Springville
Community
Academy

126 Brick Street
Springville, IN 47462
(812) 508-6078

Title I Schoolwide Plan	
LEA Name: Springville Community Academy	Superintendent : Jayme Davis
School Name: Springville Community Academy	Principal: Jayme Davis
School Mailing Address: 126 Brick Street Springville, IN 47462	
School Telephone: 812-508-6078	
LEA Title I Program Administrator: Karrie Osmon	
LEA Title I Program Administrator Mailing Address: 126 Brick Street Springville, IN 47462	
LEA Title I Program Administrator Email Address: karrie.osmon@springville.academy	
LEA Title I Program Administrator Telephone: 812-508-6078	
Revision Date: 10-24-23	Revision Date:	Revision Date:

Title I Schoolwide Plan Planning Committee Members	
Name	Position/Role
Jayme Davis	Administrator
Karrie Osmon	Title 1 Coordinator/Family Resource Coordinator
Ashlie Kimmel	5/6 ELA Teacher/Resource Director
Carrie Parker	Resource Facilitator
Karent May	Instructional Assistant
Danielle Garrison	2nd Grade Teacher

Schoolwide Plan Components

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

Response:

Springville Community Academy

Mission Statement
To instill education in an innovative manner, honor rural opportunities and responsibilities, serve as a model for others, and develop servant leaders with a passion for lifelong learning.

Vision Statement
Create and maintain small, vibrant schools in our communities which serve as hubs for community activities in addition to providing a rural, place based, world class education.

Springville Community Academy is a rural school located in Springville Indiana. Springville Community Academy was developed with the specific purpose of creating a charter school for the area. Perry Township is home to Springville Community Academy and although the community is rural, it would be classed as a more densely populated area than what most would envision. Perry Township has a population of around 2400 or almost 70 residents per square mile. With the recent closing of the area public elementary, our community was left with a great demand for education options. SCA is working to meet this need by working closely with community members, educators, and the University of Southern Indiana to develop an innovative and impactful education experience for all children in the area. We service our low to moderate income families by providing a private school education at a public school cost.

Grade Level	Assessments
Kindergarten	NWEA, Dyslexia Screener Dibels and MA Rooney Foundation
First Grade	NWEA, Dyslexia Screener Dibels and MA Rooney Foundation
Second Grade	NWEA, I-Read, Dyslexia Screener Dibels and MA Rooney Foundation

Third Grade	NWEA, I-Read 3, I Learn
Fourth Grade	NWEA, I Learn
Fifth Grade	NWEA, I Learn
Sixth Grade	NWEA, I Learn
Seventh Grade	NWEA, I Learn
Eighth Grade	NWEA, I Learn

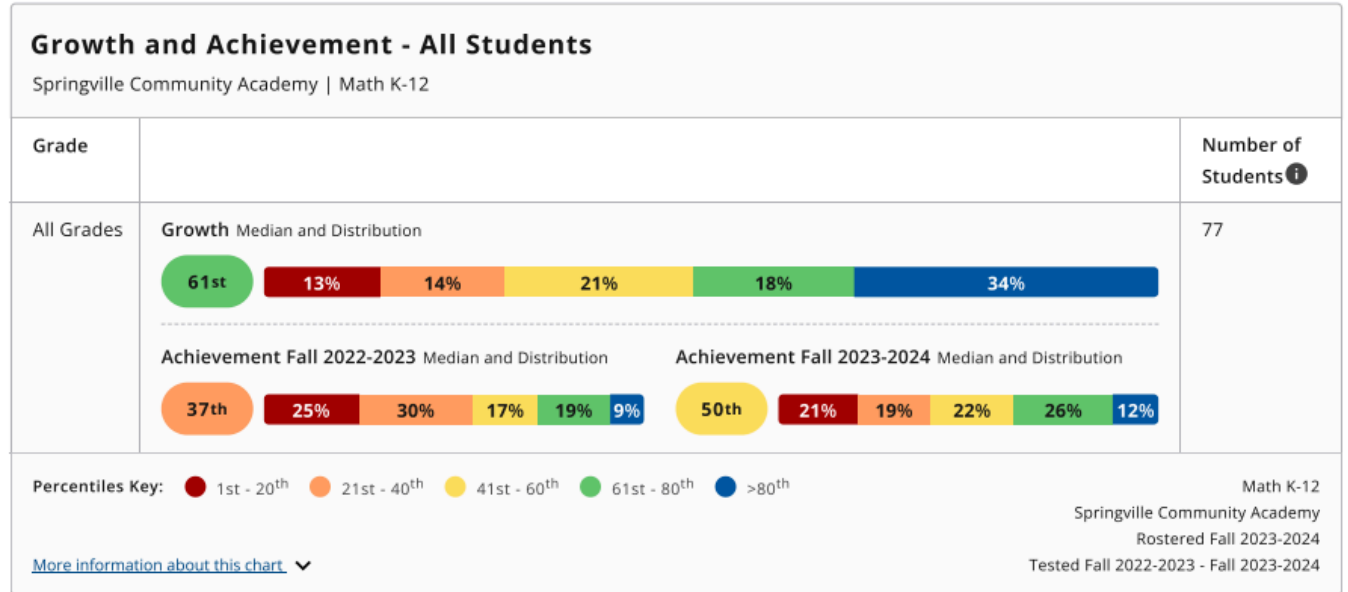**Include description of each assessment used. For example:**

NWEA: NWEA assessments are designed to target a student's academic performance in mathematics, reading, language usage, and science. These tests are tailored to an individual's current achievement level. This gives each student a fair opportunity to show what he or she knows and can do. Data is then used to place students in WIN (What I Need) groups to target areas of weakness.

Dyslexia Screener MA Rooney Foundation: The purpose of the MARF Quick Phonics Screener (MPS) is to identify specific areas of strength and weakness as related to decoding, encoding. Additional foundational skills, such as letter recognition and phonemic awareness, may also be assessed if needed.
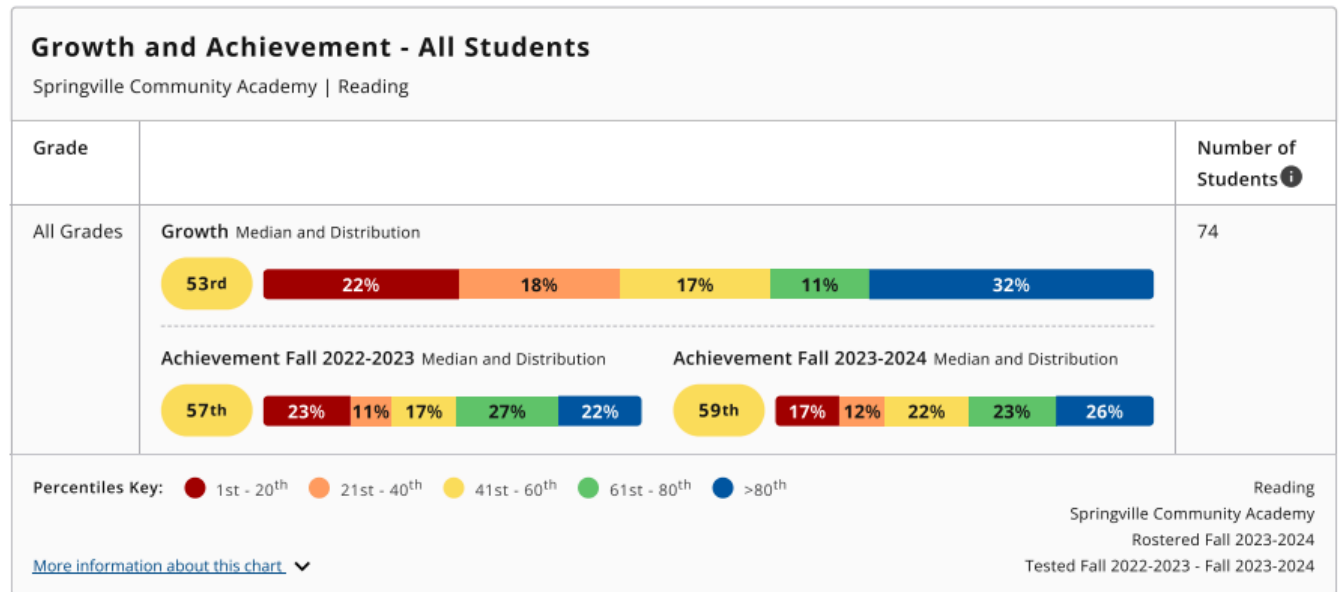
I-Read: The Indiana Reading Evaluation and Determination (IREAD-3) is a grade three reading assessment developed in accordance with state legislation. IREAD-3 is designed to measure foundational reading skills based on Indiana Academic Standards through grade three. The Indiana State Board of Education set forth guidance schools must use when making decisions about grade-level promotion, instructional plans, and Good Cause Exemption eligibility for individual students. The intent is to ensure each student receives the appropriate reading remediation based on IREAD-3 test data and their individual learning needs. I-Read is also administered at grade 2 and used to assess students' needs to plan and implement curriculum.

ILEARN: ILEARN assessments measure the academic performance of students in English/Language Arts, Mathematics, and Science. In addition to individual student data, disaggregated student results are used as primary performance indicators for continuous school improvement.
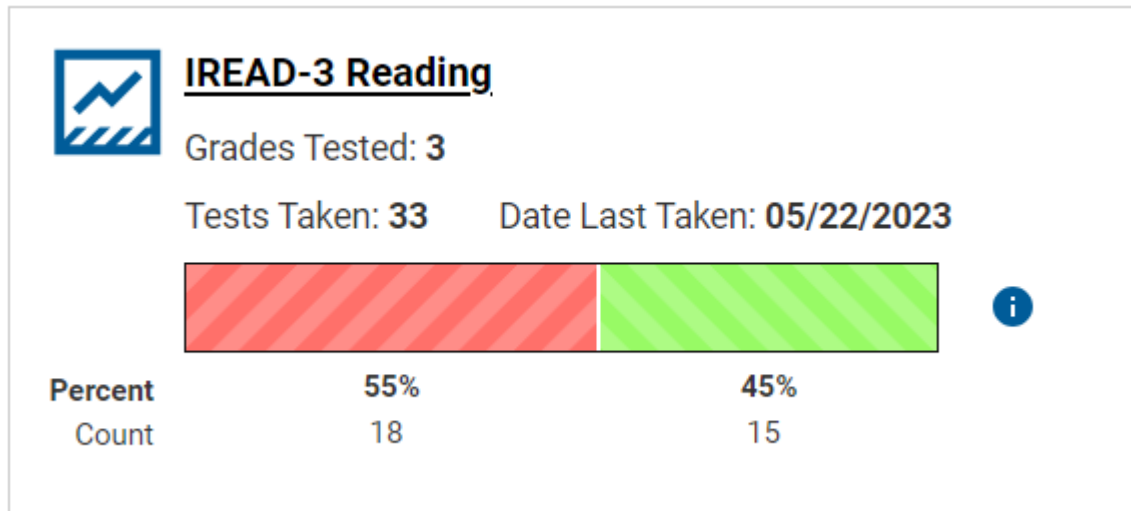
Springville Community Academy

Growth and Achievement - All Students

Springville Community Academy | Math K-12

Grade		Number of Students ⓘ
All Grades	**Growth** Median and Distribution 61st | 13% | 14% | 21% | 18% | 34% **Achievement Fall 2022-2023** Median and Distribution 37th | 25% | 30% | 17% | 19% | 9% **Achievement Fall 2023-2024** Median and Distribution 50th | 21% | 19% | 22% | 26% | 12%	77

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Math K-12
Springville Community Academy
Rostered Fall 2023-2024
Tested Fall 2022-2023 - Fall 2023-2024

More information about this chart ⌄

Springville Community Academy

Growth and Achievement - All Students

Springville Community Academy | Reading

Grade		Number of Students ⓘ
All Grades	**Growth** Median and Distribution 53rd | 22% | 18% | 17% | 11% | 32% **Achievement Fall 2022-2023** Median and Distribution 57th | 23% | 11% | 17% | 27% | 22% **Achievement Fall 2023-2024** Median and Distribution 59th | 17% | 12% | 22% | 23% | 26%	74

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Reading
Springville Community Academy
Rostered Fall 2023-2024
Tested Fall 2022-2023 - Fall 2023-2024

More information about this chart ⌄

NWEA			
Kindergarten Percent On or Above Grade Level	**NWEA '22 Fall**	**NWEA '23 Spring**	**NWEA '23 Fall**
● **Math**	NA	NA	87%
● **Reading**	NA	NA	95%
• Percent White Students	100%	100%	100%
• Percent Free and Reduced Lunch	47.83	47.83	28%
• Percent Special Education	16%	14.81%	5%
Grade 1 Percent On or Above Grade Level	**NWEA '22 Fall**	**NWEA '23 Spring**	**NWEA '23 Fall**
● **Math**	NA	NA	88%
● **Reading**	NA	NA	76%
• Percent White Students	100%	100%	100%
• Percent Free and Reduced Lunch	41.66	41.66	60%
• Percent Special Education	15.38	16.66%	36%
Grade 2 Percent On or Above Grade Level	**NWEA '22 Fall**	**NWEA '23 Spring**	**NWEA '23 Fall**
● **Math**	NA	NA	42%
● **Reading**	NA	NA	28%
• Percent White Students	100%	100%	100%
• Percent Free and Reduced Lunch	41.66	41.66	60%
• Percent Special Education	8.33	6.6	20%
Grade 3 Percent On or Above	**NWEA '22**	**NWEA '23**	**NWEA '23 Fall**

Grade Level	Fall	Spring	
● **Math**	49%	61%	83%
● **Language Arts**	53%	61%	85%
• Percent White Students	100%	100%	100%
• Percent Free and Reduced Lunch	46.15	46.15	31.58%
• Percent Special Education	31.25	38.46	5.25%
Grade 4 Percent On or Above Grade Level	**NWEA '22 Fall**	**NWEA '23 Spring**	**NWEA '23 Fall**
● **Math**	50%	43%	50%
● **Language Arts**	72%	68%	72%
• Percent White Students	97%	97%	94.74%
• Percent Free and Reduced Lunch	53.33	53.33	57.89
• Percent Special Education	24.24	21.87	36.84
Grade 5 Percent On or Above Grade Level	**NWEA '22 Fall**	**NWEA '23 Spring**	**NWEA '23 Fall**
● **Math**	42%	61%	54%
● **Language Arts**	50%	49%	61%
• Percent White Students	100%	100%	97%
• Percent Free and Reduced Lunch	23.80	23.80	51.52%
• Percent Special Education	34.78	20.57	18.18
Grade 6 Percent On or Above	**NWEA '22**	**NWEA '23**	**NWEA '23 Fall**

Grade Level	Fall	Spring	
● **Math**	45%	50%	53%
● **Language Arts**	66%	48%	56%
• Percent White Students	96%	96%	100%
• Percent Free and Reduced Lunch	47.37	47.37	73.68%
• Percent Special Education	15.79	15.78	26.37
Grade 7 Percent On or Above Grade Level	**NWEA '22 Fall**	**NWEA '23 Spring**	**NWEA '23 Fall**
● **Math**	43%	75%	73%
● **Language Arts**	71%	33%	83%
• Percent White Students	90%	90%	96%
• Percent Free and Reduced Lunch	44.4	44.4	44%
• Percent Special Education	22.22	18.18	16%
Grade 8 Percent On or Above Grade Level	**NWEA '22 Fall**	**NWEA '23 Spring**	**NWEA '23 Fall**
● **Math**	39%	58%	86%
● **Language Arts**	66%	50%	47%
• Percent White Students	100%	100%	90%
• Percent Free and Reduced Lunch	62.5	62.5	55.6%
• Percent Special Education	17.64	15.78	25%

Spring 2023

IREAD-3 Reading

Grades Tested: **3**

Tests Taken: **33**   Date Last Taken: **05/22/2023**

Percent	55%	45%
Count	18	15

I-Read-3 Grade 2 Spring 2023

Average Score and Performance Distribution for **IREAD-3 Grade 2** (IREAD-3 Grade 2 (Spring 2023)), by School and Reporting Category 2022-2023

Filtered By **School:** All Schools | **Administrations:** IREAD-3 Grade 2 (Spring 2023) |

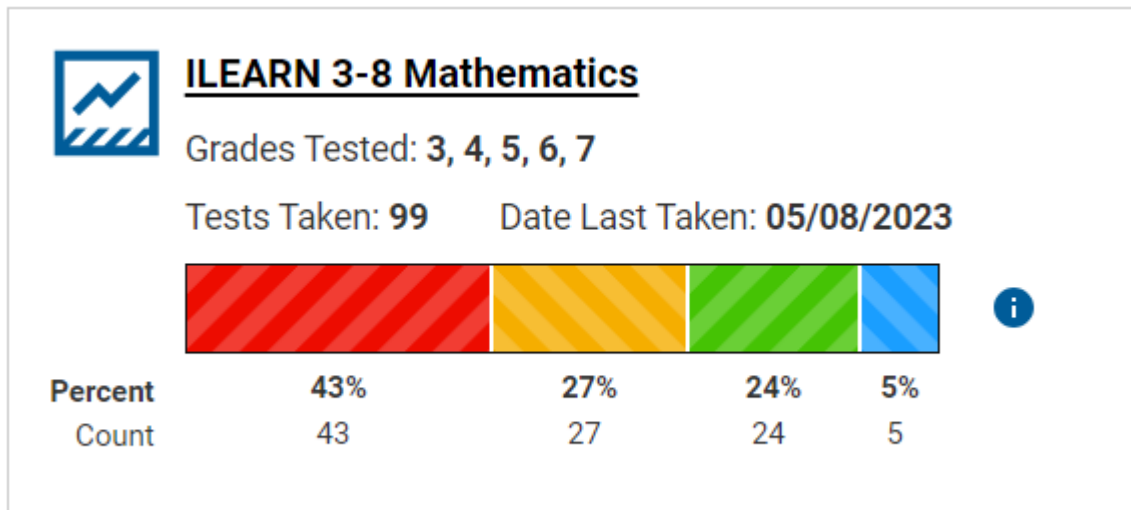| School	Total	Total				1. Reading: Foundations and Vocabulary	2. Reading: Nonfiction	3. Reading: Literature
		Student Count	Passing Status Distribution	Percent Proficient	Average Scale Score			
State		44645	Percent 38% 17% 45% Count 17.1K 7.6K 20K	45%	428			
Corporation		17	Percent 12% 24% 65% Count 2 4 11	65%	483			
Springville Community Acade...		17	Percent 12% 24% 65% Count 2 4 11	65%	483			

I-Read-3 Grade 3 Spring 2023

Average Score and Performance Distribution for **IREAD-3** (IREAD-3 (Spring 2023)), by School and Reporting Category: Springville Comm

Filtered By **School:** All Schools | **Administrations:** IREAD-3 (Spring 2023) |

School	Total	Student Count	Passing Status Distribution	Percent Proficient	Average Scale Score	1. Reading: Foundations and Vocabulary	2. Reading: Nonfiction	3. Reading: Literature
State		78489	Percent 31% 69% / Count 24.1K 54.4K	69%	482			
Corporation		21	Percent 62% 38% / Count 13 8	38%	456			
Springville Community Acade...		21	Percent 62% 38% / Count 13 8	38%	456			

I-Read-3 Summer

Average Score and Performance Distribution for **IREAD-3** (IREAD-3 (Summer 2023)), by School and Reporting Category: Springville Co

Filtered By **School:** All Schools | **Administrations:** IREAD-3 (Summer 2023) |

School	Total	Student Count	Passing Status Distribution	Percent Proficient	Average Scale Score	1. Reading: Foundations and Vocabulary	2. Reading: Nonfiction	3. Reading: Literature
State		18326	Percent 60% 40% / Count 11.1K 7.2K	40%	417			
Corporation		12	Percent 42% 58% / Count 5 7	58%	451			
Springville Community Acade...		12	Percent 42% 58% / Count 5 7	58%	451			

I-Read	2023 Spring	2024 Spring	2025 Spring
Grade 2 Percent Passing	65%	N/A	N/A
• Percent White Students	100%	N/A	N/A
• Percent Free and Reduced Lunch	41.66%	N/A	N/A
• Percent Special Education	6.6	N/A	N/A
Grade 3 Percent Passing	38%	N/A	N/A
• Percent White Students	100%	N/A	N/A
• Percent Free and Reduced Lunch	46.15%	N/A	N/A
• Percent Special Education	38.46%	N/A	N/A

ILEARN 3-8 Mathematics

Grades Tested: **3, 4, 5, 6, 7**

Tests Taken: **99**   Date Last Taken: **05/08/2023**

Percent	43%	27%	24%	5%
Count	43	27	24	5

ILEARN 3-8 English/Language Arts

Grades Tested: 3, 4, 5, 6, 7

Tests Taken: 99   Date Last Taken: 04/28/2023

Percent	40%	27%	25%	7%
Count	40	27	25	7

Average Score and Performance Distribution, by Assessment: Springville Community Academy, 2022-2023
Filtered By **School:** All Schools | **Administrations:** All Administrations |

⊞ Features & Tools

Assessment Name		Test	Test Grade	Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
⬇ ILEARN English/Language Arts Grade 3	∨	ILEARN 3-8	3	ILEARN 3-8 (Spring 2023)	16	5433 ⓘ	Percent 31% 25% 31% 13% Count 5 4 5 2	04/28/2023
⬇ ILEARN English/Language Arts Grade 4	∨	ILEARN 3-8	4	ILEARN 3-8 (Spring 2023)	34	5449 ⓘ	Percent 50% 24% 21% 6% Count 17 8 7 2	04/26/2023
⬇ ILEARN English/Language Arts Grade 6	∨	ILEARN 3-8	6	ILEARN 3-8 (Spring 2023)	24	5515 ⓘ	Percent 21% 38% 29% 13% Count 5 9 7 3	04/24/2023
⬇ ILEARN English/Language Arts Grade 7	∨	ILEARN 3-8	7	ILEARN 3-8 (Spring 2023)	9	5500 ⓘ	Percent 44% 44% 11% Count 4 4 1	04/24/2023
⬇ ILEARN English/Language Arts Grade 5	∨	ILEARN 3-8	5	ILEARN 3-8 (Spring 2023)	16	5474 ⓘ	Percent 56% 13% 31% Count 9 2 5	04/19/2023

Average Score and Performance Distribution, by Assessment: Springville Community Academy, 2022-2023
Filtered By **School:** All Schools | **Administrations:** All Administrations |

⊞ Features & Tools

Assessment Name		Test	Test Grade	Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
⬇ ILEARN Mathematics Grade 6	∨	ILEARN 3-8	6	ILEARN 3-8 (Spring 2023)	24	6495 ⓘ	Percent 42% 38% 17% 4% Count 10 9 4 1	05/08/2023
⬇ ILEARN Mathematics Grade 7	∨	ILEARN 3-8	7	ILEARN 3-8 (Spring 2023)	9	6508 ⓘ	Percent 44% 33% 22% Count 4 3 2	05/04/2023
⬇ ILEARN Mathematics Grade 4	∨	ILEARN 3-8	4	ILEARN 3-8 (Spring 2023)	34	6416 ⓘ	Percent 50% 24% 21% 6% Count 17 8 7 2	05/02/2023
⬇ ILEARN Mathematics Grade 5	∨	ILEARN 3-8	5	ILEARN 3-8 (Spring 2023)	16	6471 ⓘ	Percent 44% 19% 31% 6% Count 7 3 5 1	05/02/2023
⬇ ILEARN Mathematics Grade 3	∨	ILEARN 3-8	3	ILEARN 3-8 (Spring 2023)	16	6404 ⓘ	Percent 31% 25% 38% 6% Count 5 4 6 1	05/01/2023

I Learn	I Learn '23	I Learn '24	ILEARN '25
Grade 3 Percent Passing **(ELA)**	44%	N/A	N/A
• Percent White Students	100%	N/A	N/A
• Percent Free and Reduced Lunch	46.16%	N/A	N/A
• Percent Special Education	38.46%	N/A	N/A
#1-Key Ideas and Textual Support/Vocabulary	19% Proficient	N/A	N/A
#2-Structural Elements and Organization of Ideas/Media Literacy	19% Proficient	N/A	N/A
#3-Writing Genres, Writing and Research Process	0%	N/A	N/A
Grade 3 Percent Passing **(Math)**	44%	N/A	N/A
• Percent White Students	100%	N/A	N/A

• Percent Free and Reduced Lunch	46.15%	N/A	N/A
• Percent Special Education	38.46%	N/A	N/A
#1-Number Sense	31% Proficient	N/A	N/A
#2-Computation	19% Proficient	N/A	N/A
#3-Algebraic Thinking-Data Analysis	13% Proficient	N/A	N/A
#4-Geometry-Measurement	6% Proficient	N/A	N/A
Grade 3 Passing both tests	44%	N/A	N/A
Grade 4 Percent Passing **(ELA)**	26%	N/A	N/A
• Percent White Students	97%	N/A	N/A
• Percent Free and Reduced Lunch	53.33%	N/A	N/A

• Percent Special Education	53.33%	N/A	N/A
#1-Key Ideas and Textual Support/Vocabulary	9% Proficient	N/A	N/A
#2-Structural Elements and Organization of Ideas/Media Literacy	9% Proficient	N/A	N/A
#3-Writing Genres, Writing and Research Process	9% Proficient	N/A	N/A
Grade 4 Percent Passing **(Math)**	26%	N/A	N/A
• Percent White Students	97%	N/A	N/A
• Percent Free and Reduced Lunch	53.33%	N/A	N/A
• Percent Special Education	21.87%	N/A	N/A
#1-Number Sense	6% Proficient	N/A	N/A
#2-Computation	12% Proficient	N/A	N/A
#3-Algebraic Thinking-Data Analysis	18% Proficient	N/A	N/A

#4-Geometry-Measurement	3% Proficient	N/A	N/A
Grade 4 Passing both tests	26%	N/A	N/A
Grade 5 Percent Passing **(ELA)**	31%	N/A	N/A
• Percent White Students	100%	N/A	N/A
• Percent Free and Reduced Lunch	23.80%	N/A	N/A
• Percent Special Education	20.57%	N/A	N/A
#1-Key Ideas and Textual Support/Vocabulary	6% Proficient	N/A	N/A
#2-Structural Elements and Organization of Ideas/Media Literacy	13% Proficient	N/A	N/A
#3-Writing Genres, Writing and Research Process	6% Proficient	N/A	N/A
Grade 5 Percent Passing **(Math)**	38%	N/A	N/A
• Percent White Students	100%	N/A	N/A

• Percent Free and Reduced Lunch	23.80%	N/A	N/A
• Percent Special Education	20.57%	N/A	N/A
#1-Number Sense	19% Proficient	N/A	N/A
#2-Computation	6% Proficient	N/A	N/A
#3-Algebraic Thinking-Data Analysis	13% Proficient	N/A	N/A
#4-Geometry-Measurement	6% Proficient	N/A	N/A
Grade 5 Passing both tests	35%	N/A	N/A
Grade 6 Percent Passing **(ELA)**	42%	N/A	N/A
• Percent White Students	96%	N/A	N/A
• Percent Free and Reduced Lunch	47.37%	N/A	N/A
• Percent Special Education	15.78%	N/A	N/A

#1-Key Ideas and Textual Support/Vocabulary	13% Proficient	N/A	N/A
#2-Structural Elements and Organization of Ideas/Media Literacy	13% Proficient	N/A	N/A
#3-Writing Genres, Writing and Research Process	8% Proficient	N/A	N/A
Grade 6 Percent Passing **(Math)**	21%	N/A	N/A
• Percent White Students	96%	N/A	N/A
• Percent Free and Reduced Lunch	47.37%	N/A	N/A
• Percent Special Education	15.78%	N/A	N/A
#1-Number Sense	9% Proficient	N/A	N/A
#2-Computation	13% Proficient	N/A	N/A
#3-Algebraic Thinking-Data Analysis	9% Proficient	N/A	N/A
#4-Geometry-Measurement	4% Proficient	N/A	N/A

Grade 6 Passing both tests	32%	N/A	N/A
Grade 7 Percent Passing **(ELA)**	11%	N/A	N/A
• Percent White Students	90%	N/A	N/A
• Percent Free and Reduced Lunch	44.4%	N/A	N/A
• Percent Special Education	18.18%	N/A	N/A
#1-Key Ideas and Textual Support/Vocabulary	0% Proficient	N/A	N/A
#2-Structural Elements and Organization of Ideas/Media Literacy	0% Proficient	N/A	N/A
#3-Writing Genres, Writing and Research Process	0% Proficient	N/A	N/A
Writing Dimensions	11% Proficient		
Grade 7 Percent Passing **(Math)**	22%	N/A	N/A
• Percent White Students	90%	N/A	N/A

• Percent Free and Reduced Lunch	44.4%	N/A	N/A
• Percent Special Education	18.18%	N/A	N/A
#1-Algebraic Functions	0% Proficient	N/A	N/A
#2-Data Analysis, Statistics, and Probability	11% Proficient	N/A	N/A
#3-Geometry and Measurement	11% Proficient	N/A	N/A
#4-Number Sense and Computation	22% Proficient	N/A	N/A
Grade 7 Passing both tests	17%	N/A	N/A

SECONDARY INDICATORS	22-23	23-24	24-25
School Attendance Rate	94%	N/A	N/A
Enrollment	183	215	N/A
% Students Free/Reduced Lunch	52%	54%	N/A
% Students Special Education	18%	13%	N/A
% Students ELL	0%	0%	N/A
Number of Suspensions (Out of School)	1	N/A	N/A
Number of Suspensions (In School)	3	N/A	N/A

Number of Expulsions	1	N/A	N/A
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	1	N/A	N/A

Goal Action Plan – Goal #1

PL 221 Corrective Action (Y/N): N
Title I School Improvement (Y/N): N
Subgroups Identified for Improvement: All Students
Goal #1: For each of the next three years, students will achieve measurable continuous improvement in total ILEARN scores in ELA of at least 5 percentage points increase over the previous year in grades 3, 4, , 5, 6, 7 & 8.

Baseline: Spring 2023: 3rd Grade 4th Grade – 44%, 5th Grade – 26%, 6th Grade – 35%, 7th Grade – 32%, 8th Grade – 17%

Year 1 Target: Spring 2024: 3rd Grade - 50_%, 4th Grade - 47%, 5th Grade - 40%, 6th Grade – 40%, 7th Grade – 40%, 8th Grade – 40%

Year 2 Target: Spring 2025: 3rd Grade -55%, 4th Grade 56%, 5th Grade - 55% 6th Grade – 45%, 7th Grade –46%, 8th Grade – 46%

Goal - Spring 2025 - 3rd Grade - 50% 4th Grade- 56% 5th Grade- 55%, 6th Grade –45%, 7th Grade –46%, 8th Grade – 40%

Support Data/Findings from Data: Weaknesses – 2022
Students who are performing on or above level on NWEA did not perform proficiency on I-Learn and I-Read for the 2022-2023 school year.

These scores show weaknesses in both math and reading.

Standardized Assessments: ILEARN ELA

Interventions:	Research/Best Practice for Intervention:
60-75 minutes of Savvas ELA program, reading, vocabulary games, and checks for understanding - Flexible grouping - Prodigy - Leveled Literacy Intervention - Blooket, Boddle, Scratch, and Anton App online games and programs - Scholastic News Publications - Orton Gillingham Phonics First	Savvas ELA program and materials

Strategies for Implementation	Person(s) Responsible	Start	End	Resources
1. Students will have 60 minutes of uninterrupted Savvas ELA daily covering the 5 areas of reading instruction including phonics, phonemic awareness, vocabulary, fluency, and comprehension.	Teachers, Administrators	August 2023	May 2023	Teachers, Savvas ELA
2. Students will receive an additional 30 minutes targeted tier instruction for intervention and acceleration.	Teachers, Administrators	August 2023	May 2023	Teachers, Savvas ELA
3. Teachers will use best practice strategies in developing	Teachers, Administrators	August 2023	May 2023	Teachers, Savvas ELA

student vocabulary.				
4. All students will receive instruction consisting of whole group, flexible small groups, read to self, partner read, and word work.	Teachers, Administrators	August 2023	May 2023	Teachers, Savvas ELA

Staff Development:
MTSS Model, Orton-Gillingham, Phonics First, Grade level meetings will be held to investigate and research activities to help students with vocabulary, writing skills, and word recognition.

Evaluation:
Data from ILEARN, Exact Path, Unit Tests

Goal Action Plan – Goal #2

PL 221 Corrective Action (Y/N): N
Title I School Improvement (Y/N): N
Subgroups Identified for Improvement: All Students
Goal #2: For each of the next three years, students will achieve measurable continuous improvement in total ILEARN scores in Math of at least 5 percentage points increase over the previous year in grades 3, 4, 5, 6, 7, & 8.

Baseline: Spring 2023: 3rd Grade 4th Grade – 44%, 5th Grade – 26%, 6th Grade – 35%, 7th Grade – 32%, 8th Grade – 17%

 Year 1 Target: Spring 2024: 3rd Grade - 50_%, 4th Grade - 47%, 5th Grade - 40%,

6th Grade – 40%, 7th Grade – 40%, 8th Grade – 40%

Year 2 Target: Spring 2025: 3rd Grade -55%, 4th Grade 56%, 5th Grade - 55%
6th Grade – 45%, 7th Grade –46%, 8th Grade – 46%

Goal - Spring 2025 - 3rd Grade - 50% 4th Grade- 56% 5th Grade- 55%, 6th Grade –45%,
7th Grade –46%, 8th Grade – 40%

Support Data/Findings from Data: Weaknesses 2022 Applied Skills
    Frequency

Daily Targeted Instruction

Standardized Assessments: ILEARN, & IREAD

Interventions:	Research/Best Practice for Intervention:
60 minutes of Savvas Math program, math games, and checks for understanding - Flexible grouping - Prodigy - Blooket, Boddle, Scratch, Mashup Math and Anton App online games and programs	• Savvas Math program and materials

Strategies for Implementation	Person(s) Responsible	Start	End	Resources
1. Students will have 60 minutes of uninterrupted Savvas Math daily	Teachers, Administrator	August 2023	May 2024	Teachers, Savvas Math
2. Students will practice multi-step problem solving and computation problems using online resources.	Teachers, Administrator	August 2023	May 2024	Teachers, online resources
3. Students will get an additional 30 minutes of math instruction through online programs such as Blooket, Boddle, Mashup Math and Scratch.	Teachers, Administrator	August 2023	May 2024	Teachers, online resources

Staff Development:
Professional development, MTSS School Improvement, and grade level meeting. Grade level meetings will be held to investigate and research activities to help students with math facts, multi-step problems and to develop consistent math vocabulary with standardized testing and across all grade levels.

Evaluation:
Data from ILEARN, Exact Path, Unit assessments, NWEA

Professional Development Program
Goal #1: The teachers will examine and implement strategies for improving the reading, writing, and vocabulary in reading/language arts. **Strategy #1:** Teachers will review grade level, classroom, and individual student assessments ILEARN, NWEA, Exact Path, and unit grade level assessments. **Action Plan:** Administrator will provide professional development sessions to review assessments, ILEARN, NWEA, and Exact Path using the data warehouse. These data analysis sessions will take place during PD sessions, faculty meetings and grade level meetings.

Persons Responsible: Building Administrator and Teachers

Timeline for Completion: Aug. 2023– on-going.

<u>**Strategy #2**</u>:
WIN groups will give targeted instruction for ELA.

Action Plan:
Teachers will implement Interactive Read Alouds, Shared Reading, Guided Reading Groups, and Independent Reading groups during their reading block.

Persons Responsible: Teachers, Building Administrator

Timeline for Completion: Aug. 2022 – on-going

<u>**Evaluation of Goal:**</u>
Staff/PD, grade level, and faculty meetings will be attended by 98% of the teachers.
Student performance data will be analyzed.

<div align="center">

Professional Development Program

</div>

<u>**Goal #2:**</u> All teachers are trained in the best practices shown by research to improve skills in problem solving and computation which include multi-step problems and explaining answers. They are also trained to engage students in active, learning mathematics.

<u>**Strategy #1**</u>:
Teachers will review grade level, classroom, and individual student assessments ILEARN,, NWEA, and unit grade level assessments

Action Plan:
Administrator will provide professional development sessions to review assessments, ILEARN, NWEA, and Exact Path. These data analysis sessions will take place during faculty PD sessions, faculty meetings and grade level meetings.

Persons Responsible: Building Administrator and Teachers

Timeline for Completion: Aug. 2022 – on-going.

Strategy #2:
Teachers will incorporate strategies from Savvas Math into their 60-minute math block.

Action Plan:
Using school wide training in Savvas Math, teachers will drive their instruction in their classroom

Persons Responsible: Teachers, Building Administrator

Timeline for Completion: Aug. 2022 – on-going

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

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

Response:
Springville Community Academy instructional practices are based on staff understanding and interpretation of the Indiana Academic Standards and Common Core Standards. They reflect the content, skills, assessments and resources necessary for planning and teaching students to learn. Additionally, these practices address the learning needs of all students through its emphasis on the use of research-based instruction.

• The MTSS approach to reading and writing is used across grade levels and content areas in an attempt to strengthen the school's core academic program. Teachers meet the individual needs of the school's diverse student learners through the use of a variety of materials. Students are presented with differentiated reading opportunities at their instructional and independent reading levels through the use of fiction, non-fiction and other grade level appropriate genres.

Teachers model writing and provide authentic writing opportunities for all students on a daily basis. The school-wide reform strategies provide opportunities for all students to meet the state's proficient and advanced levels of student achievement through a continuum of interventions designed to meet the needs of each student.

Teachers use science of reading resources for instruction in all three tiers.

Tier 2: Students are identified for research based interventions or leveled literacy groups based on benchmark and progress monitoring data to meet their individual needs in the area of Language Arts with the assistance of our Title 1 staff.
• **Leveled Literacy Intervention:** Students in grades 1-8 receive an intensive, small group, supplementary literacy intervention for difficulties in reading and writing.
• **Orton Gillingham Phonics First:** is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and ELL readers.

Tier 3:
• **SRA Reading:** Additional reading services are provided through Title I Staff.

• **Language for Learning**: designed to teach young children (pre-kindergarten to 2nd grade) the basic vocabulary, concepts and sentence forms used in typical classroom instruction.

• **Language for Thinking:** sets the stage for reading comprehension and written conventions of grammar by teaching extensive vocabulary and critical thinking skills. Newly learned language concepts and thinking skills are applied to problem-solving situations and continuously integrated and reviewed in later lessons.

• **Language for Writing:** teaches not only writing skills, but also the vocabulary, sentence, and organizational skills that underpin good writing.

• **Unique Curriculum:** educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support.

• The MTSS approach is used across grade levels that include problem solving, computation, and the use of math manipulatives. Teachers focus on problem solving skills and math facts. Technology is used as part of the program. Teachers model how to solve math problems in different ways.

Tier 2
- •Teachers are using Boddle for targeted standards practice.
- Other online resources are used to provide targeted instruction in K-8.

Tier 3
- Resource Room, IEPs
- One-on-one instruction and intervention

3. Provide instruction by effective, properly-licensed teachers.		
Staff Name	Assigned Class/Subject	Licensure/Certification
Paige Fisher	Kindergarten	Elementary Generalist License (K-6)/Bachelors of Elementary Education
Emily Spoonmore	Kindergarten	Elementary Generalist License (K-6) Bachelor of Arts, Elementary Education
Megan Clark	First Grade	Elementary Generalist License (K-6)
Anna Blackwell	First Grade	Secondary Social Studies Education and 5-8 English Language Arts
Danielle Garrison	Second Grade	Elementary Generalist License (K-6)/Bachelors of Science Elementary Education Indiana University Bloomington

Marcy Simmerman	Third Grade	General Elementary (1-6, 7/8 Non-Dept)/ Masters of Education
Pam Horner	Fourth Grade	Masters of Education from Indiana University Bloomington with Reading and English grades 5-12 credentials
Jaelynn Sanders	Fifth Grade	Elementary Generalist License (K-6)/Bachelors of Elementary Education
D'Andra Fleenor	Fourth & Fifth Grade	BS (USI) working on MAT
Ashlie Kimmel	Fifth-Sixth Grade	General Elementary (1-6, 7/8 Non-Dept)/ Masters in Reading and Literacy. Special Ed license (LD only)
Sandy Scherschel	Seventh/Eighth Grade Math	Building Level Administrator-All Schools Mathematics 5-12
Olivia Isaacs	Seventh/Eighth Grade ELA	Secondary English Education/ Associate of Arts Degree in Teaching (in addition, part of Bachelors Degree acquired but not completed yet.)
Hannah Brock	Sixth Grade Math, Seventh/Eighth Social Studies	Bachelor's Elementary Education Northern Kentucky University
Amy Spence	Seventh/Eighth Grade Science/PE	General Elementary (1-6, 7/8 Non-Dept) PE K-12 Certified
Jacob Carmichael	Technology, PE, Outdoors Tomorrow	ETS Para Praxis Certification
Whitney Sims	Music/Art Education	Bachelors of Music Education- Choral Emphasis (P-12) Indiana Wesleyan University Marion
Jennifer Armstrong	STEAM, Sixth Grade Science	General Elementary (1-6, 7/8 Non-Dept)/ Masters of Education,

		Middle Science Certification
Jayme Davis	Academy Administrator	Building Level Administrator P-12 Elementary/Primary Generalist K-6 Bachelors of Science-Physical Education/ Health and Safety, Masters of Arts in Teaching- Elementary Education, Building Level Administrator-Oakland City University

Support Staff Name:	Assignment:	Indicator of HQ status:	Location of documentation of HQ status:
Karrie Osmon	Family Resource Coordinator, Title I, Instructional Assistant	Bachelor's of Science in Youth, Adult, & Family Services Purdue University	Office
BJ Fulkerson	Student Resource Officer	Associates in Criminal Justice Vincennes University	Office
Amber Knight	School Nurse	Associates of Medical Laboratory Science	Office
Marissa Dobay	Classroom Aide	Paraprofessional	Office
Morgan Voorhies	Classroom Aide	Paraprofessional	Office
Courtney LeRoy	Sp Ed Aide	Paraprofessional	Office
Payton Owens	Sp Ed Aide	Paraprofessional	Office
Amy Walls	Sp Ed Aide	Paraprofessional	Office
Karen May	Title 1 Aide	Paraprofessional	Office
Ashley Blackwell	Title 1 Aide	ETS Praxis ParaPro certification	Office

Stacie Leach	Title 1 Aide	Paraprofessional	Office
Ashleigh Cummings	Occupational Therapy	Certified Occupational Therapist	Office
Jenna Smyers	Speech Therapy	M.S. in Speech-Language Pathology, Adelphi Univ Certificate of Clinical Competence (ASHA); Indiana Professional Educators License P-12; Indiana Professional Speech Language Pathology License	Office
Rachel Fender	School Psychologist	Certified School Psychologist	Office

---

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

Response:
Professional development is provided to all staff (teachers, principals, and paraprofessionals) throughout the school year and during the summer to prepare them to help students meet the State's academic achievement standards. Professional development is provided by the Division for Curriculum and Instruction which includes, Federal Programs, Technological Services, and Assessment Services. The Special Education Office also provides professional development through the use of resource personnel. Collaboration between classroom teachers, Title 1 staff, and the Special Education Interventionist occurs through planning meetings. All teachers continue to update curriculum maps in the area of English/Language Arts and Math. Grade level meetings are taking place weekly.

Professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, especially in core academic subjects, and the alignment of classroom activities with core academic and content standards and assessments. New teachers will be trained to analyze classroom, grade- and school-level data and use it to drive instruction.
• Professional development opportunities will be increased by providing modeling and
   coaching, study groups, grade level collaboration teams.
• Professional development will contribute to an increase both in teachers' knowledge of the

subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students.

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

Response:
The school follows board approved policies regarding the hiring and retention of "highly qualified staff". SCA positions are posted and regularly updated on the school website. Springville Community Academy provides a competitive salary base for beginning teachers with no years of teaching experience. Full-time certified staff receives benefits and may carry family options with additional contributions. New teachers in the schools will have support from a teacher mentor and the administrator who is located in the same school. This initiative provides for more continuous support related to the school's specific school improvement plan and school improvement goals and strategies. Additionally, grade level teachers and special resource teachers participate in grade level collaboration monthly. This collaboration focuses on examining formative assessments (student work samples) that monitor errors in reading and writing and the student's level of use of key strategies that teachers focus on. During collaboration time, teachers use the data to reflect on current practices, expand, refine, and build new skills that focus on meeting school improvement goals and help address barriers to implementing key reform strategies in the school improvement plan. This infrastructure for job-embedded professional development provides new teachers support for progress monitoring of students and allows them access to their teaching peers on a regular basis that is facilitated, focused, and outcome based.

6. Describe strategies to increase parental involvement.

Springville Community Academy will inform parents of student progress in core academic areas aligned to Indiana Academic/Common Core Standards and performance on benchmark assessments for reading, writing and math on a regular basis. All communication (face-to-face or written) is presented in a language that parents can understand. The use of educational jargon is minimized and when used is presented with examples to enhance understanding. Parents are informed of student assessments in several ways. Report cards are issued at the end of each nine-week grading period, along with a progress report

that is sent mid-way through the grading period. The first report is explained in detail at parent-teacher conferences. When the ILEARN test results arrive, a parent letter and student results are sent home with each child. Next, reports are sent home throughout the year. A variety of activities and effective strategies are used to promote parental involvement such as family nights, newsletters, conferences, open houses PTO meetings and participation in the review of the school wide plan. During the annual Title 1 meeting and at parent conferences, families are informed about Indiana State/Common Core Standards, student performance, grade level expectations, class policies and procedures. Parents are also given student handbooks, which include school policies and procedures.

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

Response:
To promote PK-K transition, our corporation hosts a Kindergarten Registration for community parents. Notice of the meeting is shared with Head Start, area preschool programs, and media to ensure access to all that are interested. During registration, parents receive a Kindergarten packet containing all of the necessary forms to enroll children. Kindergarten teachers, Title 1 staff, and the school nurse assist to ensure proper placement. Parents who do not attend are given packets at school when they visit or are mailed packets upon request. Kindergarten notices are posted around the community, in newspapers and at family agencies. In July, prior to the start of school, our office is open to enroll any Kindergarten students that were unable to make it to the spring registration. Before the school year begins, parents of Kindergarten students are invited to attend an orientation meeting to learn about school policies and procedures. Parents are introduced to the kindergarten curriculum, student academic expectations, Common Core Standards for kindergarteners, class expectation both academic/behavior, homework policy for parents and parent volunteering.

Transition programs are also addressed at the 8th grade level. Bedford North Lawrence High School and Eastern Greene High School administrators come to talk to or send information regarding their enrollment and parent meetings. Eighth graders spend a day at the high school to experience the high school atmosphere. Case conferences are scheduled in the spring with current teachers, administrators, special education staff, future teachers, and parents of 8th grade students who have already been identified with special needs to assist with the transitions of these students.

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to

improve, the achievement of individual students and the overall instructional program.

Response:
Teachers participate in school-wide program plan revisions, collaboration and/or inquiry teams meet in team/ grade level and cross grade level committees meet to determine the use of academic assessments. They use this information to address individual student achievement and improvement efforts, as well as, the school's overall instructional program. Teachers identify key error patterns found on assessment results and use that information to modify instructional strategies/practices. The principal and staff monitor the Schoolwide program plan by collecting and analyzing implementation and impact data. The implementation data focuses on collecting data based on the research-based models, strategies and activities described in the action plans for reading, writing and math. Impact data focuses on collecting and analyzing the performance of students as a result of implementing the strategies and activities.

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

Response:
Springville Community Academy has a Title 1 coordinator and utilizes para-professionals to support students. Students who are at the highest need are determined by collected data from DIBELS, Edmentum and teacher input. From this data, students are put in small groups to address each child's abilities and needs. MA Rooney Orton Gillingham are used as interventions to assist students as determined by data.

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

Response:
Springville Community Academy benefits from federal, state and local funding. SCA is a Title 1 school and has trained professionals who are paid through Title 1, Part A funds. A Lead Teacher, para-professional, and Family Resource Coordinator worker combine their efforts to support student success. The Lead Teacher and Family Resource Coordinator provide parents/guardians printed educational information; help coordinate family/parent nights and provide social/emotional support to students and families.

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

Response:
We currently do not blend funds.