

# INDIANA DEPARTMENT of EDUCATION

School Name: Loogootee Middle School  
School Number: 6001  
Street Address: 201 Brooks Avenue  
City: Loogootee  
Zip Code: 47546

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2020-2023, 2021-2024, **2022-2025**, 2023-2026 (Highlight implementation years)

### ----- CONTACT INFORMATION -----

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*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

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

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic 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**

**Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.**

**If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, 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/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI</b>	
This school receives Title IA funding. <b>Yes</b> <b>No</b> Is the school’s Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? <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 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)	CNA/SIP Subcommittee(s)
Rachel Tedrow	Association Representative	CNA, <b>SIP</b> , Both	
Sarah Knepp	Teacher	CNA, <b>SIP</b> , Both	
Sara Lengacher	Parent	CNA, <b>SIP</b> , Both	
Dana Campbell	Administrator	CNA, <b>SIP</b> , Both	
Brittney Gibson	Resource Teacher	CNA, <b>SIP</b> , Both	Special Ed.
Shelley Christmas	Curriculum Director	CNA, <b>SIP</b> , Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
<b>Link additional committee information here</b> (if necessary):			

## --- 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:** Big Enough to Deliver...Small Enough to Care

**School Vision:** Big Enough to Deliver...Small Enough to Care

**District Mission:** The mission of Loogootee Community Schools, in partnership without community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

**School Mission:** The mission of Loogootee Community Schools, in partnership without community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

**District Goals:** Implement PBL across grade levels K-12  
Implement PLTW across grade levels K-12  
Streamline PBIS System corporation wide  
Work towards STEM Certification 5-8

Does the school's vision support the district's vision? ( <i>highlight response</i> )	Yes	No
Does the school's mission support the district's mission? ( <i>highlight response</i> )	Yes	No
Do the school's mission and vision support district goals? ( <i>highlight response</i> )	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. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Math, Reading, Social Studies	5-8	IXL	Yes	Tier 1, 2, 3	IXL is an online supplemental curriculum used for extra practice on the Indiana Academic Standards	Yes	<input type="checkbox"/>
Reading	7 & 8	My Perspectives Textbook	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core reading curriculum .	Yes	<input type="checkbox"/>
Math & Reading	5-8	Study Island	Yes	Tier 1, 2, 3	Study Island is an online supplemental curriculum used for extra practice on the Indiana Academic Standards	Yes	<input type="checkbox"/>
Reading	6	Pearson ReadyGEN	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Reading Academic Standards and is our core reading curriculum .	Yes	<input type="checkbox"/>
Reading	5-6	Readworks	Yes	Tier 1, 2, 3	Readworks is an online supplemental curriculum used for extra practice on the Indiana Reading Academic Standards	Yes	<input type="checkbox"/>
							<input type="checkbox"/>

Math	5-8	Pearson EnVision Math	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core math curriculum .	Yes	<input type="checkbox"/>
Math	6	Khan Academy	Yes	Tier 1, 2, 3	Khan Academy is an online supplemental curriculum used for extra practice on the Indiana Math Academic Standards	Yes	<input type="checkbox"/>
Math	5, 7-8	Savvas Realize	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core math curriculum .	Yes	<input type="checkbox"/>
Math	8	Pearson Algebra 1	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core math curriculum .	Yes	<input type="checkbox"/>
Science	4-6	Savvas Elevate Science	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core science curriculum .	Yes	<input type="checkbox"/>
Science	7-8	McGraw Hill Indiana Inspire Science	Yes	Tier 1, 2, 3	Discovery Ed is an online supplemental curriculum used for extra practice on the Indiana Science Academic Standards	Yes	<input type="checkbox"/>
Social Studies	7	Glencoe, "The American Journey."	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core social studies curriculum .	Yes	<input type="checkbox"/>
Social Studies	8	Geography, "Exploring Our World"	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core social studies curriculum .	Yes	<input type="checkbox"/>
Social Studies	5	Houghton McGraw Indiana Studies	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core social studies curriculum .	Yes	<input type="checkbox"/>
Social Studies	6	Holt McDougal Western World	Yes	Tier 1, 2, 3	Curriculum is aligned to the Indiana Academic Standards and is our core social studies curriculum .	Yes	<input type="checkbox"/>
Place link here (if necessary) ->							

## 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	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	<input type="checkbox"/>

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

1. The school's curriculum can be found on the school website ([www.loogootee.k12.in.us](http://www.loogootee.k12.in.us)).

## Core Element 2: Instructional Program [Required for all]

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

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

**For Title I schools with Schoolwide Programs only:**

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

**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) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.**

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
ILearn Checkpoints	5-8	Benchmark, Com. Form., Summative, Other	ILearn Checkpoints provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. .	Yes No	<input type="checkbox"/>
Study Island	5-8	Benchmark, Com. Form., Summative, Other	The program offers assessment tools to quickly measure who is on track and who needs additional support.	Yes No	<input type="checkbox"/>
IXL	5-8	Benchmark, Com. Form., Summative, Other	Personalized instruction and practice.	Yes No	<input type="checkbox"/>
Quizizz	5-8	Benchmark, Com. Form., Summative, Other	Customize content combined with tools for inclusive assessment, instruction, and practice.	Yes No	<input type="checkbox"/>
Formative Loop	5-8	Benchmark, Com. Form., Summative, Other	A unique math fluency program for the classroom where each student masters skills at their own pace.	Yes No	<input type="checkbox"/>
Edulastic	5-8	Benchmark, Com. Form., Summative, Other	Personalized instruction and practice.	Yes No	<input type="checkbox"/>



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

### Continued from Core Element 3: Assessment

**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.

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

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

### **Technology as a Learning Tool**

A comprehensive district technology plan places a major emphasis on staff development. A director of technology/curriculum and two computer technicians cover three buildings serving nearly 740 students in the school district. In addition to providing planned professional development and software training, the tech staff is on call as needed between the buildings. Each teacher's computer, a newer Dell Laptop, is connected to a mainframe maintained.

In 2016, Loogootee High School went 1:1 by providing each student with a Chromebook. Classrooms have ViewSonic Viewboards, projectors, whiteboards, Learn 360 video streaming, Teacher Channel, CNN, YouTube, USATestprep, TenMarks, Edmentum software, NWEA Skills Navigator, Pearson Realize, Pearson MathXL, Skyward School Management system, GAFE, Planbook.com, Canvas, etc.

The school has specialized computer capability related to specific vocational programming and training.

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	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes No	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes No	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	<input type="checkbox"/>

## 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
Indiana Career Explorer	
Career-focused classroom lessons-Major Clarity	Guest speakers
Other	

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

### Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses: College and Careers (7th-8th Grade)
Career-focused classroom lessons-Major Clarity	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program Major Clarity
Not currently implementing career information activities.	Career-related courses

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

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

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

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

### **Briefly answer the following:**

#### **What practices are in place to maintain a safe environment?**

- Corporation Safety Specialist on staff
- Participate in Bullying Prevention Year
- PBIS (Positive Behavior Intervention and Supports)
- CPI (Crisis Prevention Intervention)
- Loogootee Middle School has a full-time SRO
- All students have access to social/emotional support through the LCS Social Worker and school's guidance counselor.
- The school provides students an anonymous link to report bullying through the corporation website (<https://www.loogootee.k12.in.us/report-it>).
- All staff participate in annual Safe Schools Training.
- The corporation has an assigned Safety Specialist on staff.
- Multiple safety drills take place each month throughout the school year.

## 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.**

Students are identified using the Indiana Department of Education form during registration or enrollment if coming from out of state.

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

Utilizing our school cultural data and benchmark assessments, we ensure that ALL students are provided with the tiered supports necessary to achieve personal growth targets. We utilize the WIDA screener to identify students who have language deficits and develop individual Language Acquisition plans to meet their individual needs.

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

Loogootee Community schools provide monthly professional development in a variety of areas. We will continue to offer high quality information to our staff concerning cultural competency to ensure we are meeting the needs of all learners.

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

A variety of cultures are discussed and introduced through art and music. Our school social worker uses a variety of lessons to build a school culture of acceptance and understanding.

## 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 above 10% or more of the school year.      Last year: 16                      Two Years Ago: 13                      Three Years Ago: 10**

### **What may be contributing to the attendance trend?**

The attendance policy at Loogootee High School is based on the premise that something important happens each day in each class. The faculty and staff believe there is a direct relationship between good attendance and successful academic achievement. LMS will work to maintain and improve this high attendance rate for all students.

Good attendance is supported by a strong school attendance policy and the LCS “Mane” Traits. Students are recognized for perfect attendance during each semester of the school year at LMS School Spirit Convocations.

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

A letter is issued to parents of every student who reaches seven undocumented and/or unexcused absences within a semester, or who accrues seven or more tardies within a semester. When issues cannot be resolved, students in violation of attendance requirements are reported to Child Protective Services. It is our goal to at least maintain our current attendance rate and work toward improving each year.

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

A spreadsheet is used to document students who have had letters sent. This is monitored on a monthly basis to check if improvements are being made. Any student who is labeled as chronically absent is sent to Martin County Probation.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes    No	<input type="checkbox"/>
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	<input type="checkbox"/>

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

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

Loogootee Middle School provides many opportunities for parents to become involved in both educational and extracurricular activities.

Additionally, parents are given every opportunity to become active in their child's academic success. The school hosts an annual parent/teacher conference in the fall semester to review student progress. Parents serve as substitute teachers and as members of committees in Career and Technical Education (CTE) classes. Teachers post homework assignments online allowing parents and students to access assignments on a daily or weekly basis. Phones in each classroom allow parents to keep in direct contact with individual teachers.

In addition, parents may go online to access pertinent information from the school's website and through the Loogootee Community Schools app, which also provides links to teachers' email accounts, should parents wish to communicate through this avenue. Parents can also participate in the Family Access program through the school student information system. Attendance, grades, homework, class schedule, fees, immunization records, cafeteria purchases, personal and medical information can be accessed and updated allowing constant flow between school employees and parents. A monthly newsletter is emailed to parents with information regarding LMS.

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

Parents are encouraged to call, leave voicemail, or email with any questions or concerns they may have. Parent-teacher conferences are held once a year at the minimum for parents to communicate with their child's teacher. Surveys are also sent throughout the school year for feedback on various topics.

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

Students are recognized for perfect attendance during each semester of the school year at the LMS School Spirit Convocations.

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

If needed, resources and information are provided to parents in their spoken language. Currently, this is not needed in our school district.

## Core Element 10: Provision for Secondary Schools [Secondary schools only]

**How do course offerings allow all students to become eligible to receive an academic honors diploma?**

N/A

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

N/A

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

N/A

**Graduation rate last year:** N/A

**Percent of students on track to graduate in each cohort:** N/A

## 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.

N/A

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.

N/A

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 teacher leaders.

N/A

Provide a list of all instructional staff. Include licensure/certification and current class/subject area 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



## SECTION B: Needs Assessment

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

General Academic		Specific Student Groups			General School Data	
X	Statewide Assessments	X	Statewide Assessment Data		ELL Assessment(s)	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data		Individual Education Plans (IEPs)	Discipline/Behavior
	Districtwide Assessments	X	IAM Assessment		Individual Learning Plans (ILPs)	Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training	Staff Attendance
X	Common Formative Assessments		Special Education Compliance Rpt			
<b>List Other Data Sources Below</b>						
Link Data Here --->		<a href="#">School Comparison</a>				
Link Data Here --->		<a href="#">Accountability Report</a>				
Link Data Here --->						

**Be sure no personally identifiable student information is included in any/all linked or uploaded 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**

**Measurable outcome met?** Yes No

**Objective: Improve the 2022-2023 ILearn ELA assessment scores by 2% in grades 5-8.**

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

#### **Strategies:**

- Administer NWEA ELA, a researched-based assessment through the year in grades 5-8 to establish baseline data.
- Use ELA item samples from IDOE to familiarize students with question formats.
- Students will set goals in regards to their NWEA ELA assessment.
- Co-teaching with ELA and special education to reach students with disabilities.
- Use IXL, Study Island, Newsela, and NWEA to remediate ELA students and provide enrichment and enhancement for students at all levels.
- Differentiation of instruction to meet the needs of all students.
- Utilize Bell Ringers to introduce new content or scaffold previous taught content.
- Implement a 90 minute literacy block in grades 5-6.

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

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

**Goal 2**

Measurable outcome met? **Yes** No

**Objective: Improve the 2022-2023 ILearn Math assessment scores by 2% in grades 5-8.**

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

**Strategies:**

- Administer NWEA Math, a researched-based assessment through the year in grades 5-8 to establish baseline data.
- Use Math item samples from IDOE to familiarize students with question formats.
- Students will set goals in regards to their NWEA Math assessment.
- Co-teaching with Math and special education to reach students with disabilities.
- Use IXL, Study Island, Prodigy, Formative Loop, and NWEA to remediate Math students and provide enrichment and enhancement for students at all levels.
- Differentiation of instruction to meet the needs of all students.
- Utilize Bell Ringers to introduce new content or scaffold previous taught content.
- Use Problem-Solving Posters to provide complex problem skills and rigor.

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

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

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment to a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our findings in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).*

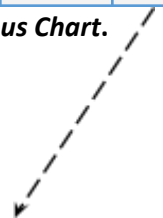
	1	2	3	4	5	6
<b>Desired Performance Indicators Based on Prioritized Goals/Characteristics</b>	<b>Current Goal</b>	<b>Actual Performance Based on School Data</b>	<b>Brief Description Comparing Current Performance to Desired Performance</b>	<b>Gap</b>	<b>Priority</b>	
<i>A safe and disciplined school the environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.</i>	<b>X</b>	<b>1</b>	

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 Based on Prioritized Goals/Characteristics	Part of the Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
	Yes No				
	Yes No				
	Yes No				
	Yes No				
	Yes No				
	Yes No				

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



**Step 2: Conduct Root Cause Analyses**

Based on review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

**Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.**

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>



*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).

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

### 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>	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.		<b>PD Needed: Yes No</b> <i>(Highlight)</i>	
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Action Step 1</b>	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2022	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.		<b>PD Needed: Yes No</b> <i>(Highlight)</i>	
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Action Step 1</b>	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2023- May 2024	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 3 Measurable Objective</b>	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			



OPTION: As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR, save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE. IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

<b>CURRENT YEAR GOAL 1</b>	<b>Improve the 2022-2023 ILearn ELA assessment scores by 2% in grades 5-8.</b>			
<b>Data Checkpoints (dates)</b>	August 15	January 5	May 25	
<b>Evidence at Checkpoints</b>	ELA NWEA Scores	ELA NWEA Scores	ELA ILearn Scores	
<b>Evidence- Based Strategy 1 (must cite study)</b>	Instructional data will be utilized to provide direct, indirect, experimental, and interactive instruction ensuring that all students are engaged and actively learning. <a href="#">Anna Cooke Recovering Learning Through Curriculum</a>			PD Needed: Yes <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>
<b>Action Step 1</b>	Collaboration with the ELA grade level teachers.	Throughout the 2022-2023 School Year	Grade Level Teachers Building Administrator	Individual student and grade level data reflecting growth on the ELA ILearn/NWEA Assessment
<b>Action Step 2</b>	Collaboration with the ELA grade level teachers and special education.	Throughout the 2022-2023 School Year	Grade Level Teachers Special Education Teacher Building Administrator	Individual student and grade level data reflecting growth on the ELA ILearn/NWEA Assessment
<b>Action Step 3</b>	Identify students that fall below grade level on ELA NWEA Assessments/ILearn Assessments	August 2022 January 2023 May 2023	Grade Level Teachers Special Education Teacher Building Administrator	ELA Lesson plans include remediation for those targeted students.
<b>Action Step 4</b>	Use Reading Blocks/WIN to implement remediation/enrichment	Throughout the 2022-2023 School Year	Grade Level Teachers Special Education Teacher Building Administrator	ELA NWEA/ILearn scores for those targeted students have increased.

<b>Strategy 2 (must reference source)</b>	Evaluate and revise resources used through curriculum mapping and textbook analysis. <a href="#">Anna Cooke Recovering Learning Through Curriculum</a>			PD Needed: <b>Yes</b> No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Action Step 1</b>	Review of ELA curriculum maps	End of 2022-2023 School Year	Grade Level Teachers Special Education Teacher Building Administrator Curriculum Director	Updated ELA Curriculum Maps
<b>Action Step 2</b>	Review of ELA textbook materials	Middle to End of 2022-2023 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented or updated ELA textbooks if needed.
<b>Action Step 3</b>	Review of ELA online resources	Middle to End of 2022-2023 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented ELA online resources if needed.
<b>Action Step 4</b>	Provide training for staff on new resources	Prior to the start of the 2023-2024 school year	Grade Level Teachers Special Education Teacher	The use of new resources the following year.
<b>This Goal for Year 2</b>	<b>Improve the 2023-2024 ILearn ELA assessment scores by 2% in grades 5-8.</b>			
<b>Data Checkpoints (dates)</b>	August 15	January 5	May 25	
<b>Evidence at Checkpoints</b>	ELA NWEA Scores	ELA NWEA Scores	ELA ILearn Scores	
<b>Evidence- Based Strategy 1 (must cite study)</b>	Instructional data will be utilized to provide direct, indirect, experimental, and interactive instruction ensuring that all students are engaged and actively learning. <a href="#">Anna Cooke Recovering Learning Through Curriculum</a>			PD Needed: Yes <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>
<b>Action Step 1</b>	Collaboration with the ELA grade level teachers.	Throughout the 2023-2024 School Year	Grade Level Teachers Building Administrator	Individual student and grade level data reflecting growth on the ELA ILearn/NWEA Assessment

<b>Action Step 2</b>	Collaboration with the ELA grade level teachers and special education.	Throughout the 2023-202 School Year	Grade Level Teachers Special Education Teacher Building Administrator	Individual student and grade level data reflecting growth on the ELA ILearn/NWEA Assessment
<b>Action Step 3</b>	Identify students that fall below grade level on ELA NWEA Assessments/ILearn Assessments	August 2023 January 2024 May 2024	Grade Level Teachers Special Education Teacher Building Administrator	ELA Lesson plans include remediation for those targeted students.
<b>Action Step 4</b>	Use Reading Blocks/WIN to implement remediation/enrichment	Throughout the 2023-2024 School Year	Grade Level Teachers Special Education Teacher Building Administrator	ELA NWEA/ILearn scores for those targeted students have increased.
<b>Strategy 2 (must reference source)</b>	Continue to evaluate and revise resources used through curriculum mapping and textbook analysis. <a href="#">Anna Cooke Recovering Learning Through Curriculum</a>			PD Needed: <b>Yes</b> No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Action Step 1</b>	Review of ELA curriculum maps	End of 2023-2024 School Year	Grade Level Teachers Special Education Teacher Building Administrator Curriculum Director	Updated ELA Curriculum Maps
<b>Action Step 2</b>	Review of ELA textbook materials	Middle to End of 2023-2024 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented or updated ELA textbooks if needed.
<b>Action Step 3</b>	Review of ELA online resources	Middle to End of 2023-2024 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented ELA online resources if needed.
<b>Action Step 4</b>	Provide training for staff on new resources	Prior to the start of the 2024-2025 school year	Grade Level Teachers Special Education Teacher	The use of new resources the following year.
<b>This Goal for Year 3</b>	Continued growth on the ELA ILearn assessment for grades 5-8.			

<b>CURRENT YEAR GOAL 2</b>	<b>Improve the 2022-2023 ILearn Math assessment scores by 2% in grades 5-8.</b>			
<b>Data Checkpoints (dates)</b>	August 15	January 5	May 25	
<b>Evidence at Checkpoints</b>	Math NWEA Scores	Math NWEA Scores	Math ILearn Scores	
<b>Evidence- Based Strategy 1 (must cite study)</b>	Instructional data will be utilized to provide direct, indirect, experimental, and interactive instruction ensuring that all students are engaged and actively learning. <a href="#">“ Leadership to Improve Mathematics Outcomes in Low SES Schools and School Networks”</a>			PD Needed: Yes <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>
<b>Action Step 1</b>	Collaboration with the Math grade level teachers.	Throughout the 2022-2023 School Year	Grade Level Teachers Building Administrator	Individual student and grade level data reflecting growth on the Math ILearn/NWEA Assessment
<b>Action Step 2</b>	Collaboration with the Math grade level teachers and the special education teacher	Throughout the 2022-2023 School Year	Grade Level Teachers Special Education Teacher Building Administrator	Individual student and grade level data reflecting growth on the Math ILearn/NWEA Assessment
<b>Action Step 3</b>	Identify students that fall below grade level on Math NWEA Assessments/ILearn Assessments	August 2022 January 2023 May 2023	Grade Level Teachers Special Education Teacher Building Administrator	Math Lesson plans include remediation for those targeted students.
<b>Action Step 4</b>	Use Math Blocks/WIN to implement remediation/enrichment	Throughout the 2022-2023 School Year	Grade Level Teachers Special Education Teacher Building Administrator	Math NWEA/ILearn scores for those targeted students have increased.
<b>Strategy 2 (must reference source)</b>	Continue to evaluate and revise resources used through curriculum mapping and textbook analysis. <a href="#">“ Leadership to Improve Mathematics Outcomes in Low SES Schools and School Networks”</a>			PD Needed: <b>Yes</b> No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
<b>Action Step 1</b>	Review of Math curriculum maps	End of 2022-2023 School Year	Grade Level Teachers Special Education Teacher Building Administrator Curriculum Director	Updated Math Curriculum Maps
<b>Action Step 2</b>	Review of Math textbook materials	Middle to End of 2022-2023 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented or updated Math textbooks if needed.
<b>Action Step 3</b>	Review of Math online resources	Middle to End of 2022-2023 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented Math online resources if needed.
<b>Action Step 4</b>	Provide training for staff on new resources	Prior to the start of the 2023-2024 school year	Grade Level Teachers Special Education Teacher	The use of new resources the following year.
<b>This Goal for Year 2</b>	<b>Improve the 2023-2024 ILearn Math assessment scores by 2% in grades 5-8.</b>			
<b>Data Checkpoints (dates)</b>	August 15	January 5	May 25	
<b>Evidence at Checkpoints</b>	Math NWEA Scores	Math NWEA Scores	Math ILearn Scores	
<b>Evidence- Based Strategy 1 (must cite study)</b>	Instructional data will be utilized to provide direct, indirect, experimental, and interactive instruction ensuring that all students are engaged and actively learning. <a href="#">“ Leadership to Improve Mathematics Outcomes in Low SES Schools and School Networks”</a>			PD Needed: Yes <b>No</b>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
<b>Action Step 1</b>	Collaboration with the Math grade level teachers.	Throughout the 2023-2024 School Year	Grade Level Teachers Building Administrator	Individual student and grade level data reflecting growth on the Math ILearn/NWEA Assessment
<b>Action Step 2</b>	Collaboration with the Math grade level teachers and the special education	Throughout the 2023-2024 School Year	Grade Level Teachers Special Education Teacher Building Administrator	Individual student and grade level data reflecting growth on the Math ILearn/NWEA

	teacher			Assessment
<b>Action Step 3</b>	Identify students that fall below grade level on Math NWEA Assessments/ILearn Assessments	August 2023 January 2024 May 2024	Grade Level Teachers Special Education Teacher Building Administrator	Math Lesson plans include remediation for those targeted students.
<b>Action Step 4</b>	Use Math Blocks/WIN to implement remediation/enrichment	Throughout the 2023-2024 School Year	Grade Level Teachers Special Education Teacher Building Administrator	Math NWEA/ILearn scores for those targeted students have increased.
<b>Strategy 2 (must reference source)</b>	Evaluate and revise resources used through curriculum mapping and textbook analysis. <a href="#">“Leadership to Improve Mathematics Outcomes in Low SES Schools and School Networks”</a>			PD Needed: <b>Yes</b> No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Action Step 1</b>	Review of Math curriculum maps	End of 2023-2024 School Year	Grade Level Teachers Special Education Teacher Building Administrator Curriculum Director	Updated Math Curriculum Maps
<b>Action Step 2</b>	Review of Math textbook materials	Middle to End of 2023-2024 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented or updated Math textbooks if needed.
<b>Action Step 3</b>	Review of Math online resources	Middle to End of 2023-2024 School Year	Grade Level Teachers Building Administrator Curriculum Director	Newly implemented Math online resources if needed.
<b>Action Step 4</b>	Provide training for staff on new resources	Prior to the start of the 2024-2025 school year	Grade Level Teachers Special Education Teacher	The use of new resources the following year.
<b>This Goal for Year 3</b>	Continued growth on the Math ILearn assessment for grades 5-8.			

## 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>	Development of literacy block and curriculum revision through Anna Cook's Comprehensive Literacy Block training.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Ready Schools Initiative Grant Title II ESSER III	
<b>Evidence of Impact</b>	Student growth in NWEA and ILearn assessments.	
<b>Plan for coaching and support during the learning process:</b> Grade level and special education teachers will work collaboratively with current data to ensure that our literacy block implementation is meeting or exceeding the needs of all of our students. Loogootee Middle School will continue to use the skills and methods taught to increase learning.		
<b>How will effectiveness be sustained over time?</b> Teachers will review and evaluate each student's progress and adjust teaching methods/practices to verify growth. Growth will be measured through in-class assessments, teacher observations, along with NWEA and ILearn assessments.		

<b>Professional Development Goal 2</b>	Development of problem solving posters to increase complex thinking skills and implementation spiral back lessons to revisit previously taught material.	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Possible Funding Source(s)</b>	Ready Schools Initiative Grant Title II ESSER III	
<b>Evidence of Impact</b>	Student growth on NWEA and ILearn assessments.	
<b>Plan for coaching and support during the learning process:</b> Lead teachers and administration that attended the IMLA (Indiana Mathematics Leadership Academy) will provide training and support for staff through the implementation process. Loogootee Middle School will continue to evaluate and perfect the skills and methods taught.		
<b>How will effectiveness be sustained over time?</b> Teachers will continuously evaluate and revise lesson plans to meet or exceed the needs of their students. Growth will be measured through in-class assessments, teacher observations, along with NWEA and ILearn assessments.		