendent : Marilyn Hissong	
School Name: New Haven Primary School	Principal: Trent Culbertson	
School Mailing Address: 1445 Berwick Lane, New Haven Primary, IN 46774		
School Telephone: (260) 446-0150		
LEA Title I Program Administrator: Wendy Hoering		
LEA Title I Program Administrator Mailing Address: 800 Homestead Drive, New Haven, IN 46774		
LEA Title I Program Administrator Email Address: whoering@eacs.k12.in.us		
LEA Title I Program Administrator Telephone: (260) 446-0135		
Revision Date:	Revision Date:	Revision Date:

Title I Schoolwide Plan Planning Committee Members	
Name	Position/Role
Trent Culbertson	Principal
Alli Felger	Curriculum Coach
Stacy Lichtle	Student Assistance Specialist
Lisa Lothamer	Kindergarten Teacher
Allison Slusher	1st Grade Teacher
Caitlin Ayers	2nd Grade Teacher
Allyson Bradtmiller	2nd Grade Teacher
Justin Hoering	Parent
Alaina Boettger	Paraprofessional

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:

1. Comprehensive Needs Assessment Planning Team:

Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Trent Culbertson	Principal	CNA, SIP, Both	RTI, PBIS, Crisis, 8-Step, Leadership, CPI
Stacy Lichtle	Student Assistance Specialist	CNA, SIP, Both	PBIS, RTI, Crisis, Leadership, CPI, Yearbook
Lisa Lothamer	Kindergarten Teacher	CNA, SIP, Both	Leadership, Yearbook
Allison Slusher	1st Grade Teacher	CNA, SIP, Both	8-Step, Programs
Caitlin Ayers	2nd Grade Teacher	CNA, SIP, Both	PBIS, Kindness
Allyson Bradtmiller	2nd Grade Teacher	CNA, SIP, Both	Literacy, 8-Step
Alaina Boettger	Paraprofessional	CNA , SIP, Both	
Justin Hoering	Parent	CNA, SIP, Both	RTI, Leadership, CPI

2. Vision of Excellence

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

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 Vision: New Haven Primary School is a nurturing community of diverse learners striving toward development of strong character and kindness, with academic excellence, and the love of learning for all students.

School Mission: Our mission, as educators at New Haven Primary School is to: Prepare all students for college and life by providing a challenging curriculum, strong instruction. With high expectations, that connects students' lives and their future in a positive, safe, and supportive environment, engulfed in a culture of kindness, with collaboration among all stakeholders (Rigor, Relevance, Relationships).

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

3. School Profile

New Haven Primary School is in its seventh year of a reconfigured and renamed school serving students in grades Pre-K-2 and has a student population of approximately four hundred and seventy-five (475) students. We are a part of East Allen County Schools wherein a district-wide redesign plan began during the summer of 2011. Our district-funded Title 1 preschool program is serving 30 New Haven area targeted students. The New Haven Primary School staff consists of eighteen classroom teachers, one full-time preschool teachers, two part time music teachers, two part time art teachers, one part time physical education teacher, four full-time special education teachers, one speech pathologist, one instructional coach, one half-time RtI reading specialist, one half-time RtI reading tutor, and one half-time administrative intern. We also have the following support staff: one secretary, one client relations / technology specialist, one full time nurse, one full-time media specialist, five full time special education paraprofessionals, three full time custodians, and six cafeteria workers. The school has a full time student assistance specialist who works closely with counseling and administration to help support students, teachers, and parents. The New Haven Primary school staff is dedicated to working collaboratively to help meet the needs of an ethnically diverse population that includes special education and varying levels of socio-economic status.

4. Identify Focus Areas

Focus Area #1: All New Haven Primary students will read at or above grade level with a focus on fluency and comprehension across the curriculum.

Benchmark: New Haven Primary students will demonstrate a 10% improvement in the overall reading levels of students at or above grade level with a targeted focus on our subgroup of our most at-risk students using our mClass benchmark assessments.

Focus Area #2: All New Haven Primary students will improve in overall math skills according to iReady math measures.

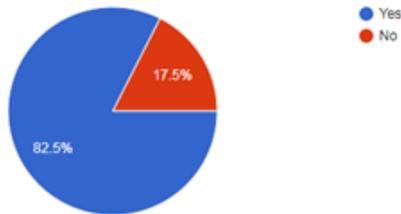
Benchmark: New Haven Primary students will demonstrate a 10% improvement in the overall iReady math measures with a targeted focus on our most at-risk students.

5. Collect Additional Data on Focus Area

Student Survey Fall 2018

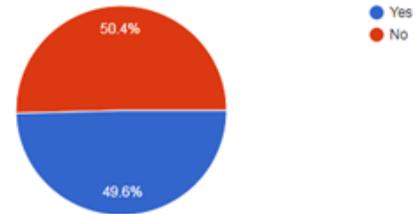
I have an adult at home that helps me with homework.

468 responses



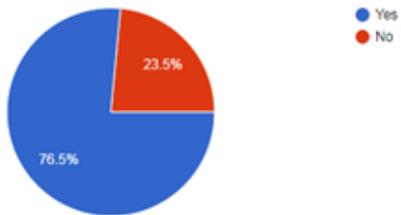
I practice math facts at home.

468 responses



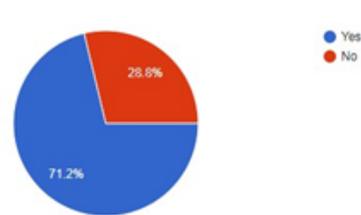
I read at home.

468 responses



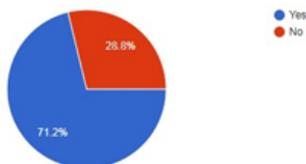
Does Reading Bingo or the Book-it Program motivate you to read more?

424 responses



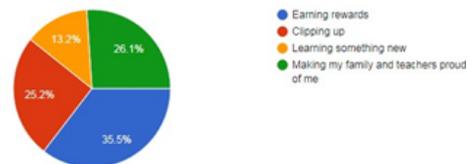
Does Reading Bingo or the Book-it Program motivate you to read more?

424 responses



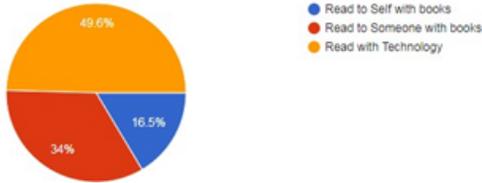
What motivates you to do your Bulldog Best at school?

468 responses



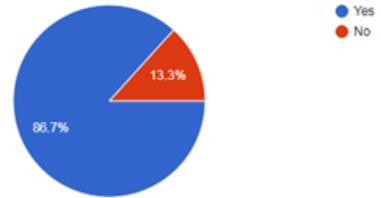
How do you like to read best?

468 responses



Poster Math helps me learn.

422 responses



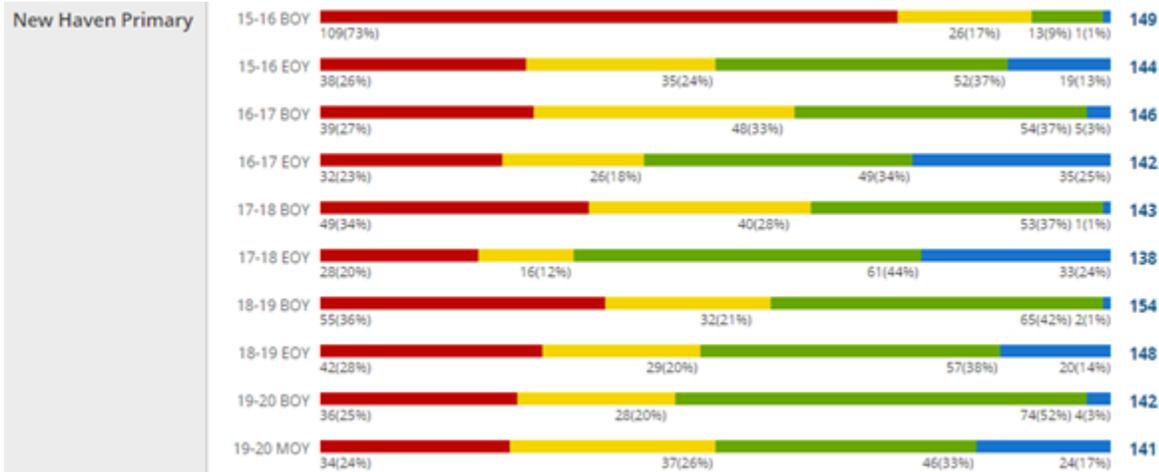
mClass Testing Data

TRC Reading Growth Scores from BOY through EOY, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20 (BOY & MOY only, due to COVID-19 shut-down):

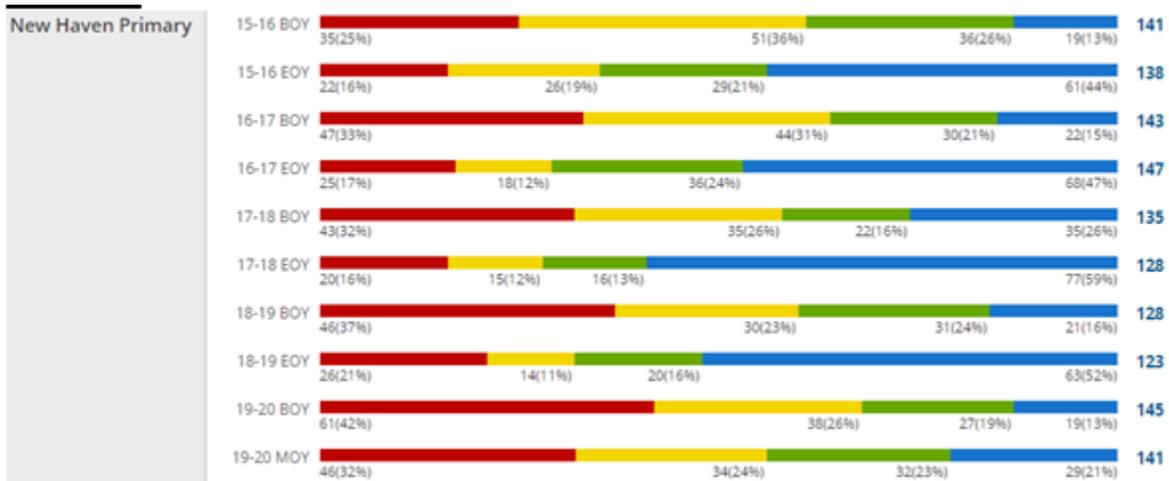


TRC Reading Scores by Grade BOY through EOY 2015-16, 2016-17, 2017-18, 2018-19, 2019-20 (BOY & MOY only, due to COVID-19 shut-down):

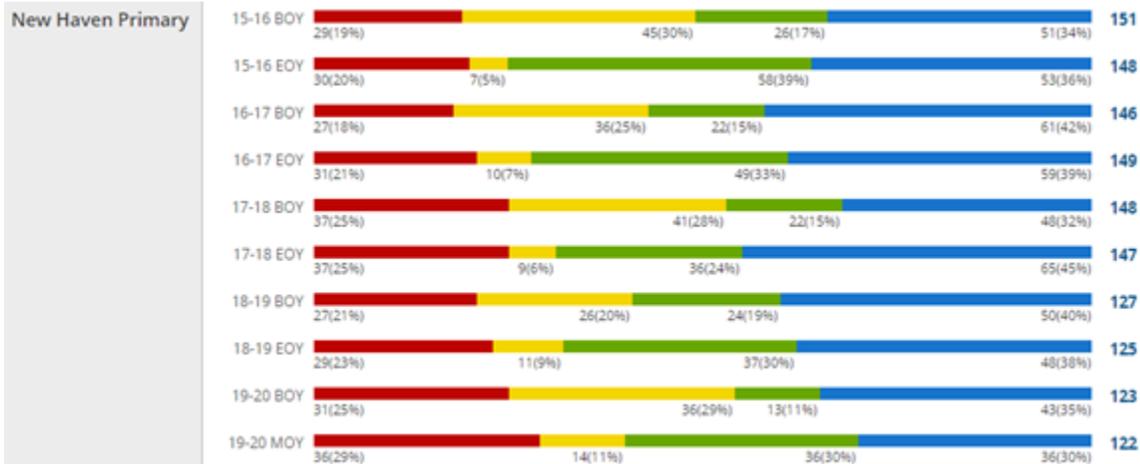
Kindergarten:



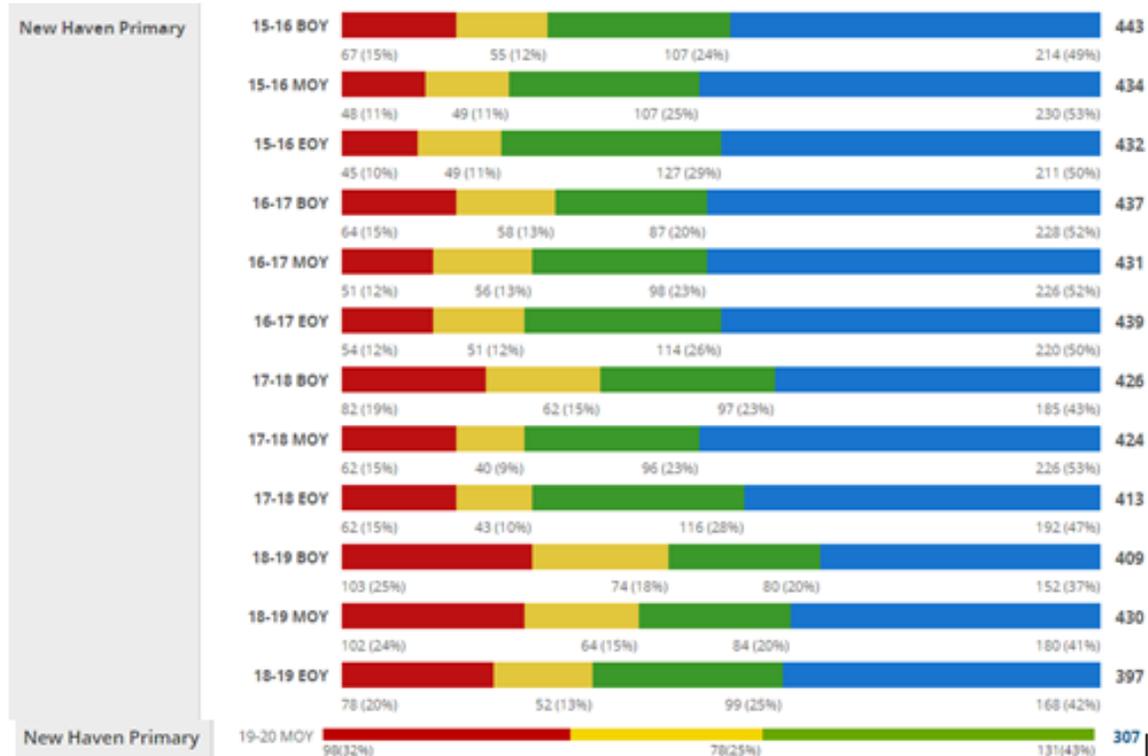
1st Grade:



2nd Grade:



Dibels Composite Scores for BOY through EOY 2015-16, 2016-17, 2017-18, 2018-19, 2019-20 (change to DIBELS 8 at MOY):



mClass Math Composite Scores for BOY and EOY, 2015-16, 2016-17, 2017-18, 2018-19, and 2019-2020 (BOY to MOY only, due to COVID-19 shut-down):

When comparing 2019-2020 BOY to MOY* mClass Math Data: Kindergarten: gained 39% (57% proficient or better).

*No EOY Data collected due to COVID-19

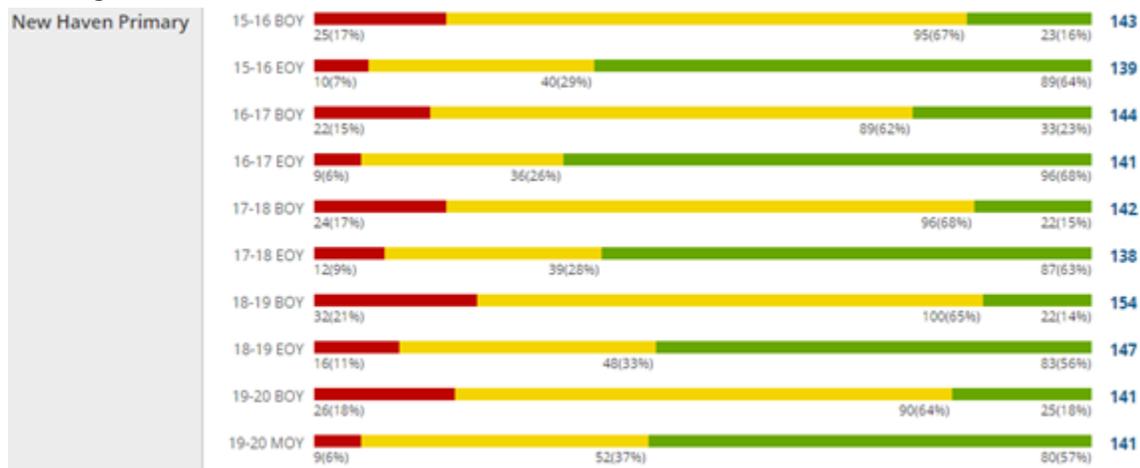
1st grade: gained 5% (51% proficient or better).

2nd grade: gained 7% (52% proficient or better).

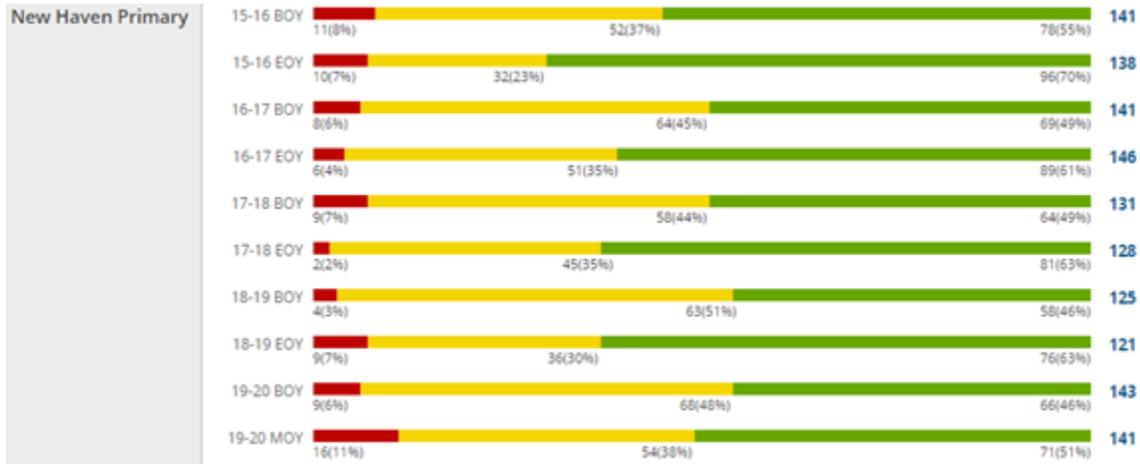


mClass Math Composite Scores BOY to EOY by Each for 2015-16, 2016-17, 2017-18, 2018-19, 2019-20 (BOY & MOY only, due to COVID-19 shut-down):

Kindergarten



1st Grade:



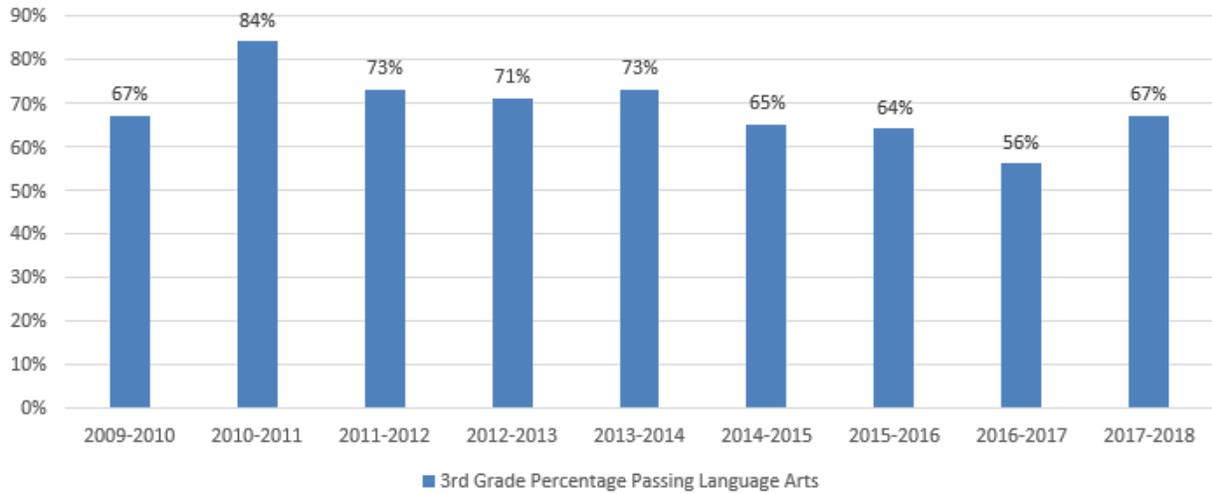
2nd Grade:



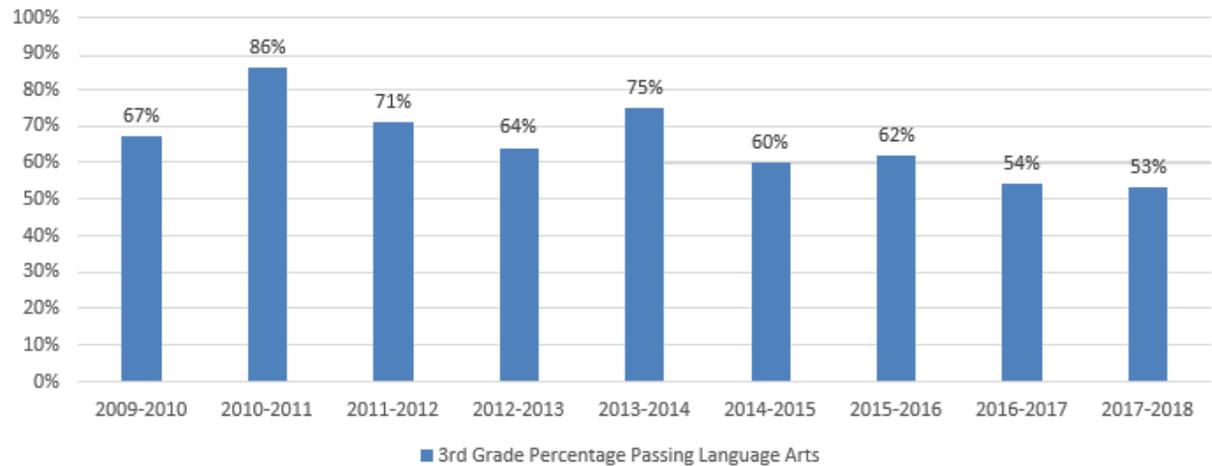
ISTEP+ Testing Data Prior to ILEARN

Included below are charts showing our previous 3rd grade student results from New Haven Primary beginning with school year 2011-12. Previous scores show the students from our school previously named Highland Terrace and serving grades K-5. We will continue to monitor our students that move from New Haven Primary School to New Haven Intermediate School for Grades 3-6 to ensure students are successful on the state-wide assessment as well as the 3rd grade I-Read with 90% of 3rd grade students passing in the Spring of 2017.

3rd Grade Percentage Passing Language Arts



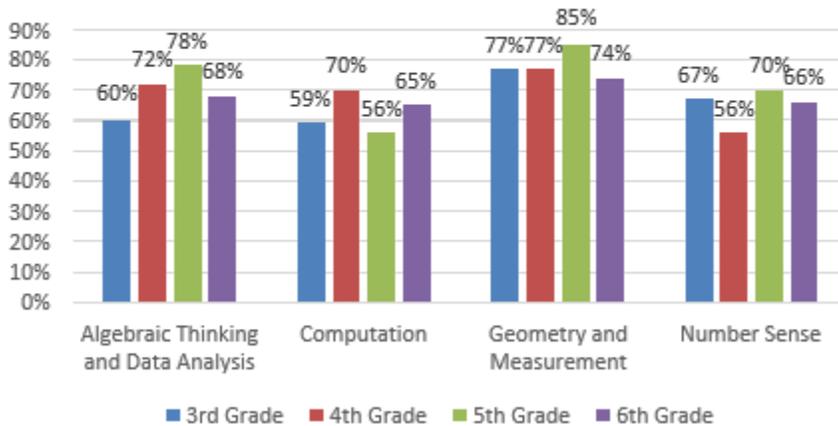
3rd Grade Percentage Passing Math



ILEARN Data on Former Students

	Algebraic Thinking and Data Analysis	Computation	Geometry and Measurement	Number Sense
3rd Grade	60%	59%	77%	67%
4th Grade	72%	70%	77%	56%
5th Grade	78%	56%	85%	70%
6th Grade	68%	65%	74%	66%

Percentage of Students Near/At/Above Proficiency by Math Reporting Category



6. Key Findings and Root Causes

Implications of Student Data

The student population of New Haven Primary has been changing, especially over the last six years. Based on the testing data above, students are stronger in individual reading measures than in math. This is due to the fact our school and district has highly emphasized literacy instruction over the past number of years.

However, strong growth was denoted in math during the year and comparison data shows there was retention of those math skills with students starting the year at a higher benchmark rate. We also have a high retention rate of individual reading measures in reading. However, we need to focus our concentration on comprehension in text (TRC) and building stamina of student reading independently. We were able to drill down into each student's TRC score and found that the majority of students who did not become proficient or above proficient in their reading level were unable to answer the comprehension questions after their independent reading portion of the assessment. This piece of data will be our driving force during reading block instruction at the independent and instructional level. The number of students who receive free/reduced lunch and textbook assistance rose to 50% five years ago and is now at 72% this school year. New Haven Primary will closely monitor the trend lines between free/reduced lunch students and their peers. The attendance rate at New Haven Primary has remained fairly consistent. The attendance percentage has fluctuated but not enough to be considered a significant factor in the education of the students.

Instructional Data

Technology: The former student survey and the parent survey did include some significant areas of concern regarding the instruction of technology. Students have 1 to 1 ipads in the classroom and are used on a regular, daily basis. During a designated time of the day, students have the opportunity to work strictly on Moby Max and Scholastic Stora. Moby Max delivers standards aligned K-8 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Moby Max applies current and confirmed research about how students think and learn. Along with this, some students utilize the Waterford Early Reading Program based on their needs. Struggling students are utilizing a program called Lexia to help support instruction in phonemic awareness and phonics. All teachers email their weekly newsletter to parents. Also, teachers may include the Indiana Academic Standards, homework, and educational websites for parent access.

All teachers have been trained on how to enter attendance/lunch count/grades electronically. All classroom teachers have been trained and utilize a Smart Board in their classroom along with an iPad to interactively work with the whole class or small groups. This is our first year of our district initiative of iPads in every classroom for every student. They have been used to enhance the instruction in the classroom. Special education staff has been trained on how to access and complete Individualized Education Plans (IEP) for their students on the state-wide IIEP program.

Instructional Methods and Professional Development: All of the instructional methods below support the teaching of the Indiana Academic Standards along with the implementation of the 90 minute reading block. In grades K – 12 language arts and math, the Indiana Academic Standards are bundled together to provide a seamless curriculum for all students including interventions, and extensions. In Kindergarten thru second grade, the curriculum was redesigned to incorporate the teaching of the Indiana Academic Standards. The district has created an in-depth curriculum that includes Essential Questions, Enduring Understandings, Topic, Standard Indicators, Technology Links, Performance Tasks, Rubrics for evaluations, and consistent expectations for implementation of district initiatives. These initiatives are described below.

East Allen County School Corporation continues to focus on the instructional strategies derived from the Dr. Ruby Payne Model. The strategies include the following: mental models, question making, controlling impulsivity, sorting, and planning and labeling. These strategies are to be embedded in all instruction taking place in the school and are not taught in isolation.

East Allen County School Corporation district curriculum team is implementing the use of Lucy Caulkins Units of Writing this year. This will help supplement the work of Kristina Smekens' 6 + 1 Writing Traits initiative. This program focuses on improving students' writing skills through the use of the traits which include: voice, organization, ideas, sentence fluency, word choice, and conventions.

East Allen County School Corporation has also adopted a balanced literacy model that is embedded in the district's core curriculum. Along with this, use of Daily 5 (read to self, work on writing, read to someone, word work, and listen to reading) and the CAFE reading strategies help support instructional strategies that teach students the 5 components of reading. The district curriculum team used research-based strategies in designing the curriculum with the Understanding by Design instructional model. At this time, all New Haven Primary teachers have been trained in the literacy model and Daily 5, which includes reading, spelling, and writing. We are continuing to provide job-embedded professional development that focuses on Daily 5 and CAFE reading strategies to help strengthen and deepen implementation within the classroom. This will begin our fifth year with an instructional coach set up in our building to help teachers learn, implement, and collaborate regarding the new curriculum and new assessment pieces.

New Haven Primary currently uses Balanced Math as the framework for teaching math with an emphasis on Daily Math Review to help retain key skills in math. The math textbook Envision is used as a resource for math teaching methods and curriculum. Teachers use other various methods like Marcy Cook for hands-on math activities. As evidenced by our data, we are in need

of more professional development and instructional methods to improve instruction and student achievement in this area.

This is also New Haven Primary's third year implementing the 8-Step Process. Much professional development has been devoted to clear focus and instruction for strong implementation of the process. New Haven Primary has all instructional focuses, assessments, Success Time and learning log meetings in place with fidelity.

Implications of Instructional Data

The Ruby Payne Model has been in place for over a decade, which has provided teachers with a foundation in instructional strategies that can be used inclusively across the curriculum. Instructional audits completed by administrators document the application of these strategies. For most teachers, the use of the strategies has become part of the instructional routine.

New Haven Primary School has been in full implementation of the 6 + 1 Writing Traits for the past eight years. Teachers have created bulletin boards in their classrooms that promote the use of the traits. The administration has purchased several resources including read-a-loud books, sample lesson books, and teacher materials. Teachers have also participated in several training sessions regarding the traits. In addition to this, the district will provide training on the use of the Units of Writing by Lucy Caulkins. This will provide teachers with a framework for teaching writing that helps embed the 6+1 Writing Traits.

New Haven Primary School has implemented the district balanced literacy model. Along with this is the district-wide core curriculum that teachers use to help guide instruction related to the Indiana Academic Standards for all grade levels. The administration has supported these initiatives through the acquisition of grants, fundraising, and PTO financial commitment. The guided reading room, which includes a variety of genres, has quadrupled in size and we continue to add non-fiction materials to help build rigor into our instruction. In addition to this, many professional resource books have been purchased for the staff, including professional development and classroom materials for the use of the Daily 5 management structure for reader's workshop time and Next Steps in Guided Reading to focus instruction on student reading levels. CAFE will also be used as our main focus area of comprehension.

Over the past several years, New Haven Primary has undergone substantial training in the above-mentioned initiatives. At this point, the school is working to fine-tune these instructional models and bring depth to the implementation of these strategies. In contrast to the above-mentioned initiatives, New Haven Primary, along with the district, is working toward

district-wide and school-wide implementation of Balanced Math, QAR strategies and Poster Math problem solving.

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:

Reform Strategy #1: Students will receive instruction on reading strategies related to decoding, fluency, vocabulary, and comprehension that they will apply to a variety of settings across the curriculum.

- How will this strategy provide opportunities for all children to meet the challenging Indiana academic standards?
 - Explicitly teaching students why and when they should use specific strategies, what strategies to use, and how to apply them helps all students become better readers when they are able to independently tackle grade-level reading challenges related to decoding, fluency, vocabulary, and comprehension. Our teachers will

use a common set of research-based strategies that they will explicitly teach through direct explanation, modeling, guided practice, and application. Our tier 1 core curriculum is based on the Daily 5 literacy framework, Fountas & Pinnell Classroom, and CAFE reading strategies to provide all students with an evidence-based, scientifically researched core program.

- How will this strategy 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 to provide a well-rounded education?
 - We will be able to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum to provide a well-rounded education by incorporating a common and consistent set of research-based strategies into our core curriculum for all students at each grade level. By building upon and deepening the level of understanding of how and when to use the strategies for each student year after year, students will become more familiar with the strategies so that they are eventually able to apply them to a variety of contexts and situations without support. This also helps teachers in precisely identifying support for students who may struggle in a particular area of reading. Once gaps in skills and/or knowledge are identified, teachers are able to scaffold instruction and gradually release responsibility to the student so that they are able to proficiently complete grade-level expectations. Students who perform beyond grade-level expectations are able to deepen their knowledge and understanding through differentiated learning opportunities within the core curriculum. These students can use the same reading strategies when their teachers provide them with alternate choices regarding the content (what resources are used to arrive at the learning destination), process (how students arrive at their learning destination), and product (what the learning destination looks like) as they work towards similar learning outcomes based on grade-level standards.
- How will this strategy 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?
 - Explicitly teaching all students a common set of research-based reading strategies within the core curriculum specifically meets the needs of those at risk of not meeting the challenging Indiana Academic Standards by providing teachers with a framework to scaffold students progressively towards grade-level expectations of what they should know, understand, and be able to do. Students identified through our data-driven schoolwide tiered intervention process as needing additional support will be provided with the targeted support needed to succeed.

Reform Strategy #2: Students will receive opportunities to participate in a variety of reading programs with incentives that promote and develop strategies for reading and writing.

- How will this strategy provide opportunities for all children to meet the challenging Indiana academic standards?
 - We will use school wide reading incentives to encourage students to read more and to grow in their love of reading. Studies have shown that reading volume (the combination of time students spend reading plus the number of words they actually consume as they read) affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world. Reading more books and practicing reading strategies independently will help all children meeting the challenging Indiana Academic Standards while also contributing to our students' positive view and enjoyment of reading.
- How will this strategy 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 to provide a well-rounded education?
 - This reform strategy will strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum to provide a well-rounded education by providing all students with additional opportunities to read books that they enjoy reading. Students will have choices in what they read and will be challenged to dig deeper into content or genres that they are interested in and to explore a broad range of fiction and nonfiction texts. Creating a positive culture of reading at our school by making reading fun, personalized, and engaging, we hope to create a long-term, intrinsic desire for our students to grow as readers.
- How will this strategy 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?
 - This strategy will particularly support the needs of students at risk of not meeting the challenging Indiana Academic Standards by providing students who may not already have opportunities and structures at home that support reading with a way for parents to partner with the school to make reading a priority at school and at home. By carrying over the importance of reading to the home environment, students will be more willing to take time to practice the skills that they are working on in their classrooms. We will reinforce this school wide initiative throughout the year through various incentives that help get all students excited about reading.

Reform Strategy #3: Students will receive instruction on how to use math skills in a variety of settings across the curriculum.

- How will this strategy provide opportunities for all children to meet the challenging Indiana academic standards?
 - Explicitly teaching students why and when they should use specific strategies, what strategies to use, and how to apply them helps all students become better readers when they are able to independently tackle grade-level math challenges across the curriculum. Our teachers will use a common set of research-based strategies that they will explicitly teach through direct explanation, modeling, guided practice, and application. Our tier 1 core curriculum is based on the Guided Math Instructional Framework and our district's teacher-created curriculum to provide all students with an evidence-based, scientifically researched core program.
- How will this strategy 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 to provide a well-rounded education?
 - We will be able to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum to provide a well-rounded education by incorporating a common and consistent set of research-based strategies into our core curriculum for all students at each grade level. By building upon and deepening the level of understanding of how and when to use the strategies for each student year after year, students will become more familiar with the strategies so that they are eventually able to apply them to a variety of contexts and situations without support. This also helps teachers in precisely identifying support for students who may struggle in a particular area of math. Once gaps in skills and/or knowledge are identified, teachers are able to scaffold instruction and gradually release responsibility to the student so that they are able to proficiently complete grade-level expectations. Students who perform beyond grade-level expectations are able to deepen their knowledge and understanding through differentiated learning opportunities within the core curriculum. These students can use the same reading strategies when their teachers provide them with alternate choices regarding the content (what resources are used to arrive at the learning destination), process (how students arrive at their learning destination), and product (what the learning destination looks like) as they work towards similar learning outcomes based on grade-level standards.
- How will this strategy 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?

- Explicitly teaching all students a common set of research-based math strategies within the core curriculum specifically meets the needs of those at risk of not meeting the challenging Indiana Academic Standards by providing teachers with a framework to scaffold students progressively towards grade-level expectations of what they should know, understand, and be able to do. Students identified through our data-drive schoolwide tiered intervention process as needing additional support will be provided with the targeted support needed to succeed.

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

Staff Name	Assigned Class/Subject	Licensure/Certification
Catrina O'Shaughnessey	Pre-Kindergarten	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Caitlin Ayers	2nd Grade	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Paige Biggins	Kindergarten	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Kelli Allen	Kindergarten	Masters Degree, Indiana Elementary Education Teaching License and Housse Rubric
Lisa Lothamer	Kindergarten	Masters Degree, Indiana Elementary Education Teaching License and NTE
Amy Rose	Kindergarten	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Cari Toffelmire	Kindergarten	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Tamara Rehm	Kindergarten	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Aubrey Zimmerman	1st grade	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Molly Potts	1st grade	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Christina Fisher	1st grade	Masters Degree, Indiana Elementary Education Teaching License and Praxis II
Aubree Yoder	1st grade	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Allison Slusher	1st grade	Masters Degree, Indiana Elementary Education Teaching License and Praxis II
Kristina Fox	1st grade	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Karsyn Gardner	2nd grade	Bachelor's Degree, Indiana Elementary Education Teaching License and Praxis II
Courtne Felger	2nd grade	Masters Degree, Indiana Elementary Education Teaching License and Praxis II
Kim Faley	2nd grade	Masters Degree, Indiana Elementary Education Teaching License and Praxis II
Seth Watts	2nd grade	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Allyson Bradtmiller	2nd grade	Masters Degree, Indiana Elementary Education Teaching License and Praxis II
Ann Williams	Mild SpEd.	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Dawna Clawson	Mild SpEd.	Masters Degree, Indiana Elementary Education Teaching License and Housse Rubric
Caitlyn Gustus	Intense SpEd.	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Allison Felger	Instr. Coach	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II

Cynthia Diehl	RtI Specialist	Masters Degree, Indiana Elementary Education Teaching License and HQ in Illinois
Holly Laurent	Phys. Ed.	Masters Degree, Indiana Elementary Education Teaching License and Praxis II
Trever Curry	Music Ed.	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Patricia West	Music Ed.	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Melissa Czaja	Art Ed.	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II
Allison Alliss	Art Ed.	Bachelors Degree, Indiana Elementary Education Teaching License and Praxis II

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

Response:

A professional development survey was given to all staff to help guide our professional development training in conjunction with our student data. The results of the staff survey indicated that there are two areas in which we will need to focus our professional development training: Close Reading and Guided Math. Teachers feel very comfortable with core curriculum, implementation of district initiatives as a whole, Daily 5, Poster Math, and QAR strategies. During 2013-14, our school focused on technology in the classroom as an integrated teaching tool. During the 2014-2015 school year, our school focused on the gradual release model during the Reading Block using the CAFE and Daily 5 models. During the 2015-2016, our school focused on eLearning, QAR, and a gradual release of poster math (a portion of the Balanced Math Framework). During the 2016-2017 school year, we revisited the 6 + 1 traits writing model and maintaining our growth with QAR and Poster Math. During the 2017-2018 school year, our school focused on Close Reading and maintenance of the QAR and Poster Math processes. During the 2018-2019 school year, we focused on guided math strategies and implementation. Last year, our school focused on upkeep of current best practices and writing review. Web PD by Smekens' Education was utilized to support further writing instructional support for all staff. This research-based video support provides staff with engaging relevant and reliable, grade specific strategies that are accessible to all students at New Haven Primary. This school year,

there is a large focus on implementing our new reading adoption and integrating technology for virtual learning.

Results-Based Staff Development Plan
New Haven Primary School

Intervention: Students will receive instruction in reading strategies (decoding, fluency, and a focus on comprehension) and how to respond in writing and apply these strategies in a variety of settings across the curriculum. (Intervention # 1)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will strengthen their comfort level in the implementation of the reading strategies (decoding, fluency, and a focus on comprehension).	The staff will be able to identify and teach the reading strategies to their students based on the mClass data and student needs. Administrators will observe teachers using the strategies during observations and walk-thrus as well as surveying the staff on their comfort level.	The students will show growth in the sub skilltests of mClass.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Our school assigned instructional coach will collaborate and/or train the staff in the use of application of the reading strategies.	School Improvement Team	Dates of Trainings and Attendance	Professional Resources	2019 -2022
Model/ Demonstration	Staff, as well as the instructional coach will demonstrate these strategies in their classrooms and then share successes during learning log meetings. Student samples will be reviewed to determine student progress.	School Improvement Team	Collaboration forms documenting the discussions	Books Student Work	Collaboration Wednesdays
Low-risk Practice	Teachers will be given the opportunity to co-teach reading strategy lessons with the instructional coach.	School Improvement Team, IC	Lesson plans from teacher/ IC	District Curriculum and Resources	2019-2022
On-the Job Practice	Administrators conduct walk-thrus and give feedback to staff.	Administration	Walk-through dates and feedback	Feedback Forms, Walk-Thrus	2019-2022
Follow Up	Staff will reconvene 3 times a year to review Benchmarks.	School Improvement Team	Date of Meeting Surveys	Data Sheet	May 2020 May 2021 May 2022
Long Term Maintenance	Instructional coach will work with new staff to model and assist with training of the strategies.	School Improvement Team	Dates of Meetings	District Curriculum & Resources	2019-2022

Results-Based Staff Development Plan
New Haven Primary School |

Intervention: Students will receive instruction and opportunities to practice on how to use fluency and vocabulary to improve reading comprehension with written response. (Intervention # 2)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will receive additional instructional strategies and activities on the use of fluency and vocabulary to improve reading comprehension.	The staff will use fluency and vocabulary strategies in their classrooms. Administrators will observe teachers using activities/strategies to build the vocabulary of their students during observations and walk-thrus.	The students will show growth in the sub skill tests of mClass.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The school instructional coach will provide in-service opportunities in the area of fluency and vocabulary development.	School Improvement Team	Dates of Trainings and Attendance	Elements of Reading, Wonders, Core Vocabulary,	2019 – 2022
Model/ Demonstration	Staff will demonstrate the use of vocabulary strategies/activities in their classrooms. The experiences will be shared during collaboration. Samples of activities will be shared with the staff during staff meetings.	School Improvement Team	Collaboration Forms Documenting the Discussions	Activities Student Samples, iPads,	Collaboration Wednesdays
Low-risk Practice	Teachers will be given the opportunity to co-teach vocabulary lessons with the instructional coach.	School Improvement Team, IC	Lesson plans from teacher/ IC	District Curriculum and Resources	2019-2022
On-the Job Practice	Administrators conduct walk-thrus and provide feedback.	SIT	Walk-thrus	Feedback Forms	2019-2022
Follow Up	During grade level learning log meetings with the instructional coach and principal, teachers will share a strategy/activity that they tried with their students.	School Improvement Team	Dates of Collaboration Meetings	Collaboration Forms & Materials for Activities	2019-2022
Long Term Maintenance	The instructional coach will work with new staff members that come into the building.	School Team	Collaboration Forms	District Curriculum & Core Vocab.	2019-2022

Results-Based Staff Development Plan
New Haven Primary

Intervention: Students will receive opportunities to participate in a variety of reading programs with incentives that will promote the use of reading strategies and written response. (Intervention # 3)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will develop and maintain reading programs and incentives that will promote reading comprehension and vocabulary development.	The staff will keep track of completed reading logs, Book-it forms, etc. Administrators will monitor the number of prizes being collected.	The students will show growth in the sub skill tests of mClass

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Administrators will provide all staff with the necessary forms and parent communications regarding the reading programs in the building, as well as questions to ask his/her child for written response.	School Improvement Team	Date of Meeting Attendance	Forms,	2019-2022
Model/ Demonstration	Staff will strongly encourage all students to participate in the reading programs.	School Improv. Team	Student charts/ Forms	Forms, Charts,	2019-2022
Low-risk Practice	Staff will receive assistance from the school instructional coach including demonstrations	Staff, IC	Date of request	Forms, Prizes	2019-2022
On-the Job Practice	Students are presented a prize when they have met the goal for each program. Students will receive a big end-of-year prize for completion.	School Improvement Team	Visits to office Forms completed	Forms, Prizes, Field Trips	2019-2022
Follow Up	Staff will provide feedback to determine the effectiveness of the programs and to display student participation in program.	School Improvement Team	Agenda from Staff Meeting	Email Correspondence, Meeting Notes	2019-2022
Long Term Maintenance	All new staff members and parents will receive information regarding the reading programs from staff within the building.	School Improvement Team	Meetings and Information Sent Home	Information Packets	2019-2022

Results-Based Staff Development Plan
New Haven Primary School

Intervention: Students will receive instruction in how to use math skills in a variety of settings across the curriculum. (Intervention # 1)

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Staff will strengthen their comfort level in the implementation of math skill instruction with students.	The staff will be able to identify and teach the math skills to their students based on needs identified through iReady data. Administrators will observe teachers using the strategies during observations and walk-thrus as well as surveying the staff on their comfort level.	The students will show growth in the sub skills tests on iReady

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Our school assigned instructional coach will collaborate and/or train the staff in the use of application of math instruction using the Balanced Math Framework.	School Improvement Team	Dates of Trainings and Attendance	District Curriculum, Professional Resources	2019-2022
Model/ Demonstration	Staff, as well as the instructional coach will demonstrate these strategies in their classrooms and then share successes during collaboration. Student samples will be reviewed to determine student progress.	School Improvement Team	Collaboration forms documenting the discussions	Books Student Work	Collaboration Wednesdays
Low-risk Practice	Teachers will be given the opportunity to co-teach vocabulary lessons with the instructional coach.	SIP Team, IC	Lesson plans from teacher/ IC	District Curriculum and Resources	2019-2022
On-the Job Practice	Administrators conduct walk-thrus and give feedback to staff. Instructional Coach will conduct 2 coaching sessions per teacher through the school year.	School Improvement Team	Walk-thru dates and feedback	Feedback Forms	2019-2022
Follow Up	Staff will reconvene 3 times a year to review Benchmarks.	SIP Team	Date of Meetings	Data Sheet	May of 2020,2021, 2022
Long Term Maintenance	Instructional coaches will work with new staff to model and assist with training of the strategies.	School Improvement Team	Dates of Meetings	District Curriculum & Resources	2019-2022

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:

EACS hosts an annual job fair to recruit high quality employees.
EACS provides new teacher orientation prior to the beginning of each school year.
EACS utilizes Title II to reimburse teachers for coursework and certifications in high-need subject areas including Special Education, English Language Learner, and High Ability.

6. Describe strategies to increase parental involvement.

Response:

New Haven Primary School continues to search for different avenues to increase parental involvement. Currently, New Haven Primary offers a variety of communications to and from home which include the following:

- District and School Website/Canvas
- Administrator and Teacher Newsletters
- PTO (Parent/Teacher Organization) Newsletters
- Parent Surveys
- Parent Access to Electronic Grade Book/Attendance/Lunch Account
- School Messenger (phone calls, emails, MSM)
- Facebook

New Haven Primary has a parent section in the media center that offers a variety of resources for parents to check out regarding many topics. Some of the topics include: Discipline, Family Reading, Wellness, ADHD children, Special Education, and Autism.

At the beginning of each school year, we conduct an all parent registration. Communication was key to achieving a high level of attendance at registration.

During the school year, the school provides many opportunities for parents/guardians to visit and become involved in their children's education*. Some of the events that support parental involvement include the following:

- Reading BINGO
- Halloween Hop
- McTeacher Nights
- Grandparent's Day Literacy Family Night PTO Meetings
- PTO Family Night Events
- Parent / Teacher Conferences
- RtI Conferences
- Lunch with their children in the cafeteria
- Helping Hands (Teacher/Parent system for helping in the classrooms)
- Volunteers or Chaperones for Field Trips
- Project READS
- School-wide Reading Program

After mClass results have been disaggregated, administrators invite parents to attend an informational meeting regarding the results of our student population. Administrators ask parents for input in regards to future planning for the needs and interventions of New Haven Primary students.

All New Haven Primary parents were also given an opportunity to provide input on implementing programming, including eLearning, math facts, Reading Bingo, and technology. Based on our reading data and the need for an emphasis on comprehension, the school improvement team felt it was important to gather data regarding our at home reading program from parents. We received 28% of surveys back from our parents. From the surveys, parents noted their strongest participation in our Meet the Teacher (Back to School) Night, and least participation in our Parenting Nights. Parents find the Reading Bingo program beneficial with 73% agreeing, and practice reading and math facts at home with 100% participation. Last school year, we had 320 of 440 students meet their grade level goal for the Reading program and participate in our Tin Caps Reading program. This program was an at home reading incentive program. Parents also noted that eLearning is accessible at over 96% participation per survey. 74% of our parents prefer non-verbal communication through text and email, rather than phone.

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:

New Haven Primary houses The EACS Early Childhood Program (ECP) for special needs children from around the area. This program is designed for children aged 3-5 that live within the EACS boundaries and have special needs. Some of our students, however, do not have special needs and model developmentally appropriate behaviors. The morning program is designed for children that are three and young four, and the afternoon program is for children that are older four and five years of age. Children with special needs must be evaluated by our staff and then qualify under Article Seven guidelines (Indiana Special Education Law). Students without special needs can attend via our peer program. Each classroom is staffed by a certified teacher and a highly qualified paraprofessional. Occupational, Speech and Physical Therapy may also be provided depending on the needs of the child. Children that are eligible for kindergarten cannot be considered for this placement.

Another service that we may provide is walk in Speech Therapy at the child's home school. EACS does not allow school choice for walk in Speech Therapy. The child will need to be evaluated and qualify under Article Seven in order to receive Speech Therapy.

Once a referral is made, the child is scheduled for testing. When the evaluation is completed, a case conference will be held to discuss results and determine eligibility. If the child qualifies for services, an Individualized Educational Plan (IEP) will be developed.

In addition to ECP, New Haven Primary has one preschool teacher who works with a paraprofessional to teach three sections of half-day preschool students. Both of these preschool programs assist preschool children in the transition from early childhood education programs to our elementary school program. New Haven Primary also hosts Kindergarten Kick Off and Kindergarten Countdown in our community to advertise our programs and services.

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 contribute to the decision making process regarding the use of data from academic assessments through grade-level collaboration around assessment data where teachers complete what we call "Learning Logs." During this structured and focused collaboration, teachers analyze their data, determine what contributed to the scores, identify an intervention focus, and share successful strategies. This professional learning community provides teachers with opportunities to provide information on and to improve the achievement of individual students and the overall instructional program.

Teachers also communicate with our school's RTI team by submitting a digital student concern form for students that they would like the RTI team to discuss. During this process, teachers identify specific areas of concern for individual students, including reading, math, behavior, and sensory concerns. The RTI team then discusses these concerns by taking into consideration the interventions that have already been put in place and discussing next steps to support individual students.

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:

The Response to Intervention (RTI) process at New Haven Primary provides all students who experience difficulty mastering the proficient or advanced levels of academic achievement with effective, timely additional assistance. This multi-tier approach provides us with a research-based framework to identify and support students with learning needs.

Tier 1 includes high-quality core classroom instruction, screening, and group interventions. All students receive our core curriculum and are screened periodically to establish an academic baseline to identify struggling learners who need additional support. Students identified as “at risk” through universal screenings and/or results on districtwide tests receive supplemental instruction during the school day in the regular classroom. Tier 1 support at New Haven Primary may include additional time for students to work on iReady or LEXIA during “Success Time” at the end of the day in addition to differentiated learning opportunities provided by the classroom teacher. Differentiation occurs when a teacher alters the content, product, or process that a student or group of students use as they work towards the targeted learning outcome for the lesson or unit. Student progress is closely monitored using a variety of formal and informal assessments. Students not showing progress are moved to Tier 2.

Tier 2 includes targeted interventions for students who do not make adequate progress in the regular classroom in Tier 1. During Tier 2, students are provided with increasingly intensive instruction matched to their needs. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Tier 2 support at New Haven Primary may include working with either our RTI Specialist, RTI Tutor, or other designated staff member in a small group of 5-8 students for 15-30 minutes 3-5 days a week for fewer than 20 weeks. Students who continue to show too little progress at this level of intervention are then considered for more intensive intervention as part of Tier 3.

Tier 3 includes intensive interventions and comprehensive evaluation. At this level, students receive individualized, intensive interventions that target students’ skill deficits. Tier 3 support at New Haven Primary may include working with either our RTI Specialist or RTI Tutor in a small group of 1-3 students for 20-45 minutes 5 days a week for more than 20 weeks. Students who do not achieve the desired level or progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decisions. Parents are able to request a formal evaluation to determine eligibility for special education at any point in the RTI process.

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

Response:

East Allen County Schools (EACS) will utilize a combined approach to review and ensure compliance with the distribution of state/local funds. The distribution of state and local (non-Federal) resources to schools will be based on the characteristics of the students, staff, and



DEPARTMENT OF EDUCATION

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Working Together for Student Success

supply needs of the schools. EACS will also utilize Form 9 to document that the average per pupil expenditure for EACS Title I-served schools is not less than the average per pupil expenditure for EACS non-Title I-served schools.

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:

Not Applicable to New Haven Primary School