

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 -----

Principal: Carey Storm

Telephone: 219-983-3670

Email: cstorm@duneland.k12.in.us

Superintendent: Dr. Chip Pettit

Telephone: 219-983-3600

Email: cpettit@duneland.k12.in.us

Contact for Grants: Kevin Zeck

Telephone: 219-983-3600

Email: kzeck@duneland.k12.in.us

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. NO	This is a review/update of a plan currently in use. YES
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	
Mindy Balhoff	Reading Specialist	SIP	
Jamee Swanson	Teacher	SIP	
Cheryl Marrs	Teacher	SIP	
Cathy Roles	Teacher	SIP	
Anne Stillman	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	
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.	Yes	X
ELA	K-1	Heggerty Phonemic Awareness	Yes	1	Lesson plans and descriptions used to engage students in core curriculum.	Yes	
ELA	K-4	Leveled Literacy Intervention (LLI)	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention	Yes	
ELA	K-4	Phonics First	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention	Yes	
Math	K-4	Reveal Math	Yes	1	Student workbooks and online component are essential aspects of math curriculum	Yes	X
Math	1-4	IXL	Yes	1	Supplemental to adopted curriculum; utilized for review, practice	Yes	
Math	K-1	Math Seeds	Yes	1	Supplemental to adopted curriculum; utilized for review, practice	Yes	
Math	K-4	Bridges	Yes	2,3	Supplemental to adopted curriculum; utilized for intervention	Yes	
Math & ELA	K-4	Edmentum (Exact Path)	Yes	1, 2	Provides personalized learning paths aligned to a student's NWEA RIT score.	Yes	X
Science	K-4	Pearson	Yes	1	Textbook and readers are core component of reading program	Yes	
Social Studies	K-4	Studies Weekly	Yes	1	Weekly readers and online content are core components of reading program	Yes	

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 3 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 tool.

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. Purchase of researched-based digital content and intervention programs; 2. 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; 3. Title I support staff team members who provide intervention for our students in need of reading and math reteach; 4. purchasing summer reading book packs and other literacy resources to share with students and families; 5. sponsoring Literacy Night annually to encourage a love for reading and to distribute 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 through the Edulastic platform 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 instruction.

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>	

As a PLC school, one of the foundational beliefs of our staff members is that all students can learn at high-levels. This belief guides the work that we do with and for our students.

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 Zones of Regulation training and development for all teachers
- 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: 30 Two Years Ago: 27 Three Years Ago: 17

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 routine 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. Last year, we underwent the Cognia accreditation process which sought feedback from all stakeholders on a routine basis and allowed 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 periodic 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. Parents can also access these reports after each testing window in our Learning Management System (Skyward) by viewing their Student's Portfolio.

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 an [Early Learning Hub program](#) that is increasing in presence and depth. Our Early Learning HUB is in its third year of operation and provides various community supports and events for families for 0-5 year olds. We also operate a program called 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
Laura Gusse	Elementary Generalist K-6	Kindergarten teacher
Lauren Johnson	Elementary Generalist K-6	Kindergarten teacher
Jamee Swanson	Elementary Generalist K-6	Kindergarten teacher
Margaret Bielat	Elementary Generalist K-6	Grade 1 teacher
Kylee Donnella	Elementary Generalist K-6	Grade 1 teacher
Cheryl Marrs	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
Michelle Mercon	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) Jaeger	Elementary Generalist K-6	Grade 3 teacher
Melissa Cergizan	Elementary Generalist K-6	Grade 4 teacher
Adona Elkins	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
Jolie Dickinson	Elementary Generalist K-6; Mild Intervention K-6	Special Education teacher
Kira Thiele	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
Justin Jenks	Building Level Administrator, all schools	Dean of Students
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"/>	

Baily Schoolwide Data (NWEA, ILEARN) - Spring/End of Year 2023

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? YES - for SEL Goal, math growth goal, and some grade levels of ELA growth.

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*

Our committee reviewed current assessment data (achievement, growth, etc.) and has decided to update our goals to better reflect the state of our current students and community. Because we are committed to the principle that all students can learn at high-levels, we have identified reading AND math growth as our focus areas, as well as the continued implementation of our MTSS protocols as necessary to the continued success of our students.

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.

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	Yes	2 of 5 grade levels did not meet this goal (See data slides on page 19)	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	2
Majority of students meeting/exceeding math growth goals on NWEA assessment	Yes	All grade levels met this goal (See data slides on page 19)	All grade levels met this goal		
Scores on ILEARN ELA test will demonstrate more “at proficiency” or “above proficiency” than in previous years	No	Grade 3 ELA met this goal; grade 4 ELA did not	An increased focus on fluid Tier 2 academic interventions, tied specifically to grade-level priority standards, will support improvement in this area.	X	2

Scores on ILEARN math test will demonstrate more “at proficiency” or “above proficiency” than in previous years	No	Grade 3 math met this goal; Grade 4 math did not	An increased focus on fluid Tier 2 academic interventions, tied specifically to grade-level priority standards, will support improvement in this area.	X	2
MTSS Initiatives will be in place throughout school and grade-levels with SEL, Academic, and Behavioral supports for all tiers.	Yes	Now that our SEL program is fully in place, we need to continue to build in Tier 2 supports for behavior. These exist, but are inconsistent.	We now have adopted the Second Step curriculum and also have additional lessons loaded to support instruction of students related to SEL.	X	1

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

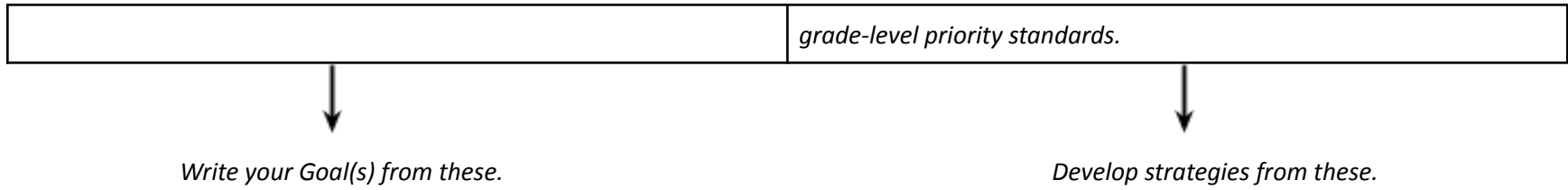
Step 2: Conduct Root Cause Analyses

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>Reading growth on NWEA assessment</i>	<i>Inconsistent intervention plans for students needing Tier 2 support; inconsistent usage of common formative assessments to intervene on grade-level priority standards.</i>
<i>ILEARN achievement rates in Reading</i>	<i>Inconsistent intervention plans for students needing Tier 2 support; inconsistent usage of common formative assessments to intervene on grade-level priority standards.</i>
<i>ILEARN achievement rates in math</i>	<i>Inconsistent intervention plans for students needing Tier 2 support; inconsistent usage of common formative assessments to intervene on</i>



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

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 2024, school-wide Tier 2 and Tier 3 behavioral, social emotional, and academic interventions will be implemented and monitored through our MTSS platform. <i>(This is a continuation of our previous SEL goal which was met last school year).</i>			
Data Checkpoints (dates)	October 2023	December 2023	March 2024	May 2024
Evidence at Checkpoints	Meeting agendas, classroom walkthroughs, MTSS discussions, Branching Minds data dashboard to track interventions	Meeting agendas, classroom walkthroughs, MTSS discussions, semester reflection, Branching Minds data dashboard to track interventions	Meeting agendas, classroom walkthroughs, MTSS discussions, Branching Minds data dashboard to track interventions	Meeting agendas, classroom walkthroughs, MTSS discussions, year reflection, Branching Minds data dashboard to track interventions
Evidence-Based Strategy 1	<i>Provide teacher development related to specific Tier 2 and Tier 3 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 team will meet monthly to discuss progress, next steps, development needs,	August 2023 - May 2024, monthly	Principal Counselor Instructional coach	Responsive tier 2 groupings in place by 2nd semester, based on student needs related to

	etc.		Reading specialists Teacher leaders	priority standards; Tier 3 groups in place and monitored on a monthly basis
Action Step 2	Ongoing professional learning opportunities with all staff (including aides) related to Tier interventions.	August 2023 - May 2024	Principal Counselor Instructional coach Reading specialists, and all staff	Knowledge gained through development workshops, surveys to track teacher/staff comfort and understanding

GOAL 2	<p>Between Fall 2023 and Spring 2024, 65% 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"> 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. 			
Data Checkpoints (dates)	December 2023	May 2024		
Evidence at Checkpoints	scores & growth on Mid-year assessment	scores & growth on End-year assessment		
Evidence-Based Strategy 1	<p>Continued 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	Inclusion of special education colleagues within PLC structure; work with Solution Tree coach to help this	August 2023 - May 2024	Instructional coach Principal Special education teachers General education teachers	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	ongoing, per assessment cycles at each grade level	Grade-Level teachers	Completed data trackers Evidence of assessments

	given on a routine basis, data tracked & analyzed, and students given opportunities to recover missed skills			Tier 2 supports in response to common assessment data
Action Step 4	Monthly collaborative meetings with district PLC group for each grade level	September 2023 - May 2024, monthly	Building principals Instructional coaches Grade-level teachers	Meeting agendas
Evidence-Based Strategy 2	<p>Provide Tier 1 instruction that is coherent, aligned to guaranteed & viable courses and state standards, and reaches all students.</p> <p><i>Shapiro, Edward S. (2020) Tiered Instruction and Intervention in a Response to Intervention Model. RTI Action Network.</i></p> <p>(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	HITS (High-Impact Teaching Strategies) professional development sessions and self-paced learning paths for all teachers	September 2023 - February 2023	Principal Instructional coach All teachers	100% of classroom teachers have the opportunity to participate in staff development sessions, optional focus groups, and self-paced learning related to their chosen High-Impact Teaching Strategy
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	<p>Between Fall 2023 and Spring 2024, 65% of students in each grade K - 4 will meet or exceed their growth projection on the NWEA math assessment.</p> <p><i>Previous year goals:</i></p> <ul style="list-style-type: none"> 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. 			
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	Inclusion of special education colleagues within PLC structure; work with Solution Tree coach to help this	August 2023 - May 2024	Instructional coach Principal Special education teachers General education teachers	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	<p>Provide Tier 1 instruction that is coherent, aligned to guaranteed & viable courses and state standards, and reaches all students.</p> <p><i>Shapiro, Edward S. (2020) Tiered Instruction and Intervention in a Response to Intervention Model. RTI Action Network.</i></p> <p>(Consistent implementation of guaranteed & viable math curriculum at each grade level. Courses include instructional materials from Reveal Math curriculum, and various supplemental 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	all year	Math teachers	Classroom observations

	on current Tier 1 instructional components, through staff meetings/coaching cycles		Instructional coach Principal	Increasing reading scores/levels
Action Step 2	HITS (High-Impact Teaching Strategies) professional development sessions and self-paced learning paths for all teachers	September 2023 - February 2023	Principal Instructional coach All teachers	100% of classroom teachers have the opportunity to participate in staff development sessions, optional focus groups, and self-paced learning related to their chosen High-Impact Teaching Strategy
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 teachers and support staff in development on effective implementation of the Zones of Regulation to help support all schoolwide MTSS efforts.	Linked SIP Goals Yes (All goals)
Possible Funding Source(s)	Title I funds & General fund	
Evidence of Impact	<ul style="list-style-type: none"> - Decreased number of overall behavioral incidents resulting in removal from class - Increased number of students meeting or exceeding NWEA growth goals - More students experiencing mastery of priority standards on common formative & summative - More students moving in and out of Tier 2 groups fluidly as a response to current priority standards (academic) and behavioral data (behavioral). - Specific interventions in place and monitored to support behavioral and SEL Tier 2 and 3 needs. 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> ● MTSS Leadership team will work with Branching Minds consultants to improve practices with the platform. ● 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. ● Entire staff will participate in professional development related to Zones of Regulation, a Tier 1 SEL framework. ● Solution Tree Consultant will visit school during the school year to shadow, observe, collaborate, and reflect on MTSS and PLC work within the building and focus on inclusion of special educators and students 		
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> ● Quarterly reviews of MTSS platform (Branching Minds) usage and data ● Weekly review of Second Step and Zones of Regulation implementation ● Meeting notes and agendas will be reviewed periodically ● Teacher leaders will continue their active role in learning about, evaluating, and implementing MTSS school-wide 		

Professional Development Goal 2	Engage all certified teachers in development on High Impact Teaching Strategies (HITS) to support improved Tier 1 instruction in all areas.	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 - 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 - Classroom observations reveal growth for all teachers related to their selected High Impact Teaching Strategy from fall → spring 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> ● Use of ongoing professional development delivered by district instructional coaching team ● Invitation for teachers to participate in monthly district professional learning sessions, delivered by colleagues ● Optional focus groups for teachers to participate in collaboration with colleagues working on the same High Impact Teaching Strategy ● Self-paced learning opportunities for teachers to access within Canvas to learn, read, and study their selected High Impact Teaching Strategy ● Requirement for teachers in all grades to participate in monthly district PLC meetings focused on ELA & math course content and assessments ● Use of collaborative time (professional development time) to work with colleagues, examine best practices related to curriculum, and plan instruction 		
<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. ● Teacher effectiveness rubrics have been updated to reflect the implementation of High Impact Teaching Strategies over the course of the year. ● Teacher feedback will be gathered routinely throughout the year. 		

Professional Development Goal 3	Ongoing opportunities related to impact of PLC (professional learning community) structure within our school - specifically focused around the <i>Yes We Can!</i> book which emphasizes inclusion of special educators and students with special needs.	Linked SIP Goals <u>Yes</u> (all goals)
Possible Funding Source(s)	Title I fund & General fund	
Evidence of Impact	<ul style="list-style-type: none"> - Weekly PLC meetings attended by grade-level team members - Meeting workbooks reveal fidelity to the PLC framework - Authentic inclusion of special education colleagues within the collaborative process - Data trackers for grade levels to record formative & summative assessment scores over time - Increase in overall growth percentages of students with special needs 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> ● Leadership team members will support conversations 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 during the school year to shadow, observe, collaborate, and reflect on PLC progress ● <i>Yes We Can!</i> book study will be an option for all certified staff members ● Inclusion of special education teachers as district employees (instead of through the county cooperative) 		
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> ● Implementation of data trackers will allow teachers to track growth of students ● Specific benchmark testing window data checks to include students with special education needs ● Responsiveness to teacher feedback 		