

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 -----**

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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.**

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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

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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. <b>Yes</b> <b>No</b>		This is a review/update of a plan currently in use. <b>Yes</b> <b>No</b>	
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>			
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>			
This school receives Title IA funding. <b>Yes</b> <b>No</b>		Is the school's Title I program Schoolwide or Targeted Assistance? <b>SW</b> <b>TA</b>	
<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)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
<i>Dr. Pamela Moore</i>	<i>Principal/Administrator</i>	<b>CNA, SIP, Both</b>	<i>Leadership, Academic, Behavior, Safety/Crisis</i>
<i>Gabriela Post</i>	<i>Teacher/ PL221 co-chair</i>	<b>CNA, SIP, Both</b>	<i>Academic</i>
<i>Kristen Kleist</i>	<i>Teacher/Parent</i>	<b>CNA, SIP, Both</b>	<i>Leadership, Academic, HA</i>
<i>Sarah Huff</i>	<i>ELL Director</i>	<b>CNA, SIP, Both</b>	<i>Academic</i>
<i>Krissy Surma</i>	<i>Teacher</i>	<b>CNA, SIP, Both</b>	<i>Leadership</i>
<i>Amy Wolfe</i>	<i>Teacher/Parent</i>	<b>CNA, SIP, Both</b>	<i>Leadership</i>
<i>Melanie Cloonan</i>	<i>Teacher</i>	<b>CNA, SIP, Both</b>	<i>Leadership, Grading</i>
<i>Michele Kenaga</i>	<i>Teacher</i>	<b>CNA, SIP, Both</b>	<i>Leadership, Grading</i>
<i>Cheryl Karczewski</i>	<i>Teacher</i>	<b>CNA, SIP, Both</b>	<i>Leadership</i>
<i>Lisa Smiertelny</i>	<i>Interventionist</i>	<b>CNA, SIP, Both</b>	<i>Leadership, Safety/Crisis, Academic</i>
<i>Melissa Kuczanski</i>	<i>School Counselor</i>	<b>CNA, SIP, Both</b>	<i>Student Support</i>
<i>Tia Kolasa</i>	<i>School Social Worker/ Parent</i>	<b>CNA, SIP, Both</b>	<i>Safety/Crisis, Student Support, Behavior</i>
<i>Phil King</i>	<i>School Board Member</i>	<b>CNA, SIP, Both</b>	<i>District Review Team</i>
<i>Dr. Paul White</i>	<i>Superintendent</i>	<b>CNA, SIP, Both</b>	<i>District Review Team</i>
<i>Jen Sass</i>	<i>Curriculum Director</i>	<b>CNA, SIP, Both</b>	<i>District Review Team</i>

## --- 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.

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

School Vision: *Rolling Prairie Elementary School will empower students through diverse opportunities to have the academic and social skills to be responsible citizens of a global society.*

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

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

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	Textbooks and readers are core components of the reading program.	Yes No	
Reading/Writing	K-2 Tier 1, Title K-5, ELL K-5	Kendore Learning	Yes No	Tier 1, 2, 3	We are utilizing Kendore Learning for our K-2 curriculum, which is similar to Orton Gillingham.	Yes No	
Reading/Writing	KG	KG SOR Tara West	Yes No	Tier 1, 2, 3		Yes No	
Reading	2-5	Curriculum Associates (Ready Reading Curriculum)	Yes No	Tier 1, 2, 3	Textbook and readers are core component of reading program	Yes No	
Reading		iReady	Yes No	Tier 1, 2, 3	Ready is an online program for reading and/or mathematics that helps teacher(s) determine student's needs, personalize learning, and monitor progress throughout the school year	Yes No	
Reading/Writing	K-3	Lexia	Yes No	Tier 1, 2, 3	A learning tool allowing students to work at their individual level	Yes No	
Reading	3-5	Readworks.org	Yes No	Tier 1, 2, 3	Supports grade level reading standards.	Yes No	

Reading/Writing	K-2	Orton Gilligham	Yes No	Tier 1, 2, 3	Dyslexia Remediation	Yes No	
Writing	K-2	Launching the Writer's Workshop K-2 Smekens	Yes No	Tier 1, 2, 3	Strengthening students' writing skills	Yes No	
Math	K-5	Ready Math w iReady online component	Yes No	Tier 1, 2, 3	Textbook and online version are a core component of the math program	Yes No	
Math	1-3, 5	Xtra Math	Yes No	Tier 1, 2, 3	App based practice tool on students' individual levels	Yes No	
Math	2-5	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 Spec. Ed	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 Spec. Ed	K-3	Happy Numbers-online	Yes No	Tier 1, 2, 3	Math program that provides individual instruction for math interventions	Yes No	
ELA	K-2	Kendore K-2	Yes	Tier 1, 2, 3	Supplemental phonics program	Yes No	
Math	K	Math Seeds	Yes No	Tier 1, 2, 3	Provides a comprehensive online mathematics program for children aged 3-9	Yes No	
Math	1-5	Reflex MATH	Yes No	Tier 1, 2, 3	Provide appropriate intervention aligned with classroom curriculum	Yes No	
ELA	K-2	Heggerty	Yes No	Tier 1, 2, 3	Provide the phonemic awareness necessary to become effective readers	Yes No	
Reading ELL	K-5	Finish Line Indiana ELA	Yes No	Tier 1, 2, 3	Targets Indiana standards in the area of Language Arts. This is used for LAU requirements.	Yes No	
Reading	K	Reading Eggs	Yes No	Tier 1, 2, 3	Provides online reading support through carefully designed games and activities	Yes No	
ELA	K	Fast Phonics	Yes No	Tier 1, 2, 3	Provides online ventures through a sequenced path of explicit instruction, learning games, decodable books & rewards	Yes No	
Reading	K	Teach your Monster to Read	Yes No	Tier 1, 2, 3	Teach Your Monster to Read is an app that includes a series of phonics games	Yes No	
Reading/Math	K-3	SeeSaw	Yes No	Tier 1, 2, 3	Provides students with a variety online tools that show what they know in individualized ways	Yes No	
Reading	3,4 - HA	Junior Great Books, Cricket, Spider	Yes No	Tier 1, 2, 3	Reading Enrichment	Yes No	

Reading	2-5	Smekens Comp. Playbook	Yes No	Tier 1, 2, 3	Playbook for leading successful whole-class reading comprehension instruction.	Yes No	
Science/SS		Scholastic News	Yes No	Tier 1, 2, 3	Builds nonfiction-reading skills, and increases content-area knowledge.	Yes No	
Science & Math	K-5	Generation Genius	Yes No	Tier 1, 2, 3	Video lessons made in partnership with the National Science Teachers Association that engage, educate & inspire kids in science.	Yes No	
ELA, SS	4&5	Studies Weekly	Yes No	Tier 1, 2, 3		Yes No	
ELA, SS, Reading, Sc	K-3	Scholastic News Weekly	Yes No	Tier 1, 2, 3		Yes No	

## Core Element 1: Curriculum [Required for all]

*continued*

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):

- 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.

- *Schoolwide Master Schedule with dedicated curriculum blocks and multiple forms of RtI blocks*
- *2021/22 school year, a certified teacher is added to assist with Tier II and/or III intervention*
- *2022-24, the certified teacher teacher for Tier II and/or III intervention remains on staff*
- *PLC teams meet several times per week to review student progress (i.e. CFA data, etc.) and regularly restructure remediation groups based and data*
- *Data meetings with principal, teachers, and interventionists incl. Special Education and ELL*
- *Leadership Team Meetings, Analysis of Summative Data Meetings, Academic Team Time, Grade Level Meetings*
- *RTI - Students are flexibly grouped two to four days per week for 20-30 min for ELA and MA remediation and enrichment based on CFA data*
- *Interventionist/RTI Team - Composed of the principal, RTI Interventionist, School Social Worker, ELL Teacher/Director, Title I Teachers, Special Education Resource Teachers, and Dyslexia Reading Specialist meet in weekly PLC meetings*
- *After School Program (Bulldog Club) to provide homework assistance, career education, STEM opportunities, and enrichment (K-5)*
- *Interventionists utilize student data from the universal screeners, iReady Diagnostic, NWEA MAP, etc. to identify students performing 1-2 grade levels behind their current placement year. Weekly lesson plans are developed based on areas of deficit and implemented in small groups or 1-1 to move the students towards grade level essential standards. Mastery of lessons are based on proficiency scores of 80% or above.*
- *Small group- Title I Instruction*
- *Small group - instruction with interventionist*
- *Small group- instruction with Dyslexia specialist*
- *Small group- instruction with ELL interventionist*
- *Small group-instruction with Special Education interventionist*
- *High Ability (cluster groups) classrooms and small group with Interventionist*
- *Specials teachers work with small remedial 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., 3x/yearly	Measures what students know and their growth over time.. Informs instruction	Yes No	
MAP Reading Fluency		Benchmark, Com. Form., Summative, Other	MAP Reading Fluency is an adaptive universal screening and progress monitoring assessment for grades pre-K to 5	Yes No	
Dyslexia Screening		Benchmark, Com. Form., Summative, Other	An effective universal screening system to identify students' risk for reading disabilities, including characteristics of dyslexia	Yes No	
Unit Tests, ELA & Math	K-5	Benchmark, Com. Form., Summative, Other	Evaluation of academic standards	Yes No	
iReady Diagnostics	K-5	Benchmark, Com. Form., Summative, Other	IXL uses insights from student work in the curriculum and the Real-Time Diagnostic to generate personalized guidance for each learner.	Yes No	
CFAs	K-5	Benchmark, Com. Form., Summative, Other weekly	Team designed intentional measures used to monitor student attainment of (essential) learning targets throughout the instructional process	Yes No	
Checklists	K	Benchmark, Com. Form., Summative, Other quarterly	Evaluation of learning for instructional decisions	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. SRI, Running Records, CFAs, etc.)	K-5	Benchmark, Com. Form., Summative, Other individualized (often monthly)	Evaluation of teaching, learning, and instructional decisions	Yes No	

<i>WIDA Access Annual Assessment</i>	K-5	Benchmark, Com. Form., Summative, Other	<i>Test of students' language in four domains (listening, speaking, reading, writing)</i>	Yes	No	
<i>CoGAT</i>		Benchmark, Com. Form., Summative, Other	<i>Cognitive Abilities Test (CoGAT) . A group-administered aptitude test that measures reasoning skills. Given as an entrance exam or continuation into the school's accelerated programs.</i>	Yes	No	
<i>Scholastic Reading Inventory</i>	2-5	Benchmark, Com. Form., Summative, Other	<i>Assesses student comprehension skills and assigns Lexile scores</i>	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.

- *Weekly PLC Meetings -- Teachers identify essential standards and learning targets (ELA, MA); construct CFAs; review assessment data; collaborate on remediation and enrichment strategies in a timely manner*
- *Data Meetings - Grade level data meetings with intervention team*
- *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' academic performance and/or behavior struggles, set goals based on data, and create an action plan to support the student*
- *Staff Meetings*
- *Leadership Team Meetings*
- *ILP Meetings*

## **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 supports individualized and differentiated instruction utilizing programs that support our essential 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 are utilized*
- *Zoom conferences, Google Meets, phone calls, etc. are utilized during E-Learning and Flex days*
- *The school's IT personnel maintains all technology equipment under the director of technology*

## 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.

*All students in a whole group instruction Tier 1 environment receive forty-minute lessons each week taught by the licensed school counselor. Indiana's three School Counseling Competencies of Academic achievement, Career Development, and Social Emotional Development, are met during the licensed*

school counselor-led class titled, “Citizenship.” Junior Achievement programming provides an appropriate developmental staged and well planned curriculum that also contributes to the Indiana School Competencies in a direct and supportive/booster effort.

## 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 beliefs 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	

- *A positive climate is maintained by sending home weekly newsletters, monthly bulletins, phone calls to parents, and a number of family involvement events at the school*
- *The school’s sunshine committee provides many activities throughout the year to foster a positive school climate among staff*
- *Our school counselor and social worker have MTSS in place for students. Action plans are created with teacher and parent input and communicated to all applicable parties*
- *Parents and students receive an online version of the school’s handbook at the beginning of the school year which includes a student code of conduct*
- *Teachers receive online versions of the staff and student handbooks, are required to read and sign off on them*
- *Suicide awareness training is mandatory and provided to all NPUSC employees*
- *Anti Bullying Assembly school wide*
- *RPES employs an ELL assistant fluent in Spanish that supports students and parents, translates documents, and serves as a translator during conferences and other school events*
- *School-wide PBIS system (BARK)*

## 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 along with McKinney-Vento form*

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

- *ELL Program - classroom support and small group ELD (English Language Development) instruction (per ILP) with ELL certified teacher*
- *After-school program is available for homework help, tutoring, and enrichment programs for all students*
- *Translation services (written and oral) for documents, conferences, meetings, events, etc.*
- *School supplies provided as needed for all students*
- *Free or reduced breakfast and lunch to qualifying students*
- *Weekend food bags provided*
- *Intervention Team (to support students academically/behaviorally)*
- *Take-home ELD (English Language Development) activities and books prepared and distributed to ELL families for at home learning*

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

- *Continue Kendore training - vocabulary/ phonics*
- *Continue OG training, i.e. from the B.E.A.R. institute*
- *Continue Smekens training - vocabulary/comprehension/writing*
- *Train IAs in Kendore Learning Techniques - vocabulary/phonics*
- *Ongoing SEL & Trauma Informed School Training for staff*
- *Ongoing Mindfulness Training*
- *School social worker - Cultural Diversity Training to bring cross - cultural understanding to the classroom*
- *Continuous RtI Training*

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

- *We recognize and address specific cultural dates through academic activities (e.g. Martin Luther King Day, Cinco de Mayo)*
- *Leveled Readers, Benchmark Education - We have books with content/characters from a variety of cultures*
- *Students are going to their special place t(the EL room) with their pictures proudly posted, continuous inferences and references made to them being multilinguals, "How would you say that in Spanish?" "Teach me that word In Spanish."*
- *Some multilingual posters throughout the school*
- *Kendore Kingdoms, Phonemic Awareness/Phonics Program*
- *Bridge the Gap / Heggerty provides phonological awareness*
- *Citizenship Curriculum provided by our school counselor*



## 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.	2022/2023: 12 students
	2021/2022: 9 students
	2020-2021: N/A (due to hybrid schedule and academy option)

What may be contributing to the attendance trend?

- The school's overall attendance has been consistently at 94% or higher over the last 5 years.

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

- *Quarterly grade level pizza party*
- *Teacher reports absenteeism to principal and school counselor/school social worker*
- *Office contacts parents (if they have not called to report absence)*
- *Teacher, 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 the same day*
- *School Social Worker, School Counselor, and Principal monitor attendance and chronic absenteeism*
- *Attendance letters are mailed upon five absences*
- *Parents are called in for attendance meetings*
- *School works in conjunction with social services and county officials as needed*

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	

[View RPE 2022/23 School Attendance here:](#)

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

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

- *Parent/Teacher conferences grades K-5*
- *Family Walk-Through(meet teacher, tour facility)*
- *RTI Meetings (share data, set goals and create action plans, parent is part of the process by sharing insights and having the opportunity to ask questions)*
- *Kindergarten Parent Meeting Night*
- *Award assemblies*
- *Annual Title I Meeting*
- *Title I Meetings*
- *Bingo for Books*
- *Superheros for Math*
- *Camp Read-a-Lot*
- *Family Game Night*
- *VIP Day*
- *STEM Day*
- *Winter Program*
- *Spring Program*
- *5th Grade Graduation*

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

- *Parents are encouraged to contact the teacher or the principal in newsletters, emails, meetings)*
- *Parent/Teacher Conferences*
- *School-wide events*
- *Family/Community Surveys*
- *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 attendance meetings to review/discuss absences and/or tardies*
- *Messaging parents/guardians Remind 101 (gr. K-2), Class Tag (gr. 3-5)*

- *Letters mailed and emailed to parents/guardians*
- *Information on School and Corporation web pages*
- *PTO Facebook page*
- *School and Corporation websites*

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

- *Full-time school translator/ELL assistant*
- *All school documents and communication are translated.*
- *School and corporation websites offer language translation option*

## 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 throughout the year*
- *Events such as but not limited to: Annual Title I Meeting, Reading Picnic, Parent/Teacher Conferences, Kindergarten Parent Night, etc.*
- *Weekly newsletters, Monthly newsletters, PTO Facebook, Remind 101, Class Tag, Google Classroom, Schoology, Powerschool access, School website*
- *RTI Meetings*
- *PTO meetings and family events*

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

- *Parent/Teacher conferences: K-5*
- *Powerschool; Google Classroom; Schoology access*
- *RTI meetings*
- *Quarterly report cards with NWEA data*
- *IREAD3 results -- Parents are informed by letter and phone call (when needed)*
- *ILEARN results-- Parents are informed by letter and phone call (when needed)*
- *CoGAT-- Parents are informed by letter and phone call (when needed)*
- *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 (online)*
- *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 Business Manager, 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 donations 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 - Programs/Support*
- *Professional Development*
  - *Smekens (reading, writing)*
  - *Solution Tree/PLC*
  - *Book Studies (RtI, Instructional Coaching, etc.)*
  - *Ready Reading and Ready Math*
  - *Kendore Learning (phonics)*
  - *Technology to support instruction*

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 SLP*
- *Kindergarten Roundup and meeting with Kindergarten staff*
- *Pre-School Visit - Title I teacher visits the local pre-school to talk about the KG experience*
- *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.*
- *KG Screener*

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 paired 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.*
- *New staff members are paired with a mentor teacher.*

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 Surma	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
Ashley Hernandez	PEARSON	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	ELL
Gabriela Post	PRAXIS	Title I Grades KG-2
TBD	PRAXIS	Title I Grades 3-5
Britney Kreighbaum	PRAXIS/PEARSON	Dyslexia Specialist
Lisa Smiertelny	PRAXIS	Intervention Specialist



Vincent Dominello	PRAXIS	Art
Kelly Jarka	PRAXIS	PE
Taylor Truster	PRAXIS	Music
Monika Scutchfield	PRAXIS	Primary/ED
Kara Mamazza	PRAXIS	Intermediate/ED
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 step 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 checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant	
<input checked="" type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Performance Gap Data	
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input checked="" 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 checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>		
<input checked="" 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 checked="" type="checkbox"/> WIDA		Special Education Staff Assignments	
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>			
	Staff Attendance				

School-wide ILEARN 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

*By Spring 2024, all students in grade 3 will Pass the IREAD assessment. Students who receive a Good Cause Exemption [GCE] will be considered a Pass. Total Pass score will be determined after end-of-year/summer retest.*

Measurable outcome met?      Yes   **No**

- The spring 2023 IREAD state assessment showed 96% of 3rd graders passed
- The spring 2023 ILEARN state assessment showed 51.5% student proficiency in ELA (exceeded State average score)
- The spring 2022 ILEARN state assessment showed 57.9% student proficiency in ELA (exceeded State average score)
- The spring 2021 ILEARN state assessment showed 47.7% student proficiency in ELA (exceeded State average score)
- The (2020/2021) ILEARN assessment reveals a need for improvement in student achievement and growth in ELA, specifically in the area of writing. Overall student proficiency in ELA is 47.7%. Spring 2022 ELA scores will increase a minimum of 5%.

No testing occurred during the spring 2020. Students did not test due to the pandemic, therefore comparison data is not available.

- The latest (2021/2022) ILEARN assessment reveals a need for sustained growth in student achievement and growth in ELA, with a focus on the area of writing. Overall student proficiency in ELA is 57.9%. Spring 2023 ELA scores will increase a minimum of 2%.

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.

We noticed one subgroup (EL students) changed from 46% (2022) to 19% (2023) passing. Students who are identified as a Level 5 need additional support when transitioning out of EL services. Our school's intervention team is collaborating on how to best provide services for students who may be found eligible in multiple areas. Writing was a weakness across all grade levels. All grades need a dedicated writing time in our master schedule.

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

## Goal 2

**By Spring 2024, grades 4 and 5 will show an increase in passing scores for cohorts of students-3rd to 4th and 4th to 5th. See table below.**

	ELA & Math Passing Score 2023	ELA & Math Passing Score 2024
Cohort 3rd to 4th	30% (passed in 3rd grade)	50% (will pass in 4th grade)
Cohort 4th to 5th	52% (passed in 4th grade)	55% (will pass in 5th grade)

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

- The spring 2023 ILEARN state assessment showed 62.6% student proficiency in Math (exceeded State average score)
- The spring 2022 ILEARN state assessment showed 66.1% student proficiency in Math (exceeded State average score)
- The spring 2021 ILEARN state assessment showed 60.3 % student proficiency in Math (exceeded State average score)
- The (2020/21) ILEARN assessment reveals a need for improvement in student achievement and growth in Math, specifically in the area of algebraic thinking. Overall student proficiency in Math is 60.3%. Spring 2022 Math scores will increase a minimum of 5%. No testing occurred during spring 2020. Students did not test due to the pandemic, therefore comparison data is not available.
- The (2021/22) ILEARN assessment reveals a need for improvement in student achievement and growth in Math, with a focus on the area

*of measurement. Overall student proficiency in Math is 66.1%. Spring 2023 Math scores will increase a minimum of 2%.*

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.

All subgroups (Free/Reduced, EL, and SPED) showed no change or a decrease in passing. Our focus will be to continue identifying services for students who need intense remediation (Tier 3). All grades need a dedicated time for reteaching/extension (Tier 2) in our master schedule.

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

Moving forward, our goal will focus on cohorts in order to monitor the progress of the same group of students.

### **Goal 3**

***All students who are considered at-risk (score of 4 or less based on a scale of 1-10) will decrease from Spring 2023 to Spring 2024 by 2% (change from 21% to 19%). These self-reports are administered during students' weekly citizenship classes.***

*Baseline data of at-risk students (score of 4 or less)*

*Spring 2022:*

*All 21%*

*K 23%*

*1st 31%*

*2nd 25%*

*3rd 18%*

*4th 15%*

*5th 25%*

*EL 23%*

*Male 19%*

*Female 28%*

*Black/African American 46%*

*Free/Reduced Lunch 58%*

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

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.

*Previous goals:*

- *Attendance will increase from 94% to 96%.*
- *Chronic absenteeism will decrease from 12 to 9 students.*
- *Discipline referrals will not rise above 12%*

*Data collected on previous goals:*

*2022-23 school year*

*94.3% overall attendance rate*

*12 students were chronically absent (18 days or more)*

*15% discipline referrals*

*2021-22 school year*

*98% overall attendance rate*

*9 students were chronically absent*

*15% discipline referrals*

*In regard to attendance, inconsistencies occurred in how student attendance was being coded. Also, a need for a team approach to manage attendance was discussed and will be implemented this year. A new school-wide positive behavior system was implemented. The number of referrals stayed the same. However, a change in the types of referrals occurred. We expect with continued implementation, referrals will decrease.*

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

*Yes, we will continue to implement a school-wide positive behavior system and meet regularly for behavior team time meetings. Our focus will be on being proactive versus reactive. By identifying students who are considered at-risk, we can provide interventions/support sooner.*

## 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 &amp; achievement in the area of ELA</i>	<b>Yes</b> No	<i>RPE 2022 ILEARN scores are at or above state averages for ELA. ELA proficiency rate was 57.9% overall. Students scored lowest in the area of writing. Data indicates that our Spec. Ed population (gr. 3-5) had the lowest proficiency rate on the ELA portion of ILEARN in 2022 with 35%</i>  <a href="#"><u>ILEARN DATA 2022</u></a>	<i>We are committed to ensuring all students receive quality instruction in ELA. Data indicates that our Spec. Ed population (gr. 3-5) had the lowest proficiency rate on the ELA portion of ILEARN in 2022 with 35%</i>	x	1

<i>All students will master grade level academic skills and demonstrate growth &amp; achievement in the area of MA</i>	<b>Yes</b> No	<p>RPE 2022 ILEARN scores are above state averages for Math. Math proficiency rate is 66.1 %. Students scored lowest in the area of Measurement. Data indicates that our students who receive ELL services had the lowest proficiency rate on the math portion of ILEARN in 2022 with 23%.</p> <p><a href="#">ILEARN DATA 2022</a></p>	<p>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 Measurement.</p> <p>Data indicates that our students who receive ELL services had the lowest proficiency rate on the math portion of ILEARN in 2022 with 23%.</p>	x	2
<i>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.</i>	<b>Yes</b> No	<p>Office referrals/discipline reports 2021-22: 15% of students went to the office at least 1 time with behavior referrals.</p> <p>Students on social work caseload SY 2021-22: (group or individual) 28%</p>	<i>We are committed to creating a learning environment that ensures safety and well-being for all. Counselor data indicates high ACE 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 health clinic.</i>	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)
<i>We are committed that all students receive quality instruction in ELA. ILEARN 2022 data indicates a 57.9% proficiency rate, with our lowest proficiency rate of 35% in the subgroup of SpecEd..</i>	<i>Teachers need ongoing training and support with providing Tier II and Tier III instruction to students. Students are not familiar with vocabulary, especially academic vocabulary. Continued review and identification of grade level essential standards is needed; increased communication between SpecEd and GenEd staff.</i>
<i>We are committed that all students receive quality instruction in Math with heavy focus in the area of Measurement. ILEARN 2022 data indicates a 66.1 % proficiency rate for grades 3-5 with our lowest proficiency rate of 23% in the subgroup, ELL.</i>	<i>Continued review and identification of grade level essential standards is needed based on formative and summative data.</i>
<i>We are committed to creating a learning environment that ensures safety and well-being for all. Data indicates that RPE previously had a high rate of school discipline reports, as well as visits to the health clinic. During the 2021-22 school year, students had a high rate of school discipline referrals.</i>	<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. Students are recovering from a variety of Covid19 related trauma.  Teachers require continued formal training related to areas of SEL and ACE scoring.</i>

*Write your Goal(s) from these.*

*Develop strategies from these.*

## SECTION D: School Improvement Plan and Professional Development Plan



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

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

Possible Funding Sources		
Title IA Title II Title III Title IV	High Ability Grant Early Literacy Grant Twenty-first Century Grant (After School Program) HFL Grant	General funds

## 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.

<b>GOAL 1</b>	<i>By Spring 2024, all students in grade 3 will Pass the IREAD assessment. Students who receive a Good Cause Exemption [GCE] will be considered a Pass. Total Pass score will be determined after end-of-year/summer retest.</i>			
<b>Data Checkpoints (dates)</b>	<i>BOY NWEA &amp; i-Ready Scores August 2023</i>	<i>MOY NWEA &amp; i-Ready Scores December 2023</i>	<i>EOY NWEA &amp; i-Ready Scores March 2024</i>	<i>Spring/Summer 2024 IREAD Scores</i>
<b>Evidence at Checkpoints</b>	<i>NWEA &amp; i-Ready Scores</i>	<i>NWEA &amp; i-Ready Scores</i>	<i>NWEA &amp; i-Ready Scores</i>	<i>Spring/Summer 2024 IREAD Scores</i>
<b>Evidence- Based Strategy 1</b>	<i>Utilize data protocol to analyze and take action on reading data in grade 3</i>			<b>PD Needed:</b> <b>Yes</b> <b>No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	<i>Analyze and take action on IREAD results from grade 2</i>	<i>August 2023- May 2024</i>	<i>Principal, Intervention Team, and 2nd &amp; 3rd grade teachers</i>	<i>NWEA &amp; i-Ready reading scores will show growth IREAD results will show 100% of students passing</i>
Action Step 2	<i>School-wide Academic Team Time meetings will occur approximately every 3-4 weeks to analyze data and take action</i>	<i>August 2023-May 2024</i>	<i>Principal, Intervention Team, and 2nd &amp; 3rd grade teachers</i>	<i>NWEA &amp; i-Ready reading scores will show growth IREAD results will show 100%</i>
<b>Yr. 2 Measurable Objective</b>	<i>By Spring 2025, all students in grade 3 will Pass the IREAD assessment. Students who receive a Good Cause Exemption [GCE] will be considered a Pass. Total Pass score will be determined after end-of-year/summer retest.</i>			

<b>Yr. 3 Measurable Objective</b>	<i>By Spring 2026, all students in grade 3 will Pass the IREAD assessment. Students who receive a Good Cause Exemption [GCE] will be considered a Pass. Total Pass score will be determined after end-of-year/summer retest.</i>	
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<b>GOAL 2</b>	<i>By Spring 2024, grades 4 and 5 will show an increase in passing scores for cohorts of students-3rd to 4th and 4th to 5th-3rd to 4th 30% to 50% 4th to 5th 52% to 55%</i>			
<b>Data Checkpoints (dates)</b>	<i>BOY NWEA &amp; i-Ready Scores August 2023</i>	<i>BOY NWEA &amp; i-Ready Scores August 2023</i>	<i>BOY NWEA &amp; i-Ready Scores August 2023</i>	<i>Spring 2024 ILEARN Scores</i>
<b>Evidence at Checkpoints</b>	<i>NWEA &amp; i-Ready Scores</i>	<i>NWEA &amp; i-Ready Scores</i>	<i>NWEA &amp; i-Ready Scores</i>	<i>Spring 2024 ILEARN Scores</i>
<b>Evidence- Based Strategy 1</b>	<i>Utilize data protocol to analyze and take action on formative and summative assessments</i>			<b>PD Needed:</b> <b>Yes</b> <b>No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	<i>School-wide Academic Team Time meetings will occur approximately every 3-4 weeks to analyze data and take action</i>	<i>August 2023-May 2024</i>	<i>Principal, Intervention Team, and K-5 staff</i>	<i>Decrease in students needing Tier 2/3 interventions</i>
Action Step 2	<i>Implement Tier 2 &amp; Tier 3 interventions/extensions school-wide</i>	<i>August 2023-May 2024</i>	<i>Principal, Intervention Team, and K-5 Staff</i>	<i>Common and Formative Assessment Data will indicate student growth</i>
<b>Yr. 2 Measurable Objective</b>	<i>By Spring 2025, grades 4 and 5 will show an increase in passing scores for cohorts of students-3rd to 4th and 4th to 5th</i>			
<b>Yr. 3 Measurable Objective</b>	<i>By Spring 2026, grades 4 and 5 will show an increase in passing scores for cohorts of students-3rd to 4th and 4th to 5th</i>			

<b>GOAL 3</b>	<i>All students who are considered at-risk (score of 4 or less based on a scale of 1-10) will decrease from Spring 2023 to Spring 2024 by 2% (change from 21% to 19%). These self-reports are administered during students' weekly citizenship classes.</i>			
<b>Data Checkpoints (dates)</b>	<i>August BOY</i>	<i>December MOY</i>	<i>March EOY</i>	
<b>Evidence at Checkpoints</b>	<i>Decrease in number of students at-risk</i>	<i>Decrease in number of students at-risk</i>	<i>Decrease in number of students at-risk</i>	
<b>Evidence- Based Strategy 1</b>	<i>Students will exhibit a greater sense of school satisfaction, in theory feeling more connected to the school community through use of common language of emotions and student self-reports of school satisfaction.</i>			<b>PD Needed:</b> <b>Yes</b> <b>No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	<i>We will utilize a tool "6 emotions all humans have from birth." This will foster common language in all areas of campus for students to identify and express emotion</i>	<i>August 2023 - May 2024</i>	<i>School Counselor, School Social Worker, and all K-5 Staff</i>	<i>Students will reference this tool when there is a need to identify and express emotions</i>
Action Step 2	<i>School Counselor will collect data on student self- reports of school satisfaction in Citizenship Class School Counselor and Social Worker will regularly analyze data and take action on results</i>	<i>August 2023-May 2024</i>	<i>School Counselor and Social Worker</i>	<i>Student self- reports of school satisfaction in Citizenship Class will show a numerical increase</i>
Action Step 3	<i>School-wide Behavior Team Time meetings will occur approximately every 3-4 weeks to analyze data and take action</i>	<i>August 2023-May 2024</i>	<i>School Counselor, School Social Worker, and K-5 Staff</i>	<i>Behavior Team Time data collected on the school-wide Hub</i>

<b>Yr. 2 Measurable Objective</b>	<i>All students who are considered at-risk (score of 4 or less based on a scale of 1-10) will decrease from Spring 2024 to Spring 2025 by 2%. These self-reports are administered during students' weekly citizenship classes</i>	
<b>Yr. 3 Measurable Objective</b>	<i>All students who are considered at-risk (score of 4 or less based on a scale of 1-10) will decrease from Spring 2025 to Spring 2026 by 2%. These self-reports are administered during students' weekly citizenship classes</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.

<b>Professional Development Goal 1</b>	<i>All staff will be provided with i-Ready training</i>	<b>Linked SIP Goals</b> <div style="display: flex; justify-content: space-around;"> <span style="background-color: yellow; padding: 2px;">Yes</span> <span>No</span> </div>
<b>Possible Funding Source(s)</b>	<i>District Funds</i>	
<b>Evidence of Impact</b>	<i>IREAD Results</i> <i>ILEARN Results</i> <i>NWEA/i-Ready Results</i> <i>Common Formative Assessments</i> <i>Students identified for Tier 2 &amp; Tier 3 intervention</i>	
Plan for coaching and support during the learning process: <i>i-Ready training on designated district professional development days</i> <i>Use of the i-Ready padlet</i> <i>District and school admin providing coaching and support to all staff</i> <i>Intervention team providing coaching and support to all staff</i>		
How will effectiveness be sustained over time? <i>Ongoing PD opportunities for new staff and refresher PDs for returning staff</i> <i>Use of the i-Ready padlet</i> <i>Staff providing coaching and support to peers</i>		

Professional Development Goal 2	All staff will be provided with training/resources on the Science of Reading	
Possible Funding Source(s)	District & School Funds	
Evidence of Impact	IREAD Results ILEARN Results NWEA/i-Ready Results Common Formative Assessments Students identified for Tier 2 & Tier 3 intervention	
Plan for coaching and support during the learning process: Staff will be given the opportunity to attend local Science of Reading workshops Dyslexia/Reading Specialist will offer/provide coaching Staff will access resources on the IN Learning Lab Staff will be provided with materials/resources to assist in implementing researched-based practices that support the science of reading		
How will effectiveness be sustained over time? Ongoing PD opportunities for new staff and refresher PDs for returning staff Dyslexia/Reading Specialist will continue to offer/provide coaching Staff will continue to be able to access resources on the IN Learning Lab Staff will continue to be provided with materials/resources to assist in implementing researched-based practices that support the science of reading		

<b>Professional Development Goal 3</b>	<i>All staff will be provided with Smekens Reading/Writing training/coaching</i>	
<b>Possible Funding Source(s)</b>	<i>District and School Funds</i>	



<b>Evidence of Impact</b>	IREAD Results ILEARN Results NWEA/i-Ready Results Common Formative Assessments Grade level writing prompts
Plan for coaching and support during the learning process: <i>Summer CompCon workshop</i> <i>On-site Smekens Reading/Writing professional development days</i> <i>Staff will be provided with resources/materials to assist with implementing instruction and best practices</i>	
How will effectiveness be sustained over time? <i>Continue to offer staff the opportunity to attend Summer CompCon workshops</i> <i>Continue to provide on-site Smekens Reading/Writing professional development</i> <i>Continue to provide staff with resources/materials to assist with implementing instruction and best practices</i>	

<b>Professional Development Goal 4</b>	<i>All staff will be provided with training in the PLC process</i>		
<b>Possible Funding Source(s)</b>	<i>District and School Funds</i>	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>	
<b>Evidence of Impact</b>	<i>Collaborative Team Time</i> <i>Data collected and analyzed on our school-wide PLC Hub</i> IREAD Results ILEARN Results NWEA/i-Ready Results Common Formative Assessments <i>Students identified for Tier 2 &amp; Tier 3 intervention</i>		
Plan for coaching and support during the learning process: <i>Offer staff the opportunity to attend the annual PLC conference at Lincolnshire</i> <i>Offer staff the opportunity to attend professional development provided by Solution Tree</i> <i>Provide staff with materials/resources from Solution Tree</i> <i>Provide staff with access to Global PD</i> <i>Ensure our school's master schedule supports the PLC process</i> <i>Ensure our district/school continues to provide collaboration time, such as Academic/Behavior Team Time, and Late Start Fridays</i>			

<i>Utilize data protocol to analyze and take action on data</i> <i>Utilize and maintain our school's data Hub</i>		
How will effectiveness be sustained over time? <i>Continue to offer staff the opportunity to attend the annual PLC conference at Lincolnshire</i> <i>Continue to offer staff the opportunity to attend professional development provided by Solution Tree</i> <i>Continue to provide staff with materials/resources from Solution Tree</i> <i>Continue to provide staff with access to Global PD</i> <i>Continue to plan our school's master schedule to support the PLC process</i> <i>Continue to ensure our district/school continues to provide collaboration time, such as Academic/Behavior Team Time, and Late Start Fridays</i>		

Professional Development Goal 5	All staff will be provided with training and resources in social emotional learning	Linked SIP Goals Yes No
Possible Funding Source(s)	District & School Funds	
Evidence of Impact	Student self- reports of school satisfaction in Citizenship Class will show a numerical increase Behavior Team Time data collected on our school-wide HUB	
Plan for coaching and support during the learning process: Staff will be provided with and utilize a tool “6 emotions every human has from birth” Staff will Identify, define, and utilize developmentally appropriate social/emotional expectations by grade Staff will be provided with collaboration time, Behavior Team Time, to discuss social emotional needs District and school admin will provide professional development in social emotional learning to members of the Student Services Team		
How will effectiveness be sustained over time? Staff will continue to utilize developmentally appropriate social/emotional expectations by grade Staff will continue to be provided with collaboration time, Behavior Team Time, to discuss social emotional needs District and school admin will continue to provide professional development in social emotional learning to members of the Student Services Team		

