

School Name: **Rose Hamilton Elementary**

School Number: **8984**

Street Address: **1281 Round Barn Rd. South**

City: **Centerville**

Zip Code: **47330**

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, **2022-2025**,
2023-2026 (**Highlight** implementation years)

----- CONTACT INFORMATION -----

Principal: **Sam Pritchard**
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--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law


Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
The school has submitted a three year SIP every year.	
This plan includes all of the state and federal requirements for School Improvement planning for Centerville-Abington Schools.	
This school receives Title IA funding. Yes No A behavior specialist is supported by Title IV-A funds and works with all four schools in the district.	

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

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

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee tee(s)	CNA/SIP Subcommittee(s)
Tracy Metcalf	Teacher	CNA, SIP, Both	Change Committee & NCA Chair (SIP)
Mika Frame	Instructional Coach	CNA, SIP, Both	Tech Committee Co-Chair (SIP)
Sam Pritchard	Principal	CNA, SIP, Both	SIP Committee Chair (SIP)
Sarah Gibson	Teacher	CNA, SIP, Both	PD Committee Chair (SIP)
Leah Adams	Teacher	CNA, SIP, Both	Data Committee Chair (SIP)
Kendra Biava	Teacher	CNA, SIP, Both	Climate/Discipline Committee Chair (SIP)
Victoria Bevins	Media Specialist	CNA, SIP, Both	Tech Committee Co-Chair (SIP)
Cathy Stainbrook	Special Education Teacher	CNA, SIP, Both	Parent Involvement Committee Chair (SIP)
Link additional committee information here (if necessary):  NCA Committees 22-23.docx.pdf			

--- ALIGNMENT [optional] ---

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

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

District Vision:

Educated for Success

School Vision:

Educated for
Success

District Mission:

Centerville-Abington Community Schools, in partnership with families and the community, educate all student to be lifelong learners and responsible citizens.

**School
Mission:**

Parents, school, and community are working together to educate ALL children.

District Goals:

1. Exemplary Student Achievement
2. Responsible Citizens
3. Safe, Secure and Healthy Environments

Does the school’s vision support the district’s vision? *(highlight response)* Yes No

Does the school’s mission support the district’s mission? *(highlight response)* Yes No

Do the school’s mission and vision support district goals? *(highlight response)* Yes No

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

Link additional information here (if necessary):

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	K-2	myView Literacy	Yes No	Tier 1, 2, 3	Textbook is component of core reading program	Yes No	<input type="checkbox"/>
Math	K-2	GO Math	Yes No	Tier 1, 2, 3	Textbook is component of core math program	Yes No	<input type="checkbox"/>
Reading Intervention	K	EISS (Early Intervention for School Success)	Yes No	Tier 1, 2, 3	Intervention program	Yes No	<input type="checkbox"/>
Math Intervention	K-2	Math Seeds	Yes No	Tier 1, 2, 3	Intervention program	Yes No	<input type="checkbox"/>
Reading Intervention	1	Reading Recovery	Yes No	Tier 1, 2, 3	Intervention Program	Yes No	<input type="checkbox"/>

Reading Intervention	K-2	Lexia	Yes No	Tier 1, 2, 3	Intervention programs	Yes No	<input type="checkbox"/>
Science	K-2	Science Fusion	Yes No	Tier 1, 2, 3	Textbook is a component of core science program	Yes No	<input type="checkbox"/>
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s): <http://rh.centerville.k12.in.us/index.php/curriculum>

Core Element 2: Instructional Program [Required for all]

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

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

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	K-2	Benchmark, Com. Form., Summative, Other	Tri-annual interim assessment	Yes No	<input type="checkbox"/>
Exit Slip, Thumbs Up/down, white boards, turn and talk	K-2	Benchmark, Com. Form., Summative, Other	Formative Assessment to guide classroom instruction	Yes No	<input type="checkbox"/>
Writing Sample	2	Benchmark, Com. Form., Summative, Other	End of year writing sample for EXCEL ID	Yes No	<input type="checkbox"/>
CoGAT	K-2	Benchmark, Com. Form., Summative, Other	End of year assessment for overall aptitude measure	Yes No	<input type="checkbox"/>
mClass	K-2	Benchmark, Com. Form., Summative, Other	Quarterly Benchmark Assessment	Yes No	<input type="checkbox"/>
Star Early Literacy	K	Benchmark, Com. Form., Summative, Other	Tri-annual Interim assessment	Yes No	<input type="checkbox"/>
ESGI (Educational Software for Guiding Instruction)	K	Benchmark, Com. Form., Summative, Other	Quarterly Benchmark Assessment	Yes No	<input type="checkbox"/>
Star Test	1-2	Benchmark, Com. Form., Summative, Other	Tri-annual Interim assessment	Yes No	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<input type="checkbox"/>

<p>Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. (Locally developed vocabulary pre-post assessments for all grade levels and content areas.)</p>	<p>Yes No</p>	<p><input type="checkbox"/></p>
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Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:

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

Rose Hamilton Elementary School is a Targeted / Assisted Title 1 school.

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

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

Technology is a high priority in the Centerville-Abington Schools. Most classrooms at Rose Hamilton Elementary have a minimum of three computers for students to use, and there is a computer lab in the building with 30+ computers. All computers are Internet accessible and a fiber-optic network connects all schools and classrooms to a wide variety of software and web-based programs such as Microsoft Office, Google Suite/Classroom, Reading Eggs, Math Seeds, ABCMouse, ThinkCentral, Kidspiration, KidPix, Sumdog, Accelerated Reader, Kahoot!, Epic, BrainPop Jr., Typing Club, and Enchanted Learning. There is a touch-screen attached to one of the computers for use by students with special needs. There are three other touch screens available with the computers in the special education resource room. Listening centers and computer stations are being used in the classroom as part of the reading block.

All grade levels have Chromebooks for each student that stay at school. The Chromebooks are being used to enhance learning in the classroom, especially during the reading and math block time. We currently have one cart of touch screen Chromebooks that was purchased in 2018 and are used in the library with Media classes. The addition of student Chromebooks will better allow teachers to incorporate more technology into their curriculum and to support our building and corporation NCA goals.

At Rose Hamilton, technology has become a strong component in teachers’ lessons and a useful tool for the students and staff, especially as it relates to literacy and our NCA goal and strategies. Currently, PreK-2 classrooms have scheduled lab one time per week, when testing is not taking place in the lab. The media center uses set and open lab times to integrate lessons with the library and classroom curriculum. Teachers sign-up for open lab times as they become available. They use these extra lab times for remediation, acceleration, and individualized online lessons for skill development and practice. Our current lab is closed to classes for instruction and/or project integration three times per year for NWEA testing which adds up to a total of nine to twelve weeks of unavailable lab time and for online CoGAT testing that uses about three or four more weeks of the lab schedule. However, all classes have access to Chromebooks during these times.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other: Junior Achievement, Fire Department Visit	

If “Not currently implementing career exploration activities” was indicated above, explain why.

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

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

All Rose Hamilton staff completes Safe Schools Training and is currently completing TBRI training. Several staff members are CPI trained annually. The Wayne County Sheriff's Department provides D.A.R.E concepts and safe practices for students in 2nd grade via a trained deputy. Centerville School Corporation implemented several, ongoing initiatives during the 2020-2021 school year in regard to school safety and maintaining a healthy learning environment for its students.

Towards the latter half of the 2018-2019 school year, several Centerville Schools administrators have established a professional rapport with the Wayne County Juvenile Probation Department in order to address juvenile offenses committed across the county as well create initiatives in order to curtail recidivism. Within this relationship, the concept of the Juvenile Detention Alternatives Initiative has been established to address this very need. This particular panel compares the data consisting of juvenile offenses across several years to that of other Indiana counties with similar demographics. Further, the panel establishes ways in

which to address juvenile offenses, why they are committed, and what alternatives to detention they will have available to them if certain criteria are met. For instance, one particular area all schools face is curtailing the issue of chronic absenteeism. Students who find themselves facing possible charges, arrest and/or probation, could have resources available to them if they fulfill the parameters established by the school system with the Wayne County Probation Department overseeing the implementation of those resources. The parameters are incentive-based, where a student can be rewarded for improved behavior.

In regards to school safety, Centerville Schools created a needs assessment in order to address issues in each of the corporation's four buildings. This needs assessment is research-based and was created using a best practices approach. On a monthly basis, building administrators create an agenda for their staff school safety meetings. These meetings center on concepts directly affecting the students of Centerville-Abington Community Schools. Further, meeting agendas focus on emergency procedures, safety protocols, staff safety training, growing trends among youth, as well as best practices involving building security and safety. In addition, several Centerville Schools administrators are active participants of the Wayne County School Safety Commission. This commission meets on a monthly basis in order to discuss safety initiatives, growing trends in school safety, as well as addressing the various Indiana laws associated with school safety protocol.

- Prior to the 2019-2020 school year, Centerville Schools was completely reliant on Centerville Police Department, the local law enforcement agency, to address issues resulting in arrest. Centerville Schools in cooperation with Centerville Police Department and the Town of Centerville, creating a School Resource Officer position in order to appropriately address legal issues involving students and/or parents in a timely manner. Additionally, having a School Resource Officer available during the school day and during extracurricular events provides added security as well as fostering a safer school climate.
- The needs assessment also looked at enhancing the exterior of the buildings within the corporation. During the last school year, our community was directly impacted by an active shooter gaining entry into a building of a neighboring school district. This intruder used a firearm to break the glass of an exterior door in order to gain entry. After visiting several schools and learning what safety initiatives they have put in place, it was decided to invest in a 3M security film product placed on the windows of each exterior door throughout the corporation. Once installed, the security film will act as a deterrent in the event of an active shooter or armed intruder. If the glass is hit with a blunt object, the glass will shatter, however, will remain intact.
- Centerville Schools installed a new camera system in order to replace the failing camera system no longer in use. Administrators in each of the buildings were tasked with developing a camera assessment based on the layout of their individual buildings. These needs were then explained to an independent contractor and finalized over the summer of 2019. In all, the corporation installed 104 separate cameras covering the interior and exterior areas of each of the five buildings within the corporation. Additionally, the administrators and the SRO will have mobile access to the system 24 hours a day, 7 days a week.

- The needs assessment also addressed the lack of security within our buildings after a visitor is given access. Centerville Schools implemented a visitor management system called Raptor. This technology allows a user to properly identify a visitor wanting access to the school. Visitors would need to provide a valid driver’s license or state-issued identification. This information is then cross-referenced with the data from an online sexual offender database. If the visitor is in good standing and/or no pending issues, they will be allowed access to the academic areas of the buildings.

Core Element 7: Cultural Competency [Required for all]

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

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

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

All families fill out Home Language survey and enroll, as well as a Household Free and Reduced Lunch Form

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

Centerville Abington school Corporation has an ESL Coordinator that works with educators and provides materials and other resources needed to meet student needs.

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

Rose Hamilton Elementary School has a professional development committee that meets monthly to plan, coordinate, and assess staff needs in regards to professional development. Surveys and grade level meeting minutes are obtained regularly to help guide identified needs. Centerville-Abington Schools has also recently hired Instructional coaches to vertically align professional development needs across grades K-6 and 7-12.

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

The current Reading, Science and Social Studies curriculum provides opportunities for learning about cultural differences. Scholastic News, National Geographic magazines and materials are used within the classroom as well. Classrooms at Rose Hamilton do a number of culturally appropriate strategies that increase educational opportunities and educational performance. These strategies span the curriculum and all grade levels. They include activities done within the classroom and on field trips. Within the classroom, teachers and students study thematic units over different cultures around the world. Some examples of these cultures include Christmas Celebrations around the world, Mexican culture, Japanese culture, and exposure to European cultures. Students are exposed to multicultural literature, music, art, and videos. In addition, manners, conflict resolution, and disability awareness are being taught within the classroom. Our Special Education teachers have each class come to their rooms for disability awareness lessons with students that we have in the building. This helps our students be aware and more understanding of the differences some of our students have. Students are encouraged to share their personal experiences with the class and ask questions. Throughout the school year, a number of speakers are brought into the building to help expose children to a variety of life skills; self-esteem, character building, art appreciation, disability awareness, and career choice are examples of a few. Outside of the classroom, students take field trips that expose them to situations, places, and experiences they might not otherwise be able to experience. These field trips include museums, theatrical and musical performances, cultural programs and environmental programs. Classrooms regularly provide "scholarships" for those students who have difficulty covering the cost of such trips. Rose Hamilton provides research-based instruction on bullying and prevention of bullying provided by our student support specialist. All school employees are trained in our prevention program. The More Than Words program is used to enhance our character education program and not only focuses on bullying but also on developing good citizens using the monthly character traits that make up the program. However, during the 2020-21 school year, some of these activities, field trips, for example, were altered due to the coronavirus pandemic.

Core Element 8: Review Attendance [Required for all]

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

Number of students above 10% or more of the school year. Last year: 25 (6.4%) Two Years Ago: N/A* Three Years Ago: N/A*

*Due to the Covid-19 pandemic, attendance rates were not calculated or were not accurately kept due to the option for students to attend school virtually.

What may be contributing to the attendance trend?

Rose Hamilton is below the state average of 11.4%. We attribute our chronic absenteeism to circumstances related to the Pandemic.

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

Monthly meetings with health staff, CIS site coordinators, counselors, and mental health providers to monitor student attendance. Students are rewarded and recognized for exemplary attendance by teachers and the community, School Is Cool; t-shirts, bicycles, food certificates, etc.

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

Our student database, PowerSchool, has an early identification system called EWIMS that alerts staff and administrators of students who are failing or who are at risk of failing in academics and attendance. Monthly meetings are held with the school nurse, the Communities in Schools site coordinator, building principal, and the Student Support Specialist to address student concerns using the EWIMS notification portal in PowerSchool.

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

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

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

Rose Hamilton Elementary has several committees that meet one time per month during the school year to address the areas of school climate, parent involvement, professional development, technology, data and curriculum. The purpose of these committees is to gather information and data necessary for school improvement planning. Each committee includes a teacher from each grade level, as well as a mix of special education and special area teachers. Parents and community members are included on two committees. A schedule is created of committee dates and times are given to each member at the beginning of the school year. Minutes are kept by our NCA chairs. Meetings are scheduled to accommodate as many parents as possible. They are scheduled at different times so more parents can attend during the year. Data from our Climate Audit indicated

that Rose Hamilton Elementary parents scored our school the highest level of satisfaction or approval in Academics. Results showed that parents felt our school set high expectations and offered a sense of community and family atmosphere. Parents also felt welcome in the school even for a "pop-in" visit. They also enjoyed the "Donuts for Dad" and "Muffins for Mom" events. Both teachers and students mentioned that support programs were offered for those that needed it. Our school is continually working on improving and expanding home/school communication regarding student achievement. Teachers send home weekly newsletters, share grade level minimum expectancies, hold parent/teacher conferences, send home quarterly report cards and assessment information. The school offers parent communication through monthly calendars, social media, school personnel email, school website, PowerSchool, Communities in Schools personnel, the Parent Teacher Organization, Literacy Nights, Toyota Road to Success Reading Program and Back to School Nights. Within our school day, we offer opportunities for parent volunteers, high school cadet teachers, and university student practicum and student teaching. We are working on a D.O.G.S. (Dads Of a Great School) program for male community members to mentor students at Rose Hamilton. This program, as well as many others, did not occur during the 2020-21 school year due to the coronavirus pandemic. Visitors were limited to the office area during this time.

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

Rose Hamilton Elementary has a variety of ways for parents to express ideas and concerns to teachers, staff and administration. The school has a website and a Facebook page that lists school-wide information as well as contact information. Teachers utilize Classdojo, Remind, Class Facebook pages to keep parents involved and informed. Rose Hamilton also has a PTO that all parents are encouraged to join. We have one teacher that coordinates Literacy Nights throughout the school year. An activity is done to engage parents, grandparents and other family members in literacy activities that are done here at school and can also be continued at home with their children.

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

Centerville-Abington Community Schools has recently acquired an SRO, School Resource Officer, to assist with truancy issues; should they arise. A team of staff, principal, nurse, student support specialist, local mental health providers, and the school nurse, meet monthly to review student concerns, which include reviewing student attendance. Our Communities in School Site Coordinator works with our administration to assess needs, develop a plan and build a team that will support identified students in our school. This plan encompasses many aspects from establishing relationships with local businesses, social service agencies, health care providers and parent and volunteer organizations to harness needed resources to help each student. Examples of this are tutoring, Bulldog Buddies (An adult that volunteers to work with one selected student for the school year and the relationship may continue over several years), getting school supplies, shoes, eyeglasses, etc. We have an agreement with Gleaners to provide food for the weekend for students that are in our Nutrition Club. Our Site Coordinator sets up visits from Mobile Dentists to help meet the dental needs of our students. Our Site Coordinator meets with at least 20 students individually each to work on behavior and school work. The focus on this is to remove any barriers for families so they can concentrate on learning and getting their children to school. Our Site Coordinator works with parents to bridge the gap between home and school. Communication between parents and teachers is helped by the Site Coordinator as they build relationships with the families so they feel comfortable coming to school and work with the Site Coordinator and teacher to develop plans to help their child academically. Birth to Five provides a playgroup at our school once a week during the school year to help develop parenting skills and network with other parents.

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

In order to help the staff bridge cultural differences, Rose Hamilton teachers utilize the Social Studies curriculum, National Geographic and Scholastic News in the classroom. Rose Hamilton also has monthly convocations that address Character Education. There is a corporation ESL coordinator to assist students, teachers and parents with any education needs.

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups			General School Data		
X	Statewide Assessments		Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)		Discipline/Behavior
X	Districtwide Assessments		IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
X	Dyslexia Assessment(s)	X	Aptitude Assessment(s)	X	Staff Training		Staff Attendance
X	Common Formative Assessments	X	Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->		📄 Rose NCA Report 2022-23 (1).pdf 📄 RHE Assessment Calendar 22-23.docx					

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

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

Goal 1 All students will improve comprehension and solutions of appropriate grade-level mathematical applications in grades K-2.

Measurable outcome met? Yes **No**

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

If the goal was not met, should the school continue to work toward this goal? **Yes** No

In order to maintain our math gains, we will continue goal #1 for math for another year and monitor student progress.

Goal 2

Measurable outcome met? Yes **No**

All students will increase their vocabulary understanding as measured by locally developed vocabulary assessments

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

Rose Hamilton will continue the vocabulary development goal for the 2022-2023 to maintain and increase student achievement in future years.

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If the goal was not met, should the school continue to work toward this goal? **Yes** No

Goal 3

Measurable outcome met? Yes **No**

Rose Hamilton Elementary will support programs that help students develop into responsible citizens as measured by the number of students demonstrating the appropriate character traits.

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

Rose Hamilton will continue the social emotional learning goal for the 2022-2023 to maintain and increase responsible student citizenship in future years.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

SECTION D: School Improvement Plan and Professional Development Plan

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or

- b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

School Improvement Plan

CURRENT YEAR GOAL 1	By Spring of 2023, 70% of students will demonstrate proficiency on comprehension and solutions of appropriate grade level mathematical applications in grades K-2 as measured by the NWEA Math assessment.			
Data Checkpoints (dates)	Sep 30, 2022	Dec 21, 2022	April 28, 2023	
Evidence at Checkpoints	Math subtest scores on NWEA	Math subtest scores on NWEA	Math subtest scores on NWEA	
Evidence- Based Strategy 1 (must cite study)	Educational Research Institute of America (2011, March).A Study of the Instructional Effectiveness ofGO Math!. Report 399 Bloomington, IN: Author. Cobblestone Research Applied Research & Evaluation (2014, December).Houghton Mifflin Harcourt GO Math! Efficacy Year Two Final Report. La Verne, CA: Author.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Follow the locally developed curriculum and	August 8, 2022 / May 23, 2023	Classroom teachers Support staff	Teacher evaluations and lesson plans

	pacing guides.			
Action Step 2	Implement the Go Math strategies and math practices.	August 8, 2022 / May 23, 2023	Classroom teachers Support Staff	NWEA Math Map Reports
Action Step 3	Increase Math instruction time to 60 min	August 8, 2022 / May 23, 2023	Classroom teachers Support Staff	Administration district math chart
Action Step 4	Increased Math remedial time	Sept. 6, 2022 / May 23, 2023	Classroom Teachers Math Lab Assistant	RTI Progress monitoring
This Goal for Year 2	By Spring of 2024, 75% of students will demonstrate proficiency on comprehension and solutions of appropriate grade level mathematical applications in grades K-2 as measured by the NWEA Math assessment.			
This Goal for Year 3	By Spring of 2025, 80% of students will demonstrate proficiency on comprehension and solutions of appropriate grade level mathematical applications in grades K-2 as measured by the NWEA Math assessment.			

CURRENT YEAR GOAL 2	By the Spring of 2023, 80% of students in grades K-2 will increase their vocabulary understanding as measured by locally developed vocabulary assessments.			
Data Checkpoints (dates)	August 2022	May 2023		
Evidence at Checkpoints	Locally developed vocabulary assessments	Locally developed vocabulary assessments		
Evidence- Based Strategy 1 (must cite study)	Research shows that when teachers, schools, and districts take a systematic approach to helping students identify and master the essential vocabulary and concepts of a given subject area, student comprehension and achievement rises. <i>Marzano, Robert & Pickering, Debra "Building Academic Vocabulary" 2005</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Follow Marzano's six-step process for teaching	August 2022/May 2023	Classroom teachers and teaching assistants	Administration will observe teachers using the Six Step

	academic vocabulary			Process.
This Goal for Year 2	By the Spring of 2024, 85% of students K-2 will increase their vocabulary understanding as measured by locally developed vocabulary assessments.			
This Goal for Year 3	By the Spring of 2025, 90% of students K-2 will increase their vocabulary understanding as measured by locally developed vocabulary assessments.			

CURRENT YEAR GOAL 3	Given the Character Education Traits for the 2022-2023 school year, Rose Hamilton Elementary will support programs that help students develop into responsible citizens as measured by the number of students demonstrating the appropriate character traits.			
Data Checkpoints (dates)	December 31, 2022	May 25, 2023		
Evidence at Checkpoints	Number of students recognized	Number of students recognized		
Evidence- Based Strategy 1 (must cite study)	All of the character education lessons are aligned to Collaborative for Academic, Social and Emotional Learning (CASEL) Core Competencies (Go to CASEL.org). In addition, lessons follow the 11 Principles of Effective Character Education (Character.org.) The goals and strategies in Goal #3 match with the American School Counselors Association’s Standards (SchoolCounselor.org), and the Search Institute’s 40 Developmental Assets (Search.Institute.org.)			PD Needed: Yes No
Strategy Action Steps	Required Activity	and Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Student of the Week	August 8, 2022 / May 23, 2023	Classroom teachers Rose Hamilton Staff	# of Students nominated
Action Step 2	Popcorn with the Principal	Aug. 2022 / May 2023	Classroom teachers	# of Students nominated
Action Step 3	Spotted Being Good	Sept. 2022 / May 2023	Cafeteria Staff / CIS site coordinator	# of students recognized
Action Step 4	More Than Words Convocations / Activities	Sept. 2022 / May 2023	Centerville Christian Church Staff	Monthly convocations
Action Step 5	TBRI: Trust Based Relational Intervention	August 8, 2022 / May 23, 2023	Centerville- Abington Administrators, Teachers, and Staff	Administration will monitor classroom implementation of TBRI Strategies
This Goal for Year 2	Given the Character Education Traits for the 2023-24 school year, Rose Hamilton Elementary will support programs that help students develop into responsible citizens as measured by the number of students demonstrating the appropriate character traits.			
This Goal for Year 3	Given the Character Education Traits for the 2024-25 school year, Rose Hamilton Elementary will support programs that help students develop into responsible citizens as measured by the number of students demonstrating the appropriate character traits.			

Professional Development Plan

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

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

Professional Development Goal 1	The staff will review the current curriculum and align the scope and sequence to current math curriculum goals.	Linked SIP Goals Yes No
Possible Funding Source(s)	General Funds or Title 4	

Evidence of Impact	NWEA Math scores will improve
Plan for coaching and support during the learning process: The corporation K-6 instructional coach will meet with grade levels to review and realign the current curriculum map. The instructional coach will review the data to identify strengths and weaknesses in student math achievement.	
How will effectiveness be sustained over time? The instructional coach and administrator will monitor student achievement over the next three years to ensure continual growth.	

Professional Development Goal 2	The professional development committee and the instructional coach will monitor data and provide professional development as needed for the Marzano 6 Step Process Teaching Academic Vocabulary.	Linked SIP Goals Yes No
Possible Funding Source(s)	General Funds	
Evidence of Impact	Students' scores will continue to improve each year on student vocabulary assessments.	
<p>Plan for coaching and support during the learning process: The instructional coach will provide resources to ensure all teachers have access to materials needed to achieve the vocabulary goals.</p>		
<p>How will effectiveness be sustained over time? The instructional coach and administrator will monitor student achievement over the next three years to ensure continued growth.</p>		

Professional Development Goal 3	By the end of the 2022-23 school year, administrators, teachers and staff will be trained in Trust-Based Relational Intervention.	Linked SIP Goals Yes No
Possible Funding Source(s)	United Way of Whitewater Valley	
Evidence of Impact	Monitor and observe strategies such as cozy corners, self-regulation, nurture groups, calming engagement, mindfulness, etc.	
Plan for coaching and support during the learning process: Hope Alight will provide initial and follow-up training for TBRI.		
How will effectiveness be sustained over time? The K-6 instructional coach will provide additional professional development and resources as needed.		