

School Name: **Trojan Virtual Academy**

School Number: **6926**

Street Address: **601 W. Morgan Ave. Entrance #8**

City: **Chesterton**

Zip Code: **46304**

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, **2021-2024**, 2022-2025,
2023-2026 (**Highlight** implementation years)

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

Principal: **Kevin Zeck**

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI Targeted Support and Improvement – federal government school designation under ESSA

ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

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

This is an initial three (3) year plan. Yes **No**

This is a review/update of a plan currently in use. **Yes No**

This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**

(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI**

This school receives Title IA funding. **Yes No** Is the school's Title I program **Schoolwide** or **Targeted Assistance**? **SW TA**
**If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee 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 Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee 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 Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Kevin Zeck	Principal	CNA, SIP, Both	
Michelle Bruss	Counselor	CNA, SIP, Both	
Luke Eliser	Teacher	CNA, SIP, Both	
Shalonda Henderson	Special Education teacher	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
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		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

Link additional committee information here (if necessary):

--- 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:		School Vision:	
	Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.		The Trojan Virtual Academy envisions a leading educational program in which staff: <ul style="list-style-type: none"> ● Provide a collaborative culture where a student's unique abilities are strengthened for individual success. ● Celebrate and accept student voices to create a safe environment. ● Focus tiered supports on graduation and life beyond school. ● Seek innovative approaches in the pursuit of alternative learning methods for change. ● Demonstrate a foundational belief that a student’s past does not determine their future.
District Mission:		School 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.		The Trojan Virtual Academy Academy provides an accepting environment where innovation and flexibility go beyond traditional schooling to empower individualized learner success.
District Goals:			
Goal Area: Student Success			
Goal 1: Duneland School Corporation will maintain our current academic excellence in all programs while supporting the social and emotional well-being of students.			
Goal 2: Duneland School Corporation will consider additional academic programs for students.			

- Does the school’s vision support the district’s vision? (*highlight response*) Yes No
- Does the school’s mission support the district’s mission? (*highlight response*) Yes No
- Do the school’s mission and vision support district goals? (*highlight response*) Yes No

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?

Link additional information here (if necessary):

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. (For 'X' column, right click and ✓)

Subject/Course	Grade s	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 core components of reading program.	Yes No	•
All Courses	6-12	Edmentum - EdOptions Academy	Yes No	Tier 1, 2, 3	Virtual School curriculum aligned with IAS to assist with remote learning options.	Yes No	•
All Courses	K-5	Edmentum - EdOptions Academy Calvert Learning	Yes No	Tier 1, 2, 3	Virtual School curriculum aligned with IAS to assist with remote learning options.	Yes No	•
All Core	K-5	Brain Pop and Brain Pop Jr.	Yes No	Tier 1, 2, 3	Support videos for virtual learning	Yes No	•
Science, Social Studies	K-5	Discovery Education	Yes No	Tier 1, 2, 3	Support videos for virtual learning	Yes No	•
Science	K-5	Legends of Learning	Yes No	Tier 1, 2, 3	Interactive pieces for science	Yes No	•
Math, Science	K-5	Gizmos	Yes No	Tier 1, 2, 3	Math & Science Simulations	Yes No	•
Health, PE	K-5	Carone Learning	Yes No	Tier 1, 2, 3	Support for Health and PE Classes	Yes No	•
Place link here (if necessary) ->	K-5 Plus Framework, K-5 Calvert Learning Complete List of Textbooks and Resources by Grade 6-12 Learning Design and Research Base for Edmentum Courseware						

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s): In the Edmentum Websites, at school sites, and by requesting an appointment through the District Teaching and Learning Office. Indiana State Standards are also available online at Indiana Department of Education: <https://www.in.gov/doe/students/indiana-academic-standards/>

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. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	●
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	●
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	●
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	●
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	●
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	●
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	●
Instructional strategies foster active participation by students during the instructional process.	Yes	No	●
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	●
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	●
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	●
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	●
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	●
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	●

For Title I schools with Schoolwide Programs only:

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.

This does not apply to TVA.

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) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides. **For more information please refer to <https://www.duneland.k12.in.us/Page/1620>**

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA MAP Test - Reading & Math	K-8	Benchmark, Com. Form., Summative, Other	Standardized assessment, providing measures of growth and district and national comparisons	Yes No	•
mClass DIBELS Assessment - Reading	K-4	Benchmark, Com. Form., Summative, Other	Individualized standardized assessment providing support and benchmarks in the area of reading, used for Dyslexia screening as well	Yes No	•
InView	4,6	Benchmark, Com. Form., Summative, Other	Screening for High Ability Services	Yes No	•
Advanced Placement (AP)	10-12	Benchmark, Com. Form., Summative, Other	Administered to students enrolled in AP Courses at the high school level. Graduation pathway compliance.	Yes No	•
CoGAT	K,2	Benchmark, Com. Form., Summative, Other	Screening for High Ability Services	Yes No	•
PSAT, PSAT NMSQT	7-11	Benchmark, Com. Form., Summative, Other	College readiness screening.	Yes No	•
IREAD-3	3	Benchmark, Com. Form., Summative, Other	Indiana State required measurement of reading progress.	Yes No	•
ILEARN	3-8	Benchmark, Com. Form., Summative, Other	Indiana State required annual measure of academic progress in Reading and Math.	Yes No	•
SAT	11	Benchmark, Com. Form., Summative, Other	College readiness screening. State graduation requirement.	Yes No	•
ISTEP+	10	Benchmark, Com. Form., Summative, Other	Graduation Qualification Requirement (still needed for class of 2021)	Yes No	•
WIDA	K-12	Benchmark, Com. Form., Summative, Other	Identification and monitoring progress of students identified as English Language Learners.	Yes No	•

Best Practice/Requirements Self-Check	Yes/No	X
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A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	•
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	•
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. ** (Online program through 3rd Party vendor)	Yes No*	•

Continued from Core Element 3: Assessment

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.

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

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

Students enrolled in the Trojan Virtual Academy take part in a 100% immersive technology program. While learning remotely from home students are involved in traditional online teaching, projects, and interactive pieces. While much of the work done is at the substitution level there are some projects and experiences being provided that cannot be provided in a traditional school format.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If “Not currently implementing career exploration activities” was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	●
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	●
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	●
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	●
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	●
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	●
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	●
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	●

Briefly answer the following:

What practices are in place to maintain a safe environment?

The Trojan Virtual Academy is a 100% online school. School safety thus is different than it might be in a traditional setting. Nevertheless expectations are rolled out to students on an annual basis during fall orientation meetings. The student handbook outlines behaviors that are expected in the online environment as well as unique cases when students come on to the school campus. These expectations also include specifics to address virtual bullying. These principles are reinforced through daily morning announcements which are recorded and showcased in an Advisory Canvas course. Students have access to a counselor/social worker during school hours and have means to report incidents or areas of concern.

Securely, our filtering service, provides a reporting system if students use or search for questionable areas or topics while online. If this happens an email is sent to the director/principal and counselor. Depending on the severity of the search additional school personnel are alerted.

Staff are regularly trained in behavior management and specific interventions for online learning. In fall of 2021 all staff were trained in QPR training as a suicide awareness and prevention approach. TVA is also working with district partners to develop a virtual K-8 curriculum (Second Steps) to be pushed out in Canvas and already has students 9-12 completing SEL and Advisory courses in Canvas.

Moving forward the TVA will work to develop an MTSS approach combining previous district behavior, PBIS, and Rtl processes to meet needs.

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.

Identification occurs as part of the enrollment process by parents. Information gathered here is included within our student information system (Skyward). Home language surveys are used to identify students who speak other languages. If the survey indicates a language other than English, the student then takes an English language proficiency placement test that demonstrates the need for English language services. Socio economics status is contained within our system, but is not information that is shared with staff to do privacy restrictions. These processes align with federal, state, and local code, guidelines, and practices.

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

TVA is working with Chesterton High School and Equal Opportunity schools to look at student demographics and support equitable access to all courses. This work is in its preliminary stages but will work to address this area. Based on this work, additional interventions, training, and monitoring may be needed across all grades. Further development of our RtI/MTSS protocols for TVA will assist in monitoring and reviewing equitable access and performance for all students.

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

Currently TVA is 100% virtual with minimal interaction between our staff and our students. Students are engaged with teachers through Edmentum and their hired teachers.

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

The Edmentum Courseware provides a breadth of cultural texts and resources for all grades. Students are primarily exposed to texts used within content areas and Reading instruction. Additionally, a project based format allows students in some courses to explore and share heritage and cultural awareness as applicable to the assignment. This district has also adopted the Second Steps curriculum for SEL supports in grades K-8. As we work to virtually translate this curriculum this year, that will also assist.

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 above 10% or more of the school year. Last year: 52 (33%) Two Years Ago: N/A* Three Years Ago: N/A*

***TVA was founded in 2021. Data prior to 2021 will not appear.**

What may be contributing to the attendance trend?

2021-2022 was the first year for TVA. Trends do not exist yet. We recognize however that online learning and COVID-19 responses are impacting overall student attendance. Attendance is thus closely monitored and interventions are applied as needed. General population anxiety and learning to responsibly work from home are impacting overall student performance in an online learning environment.

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

The TVA has established the following attendance policy which is review and published in the handbook. This outlines not only how chronic absenteeism is identified, but the plans used to monitor and intervene when issues arise.

All Grades

While study time is flexible, students MUST demonstrate consistent progress toward completion of the coursework to be noted as being “on pace”.

Good Standing Status - Students will be marked in attendance and considered in Good Standing if any of the following occurs:

- Student is on pace with 50% or more of their classes.
- Student logs in to Edmentum or Canvas work and completes assignments daily.

Warning Status - Students who are not on pace with half (50%) or more of their classes will be designated as Warning Status. These students will be notified via email of this change in status. Students in Warning Status have the following guidelines:

- A Warning Status Intervention Plan will be developed that includes:
 - An attendance requirement where students must log in and complete work in five out of seven days of a week.
 - Increased Success Coach check-in with the student or a family member.
 - Identification of courses that need the most attention.
- Any week day a student does not log in and complete work they will be marked with an unexcused absence. Work done on weekends can replace a missed day during the week.

- When a student returns to being on pace in at least half (50%) of their courses they will be returned to Good Standing Status.

If a student remains in Warning Status for two weeks they will be moved to Probationary Status.

Probationary Status - Students who have not successfully addressed Warning Status interventions will be placed on Probationary Status. These students will be notified via email and phone call of this change in status. Students in Probationary Status have the following guidelines:

- A Probationary Status Intervention Plan will be developed that includes:
 - A daily attendance requirement where students must log in and complete work in all courses each day Monday through Friday.
 - Success Coach check-in with the student or a family member twice a week.
 - Identification of courses that need most attention and target deadlines to address them.
 - Depending on the severity of being off pace a student may be asked to attend TVA Office Hours in person.
- Any day a student does not log in and complete work they will be marked with an unexcused absence.
- When a student returns to being on pace in at least half (50%) of their courses or less than 20 assignments behind pace they will be moved to Warning Status.
- Students who have been repeatedly placed in Probationary Status and in the same semester will be withdrawn from the TVA and transferred back to their originating school at the beginning of the next grading period.

A TVA student who does not maintain regular attendance may be withdrawn from the TVA program and required to return to in-person learning at the discretion of the Director of Alternative and Virtual Education. A student who is removed from the TVA program will not be able to apply to return to the program for the remainder of the school year. The TVA may also be required to refer students to probation or other local authorities based on attendance related issues.

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

The above practice and attendance policy are modifications of the plan implemented in year 1 (2021-2022). Attendance is monitored regularly and the policy will be reviewed and updated annually to reflect best practice and further align with state guidelines for virtual schools.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	●
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students. ** Tier 2 of requirement for off site is in place. Still developing rest of plan.	Yes No	●

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

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

All students and families are provided with annual orientation meetings that assist with learning the virtual learning platform. Weekly emails are provided to families with updates on the school and assistive hints in supporting their student's online learning. Edmentum provides a Learning Guide for K-5 families that further assists them in assisting their child and asks them to take a greater role in supporting student learning.

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

Families regularly email or call TVA staff for support either with technical help or with academic assistance. This information for contacts is shared at the beginning of the year and weekly emails include "help desk" type information as well. The TVA also is working in the development of an Advisory Board consisting of parents and staff members that can annually review policies, procedures, and overall program to formalize the change and review process.

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

Families receive weekly progress reports from TVA staff and more regular reports on student progress from Edmentum staff. Success Coaches follow up on reports with guidance and support for families. They provide encouragement and support for students as well. Attendance is different in the virtual setting and many students are in better attendance virtually than they were in-person.

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

Engaging with families on a variety of levels is an important part of building relationships. When knowing what cultural differences may be present, it's important to establish routine practices that help bridge those differences and ensure effective communication is present for families of all cultural backgrounds. Making sure there are strong connections between the platforms/methods information is communicated and received by parents is vital. Proper and effective access to information is important so various methods school-wide Skylert calls, social media posts, text, email, and personal phone calls are all relied upon to meet the preferred way families choose to intake info. Weekly communication has options for translate function allowing for most communications to come home in a native language. A translation service has been contracted by the district to support conferences where assistance is needed.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only] (does not apply to TVA)

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

Core Element 10: Provision for Secondary Schools [Secondary schools only]

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

The TVA offers a variety of courses to meet the traditional means of an academic honors diploma. Even in the remote setting students can meet what credit requirements for ELA, Math, Science, Social Studies, PE, World Language, Fine Arts, and elective credits. Advanced Placement courses are also offered. Preparatory classes for ACT and SAT are also offered to meet those needs. TVA will be working to expand partnerships to develop more dual credit classes either within our system or as hybrid courses to assist in meeting those expectations.

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

A new partnership with Equal Opportunity Schools allows student to be surveyed and then that information to drive the enrollment opportunities outside of current “tracks” that students may be within. This allows more students to gain access to course offerings than what might have originally been offered. It is worthwhile to note that the Trojan Virtual Academy, in partnership with Edmentum, has limited course offerings. Students enrolling in the TVA have clarity on options and are encouraged to explore challenging courses, but their paths are more defined by the options given.

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

The TVA hosts several Advanced Placement courses and will find ways through scheduling meetings to encourage students to take them. Again, the partnership with EOS will help this. The TVA does offer a “hybrid” student option. This allows students to take most courses online through the TVA but participate in up to 2 courses in their home school primarily at Chesterton High School. These students are often enrolled in courses not offered through TVA such as CTE courses. Moving forward, we hope to expand the offerings for hybrid students to dual credit classes. The TVA does not have options for IB courses.

Graduation rate last year:

TVA Only - 87.5%

TVA thru CHS - 97.7% **

Percent of students on track to graduate in each cohort: ____

Class of 2026 = 100%

Class of 2025 = 100%

Class of 2024 = 100%

Class of 2023 = 100%

**In 2021-2022 some TVA students were moved back to CHS to graduate through CHS. State reporting indicates thus that 7 of 8 students graduated from TVA. TVA enrollment however during the year would show that 43 of 44 seniors in TVA graduated either from TVA or CHS.

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program (does not apply to TVA)

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.

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

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.

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 teacher leaders.

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		Specific Student Groups			General School Data		
X	Statewide Assessments	X	Statewide Assessment Data		ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)		Discipline/Behavior
X	Districtwide Assessments		IAM Assessment		Individual Learning Plans (ILPs)		Parent/Student Surveys
X	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training		Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt				
x	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->		2021 ILEARN Data (current student scores from their 2021 home schools) 2022 ILEARN & IREAD3 Data (21/22 TVA Enrollment & 22/23 Enrollment)					
Link Data Here --->		2021-2022 NWEA& mClass TRC Data					

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

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.

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.

This is the second year for the Trojan Virtual Academy.

Goal 1

Measurable outcome met? Yes **No**

By Spring 2022, 65% of students in grades 3-8 will demonstrate reading proficiency as measured by the ILEARN assessment.

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

If the goal was not met, should the school continue to work toward this goal? **Yes** No

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2

Measurable outcome met? **Yes** No

By Spring 2022, 95% of students will graduate on time within the expected 4 years.

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

TVA will continue to work and monitor student performance and graduation rate based on regular reports. During the 2021-2022 school year TVA moved several students from complete virtual learning to in-person alternative school based on levels of credit deficiency. With this pathway now set, students should have more than one means to achieve their diploma moving forward.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3

Measurable outcome met? Yes **No**

By Spring 2022, the attendance rate for TVA will be at 90% or higher for virtual students.

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

If the goal was not met, should the school continue to work toward this goal? **Yes** No

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

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).

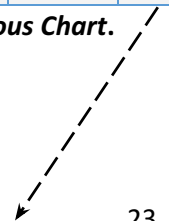
1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>A safe and disciplined school environment provides an educational atmosphere 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 suspensions and expulsions have 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 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
Students will perform regularly with a passing rate on state standardized assessments.	Yes No	ILEARN pass rates for all grades varied from 16%-80% pass rate depending on subject. Average was a 45.7% pass rate in ELA.	Average pass rate remained closer to the original 46% pass rate that students had the year before. Pockets of students demonstrated growth while others demonstrated a decline.	X	1
Students in the TVA would have a 90% attendance rate as measured by attendance protocols for virtual schools.	Yes No	Final attendance rates have not been issued.	TBD - TVA had rolling attendance during the 2021-2022 school year with significant transition within the first semester.	?	1
TVA will maintain an 95% graduation rate or higher.	Yes No	TVA students graduated from TVA or CHS with a 97.7% graduation rate. Only 1 student did not make it.	Performance met criteria.	No	2
	Yes No				
	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>ILEARN Pass Rate</i>	<i>Lack of preparation for writing portions of ILEARN. Lack of focus on priority standards in local curriculum. Lack of consistent Rtl processes to address discrepancies as they occur.</i>
<i>Attendance Rate</i>	<i>Current attendance policy clarity and enforcement. Lack of attendance interventions and process for online learners.</i>
<i>Graduation Rate</i>	<i>Lack of consistent intervention processes to assist students who are failing courses. Issues around attendance and online learning.</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 Program	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 Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.		PD Needed: Yes No <i>(Highlight)</i>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

OPTION: As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR, save and paste [LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE](#)>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

This Goal Year 1	By Spring 2022, 65% of students in grades 3-8 will demonstrate reading proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	October 2021	January 2021	March 2021	June 2021
Evidence at Checkpoints	NWEA Performance, mClass Performance	NWEA Performance, mClass Performance	NWEA Performance, mClass Performance	ILEARN Results
Evidence- Based Strategy 1 (must cite study)	Develop, implement, and monitor an RtI program for online learners in the area of reading. (no citation provided as research in this area will develop better EBS for Year 2)			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Research potential virtual RtI models.	10/2021-11/2021	Dept. of Teaching & Learning	Identification of evidence based model
Action Step 2	Train staff on intervention model	11/2021-12/2021	Director of Alt. & Virt. Ed.	100% of current staff have participated in training.
Action Step 3	Implement RtI model with fidelity.	1/2022-	All Staff	85% of designated students are participating in regular RtI interventions.
Action Step 4	Monitor and revised RtI process for year 2 implementation.	2/2022-6/2022	RtI Team	
Strategy 2 (must reference source)	TBD - Research High Ability Programming for virtual students.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TBD			

CURRENT YEAR GOAL 1	By Spring 2023, 65% of students in grades 3-8 will demonstrate reading proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	October 2022	January 2022	March 2023	June 2023
Evidence at Checkpoints	NWEA Performance, mClass Performance	NWEA Performance, mClass Performance	NWEA Performance, mClass Performance	ILEARN Results
Evidence- Based Strategy 1 (must cite study)	Develop, implement, and monitor an RtI program for online learners in the area of reading. (no citation provided as research in this area will develop better EBS for Year 2)			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Utilize EXACT Path as primary RtI model for Tier 2.	10/2022-11/2022	Director of Alt. & Virtual Ed. Success Coaches	Student Data usage
Action Step 2	re-Train staff on intervention model	10/2022-11/2022	Director of Alt. & Virt. Ed.	100% of current staff have participated in training.
Action Step 3	Implement & Monitor RtI model with fidelity.	11/2022-	All Staff	85% of designated students are participating in regular RtI interventions.
Action Step 4	Research and develop Tier 3 model of intervention.	12/2022-3/2023	RtI Team Dept. of Teaching & Learning	
Strategy 2 (must reference source)	TBD - Research additional writing support programming for virtual students.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TBD			
This Goal for Year 3	By Spring 2022, 70% of students in grades 3-8 will demonstrate reading proficiency as measured by the ILEARN assessment.			

This Goal Year 1	By Spring 2022, 95% of students will graduate on time within the expected 4 years.			
Data Checkpoints (dates)	October 2021	January 2022	March 2022	June 2022
Evidence at Checkpoints	Q1 Grade Progress Reports	Semester 1 Grades PSAT Benchmarks	Q3 Grade Progress Reports	Semester 2 Grades Grad Rate

Evidence- Based Strategy 1 (must cite study)	Utilize Success Coaches to monitor and motivate student performance through a tiered intervention process.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Secure Success coaches	8/2021	Administration	Secure coaches
Action Step 2	Research and identify best practice in Success Plans for virtual students.	9/2021-12/2021	Coaches, Counselor, Administration	Identified Plan and Format
Action Step 3	Develop Success Plans for students who show credit deficiency.	1/2022-6/2022	Coaches Counselor	Implementation of plans
Action Step 4	Ongoing monitoring of students based in SPs.	1/2022-6/2022	Coaches, Counselor	Plan data
Strategy 2 (must reference source)	May wish to consider PSAT data driven pieces in Yr 2 and Yr 3.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TBD			
CURRENT YEAR GOAL 2	By Spring 2023, 96% of students will graduate on time within the expected 4 years.			
Data Checkpoints (dates)	October 2022	January 2023	March 2023	June 2024
Evidence at Checkpoints	Q1 Grade Progress Reports	Semester 1 Grades	Q3 Grade Progress Reports	Semester 2 Grades Grad Rate
Evidence- Based Strategy 1 (must cite study)	Utilize Success Coaches to monitor and motivate student performance through a tiered intervention process.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Tier 2 - Implement study tables for those students who are not on pace.	8/2022	Success Coaches	Student pacing
Action Step 2	Tier 3 - Develop Individual Service Plans for students	10/2022-12/2022	TVA Staff	Implementation of plans

	who show credit deficiency.			
Action Step 4	Ongoing monitoring of students based in ISPs.	1/2023-6/2023	Coaches, Counselor	Plan data
This Goal for Year 3	By Spring 2024, 97% of students will graduate on time within the expected 4 years.			

This Goal Year 1	By Spring 2022, the attendance rate for TVA will be at 90% or higher for virtual students.			
Data Checkpoints (dates)	Q1 - October 2021	Q2 - December 2021	Q3 - March 2022	Q4 - June 2022
Evidence at Checkpoints	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Evidence- Based Strategy 1 (must cite study)	Develop, implement, and monitor an attendance intervention program for virtual learners. (no citation provided as research in this area will develop better EBS for Year 2)			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Research potential attendance interventions for virtual students.	10/2021-12/2021	Director of Alt. & Virt. Ed.	Identification of evidence based model
Action Step 2	Implement intervention model.	1/2022	Director of Alt. & Virt. Ed., Admin Assistant	
Action Step 3	Monitor intervention implementation.	2/2022-6/2022	Attendance Committee	
CURRENT YEAR GOAL 3	By Spring 2023, the attendance rate for TVA will be at 90% or higher for virtual students.			
Data Checkpoints (dates)	Q1 - October 2022	Q2 - December 2022	Q3 - March 2023	Q4 - June 2023
Evidence at Checkpoints	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Evidence- Based Strategy 1 (must cite study)	Develop, implement, and monitor an attendance intervention program for virtual learners. (no citation provided as research in this area will develop better EBS for Year 2)			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Tier 2 - Implement mandatory in-person study tables for students on probation.	8/2022-	Success Coaches	Student pacing
Action Step 2	Tier 3 - Develop Individual Service Plans for students who show credit deficiency.	10/2022-12/2022	TVA Staff	Implementation of plans
Action Step 3	Ongoing monitoring of students based in ISPs.	1/2023-6/2023	Coaches, Counselor	Plan data
This Goal for Year 3	By Spring 2024, the attendance rate for TVA will be at 92.5% or higher for virtual students.			

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	Provide training to staff on identified RtI strategy for reading in a virtual environment.	Linked SIP Goals Yes No
Possible Funding Source(s)	General funds, Title II, School Improvement	
Evidence of Impact	<ol style="list-style-type: none"> 1. Improvement on ILEARN Scores. 2. Improvement in benchmark assessments. (NWEA, mClass) 	
Plan for coaching and support during the learning process:		
<ol style="list-style-type: none"> 1. Training for staff members. 2. Regular monitoring check ins with data points. 3. Assistive supports and monitoring from district experts. 		
How will effectiveness be sustained over time?		
<ol style="list-style-type: none"> 1. Regular data meetings and monitoring. 2. Annual data analysis to address overall programming. 		

Professional Development Goal 2	TBD	Linked SIP Goals Yes No
Possible Funding Source(s)		
Evidence of Impact		
Plan for coaching and support during the learning process:		
How will effectiveness be sustained over time?		

Professional Development Goal 3	TBD	Linked SIP Goals Yes No
Possible Funding Source(s)		
Evidence of Impact		
Plan for coaching and support during the learning process:		
How will effectiveness be sustained over time?		