School Name: Southwestern Elementary School

School Number: 7360

Street Address: 3406 W 600 S

City: Shelbyville

Zip Code: 46176

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2022-2025

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

Principal: Beth Hoeing
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Assistant Principal: Cecilia Goh
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Read all the way through this document before beginning your work.

--- 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
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (SIP)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (CNA)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>. (<mark>Highlight</mark> answer choices below.)

This is an initial three (3) year plan. **Yes** <mark>**No**</mark>	This is a review/update of a plan currently in use. <mark>**Yes**</mark> **No**
This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <mark>**ELA**</mark>, <mark>**Math**</mark>, <mark>**Attend.**</mark>, **Grad.**, <mark>**Spec. Ed.**</mark>, <mark>**ELL**</mark>, <mark>**Free/Red.**</mark>, <mark>**Hisp.**</mark>, <mark>**Black**</mark>, <mark>**White**</mark>, **Multi-Racial**, <mark>**Asian**</mark>, **Am. Indian/AK Nat., Native HI/Other Pac. Is.**	
This school receives Title IA funding. <mark>**Yes**</mark> **No** Is the school's Title I program **S**choolwide or **T**argeted **A**ssistance? <mark>**SW**</mark> **TA** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- 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 comprised 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 sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee 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(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Beth Hoeing	Principal	**CNA, SIP, Both**	
Cecilia Goh	Assistant Principal	**CNA, SIP, Both**	
Ashley Fivecoat	Director of Title 1/Curriculum	**CNA, SIP, Both**	
Rachael Barlow	2nd Grade Teacher	**CNA, SIP, Both**	
Madison Thomas	3rd Grade Teacher	**CNA, SIP, Both**	
Britney Taylor	1st Grade Teacher	**CNA, SIP, Both**	
Marty Robinson	2nd Grade Teacher	**CNA, SIP, Both**	
Elayne Spongberg	Preschool Teacher	**CNA, SIP, Both**	
Caleb Tennell	6th Grade Teacher	**CNA, SIP, Both**	

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.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading/ELA	K-6	Reading Wonders	Yes No	Tier 1, 2, 3	The workbooks and online curriculum are the core of our reading program for every grade level. Small group readers are also at the core of K-3 instruction.	Yes No	
ELA/Math/SS/Science	K-6	IXL Online Curriculum	Yes No	Tier 1, 2, 3	The website is an important piece of skill reinforcement for Language Arts & Math.	Yes No	
Math	K-6	Reveal	Yes No	Tier 1, 2, 3	The workbooks and online are the core of our math program for every grade level.	Yes No	
Reading/ELA	K-4	Orton Gillingham	Yes No	Tier 1, 2, 3	This foundational reading program provides Tier 1 phonics instruction and Tier 2 phonics instruction.	Yes No	
Math	K-6	Reflex Math	Yes No	Tier 1, 2, 3	This online platform provides fact fluency to students.	Yes No	
Reading/ELA	5-6	95% Group Comprehension and Vocabulary	Yes No	Tier 2	This program provides research based intervention to students in grades 5 and 6.	Yes No	
Science/SS	K-3	Scholastic News	Yes No	Tier 1, 2, 3	These digital and print magazines cover current events in the world. They have a digital quiz whiz that reviews reading skills based on the articles.	Yes No	
Music	K-6	Spotlight on Music	Yes No	Tier 1, 2, 3	This textbook connects to Indiana Music standards by having students make connections to music, perform music, and listen to music.	Yes No	

| Health | K-6 | Pearson Health | Yes No | Tier 1, 2, 3 | This curriculum connects students' knowledge of health and wellness to the activities they participate in during physical education classes. | Yes No | |

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

The public may view the school's curriculum in the following location(s):

In viewing our current standings, our school's curriculum is not currently available for the public to view. However, now that we are aware of the need for this, we would be willing to post our grade-level curriculum maps on our school website. We would also discuss the option for each grade level teacher to post their own curriculum on their individual websites for parents to access throughout the year.

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.

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	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	

		Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.		**Yes**	No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).		**Yes**	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.		**Yes**	No	

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), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. 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)	Frequency	Type and Rationale for Use	Continue Use		X
NWEA	K-1	**Benchmark**, Com. Form., Summative, Other	Administered 3 times per year to identify student strengths and weaknesses to address in the classroom	**Yes**	No	
DIBELS	K-5	Benchmark, **Com. Form**., Summative, Other	Benchmark- Administered in Fall to establish baseline data and in winter to track progress of all students. Common Formative-Students identified at risk are progress monitored every two weeks to track progress and form instruction. Summative- Administered in Spring to determine yearly growth.	**Yes**	No	
Orton Gillingham	K-2	Benchmark, Com. Form., Summative, **Other**	Administered to all 1st and 2nd graders to identify students with Dyslexic tendencies in Reading	**Yes**	No	
CoGAT	K, 3, 6	Benchmark, Com. Form., Summative, **Other**	Administered to grades K, 3, and 6 to identify high ability students	**Yes**	No	

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	
The school uses assessment data to identify students for Tier II and Tier III instruction.	**Yes**	No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	**Yes**	No	

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

Briefly describe how technology is used by students to increase learning. **Technology is used by all students in grades K-6. Each classroom is 1:1 with devices. Our Kindergarten through 1st grade students utilize apps on iPads. They use these apps and programs for skill reinforcement with repeated practice, assessments, and educational games to meet the educational needs of all students in various levels. In grades 2-6, students receive Chromebooks that they can use at school and take home. The sites they use on these devices help teachers differentiate lessons for students based on their academic needs and abilities. Students use technology to repeat skill practice, take assessments, and communicate with teachers.**

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	
A plan is in place to provide in-service training in the use of technology.	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	

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 : Guiding All Kids Counseling Program (Lilly Endowment Counseling Program)	

If "Not currently implementing career exploration activities" was checked 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	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

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.
Students who identify as a specific racial, ethnic, language minority, or socio-economic group are identified through registration documents filled out at student enrollment and through completed home-language surveys.

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

All students receive a 30-minute time during the school day called RtI, which stands for Responding to Interventions. Students identified for Title 1 support, are placed in small groups during this time to receive research based academic interventions targeting their identified needs. All other students are placed in groups based on individual needs in their progress towards mastering our priority standards.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
Professional development in engaging families from other cultures into our schools.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Wonders, Scholastic News, and IXL all provide text and information highlighting other cultures and teaching our students about cultures outside our community. All resources and academic reports are available in other languages.

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 absent 10% or more of the school year.   Last year: 18   Two Years Ago: 7   Three Years Ago: 11

ATTENDANCE POLICY

The Southwestern Consolidated School Corporation believes that regular school attendance is essential to academic and personal growth for all students. The state of Indiana also places school attendance at the top of its priorities, as expressed in the Compulsory Attendance Statute I.C. 20-8.1-3-17. Per the Indiana Law, it is the responsibility of a parent or guardian to ensure students are in school each day. We do recognize that illness, family emergencies, and learning opportunities outside of school will occur from time to time. With these issues in mind, we have adopted the following guidelines regarding school attendance.

ATTENDANCE GUIDELINES
1. **If your child is absent, please call the school (317.729.5320) by 9:00 AM each day they are absent**. If you are unable to make a phone call, please send a handwritten note upon their return to school explaining the absence.
2. If your child needs to be absent from school for a non-school sponsored state, multi-state or national competitions, or other extended period of time, please get approval from the school principal at least one (1) week in advance. Family vacations are not considered for excusal, and will be marked as an unexcused absence.
3. Students are allowed **ten (10) unexcused absences** each year.
4. Following an excused absence, teachers will work with students to ensure missed work is made up. Parents can pick up work in the office for their child, if pre-arranged with the teacher. Students may not receive academic credit for work missed during an unexcused absence, but the work must be completed so students understand and are able to complete future assignments.
5. Please send a note with your student if you plan to pick your child up early for any reason.
6. Tardies are recorded when a child arrives late or leaves early from a class or from school.
7. If a student leaves school for the day, and it is before 2:00 pm, a half-day absence will be recorded.

8. If a student arrives before 10:00 AM, or leaves after 2:00 PM a tardy will be recorded.
9. If the corporation nurse sends your child home due to illness, the absence will be excused. If the corporation nurse deems your child needs to stay home a subsequent day, it will also be excused.
10. If a student is absent from school, or is unable to complete the last half of a school day due to illness, they will not be permitted to participate in or attend **extracurricular activities** later in the same day.

EXCUSED ABSENCES

Examples of an excused absence are as follows, but are not limited to the list:

1. Illness or injury **accompanied by a doctor's note**.
2. Illness or injury that results in the corporation nurse sending a student home.
3. Death of a member of the household or immediate family.
4. Religious observations.
5. Military examinations and/or service.
6. Medical/Professional appointments during school hours.
   - Must be accompanied by a 'Notice of Appointment'.
   - Must contain: Name of student, date and time of appointment, return to school date, any limitations.
   - Must be in the original form from the agency/medical office.
   - If it is a recurring visit, i.e. weekly or monthly, please have the agency/medical office document that.
7. Prearranged personal absence- approved by building principal at least one (1) week in advance

UNEXCUSED ABSENCES

Include, but are not limited to:

1. Illness *without* a doctor's note.
2. Over-sleeping (with or without Parent phone call)
3. Chores at home (any and all)
4. Driving violations (traffic stops)
5. Missed the bus, unable to find a ride, car trouble.
6. Other absences that the school deems reasonably unacceptable.
7. Family Vacations
8. If a student calls or texts parent/guardian to be picked up because of illness without seeing the nurse and does not see the nurse beforehand

TARDIES TO CLASS/SCHOOL

A tardy will be assigned to an Elementary student if…

1. A student arrives at school after 8:10 am but before 10:00 am.
2. A student leaves school for an appointment, but returns to school the same day.
3. A student leaves school after 2:00 pm.

4. A student is not in his/her assigned seat when class begins.

Attendance Action Plan	
The following steps outline a proactive attendance action plan that will encourage proper school attendance and also provide community support to help families fulfill the compulsory attendance law.	
3 Unexcused Absences	Attendance officer sends letter home notifying parent/guardian of 3 UE absences.
5 Unexcused Absences	Attendance officer sends a letter home and makes phone contact with the parent/guardian.
7 Unexcused Absences	Attendance officer sends letter home, makes phone contact with parent, refers case to community partners such as the Youth Assistance Program and Firefly (formerly the Children's Bureau).
8 Unexcused Absences	Attendance officer sets up a meeting with parent/guardian, community partner, School Resource Officer, and Department of Child Services. Referral to the Department of Child Services may be made for educational neglect.
10 Unexcused Absences	After proactive and the failure of student to improve attendance, Attendance officer will file Truancy Affidavit and Referral Form to Shelby County Probation Department.

*Administration may utilize the School Resource Officer to conduct wellness checks on students who are habitually absent.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
Daily attendance is documented on PowerSchool. Once students reach a concerning level of absences, the above procedures take place.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	

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

How does the school maximize family engagement to improve academic achievement?
Midterm reports with students' current academic grades are sent home each quarter. Most teachers require parent signatures to be returned, to ensure that parents are aware of their students' academic progress. Weekly newsletters are posted online for every grade level on Friday afternoons for all members of the public to access. Parent-teacher conferences are held in October yearly to allow teachers and families to express concerns or triumphs they have seen up to that point in the year. Teachers constantly communicate with families through SeeSaw, Class Dojo, Remind, emails, and phone calls home. Parents and teachers can also begin a GEI (General Education Intervention) to meet as a committee to attempt to remedy any concerns or areas of weakness from students. Quarterly awards ceremonies are held to celebrate academic victories of students. An Art Show and numerous Music concerts are held yearly to invite families to see their students' progression and achievements in the arts.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Teachers maintain open lines of communication with parents. Parents are able to reach teachers through methods such as SeeSaw, Remind, Class Dojo, email, and classroom phone calls. Our yearly parent-teacher conferences are also times for parents to reach out and sit face-to-face with teachers. The GEI process is also a time for concerns and ideas to be addressed.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
During quarterly awards ceremonies, students with Perfect Attendance are recognized and given a certificate of achievement.

How do teachers and staff bridge cultural differences through effective communication?
Teachers maintain an open line of communication with all parents/guardians. For families that are familiar and comfortable with technology, apps like SeeSaw, Class Dojo, and Remind are utilized to communicate. For families that are less comfortable with technology, the option of phone calls or in-person meetings are also used to communicate.

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 and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	X	IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)	X	Current High Ability Grant
	Assessment by Student Group	X	ESL Staff Training		Performance Gap Data		Performance Gap Data
X	Common Formative Assessments		Service Delivery Model	X	Special Education Training for Staff	X	High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	X	Approved Testing Accommodations		Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
X	Common Formative Assessments	X	Parental Involvement	X	IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA	X	Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				
	Staff Attendance						

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.

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps
Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2023, 70% of students in grades K-2 will meet their NWEA growth goals in Reading as determined by the fall NWEA testing. Goal Not Met-62%			
Data Checkpoints (dates)	September 2022	December 2022	March 2023	
Evidence at Checkpoints	NWEA Reading Assessment	NWEA Reading Assessment	NWEA Reading Assessment	
Evidence- Based Strategy 1	Orton-Gilligham, The Science of Reading, Wonders, NWEA Learning Continuum			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers in kindergarten through second grade will utilize OG as their primary phonics instruction. Teachers will teach and assess reading comprehension in the classroom using various strategies including, but not limited to,	August 2022-May 2023	Kindergarten-2nd grade classroom teachers	Teachers will have implemented numerous reading comprehension strategies of varying degrees of difficulty to increase student success on all comprehension formal and informal assessments. Student data will reflect improved reading

	summarization, sequencing, predictions, question generation, and context clues.			comprehension on in-class assignments and in-class or state assessments.
Action Step 1 (revised 2023-2024)	Teachers in kindergarten through second grade will receive professional development in the PLC model.	August 2023-September 2023	Principal and Assistant Principal	Teachers will independently participate in weekly PLCs focused on analyzing data and planning instruction.
Action Step 2 (revised 2023-2024)	Orton Gillingham will be utilized in all K-2 grade classrooms for phonics instruction and in Tier 2 for academic intervention.	August 2023-May 2024	Kindergarten-2nd Grade Teachers	Classroom observations of OG lessons in all classrooms and in tier groups.
Action Step 3 (revised 2023-2024)	Heggerty will be utilized in all K-1st grade classrooms for instruction in phonemic awareness and in Tier 2 academic intervention.	August 2023-May 2024	Kindergarten-1st Grade Teachers	Classroom observations of Heggerty lessons in all classrooms and in tier groups.
Action Step 4 (revised 2023-2024)	Adoption of DIBELS testing to monitor progress in the development of foundational reading skills.	August 2023-May 2024	Kindergarten-2nd Grade Teachers, Title 1 Director, Administration	Data analysis of benchmark and progress monitoring data
Yr. 2 Measurable Objective	By Spring 2024, 75% of students in grades K-2 will meet their NWEA growth goals in Reading as determined by the fall NWEA testing. By Spring 2024, 70% of students in grades K-2 will meet their NWEA growth goals in Reading as determined by the fall NWEA testing. Goal Met-71%			
Yr. 3 Measurable Objective	By Spring 2025, students in the following grade levels will reach their NWEA growth goals in Reading as determined by the fall NWEA testing. First Grade- 75% Second Grade- 78% Third Grade- 75% Fourth Grade- 80%			

	Fifth Grade- 70% Sixth Grade- 70%	

GOAL 2	By Spring 2023, students in grades 3-6 will have a combined average of 45% of students scoring either At Proficiency or Above Proficiency as measured by the ILEARN math assessment.- Goal Met			
Data Checkpoints (dates)	**September 2022**	**December 2022**	**March 2023**	
Evidence at Checkpoints	ILEARN Math Assessment	ILEARN Math Assessment	ILEARN Math Assessment	
Evidence- Based Strategy 1	EnVision Math, Xtra Math, IXL, NWEA Learning Continuum			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Teachers will teach and assess student success levels in the following categories: Algebraic Thinking and Data Analysis, Computation, Geometry and Measurement, and Number Sense. Teachers will differentiate lessons to meet the academic needs of each student.	August 2022-April 2023	Grades 3-6 Classroom Teachers	Teachers will have implemented strategies and assessed students throughout the year, while identifying and addressing students' areas of weakness using Tier 2 and Tier 3 interventions. Overall student progress towards the mastery of algebraic thinking and data analysis will show improvement throughout the school year.
Action Step 1 (Revised 2023-2024)	SWE will adopt and implement REVEAL mathematics in all classrooms, grades K-6.	August 2023-May 2024	All Classroom Teachers, Curriculum Director, and Administration	Classroom observations of REVEAL lessons in all classrooms.
Yr. 2 Measurable Objective	By Spring 2024, students in grades 3-6 will have a combined average of 60% of students scoring either At Proficiency or Above Proficiency as measured by the ILEARN math assessment. Goal Not Met-45%			

Yr. 3 Measurable Objective	By Spring 2025, students in grades 3-6 will have a combined average of 52% of students scoring either At Proficiency or Above Proficiency as measured by the ILEARN math assessment.

GOAL 3	By Spring 2023, students in grades 1-6 will show improved writing organization and structure on in-class writing assignments as evidenced by a schoolwide writing rubric and collected writing grades. Student scores on in-class writing assignments will collectively average 60% or higher for each grade level when assessed using the schoolwide writing rubric.- ==Goal Changed== ==By Spring 2025, PLCs will identify writing expectations for each grade level.==			
Data Checkpoints (dates)	**January 2024**	**March 2024**	**May 2024**	
Evidence at Checkpoints	One PLC dedicated to introducing the task of writing expectations.	Sixth through third grade writing expectations identified.	All writing expectations finalized for implementation in the 2024-2025 school year.	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	PLC time will be utilized to introduce the task and to model how to identify writing expectations.	January 2024	Kindergarten through Sixth Grade Teachers	Documentation of PLC with notes.
Action Step 2	Sixth grade through third grade will complete the process of identifying writing expectations.	February 2024-March 2024	Third through Sixth Grade Teachers	Completed Writing Expectations
Action Step 3	Kindergarten through second grade will complete the process of identifying writing expectations.	April 2024-May 2024	Kindergarten through Second Grade Teachers	Completed Writing Expectations

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 2023-2024 School Year	All teachers will receive PD in the PLC process and using data to drive instruction.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Title 2- PLC Conference for Administration	
Evidence of Impact	By December 2023, all PLC teams will have completed 1 DATA cycle focusing on a priority standard.	

Plan for coaching and support during the learning process:
● Administration will attend the PLCs at Work Conference.   ● PLC in August and September will focus on each stage of the PLC process.   ● Teachers will be gradually released in October and November to allow them to gradually implement PLCs independently.
How will effectiveness be sustained over time?   ● PLC time will be protected time each Thursday.   ● Teachers will have access to needed professional development as it relates to their individual grade level needs.

Professional Development Goal 2	Math teachers will learn how to effectively implement REVEAL Math into their classrooms.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	None required.	
Evidence of Impact	Classroom observations of teachers in grades K-6 of REVEAL math lessons and PLC conversations regarding math instruction and data.	

Plan for coaching and support during the learning process:
- Summer PD to learn the components of the program.
- Ongoing PD to address issues, concerns, or questions.

How will effectiveness be sustained over time?
- Continuous PD focused on the essential components of the program.

Professional Development Goal 3	Teachers will receive PD on best practice for students receiving special education services and the RTI process.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	None required.	
Evidence of Impact	Classroom observations will reveal best practices in student instruction.	

Plan for coaching and support during the learning process:
- Administration will meet with Matt Johnson from the IDOE to analyze special education data and identify sources of needed professional development.
- Ongoing PD supporting individual student needs.

How will effectiveness be sustained over time?
- Ongoing PD supporting individual student needs.
- Benchmark meetings with Matt Johnson to discuss student progress.