

School Name: Rolling Prairie Elementary School

School Number: 4693

Street Address: 605 E. Michigan Street

City: Rolling Prairie

Zip Code: 46371

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

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

Principal: Ms. Becky Bartlett

Telephone: (219) 778 2018

Email: bbartlett@npusc.k12.in.us

Superintendent: Dr. Paul White

Telephone: (574) 654 7273

Email: paulwhite@npusc.k12.in.us

Contact for Grants: Jaclyn Conley

Telephone: (574) 654 7273

Email: jaclynconley@npusc.k12.in.us

Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **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 a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee comprised 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 sub-committees 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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
<i>Becky Bartlett</i>	<i>Principal/Administrator</i>	CNA, SIP, Both	<i>Safety/Crisis, Tech/Website, Cultural Comp., HA, Student Awards, Attendance</i>
<i>Gabriela Post</i>	<i>Teacher</i>	CNA, SIP, Both	<i>Cultural Competency</i>
<i>Kelly Jarka</i>	<i>Teacher</i>	CNA, SIP, Both	<i>ELA</i>
<i>Sarah Huff</i>	<i>ELL Director</i>	CNA, SIP, Both	<i>Tech/Website, Cultural Comp.</i>
<i>Kristen Kleist</i>	<i>Teacher/Parent</i>	CNA, SIP, Both	<i>Math, HA</i>
<i>Melanie Cloonan</i>	<i>Teacher</i>	CNA, SIP, Both	<i>Math, HA</i>
<i>Sara Serry</i>	<i>Teacher</i>	CNA, SIP, Both	<i>HA, Student Awards</i>
<i>Melissa Kuczanski</i>	<i>School Counselor</i>	CNA, SIP, Both	<i>Tech/Website, Safety/Crisis, Attendance</i>
<i>Rhonda Kujawa</i>	<i>21st Century -Club Coordinator</i>	CNA, SIP, Both	<i>Safety/Crisis</i>
<i>Rida Kieskowski</i>	<i>Parent</i>		
<i>Phil King</i>	<i>PTO President</i>	CNA, SIP, Both	
	<i>Community/Business Leader</i>	CNA, SIP, Both	
<i>Dr. Paul White</i>	<i>Superintendent</i>	CNA, SIP, Both	<i>District Review Team</i>
<i>Dr. Carrie Cannon</i>	<i>Assistant Superintendent</i>	CNA, SIP, Both	<i>District Review Team</i>
<i>Phil King</i>	<i>School Board President</i>	CNA, SIP, Both	<i>District Review Team</i>
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

--- 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: *NPUSC's Vision is available [here](#)*

School Vision: *Our purpose is to ensure high levels of learning for all students.*

District Mission: *Our purpose is to ensure high levels of learning for all students.*

School Mission: *The Rolling Prairie Elementary School community provides a safe and caring learning environment, promotes academic success through diverse educational opportunities, and supports students in developing their potential as lifelong learners and responsible citizens.*

District Goals: *NPUSC's District Vision, Core Values and Commitments are available [here](#)*

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	Textbook and readers are core component of reading program.	Yes No	
Reading/Writing	K-2	Kendore Learning	Yes No	Tier 1, 2, 3	We are utilizing Kendore Learning for our K-2 curriculum, which is similar to Orton Gillingham. (We are using OG for our dyslexia curriculum.)	Yes No	
Reading	3-5	Curriculum Associates (Ready Reading Curriculum)	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program	Yes No	
Reading/Writing	K-5	Lexia	Yes No	Tier 1, 2, 3	A learning tool allowing students to work at their individual level	Yes No	
Reading	2-5	Readworks.org	Yes No	Tier 1, 2, 3	Supports grade level reading standards.	Yes No	
Reading	3-5	Newsela.com	Yes No	Tier 1, 2, 3	Reading Comprehension	Yes No	
ELA	K-5	Exact Path	Yes No	Tier 1, 2, 3	App based practice tool at students' individual levels	Yes No	
Reading/Writing	K-2	Orton Gillingham	Yes No	Tier 1, 2, 3	Dyslexia Remediation	Yes No	

Reading/Math/ Language	3-5	IXL	Yes No	Tier 1, 2, 3	Remediation & Acceleration- Resource individually differentiated	Yes No	x
Math	K-5	Ready Math	Yes No	Tier 1, 2, 3	Textbook and online version are a core component of the math program	Yes No	
Math	K-5	Exact Path	Yes No	Tier 1, 2, 3	App based practice tool on students' individual levels	Yes No	
Math	1-5	Xtra Math	Yes No	Tier 1, 2, 3	App based practice tool on students' individual levels	Yes No	
Math	3-5	Prodigy	Yes No	Tier 1, 2, 3	App based practice tool on students' individual levels	Yes No	
Math	2--5	Aleks, HA	Yes No	Tier 1, 2, 3	HA Acceleration Math Resource Individually differentiated	Yes No	
ELA Sped	K-5	Fast Forward	Yes No	Tier 1, 2, 3	Scientifically based program for struggling learners. It is an adaptive reading program targeting the root causes of reading difficulty	Yes No	
Math Sped	K-3	Happy Numbers-online	Yes No	Tier 1, 2, 3	Math program that provides individual instruction for math interventions.	Yes No	
ELA	K-3	Kendore K-3	Yes	Tier 1, 2, 3	Provide appropriate intervention aligned with classroom curriculum	Yes No	
Math	K-1	Math Seeds	Yes No	Tier 1, 2, 3		Yes No	
Math	1-2	Reflex MATH	Yes No	Tier 1, 2, 3	Provide appropriate intervention aligned with classroom curriculum	Yes	
Reading ELL, Sped	K-5	Kendore Learning	Yes No	Tier 1, 2, 3	We are trying a new approach to teaching reading. Kendore Learning is very similar to Orton Gillingham, which we are using for our dyslexia curriculum.	Yes No	
Reading ELL	K-5	Finish Line Indiana ELA	Yes No	Tier 1, 2, 3	Targets Indiana standards in the area if Language Arts. This is used for LAU requirement.	Yes No	

Core Element 1: Curriculum [Required for all]

continued

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

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

- *The curriculum is available to the public at NPUSC's Central Office, School Office/Classrooms, and is listed on our websites*

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.

- *PLC teams meet 2-3 times per week to review student progress (i.e. CFA data, etc.) and regularly restructure remediation groups based and data*
- *WIN Groups (What I Need) - Students are flexibly grouped four days per week for 20-30 min for ELA and MA remediation and enrichment based on CFA data*
- *RTI -- A team comprised of the principal, counselor, teachers, diagnostician, and parents meet to formulate an action plan with goals to support struggling students (behavior and/or academics)*
- *After School Program to provide homework assistance, career education, STEM opportunities, and enrichment (K-5)*
- *Breakfast Bunch - Gr. 3 Reading Remediation Groups*

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative, the frequency with which these are administered, and a brief rationale for their use. To find out more

about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-5	Benchmark, Com. Form., Summative 3x/yearly	Measures what students know and their growth over time.. Informs instruction	Yes No	
Unit Tests, ELA & Math	K-5	Benchmark, Com. Form., Summative, Other	Evaluation of academic standards	Yes No	
Lexile Tests	2-5	Benchmark, Com. Form., Summative, Other quarterly, and as needed	Evaluate reading and comprehension skills in order to match readers to books and other leveled reading resources	Yes No	
Reflex	1-3	Benchmark, Com. Form., Other quarterly, and as needed	Teaches and practices related math facts on students' individual levels	Yes No	
CFAs	K-5	Benchmark, Com. Form., Summative, Other weekly	Instructional decisions, evaluation of teaching and learning, or predicting success	Yes No	
CSAs	K-5	Benchmark, Com. Form., Summative, Other weekly	Assessment of teaching and learning	Yes No	
Extra Math	K-5	Benchmark, Com. Form., Summative, Other	Monitoring of students' academic success on math facts	Yes No	
Checklists	K	Benchmark, Com. Form., Summative, Other quarterly	Evaluation of learning for instructional decisions	Yes No	
Spelling Tests	1-3	Benchmark, Com. Form., Summative, Other weekly	Evaluation of teaching and learning.	Yes No	
Exit Tickets	K-5	Benchmark, Com. Form., Summative, Other	Evaluation of teaching, learning, and instructional decisions	Yes No	
IEP Goal Monitoring Assessments (i.e. SRC, Reading A-Z, Kendore, Easy CBM)	K-5	Benchmark, Com. Form., Summative, Other individualized (often monthly)	Evaluation of teaching, learning, and instructional decisions	Yes No	
WIDA Access Annual Assessment	K-5	Benchmark, Com. Form., Summative, Other	Determines student level of English Proficiency	Yes No	

Scholastic Reading Counts and SRI	2-5	Benchmark, Com. Form. , Summative, Other	Assesses student comprehension skills	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 improved student achievement.

- *Weekly PLC Meetings -- Teachers identify essential standards (ELA, MA); construct CFAs; review assessment data; collaborate on remediation and enrichment strategies*
- *Monthly grade level meeting with principal -- teachers, principal, and interventionists review and discuss data, and create an action plan to move forward*
- *RTI Meetings -- parents, teachers, and administration meet as part of the PLC team to review struggling students' performance, set goals based on data and create an action plan to support the student*

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

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

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	

- *We have one to one technology that assists with individualized and differentiated instruction by means of apps and programs that follow our targeted standards and instruction*
- *Online curriculum is utilized daily in all academic areas*

- Classroom instruction is presented using smart TV/Clevertouch Boards
- Students are able to submit work via technology
- Projects are completed utilizing technology to present to classrooms
- Schoology and Google Classroom programs are utilized
- Zoom conferences, Google Meets, phone calls, etc. are utilized during E-Learning and home practice days

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, STEM, Bio-Med, etc.)
Career-focused classroom lessons	Guest speakers
Other Career oriented field trips	

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 supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	

High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

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.

- *During the annual school registration, parents/guardians complete the following:*
 - 1) *Home Language Survey*
 - 2) *Race and Ethnicity Form*
 - 3) *Migrant Work Survey*
- *Household Application for Free & Reduced Price School Meals is available to all families*

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

- *ELL Program -- pull-out and classroom support (per ILP)*
- *After-school program is available for homework help, tutoring, and enrichment programs*
- *Summer School opportunity for ELL students*
- *Translation services for (written and oral) for all documents, conferences, meetings, events, etc.*
- *School supplies provided as needed*
- *Food bags provided for practice at home days and eLearning during hybrid model of attendance due to COVID19; weekend food bags provided*

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

- *Continue Kendore training - vocabulary/ phonics*

- *Continue Smekens training - vocabulary/comprehension/writing*
- *Train IAs in Kendore Learning - vocabulary/phonics*
- *SEL & Trauma Informed School Training for staff*
- *Mindfulness Training*
- *School social worker - Cultural Diversity Training to bring cross - cultural understanding to the classroom*

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

- *We recognize and address specific cultural dates through curriculum (e.g. Martin Luther King Day, Cinco de Mayo)*
- *Leveled Readers, Benchmark Education - We have books with content/characters from a variety of cultures*
- *Finish Line for ELLs 2.0, Continental Press*
Provides English proficiency practice in reading, writing, speaking, and listening
- *Vocabulary Links for English Language Development, Continental Press*
Provides ELL students with vocabulary development
- *Finish Line Reading Common Core, Continental Press*
Provides ELL students extra practice with college and career readiness standards
- *Kendore Kingdoms, Phonemic Awareness/Phonics Program*

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: 11 Two Years Ago: 11 Three Years Ago: 18

What may be contributing to the attendance trend?

- The school's overall attendance has been consistently at 96% or higher over the last 5 years.

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

- *Incentives: monthly classroom attendance (traveling) trophy and pizza party*
- *Teacher reports absenteeism to principal and school counselor/school social worker*
- *School counselor and/or school social worker contacts parents*
- *Parent meetings*
- *School District's Truancy Officer*
- *Court summons*

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

- *Family is contacted by school secretary when absence is not called in same day*
- *School counselor and school secretary monitor attendance and chronic absenteeism*
- *Attendance letters are mailed upon five unexcused absences*
- *Parents are called in for attendance meetings*
- *School works in conjunction with social services and county officials as needed (Project Attend of Laporte County)*

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?

- *Parent/Teacher conferences*
- *RTI Meetings (we share data, set goals and create an action plan, parent is part of the process by sharing insights and having the opportunity to ask questions)*
- *Coffee with the Principal*
- *Grandparents' Luncheons*
- *Kindergarten Parent Meeting Night prior to students entering KG informs parents of expectations*
- *Mom and Dads' breakfasts include a curriculum that stimulates discussion about academic achievement and lifeskills*
- *Award assemblies*
- *Title I Meetings*
- *Family Literacy Picnic*

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

- *Parents are encouraged to contact the teacher or the principal (phone, email, meetings)*
- *Coffee with the Principal (parent meetings)*
- *Surveys during parent/teacher conferences, annual survey at Mom and Dads' breakfasts*
- *PTO Meetings*

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

- *Parents are expected to inform the school of any absence on the day of the occurrence.*
- *Invitation to award ceremonies*
- *Newsletters sent weekly by teachers (weekly) and principal (monthly) (electronic and paper in the family's home language)*
- *Parents are invited to attend attendance meetings due to concern over student absences and/or tardies*
- *Messaging parents/guardians Remind 101, Class Tag, etc.*
- *Letters mailed and emailed to parents/guardians*
- *Information on School and Corporation web pages*
- *PTO Facebook page and other forms of social media for reminders, announcements, etc.*

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

- *Full-time school translator/ELL assistant*
- *All school documents and communication are translated.*
- *ELL assistant phones parents for the teacher/office when necessary*
- *Annual ELL Family Event*

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.

- *The LEA offers volunteer opportunities at different occasions during the year; mentor program; community partnerships*
- *Events such as but not limited to: Annual Title I Meeting, Meet and Greet Night with Family Picnic, Parent/Teacher Conferences, Kindergarten Parent Night, etc.*
- *Weekly newsletters, Monthly newsletters, PTO Facebook, Remind 101, Class Tag, Google Classroom, Schoology, Powerschool access*
- *RtI Meetings*
- *PTO meetings and family events*

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

- *Parent/Teacher conferences*
- *Powerschool; Google Classroom; Schoology access*
- *RTI meetings*
- *Quarterly interim progress reports, and quarterly report cards*
- *IREAD3 results -- Parents are informed by letter and/or phone call*
- *ILEARN results-- Parents receive a letter including a code to locate results online*
- *CoGAT-- Parents are informed by letter*
- *NWEA (MAP Growth Reports)-- Included with report cards*
- *WIDA -- Parents are notified of their child's English proficiency score on the annual WIDA ACCESS test twice yearly via U.S. post. The ELL Coordinator mails a letter in the spring notifying parents of their child's WIDA ACCESS results and also notifies them, via mail, within the first 30 days of each new school year.*
- *Students with IEP or 504 -- Case conferences*

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

- *Parent Representation on the CNA/SIP team*
- *Surveys*
- *SIP is posted on school website and corporation website*

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

- *The Title I Director, Corporation CFO, and School Principals work to coordinate and integrate the federal, state, and local funds for the students' academic benefit and parent support programs for Rolling Prairie Elementary School. Integration of funds supports personnel, family involvement workshops and events, and supplies.*
- *We receive financial and material gifts from local businesses, faith-based organizations, and community organizations.*

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

- *Bulldog Club (after-school program)*
- *SEL - Second Steps*
- *Professional Development*
 - *Smekens (reading, writing)*
 - *Solution Tree/PLC*
 - *Book Studies (Distance Learning)*
 - *Ready Reading and Ready Math*
 - *Kendore Learning (phonics)*
 - *Technology to support remote instruction/eLearning*

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.

- *Preschool -- The local special education cooperative hosts a preschool program for children identified with special needs. In addition, preschool age children that have been evaluated by the LaPorte Special Education Cooperative and qualified for speech only, receive speech services from our school speech pathologist, if RPE is their projected elementary.*
- *Kindergarten Roundup, Pre-School Visit*
Area preschools are invited to visit Rolling Prairie Elementary kindergarten, to spend some time in the classroom, meet the kindergarten teachers, and tour the school.
- *Kindergarten Round-Up in the spring. The night of round-up, the principal, kindergarten staff, and Title I teacher host an informational parent evening where everyone has an opportunity to ride a school bus.*
- *School Wide Mentoring Program--New students and students who could benefit from a mentor are identified and matched with a volunteer staff member. Staff mentors meet with the students for 15 to 30 minutes per week to encourage them in their academics and provide one-on-one time with an adult.*

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.

- *RPE staff is composed of highly qualified teachers. Every teacher has a minimum of a Bachelor or Masters degree in education and demonstrated competence in the subject areas of Elementary Education. As a Title I school, all paraprofessionals are highly qualified. Each assistant has either a certified teaching license, has completed a minimum of 2 years at an accredited college, or has passed the Indiana ParaPro Praxis.*
- *Rolling Prairie Elementary attracts student teachers/interns from local universities . These student teachers are teamed up with highly qualified mentor teachers during their student teaching experience. They often return as substitute teachers, long term substitute teachers, assistants, and teachers in New Prairie schools.*
- *NPUSC posts teaching positions on its website, the IDOE jobs board, and other online job posting sites and accepts applications through an online system, Applitrak.*
- *Onboarding programs/meetings are scheduled for new staff at both the corporation and building levels.*
- *Mentor teachers are assigned to work with new staff members.*

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
Cassie Pavey	PRAXIS	Kindergarten
Deadrae Smiley	HOUSSE	Kindergarten
Krissy Surme	NTE	Kindergarten
Julie Kirkham	PRAXIS	1st Grade
Sara Serry	PRAXIS	1st Grade
Amy Wolfe	PRAXIS	1st Grade
Melanie Cloonan	PRAXIS	2nd Grade
Megan Horvath	PRAXIS	2nd Grade
Jarret Spence	PRAXIS	2nd Grade
Samantha Eldridge	PRAXIS	3rd Grade
Kristen Kleist	PRAXIS	3rd Grade
Lisa Smiertelny	PRAXIS	3rd Grade
Kristina DeMeyer	PRAXIS	4th Grade
Michele Kenaga	NTE	4th Grade
Nicole McClure	PRAXIS	4th Grade
Jane Bachman	NTE	5th Grade
Cheryl Karczewski	NTE	5th Grade
Jemiah Piesyk	Praxis	5th Grade
Sarah Huff	Praxis	ESL
Gabriela Post	Praxis	Title I Grades KG-2
Kelly Jarka	Praxis	Title I Grades 3-5
Vincent Dominello	Praxis	Art

Robyn Peterson	Praxis	PE
Taylor Truster	Praxis	Music
Monika Scutchfield	Praxis	Primary/ED
Kara Mamazza	Praxis	Intermediate
Melissa Kuczmanski	Praxis	Guidance Counselor
Tia Kolasa	ASWB	School Social Worker

SECTION B: Needs Assessment

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

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
<input checked="" type="checkbox"/>	Assessment by Student Group	<input type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
<input type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>	

	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.			
	Staff Attendance				

[Detailed Data for 2019 ILEARN Assessment](#)

[Overall Performance on 2019 ILEARN Assessment](#)

[2019-2020 Attendance Data](#)

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

- *The latest (2019) ILEARN assessment reveals a need for improvement in student achievement and growth in ELA, specifically in the area of writing.
Results from the spring 2020 ILEARN state assessment will show improvement in the area of ELA with the total percentage of students proficient increasing from 51% to 56%. Subgroups of specific concern are students who receive ELL and Special Ed services, as their scores are lower than the other subgroups.*

Measurable outcome met? Yes No **N/A (COV19)**

- *No available data -- The spring 2020 ILEARN state assessment was cancelled due to school closings. (Covid19)*

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

If the goal was not met, explain why.

**Since state assessments did not take place due to the pandemic, we will continue our work on this goal.*

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

- *We will continue to work toward this goal.*

Goal 2

- *The latest (2019) ILEARN assessment reveals a need for improvement in student achievement and growth in Math, specifically in the areas of geometry and measurement*
- *Results from the spring 2020 ILEARN assessment will show improvement in the area of Math with the total percentage of students proficient increasing from 64% to 69%.*

Measurable outcome met? **Yes No N/A (COV19)**

- *No available data ---The spring ILEARN state assessment was cancelled due to school closings. (Covid19)*

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

If the goal was not met, explain why.

**Since state assessments did not take place due to the pandemic, we will continue our work on this goal.*

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

- *We will continue to work toward this goal.*

Goal 3

Latest data collected from the school counselor's office shows high economic need as well as low social emotional attainment. Our population shows a higher level of students with ACE scores (Adverse Childhood Experiences) and reflects the need for SEL (Social Emotional Learning). In addition, SEL is recommended by the IDOE, and resources are available.

● *RPE began to implement SEL (Social Emotional Learning) including training in Trauma Informed Learning for all staff, Mindfulness training for all staff, Second Steps Curriculum for students (beginning SY 2019-20 with Grade 2, expanding to include grade 1 in 2020-2021). Goals and desired outcomes include:*

- *Improved attendance*
- *Improved engagement in the classroom*
- *Fewer disciplinary referrals*
- *Increased mental health resources (community partnerships, social work and counseling support)*
- *Reduced visits to health aid office (for symptoms related to stress/anxiety/depression)*
- *SEL staff professional development (at least once a semester)*

Measurable outcome met? **Yes** **No** **N/A (COV19)**

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

If the goal was not met, explain why.

**Implementation began during SY 2019-20. We will continue with our current programs including staff PD and student programs.*

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

- *We will continue to work toward this goal.*

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.

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>All students will master grade level academic skills and demonstrate growth & achievement in the area of ELA</i>	Yes No	<i>RPE 2019 ILEARN scores are at or above state averages for ELA. ELA proficiency rate was 51% overall. Data indicates that our ELL population (gr. 3-5) had the lowest proficiency rate on the ELA portion of ILEARN in 2019 at 16%.</i> <u>ILEARN DATA</u> <u>DETAILED ILEARN DATA</u>	<i>We are committed to ensuring all students receive quality instruction in ELA. Data indicates that only 16% of ELL students taking the ELA portion of ILEARN in 2019 passed.</i>	x	1
<i>All students will master grade level academic skills and demonstrate growth & achievement in the area of MA</i>	Yes No	<i>RPE 2019 ILEARN scores are above state averages for Math. Math passing rate is at 63.3%. The Geometry/Measurement standard, as well as Process standards (e.g.</i>	<i>We are committed to ensuring all students receive quality instruction in Math Data indicates that students (gr. 3-5) need more support in the area of Geometry/Measurement and Process standards.</i>	x	2

		<p>PS.5 and PS.6) are low.</p> <p>I LEARN DATA</p> <p>DETAILED I LEARN DATA</p>			
<p>We will provide a safe and caring learning environment for all students. Students who feel connected to school and their teachers are more likely to attend class, enjoy school, and demonstrate better academic performance.</p>	<p>Yes No</p>	<p>Office referrals/discipline reports 2019-20: 21% of students went to the office at least 1 time with behavior referrals.</p> <p>Students with absentee rate at or greater than ten percent 2019-20: 5 %</p> <p>Students on social work caseload SY 2019-20 (group or individual) 21.33%</p> <p>RPE COUNSELING DATA</p>	<p>We are committed to creating a learning environment that ensures safety and well-being for all. Counselor data indicates high ACEs scores for a large number of our students. Data indicates that RPE had a high rate of office referrals/discipline reports, as well as frequent visits to the school counselor/SSW. 22 students had chronic absenteeism. Our goal is to decrease this data by at least half</p>	x	3

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.

Identified Priorities from Previous Chart	List Root Cause(s)
--	---------------------------

<p><i>We are committed that all students receive quality instruction in ELA. ILEARN 2019 data indicates that with 51% passing rate for grades 3-5, with our lowest subgroup passing rate of 16% (ELL).</i></p>	<p><i>Teachers need additional training and support with providing Tier III instruction to students.</i></p>
<p><i>We are committed that all students receive quality instruction in Math with heavy focus in the area of Geometry/Measurement and Process standards. ILEARN 2019 data indicates that with 64% passing rate for grades 3-5, we are slightly above-state average.</i></p> <p><i>We are committed to create a learning environment that ensures safety and well-being for all. Data indicates that RPE has a high rate of school discipline reports, as well as visits to the counselor. Last year, 22 students had high absenteeism rates.</i></p>	<p><i>Many of our students do not understand and cannot apply the vocabulary to decode geometry problems. They have difficulty interpreting the problem and struggle with the basic mathematics skills involved in solving the problem. Many of our students struggle in the area of measurement. Measurement requires the use of new tools, vocabulary, and basic number sense skills. Our high mobility rate also contributes to academic gaps.</i></p> <p><i>Many of our students have adverse childhood experiences, and are being raised in atypical family units, resulting in struggles with self-control and self-awareness, and mental health concerns. Teachers require formal training related to areas of SEL and ACE scoring.</i></p>

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

School Improvement Plan

Using the Goal Template

Goals

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

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

GOAL 1	<i>By Spring 2021, 56% of students or more in grades 3-5 will demonstrate proficiency in ELA as measured by the ILEARN with yearly increases of at least 5% in years 2 and 3</i>			
Data Checkpoints (dates)	<i>BOY NWEA/Sept 2020</i>	<i>MOY NWEA/Dec 2020</i>	<i>EOY NWEA/April-May 2020</i>	
Evidence at Checkpoints	<i>NWEA Scores</i>	<i>NWEA Scores</i>	<i>NWEA Scores</i>	
Evidence- Based Strategy 1	<i>Ongoing implementation of Smekens 6 Traits Writing methods; Smekens Assessment and Rubric Training</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	<i>Conduct on-going, job-embedded training for teachers in 6-Traits, Assessments and Rubrics</i>	<i>August 2021- May 2022</i>	<i>Principal; All certified teachers</i>	<i>100% of teachers are implementing Smekens Writing with fidelity as communicated through PLC planning, and observations by the principal. Writing prompts with rubric scoring indicate growth from BOY to EOY</i>

Action Step 2	<i>Conduct on-going, job-embedded training for teacher with Kendore Learning (phonics)</i>	<i>Spring 2020-Fall 2022</i>	<i>Principal; Teachers gr. 3, 4, 5; Teacher Assistants/Para Professionals</i>	<i>100% of teachers and assistants will be trained with Kendore Learning and utilizing strategies with Tier 2-3 students as observed during observations and lesson plans</i>
Yr. 2 Measurable Objective	<i>By Spring 2022, 61% or more of students (gr 3-5) will demonstrate proficiency in ELA on the ILEARN assessment</i>			
Yr. 3 Measurable Objective	<i>By Spring 2023, 66% or more of students (gr 3-5) will demonstrate proficiency in ELA on the ILEARN assessment</i>			

GOAL 2	<i>By Spring 2021, 69% of students or more will show proficiency in math as measured by the ILEARN assessment.</i>			
Data Checkpoints (dates)	<i>BOY NWEA/Sept. 2020</i>	<i>MOY NWEA/Dec. 2020</i>	<i>EOY NWEA April- May 2021</i>	
Evidence at Checkpoints	<i>NWEA Scores</i>	<i>NWEA Scores</i>	<i>NWEA Scores</i>	
Evidence- Based Strategy 1	<i>Access to Ready Math curriculum consultation and/or training in best practices</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	<i>Conduct on-going, job-embedded training for teachers with Ready Math trainer/rep</i>	<i>August 2020-May 2021</i>	<i>Principal/Teachers</i>	<i>Increased mastery of CFA's in math; increased growth on MAP scores</i>
Evidence- Based Strategy 2	<i>Implementing RtI Tier 3 interventions - Solution Tree/"Taking Action: A Handbook for RTI at Work" Mike Mattos</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	<i>Conduct on-going, job-embedded training for teachers and instructional support staff</i>	<i>September 2020-May 2021</i>	<i>Principal; Asst. Supt/Instruction & Curriculum Teachers</i>	<i>100% of teachers implemented RtI Tier 3 instruction as determined by information from PLC meetings, notes, and observations (administrator)</i>
Yr. 2 Measurable Objective	<i>By Spring 2021, 74% of students or more, will show proficiency in math as measured by the ILEARN assessment.</i>			
Yr. 3 Measurable Objective	<i>By Spring 2021, 79% of students or more, will show proficiency in math as measured by the ILEARN assessment.</i>			

GOAL 3	<i>By the end of the 2020-21 school year the percentage of discipline referrals will decrease by at least 15 %</i>			
Data Checkpoints (dates)	<i>January 2021</i>	<i>May 2021</i>	<i>January 2022</i>	<i>May 2022</i>
Evidence at Checkpoints	<i>Discipline Referral Data</i>	<i>Discipline Referral Data</i>	<i>Discipline Referral Data</i>	<i>Discipline Referral Data</i>
Evidence- Based Strategy 1	<i>Implement SEL curriculum, "Second Steps" 2015 Committee for Children</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	<i>Grades 1 and 2 trained in Second Steps Curriculum</i>	<i>August 2019 - May 2021</i>	<i>Corporation Social Worker; School Counselor; School Social Worker; Principal Grades 1 and 2 Teachers</i>	<i>100% of Grade 2 teachers trained and using Second Steps (2019) and 100% of Grade 1 teachers trained and using Second Steps (2020)</i>
Action Step 2	<i>Grades K, 3, 4, 5 trained in Second Steps Curriculum</i>	<i>August 2021 - August 2024</i>	<i>Corporation Social Worker; School Counselor; School Social Worker; Principal Grades K, 3, 4, 5 Teachers</i>	<i>100% of teachers trained and using Second Steps : K - Aug 2021; 3rd - Aug 2022; 4th - Aug 2023; 5th - Aug 2024</i>
Action Step 3	<i>Staff trainings in SEL, ACEs, trauma-informed learning</i>	<i>August 2019-May 2022</i>	<i>SSW, School Counselor, Principal</i>	<i>Reduction of office referrals/health office referrals; increased attendance rate</i>
Yr. 2 Measurable Objective	<i>By the end of the 2021-22 school year the percentage of discipline referrals will decrease by 15 % measured by principal, guidance counselor, social worker, and health care professional.</i>			
Yr. 3 Measurable Objective	<i>By the end of the 2022-23 school year the percentage of discipline referrals will decrease by 15 % measured by principal, guidance counselor, social worker, and health care professional.</i>			

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.

<p>Professional Development Goal 1</p>	<p><i>Staff will continue ongoing Smekens PD throughout the school year. Multiple sessions with Smekens are scheduled (remotely) for this school year.</i> <i>Staff will continue ongoing Kendore Learning training throughout the school year.</i> <i>These trainings will improve teachers' effectiveness in the area of phonics to support growth in reading/writing.</i></p>	<p style="text-align: center;">Linked SIP Goals</p> <p style="text-align: center;">Yes No</p>
<p>Possible Funding Source(s)</p>	<p><i>Title I grant; General Operations Funds; EIG</i></p>	
<p>Evidence of Impact</p>	<p><i>CFAs</i> <i>Schoolwide Writing Prompt (scores)</i> <i>NWEA MAP scores/growth</i> <i>2021 ILEARN Data</i></p>	
<p>Plan for coaching and support during the learning process: <i>Smekens videos, Smekens remote coaching sessions with grade level teams; grade level team meetings with principal; Smekens supplies (books, materials) provided to teachers. Kendore webinars emailed to all staff (free and paid opportunities); Kendore supplies (books, materials) provided to teachers</i></p>		
<p>How will effectiveness be sustained over time? <i>Ongoing PD opportunities for new staff and refresher PD's, webinars for returning staff; Observation by principal; Teachers to provide additional support to peers via recorded lessons/modeling/coaching peers</i></p>		

Professional Development Goal 2	<i>Access to Ready Math curriculum consultation and/or training in best practices; Implementing RtI Tier 3 interventions - Solution Tree/"Taking Action: A Handbook for RTI at Work" Mike Mattos</i>		
Possible Funding Source(s)	<i>Title I grant; General Operations Funds</i>	Linked SIP Goals Yes No	
Evidence of Impact	<i>CFAs NWEA MAP scores/growth 2021 ILEARN Data</i>		
Plan for coaching and support during the learning process: <i>Teachers have access to Ready Math trainer via phone, zoom meetings, and email; time embedded into daily schedule to contact trainer as grade level PLC team. Corporation PD (Flex Day) with Mike Mattos (Tier 3 RtI); continue review of RtI using "Taking Action: A Handbook for RTI at Work" Solution Tree online courses/videos (Global PD)</i>			
How will effectiveness be sustained over time? <i>Ongoing PD opportunities for new staff and refresher PD's, webinars for returning staff; Observation by principal; Teachers to provide additional support to peers via recorded lessons/modeling/coaching peers</i>			

Professional Development Goal 3	<i>Implement SEL curriculum, "Second Steps" 2015 Committee for Children; Staff trainings in SEL, ACEs, trauma-informed learning</i>	Linked SIP Goals Yes No
Possible Funding Source(s)	<i>HFL Grant; General Operations Fund; Title I</i>	
Evidence of Impact	<i>By the end of the 2021-22 school year the percentage of discipline referrals will decrease by at least 15 % (and 15 % for the following two years)</i>	
<p>Plan for coaching and support during the learning process: <i>Grade level team meetings with principal; staff meetings - sharing progress, success stories, updates, etc.; grade level team meetings with SSW and/or Counselor; SSW and/or Counselor take part in Second Steps lessons with classrooms; Principal utilizes Second Steps Principal Toolkit with students; Principal, SSW, Counselor contact families via phone, zoom meetings, or school meetings.</i></p>		
<p>How will effectiveness be sustained over time? <i>Ongoing PD opportunities for new staff and refresher PD's for returning staff; Observation by principal; SSW and Counselor to provide additional support to staff via recorded trainings. Each year, a grade level will be added to Second Steps training/curriculum.</i></p>		