

School Name: Tipton Elementary School

School Number: 8163

Street Address: 1099 S. Main St.

City: Tipton

Zip Code: 46072

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2021-2022

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

Principal:	Lori Rayl	
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **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 designation under ESSA

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

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 only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.			
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 comprehensive needs assessments (CNA) and/or school improvement plans (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Lori Rayl	Principal	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Caylie Dicken	Assistant Principal	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Debbie Lamb	Title I Teacher	CNA, SIP, Both	Steering Committee, Curriculum Mapping/Standards
Shayne Clark	Director of Student Services	CNA, SIP, Both	Steering Committee
All teachers	Teachers	CNA, SIP, Both	
All Staff	Staff	CNA, SIP, Both	
Josh Ireland	Kdg teacher/Grade Level Chair	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Stacey Angell	1st grade teacher/Grade Level Chair	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Ann Tragesser	2nd grade teacher/Grade Level Chair	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Cheri Conaway	3rd grade teacher/Grade Level Chair	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development

Cheri Leffler	4th grade teacher	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Angie Henry	5th grade teacher	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Danielle Hale	Technology teacher	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development
Derek Simmons	Special Education teacher	CNA, SIP, Both	Steering Committee, Data Analysis/Academic Student Goal, Curriculum Mapping/Standards, Professional Development

--- 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:

Growing empowered, future-ready students prepared for a lifetime of opportunity and success.

School Vision:

Growing empowered, future-ready students prepared for a lifetime of opportunity and success.

District Mission:

Working together for student success

School Mission:

Working together for student success

District Goals:

1. Branding/Public Relations
2. Student Achievement
3. Facilities

School Goals:

1. Student Achievement
 - a. Writing
 - b. Math Measurement

Does the school's vision support the district's vision? ☐ Yes ☐ No

Does the school's mission support the district's mission? ☐ Yes ☐ No

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

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbooks and readers are core components of reading programs.	Yes No	
Reading	K-5	McGraw-Hill Reading Series	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program	Yes No	
Math	K-2	Go Math	Yes No	Tier 1, 2, 3	Textbook is core component of reading program	Yes No	
Math	3-5	Envision Math	Yes No	Tier 1, 2, 3	Textbook is core component of reading program	Yes No	
Reading	K-3	Orton-Gillingham	Yes No	Tier 1, 2, 3	The Orton-Gillingham approach is a multisensory phonics technique for reading instruction	Yes No	
Reading	1-5	Accelerated Reader	Yes No	Tier 1, 2, 3	Reading practice	Yes No	
Reading and Math	K-5	IXL	Yes No	Tier 1, 2, 3	Reading and math practice	Yes No	
Reading	K-3	Fountas & Pinnell Benchmark, LLI	Yes No	Tier 1, 2, 3	Levelled Literacy Interventions	Yes No	
Physical Education	K-5	Indiana State Standards	Yes No	Tier 1, 2, 3	Indiana State Standards	Yes No	

Music	K-5	Indiana State Standards	Yes No	Tier 1, 2, 3	Indiana State Standards	Yes No	
Art	K-5	Indiana State Standards	Yes No	Tier 1, 2, 3	Indiana State Standards	Yes No	
Computer	K-5	Indiana State Standards	Yes No	Tier 1, 2, 3	Indiana State Standards	Yes No	
Library	K-5	Indiana State Standards	Yes No	Tier 1, 2, 3	Indiana State Standards	Yes No	

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

The public may view the school's curriculum in the following location(s): www.tcsc.k12.in.us

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

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

For Title I schools with Schoolwide Programs only:

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

Tipton Community Schools, utilizes the Indiana Department of Education state standards as the required curriculum for all students K-12. Indiana Academic Standards and Indiana College and Career Readiness Standards provide the learning targets for all content areas. Tipton Elementary School's grade level curriculum mapping provides the scope and sequence for the content areas. This direct connection ensures that all students at Tipton Elementary participate in a rigorous and challenging educational opportunity.

Tipton Elementary School curriculum maps were created by teachers representing grades kindergarten through fifth grade. The teachers analyzed the Indiana Academic Standards, identified developmentally appropriate learning expectations for each grade level, and outlined specific skills students need in order to be successful at grade level and as they progress through school. The curriculum focuses on providing students opportunities to apply what they know in different situations as well as preparing students for state required assessments.

In developing the curriculum, the teachers had the best interests of the students at heart and were mindful of the values of the community. The vision of the teachers was to develop a quality curriculum that prepares students for their future and helps build a stronger community of learners.

The teachers based the curriculum upon their experience, expertise, a variety of resources, input from their grade-level peers, and the Indiana Academic Standards. The goal of the group of teachers was to develop a comprehensive and rigorous curriculum, one that emphasizes grade-level learning expectations and prepares students for their future. Another goal of the group of teachers was to continue to seek and utilize feedback from their peers to make improvements to the curriculum.

Although the curriculum includes common timelines for implementation of the Indiana Academic Standards, the classroom teacher continues to have the flexibility to accelerate learning or to reteach certain skills to meet the needs of the students. The creativity and strengths of the teacher continues to be the most important factor influencing how students master the curriculum and the Indiana Academic Standards.

Tipton Elementary School's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Tipton Elementary School, reviews and revises curriculum on a six (6) year rotating basis that follows the state guidelines for textbook adoption. During the adoption year for each subject area, a committee is appointed composed of teachers and administrators. This committee is charged with selecting curriculum for the subject area. The curriculum is developed in conjunction with and aligned to state standards.

Students at Tipton Elementary School are offered a challenging curriculum in a traditional setting. Teachers differentiate instruction that both supports and reflects the Indiana State Standards and grade level curriculum.

The following strategies/programs are used to strengthen the core academic programs and increase consistent implementation of core programs strategies/practices across the curriculum, classrooms, and grade levels:

- Curriculum mapping updates
- Collection of data from a variety of sources such as NWEA, Pearson Math & Go Math, assessments, ILEARN, IREAD, Google Classroom, IXL Math/ELA, Accelerated Reader, McGraw-Hill Reading Benchmarks, Envision Math/Go Math Benchmarks, Fountas & Pinnell Benchmarks, and Progress Monitoring.
- Grade Level collaboration data analysis meetings are held to share data, instructional strategies, and core program components

Instructional Strategies

Tipton Elementary School's teachers develop curriculum and lessons using best practices and evidence based research. Teachers are trained at conferences, workshops, and during professional development opportunities offered at school in the best practices shown by research to improve student learning. Case conferences, 504 conferences, and data review conferences are periodically held to assure that individual educational plans are appropriate to meet the needs of students with special needs.

Tipton Elementary School teachers use a variety of instructional formats to ensure that the grade-appropriate skills are presented, reinforced, mastered, and reviewed. Much emphasis is placed on thinking and reasoning strategies, as well as rigor. Teachers focus on providing all students with quality knowledge work that encourages them to perform at increasingly higher levels. Best practice strategies from Marzano are used by teachers to ensure increased student achievement. Teachers use a mixture of instructional strategies including: modeling, textbooks, trade books, BENQ Interactive board lessons, drill and practice, individual and small flexible groupings, whole group, MacBook Air technology, Ipad technology, ELMO projectors for a teaching tool, listening centers, working with words, guided reading and writing, enrichment, and remediation. Title One Paraprofessionals provide small group instruction to below level students in reading and math. Tipton High School volunteer mentors and peers help students struggling in reading, writing, and math. Students work in cooperative groups, as peer tutors, partner reading, and learning centers. Research shows that students learn through a variety of experiences. Tipton Elementary School provides many experiences such as field trips (onsite or virtual), STEM, coding, curriculum enriched convocations, and hands-on projects. Students are actively engaged in positive learning experiences, enabling them to enjoy a rewarding experience and to become a successful member of an ever-changing society.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
Reading Core Curriculum McGraw-Hill	K-5	Benchmark, Com. Form., Summative, Other		Yes No	
Go Math	K-2	Benchmark, Com. Form., Summative, Other		Yes No	
Envision Math	3-5	Benchmark, Com. Form., Summative, Other		Yes No	
ILEARN	3-5	Benchmark, Com. Form., Summative, Other		Yes No	
IREAD3	3	Benchmark, Com. Form., Summative, Other		Yes No	
I AM	Identified students	Benchmark, Com. Form., Summative, Other		Yes No	
NWEA	K-5	Benchmark, Com. Form., Summative, Other	Computer-adaptive diagnostic testing solution, provides educators with instant test results, personalized to each student, that ensure correct overall student placement. Administered over time, these tests provide a longitudinal view of student growth in core curriculum areas (English Language Arts and Mathematics). Students in grades K-5 take an ELA and Math test at the beginning of the year, mid-year, and end of the year test.	Yes No	
CogAT	Kdg, 2nd, 5th	Benchmark, Com. Form., Summative, Other	The Cognitive Abilities Test (CogAT) is a multiple -choice test designed to measure a child's academic aptitude. It is used to measure cognitive development among children and is often used to identify gifted children for admission into gifted and talented programs across the United States. Cogat is administered at TES in Kindergarten, 2 nd grade and 5 th grade.	Yes No	

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	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	

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.

Formative assessment is the diagnostic use of assessment to provide feedback to teachers and students over the course of instruction. Since the goal of formative assessment is to gain an understanding of what students know and don't know in order to make responsive changes in teaching and learning, techniques such as teacher observation and classroom discussion have an important place alongside analysis of tests and homework. P. Black and D. William (1998) encourage teachers to use questioning and classroom discussion to increase their students' knowledge and improve understanding. They suggest several strategies to involve all students. Teachers can assess students' understanding in a number of ways that include exit tickets as well as other checks for understanding designed to determine understanding. Tests and homework can be used formatively. Because formative assessment is tightly linked with instructional practices, teachers must consider how their classroom activities, assignments, and tests support learning aims and allow students to communicate what they know, and they must use this information to improve teaching and learning.

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

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

At Tipton Community School Corporation, it is imperative that we prepare our students to work as responsible citizens and lifelong learners with 21st century skills. In order for this to occur, we must provide 21st century learning opportunities that include, but are not limited to: problem solving, information retrieval, research skills, critical and creative thinking skills, online collaborative skills, and continued life-long learning skills.

The Administrators - ISTE Standards for Administrators All Administrators shall meet the following standards and performance indicators: • Inspire and lead the development and implementation of a shared vision for comprehensive integration of technology • Create, promote, and sustain a dynamic, digital-age learning culture • Promote an environment of professional learning and innovation that empowers educators to enhance student learning • Provide digital age leadership and management to improve the organization through effective use of information and technology resources • Model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

The Teachers - ISTE Standards for Teachers All teachers shall meet the following standards and performance indicators: • Facilitate and inspire student learning and creativity • Design and develop digital age learning experiences and assessments • Model digital age work and learning for students • Promote and model digital citizenship and responsibility • Engage in professional growth and leadership • Keep current with educational technology tools used at TCSC

The Integration Specialists - ISTE Standards for Coaches All Integration Specialists shall meet the following standards and performance indicators: • Inspire and participate in the development and implementation of a shared vision for comprehensive integration of technology • Assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students • Conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning • Model and promote digital citizenship • Create and support effective digital age learning environments • Demonstrate professional knowledge, skills, and dispositions in content and pedagogical knowledge in technology integration and current and emerging technologies necessary to implement the ISTE Teacher and Student standards

The Students - ISTE Standards for Students All students shall meet the following standards and performance indicators: • Students demonstrate creative thinking, construct knowledge, and develop innovative products and measurement using technology. • Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. • Students apply digital tools to gather, evaluate, and use information. • Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources • Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior • Students will demonstrate a sound understanding of technology concepts, systems, and operations

Adopted Model for Technology Integration: SAMR is a model designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students.

Technology Integration:

Using the International Society for Technology in Education National Educational Technology Standards (ISTE NETS), the Indiana Science and Computer Science Standards will be integrated into all K-12 curricula. Instructional stakeholders will contribute to developing and updating technology-integrated curriculum maps and resources. Teachers will regularly integrate technology as defined within their respective curriculum when appropriate for best practices. To improve the academic achievement, including technology literacy, of all learners, an integrated curriculum will include the following teaching and learning strategies: • Students construct knowledge through a variety of measurement, human interaction and differentiated learning environments. • Students will select from a variety of tools, measurement, and information sources that will enhance their own learning. • Students will engage in responsible and appropriate behavior when using technology. • Technology tools will be made available anywhere, anytime, for and by everyone, and will help to eliminate barriers for all learners as appropriate and needed. • Students will have access to a collaborative global community of learners, using tools such as online learning, podcasts, wikis, social networking, etc. • Students and staff will have access to curricular materials and resources. • Students are provided opportunities for increased ownership of their own learning. • Students will be both explorers and producers of knowledge • Creative thinking will be encouraged through the use of technology. • Students will understand and apply problem-solving conventions within systems, applications, and the learning of new technologies. • Students will demonstrate knowledge after locating, organizing, analyzing, evaluating, and synthesizing information from a variety of sources. • Students will be provided with 21st century learning opportunities that include, but are not limited to: problem solving, information retrieval, research skills, critical and creative thinking skills, online collaborative skills, and continued life-long learning skills.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

If "Not currently implementing career exploration activities" was checked 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 checked 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	
Online career navigation program	
Job shadowing	

If "Not currently implementing career exploration activities" was checked above, explain why.

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

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

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

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Culturally diverse groups are identified by the parents completing information in our SIS.

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

Tipton Elementary School has a sensitive faculty committed to maintaining a safe environment where all students' instructional needs are met. The school improvement plan includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards are emphasized. Teachers are encouraged to read articles and/or books on diverse students and families. It is the expectation of the Tipton Elementary teaching staff that core curriculum, as well as current academic and social assessment results, drive the decision making that leads to the improvement of achievement and closes the gap on learning for all students Kindergarten through Fifth Grade. At Tipton Elementary School, the subgroups of Free and Reduced Lunch students and Special Education students had significantly lower student achievement scores.

Tipton Elementary School believes that all children will come to school *ready to learn in school*, and all schools will be ready to *teach all children*. Making developmental practices responsive to cultural differences presents a significant challenge for teachers, requiring them to adopt role definitions, curricula, and teaching practices that challenge rather than reflect the values of the wider society and themselves.

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

Staff will be trained through our PD days, staff meetings, and opportunities presented in weekly newsletters and on Google Classroom. Staff will be offered the opportunity to work with UDL philosophy of strategies that support children in the margins, and support all children. Our school counselor and school special services coordinator offer training with SEL and WIDA students. During the curriculum mapping teachers will also identify multi-cultural opportunities to teach multicultural content when applicable.

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

During the curriculum mapping teachers will also identify multi-cultural opportunities to teach multicultural content when applicable.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.

2020-2021:

2019-2020: 7.9%

Corporat ion Id	Corporation Name	Scho ol Id	School Name	2018 -19	2017 -18	2016 -17	2015 -16	2014 -15	2013 -14	2012 -13	2011 -12	2010 -11	2009 -10	2008 -09	2007 -08	2006 -07	2005 -06
7945	Tipton Community School Corp	8163	Tipton Elementary School	96%	96%	96%	96%	96%	97%	97%	97%	97%	96%	97%	96%	97%	96%
				2019-20		2020-2021											

What may be contributing to the attendance trend?

School attendance rate has been steady for the past years.

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

Daily emails and/or communications are sent to parents daily to check on absences. Our policy states to make contact with the principal at 8, 12, and 15 days with parent meetings to be completed.

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

Daily attendance is tracked through PowerSchool.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	
A multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	

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

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

Tipton Elementary is committed to parental relationships. Parents are a critical part of the academic structure of our school. The staff strives to create a welcoming atmosphere where parents and visitors feel welcomed and appreciated. Many years of research have shown that partnerships between schools, families and communities contribute to improved student achievement and higher performance for schools (Henderson & Mapp, 2002). Effectively engaging families and communities around student literacy can lead to increased reading and writing skills for students. This is true for families from different backgrounds and income levels (Henderson & Mapp, 2002). Opportunities that encourage parent involvement are assignment notebooks, family folders, weekly newsletters, phone calls/emails, behavioral/academic checklists, classroom visitations, homework, and PowerSchool access. Parents are invited to 'Meet the Teacher', parent/teacher conferences, classroom presentations, music programs, and awards programs. Parents assist in classrooms and with fundraising, participate as field trip chaperones, and assist with TESO/PTO activities. The Tipton Elementary staff realizes that family participation is vital for student success and will continue to strive to promote activities to support parental support.

Tipton Elementary provides literacy services by:

- Sending home monthly Home School Connection Title One newsletters on literacy/math topics
- Using community resources such as reading partner volunteers and guest readers. Tipton Blue Devil High School basketball players, managers, and cheerleaders are guest readers throughout the basketball season.
- Assigning interactive literacy homework, such as having students read aloud to family members, go over vocabulary and spelling words, and discuss comprehension with family members.
- Providing families with information about summer and after-school programs that focus on building literacy skills. Tipton Elementary School connected families with West St. Christian Church to offer free after school tutoring and with the Tipton Boys and Girls Club that offered after school assistance.
- Encouraging students and families to check out books from the public library to read at home. The Tipton Public Library was invited to attend our annual meeting and literacy night to sign up parents and students for library cards.
- Hosting three Scholastic Book Fairs giving opportunities for parents/grandparents to purchase books for their children.

Description of how the school will provide individual academic assessment results to parents:

- Providing families with information about how their child is performing in reading and math between report cards. Classroom teachers provide continuous progress through our online grading system, PowerSchool, as well as, daily practice information via skills papers and/or online assessments. Title One provides weekly McGraw-Hill benchmark results, as well as unit goals. Students chart their own scores and set goals to improve their fluency scores and unit benchmark scores.
- Providing individual academic assessment results to parents for ILEARN, IREAD, NWEA. These results are shared through parent-teacher conferences, quarterly report cards, phone calls, and communicating with parents via email. Parents are also notified by mail when their child has been identified to receive Title One services/interventions. These interventions are monitored regularly to ensure progress.

Strategies to involve parents in the planning, review, and improvement of the schoolwide plan

Tipton Elementary's Title One Annual Parent Meeting is held near the beginning of the school year. During the meeting, the teacher explains the Title One program at Tipton Elementary and the services that the students will be receiving. Parents assist in planning and reviewing the program through representation

on the Parent Involvement Committee. The parent involvement policy is reviewed and revised at the Annual Parent Meeting. During the spring meeting, the student/parent/school compact is reviewed, Title One surveys are taken, and opportunities are given for parent input.

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

Parents are asked for input via surveys.

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

School communicates daily with parents regarding daily attendance. School works with SRO to do home visits if needed.

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

Tipton Elementary School has a sensitive faculty committed to maintaining a safe environment where all students' instructional needs are met. The school improvement plan includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards are emphasized. Teachers are encouraged to read articles and/or books on diverse students and families. It is the expectation of the Tipton Elementary teaching staff that core curriculum, as well as current academic and social assessment results, drive the decision making that leads to the improvement of achievement and closes the gap on learning for all students Kindergarten through Fifth Grade. At Tipton Elementary School, the subgroups of Free and Reduced Lunch students and Special Education students had significantly lower student achievement scores.

Tipton Elementary School believes that all children will come to school *ready to learn in school*, and all schools will be ready to *teach all children*.

Making developmental practices responsive to cultural differences presents a significant challenge for teachers, requiring them to adopt role definitions, curricula, and teaching practices that challenge rather than reflect the values of the wider society and themselves.

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.

Tipton Elementary is committed to parental relationships. Parents are a critical part of the academic structure of our school. The staff strives to create a welcoming atmosphere where parents and visitors feel welcomed and appreciated. Many years of research have shown that partnerships between schools, families and communities contribute to improved student achievement and higher performance for schools (Henderson & Mapp, 2002). Effectively engaging families and communities around student literacy can lead to increased reading and writing skills for students. This is true for families from different backgrounds and income levels (Henderson & Mapp, 2002). Opportunities that encourage parent involvement are assignment notebooks, family folders, weekly newsletters, phone calls/emails, behavioral/academic checklists, classroom visitations, homework, and PowerSchool access. Parents are invited to 'Meet the Teacher', parent/teacher conferences, classroom presentations, music programs, and awards programs. Parents assist in classrooms and with fundraising, participate as field trip chaperones, and assist with TESO/PTO activities. The Tipton Elementary staff realizes that family participation is vital for student success and will continue to strive to promote activities to support parental support.

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- Encouraging students and families to check out books from the public library to read at home. The Tipton Public Library was invited to attend our annual meeting and literacy night to sign up parents and students for library cards.
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on the Parent Involvement Committee. The parent involvement policy is reviewed and revised at the Annual Parent Meeting. During the spring meeting, the student/parent/school compact is reviewed, Title One surveys are taken, and opportunities are given for parent input.

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

Tipton Elementary is committed to parental relationships. Parents are a critical part of the academic structure of our school. The staff strives to create a welcoming atmosphere where parents and visitors feel welcomed and appreciated. Many years of research have shown that partnerships between schools, families and communities contribute to improved student achievement and higher performance for schools (Henderson & Mapp, 2002). Effectively engaging families and communities around student literacy can lead to increased reading and writing skills for students. This is true for families from different backgrounds and income levels (Henderson & Mapp, 2002). Opportunities that encourage parent involvement are assignment notebooks, family folders, weekly newsletters, phone calls/emails, behavioral/academic checklists, classroom visitations, homework, and PowerSchool access. Parents are invited to 'Meet the Teacher', parent/teacher conferences, classroom presentations, music programs, and awards programs. Parents assist in classrooms and with fundraising, participate as field trip chaperones, and assist with TESO/PTO activities. The Tipton Elementary staff realizes that family participation is vital for student success and will continue to strive to promote activities to support parental support.

Tipton Elementary provides literary services by:

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- Using community resources such as reading partner volunteers and guest readers. Tipton Blue Devil High School basketball players, managers, and cheerleaders are guest readers throughout the basketball season.
- Assigning interactive literacy homework, such as having students read aloud to family members, go over vocabulary and spelling words, and discuss comprehension with family members.
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Strategies to involve parents in the planning, review, and improvement of the schoolwide plan

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on the Parent Involvement Committee. The parent involvement policy is reviewed and revised at the Annual Parent Meeting. During the spring meeting, the student/parent/school compact is reviewed, Title One surveys are taken, and opportunities are given for parent input.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Parents are asked for input via surveys.

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?

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components. Tipton Elementary School uses resources as available to best meet the needs of students. TCSC corporation Student Services Coordinator oversees the available funds to help meet the needs of all students utilizing available funds.

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.

Tipton Elementary staff is looking for ways to help our students make a smooth transition to elementary school. Family involvement is a viable strategy to address transition issues related to readiness (Boethel, 2004). The school-family connection can help ensure that the potential of each child is fulfilled as well as bridge the achievement gap. With careful planning, schools can engage families in helping children get ready for school and transition from grade to grade.

- Tipton Elementary School will establish memorandums of understanding and engage with local preschool programs, including Head Start, to learn about the students who will attend our school. We will establish an annual spring meeting with preschool providers to share readiness information about students entering kindergarten. The goal of this coordination is to provide higher-quality learning experiences and a more seamless transition to Kindergarten.
- Host a kindergarten orientation for parents. This spring registration event will help parents understand the expectations of our school and kindergarten.
- **Kindergarten Ready**

Kindergarten Ready is a program that takes place in July and is a one week long full day program that targets at-risk students. This program is led by the kindergarten team, and they work on very simple incoming preschool/kindergarten skills. Name Writing, Letter Identification, Letter Sounds, Number, our first few sight words, Shape Identification, and Counting. We also work on crafts, fine and gross motor skills and lots of socializing. It can be as simple as a circle/rug read aloud. We will run them through the cafeteria to hopefully grasp that concept as well. Again, a lot of routines and expectations that we find these incoming at-risk students are lacking.

Our preschool program is designed to align with the Tipton Elementary School curriculum. Tipton Elementary Preschool students benefit from a rigorous and consistent class schedule meeting 5 days a week. The curriculum will help prepare our students for when they transition into our kindergarten program. We have a licensed teacher who works with the students to practice and target the following learning areas:

Social-emotional development

- Literacy
- Math
- Cognitive development
- Language skills

- Physical development

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.

Effective induction and mentoring programs have been shown to increase retention rates in many types of schools. To be effective the programs must be well-organized with instructive and expedient activities, a formal mentoring aspect, reduced teaching requirements for new teachers to give them time for training, and a formal way to assess the new teachers with a focus on assistance rather than evaluation (Serpell & Bozemen, 1999) At Tipton Community School Corporation, new teachers are assigned a mentor. Supporting new teachers with high-quality, mentoring programs supports coaching, mentorship, and collaborative planning to accelerate effectiveness.

Focused professional development on lesson study, student work, test scores, and linguistic and cultural competence yield quality instruction for improved learning (Serpell & Bozemen, 1999). TCSC provides opportunities for new teachers to work collaboratively with other teachers under the tutelage of mentors who can help them develop their knowledge and skill from within the school community.

Effective teachers want to work in environments that support and appreciate them. They are sustained and nourished by other good teachers who become their trusted colleagues, coaches, and mentors and who share a commitment to creating a good learning environment for their students. At TCSC, teachers are celebrated and supported by colleagues, administration, and all stakeholders.

Building the teaching profession to ensure quality teachers and learning for each student means paying teachers equitably. TCSC reviewed and supports a competitive salary schedule, as compared to our local area. TCSC does have a tiered teaching profession that accommodates and rewards highly accomplished teachers who can manage and lead less experienced teachers.

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
Lori Rayl	English, Gen. Science, Reading 5-12, Elementary Admin	Principal
Caylie Dicken	Intermediate-Primary Generalist, Building Level Admin	Assistant Principal
Kelly Gerster	Early Childhood, Kdg Addition, General Elementary	Preschool teacher

Michelle Biehle	General Elementary	Preschool teacher
Josh Ireland	Elementary Generalist; Mild Interventionist	Kindergarten teacher
Jordan Bowen	Elementary Generalist, Social Studies K-6	Kindergarten teacher
Jessican Higginbotham	Intermediate and Primary Generalist	Kindergarten teacher
Jenna (Reecer) Smith	Intermediate and Primary Generalist	Kindergarten teacher
Mara Isenhower	Intermediate and Primary Generalist Mild Intervention	Kindergarten teacher
Laura Harney	General Education 1-6, $\frac{7}{8}$ Non-Departmentalized	First grade teacher
Stacey Angell	General Education 1-6, $\frac{7}{8}$ Non-Departmentalized	First grade teacher
Carrie (Hartley) Cloud	Elementary Generalist; Kdg	First grade teacher
Danielle Grubb	Elementary Generalist	First grade teacher
Tammy Heady	Elementary Generalist	Second grade teacher
MaryAnne Standeford	Computer K-12, General Elementary 1-6, $\frac{7}{8}$ Non-Dept., Life Science 5-9	
Lela Crawford	Elementary Generalist; Mild Intervention P-12	Second grade teacher
Polly Baird	Elementary Generalist	Second grade teacher
Ann Tragesser	Elementary Generalist	Second grade teacher
Diane Degenkolb	Elementary Generalist; Mild Intervention	Second grade teacher
Hannah Fakes	Intermediate/Primary Generalist; Mild Intervention	Third grade teacher
Audrey Wetz	General Education 1-6, $\frac{7}{8}$ Non-Departmentalized Science 1-6	Third grade teacher
Monica Rich	Elementary Generalist	Third grade teacher
Allison Ripberger	Intermediate/Primary Generalist	Third grade teacher
Cheri Conaway	General Elementary	Third grade teacher

Jennifer Martin	General Elementary; Reading	Fourth grade teacher
Paula Stevens	General Elementary	Fourth grade teacher
Cheri Leffler	General Elementary	Fourth grade teacher
Shari Cottingham	General Elementary	Fourth grade teacher
Hannah Fakes	Intermediate/Primary Generalist; Mild Intervention	Third grade teacher
Jessica Hendricks	General Education 1-6, $\frac{7}{8}$ Non-Departmentalized; Kdg; LD K-12	Fifth grade teacher
Angelia Henry	General Elementary	Fifth grade teacher
Scott Leffler	General Elementary	Fifth grade teacher
Cristina Sole	Mild Interventionist P-12, Anthropology 5-12, US History 5-12, World Civilization 5-12	Special Education teacher, grades PreK, Kdg, 1st
Derek Simmons	Intermediate/Primary Generalist, Intermediate/Primary Mild Interventionist	Special Education teacher, grade 2
Amanda Davidson	Intermediate/Primary Generalist, Intermediate/Primary Mild Interventionist	Special Education teacher, grades 3-4-5
Hunter Walsh	Elementary Generalist K-6, Mild Interventionist P-12	Special Education teacher, grades 3-4-5
Debbie Lamb	General Elementary, LD K-12, Mild Mentally Handicapped K-12, Reading 1-6, $\frac{7}{8}$ Non-Departmentalized	Title One teacher
Beth Woelfert	General Elementary; Kdg	UDL Coach
Shayla (Elmore) Pointer	Elementary Generalist k-6, Mild Intervention P-12	Special Education Coordinator
Michelle Dunham	Intermediate/Primary Mild Interventionist	English Language Coordinator
Autumn Ringeisen	Communications Disorder all schools	Speech/Language Pathologist, Kdg-4th grade
Carolyn Friend	Speech, Language And Hearing Clinician	Speech/Language Pathologist, PreSchool, 5-12 grades

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.

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

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 Focus Area #1: Academic Student Goal

Subgroups Identified for Improvement: Goal #1a and #1b: All Students

Goal #1a: For the next year, students will achieve measurable continuous improvement in total ILEARN scores in Writing: Genres, Writing Process, Research process of at least 3 percentage points increase over the previous year in grades 3, 4, and 5 by Spring 2021-2022.

Writing: Genres, Writing Process, Research process:

Baseline overall ELA Spring 2021: 3rd grade: 47%; 4th grade: 41%; 5th grade: 42%

Target: Spring 2021: 3rd grade: 50% 4th grade: 44%; 5th grade: 45%

Goal #1b: For each of the next year, students will achieve measurable continuous improvement in total ILEARN scores in Math Measurement of at least 3 percentage points increase over the previous year in grades 3, 4, and 5 by Spring 2021-2022.

Math Process:

Baseline overall Math Spring 2021: 3rd grade: 66%; 4th grade: 49%; 5th grade: 49%

Target: Spring 2021: 3rd grade: 69% 4th grade: 52%; 5th grade: 52 %

Goal 2 Curriculum Mapping

Subgroups Identified for Improvement: All Students

Goal #2: Making Sense of the Indiana State Standards, Unpacking and Translating the Standards, Curriculum Alignment, Laying the Foundation for Curriculum Mapping in 2021-2022

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

Steps in the Process Part 1:

- Review the Indiana State standards in cross level groups (ELA and Math) and discuss the organizational structure
- Unpack grade level standards to determine the non-negotiables
- Translate the language to make it more precise and user friendly
- Add additional content that may be critical for that grade or course
- Discuss where they would fit in a map
- Define Mapping
- Explain Types of Maps
- Review sample maps to determine consistent elements, possible information that can be gleaned from maps, and possible uses
- Determine where the Indiana State Standards fit in a map
- Discuss the purpose and benefits of Mapping

Steps in the Process Part 2:

- By grade level, identify possible consensus units that align and support the teaching of the Indiana State Standards
- Identify the current units that are being taught.
- Determine gaps and reach consensus on the units that should be taught
- Assist grade level teams in developing unit maps. Begin by identifying the unit titles and Big Ideas/major concept(s) for each unit
- Craft the essential questions.
- Identify the grade level content to be taught
- Include any key terms/vocabulary
- Using feedback from coaching partners, make any needed edits/adjustments
- Add skills and check skills for precision and level of understanding (DOK) and make any needed adjustments to clarify expectations
- Work in unit development teams and identify appropriate assessments for the units they are developing
- Identify and/or create assessments for alignment to the precise skills and standards
- Cross check the assessments by "unpacking" the skills needed for success
- Add activities and resources that support the teaching of the unit

Steps in the Process Part 3:

- Work in unit development teams to use the protocols and master mapping strategies to revise their maps
- Extract coaching questions from general session
- Apply strategies to edit your own unit map

- Continue to work on additional unit maps
- Coaching partners will practice coaching strategies and provide feedback to partner teams
- Continue to work on additional unit maps as time permits
- Collect and analyze data to determine immediate priorities
- Generate strategies to address priorities
- Implement curriculum maps

Evidence/Artifacts in goal achievement:

Part 1: Unpacked and translated Indiana State Standards

Part 2: List of target units to be designed for each grade and/or course

Completed unit maps that align to the Indiana State Standards

Part 3: Revised unit maps

List of coaching questions to use in revision work

Resources:

Jacobs, H. H., and Johnson, A. (2009). The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development. Alexandria, VA; Association for Supervision and Curriculum Development.

Goal 3 Professional Development

Goal #3a: All teachers are trained in the best practices shown by research to improve skills specifically aligned to Academic Goal #1 **Writing: Genres, Writing Process, Research process and Math Measurement**. Teachers are also trained in engaging students in active learning.

Strategy #1:

Teachers will review grade level, classroom, and individual student assessments..

Action Plan:

Administrators and UDL Coach will provide professional development sessions to review and disaggregate data. These data analysis sessions will take place during eLearning Days, staff meetings, and grade level meetings.

Persons Responsible: Administrators, UDL coach, Title One teacher, and Teachers

Timeline for Completion: August 2021-on-going

Evaluation of Goal:

Professional Development during eLearning Days, staff meetings, and grade level meetings will be attended by 98% of the teachers. Student performance data will be analyzed.

Strategy #2:

Teachers will review Introduction and Implementation of 6+1 Writing Traits.

Action Plan:

The teachers will review 6+1 Writing Traits. Teachers will incorporate 6+1 Writing Traits within their ELA curriculum.

Persons Responsible: Administrators and Teachers

Timeline for Completion: August 2021-on-going

Evaluation of Goal:

Teachers will evaluate ILEARN scores to meet the goals set in Focus Goal #1.

Strategy #3:

Teachers will use Envision and Go Math resources to add math measurement interventions.

Action Plan:

The teachers will review and incorporate math measurement interventions within their math instructional strategies embedded in the core curriculum and during intervention.

Persons Responsible: Administrators and Teachers

Timeline for Completion: August 2021-on-going

Evaluation of Goal: Teachers will evaluate ILEARN scores to meet the goals set in Focus Goal #1.

Goal #3b: All teachers will map curriculums using a process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for ELA and Math. The completed curriculum map then will become a toll that helps teachers keep track of what has been taught and plan what will be taught.

Strategy #1:

Teachers will align and support the teaching of the Indiana State Standards by creating curriculum maps for ELA and Math.

Action Plan:

Administrators, UDL coach and Title 1 teacher will provide professional development sessions to complete curriculum mapping of ELA and Math.

Persons Responsible: Administrators, UDL Coach, Title 1 teacher, and Teachers

Timeline for Completion: August 2021-on-going

Evaluation of Goal:

Professional Development during eLearning Days, staff meetings, weekly PLC meetings, and grade level meetings will be attended by 98% of the teachers. Curriculum maps will be created and implemented.

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 to 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 findings 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 the environment provides an education- al atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re- spectively. 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 misbehavior resulting in 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 Indicators Based on Prioritized Goals/Characteristics	Part of The Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
85% Academic performance at passing and 85% of students showing at least minimum targeted academic growth	Yes No	Academic performance measured by ILEARN; growth will be measured by NWEA	ILEARN data spring 2021; NWEA data analyzed winter and spring 2021		yes
Professional Development opportunities for teachers have barriers to implementation. Barriers include time and financial support	Yes No	PD is offered during 4 eLearning Days, at staff meetings, and through personal time devoted to professional growth	PD committee needs to focus on priorities to support teachers during the scheduled times and offer virtual PD as available		yes
Technology to teach virtual and face-to-face; Technology support to understand opportunities to support teaching strategies/learning strategies	Yes No	Technology is offered K-12; Teachers have PD training to support platforms and programs	PD committee needs to focus on priorities to support teachers during the scheduled times and offer virtual PD as available		yes

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)
PD focused on teaching strategies to support academic achievement and academic growth.	Academic achievement is not at expected level. Academic growth is not at expected level.
Understanding how technology can support curriculum	Students and teachers have devices; however, we are not using them to their potential.
Curriculum maps are not user-friendly tools	Curriculum maps/pacing guides need to drive instruction content and pace with state standard mastery level expectations embedded.



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

GOAL 1	Academic Student Goal Goal #1a: For the next year, students will achieve measurable continuous improvement in total ILEARN scores in Writing: Genres, Writing Process, Research process of at least 3 percentage points increase over the previous year in grades 3, 4, and 5 by Spring 2021-2022. Writing: Genres, Writing Process, Research process: Baseline overall ELA Spring 2021: 3rd grade: 47%; 4th grade: 41%; 5th grade: 42% Target: Spring 2021: 3rd grade: 50% 4th grade: 44%; 5th grade: 45% Goal #1b: For each of the next year, students will achieve measurable continuous improvement in total ILEARN scores in Math Measurement of at least 3 percentage points increase over the previous year in grades 3, 4, and 5 by Spring 2021-2022. Math Process: Baseline overall Math Spring 2021: 3rd grade: 66%; 4th grade: 49%; 5th grade: 49% Target: Spring 2021: 3rd grade: 69% 4th grade: 52%; 5th grade: 52 % Research/Best Practices for Intervention: <ul style="list-style-type: none"> Go Math (grades K, 1, 2) and Envision Math (grades 3, 4, 5) programs Strategies from Marzano's <u>A handbook for Classroom Instruction that Works</u> 			
	Data Checkpoints (dates)	Spring 2021		
	Evidence at Checkpoints	ILEARN 2021		
	Measurable Objective	ELA ILEARN Proficiency: Target: Spring 2021: 3rd grade: 50% 4th grade: 44%; 5th grade: 45% Math ILEARN Proficiency: Target: Spring 2021: 3rd grade: 69% 4th grade: 52%; 5th grade: 52 %		
	Evidence- Based Strategy 1	Students will participate in writing process with 6+1 Writing traits		PD Needed: Yes No
Strategy Action Steps		Required Activity	Start/End Dates	Person(s) Responsible
				Evidence of Success

Action Step 1	Students will participate in writing process with 6+1 Writing traits	Start Aug. 2021; end June 2022	Teachers	Students met targeted scores as determined by information from assessments and observations by the administrators
Evidence- Based Strategy 2	Students will have 60 minutes of uninterrupted Envision and Go Math programs			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Students will have 60 minutes of uninterrupted Envision and Go Math program	Start Aug. 2021; end June 2022	Teachers	85% of teachers implemented 60 minutes of uninterrupted math lessons as determined by information from observations by the administrators
Evidence- Based Strategy 3	Students will receive an additional 30 minutes of Title 1 services, intervention, or acceleration			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Students will receive an additional 30 minutes of Title 1 services, intervention, or acceleration	Start Aug. 2021; end June 2022	Teachers, Title One Teacher and Assistants	85% of teachers implemented 30 minutes of intervention/acceleration as determined by information from observations by the administrators
Evidence- Based Strategy 4	Students will practice math measurement activities			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Students will practice math measurement activities	Start Aug. 2021; end June 2022	Teachers	Students met targeted scores as determined by information from assessments and observations by the administrators

GOAL 2	Curriculum Mapping: Making Sense of the Indiana State Standards, Unpacking and Translating the Standards, Curriculum Alignment, Laying the Foundation for Curriculum Mapping in 2021-2022. Resources: Jacobs, H. H., and Johnson, A. (2009). <u>The Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development</u> . Alexandria, VA; Association for Supervision and Curriculum Development.			
Data Checkpoints (dates)	October/November	January/February:	April/May:	
Evidence at Checkpoints	Part 1: Developing Quality Units: Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments, Activities, and Resources	Part 2: Developing Quality Units: Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments, Activities, and Resources	Part 3: Master Mapping: Sharpening the Alignment	
Evidence- Based Strategy 1	Part 1: Developing Quality Units: Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments, Activities, and Resources			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Concept/Content Part 1: <ul style="list-style-type: none"> Intended Outcomes, Rationale, Goals, Products to Be Produced Using Curriculum Mapping As a Launching Point for Designing 21st Curriculum - Definition of 	Start Aug. 2021; end June 2022	Teachers	Curriculum Map

	<p>Mapping and Alignment - Types of maps - Elements on a map • The connection with standards - Definition of standards - Types of Standards - Purpose of Standards - Indiana State Standards</p> <ul style="list-style-type: none"> • Organizational structure • Unpacking Indiana State Standards: Preparing to Map • Translating Standards into user-friendly and precise language • Crosswalk with quality filters to ensure quality and strengthen alignment • Definition of Mapping 			
Action Step 2	•	Start Aug. 2021; end June 2022	Teachers	Curriculum Map
Evidence- Based Strategy 2	Part 2: Developing Quality Units: Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments, Activities, and Resources			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

<p>Action Step 1</p>	<p>Concept/Content Part 2:</p> <ul style="list-style-type: none"> • Quality unit maps reflect the policy agreed upon by a staff and target those non-negotiables in each discipline that are to be addressed with consistency and flexibility in a school or district. • Creating quality maps - getting started • Types of maps and their functions • Format and critical components • Alignment of all elements on the map • Integration the Indiana State Standards • Essential questions • The big ideas/major concept(s) • The content • Precision skills • Determining appropriate assessments for the level of 	<p>Start Aug. 2021; end June 2022</p>	<p>Teachers</p>	<p>Curriculum Map</p>
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	<p>understanding or depth of knowledge (DOK)</p> <ul style="list-style-type: none"> • Supporting activities and resources • Consistency and flexibility 			
Action Step 2	<p>Steps in the Process Part 2:</p> <ul style="list-style-type: none"> • By grade level, identify possible consensus units that align and support the teaching of the Indiana State Standards • Identify the current units that are being taught. • Determine gaps and reach consensus on the units that should be taught • Assist grade level teams in developing unit maps. Begin by identifying the unit titles and Big Ideas/major concept(s) for each unit • Craft the essential questions. 	Start Aug. 2021; end June 2022	Teachers	Curriculum Map

	<ul style="list-style-type: none"> • Identify the grade level content to be taught • Include any key terms/vocabulary • Using feedback from coaching partners, make any needed edits/adjustments • Add skills and check skills for precision and level of understanding (DOK) and make any needed adjustments to clarify expectations • Work in unit development teams and identify appropriate assessments for the units they are developing • Identify and/or create assessments for alignment to the precise skills and standards • Cross check the assessments by "unpacking" the skills needed for success 			
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	<ul style="list-style-type: none"> Add activities and resources that support the teaching of the unit 			
Evidence- Based Strategy 3	Part 3: Master Mapping: Sharpening the Alignment			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Concept/Content Part 3: <ul style="list-style-type: none"> Teachers can employ Coaching Strategies to strengthen the alignment and enhance the quality of their maps. Data collected can be used to strengthen the alignment in the curriculum thus impacting student achievement. Coaching strategies The Review Process Data informed discussions Collection and analysis of data 	Start Aug. 2021; end June 2022	Teachers	Curriculum Maps
Action Step 2	Steps in the Process Part 3: <ul style="list-style-type: none"> Work in unit development 	Start Aug. 2021; end June 2022	Teachers	Curriculum Map

	<p>teams to use the protocols and master mapping strategies to revise their maps</p> <ul style="list-style-type: none"> • Extract coaching questions from general session • Apply strategies to edit your own unit map • Continue to work on additional unit maps • Coaching partners will practice coaching strategies and provide feedback to partner teams • Continue to work on additional unit maps as time permits • Collect and analyze data to determine immediate priorities • Generate strategies to address priorities • Implement curriculum maps 			
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GOAL 3	Professional Development Goal #3a: All teachers are trained in the best practices shown by research to improve skills specifically aligned to Academic Goal #1 Writing: Genres, Writing Process, Research process and Math Measurement. Teachers are also trained in engaging students in active learning. Goal #3b: All teachers will map curriculums using a process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for ELA and Math. The completed curriculum map then will become a tool that helps teachers keep track of what has been taught and plan what will be taught.			
Data Checkpoints (dates)	Once every 9 weeks; by Oct. 8	Once every 9 weeks; by Dec. 17	Once every 9 weeks; by March 8	Once every 9 weeks; by May 19
Evidence at Checkpoints	Teacher observation using Standards for Success walk through	Teacher observation using Standards for Success walk through	Teacher observation using Standards for Success walk through	Teacher observation using Standards for Success walk through
Evidence- Based Strategy 1	Teachers will review Introduction and Implementation of 6+1 Writing Traits.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PD opportunity during eLearning Day for writing and curriculum mapping	During the 4 scheduled eLearning days during the 2021-2022 school year	PD Committee and teachers	Teacher observation using Standards for Success walk through; ILEARN test scores of improvement
Evidence- Based Strategy 2	Teachers will use Envision and Go Math resources to add math processing interventions.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PD opportunity during eLearning Day, staff newsletters, and Google Classroom	During the 4 scheduled eLearning days during the 2021-2022 school year; weekly newsletters, Google Classroom updates (see Materials posted in Classroom)	Teachers, PD Committee; principal	Teacher observation using Standards for Success walk through; ILEARN test scores of improvement

Evidence- Based Strategy 3	Teachers will align and support the teaching of the Indiana State Standards by creating curriculum maps for ELA and Math.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PD opportunity during eLearning Day for writing and curriculum mapping	During the 4 scheduled eLearning days during the 2021-2022 school year	PD Committee, teachers	Teacher observation using Standards for Success walk through; ILEARN test scores of improvement

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	a. Adaptation Framework; including Instructional content, instructional activities, materials, and delivery of instruction b. Teaching strategies setting high expectations for student growth c. Teaching strategies focused on writing: genre, writing process, and the research process. d. Teaching strategies focused on math measurement	Linked SIP Goals <div style="display: flex; justify-content: space-around;"> Yes No </div>
Possible Funding Source(s)	Title One PD, General Fund PD	
Evidence of Impact	1. Students scores; specifically in Writing and math measurement to show an increasing trend. 2. Specifically indicators 2.6 and 2.9 on RISE rubric are scored at a 3 (effective) or a 4 (highly effective);SFS tool specifically B. High expectations indicators are scored as being evident or highly evident.	
Plan for coaching and support during the learning process: 1. During 4 scheduled eLearning Days 2. During monthly staff meetings 3. After school meetings scheduled as needed 4. During grade level collaboration weekly PLC meetings Resources: Resources from Smekens PD, Wabash Valley Education Center, peer presentations, data analysis		
How will effectiveness be sustained over time? Method for Measuring PD Impact: 1.Student Achievement scores to increase on ILEARN and NWEA 2. Teacher evaluation tools of Standards for Success (RISE) and Standards for Success Walk-through observations		

Plan for Measuring PD Impact:

1. Students scores; specifically in Writing and math measurement to show an increasing trend.
2. Specifically indicators 2.6 and 2.9 on RISE rubric are scored at a 3 (effective) or a 4 (highly effective);SFS tool specifically B. High expectations indicators are scored as being evident or highly evident.

Professional Development Goal 2	Create exemplary curriculum maps	Linked SIP Goals Yes No
Possible Funding Source(s)	Title One PD, General Fund PD	
Evidence of Impact	1. Students scores; specifically in Writing and math measurement to show an increasing trend. 2. Specifically indicators 2.6 and 2.9 on RISE rubric are scored at a 3 (effective) or a 4 (highly effective);SFS tool specifically B. High expectations indicators are scored as being evident or highly evident.	
Plan for coaching and support during the learning process: 1. During 4 scheduled eLearning Days 2. During monthly staff meetings 3. After school meetings scheduled as needed 4. During grade level collaboration weekly PLC meetings Resources: Admin working with the grade levels to curriculum map		
How will effectiveness be sustained over time? Method for Measuring PD Impact: 1. Student Achievement scores to increase on ILEARN and NWEA 2. Teacher evaluation tools of Standards for Success (RISE) and Standards for Success Walk-through observations Plan for Measuring PD Impact: 1. Students scores; specifically in Writing and math measurement to show an increasing trend. 2. Specifically indicators 2.6 and 2.9 on RISE rubric are scored at a 3 (effective) or a 4 (highly effective);SFS tool specifically B. High expectations indicators are scored as being evident or highly evident.		

Professional Development Goal 3	Plan and coordinate PD to support Adaptation Framework; including Instructional content, instructional activities, materials, and delivery of instruction	Linked SIP Goals <div>Yes</div> No
Possible Funding Source(s)	Title One PD, General Fund PD	
Evidence of Impact	1. Students scores; specifically in Writing and math measurement to show an increasing trend. 2. Specifically indicators 2.6 and 2.9 on RISE rubric are scored at a 3 (effective) or a 4 (highly effective);SFS tool specifically B. High expectations indicators are scored as being evident or highly evident.	
Plan for coaching and support during the learning process: 1. During 4 scheduled eLearning Days 2. During monthly staff meetings 3. After school meetings scheduled as needed 4. During grade level collaboration weekly PLC meetings Resources: The Professional Development committee will need to meet, investigate opportunities to support the above goals.		
How will effectiveness be sustained over time? Method for Measuring PD Impact: 1. Student Achievement scores to increase on ILEARN and NWEA 2. Teacher evaluation tools of Standards for Success (RISE) and Standards for Success Walk-through observations Plan for Measuring PD Impact: 1. Students scores; specifically in Writing and math measurement to show an increasing trend. 2. Specifically indicators 2.6 and 2.9 on RISE rubric are scored at a 3 (effective) or a 4 (highly effective);SFS tool specifically B. High expectations indicators are scored as being evident or highly evident.		