Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Wea Ridge Elementary
Local Education Agency Name	Tippecanoe School Corporation
School Year	2022-2023

Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.

Comprehensive Needs Assessment

<u>Phases</u>

    I.   [Establish a Comprehensive Needs Assessment planning team](#)

    II.   [Develop a vision of excellence](#)

    III.   [Create a school profile](#)

    IV.   [Identify focus areas](#)

    V.   [Collect additional data on focus areas](#)

    VI.   [Analyze data to determine key findings and root causes](#)

I.   Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
Name	Stakeholder Group(s)	Role(s)
Clint Wilson	Building Administration	Principal
Megan Reynolds	Building Administration	Assistant Principal
Jennifer Straw	Staff	Instructional Coach
Jessica Hiatt	Staff	Title I lead teacher
Sara Wright	Staff	5th grade teacher
Noelle Clark	Staff	Kindergarten Teacher
Jessica Dondlinger	Staff	Special education teacher
Steph Berryman	Family/Community	PTO President and Parent
Melanie Shepler	Family/Community	Community member

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.
Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.

Committee's Domain of Study: Special Education-Math/ELA		
Name	Stakeholder Group(s)	Role(s)
Clint Wilson	Building Administration	Principal
Alyssa Hart	District Administration	Special Education Director
Jessica Dondlinger	Staff	Special education teacher

II.   Develop a vision of excellence

Vision of Excellence

The vision of Wea Ridge Elementary staff members is to provide a safe, inviting, learning environment. It is our desire that children will enjoy and value learning to become productive citizens. We believe in implementing a variety of teaching strategies in an effort to access a multitude of learning styles to master academic skills. Opportunities to learn and improve are provided to the staff members so that they may stay abreast of current research and best practices. Time for sharing knowledge gained from professional development experiences and collaboration among staff members is essential and remains a top priority for our staff.

It is our mission that our staff will continue utilizing their successful teaching strategies to be lifelong learners and to create lifelong learners. We hope to strengthen our students' learning and skills so that they may succeed in life. We envision families reading and working together to strengthen math and literacy skills. Finally, we envision staff members, students, and parents collaborating to create an inviting environment conducive to learning.

❖ Partnerships and collaborations to support the school's continuous improvement

Wea Ridge has established several partnerships with the community. Purdue University has provided several opportunities. The Education Department at Purdue has assisted with the development of the Literacy Collaborative Program (Wea Ridge is a visitation site.). We host Block V, Block II, and student teachers each semester who meet at our facility during our school day allowing Purdue students to receive their lecture/theory instruction here and then to immediately and directly apply it into practice with our students under the supervision of practicing teachers.

Wea Ridge collaborates with Greater Lafayette Commerce and United Way to implement Read to Succeed. Recruitment for volunteers from local businesses will partner with the school to implement the ninety minute Reading Block.

Purdue University Life Sciences provides on site science days 4 times per year and science nights 2 times per year with our 4th grade students.

Eli Lilly and Company's Partners in Education Grants and the Excellence in Education Grants have been very supportive of Wea Ridge.

Mary Cutler, a staff member of the Tippecanoe County Parks Department, provides a variety of environmental programs. Some of these programs utilize our outdoor lab, the Wea Ridge Woods.

Through a variety of service projects Wea Ridge students often give back to their community. Pop tabs are collected to help the Ronald McDonald House. Various donations are provided for animal shelters throughout the year. A food drive is held annually to help fund our Food Finders backpack program.

In 2016, we began a partnership with Wea Ridge Baptist Church to provide a Good News Club to interested students. This after school program meets once per week and provides lessons to students on many different topics.

Purdue University Students who are studying the Spanish language host an after school program for our students who are native Spanish speakers.

We work in conjunction with Valley Oaks, Meridian, and Sycamore Springs to bring services to students who require additional school based management and counseling.

❖ Measures for Success

What we say in our mission	Sources of data and evidence Data sets will be disaggregated by subgroups
Safe environment	- PACK procedures - CLASS Lifelines - Discipline referrals - Bus referrals - Expulsion/suspensions - Playworks curriculum - Climate and culture survey (Marzano High reliability School Level one data) - Tiered Interventions
Mastery of academic skills	- Scores on state assessments - NWEA district and national percentile comparisons - IREAD pass rate - Effective teaching in every classroom (Marzano High reliability School Level two data) - Guaranteed and viable curriculum (Marzano High reliability School Level three data)
Productive citizens	- Attendance/truancy - Tardiness

	• Students in leadership roles (i.e. student council, junior coaches) • Career interest surveys as created by school counselor
Lifelong learners	• Number and quality of independent projects completed • Number and quality of group projects completed

       o Other sources of data/evidence

            o Unit pre and posttests, subject grades, performance checklists, individual student work, exit tickets, behavior data, staff attendance, staff surveys, professional development participation, parent involvement data

III.   Create a school profile

School Profile
Wea Ridge is part of the Tippecanoe School Corporation. The Tippecanoe School Corporation is a comprehensive K-12 public school corporation located in north central Indiana, about one hour north of Indianapolis. Established in 1962, the TSC encompasses 437 square miles in Tippecanoe County. Portions of Lafayette, West Lafayette and the main campus of Purdue University are within the district boundaries. The TSC operates two high schools, six middle schools and 11 elementary schools serving approximately 13,500 students. The district draws students from suburban areas of Greater Lafayette, as well as outlying rural areas. To address continued growth, the TSC has created a long-range building program, which will add additional schools and classrooms in the future. The addition of new staff members has brought fresh perspectives and innovative ideas to the school community. Every staff member contributes to the exceptional learning environment that has been established at Wea Ridge Elementary. We have a great mix of experienced and new teachers in our building. Working together as a team in order to maintain a positive learning environment and facilitate academic growth continues to be a top priority to our staff. Wea Ridge opened in August of 1999 with an enrollment of 475 students. Students from three other elementary schools were redistricted to create the Wea Ridge attendance area.

Presently, Wea Ridge has 620 students, 40 licensed staff members, 18 non-certified employees who support the education programs, and 14 employees providing clerical, food service, nursing, or custodial support.

The attendance area has changed significantly over the years. Most students at Wea Ridge still reside in subdivisions. However, the attendance area includes 3 subsidized apartment complexes, a non-subsidized apartment complex, and a campground. All students in the Wea Ridge attendance area are assigned a bus to ride. Roughly 19% of our students are transported to and from school as car riders.

Woodland Elementary School opened in August 2008. It relieved Wea Ridge of some of the overcrowding. Prior to the opening of Woodland, Wea Ridge housed 1000 students. The enrollment at Wea Ridge has held steady for the past 5 years. An eight classroom addition was constructed in the 2013/2014 school year and was ready for occupancy for the 2014/2015 school year.

The student body is composed of 63% Caucassion students, 18% Hispanic students, 14% Black students, 4% Multiracial students, and 1% Asian students. Approxaimatly 46% of our students receive free or reduced meals. 20% of our students receive services from our special education department and 10% receive services as students who are English Language learners.

Vision

Wea Ridge is committed to cultivating a
Positive learning environment which:
Develops continuing academic achievement;
Nurtures respect, openness, and enthusiasm;
Fosters an appreciation of the fine arts;
Encourages a healthy lifestyle;
Promotes individual talents; and
Prepares responsible citizens.

Mission Statement

The mission of Wea ridge Elementary staff members is to provide a safe, inviting, learning environment where children will enjoy and value learning to become productive citizens and lifelong learners by mastering academic and behavioral standards..

Core Beliefs or Core Values

We, at Wea Ridge Elementary, believe that:

1. Every child is unique and has special talents. Our students are tomorrow's leaders. It is our responsibility to guide them toward reaching their potential.

2. Families are of the utmost importance in today's society. As professional educators, we understand that families come in many shapes and forms. We also realize that families change. We take the initiative to provide opportunities for families to interact with staff members. These opportunities, with family support, can only strengthen the home-school relationship.

3. All staff members are leaders. Given the opportunity to grow and share their specialties with others, staff members will be able to effectively guide students toward success.

Student Demographics

Enrollment Data
Ethnicity

	2008-09	**2009-10**	**2011-12**	**2012-2013**	**2014-2015**
White	81.4%	79.6%	75.3%	74.9%	71.7%
Hispanic	9.4%	10.2%	12.1%	11.7%	16.5%
Asian	1.2%	0.7%	0.9%	1.0%	1.7%
Black	3.7%	4.5%	6.9%	6.6%	5.2%
Multiracial	4.2%	4.6%	3.9%	4.8%	4.2%

	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
White	69.9%	69.8	67.5	67.6	66.5%
Hispanic	18.2%	15.9	17.2	17.4	17.4%
Asian	1.1%	1.0	0.7	0.8	0.8%
Black	6.0%	7.4	9.1	10.2	11.2%
Multiracial	4.1%	5.4	5.3	3.8	4.1%

	2020-21	**2022-2023**
White	64%	63%
Hispanic	17%	18%
Asian	1%	1%
Black	14%	14%
Multiracial	4%	4%

Year	Total Enrollment	% Free/Reduced Lunch
1999-00	476	12.0%
2000-01	509	13.0%
2001-02	520	15.0%
2002-03	582	16.5%
2003-04	626	20.8%
2004-05	749	26.2%
2005-06	828	26.1%
2006-07	881	28.7%
2007-08	994	39.5%
2008-09	685	35.0%
2009-10	667	37.0%
2010-11	675	38.5%
2011-12	663	39.8%
2012-13	685	41.1%
2014-15	650	39.4%
2015-16	665	36.8%
2016-17	610	38.5%
2017-18	603	42.1%
2018-19	626	46.0%
2019-20	591	45.3%
2020-21	566	45.9%
2021-22	600	NA
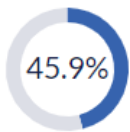
45.9% Economically Disadvantaged

9.4% English Learners
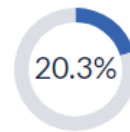
20.3% Students with Disabilities

20.3% of our students receive services from our special education department and 9.4% receive services as students who are English Language learners.

Staff Demographics

| 0-2 Years	3-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years
32.5%	5.0%	22.5%	12.5%	7.5%	20.0%

Student Behavior

The staff of Wea Ridge Elementary School is committed to providing a safe and secure learning environment. Wea Ridge has adopted the C.L.A.S.S. (Connected Learning Assures Students Success) philosophy and encourages staff members and students to utilize the life skills and lifelong guidelines on a daily basis. This curriculum highlights the character traits of integrity, responsibility, respect, cooperation, and perseverance. We also utilize the Second Step curriculum. This curriculum is designed to teach skills for social and academic success.

Specific behavioral guidelines and disciplinary procedures are clearly described on our website. At the beginning of the school year and throughout the year, school personnel are trained in classroom management strategies, designed to prevent and effectively respond to student misconduct. We also utilize Conscious Discipline as a comprehensive emotional intelligence. Conscious discipline promotes emotional intelligence and strategies for self-regulation.

All doors of the school are locked and admittance to the school requires recognition by school personnel. Upon entry, visitors are required to register at the office and wear a name tag while moving throughout the building. School and corporation personnel wear identification tags while in the building.

Attendance Rates:
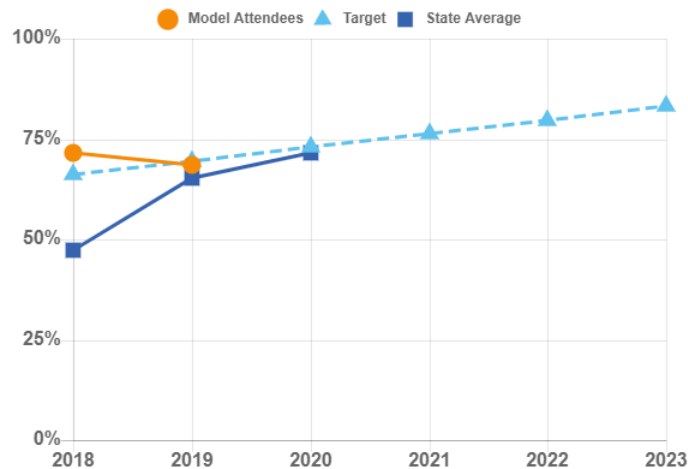
1999-2000	97.5%	2001-2002	97.1%	2003-2004	96.8%
2000-2001	97.3%	2002-2003	96.6%	2003-2004	96.8%
2004-2005	96.9%	2005-2006	96.5%	2006-2007	96.9%
2007-2008	96.8%	2008-2009	97.3%	2009-2010	96.8%
2010-2011	96.8%	2011-2012	97.3%	2012-2013	97.2%
2013-2014	97.7%	2014-2015	97.2%	2015-2016	96.9%
2016-2017	96.4%	2017-2018	96.4%	2018-2019	97.1%
2020-2021	98.6%	2021-2022	97.4		

Tippecanoe School Corporation
District-wide Efforts for a Safe and Disciplined Learning Environment
updated 7/27/2016

TSC District-wide School Safety Initiatives

The Tippecanoe School Corporation strives to maintain a safe and secure learning environment in each school in the district. Several initiatives have been implemented in past years, and remain active to promote safety and security throughout the district. These include:
- Annual review of school safety plans by school personnel and emergency responders
- Implementation of Standard Response Protocol for students and staff conducted through regular drills.
- Building level safety committees as well as a corporation safety committee to review safety plans and concerns
- Tippecanoe County Safe Schools Commission meets several times during the year to share school safety practices and discuss student services
- Installation of video surveillance equipment and building access systems to provide secure entries and visitor control.
- Security officers are posted at each high school daily, as well as (2) School Resource Officers to serve the district's elementary and middle schools.

Additionally, the Tippecanoe School Corporation seeks to remain proactive in the area of school safety. The following initiatives are planned for the upcoming year:

- Continue to equip new buildings with an electronic building access system to allow for a more secure key system and the ability to monitor access on a building and/or district level.
- Continue to update security recording devices at each of our buildings.
- Provide NIMS training to our administrative staff
- Create digital library of safety articles and resources
- Brochure on safety topics distributed to teachers
- Continue to provide professional development presentations on safety topics

Student Academic Outcomes

(Scores Have Not Been Updated in INVIEW)

ISTEP+ Results

	% Pass LA	% Pass Math
Grade 3		
1999	79	87
2000	74	89
2001	86	92
2002	87	85
2003	82	77
2004	82	75
2005	79	74
2006	83	88
2007	79	77
2008	83	88 (Fall)
2009	88	90 (Spring)
2010	92	85
2011	86	82
2012	93	81
2013	77	66
2014	80	78
2015	71	41
2016	63	52
2017	63	36
2018	59	37
Grade 4		
2004	73	67
2005	78	78
2006	79	76
2007	81	76
2008	77	81 (Fall)
2009	79	77 (Spring)
2010	89	85
2011	92	85
2012	85	90
2013	85	83
2014	79	76
2015	65	56
2016	68	56

2017	**63**	**63**
2018	**50**	**54**

Grade 5

2004	80	79
2005	71	67
2006	86	83
2007	73	72
2008	85	89 (Fall)
2009	78	83 (Spring)
2010	83	86
2011	80	88
2012	83	85
2013	75	89
2014	86	84
2015	56	48
2016	47	60
2017	51	50
2018	48	54

IREAD-3 Data
2019 Combined Spring and Summer Results

IREAD-3 2018-19 **
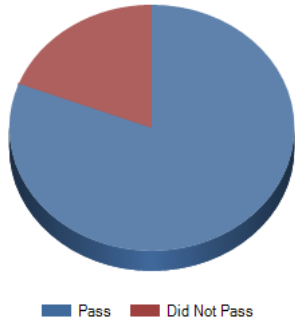
Pass / Did Not Pass

IREAD-3 Percent Passing Trend

Indiana / Corporation / School
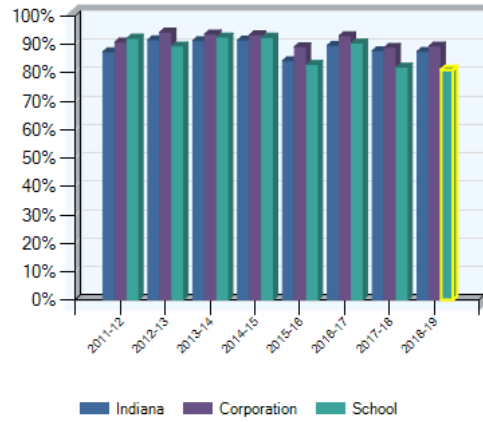
IREAD-3 Percentage Promoted by Good Cause Exemptions 2018-19 ***
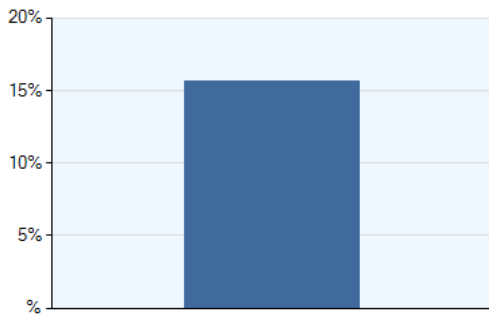
IREAD-3 Good Cause Promotion Exemption Trend

Indiana / Corporation / School
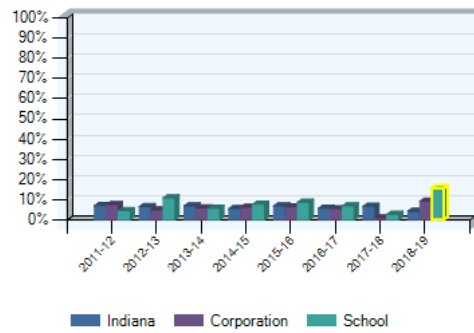
2011-2012	92% Pass	8% Did not pass	4.5 % exempt
2012-2013	89.2%	10.8%	10.8%
2013-2014	92.4%	7.6%	5.7%
2014-2015	92.3%	7.7%	7.7%
2015-2016	82.7%	17.3%	8.7%
2016-2017	90.3%	9.7%	6.8%
2017-2018	81.8%	18.2%	2.7%
2018-2019	80.9%	15.7%	3.4%
2020-2021	80.9%	15.7%	3.4%

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Summary of Current School Improvement Strategies

- *During the 2022-2023 school year all K-2 students will be reading at or above grade level as evidenced by EOY TRC levels and NWEA percentiles and or RIT scores and* All 3-5 students will be reading at or above grade level based on curriculum mapping developed units and common assessments by grade level teams.
- *During the 2022-2023 school year we will focus on math discourse and DOK questioning as a means to increase our iReady math scores to reflect that all of our students are on grade level by the end of the year.*
    - A continuation of the work started in 2022-2023 to implement an effective math curriculum but with a focus on math discourse or "talk" as a way to further enhance our math instruction. A new Math series will be adopted for the following school year.
    - Use of Ready Math Lesson zero to introduce math discourse to all students.
    - Setting up classroom norms for math discourse.
    - Explore and implement talking signals.
- *Each grade level will participate in an instructional coaching block every 6 weeks to set goals for increased student outcomes. Each grade level will also be provided the opportunity to review data 3 times per year with our instructional coach.*
- All staff will implement Conscious discipline strategies to promote social-emotional competence to decrease negative behaviors and increase the soft skills so needed by today's job market. In doing so, we hope to increase the overall academic achievement of all students in our school.
- During the 2022-2023 school year, Special Education teachers will be provided with researched based interventions to increase ILearn proficiency percentages from 14.5% for math and 13% for ELA to 50% for each subject.

Summary of Core Curricula

The Tippecanoe School Corporation has officially adopted the use of the Indiana Academic Standards as the focus for all instruction. Textbooks are adopted that are the best instructional fit to the Indiana Academic Standards and it is a requirement for all teachers to follow the research based scope and sequence of the adopted series.

Exhaustive curricular reviews and modifications are made every six years prior to textbook adoption. Additionally, rewriting occurs whenever the Indiana Department of Education releases revised state curricula. Teacher teams conduct this rewriting process under the supervision of the Assistant Superintendent for Instruction.

Summary of Formative and Summative Assessments

Title and descriptions of assessment instruments to be used in addition to ISTEP+, ECA, WIDA, ISTAR, IREAD, and ACCUPLACER

Kindergarten: Text Reading Comprehension (TRC) and Northwest Evaluation Association (NWEA)

Grade 1: Text Reading Comprehension (TRC) and Northwest Evaluation Association (NWEA)

Grade 2: Text Reading Comprehension (TRC) and Northwest Evaluation Association (NWEA)

Grade 3: Northwest Evaluation Association (NWEA)

Grade 4: Northwest Evaluation Association (NWEA)

Grade 5: Northwest Evaluation Association (NWEA)

Grade 6: Northwest Evaluation Association (NWEA)

Grade 7: Northwest Evaluation Association (NWEA)

Grade: 8: Northwest Evaluation Association (NWEA)

Grade 9: Northwest Evaluation Association (NWEA)

Grade 10: Northwest Evaluation Association (NWEA)

Tippecanoe School Corporation utilizes data from multiple sources. NWEA will provide be used to provide formative assessment data.

Summary of Academic Intervention and Enrichment Programs

Educational Programs

 The TSC offers many educational programs necessary for meeting the educational needs of its students. The TSC belongs to Greater Lafayette Area Special Services (G.L.A.S.S.) cooperative, which the TSC provides a variety of services for students with special needs.

TSC Title I Program

Tippecanoe School Corporation recognizes that schools with a high percentage of Free and Reduced students have a unique population who need substantial, differentiated educational programming if they are to achieve their potential. The TSC Title I program spans grades K-5 and offers additional academic support to children, parents, and educational staff from these buildings to help them meet these additional academic challenges. Only those buildings with the highest percentages of poverty become TSC Title I schools.

All Elementary Title I buildings in the Tippecanoe School Corporation are Schoolwide Title I Schools. All students enrolled in a TSC Title I school are considered a Title I student with all the rights and benefits received from the federal Title I program. The most at risk Title I students are identified and participate in additional remediation programs that concentrate on the student's academic weaknesses. All teachers who are employed to work in a TSC Title I school are also considered to be a Title I Teacher and can receive classroom instructional materials and staff development paid for through the federal Title I grant.

TSC also works to build a smooth transition for incoming Kindergarten children by offering professional development to area preschool providers. The goal of the professional development is to build a bridge between the area preschools and the TSC elementary schools.
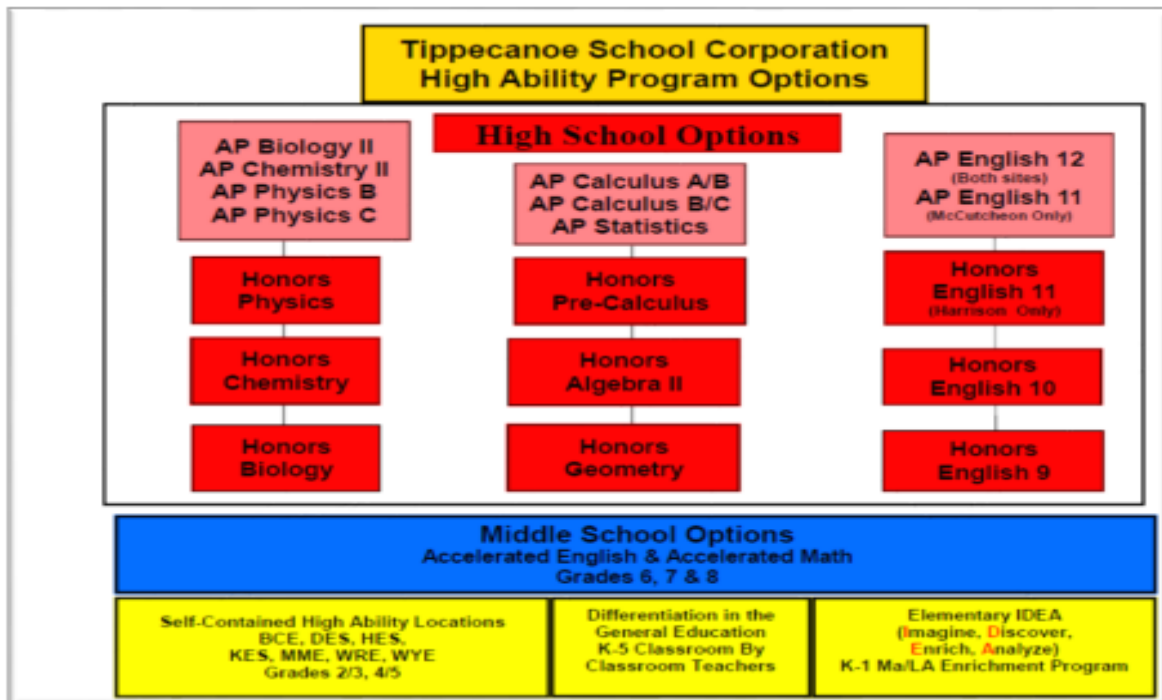
TSC High Ability Programs

Tippecanoe School Corporation recognizes that high ability students are a unique population who need substantial, differentiated educational programming if they are to achieve their potential. The TSC High Ability program spans grades K-12 and offers challenging and enriching opportunities for identified students.

Students are identified for high ability programming using a multifaceted identification plan utilizing the two most recent years of standardized intelligence tests, standardized achievement tests, and teacher rating scales. Identified students participate in programs such as the elementary K- 1 pullout enrichment program, elementary self-contained classes for grades 2- 5, Accelerated English and Accelerated Mathematics for grades 6-8, and Honors classes in the areas of Language Arts, Mathematics, Science, and History in grades 9-12.

Our most highly able students in Tippecanoe School Corporation are identified as Eagle students. These students may utilize waivers that allow them to complete credit for class courses without completing the required amount of instructional time, access the high school while attending middle school, and gain university credit while still in high school.

The Tippecanoe School Corporation Gifted and Talented Department provides a number of professional development opportunities for teachers. Professional development books are provided for the elementary and middle school professional libraries and staff development workshops are offered that focus on the needs of high ability learners.

Below is a chart depicting the TSC High Ability Program Options.

Tippecanoe School Corporation High Ability Program Options

High School Options

AP Biology II
AP Chemistry II
AP Physics B
AP Physics C

AP Calculus A/B
AP Calculus B/C
AP Statistics

AP English 12
(Both sites)
AP English 11
(McCutcheon Only)

Honors Physics

Honors Pre-Calculus

Honors English 11
(Harrison Only)

Honors Chemistry

Honors Algebra II

Honors English 10

Honors Biology

Honors Geometry

Honors English 9

Middle School Options
Accelerated English & Accelerated Math
Grades 6, 7 & 8

Self-Contained High Ability Locations
BCE, DES, HES,
KES, MME, WRE, WYE
Grades 2/3, 4/5

Differentiation in the
General Education
K-5 Classroom By
Classroom Teachers

Elementary IDEA
(Imagine, Discover,
Enrich, Analyze)
K-1 Ma/LA Enrichment Program

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

English As A Second Language (ESL) Instruction

The TSC also provides a strong ESL program. Using the model of *Sheltered English*, teachers use physical activities, visual aids, and the environment to teach important new words for concept development.

In Grades K-8, ESL tutors work as aides in the classroom. In addition, and depending on the level of English, a student may be pulled out to work on vocabulary and homework.

Students in Grades 9-12 can either take English as a New Language or Spanish for Heritage Speakers Courses. A Language Lab is also available as an additional resource.

Technology as a Learning Tool

Beliefs:

Effectively integrating technology into the instructional process has the potential to positively impact the educational experiences for students at the Tippecanoe School Corporation. The availability of technology and quality digital resources allows for students to demonstrate creativity and innovation, to communicate and collaborate, to research and evaluate information, and to think critically. Digital tools, resources, and practices are embedded into the curriculum to support the corporation's instructional goals and enhance student achievement.

Professional Development Focus:

Providing relevant professional development that is both timely and of high quality is an ongoing goal for the TSC Technology Department. We are in the process of implementing Canvas as the LMS at our secondary schools and have been delivering a variety of professional development experiences on this topic. Other areas of focus include Google Apps for Education (K-12), integrating iPads into the classroom (K-2), and leveraging the power of Chromebooks (3-12).

Budgeting & Sustainability:

When implementing technology initiatives, plans for sustainability must always be taken into consideration. Historically, the TSC has been dependent upon Common School Loans and STAA Loans to sustain its 1:1 initiative. Because we view the device as an integral part of curriculum delivery, we have transitioned to a model that will ultimately enable the initiative to be self-sustaining as a result of a technology rental fee paid by students.

Future Initiatives:

The TSC expanded its 1:1 initiative during the 16-17 school year to include each of its six middle schools. THis initiative has now expanded to include the elementary school in the TSC. Students in grades K-1 now have ipads. Students in grade 2-5 have chromebooks.

Stakeholder Collaboration:

A great deal of collaboration takes place between curriculum leaders, technology staff, principals, and teachers at each stage of technology deployment. Both instructional and tangible goals (e.g. what do we want the students to do with the technology?) are taken into consideration, as well as a host of other factors. Before a large-scale implementation, we typically utilize a pilot group to gather input, identify professional development needs, and assess the overall scalability of the project.

Tippecanoe School Corporation
Digital Learning Blueprint

Future Ready

SOFT SKILLS

CREATIVITY
COMMUNICATION
COLLABORATION
CRITICAL THINKING

Information Literacy
Digital Citizenship
Active Engagement
Improved Achievement
Personalized Learning
Equitable Access to Information
STEM Skills

Curriculum & Assessment — Funding
Results
Infrastructure — Professional Development
Policy
Leadership

Primary

Device: iPads
Quantity: 2:1 (goal)
Resources:
★ Google Apps
★ Google Classroom
Curriculum Goals:
☐ Early Literacy
☐ Independence
☐ Create Meaning

Intermediate

Device: Chromebooks
Quantity: 1:1 (goal)
Resources:
★ Google Apps
★ Google Classroom
Curriculum Goals:
☐ STEM
☐ Reading to Learn
☐ Communication

Middle

Device: Chromebooks
Quantity: 1:1
Resources:
★ Google Apps
★ Canvas
Curriculum Goals:
☐ Collaboration
☐ Conceptual Math
☐ Writing

High

Device: Chromebooks
Quantity: 1:1
Resources:
★ Google Apps
★ Canvas
Curriculum Goals:
★ Critical Thinking
★ Content Areas
★ Independence

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

Hiring and retaining a high quality staff is a priority for our school. The corporation supports Wea Ridge's recruitment, selection, induction, and retention strategies by having specific

procedures in place for each of these areas and providing technical support as vacancies occur. These are described below

Recruitment: The corporation participates annually in teacher recruitment fairs at universities across the state and posts vacancies on the Indiana Department of Education's website and with universities across the state. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.
Selection: The school has autonomy in the selection of applicants and interviewing process. The principal involves teachers and support personnel (as appropriate) in conducting interviews and making initial selections. Upon successful completion of the interview, a comprehensive background check is conducted for the highest rated candidate. These individuals interview with the principal and superintendent prior to being recommended for employment to the school board.

Summary of Teacher and Staff Professional Learning Opportunities

Professional Development

Staff development activities generally fall into two categories: individual and group. Depending on the academic focus of the school, monies may be expended for individual teacher in-service and/or a group of teachers. Reports are written at the conclusion of each activity. Presentations at faculty meetings are also required at many of our schools. Additional staff development occurs during the Instructional Improvement Block (IIB). Principals schedule staff activities related to school specific goals and improvements each morning.

The WRE instructional coach provides ongoing professional development in math and ELA to ensure proper implementation of the current Indiana math and ELA standards.

The Wea Ridge Elementary staff also pursues a variety of outside funding sources to supplement the professional development budget provided by the Tippecanoe School Corporation. Examples of successful sources are Public School Foundation Grants, and Purdue University sources (i.e. Science Learning Through Engineering Design),

The TSC provides a number of professional development opportunities for our staff including the Safe Schools Initiative, departmental meetings, seminars for special education teachers concerning co-taught classrooms, and many technology offerings throughout the year.

Conscious Discipline strategies are used to support student by teaching strategies to regulate emotions and behavior. This approach also is restorative in that it helps create a more

empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children. A sense of safety and respect grounded in the social-emotional health and well-being of the entire school community is vital.

Our visiting author program designed to enhance writing instruction for students has also proved opportunities for professional growth.

We plan to continue to investigate and align professional development with our school improvement goals.

Summary of Teacher and Staff Coaching and Evaluation Model

As noted above, hiring and retaining a high quality staff is a priority. A priority for Wea ridge Elementary School is to empower teachers to continuously refine and improve their professional practice. This comes about through a careful process ofl self-reflection by each teacher, collaboration between the principal and each teacher, and on-going coaching support by the instructional coach. Simultaneously, teachers work collectively as collaborative teams to identify schoolwide priorities based on student performance data. Together, these create priorities from which individual and school wide goals are developed. With the school's vision as the focal point at all times, staff collectively commit to teaching practices and an educational environment that promotes high levels of learning for all students.

Three points of data are used by teachers when determining priorities for improvement: self/staff reflection; student data; and informal/formal observations. Based on these, SMART goals are developed by individual teachers and discussed with the principal and instructional coach.

The formal evaluation model is based on the requirements set forth by the state and was developed jointly by the school corporation and local teachers' association. The principal informally observes each teacher between two and four times during the year and conducts one to two formal observations for each teacher per year.

Summary of Key Family and Community Engagement Strategies

Parents are actively involved in a variety of functions at Wea Ridge Elementary. In the classroom, parents may be invited to visit or to share an area of expertise related to the curriculum. Parents may direct games, center activities, special projects, or experiments. Some assist through special programs such as Junior Achievement. Parents may tutor, read to a student, or listening to a child read. They often assist the teacher by preparing or donating

materials or supplies related to a given theme, collecting data, assisting with special events, or acting as chaperones for a field trip.

In addition, there are a variety of school wide opportunities for parents to become involved. The PTO meets monthly to manage funds and coordinate school-wide events. Parents and staff members host Family Fun Nights; the first grade musical, Spring Carnival, and a History Fair.

Many parents are needed to plan and to conduct fundraising events, movie nights, and to prepare students for our musical programs. Parents are a vital and integral part of the Wea Ridge Elementary School community. They are invited to "Donuts for Dad" and "Muffins for Mom." We always welcome and encourage parents to have lunch with their children and to attend special programs, field trips and convocations at Wea Ridge.

List of Community Partnerships

Wea Ridge has established several partnerships with the community. Purdue University has provided several opportunities. The Education Department at Purdue has assisted with the development of the Literacy Collaborative Program (Wea Ridge is a visitation site.). We host Block V, Block II, and student teachers each semester who meet at our facility during our school day allowing Purdue students to receive their lecture/theory instruction here and then to immediately and directly apply it into practice with our students under the supervision of practicing teachers.

The Agronomy Department at Purdue has also been instrumental in the organization and success of our Global Positioning Systems program and assisting with the development of Wea Woods, an outdoor learning facility. Wea Woods has been certified by the National Wildlife Federation. Senior students in Agronomy developed bridges to provide equal access for all students.

Wea Ridge collaborates with Greater Lafayette Commerce and United Way to implement Read to Succeed. Recruitment for volunteers from local businesses will partner with the school to implement the ninety minute Reading Block.

Purdue University Life Sciences provides on site science days 4 times per year and science nights 2 times per year with our 4th grade students.

Eli Lilly and Company's Partners in Education Grants and the Excellence in Education Grants have been very supportive of Wea Ridge.

Mary Cutler, a staff member of the Tippecanoe County Parks Department, provides a variety of environmental programs. Some of these programs utilize our outdoor lab, the Wea Ridge Woods.

Through a variety of service projects Wea Ridge students often give back to their community. An aluminum can drive has been conducted annually to benefit Habitat for Humanity. Various donations are provided for animal shelters throughout the year. A food drive is held annually to help fund our Food Finders backpack program.

In 2016, we began a partnership with Wea Ridge Baptist Church to provide a Good News Club to interested students. This after school program meets once per week and provides lessons to students on many different topics.

IV.   Identify focus areas

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile	
Special education students	
Description of the Gaps Identified between the Vision of Excellence and School Profile	
Develop a clear vision for staff	Staff surveys conducted during the 18-19 academic year indicate that only 25% of our teachers strongly agree that our school has set goals to eliminate differences in achievement for students with special needs (Marzano High reliability survey) to meet the academic needs of students with disabilities in their classrooms. 37.5% agree, 25% disagree, and 13% strongly disagree.
Academic Growth	Multiple assessments reveal that students with disabilities score below their grade-level peers in both math and English/language arts. ISTEP+ Proficiency scores have shown a steady decline. In 2018 only 18.3% of students with an IEP were proficient in math and 15% in ELA. In 2019 only 14.5% were proficient in math and 13% were proficient in ELA. This is a decline. Also, less than half our our students with an IEP pass the IREAD 3 test.
Use of Inclusive Practices	The majority of students with an IEP are served in the resource room as their needs warrant greater one-on-one attention. How can we better support our special ed teachers so that our students are receiving a more rigorous curriculum.

V. Collect additional data on focus areas

Additional Data Sources Collected
Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.
Additional Data Collected for Focus Area 1
Description of additional data collected for focus area 1:   A survey was distributed to parents and staff members to glean more information about areas that need improvement at Wea Ridge. This was done as part of our Title I initiative for the 2021-2022 school year. Interestingly, many respondents commented about special education services. A few examples: ● In a parent survey parents were asked about areas of concern and below are a few responses concerning special education services ● Improve in extra help for IEP students ● More family involvement events now that COVID restrictions have been removed. ● ● Students on IEP would like more help.
Provide links to the additional data and/or key takeaways from data collected for this focus area: https://docs.google.com/forms/d/e/1FAIpQLSd8IHZJoj_Kfsba8Jwuk8Eys7ut1WmKoJCAViGTWIcHaTB2xw/viewform?usp=sf_link

Summary of Stakeholder Feedback Data			
Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Example: Family members	*Example: Survey, focus group*	*Example: 54 via survey, 8 via focus group*	*Example: Embedded link to a report provided by the family survey vendor*
Certified Staff	Survey	35 via survey	https://mail.google.com/mail/u/0?ui=2&ik=8450679977&attid=0.1&permmsgid=msg-f:1

			6052549808128383894&th=164702e6694695fa&view=att&disp=safe
Certified Staff	Survey	35 via survey	https://mail.google.com/mail/u/0?ui=2&ik=8450679977&attid=0.1&permmsgid=msg-f:16122166376803349003&th=165fbe7d75e93837&view=att&disp=safe
Certified Staff	Survey	35 via survey	https://mail.google.com/mail/u/0?ui=2&ik=8450679977&attid=0.1&permmsgid=msg-f:16234772430859532225&th=1687bff3771198c9&view=att&disp=safe
All Staff	Survey	52 via survey	https://docs.google.com/forms/d/e/1FAIpQLSdbXINPInugg4cwW2ZQOm3rLnspmLEmT3xBU6sgtUCSjlwm1A/viewform?usp=sf_link
Community members	Survey	52 via survey	https://docs.google.com/forms/d/e/1FAIpQLSdbXINPInugg4cwW2ZQOm3rLnspmLEmT3xBU6sgtUCSjlwm1A/viewform?usp=sf_link
Teachers	Focus group	10 including teachers, title I, principal and instructional coach	Holistic data collected

VI.   Analyze data to determine key findings and root causes

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

Data Analysis, Key Findings, and Root Causes
Focus Area 1

Conclusions from data quality check for Focus Area 1:
 	
● The CNA team feels the data collected and utilized to inform focus area 1 is adequate.
● Desired additional data sources to take into account for next year
    ○ Classroom formative assessment results to monitor progress toward goal of 50% of students with an IEP showing proficient after taking he ILearn summative assessment.
    ○ Parent surveys for families of students with disabilities
    ○ Implementation of and collection of progress monitoring from new interventions being used by the special ed team.

Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process): Staff surveys conducted during the 18-19 academic year indicate that only 25% of our teachers strongly agree that our school has set goals to eliminate differences in achievement for students with special needs (Marzano High reliability survey) to meet the academic needs of students with disabilities in their classrooms. 37.5% agree, 25% disagree, and 13% strongly disagree. Multiple assessments reveal that students with disabilities score below their grade-level peers in both math and English/language arts. ISTEP+ Proficiency scores have shown a steady decline. In 2018 only 18.3% of students with an IEP were proficient in math and 15% in ELA. In 2019 only 14.5% were proficient in math and 13% were proficient in ELA. This is a decline. Also, less than half our our students with an IEP pass the IREAD 3 test. The majority of students with an IEP are served in the resource room as their needs warrant greater one-on-one attention. How can we better support our special ed teachers so that our students are receiving a more rigorous curriculum.

Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
- Teachers are not aware of set goals to eliminate the achievement gap of special education students. - Special education students are not showing proficiency on statewide assessments and have had declining achievement on said tests. - Survey results show that parents have indicated a concern about a lack of rigor in the area of special education programming.	- Students are not being given the appropriate interventions to close the achievement gap. - Growth and proficiency scores are declining for students with special needs.	- Why? Teachers are not aware of school wide goals for special education - Why? Teachers do not have access to solid research based intervention for students who are served by special education.