

Read through this section before beginning your work.

This template contains components that may or may not apply to all schools.

GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three 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. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

- **ESSA** - Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law.
- **TSI** - Targeted Support and Improvement – federal government school designation under ESSA.
- **ATSI** - Additional Targeted Support and Improvement – federal government school designation under ESSA.
- **CSI** - Comprehensive Support and Improvement – federal government designation under ESSA.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

BASIC REQUIREMENTS

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and 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, click Here for 2022-23 Federal school rating list](#)

SCHOOL INFORMATION
[Required for all schools]

School Name	Jackson Elementary School
School Number	6817
Street Address	811 N 400 E
City	Valparaiso
Zip Code	46391

SCHOOL and CONTACT INFORMATION

[Required for all schools]

Principal	Sam Marshall
Phone number	219-983-3680
Email	smarshall@duneland.k12.in.us

Superintendent	Dr. Chip Pettit
Phone number	219-983-3600
Email	cpettit@duneland.k12.in.us

Grant contact	Kevin Zeck
Phone number	219-983-3600
Email	kzeck@duneland.k12.in.us

Other contact	
Position	
Phone number	
Email	

SCHOOL IDENTIFICATION *[Required for all schools]*

Choose the appropriate response from the drop down box.

For implementation during the following years:	2021-24 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

(TSI and ATSI only)

Choose from the drop-down box, underperforming student groups identified by the federal government.

Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

[Required for CSI Schools]

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 SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input type="checkbox"/> Statewide Assessments	<input type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1		Measurable Outcome Met?	Choose ▾
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?	Choose ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2		Measurable Outcome Met?	Choose ▾
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?	Choose ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #3		Measurable Outcome Met?	Choose ▾
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?	Choose ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
Opportunities	Threats

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Why is it happening? (Reasons must be conditions that the school can control)

1.

☐ Why?

☐

2.

☐ Why?

☐

3.

☐ Why?

☐

4.

☐ Why?

☐

5.

☐ Why?

☐

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

[Required for all schools]

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Sam Marshall	Principal	SIP ▾	
Samantha Pllarczyk	Teacher	SIP ▾	
Amber Tarnowski	Teacher	SIP ▾	
Britni Psimos	Teacher	SIP ▾	
Kate Conway	Teacher	SIP ▾	
Traci Urban	Reading Specialist	SIP ▾	
Jenny Fairbairn	Instructional Coach	SIP ▾	
Elizabeth Marth	School Counselor	SIP ▾	
Katie Snyder	Parent	SIP ▾	
Emily Dondlinger	Parent	SIP ▾	
Stacey Mauke	Community Member	SIP ▾	

SCHOOL AND COMMUNITY NARRATIVE
[Optional for all schools]

A narrative description of the school, community, and educational programs.

Link additional information here
(if necessary) ☐

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

[Optional for all schools]

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.

District Vision

Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.

School Vision

Jackson Elementary School inspires students to become innovative thinkers who adapt to our changing world.

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.

School Mission

Jackson Elementary School, in partnership with all components of the community, will ensure a physically and emotionally safe environment for all learners. We are committed to creating and maintaining a responsive, child-centered learning environment in which students will acquire the knowledge and skills to be productive, lifelong learners by building upon students' individual abilities to reach their greatest potential.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS
(continued)
[Optional for all schools]

District Goal(s)
Visit https://www.duneland.k12.in.us/domain/408 to view the district goals.

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

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
Link additional information here (if necessary) <input type="checkbox"/>	

EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

[Optional for all schools]

Use the space below to add additional information about educational programming and the learning environment.

Link additional information here
(if necessary) ☐

CURRICULUM AND INSTRUCTIONAL STRATEGIES

[Optional for all schools]

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

Link additional information here
(if necessary) ☐

STUDENT ACHIEVEMENT
[Optional for all schools]

Use the space below to add information about student achievement based on the ILEARN and other assessments used.

Link additional information here
(if necessary) ☐

STUDENT DATA
[Optional for all schools]

Use the space below to add information about data, including graphs, from the annual performance indicators.

Link additional information here
(if necessary) ☐

PROPOSED INTERVENTIONS

[Optional for all schools]

Use the space below to add information about proposed interventions based on the school improvement plan.

Link additional information here
(if necessary) ☐

ESSENTIAL INFORMATION & CORE ELEMENTS

[Required for all schools]

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 will not be used 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 schools]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input type="checkbox"/>
ELA	K-1	Reading Eggs	Yes ▾	Tier 1 ▾	The reading materials are essential to the reading program.	Yes ▾	<input type="checkbox"/>
ELA	K-4	Scholastic Guided Reading	Yes ▾	Tier 1 ▾	The reading materials are essential to small group reading.	Yes ▾	
ELA	K-4	mClass Intervention	Yes ▾	Tier 2 ▾	The reading materials are essential to interventions for reading.	Yes ▾	<input type="checkbox"/>
ELA	K-4	LLI	Yes ▾	Tier 3 ▾	The reading materials are essential to interventions for reading.	Yes ▾	<input type="checkbox"/>
ELA	K-4	Kendore	Yes ▾	Tier 1 ▾	These materials are essential to phonics instruction.	Yes ▾	<input type="checkbox"/>
SEL	K-4	SecondSteps	Yes ▾	Tier 1 ▾	This program is essential to the SEL curriculum.	Yes ▾	
Math	K-4	Reveal Math	Yes ▾	Tier 1 ▾	These materials are essential to our math curriculum.	Yes ▾	

Math/Reading	1-4	IXL	Yes ▾	Tier 2 ▾	These materials provide interventions for math and reading.	Yes ▾	
Science	K-4	Pearson	Yes ▾	Tier 1 ▾	These materials are essential to the science curriculum.	Yes ▾	<input type="checkbox"/>
Science/Health	2-4	NEWSOLA	Yes ▾	Tier 1 ▾	These materials are essential to the health curriculum.	Yes ▾	
Social Studies	K-4	Studies Weekly	Yes ▾	Tier 1 ▾	These materials are essential for the social studies curriculum.	Yes ▾	
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM
(continued)
[Required for all schools]

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

The public may view the school's curriculum in the following location(s)	
<p>The public may view the school's curriculum in Duneland's Student Learning Management Systems, at school sites, and by requesting an appointment through the DSC Department of Teaching and Learning. Indiana State Standards are also available online.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

[Required for all schools]

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

**Link additional information here
(if necessary) ☐**

CORE ELEMENT 3: ASSESSMENT

[Required for all schools]

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 [CFA], 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 Reading	k-4	Benc... ▾	Assessment provides national norms to guide instructional decisions	Yes ▾	<input type="checkbox"/>
NWEA Map Math	4 K-	Benc... ▾	Assessment provides national norms to guide instructional decisions	Yes ▾	<input type="checkbox"/>
NWEA Map Language	4 K-	Benc... ▾	Assessment provides national norms to guide instructional decisions	Yes ▾	<input type="checkbox"/>
mClass/Dibels/TRC	4 K-	Benc... ▾	Assessments provide reading data to guide instruction	Yes ▾	<input type="checkbox"/>
CogAT	2 K,	Benc... ▾	Assessment provides high-ability placement data	Yes ▾	<input type="checkbox"/>
inVIEW	4	Benc... ▾	Assessment provides high-ability placement data.	Yes ▾	<input type="checkbox"/>
WIDA	4 K-	Benc... ▾	Assessment provides ELL services data.	Yes ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<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 ▾	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<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 ▾



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 to improve student achievement.

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

[Required for all schools]

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

All K-4 students and staff are issued an iPad that is in regular use throughout the instructional day. Students are able to access skill-building and remediation programs, as well as reading materials, directly from their devices. Adults are able to use the devices to assist with assessments and to access the data generated by the assessments to guide the instructional decisions they make on a daily basis.

Link additional information here
(if necessary) ☐

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

[Required for all schools]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	Yes ▾
Career simulation (JA/Biztown, etc.)	Yes ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

(continued)

[Required for all schools]

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Career-related courses	No ▾
Career-focused classroom lessons	Yes ▾	Job-site tours	No ▾
Guest speakers	No ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	No ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)
[Required for all schools]

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose ▾	Job shadowing	Choose ▾
Job-site tours	Choose ▾	Career-related courses	Choose ▾
Guest speakers	Choose ▾	Career day/fair or community day	Choose ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Choose ▾	Online career navigation program	Choose ▾
Industry-related project-based learning	Choose ▾	Not currently implementing career exploration activities	Choose ▾
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

[Required for all schools]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and 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 ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?	
<p>The MTSS committee developed a behavior matrix for student and staff reference. The behavior matrix includes the three school rules: be safe, be respectful, and be responsible. Teachers provide Tier 1 instruction to all students on how to display the appropriate behaviors from the matrix in various school contexts. Teachers also utilize the Second Step program to provide lessons that support student SEL & behavioral health.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 7: CULTURAL COMPETENCY

[Required for all schools]

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 using the dropdowns below.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

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

All of this data is recorded in our Skyward learning management system. Due to the size of the school population, it can be difficult to track trends with certain subgroups as there are often less than 10 students in a subgroup within the entire school.

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

We regularly meet in our RtI/SAT/MTSS meetings to discuss student performance and to address and to remove barriers to students' success. Our teachers use flexible grouping to differentiate to meet student needs in our Tier 1-3 instruction.

**Link additional information here
(if necessary)** ☐

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)
[Required for all Schools]

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

The best professional development staff could make use of would be to experience a more culturally diverse classroom environment in schools that have a more culturally diverse population.

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

The Fountas and Pinnell materials that we use as part of our ELA curriculum expose students to authors and stories from a wide variety of cultures throughout the world; students are exposed to at least one new text everyday. The curriculum is far more multicultural than our previous basal reader program.

**Link additional information here
(if necessary) ☐**

CORE ELEMENT 8: REVIEW OF ATTENDANCE

[Required for all schools]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?		During the pandemic, all attendance incentives were stopped due to isolation and quarantining guidelines. As pandemic-related restrictions have lifted, families have expressed an increased interest in going on the trips they could not during the pandemic.			
What procedures and practices are being implemented to address chronic absenteeism?		We audit attendance regularly, sending letters, making phone calls, and asking for meetings to address barriers to school attendance.			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		We audit attendance regularly, and can thus see if our efforts mentioned above are resulting in more school attendance or not.			
Number of students absent 10% or more of the school year:					
Last Year:	26	Two Years Ago:	33 (22, if excluding COVID)	Three Years Ago:	44 (excluding COVID, it drops to 7)

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

[Required for all schools]

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

We publish a weekly newsletter about all things related to Jackson. Families are able to track student achievement through Skyward Parent Access portal accounts. Our teachers regularly invite parents to volunteer in the classroom helping with small group instruction.

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

Families are welcome to contact (through phone, email or ClassDojo) any of our certified staff with ideas, concerns or suggestions. Families are also welcome to attend and be a part of the Jackson PTO.

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

We publish a weekly newsletter through Smore that advertises the fun students had at school the previous week, as well as highlighting upcoming events. Accompanying the newsletter is a phone call and a text message, for those families that have selected to receive them. We continue to audit attendance and to work with families on an individual basis as needed.

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

Teachers try to communicate in the means that families find most agreeable: some like phone calls, some emails, some in ClassDojo. Teachers will work with their peers—especially those with studies in additional languages—or with corporation specialists (ML teachers) when they need assistance with bridging cultural differences. More than anything, we have found face-to-face conversations crucial in building understanding.

**Link additional information here
(if necessary) ☐**

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?	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

[Secondary schools only]

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
Graduation rate last year:		Percent of students on track to graduate in each cohort:	
Link additional information here (if necessary) <input type="checkbox"/>			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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).

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

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 teachers leaders.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title / schoolwide only]

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Link additional information here (if necessary) <input type="checkbox"/>		

SCHOOL IMPROVEMENT PLAN

[Required for all schools]

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

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

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

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
Sub-Group focus	SpEd/ ELL		
The Strategies we are going to implement are	Gradual release, Data driven practices, and writing workshops		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2021 - May 2022</i>
Link additional information here (if necessary) <input type="checkbox"/>			

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2024	In Progress ▾
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2024	In Progress ▾
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2024	Completed ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	By Spring of 2022, 90% of students will pass the IREAD-3 assessment. (Results: 97.1%; goal met) By Spring of 2023, 93% of students will pass the IREAD-3 assessment. (Results 96.1%; goal met) By Spring of 2024, 95% of students will pass the IREAD-3 assessment.		
Sub-group focus	Students receiving special education services		
The strategies we are going to implement are	Guided reading, WIN time to support struggling readers, Kendore phonics		
To address the root cause	When we created this plan, students were not spending enough time working with texts to develop the skills necessary to pass the IREAD-3 assessment		
Which will help us meet this student outcome goal*	The more time students spend working with text and developing strategies for how to work with texts, the stronger readers they will be which will raise performance on IREAD-3, which is an assessment of reading		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Guiding reading	Fountas, I.C. & Pinnell, G.S. (2017). <i>Guided reading: Responsive teaching across the grades</i> . Heinemann. Fountas, I.C. & Pinnell, G.S. (2017). <i>The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching</i> . Heinemann. Richardson, J. (2009) <i>The next step in guided reading: Focused assessments and targeted lessons for helping every student become a better reader</i> . New York: Scholastic Inc.	Principal, Instructional Coach, and Teachers	Fall 2021-Spring 2024
Using WIN (now SRT) time to support struggling readers	Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). <i>Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI)</i> . 2009-2010. Center for Research in Educational Policy (CREP).	Principal, Instructional Coach, and Teachers	Fall 2021-Spring 2024

Kendore phonics	Burkins, J. & Yates, K. (2022). <i>Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom</i> . Stenhouse: Grandview Heights, OH.	Principal, Instructional Coach, and Teachers	Fall 2023-Spring 2024
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Guided Reading					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Continue on-going, job-embedded training for teachers and instructional support staff	On a weekly basis, every student will be in at least one guided reading group lesson that differentiates based on the student’s current reading level and needs.	Principal, Instructional Coach, Reading Specialist, Level Coordinators	All students will make progress toward reaching grade level benchmarks	N/A	Fall 2021-Spring 2024	In Progress ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Our guided reading strategy has been implemented in all classrooms. It is a regular feature of our instruction, and is one thing that teachers are proud of and are always looking to find more ways to squeeze in more guided reading groups during the day/week. During his observations and visits to team meetings, the principal looks for evidence of guided reading.				

How has student achievement been impacted? What is the evidence?	Student achievement has been positively impacted by our guided reading strategy. When we initially created these goals during the pandemic, we could not have foreseen the success our students have been having in such a short period of time, as measured by IREAD-3 results.
How will implementation be adjusted and/or supported moving into next year?	We are looking to find ways to better differentiate between the needs of different levels of students. We have put such an emphasis on increasing the skills of struggling readers that we feel—although data is sparse—that we may be neglecting the enrichment possibilities available for our strongest readers.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2	Using WIN (now SRT) time to support struggling readers					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Continue on-going, job-embedded training for teachers and instructional support staff	Working with the reading specialist, teacher teams will identify students in need of additional intervention in reading and will provide that intervention during SRT time to ensure the student gains the necessary reading skills to be successful.	Principal, Instructional Coach, Reading Specialist, Level Coordinators	All students targeted as needing reading support (T2 & T3) will make progress toward reaching grade level benchmarks	LLI Kit Guided reading books	Fall 2021-Spring 2024	In Progress ▾

						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	LLI is being provided to students in Tier 3 reading services by the reading specialist. During his observations, the principal looks for evidence of LLI in Tier 3 reading services. Students in Tier 2 are receiving reading services from certified classroom teachers via leveled readers and sources. Teachers assess student learning through formative assessments.					
How has student achievement been impacted? What is the evidence?	It is evident that students are showing growth in Tier 2 instruction, as it has become a more fluid program. Students are receiving services during SRT time that correlate with their specific reading needs.					
How will implementation be adjusted and/or supported moving into next year?	Grade level PLCS will continue to move students fluidly between Tier 1 and Tier 2 instruction to ensure all students receive appropriate remediation.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Kendore Phonics					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Continue on-going, job-embedded training for teachers	Teachers will provide phonics instruction daily to all students. Students will also see evidence of Kendore instruction during guided reading,	Principal, Instructional Coach, Reading	All students will make progress	Kendore Curriculum	Fall 2023-Spring 2024	In Progress ▾

and instructional support staff	Tier 2, and Tier 3 instruction.	Specialist, Level Coordinators	toward reaching grade level benchmarks			
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Teachers in grades K-2 have been trained in Kendore. Almost all teachers in grade 3-4 have been trained on the Word Play portion of Kendore, focusing on word meaning. Teachers are implementing these lessons and skills daily. There is a common language and knowledge of phonics within the building.				
How has student achievement been impacted? What is the evidence?		Student achievement has been positively impacted by Kendore phonics instruction. When we initially created these goals during the pandemic, we could not have foreseen the success our students have been having in such a short period of time, as measured by IREAD-3 results.				
How will implementation be adjusted and/or supported moving into next year?		Students will continue to receive Kendore instruction in each grade level at Jackson. Each year, students will build upon their prior knowledge, building a strong phonics base.				
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS, 2023-2024 School Year				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Key Performance Indicator (Assessment)	BOY NWEA Reading	MOY NWEA Reading	EOY NWEA Reading	IREAD-3 Assessment final results after the Retake Window
Results				
On Track to Meet Goals?	Yes			
Strengths	Students in KDG and 2nd have the lowest percentage of students in the red, which is traditionally the score range that struggles the most with the IREAD assessment.			
Areas for Growth	Many students in 3rd on the bubble (orange); traditionally, these students should pass IREAD, but given factors outside of school control, can struggle on testing days.			
Next Steps	Continue with the plan; progress monitor students targeted with T2 & T3 interventions in reading			
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL			
Goal	By spring of 2022, 74.8% of students will be at or above proficient on ILEARN math. (Results 109/132=82.6%; Goal met) By spring of 2023, 77.8% of students will be at or above proficient on ILEARN math. (Results 122/145=84.1%; Goal met) By spring of 2024, 79.8% of students will be at or above proficient on ILEARN math.		
Sub-group focus	Students receiving special education services		
The strategies we are going to implement are	Guided math instruction, math fact fluency, use of GVC		
To address the root cause	When we created this plan, students were not fluent in their math facts, nor were they spending enough time working through multi-step problems.		
Which will help us meet this student outcome goal*	The more fluent students become in their math facts, the easier multi-step word problems will become, and in turn, become more successful on ILEARN math, which is an assessment of math.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Guided math instruction	Newton, N. (2021). <i>Guided math in action: Building each student's mathematical proficiency with small-group instruction</i> . Routledge.	Principal, Instructional Coach, and Teachers	Fall 2021-Spring 2024
Math fact fluency	Bay-Williams, J. & Kling, G. (2019). <i>Math Fact Fluency: 60+ Games and Assessment Tools to Support Learning and Retention</i> . Association for Supervision and Curriculum Development, Alexandria, VA.	Principal, Instructional Coach, and Teachers	Fall 2021-Spring 2024
Use of GVC	DuFour, R. & Marzano, R. (2011). <i>Leaders of Learning: How District, School, and Classroom Leaders Improve Student Learning</i> . Solution Tree Press, Bloomington, IN. Marzano, R. (2003). <i>What Works In Schools: Translating Research Into Action</i> . Association for Supervision and Curriculum Development, Alexandria, VA.	Principal, Instructional Coach, and Teachers	Fall 2023-Spring 2024

Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Guided Math Instruction					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Continue on-going, job-embedded training for teachers and instructional support staff	On a weekly basis, every student will be in at least one guided math lesson that differentiates based on the student's current reading level and needs.	Principal, Instructional Coach, Level Coordinators	All students will make progress toward reaching grade level benchmarks	N/A	Fall 2021-Spring 2024	In Progress ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Our guided math instruction has been implemented in most classrooms. It is a regular feature of our instruction, and is one thing that teachers are proud of and are always looking to find more ways to squeeze in more guided math groups during the day/week. During his observations and visits to team meetings, the principal looks for evidence of guided math instruction.				
How has student achievement been impacted? What is the evidence?		Student achievement has been positively impacted by our guided math strategy. When we initially created these goals during the pandemic, we could not have foreseen the success our students have been having in such a short period of time, as measured by our NWEA growth scores.				

How will implementation be adjusted and/or supported moving into next year?	We are looking to find ways to better differentiate between the needs of different levels of students.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2	Math Fact Fluency					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Continue on-going, job-embedded training for teachers and instructional support staff	On a daily basis, every student will participate in math fact fluency activities to build their fluency and automaticity.	Principal, Instructional Coach, Level Coordinators	All students will make progress toward reaching grade level benchmarks	N/A	Fall 2021-Spring 2024	In Progress ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		The strategy has been faithfully implemented in all classrooms. Some classes do the activities during instructional time, others during centers, and others make it a homework activity in the same way that most students are expected to practice their reading every evening. There are some concerns about the different ways in which teachers choose to implement the strategy, as students without support at home, if their teacher assigns the activities for homework, may be at a disadvantage. But, at the same time, teachers are				


	trying to be careful to maximize the time students have in school for other instructional activities.
How has student achievement been impacted? What is the evidence?	Math proficiency scores have continued to increase throughout the time we've been implementing the strategy.
How will implementation be adjusted and/or supported moving into next year?	There is some concern that some students, especially those with disabilities, may not be able to develop the math fact fluency and automaticity, despite all the efforts that staff have used, that their peers otherwise have. This strategy seems to be not making the impact with this group that we'd like to have seen.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3	Use of Guaranteed Viable Curriculum					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Teachers will implement a guaranteed, viable curriculum that makes it clear what students should learn and provides them with common formative and summative assessments about that learning.	Teachers will implement a GVC that allows them to gather better and more useful data that allows them to target their instruction more carefully to ensure that all students are meeting their learning targets.	Principal, Instructional Coach, Level Coordinators	All students will make progress toward scoring at level 3 or 4 on common summative assessments in the GVC	Duneland GVC	Fall 2023-Spring 2024	In Progress ▾

						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Although some teams piloted items last year, this is the first year in which Duneland has had a GVC in math. Implementation has gone well so far, and all classroom teachers are making use of the GVC. The principal and the instructional coach monitor this weekly during PLC meetings with the teacher teams.					
How has student achievement been impacted? What is the evidence?	It is too early to tell if the math GVC is having a positive impact on achievement.					
How will implementation be adjusted and/or supported moving into next year?	Because this only just began this year, we will not be adjusting until we have more data.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS, 2023-2024 School Year				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Key Performance Indicator (Assessment)	BOY NWEA Math	MOY NWEA Math	EOY NWEA Math	ILEARN Math final results
Results				
On Track to Meet Goals?	It is unclear at this time; grades K-2 are showing strong achievement in math but they will not be taking the ILEARN assessment yet			
Strengths	Grades K-2 are showing strong achievement with few students in the red.			
Areas for Growth	Grades 3-4 have relatively fewer students in blue and more in red and orange than the other grades.			
Next Steps	Continue with the plan, including progress monitoring of students targeted for academic interventions at the T2 & T3 levels.			
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL			
Goal			
Sub-group focus			
The strategies we are going to implement are			
To address the root cause			
Which will help us meet this student outcome goal*			
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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(s)	All teachers will develop understanding of and comfort with the guided reading as an instructional strategy to improve reading comprehension.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	N/A. We do not need additional funding for this.
Plan for coaching and support during the learning process	Principal, instructional coach, and reading specialist will work with the level coordinators and the teacher teams to determine what support teams need with regard to guided reading.
Evidence of Impact	Success will be evident in terms of impact on IREAD-3 scores. Additional anecdotal data will be gathered through the principal's observations and the conversations the instructional coach and principal have during PLC meetings.
How will effectiveness be sustained over time?	Guided reading will be a cornerstone of how we structure our reading blocks.
Link additional information here (if necessary) □	

Professional Development Goal(s)	All teachers will develop an understanding of the Kendore Phonics program and how to instruct and respond to student instructional needs.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	N/A. This requires no additional funding.
Plan for coaching and support during the learning process	Principal, instructional coach, and reading specialist will work with the level coordinators and the teacher teams to determine what support teams need with regard to Kendore phonics.
Evidence of Impact	Success will be evident in terms of impact on IREAD-3 scores. Additional anecdotal data will be gathered through the principal's observations and the conversations the instructional coach and principal have during PLC meetings.
How will effectiveness be sustained over time?	Kendore phonics is a required component of the ELA curriculum in Duneland.
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal(s)	All teachers will develop understanding of and comfort with the guided math as an instructional strategy to improve reading comprehension.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	N/A. We do not need additional funding for this.
Plan for coaching and support during the learning process	Principal, instructional coach, and reading specialist will work with the level coordinators and the teacher teams to determine what support teams need with regard to guided math.
Evidence of Impact	Success will be evident in terms of impact on ILEARN math scores. Additional anecdotal data will be gathered through the principal's observations and the conversations the instructional coach and principal have during PLC meetings.
How will effectiveness be sustained over time?	Guided math will be a cornerstone of how we structure our math blocks.
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal(s)	All teachers will develop an understanding of the Duneland Guaranteed, Viable Curriculum (GVC) and how to instruct and respond to student instructional needs.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	N/A. This requires no additional funding.
Plan for coaching and support during the learning process	Principal, instructional coach, and reading specialist will work with the level coordinators and the teacher teams to determine what support teams need with regard to the GVC.
Evidence of Impact	Success will be evident in terms of impact on ILEARN math scores. Additional anecdotal data will be gathered through the principal's observations and the conversations the instructional coach and principal have during PLC meetings.
How will effectiveness be sustained over time?	The GVC is a non-negotiable in Duneland.
Link additional information here (if necessary) <input type="checkbox"/>	