

School Name: Chesterton Middle School

School Number: 6930

Street Address: 651 W. Morgan Ave.

City: Chesterton

Zip Code: 46304

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

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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
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- 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)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Michael Hamacher	Principal	CNA, SIT , Both	MTSS
Lauren Seiss	Assistant Principal	CNA, SIT , Both	Professional Development
Joshua Tudor	Dean of Students	CNA, SIT , Both	Data
Elizabeth Graupner	Teacher	CNA, SIT , Both	Professional Development
Carla Novreske	Teacher	CNA, SIT , Both	Data
Kaitlyn Hess	Teacher	CNA, SIT , Both	MTSS
Dora Becker	Teacher	CNA, SIT , Both	MTSS
Theresa Keilman	Teacher	CNA, SIT , Both	Data
Anna Stark	Teacher	CNA, SIT , Both	Data
Taylor Chamberlain	Teacher	CNA, SIT , Both	MTSS
Kim Connelly	Teacher	CNA, SIT , Both	MTSS
Laura Herrod	Counselor	CNA, SIT , Both	MTSS
Nadia Komp	Media Specialist	CNA, SIT , Both	Professional Development
Lauren Poncsak	Instructional Coach	CNA, SIT , Both	Professional Development
Megan Sutton	Instructional Coach	CNA, SIT , Both	Professional Development
		CNA, SIT, 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:

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:

[Duneland School Corporation Strategic Plan](#)

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? *(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	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	<i>Yes</i>	Tier 1 , 2, 3	<i>Textbook and readers are core components of reading program.</i>	<i>Yes No</i>	<input type="checkbox"/>
ELA	7-8	Carnegie Learning Windows & Mirrors Online subscription Quizizz Exact Path-Edmentum Brain Pop (7th gr.) Quill Edulastic Newsela Common Lit. Pear Deck	Yes No	Tier 1 , 2, 3	Textbooks are core components of the ELA curriculum.	Yes No	<input type="checkbox"/>

		Smash, Boom, Best Podcast (8th)					
Math	7-8	Savvas enVision Algebra 1 Indiana Reveal accelerated versions Indiana Reveal regular Get More Math Edulastic Quizizz Kuta Software (Pre-Algebra, Algebra 1, Geometry)	Yes No	Tier 1, 2, 3	Textbooks are core components of the Math curriculum.	Yes No	<input type="checkbox"/>
Science	7-8	Gizmos–virtual Labs Pearson Interactive Science Realize (print and online) Brainpop Science Nearpod Edulastic Miller and Levine Biology Text (print and online)	Yes No	Tier 1, 2, 3	Textbooks are core components of the Science curriculum.	Yes No	<input type="checkbox"/>
Social Studies	7-8	World Geography and US History - National Geographic Textbook Junior Scholastic Subscription SHEG (Stanford History Education Group) Edulastic Quizizz	Yes No	Tier 1, 2, 3	Digital platforms are core components of the Social Studies curriculum.	Yes No	<input type="checkbox"/>
Health	7-8	Goodheart Wilcox Health Essentials Classroom set and online (online currently not working, tech is working with the company)	Yes No	Tier 1, 2, 3	Textbooks are core components of the Health curriculum.	Yes No	<input type="checkbox"/>
World Languages	8	same as CHS	Yes No	Tier 1, 2, 3	Digital platforms are core components of the Foreign Language curriculum.	Yes No	<input type="checkbox"/>

Computer Science	7-8	PLTW digital platform	Yes No	Tier 1, 2, 3	Canvas Courses house the activities and assessments that are core components of the PLTW curriculum.	Yes No	<input type="checkbox"/>
Physical Education	7-8	Canvas Course based on Indiana Academic Standards	Yes No	Tier 1, 2, 3	Canvas Courses house the activities and assessments that are core components of the Physical Education curriculum.	Yes No	<input type="checkbox"/>
Art	7-8	Canvas Course based on Indiana Academic Standards	Yes No	Tier 1, 2, 3	Canvas Courses house the activities and assessments that are core components of the Art curriculum.	Yes No	<input type="checkbox"/>
Place link here (if necessary) ->							

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	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	<input type="checkbox"/>

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

[Indiana Academic Standards](https://www.in.gov/doe/students/indiana-academic-standards/) - <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	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	No	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	<input type="checkbox"/>

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.

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.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA MAP Test Reading, Language Arts, & Math	7-8	Benchmark, Com. Form., Summative, Other	NWEA is a growth-based assessment and provides national norms and expectations for typical learner growth in a year of instruction. Scores are used to determine readiness levels for learning various concepts and student growth percentiles.	Yes No	<input type="checkbox"/>
ILEARN	7-8	Benchmark, Com. Form., Summative, Other	ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment.	Yes No	<input type="checkbox"/>
I AM	7-8	Benchmark, Com. Form., Summative, Other	I AM measures student achievement and growth according to Indiana's Alternate Academic Standards or Content Connectors. I AM is the summative accountability assessment for students with significant cognitive disabilities.	Yes No	<input type="checkbox"/>
PSAT 8/9	7-8	Benchmark, Com. Form., Summative, Other	The tests measure the same skills and knowledge in ways that make sense for different grade levels, so it's easier for students, parents, and educators to monitor student progress.	Yes No	<input type="checkbox"/>
WIDA	7-8	Benchmark, Com. Form., Summative, Other	The purpose of the English Language Proficiency assessments is to determine a student's level of English proficiency. A Placement Test, administered upon a student's arrival in the United States, is used to determine which English Learner (EL) services are appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency. The annual assessment is also used for accountability purposes.	Yes No	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	<input type="checkbox"/>

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.

The Duneland School Corporation is committed to preparing all students for college, careers, and lifelong learning in ways that support the Duneland School Corporation mission. Duneland Schools will continue its growth and development of differentiated instruction in a blended environment to include all students kindergarten through twelfth grade in a 1:1 environment. Duneland focuses on the following critical points:

- Utilize the International Society for Technology in Education (ISTE) Student standards to guide our instruction both online and offline.
- [Standards for Students | ISTE](#)
- Empowered Learner: Students take an active role in their learning goals.
- Digital Citizen: Students are safe, legal, and ethical in a digital world.
- Knowledge Constructor: Students use research skills to curate information and build knowledge.
- Innovative Designer: Students use a design process to identify and solve problems in creative ways.
- Computational Thinker: Students collect and analyze data and develop and test solutions.

- Creative Communicator: Students communicate clearly and choose methods appropriate for the purpose.
- Global Collaborator: Students collaborate with others and work in teams.
- Use technology to promote the use of the 4Cs that are essential in the 21st Century classroom.
- Communication: Sharing thoughts, questions, ideas, and solutions.
- Collaboration: Working together to reach a goal.
- Critical Thinking: Looking at problems in a new way, linking learning across subjects/disciplines.
- Creativity: Trying new approaches to get things done equals innovation & invention.
- Address student challenges, including skill deficiencies, retention, enrichment, and opportunities for accelerating student learning through differentiated instruction.
- Expand course offerings to include more options for students.
- Create flexible scheduling opportunities for students and teachers by removing traditional barriers.

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

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	<input type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	<input type="checkbox"/>

Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?

At Chesterton Middle School, we do the following:

School administration is extremely proactive. All school administrators are certified School Safety Specialists and participate in ongoing training. We have a full-time School Resource Officer dedicated to our school. We communicate regularly with parents and community partners. We survey staff, students, parents, and the community annually to determine strengths and areas for improvement. We deploy human and financial resources in a manner that best meets the needs of our school and community. We provide a team-based framework to facilitate effective coordination of services and interventions. We balance the needs for physical and psychological safety. We employ the necessary and appropriately trained school-employed mental health and safety personnel. We provide relevant and ongoing professional development for all staff. We integrate a continuum of mental health supports within a multi tiered system of supports. We engage families and community providers as meaningful partners. We are continuously looking for new ideas to improve our processes and programs. We have a building Safety Team that meets monthly to plan training and professional development for staff, plan drills, discuss safety concerns and potential solutions, and to constantly strive to be as safe as possible. We remain grounded in the mission and purpose of schools: teaching and learning.

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 = .008%	English Language Learner = .024%	Multiracial = .040%
Asian = .013%	Free/Reduced Lunch = 25%	Native Hawaiian or Other Pacific Islander = .009%
Black = .019%	Hispanic Ethnicity = 12%	White = 75%

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Students are identified through the registration process and the child-find services.

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

Courses have been created to provide accelerated learning opportunities that focus on foundational skills for students in all sub groups who are below proficiency.

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

The school has implemented a school wide SEL curriculum which includes weekly lessons that celebrate inclusivity and diversity. Faculty members receive weekly professional development to help prepare them for each lesson.

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

The English Department selects novels that include a variety of culturally diverse authors. World Religions and Cultural Studies are embedded in the 7th grade Social Studies standards. The World Geography Team cooperates with family members of current and/or past students and community members from diverse cultural backgrounds, and invites them to share their cultural experiences with the classes. Past guest speakers dressed in traditional wear, brought in traditional foods to sample, and spoke of the geographical landscape and cultural heritage they experienced in their home nations and in the U.S.

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: 60

Two Years Ago: 81

Three Years Ago: 65

What may be contributing to the attendance trend?

This question is difficult to answer in a reliable manner, since the last few years in question were impacted differently by the COVID pandemic. In 2019-2020, the entire student body was isolated for nearly three months, and schools were forced to find innovative ways to capture attendance during a situation in which students could not be physically accounted for as during a traditional year. In 2020-2021, attendance was impacted by several factors. First, a large number of families elected to isolate their students for large portions of the year, again making attendance accountability difficult. On-line students were accounted for based on their engagement with the on-line lessons. With a sizable portion of the remote learners also being chronically disengaged, attendance was obviously negatively impacted. Second, the first few weeks of school Duneland School Corporation elected to implement a hybrid schedule for students Tuesday through Friday, with Monday being an eLearning day for all students. Third, the corporation was forced to isolate the entire student body for three weeks before the winter recess to “reset” due to a significant outbreak of COVID within the county and community. In 2021-2022, it was a more traditional year, but COVID still existed and affected many students at some point throughout the school year. Since the three years are so dramatically different considering the number of changing variables, any conclusions that one would try to draw would not survive serious academic scrutiny. The 2022-2023 was the first “normal” year that we have had since the 2019-2020 school year. We need to see a few years of normal, traditional schooling to identify a meaningful trends or draw any conclusions.

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

Letters are sent home to families when students are absent five days and ten days. If the student’s attendance continues to trend toward 18 days, a meeting is scheduled with the student and family to discuss 1) the root causes of the chronic absenteeism, 2) strategies to improve the student’s attendance, and 3) possible next steps if the attendance does not improve. After twelve days, a referral to DCS for educational neglect or to the Porter County Juvenile Center for Truancy Court is possible.

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

Weekly attendance reports are created and scrubbed to continually monitor students already identified as a-risk, and to identify potentially at-risk students.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	<input type="checkbox"/>
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.	Yes	No	<input type="checkbox"/>

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

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

We use weekly communication via phone calls and newsletters via email. We use social media resources via Facebook, Twitter, Instagram, and our school website that are updated regularly for parents/families.

We try to help parents find a balance that works for their child. We provide information and ideas about how to best assist with homework and other curriculum-related activities and encourage reading at home by creating a custom reading list based on the child's personality, interests, and level.

We set up clear homework policies by detailing how parents could be involved and revise them on a case-by-case basis depending on the student's progress. We ask parents to stick to a study routine and set up a homework-friendly area where distractions are kept to a minimum and potentially enforcing a no-TV, computer, or phone environment.

We suggest enrichment activities that will help parents build constructive relationships with their child as well. Some of those ideas include fun science experiments, family trips to the library, age-appropriate museum exhibitions, and theatrical plays.

We share information about Love and Logic, a free parenting class that provides a plethora of resources for parents.

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

Parents/families are able to email, call, or meet with teachers, counselors and/or administrators upon request. We have an open door policy and are always willing to listen and discuss issues with parents/families.

Additionally, parents play a key role in decision-making at Chesterton Middle School. They are represented on the School Improvement Team, the Strategic Planning Team, The Parent-Teacher Organization, the Bullying Prevention Committee, and other teams and committees as they emerge.

We created a Parent Ambassador Team that is made up solely of parents/families, a few teachers and staff, and the administration. Meetings are held five times per year and are focused on student achievement and programming/initiatives aimed at improving student achievement. These meetings have detailed agendas, as well as allow for open discussion and collaboration.

We survey the parents throughout the school year to get their input and suggestions.

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

Parents are called daily if their student is marked absent. Letters are sent home to parents/families after 5 and 10 absences informing them of how many absences their students have and ask for their help in communication with the school and offer help to ensure better attendance going forward.

Administration and school counselors meet with parents/families of students who reach the 10 day mark of absences to work together in order to find a solution.

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

We emphasize effective communication. We establish norms for each one of our groups/teams/committees. We also establish norms for all-staff meetings. These norms are created collaboratively and recognized as non-negotiables within the culture of the school. We recognize individual differences, respect each other's opinions, watch our own air time, show mutual respect for all, speak clearly, listen attentively, and are willing to try new things.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

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?

Chesterton Middle School offers several courses for academic credit at the high school level.

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

Chesterton Middle School counselors work with students near the end of their seventh grade year and throughout their eighth grade year to begin the process of focusing on each student's graduation pathway trajectory. The high school counselors visit the eighth grade students during their spring semester to begin the process of mapping out each student's pathway.

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

Not applicable.

Graduation rate last year: N/A

Percent of students on track to graduate in each cohort: N/A

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.

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.

Provide a list of all instructional staff. Include licensure/certification and current class/subject area 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

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		Statewide Assessment Data		ELL Assessment(s)		Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data		Individual Education Plans (IEPs)		Discipline/Behavior
	Districtwide Assessments		IAM Assessment		Individual Learning Plans (ILPs)		Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training		Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
	iLEARN Data 2023						

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.

Goal 1: *Increase academic achievement for all students in English Language Arts and Mathematics.* Measurable outcome met? **Yes** No

If the goal was met, how will the school further improve or sustain this level of performance? *CMS staff will continue to collaborate and use evidenced-based practices to remediate and enrich students as needed in order to continue improvement on the ILEARN assessment.*

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: *Implement a research-based and effective RtI program that includes both academic and behavioral support systems at CMS.*

Measurable outcome met? **Yes** **No**

If the goal was met, how will the school further improve or sustain this level of performance? *CMS staff will continue to make data driven decisions and identify those students in need of this layer of support. CMS staff will continue to develop strategies to motivate identified students to embrace a growth mentality.*

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: *Implement an effective PLC process at CMS.*

Measurable outcome met? **Yes** **No**

If the goal was met, how will the school further improve or sustain this level of performance? *CMS staff will continue to receive professional development led by Solution Tree and implement PLCs with fidelity.*

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
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	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.	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.	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
Increase academic achievement for all students in English Language Arts to 60% proficiency.	Yes No	The overall percentage of students at proficiency on the ELA portion of the Spring 2023 ILEARN test was 61% for seventh grade and 52% for eighth grade.	Data clearly illustrates that the percentage of students at proficiency in 7th grade levels is slightly below the desired target, although student performance did significantly improve on the 2023 ILEARN. The 8th grade data showed significant improvement and met their desired target. Both grade levels still have work to do to get to the ultimate target of being ranked first in the state.	X	2
Increase academic achievement for all students in Math to 65% proficiency.	Yes No	The overall percentage of students at proficiency on the Math portion of the Spring 2023 ILEARN test was 59% for seventh grade and 65% for eighth grade.	Data clearly illustrates that the percentage of students at proficiency in both grade levels showed significant improvement and reached the desired targets on the 2023 ILEARN. Both grade levels still have work to do to get to the ultimate target of being ranked first in the state.	X	1

Implement an effective PLC process at CMS.	Yes No	Faculty members are currently meeting for 30 minutes every Tuesday and Thursday morning in grade level/content specific PLC's. Guaranteed and viable curriculum for each course are not currently complete. A PLC guiding coalition of administrators, instructional coach, and teachers has been established and has been receiving training since October 2021. Faculty wide professional development regarding professional learning communities is being scheduled and delivered on Mondays by the guiding coalition twice a month at a minimum.	Duneland School Corporation and Chesterton Middle School are dedicated to implementing a comprehensive and effective Professional Learning Community at all levels. Though time has been dedicated to meet two times per week in collaborative PLCs, the need remains for significant building wide professional development and much work remains to ensure that guaranteed and viable curriculum is in place for each course offered at CMS. The guiding coalition provides this professional development twice a month. Additionally, Solution Tree is providing professional development for staff throughout the school year.	X	3
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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)
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Below proficiency at both grade levels in Math.	Guaranteed and viable curriculum was just created for Math courses although it is currently in the process of being implemented for the first time. In addition, profound learning loss has been suffered as a result of the global COVID pandemic is still evident.
Below proficiency at both grade levels in ELA.	Guaranteed and viable curriculum was just created for ELA courses although it is currently in the process of being implemented for the first full school year. In addition, profound learning loss has been suffered as a result of the global COVID pandemic is still evident.
PLC work is in progress, but full implementation is ongoing.	Sixty minutes per week of collaborative PLC time is not sufficient to complete the enormous amount of work required to implement an effective professional learning community.



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 2024, 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 (Highlight)
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 2023- May 2024	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 2025, 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 2026, 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.

CURRENT YEAR GOAL 1	ILEARN: Increase academic achievement for all students in English Language Arts. By Spring 2024, ILEARN ELA pass rates will meet or exceed 55% in seventh grade and 63% in 8th grade.			
Data Checkpoints (dates)	September	January	May	May
Evidence at Checkpoints	ELA and Math Scores on NWEA Fall Assessment	ELA and Math on NWEA Winter Assessment	ELA and Math on NWEA Spring Assessment	ELA and Math on ILEARN State-wide Assessment
Evidence- Based Strategy 1 (must cite study)	Every course is working on building a guaranteed and viable ELA Curriculum. Manley, Christian, "Effect of Implementing a Guaranteed and Viable ELA Curriculum" (2020). Masters Theses. 5133. https://scholarworks.wmich.edu/masters_theses/5133			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Aligning common summative assessments to high priority standards	August 2023/May 2024	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	Artifacts housed in Canvas
Action Step 2	Create and implement common formative assessments to align with high priority standards	August 2023/May 2024	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	Artifacts housed in Canvas
Action Step 3	Use ILEARN style assessment questions	August 2023/May 2024	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	Artifacts housed in Canvas
Action Step 4	Identify 3-5 FOCUS Standards	August 2023/May 2024	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	Artifacts housed in Canvas
This Goal for Year 2	By Spring 2023, ILEARN ELA pass rates will meet or exceed 58% in seventh grade and 66% in 8th grade.			

This Goal for Year 3	By Spring 2024, ILEARN ELA pass rates will meet or exceed 61% in seventh grade and 69% in 8th grade.
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CURRENT YEAR GOAL 2	Increase academic achievement for all students in Math. By Spring 2023, ILEARN Math pass rates will meet or exceed 63% in seventh grade and 55% in 8th grade.			
Data Checkpoints (dates)	September	January	May	May
Evidence at Checkpoints	Math Scores on NWEA Fall Assessment	Math Scores on NWEA Winter Assessment	Math Scores on NWEA Spring Assessment	Math Scores on ILEARN State-wide Assessment
Evidence- Based Strategy 1 (must cite study)	Every course is working on building a guaranteed and viable Math Curriculum. Marzano, R. J. "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" (2007).			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Aligning common summative assessments to high priority standards	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	Artifacts housed in Canvas
Action Step 2	Create and implement common formative assessments to align with high priority standards	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	Artifacts housed in Canvas
Action Step 3	Use ILEARN style assessment questions	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	Artifacts housed in Canvas
Action Step 4	Identify 3-5 FOCUS Standards	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC Facilitators, Building	Artifacts housed in Canvas

			Administrators, Teachers	
This Goal for Year 2	By Spring 2023, ILEARN Math pass rates will meet or exceed 66% in seventh grade and 58% in 8th grade.			
This Goal for Year 3	By Spring 2024, ILEARN Math pass rates will meet or exceed 69% in seventh grade and 61% in 8th grade.			

CURRENT YEAR GOAL 3	Implement an effective PLC process at CMS.			
Data Checkpoints (dates)	August	October	December	May
Evidence at Checkpoints	PLC Feedback Notes & End of Quarter Surveys	PLC Feedback Notes & End of Quarter Surveys	PLC Feedback Notes & End of Quarter Surveys	PLC Feedback Notes & End of Quarter Surveys
Evidence- Based Strategy 1 (must cite study)	DuFour, Richard. "Learning by Doing: A Handbook for Professional Learning Communities at Work". Bloomington, Ind: Solution Tree, 2006.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PLC meetings during morning collaboration time	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	PLC Feedback Notes & End of Quarter Surveys
Action Step 2	Course Building	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	PLC Feedback Notes & End of Quarter Surveys
Action Step 3	PLC Guiding Coalition Training	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC Facilitators, Building Administrators, Teachers	PLC Feedback Notes & End of Quarter Surveys
Action Step 4	PLC Professional Development	August 2022/May 2023	Department Chairs, Instructional Coaches, PLC	PLC Feedback Notes & End of Quarter Surveys

			Facilitators, Building Administrators, Teachers	
This Goal for Year 2	Continue to implement an effective PLC process.			
This Goal for Year 3	Improve the effectiveness of the PLC process.			

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	ELA teachers, building administrators, and instructional coaches will become more familiar with the types of questions and content covered on ILEARN.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title II, Title IV, ESSER, State/Local funds	

Evidence of Impact	Formative assessments in the classroom will be similar to the ILEARN assessment.
Plan for coaching and support during the learning process: The guiding coalition will provide training on implementing ILEARN strategies in the classroom.	
How will effectiveness be sustained over time? Meetings with Department Chairs, Instructional Coaches, and Teachers in the English Department for collaboration and learning together.	

Professional Development Goal 2	Math teachers, building administrators, and instructional coaches will become more familiar with the types of questions and content covered on ILEARN.	Linked SIP Goals <input checked="checked" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Title II, Title IV, ESSER, State/Local funds	
Evidence of Impact	Formative assessments in the classroom will be similar to the ILEARN assessment.	
Plan for coaching and support during the learning process: The guiding coalition will provide training on implementing ILEARN strategies in the classroom.		
How will effectiveness be sustained over time? Meetings with Department Chairs, Instructional Coaches, and Teachers in the Math Department for collaboration and learning together.		

Professional Development Goal 3	Teachers will develop an effective PLC process.	Linked SIP Goals <input checked="checked" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Title II, Title IV, ESSER, State/Local funds	
Evidence of Impact	Artifacts in Canvas & PLC Feedback Forms	
Plan for coaching and support during the learning process: Instructional Coaches, Building Administrators, and Teacher Leaders will receive ongoing training from Solution Tree Professionals. Additionally, the guiding coalition will provide training related to the PLC process, effective assessment, and teacher collaboration.		
How will effectiveness be sustained over time? Teacher Leaders, Building Administrators, and Instructional Coaches will deliver ongoing professional development to Department Chairs and all teachers throughout the year.		