CROWN POINT COMMUNITY SCHOOL CORPORATION

School Improvement Plan
Lake Street
Elementary School

Principal
Ronald B. Munden

October, 2022

School Name: Lake Street Elementary

School Number: 3903

Street Address: 475 Lake Street

City: Crown Point

Zip Code: 46307

School Improvement Plan
For implementation during 2020-2023

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

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Basic Requirements

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>.

This is an initial three (3) year plan. **No**	This is a review/update of a plan currently in use. **Yes**
This school is identified as the following by the federal government: **N/A**	
(TSI/ATSI only) Underperforming student groups identified by the federal government: **N/A**	
This school receives Title IA funding. **No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? N/A	

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

Planning Committee

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group**.

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

Member Name	Title	Committee(s)
Brett Munden	Principal	**SIP**
Kelly Wade	Assistant Principal	**SIP**
Christina Skopelja	Guidance Counselor	**SIP**
Erin Bautista	Positive Behavior Coach	**SIP**
Jessica Markle	Resource Teacher	**SIP**
Jill Lowry	Resource Teacher	**SIP**
David Padan	Teacher	**SIP**
Miranda Retzlaff	Teacher	**SIP**
Jessica Roach	Teacher	**SIP**
Kara Barno	Teacher	**SIP**
Linda Collier	Teacher	**SIP**

Alignment

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 Mission	The mission of Crown Point Community School Corporation (a partnership of students, families, staff, and community) compels all students to become lifelong learners through the highest quality education program.	School Vision	Lake Street Elementary will commit to a future that CONNECTS students, teachers, support staff, families, and community to develop young citizens who are open to new ideas, who respect and help each other, who value uniqueness and individual needs, who are proficient with today's technology, and who will contribute to society with courage, confidence, and success.
		School Mission	➔ Community - Provide all learners a safe and supportive environment that cares for each individual as a whole person. ➔ Open - Create learners who are open to new ideas, friendships, and opportunities. ➔ Nurture - Foster an environment where all community members help each other grow by working together and respecting differences, ➔ Niche - Ensure that all learners explore a variety of interests in order to discover their unique roles in our school, within the community, and for their futures. ➔ Excellence - Value excellence in academic achievement, activities, communication, and behaviors. ➔ Confidence - Build confidence and courage in all community members by challenging each learner to do his/her personal best always. ➔ Technology - Utilize current technology to enhance learning for all. ➔ Success - Connect for the success for all learners.

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

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. <u>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</u>. 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

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. Subjects/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 <u>essential</u> 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	Continued Use?
Place link here		https://docs.google.com/spreadsheets/d/152OWC5Ngj-bsY-uypnQdxRo8IfSvoPEwOvlIE0neOJk/edit?usp=sharing				

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

➔ The public may view the school's curriculum in the following location(s):
➔ Indiana Academic Standards https://www.in.gov/doe/students/indiana-academic-standards/
➔ Policy – Student Privacy and Parental Access to Information https://drive.google.com/file/d/1RnV5WoCVP8cQXwQ4oeCJyYOrQ92-_Vmp/view?usp=sharing
➔ Form – Request to Inspect Instructional Materials https://drive.google.com/file/d/1OpbqqQkdILZtPsKYMqpuZGbk4DFWrOUM/view?usp=sharing
➔ Guidance – Request to review curriculum https://docs.google.com/document/d/1MruQ0iMaf4UrRnXuLI4cIJZUrgHqPcaV1E4fu1yCrWA/edit?usp=sharing

Core Element 2: Instructional Program

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

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

Core Element 3: Assessment

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use

CPCSC Assessment Type, Purpose, and Schedule

https://docs.google.com/spreadsheets/d/12qQNJY9ccAfi5gk1NXHcz0oYVYlxufNzTTgIwbbZcL4/edit?usp=sharing

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

Core Element 4: Coordination of Technology Initiatives

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

At present, our corporation has many technology driven programs in place, including C.P. 2.0 at all levels of education. Plans are ongoing for these technology driven programs to grow throughout all the schoolhouses in Crown Point. Teachers and students have many technology tools at their disposal in all curriculum areas. BUZZ curriculum is in place for ELA, social studies and special areas. Bridges math is in place at all grade level classrooms, as well as remediation for our Exceptional Education population and RtI students. We use Leveled Literacy, PALS, Reading A-Z, CKLA and Wilson reading in our Exceptional Learner and RtI classrooms. Classroom teachers use Dreambox, Reading A-Z, and Raz Kids to meet the needs of all learners. Lake Street has access to a wide range of media, technology and information resources in math and English/language arts, as well as social studies and science, and in areas of the arts and P.E.

Technology for Learning Spaces

https://docs.google.com/document/d/1rq7GEsl4M1dCSIh1QccbmMVMfSeJtMHDJ4AtLBP5ogw/edit?usp=sharing

Personalized Blended Learning FAQ

https://docs.google.com/document/d/15ZAQWEJZtFQcQPFVutWLkm7Yms1rK1Uxu7Z-QLqeMkM/edit?usp=sharing

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

Core Element 5: Career Awareness and Development

Grades K-5 only

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

Core Element 6: Safe and Disciplined Environment

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
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	YES
MTSS provides students with academic, behavioral, and social-emotional care and early intervention.	YES
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	YES
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	YES
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	YES
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	YES
All staff express the belief that all children can learn and consistently encourage students to succeed.	YES
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	YES

Briefly answer the following:

What practices are in place to maintain a safe environment?

[Multi-tiered systems of support](#)

[Elementary School Student Handbook](#)

The Lake Street community believes that children cannot learn in an unsafe, non-supportive, and/or fearful environment. The entire faculty and staff places the safety of its students as a top priority. As such, several measures are in place to help prioritize and secure that safety. In order to enter the building, visitors must be buzzed in at the front door (equipped with cameras) and answer questions about why they are asking for entrance in our building. Once the door is unlocked, it only allows entrance to the front office where they must be personally greeted and then sign in. No one can enter the schoolhouse because of our Sally-Port entrance. Office staff are the only ones who can allow that entrance. There are monthly fire, lock-out and lock-down drills, as well as quarterly disaster (tornado) drills. In addition, Lake Street has a School Crisis/Safety Team in place to respond to any emergencies whether they are physical or emotional. Over fifteen of Lake Street teachers are trained through the CPI program (Crisis Prevention/Intervention). Also, all of our teachers have undergone suicide prevention training through the QPR Program (Question/Persuade/ Respond). At Lake Street, we believe that prevention is more effective than reaction. As such, anti-bullying instruction is conducted in grades K-5. Resource officers are available to the school to help intervene when necessary. A school counselor and PBIS paraprofessional work with students, teachers and families to help with social/emotional/mental health issues as both preventative and to help with the after-effect of issues when they arise. We now have a Resiliency Team headed up by our School Counselor. Professional Development and a school based plan in SEL has been started this year. The Crown Point Community School Corporation began training the faculty and staff during the 2019-2020 school year with the ALICE safety training protocols and this will be an ongoing training throughout the school year.

Teachers and staff comply with all policies, procedures, laws, and regulations for the benefit of students and the Lake Street community. A variety of methods are utilized to establish, implement, and communicate policies and procedures. These include: School Improvement Plan, Vector Tutorials, Neola Policies, Crown Point Community School's website, Lake Street School's website, CPI training (Crisis Prevention / Intervention), Resiliency Team training, CPR training, student handbook, weekly staff bulletin, bi-weekly parent newsletter, Buzz / RDS, monthly PTO meetings, Kindergarten Round-up packet, Open House, Parent / Teacher conferences, as well as the Birth to School Program.

Core Element 7: Cultural Competency

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.
Our enrollment process requires identification by parents. English language learners are identified through the enrollment process and complete a home language survey (all students new to Indiana must complete) to determine the native language. If the survey indicates a language other than English, the student will take a WIDA placement test that determines the level of need for English language services. Socio-economic groups are identified by the status of Free/Reduced lunch.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school?
Lake Street strives to provide an equitable learning environment for all students through our use of differentiated instruction and MTSS. By using data from multiple sources we are able to provide learning opportunities that will best meet the needs of our students, and with the administration of NWEA Map Growth and Map Reading Fluency assessments we will be able to deepen our understanding of individual student needs.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
An Inclusion Team was formed this summer and Professional Development was started this summer. Ongoing PD is happening throughout this school year. The Inclusion/Leadership team will disseminate information to all staff by empowering and supporting our teachers to grow in their teaching skills and self-reflection. We will become more proficient in meeting the needs of all of our students. By our teachers focusing on the values of respect, kindness, and inclusivity, our students will gain confidence and competence to collaborate with others.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Our Second Steps/Anti-Bullying/Health/Inclusion programs taught to all Lake Street students, teach lessons on the following topics, to best support students' ability to recognize and appreciate differences among all of us:
➔ Empathy and Respect
➔ Respecting Similarities and Differences
➔ Showing Compassion
➔ Showing Care and Concern

Core Element 8: Review Attendance

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

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

School	Last year (2021-2022)	2 years ago	3 years ago
Lake Street	52	24	9

What may be contributing to the attendance trend?

Our attendance has been negatively impacted by the Covid Pandemic. Families have become much more prone to keeping their children home from school when they are symptomatic of possible illnesses. What we can control is ensuring we are creating classroom environments that support engaging learning opportunities, building strong teacher-student relationships and a strong connection to our families. This will aid in positive attendance trends as our hope is that students and families will continue to prioritize student learning and school engagement.

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

Lake Street Attendance Procedure

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

Our attendance is monitored daily by our building secretary through a structured process outlined in our school handbook. The secretary follows-up on absent students with daily communications, with a letter sent home after 6 and 10 days. After 10 days of absence we require a note from a doctor to verify students' status.

Best Practice/Requirements Self-Check - Highlight Yes or No	Yes/No
The school has and follows a chronic absence reduction plan.	YES
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

Core Element 9: Parent and Family Engagement

How does the school maximize family engagement to improve academic achievement?
Lake Street engages families in many ways because being a part of their child's education, in a meaningful way, is key to student achievement. Parents are informed about their child's educational process by performance tracking on our BUZZ curriculum technology, teacher weekly newsletters/emails and whole school newsletters, parent/teacher conferences, student data folders, Connects Nights, school and corporation websites, PTO meetings, school improvement meetings, parent/community members in classrooms and within our schoolhouse. Students at Lake Street have earned local and state ranking and recognition over the past several years for Science Olympiad, Math Bowl, Spell Bowl and Robotics because of the interactions with staff and parent volunteers. Lake Street's Mission Statement fully promotes and supports student performance and school effectiveness. The statement connects students, teachers, support staff, families and the community. Lake Street Elementary continues to set high standards for our faculty, staff, and students.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Parents and families at Lake Street are informed of classroom and school happenings on a weekly and biweekly basis, respectively, through newsletters. This creates a connection between home and school to help facilitate meaningful conversations between families and staff. Additionally, our Parent Teacher Organization creates an environment where parents and teachers can comfortably work together for the betterment of the school. This organization has representatives from both parents and teachers in each role, to better support a mutual understanding of the operations of the school and its potential.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
We strive to create classroom environments that support engaging learning opportunities, building strong teacher-student relationships and a strong connection to our families. We make a personal connection daily, with students who are absent. This will aid in positive attendance trends as our hope is that students and families will continue to prioritize student learning and school engagement.

How do teachers and staff bridge cultural differences through effective communication?
Our teachers and staff approach all parent/community relationships with an emphasis on empathy and mutual respect. We believe this leads to conversations that will support our ultimate goal of student achievement and a safe learning environment. By approaching conversations in this manner we are better able to meet our students where they are, through a deeper understanding of both the roles of family and school in a student's success.

SECTION D: School Improvement Plan and Professional Development Plan

Possible Funding Sources	
Title II	High Ability
Title III	Early Literacy
Title IV	General Funds
McKinney-Vento	

School Improvement Plan

GOAL 1	By focusing on ELA/Math inquiry skills, critical thinking and foundational skills, we will see a 10% increase in the combined proficiency levels of 'Above' and 'At' on the Indiana ILearn ELA/Math assessment for grades 3-5.		
Data Checkpoints	September 2021	June 2022	June 2023
Evidence at Checkpoints	➔ At NWEA assessment points, students will be predicted to pass, or pass+, IREAD, ILearn ELA/Math.	➔ At NWEA assessment points, students will be predicted to pass, or pass+, IREAD, ILearn ELA/Math.	➔ At NWEA assessment points, students will be predicted to pass, or pass+, IREAD, ILearn ELA/Math.

Evidence-Based Strategy 1	Literacy/Math Critical Thinking and Skill Development: Lake Street teachers and staff will provide literacy instructional practices that allow for every student's individual reading levels to be effectively addressed and monitored. Critical thinking, questioning and guidance will be embedded in the literacy/math curriculum. Guided Reading, CKLA, Words Their Way, Leveled Literacy, Junior Great Books, Burst, Reading A-Z, PALS, Corrective Reading, Wilson Reading and BRIDGES will be used to increase student learning.	**PD Needed** Yes **No**

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Lake Street has a primary and intermediate literacy coach to provide 1:1 support in the area of literacy. The literacy coaches will be utilizing modeling, coaching, reflection and professional development.	August 2021 - June 2023	Mrs. Kelly Foster *primary coach* Mrs. Jessica Poulton *intermediate coach* Mrs. Tiffany Markham *primary coach* Mrs. Amy Hochbaum *intermediate coach*	➔ Teacher/coach/specialist feedback of impactful modeling, coaching, reflection, and PD. ➔ ILEARN assessment, NWEA data points, progress monitoring, teacher coaching literacy development, Marzano teacher assessments,
Action Step 2	Crown Point Schools have designated two corporation coaches to support each school's literacy coaches and math coaches	August 2021 - June 2023	Crown Point Instructional Coaches (ELA/Math) Lake Streets ELA/Math coaches Principal Assistant Principal	

			CPCSC goals and scales.
Action Step 3	Monitor the fidelity of the CKLA Reading program and instructional strategies, along with instructional support for teachers.	August 2021 - June 2023	Classroom teachers Principal Assistant Principal Interventionists Paras Students	➔ CKLA Knowledge and Bridges Math programming to support the development of ILEARN assessment, NWEA data points, progress monitoring, teacher coaching literacy development, Marzano teacher assessments, CPCSC goals and scales.
Action Step 4	Instructional team will implement evidence-based interventions with fidelity, documenting appropriately, & progress monitoring every 2-4 weeks. The Data Teams will meet monthly/bi-monthly to review data.	August 2021 - June 2023	Classroom teachers Principal Assistant Principal Interventionists Paras Students	
Year 2 Measurable Objective	By focusing on ELA/Math inquiry skills, critical thinking and foundational skills, we will see a 5% increase in pass, pass+ scores on the Indiana ILearn ELA/Math assessment for grades 3-5.		
Year 3 Measurable Objective	By focusing on ELA inquiry skills, critical thinking and foundational skills, we will see a 10% increase in pass, pass+ scores on the Indiana ILearn ELA/Math assessment for grades 3-5.		

GOAL 2	By June 2023, 95% of our staff will be able to confidently lead inclusive, research-based instructional practices in their classroom to best meet the needs of all students.		
Data Checkpoints (dates)	May 2022	December 2023	August 2023
Evidence at Checkpoints	➔ Panorama Data ➔ Qualitative feedback from staff gathered through Google Forms	➔ Panorama Data ➔ Qualitative feedback from staff ➔ Professional development given by building-level inclusion leaders	

	➔ Course completion efforts	➔ Qualitative feedback from staff gathered through Google Forms ➔ Course completion efforts

Evidence-Based Strategy 1	Develop school capacity to lead and establish common beliefs, create an inclusive culture, and implement effective instructional practices within schools. Mainstreaming/Inclusion (.27 effect size - Likely to have positive impact on student achievement - Hattie, 2017)		PD Needed **Yes** No	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Building Level Inclusion team participating in and developing staff capacity through the Lead Inclusion Course	August 2021 - June 2023	Lead Inclusion, CPCSC Inclusion Team, District Leadership, Elementary Building Leadership	Participant Attendance
Action Step 2	Building Level Data discussions to address meeting the needs of our students academically through inclusive practices	August 2021 - June 2023	Elementary Building Leadership, Building Level Inclusion Team, ELA Specialist, Math Specialist, Resource Team	Staff Inquiry, Staff engagement, Self-Assessment, Feedback sessions
Action Step 3	Workshops and Resource sharing surrounding inclusive practices	August 2021 - June 2023	Elementary Building Leadership, Building Level Inclusion Team, Resource Team	Staff engagement, Self-Assessment, Feedback sessions
Action Step 4	In-Classroom support and modeling of inclusive strategies and practices	August 2021 - June 2023	Building Level Inclusion Team, ELA Specialist, Math Specialist, Resource Team, Coaches	Staff engagement, Student data improvement over three points throughout the year
Action Step 5	Ongoing Feedback/Growth sessions to learn and improve practices for our students based on Panorama data	August 2021 - June 2023	CPCSC Inclusion Team, District Leadership, Elementary Building Leadership	Self-Assessment, Student data improvement over three points throughout the year

Year 2 Measurable Objective	By June 2022, our staff will be able to confidently lead inclusive, research-based instructional practices in their classroom to best meet the needs of all students.
Year 3 Measurable Objective	By June 2023, our staff will be able to confidently lead inclusive, research-based instructional practices in their classroom to best meet the needs of all students.

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.

Professional Development Goal 1	Lake Street Teachers will improve their skills to teach the literacy/math continuum.	Linked to SIP Goals YES
Possible Funding Source(s)	Title II and General Fund	
Evidence of Impact	90% of students are reading at their instructional reading/math level by the end of each year. 90% of students demonstrate at least 1 year instructional reading/math level growth. 80% of students pass ILEARN English/Language Arts/Math The median growth percentile for students on the ILEARN English/Language Arts/Math 60 or higher.	

Plan for coaching and support during the learning process:

Activity	Audience	Facilitator
Continuing contact Literacy/Math Coach training	1 Primary teacher 1 Intermediate teacher	Crown Point has created their district coaching team
All Lake Street teachers received training for the implementation of Words Their Way/CKLA (for grades K - 2) curriculum; this is ongoing	K-5 Teachers and Resource Teachers	Pearson consultants and trainers
All Lake Street teachers have two in-house literacy coaches and two math coaches available to them, as well as district coaches in both curricular areas; morning PD sessions and Guided Reading conferences/observations	K-5 Teachers and Resource Teachers	Kelly Foster and Jessica Poulton - Literacy Coaches Tiffany Markham and Amy Hochbaum - Math Coaches Amy McCallister, Joe Bysiek
All Lake Street teachers will have access to PD webinars on writing from Smekens	K-5 Teachers and Resource Teachers	Kristina Smekens

How will effectiveness be sustained over time?

Effectiveness will be monitored over time through the evaluation of student data throughout the year, qualitative feedback from teachers and coaches, and classroom observation.

Data Points
- ILEARN Scores
- IREAD Scores
- NWEA Scores

Professional Development Goal 2	Improve the social, emotional and mental health of our students so that they are ready to learn in an inclusive environment	Linked to SIP Goals YES
Possible Funding Source(s)	N/A	
Evidence of Impact	90% of students indicate improved social, emotional and mental health	
Plan for coaching and support during the learning process:		

Activity	Audience	Facilitator
Participate in course "MTSS/RTI" facilitated by Lead Inclusion	CPCSC Inclusion Team, District Leadership	Lead Inclusion Team
Team-based Workshop: Tier 3 Planning and Progress Monitoring facilitated by Lead Inclusion	CPCSC Inclusion Team, District Leadership	Lead Inclusion Team
Participate in course "Assessment, Feedback, and Grading" facilitated by Lead Inclusion	CPCSC Inclusion Team, District Leadership	Lead Inclusion Team
Participate in course "Leading Organizational Change" facilitated by Lead Inclusion	CPCSC Inclusion Team, District Leadership	Lead Inclusion Team
School or District Planning Sessions	CPCSC Inclusion Team, District Leadership	CPCSC Inclusion Team, District Leadership, Elementary Leadership
Building Level Data discussions to address meeting the needs of our students	K-5 Teachers, RTI Team, Resource Team	Elementary Building Leadership, Building Level Inclusion Team

Monthly workshops surrounding inclusive practices	K-5 Teachers, RTI Team, Resource Team	Elementary Building Leadership, Building Level Inclusion Team
In-Classroom support and modeling of inclusive strategies and practices	K-5 Teachers, RTI Team, Resource Team, ELA Specialist, Math Specialist	Elementary Building Leadership, Building Level Inclusion Team ELA Specialist Math Specialist
Ongoing Feedback/Growth sessions to learn and improve practices for our students based on Panorama data	K-5 Teachers, RTI Team, Resource Team, ELA Specialist, Math Specialist	Elementary Building Leadership, Building Level Inclusion Team ELA Specialist Math Specialist

How will effectiveness be sustained over time?

Student Achievement Data Sources	→ Student and Teacher Survey → Student Attendance → Tool to be identified
Teacher Implementation Data Sources	→ Attendance → Observations