

School Name: Bailly Elementary School

School Number: 6928

Street Address: 800 S. 5th Street

City: Chesterton, IN

Zip Code: 46304

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024, 2022-2025 (Highlight implementation years)

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

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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.

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 required to submit a school improvement plan (SIP)? **All public and private schools**

This is an initial three (3) year plan. Yes	This is a review/update of a plan currently in use. No
This school is identified as the following by the federal government: (Highlight all that apply) NOT APPLICABLE	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) NOT APPLICABLE	
This school receives Title IA funding. Yes	Is the school’s Title I program Schoolwide or Targeted Assistance ? Schoolwide

**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 comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP 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	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Carey Storm	Administrator	SIP, CNA	
Chelsea Bramfeld	Instructional Coach	SIP, CNA	
Sandra Campbell	Co-chair; Teacher	SIP, CNA	
Michelle Ward	Co-chair; Media Specialist	SIP, CNA	
Sarah Hollaway	Parent	SIP	
Jamee Swanson	Teacher	SIP	
Cheryl Marrs	Teacher	SIP	
Cathy Roles	Teacher	SIP	
Angela Nelson	Teacher	SIP	
Heather Kellogg	School Counselor	SIP	

--- ALIGNMENT [optional] ---

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

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

District Vision: **Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.**

District Mission: **Duneland provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens.**

District Goals:

Strategic Plan / Strategic Plan Information

1. Address needs and expectations for continuous improvement at the local, state, and federal levels.
2. Ensure a shared belief among all school-community stakeholders to support a safe, positive and welcoming environment, focused on student success and educating the whole child.
3. Become a preferred employer by maximizing efforts to attract, retain, develop and recognize all DSC employees.
4. Develop, implement and monitor a systematic communication and engagement plan for all stakeholders.
5. Align financial and physical resources to support student achievement, instructional goals, and safe/secure environments.

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

Do the school's mission and vision support district goals? Yes

School Vision: **Bailly builds dedicated learners through collaboration, responsive teaching, and meaningful experiences.**

School Mission: **The mission of Bailly Elementary School is to work together to help students reach their personal best by learning in a safe and positive school.**

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

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
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are the core component of reading program.	Yes No	
ELA	K-4	Fountas and Pinnell	Yes	1	Textbooks and readers are the core component of reading program.	Yes	X
ELA	K-4	Scholastic Guided Reading	Yes	1	Resources are utilized as part of the core components of the reading program.	Yes	X
ELA	K-1	Reading Eggs	Yes	1	Supplemental to adopted curriculum; utilized for Guided Reading	Yes	
ELA	K-4	mClass Intervention	Yes	1,2	Supplemental to adopted curriculum; utilized for intervention	Yes	X

ELA	K-2	Kendore Phonics	Yes	1	Phonics program with lessons, games, and at-home activities to focus on phonemic awareness.	<i>Yes</i>	X
ELA	K-1	Heggerty Phonemic Awareness	Yes	1	Lesson plans and descriptions used to engage students in core curriculum.	<i>Yes</i>	
ELA	K-4	Leveled Literacy Intervention (LLI)	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention	<i>Yes</i>	X
ELA	K-4	Phonics First	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention	<i>Yes</i>	
Math	K-4	Reveal Math	Yes	1	Student workbooks and online component are essential aspects of math curriculum	<i>Yes</i>	X
Math	1-4	IXL	Yes	1	Supplemental to adopted curriculum; utilized for review, practice	<i>Yes</i>	
Math	K-1	Math Seeds	Yes	1	Supplemental to adopted curriculum; utilized for review, practice	<i>Yes</i>	
Math	K-4	Bridges	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention	<i>Yes</i>	
Math & ELA	K-4	Edmentum (Exact Path)	Yes	1, 2	Provides personalized learning paths aligned to a student's NWEA RIT score.	<i>Yes</i>	X
Science	K-4	Pearson	Yes	1	Textbook and readers are core component of reading program	<i>Yes</i>	
Social Studies	K-4	Pearson	Yes	1	Textbook and readers are core component of reading program	<i>Yes</i>	

Core Element 1: Curriculum [Required for all]

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

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

In the Student Learning Management System, at school sites, and by requesting an appointment through the District Teaching and Learning Office.

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.	<u>Yes</u>	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	<u>Yes</u>	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	<u>Yes</u>	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	<u>Yes</u>	X
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	<u>Yes</u>	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	<u>Yes</u>	X
Instructional strategies provide students with multiple options for illustrating their knowledge.	<u>Yes</u>	
Instructional strategies foster active participation by students during the instructional process.	<u>Yes</u>	
Teachers and staff promote authentic learning and student engagement across all content areas.	<u>Yes</u>	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	<u>Yes</u>	X
Instructional strategies assist with bridging the cultural differences in the learning environment.	<u>Yes</u>	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	<u>Yes</u>	X
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	<u>Yes</u>	X
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	<u>Yes</u>	

For Title I schools with Schoolwide Programs only: BAILLY, LES, AND YOST

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Our reading specialists utilize Beginning, Middle, and End year assessment data to determine rankings of students per grade level. Students whose scores place them below the grade-level thresholds are added into Tier II intervention groups with our Title I staff (reading specialist or interventionist) or other support staff.

We utilize various research-based interventions to support student learning; staff who implement these interventions are trained specifically on each item.

Interventions used: Leveled Literacy Intervention (LLI) kits; Bridges Math Intervention; Brainspring phonics/reading intervention.

Our entire teaching staff meets for periodic Response to Intervention (RtI) and MTSS (multi-tiered systems of support) sessions to debrief on student progress and determine what adjustments should be made to student Tiers/groupings.

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 Map	K-4	Benchmark	adaptive test to monitor student growth over time	<u>YES</u>	X
mClass reading assessment	K-4	Benchmark	test given individually (teacher 1:1 with student) to understand reading level, comprehension ability, etc.	<u>YES</u>	X
Math assessments	K-4	Common formative, summative	assessments given from curriculum and/or created by teachers based on curriculum and pacing guides to track student mastery of weekly or unit concepts	<u>YES</u>	
Reading assessments	K-4	Common formative, summative	assessments given from curriculum and/or created by teachers based on curriculum and pacing guides to track student mastery of weekly or unit concepts	<u>YES</u>	
Discovery Words	K-2	Benchmark, ongoing	each grade level has a list of discovery words (through Kendore phonics program) for students to master within the academic year	<u>Yes</u>	

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.	<u>Yes</u>	
The school uses assessment data to identify students for Tier II and Tier III instruction.	<u>Yes</u>	X
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	<u>Yes</u>	X

For Title I schools with Schoolwide Programs only: Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement. (PLCs, Data Meetings, related professional development, curriculum, etc.)

Title 1 supports the achievement of our students who are having difficulty mastering proficient and advanced levels of academic achievement through effective and timely assistance on top of their Tier 1 Instruction by: 1. Providing tutoring funds to pay licensed teachers to work with students outside of the school day; 2. Purchase of researched-based digital content and intervention programs; 3. Supporting a Reading Specialist who is trained to provide instructional support with foundational curriculum and assessments, as well supporting teachers with effective instructional delivery by using best practices; 4. Title I support staff team members who provide intervention for our students in need of reading and math reteach; 5. purchasing summer reading book packs and other literacy resources to share with students and families; 6. sponsoring Literacy Night annually to encourage a love for reading and distributing free books/reading material to students who attend.

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

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

Our school has access to numerous technology-based programs/apps/activities. Our students also have access to 1:1 technology - at the K-4 level, all students have iPads. Through the use of the Canvas learning management system, teachers are able to deliver digital content to students at all times, whether students are in school in person or at home. Students take assessments online and also have access to curriculum materials online. Finally, many of our digital content programs (such as Exact Path, IXL, Reading Eggs, Math Seeds, etc.) allow students to engage in academic content at their specific level of mastery.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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.	<u>Yes</u>	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	<u>Yes</u>	X
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	<u>Yes</u>	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	<u>Yes</u>	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	<u>Yes</u>	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	<u>Yes</u>	
All staff express belief that all children can learn and consistently encourage students to succeed.	<u>Yes</u>	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	<u>Yes</u>	

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.**

- Duneland School Corporation Enrollment/Registration process
- Duneland School Corporation TBR-Curricular Materials Assistance application
- Indiana Department of Education (IDOE)
- Student cumulative files (reviewed annually)

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

- SEL Teacher Training and implementation of strategies through content and Second Step Curriculum
- Free breakfast and free lunch program
- McKinney Vento Homeless Services - support offered to families who need technology or other aide
- Differentiated classwork and curriculum:
 - EL Support: Instructional push-in with EL teachers
 - Support for students with special needs (IEPs) through general education setting support and special education setting support
 - Support for students with 504 plans
 - Tier II and Tier III layers of support for math, reading, and behavioral needs identified through data analysis process

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

- Culturally Responsive Teaching/Pedagogy w/ trained Facilitators who are experts in their field
- SEL and Trauma-Informed Care (with professionals such as Dr. Lori Desautels or other neuroscience experts)
- Additional evidence-based book studies and practices

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

- Second Step social-emotional curriculum (which includes characters and names from diverse backgrounds and circumstances)
- Fountas and Pinnell (reading curriculum) includes stories/passages focused on diverse cultures, as well as including characters facing diverse circumstances and from various cultural backgrounds.

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: 27 Two Years Ago: 17 Three Years Ago: 20

What may be contributing to the attendance trend?

- *Covid-19 pandemic (quarantines, isolation, concerns from families over health/safety)*
- *Inability to contact families because they do not have updated contact information on file with the school*
- *Transportation issues*
- *Families of students with certain specific health needs that create barriers to getting to school*
- *Families dealing with personal family matters that creates a barrier to getting to school*

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

- *Daily automated attendance calls for students who are absent but not called off by parent*
- *Warning letters to parents when students meet various thresholds of absences (regardless of the reason)*
- *Counselor conferences with students and parents when attendance trends develop (including late to school)*
- *Administrator conferences with students and parents when attendance trends develop (including late to school)*
- *Referral to additional student services to connect families to additional resources*

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

Daily, schoolwide attendance percentages are reviewed. Once per month, attendance percentages and trends are monitored at the school level. Once per quarter, overall information and data points are gathered to track absenteeism.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	<u>Yes</u> 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.	<u>Yes</u> No	X

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

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

On a weekly basis, students take home their Thursday folders which include information related to upcoming school events, assessments, etc. We also hold family events focused on literacy, STEM, etc. throughout the year. Our PTO is able to support events and fundraisers throughout the year to purchase supplies to enhance the student experience at our school. Parent-teacher conferences allow teachers a dedicated time to meet together with families to update them on student progress. Bailly utilizes Facebook and Twitter updates on a routine basis to keep families and the community informed of school news. Finally, our weekly newsletters and Friday phone calls provide ongoing access for families to learn about upcoming events, social-emotional lesson topics, academic assessments, and more.

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

During monthly PTO meetings, parents have the opportunity to ask questions or share concerns. We hold parent-teacher conferences once per year, and we also encourage parent feedback through surveys and opportunities to provide feedback. Further, our teachers use Class Dojo or other communication apps to maintain constant communication with families. Annually, our school/district participates in survey opportunities to allow all stakeholders to provide feedback. Currently, we are undergoing the Cognia accreditation process which seeks feedback from stakeholders on a routine basis and allows for time to analyze survey results, discuss next steps, and coordinate efforts with stakeholders.

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

We emphasize the importance of attendance throughout the year via newsletters, announcements, etc. Students with tardy or attendance concerns receive routine letters to inform parents of their attendance status and number of absences/tardies. Our school counselor follows up with families who have attendance concerns, and the principal does as well when/if needed. We invite families in for in-person meetings when attendance/tardies become a more major concern so we can help families troubleshoot and problem-solve.

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

Bailly teachers strive to communicate with parents in multiple ways to ensure we reach as many families as possible. We utilize newsletters, Class Dojo, Remind texting groups, email lists, phone calls, and more to connect with families. We have access to a translation service when needed. When meeting with families, we offer in-person opportunities as well as virtual opportunities to accommodate family needs. Through our social-emotional learning lessons, staff members learn additional ways to interact with students as well as language and terminology to use to support student needs.

Core Element 9: Parent and Family Engagement

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

On a weekly basis, students take home their Thursday folders which include information related to upcoming school events, assessments, etc. We also hold family events focused on literacy, STEM, etc. throughout the year. Our PTO is able to support events and fundraisers throughout the year to purchase supplies to enhance the student experience at our school. Parent-teacher conferences allow teachers a dedicated time to meet together with families to update them on student progress. Bailly utilizes Facebook and Twitter updates on a routine basis to keep families and the community informed of school news. Finally, our weekly newsletters and Friday phone calls provide ongoing access for families to learn about upcoming events, social-emotional lesson topics, academic assessments, and more.

How does the school provide individual academic assessment results to parents/guardians?

Academic assessments such as mClass and NWEA are given three times per year; each time, score reports are printed and sent home to parents along with explanation letters to explain results more clearly to parents.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Parents are members of our school improvement team; they are given the opportunity to provide input on plan goals, strategies, and measurements of progress.

Core Element 10: Provision for Secondary Schools

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

The integration of federal, state, and local funds allows us to expand our programs and services to include opportunities for professional development with school staff on instructional best practices, social emotional needs of students, remediation and intervention programs. Instructional coaches, reading specialists, and student support counselors (counselors in grades K-4) provide professional development opportunities for instructional fund teachers in order to implement core curriculum, interventions, and digital content that is purchased using state and local funds.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Not applicable at this time.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Duneland School Corporation has a [Birth to School \(B2S\) program](#) that is increasing in presence and depth. Our Early Learning HUB is in its second year of operation and provides various community supports and events for families for 0-5 year olds. We also operate a program entitled Ready, Set, Kindergarten that allows community children of preschool age to visit our school once per week for a 2-hour session to help prepare them for Kindergarten. Students are able to get to know the building, learn about school procedures, get to know school personnel, etc.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Our district has established and maintains a mentoring program for all Year 1 and Year 2 teachers - at Bailly, new teachers meet on a monthly basis with the principal and instructional coach. They also meet regularly with their mentor teachers. There are also opportunities for teachers to be involved in leadership opportunities, such as grade-level leaders (school leadership team), curriculum builders, committee chairpersons, etc.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Abby Evans	Elementary Generalist K-6	Kindergarten teacher
Laura Gusse	Elementary Generalist K-6	Kindergarten teacher
Michelle Mercon	Elementary Generalist K-6	Kindergarten teacher
Jamee Swanson	Elementary Generalist K-6	Kindergarten teacher
Margaret Bielat	Elementary Generalist K-6	Grade 1 teacher
Cheryl Marrs	Elementary Generalist K-6	Grade 1 teacher
Brittany Privett	Elementary Generalist K-6	Grade 1 teacher
Susan Rehtorik	Elementary Generalist K-6	Grade 1 teacher
Kathryn Ahrendt	Elementary Generalist K-6	Grade 2 teacher
Karli Kennedy	Elementary Generalist K-6	Grade 2 teacher
Nancy Moats	Elementary Generalist K-6	Grade 2 teacher
Cathy Roles	Elementary Generalist K-6	Grade 2 teacher
Sandra Campbell	Elementary Generalist K-6	Grade 3 teacher
Jewel Elam	Elementary Generalist K-6	Grade 3 teacher
Deanna Heslin	Elementary Generalist K-6	Grade 3 teacher
Sara Tarnowski	Elementary Generalist K-6	Grade 3 teacher
Melissa Cergizan	Elementary Generalist K-6	Grade 4 teacher
Angela Nelson	Elementary Generalist K-6	Grade 4 teacher
Marcia Nikokiris	Elementary Generalist K-6	Grade 4 teacher
Anne Stillman	Elementary Generalist K-6	Grade 4 teacher
Kira Thiele	Elementary Generalist K-6; Mild Intervention K-6	Special Education teacher
Keishawna Key-Tatum	Mild Intervention PreK-12	Special Education teacher

Jack Campbell	Physical Education & Health K-12	Physical Education teacher
Kerry Hyde	Vocal and General Music, all schools	Music teacher
Anne Long	Visual Arts K-12	Art teacher
Michelle Ward	Library Services K-12	Media Specialist
Mindy Balhoff	Elementary Generalist K-6	Reading Specialist
Sarah Hollaway	Elementary/Primary Generalist; Elementary/Intermediate Generalist	Reading Specialist
Chelsea Bramfeld	Elementary/Primary Generalist; Elementary/Intermediate Generalist	Instructional Coach
Heather Kellogg	School Counselor	School Counselor
Carey Storm	Building Level Administrator, all schools	Principal

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

[ILEARN Comparison Data \(2016 - 2021\)](#)

[Bailly Schoolwide Data \(NWEA, ILEARN\)](#)

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.

Core element indicators needing further discussion:

- *The school uses a district-established curriculum that is aligned to the Indiana Academic Standards*
- *Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding)*
- *Strategies and instructional methods ensure equity of opportunity for all students during the learning process.*
- *Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction*
- *Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)*
- *The school uses assessment data to identify students for Tier II and Tier III instruction*
- *Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor*

All areas noted above support our school improvement goals to make sure we are focused on growth and achievement of all students. Instruction is aligned to priority standards and pacing guides in some subjects, and is being worked on for others. Instruction now needs to focus on inclusiveness of all types of learners and pushing them to meet high expectations.

Step 2: Evaluate Progress on Current School Goals

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

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

Goals 1, 2, and 3: Measurable outcomes met? No

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

If the goal was not met, explain why. (see below)

*If the goal was not met, should the school continue to work toward this goal? **Yes**, with some adjustments*

Given the unique circumstances of the last two school years amidst the Covid-19 pandemic, the Bailly School Improvement Team reviewed our previous goals (from two school years ago). Our committee also reviewed current assessment data (achievement, growth, etc.) and has decided to update our goals to better reflect the need of our current students and community. We have identified reading achievement and growth as a major area of concern and need, as well as the implementation of our social-emotional learning curriculum as a necessity for moving our students and school forward productively.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance.

Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3rd column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5th column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).

	1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.</i>	X	1	

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Majority of students meeting/exceeding reading growth goals on NWEA assessment	No	49.8% of students met or exceeded growth goals on NWEA reading in the 2020-2021 school year	At a minimum, we would expect that half of our students would meet or exceed their personalized growth goals from Beginning → End of year.	X	1
Majority of students making at least a year's worth of growth on mClass (TRC) assessment	Yes	Closer to 50% of K, 1, and 2 students met this goal previously.	Given that we'd expect students to make a year's worth of growth on mClass, we desire to have more than 50% of them reach this goal.	X	2
Scores on ILEARN test will demonstrate more "at proficiency" or "above proficiency" than in previous years	No	Roughly 43.5% of our students in grades 3 and 4 were at or above proficiency on ILEARN Spring 2021	If we are able to focus more on solid, research-based reading instructional strategies, our reading scores should increase as students' growth goes up.	X	3
Engage students in Social-Emotional Learning lessons to build capacity, vocabulary, and strategies	No	Prior to this school year, there was not a universally-used SEL curriculum or lesson guide.	We now have adopted the Second Step curriculum and also have additional lessons loaded to support instruction of students related to SEL.	X	1a
	Yes No				
	Yes No				

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
<i>Low reading achievement scores</i>	<i>Ongoing changes with reading curriculum in previous years; instability with student attendance due to pandemic; lack of consistent professional development to support teacher learning and understanding</i>
<i>Low percentage of students meeting reading growth goals</i>	<i>Ongoing changes with reading curriculum in previous years; instability with student attendance due to pandemic; lack of consistent professional development to support teacher learning and understanding</i>
<i>Desire to improve our interactions and connecting with students from all cultures, backgrounds, experiences, and ability levels</i>	<i>Lack of consistent language, resources, and lessons to address social-emotional needs across grade levels.</i>



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

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 May 2023, MTSS initiatives will be in place school-wide and teachers/support staff will be supporting Tier 1 and 2 needs of students through SEL, behavioral, and academic interventions. <i>(This is a continuation of our previous SEL goal which was met last school year).</i>			
Data Checkpoints (dates)	October 2022	December 2022	March 2023	May 2023
Evidence at Checkpoints	Meeting agendas, classroom walkthroughs, PLC discussions	Meeting agendas, classroom walkthroughs, PLC discussions, semester reflection	Meeting agendas, classroom walkthroughs, PLC discussions	Meeting agendas, classroom walkthroughs, PLC discussions, year reflection
Evidence-Based Strategy 1	<i>Provide teacher development related to MTSS in general, as well as rationale for the need for more responsive Tier 2 interventions.</i>			PD Needed: <u>Yes</u>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	MTSS leadership team and PLC guiding coalition will meet monthly to discuss progress, next steps, development needs, etc.	August 2022 - May 2023, monthly	Principal Counselor Instructional coach Reading specialists Teacher leaders	Responsive tier 2 groupings in place by 2nd semester, based on student needs related to priority standards
Action Step 2	Ongoing professional learning opportunities with all staff (including aides) related to	August 2022 - May 2023, monthly	Principal Counselor Instructional coach	Knowledge gained through development workshops, surveys to track teacher/staff

	MTSS implementation.		Reading specialists, and all staff	comfort and understanding
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GOAL 2	<p>Between Fall 2022 and Spring 2023, 60% of students in each grade K - 4 will meet or exceed their growth projection on the NWEA reading assessment.</p> <p><i>Previous year goals:</i></p> <ul style="list-style-type: none"> • <i>Between Fall 2021 and Spring 2022, 65% of students in grades K, 1, and 2 will make at least 1 year's worth of growth according to the mClass TRC assessment.</i> • <i>Between Fall 2021 and Spring 2022, 55% of students in grades 3 and 4 will meet or exceed their growth projection on the NWEA reading assessment</i> 			
Data Checkpoints (dates)	December 2022	May 2023		
Evidence at Checkpoints	scores & growth on Mid-year assessment	scores & growth on End-year assessment		
Evidence-Based Strategy 1	<p>Implementation of PLC (professional learning communities) to focus on student learning and teacher responses to student needs.</p> <p><i>Dufour, et al. (2016) Learning by Doing: A Handbook for Professional Learning Communities at Work. Solution Tree.</i></p>			PD Needed: <u>Yes</u>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Ongoing guidance and professional learning regarding PLC best practices and strategies for success	August 2022 - May 2023	Instructional coach Principal Guiding Coalition members	Professional development objectives Staff surveys Meeting agendas
Action Step 2	Weekly meetings, facilitated by team leaders, to answer the 4 questions of a PLC	ongoing, weekly	Principal Instructional coach Grade-Level leaders Teachers	Meeting agendas Data trackers
Action Step 3	Common formative and summative assessments are given on a routine basis, data tracked & analyzed, and students given opportunities to recover missed skills	ongoing, per assessment cycles at each grade level	Grade-Level teachers	Completed data trackers Evidence of assessments Tier 2 supports in response to assessment data

Action Step 4	Monthly collaborative meetings with district PLC group for each grade level	September 2022 - May 2023, monthly	Building principals Instructional coaches Grade-level teachers	Meeting agendas
Evidence-Based Strategy 2	<p>Provide Tier 1 instruction that is coherent, aligned to curriculum maps and state standards, and reaches all students. <i>Shapiro, Edward S. (2020) Tiered Instruction and Intervention in a Response to Intervention Model. RTI Action Network.</i> (Consistent implementation of guaranteed & viable ELA curriculum at each grade level. Courses include instructional materials from Fountas & Pinnell literacy curriculum, Kendore Phonics program, and various writing resources.)</p>			PD Needed: <u>Yes</u>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Ongoing professional learning on current Tier 1 instructional components, through staff meetings/coaching cycles	all year	Reading specialists Instructional coach Principal	Classroom observations Increasing reading scores/levels
Action Step 2	Allow teachers to observe colleagues when instructing various components of curriculum	November 2022 - January 2023	Principal Instructional coach	100% of classroom teachers have the opportunity to visit a colleague's classroom followed by debrief session with observed teacher and instructional coach if desired
Action Step 3	Ensure collaboration time is provided to teachers on a routine basis to discuss and plan literacy block enhancements	Ongoing throughout school year, at least weekly	Principal Instructional coach Grade-level teams	Classroom observations reveal that ELA course is being followed with fidelity by year's end

GOAL 3	Between Fall 2022 and Spring 2023, 60% of students in each grade K - 4 will meet or exceed their growth projection on the NWEA math assessment. <i>(this is an additional goal to focus on math; previous year's goals focused on reading only)</i>			
Data Checkpoints (dates)	December 2022	May 2023		
Evidence at Checkpoints	scores & growth on Mid-year assessment	scores & growth on End-year assessment		
Evidence-Based Strategy 1	Implementation of PLC (professional learning communities) to focus on student learning and teacher responses to student needs. <i>Dufour, et al. (2016) Learning by Doing: A Handbook for Professional Learning Communities at Work. Solution Tree.</i>			PD Needed: <u>Yes</u>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Ongoing guidance and professional learning regarding PLC best practices and strategies for success	August 2022 - May 2023	Instructional coach Principal Guiding Coalition members	Professional development objectives Staff surveys Meeting agendas
Action Step 2	Weekly meetings, facilitated by team leaders, to answer the 4 questions of a PLC	ongoing, weekly	Principal Instructional coach Grade-Level leaders Teachers	Meeting agendas Data trackers
Evidence-Based Strategy 2	Provide Tier 1 instruction that is coherent, aligned to curriculum maps and state standards, and reaches all students. <i>Shapiro, Edward S. (2020) Tiered Instruction and Intervention in a Response to Intervention Model. RTI Action Network.</i>			PD Needed: <u>Yes</u>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Ongoing professional learning on new math curriculum (Reveal Math)	August 2022 - May 2023	District leaders Principal Instructional coach	Meeting agendas Presentation slides Attendance sheets
Action Step 2	Quarterly teacher reflection opportunities to share strengths and opportunities	Following each quarter	Principal Instructional coach Grade-level teachers	Survey data and/or meeting notes

	related to new math curriculum			
Action Step 3	Ensure collaboration time is provided to teachers on a routine basis to discuss and plan math instruction	Ongoing throughout school year, at least weekly	Principal Instructional coach Grade-level teachers	Routine classroom observations reveal that curriculum is being implemented

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	Engage all classroom teachers in development on effective implementation of MTSS framework.	Linked SIP Goals Yes (All goals)
Possible Funding Source(s)	Title I funds & general fund	
Evidence of Impact	<ul style="list-style-type: none"> - Increased number of students meeting or exceeding NWEA growth goals - More students experiencing mastery of priority standards on common formative & summative ELA assessments - More students moving in and out of Tier 2 groups fluidly as a response to current priority standards (academic) and behavioral data (behavioral). 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> ● MTSS Leadership team will attend quarterly professional learning opportunities to learn about Branching Minds (MTSS platform for data) and to continue to learn about MTSS best practices ● MTSS Leadership team (made up of various teacher leaders) will support conversations at their grade levels, during PLC meetings, and during staff development sessions related to MTSS implementation ● School counselor will participate in professional development related to MTSS implementation, behavior interventions, SEL interventions, etc. ● Instructional coach and principal attend school-based PLC meetings to offer guidance, positive recognition, and support ● Solution Tree Consultant will visit school 3 times during the school year to shadow, observe, collaborate, and reflect on MTSS and PLC work within the building 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● Year-end survey on MTSS implementation given to all staff ● Meeting notes and agendas will be reviewed and revised for future use ● Teacher leaders will continue their active role in implementing MTSS effectively 		

Professional Development Goal 2	Engage all classroom teachers in development on effective implementation of reading/ELA courses & math curriculum.	Linked SIP Goals Yes (Goal #2)
Possible Funding Source(s)	Title I funds; general funds	
Evidence of Impact	<ul style="list-style-type: none"> - Increased number of students meeting or exceeding NWEA growth goals - Majority of students increasing their reading level by year's end - Classroom walk-throughs and observations reveal a consistent use of best practices related to Fountas & Pinnell, Kendore Phonics, Reveal Math, and other instructional materials 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> ● Use of ongoing professional development delivered by instructional coach ● Invitation for teachers to participate in monthly district professional learning sessions, delivered by colleagues ● Requirement for teachers in grades K, 1, 2 to participate in phonics development for new program ● Requirement for teachers in all grades to participate in monthly district PLC meetings focused on ELA course content, lessons, and assessments ● Use of collaborative time (professional development time) to work with colleagues, examine best practices related to curriculum, and plan instruction ● Instructional coach will schedule routine visits to classrooms to check progress, model instruction when needed, and share successes 		
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> ● Through the use of weekly collaborative time, teachers will have ongoing opportunities to continue working on this area. ● Celebrations will acknowledge the exceptional work of teachers and students when we find success! 		

Professional Development Goal 3	Ongoing opportunities related to impact of PLC (professional learning community) structure within our school	Linked SIP Goals <u>Yes</u> (all goals)
Possible Funding Source(s)	General funds	
Evidence of Impact	<ul style="list-style-type: none"> - Weekly PLC meetings attended by grade-level team members - Meeting agendas and notes reveal fidelity to the PLC framework - Data trackers for grade levels to record formative & summative assessment scores over time 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> ● Guiding Coalition (made up of various teacher leaders) will support conversations at their grade levels, during PLC meetings, and during staff development sessions related to PLC work ● Monthly district PLC meetings, facilitated by K-4 building principals, will support PLC work of each individual grade level ● Instructional coach and principal attend school-based PLC meetings to offer guidance, positive recognition, and support ● Solution Tree Consultant will visit school 3 times during the school year to shadow, observe, collaborate, and reflect on PLC progress 		
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> ● Mid-year and end-year survey distributed to staff members to check in on progress of implementation and successes/concerns ● Implementation of data trackers will allow teachers to track growth of students 		