

School Name: Springfield Elementary

School Number: 4713

Street Address: 3054 W 800 N

City: Michigan City

Zip Code: 46360

### **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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Lisa Emshwiller	Principal	CNA, SIP, Both	ELA, Math, Spec. Ed.
Julie Feikes	Instructional Coach	CNA, SIP, Both	ELA, Math, Spec. Ed.
Amber Large	Teacher	CNA, SIP, Both	ELA, Math, Spec. Ed.
Alexandria Ricketts	Teacher	CNA, SIP, Both	ELA, Math, Spec. Ed.
Angela Clemons	Teacher	CNA, SIP, Both	ELA, Math, Spec. Ed.
Christal Bevitori	Secretary	CNA, SIP, Both	ELA, Math, Spec. Ed.
Casey Lemons	Parent	CNA, SIP, Both	ELA, Math, Spec. Ed.
Ashley McMeans	Teacher	CNA, SIP, Both	ELA, Math, Spec. Ed.
Valerie Beglin	Director of Spec. Education	CNA, SIP, Both	ELA, Math, Spec. Ed.
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
<b>Link additional committee information here (if necessary):</b>			

## --- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

**Assess the school’s alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.**

**District Vision:** Michigan City Area Schools: High expectations. Supported students. Innovative paths to success

**District Mission:** We are a diverse community of families, students, and staff who take pride in our schools, contribute positively to society, and prepare students for lifelong success.

**District Goals:**

**School Vision:**

The vision of Springfield Elementary is to create a school community that embraces diversity and establishes academic excellence through engaging academic and social-emotional curricula. Our expectation is to meet the needs of our students and prepare them for a successful and productive future.

**School Mission:**

Our mission is to ensure our students are equipped with the necessary skills to be productive members of society by

- providing differentiated learning experiences to meet the needs of all of our students
- encouraging parents to be active participants/partners in their child’s education

teaching peacemaking and leadership skills in an environment with shared values of non-violence, equality, and unity.

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?

Link additional information here (if necessary):

## 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
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes	<input type="checkbox"/>
ELA	K-6	EL Education	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
ELA	K-3	Spire/Sounds Sensible	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Mathematics	K-6	Illustrative Mathematics	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Social Studies	K-2	Studies Weekly	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Social Studies	3-6	McGraw	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Science	K-6	Pearson	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Music	K-6	Quaver	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>

Phys Ed/Health	K-6	The Great Body Shop	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Art	K-6	Deep Space Sparkle	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
ELA	K-6	Wilson Reading	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Place link here (if necessary) ->							

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
ELA	2-6	Read Naturally	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
ELA	K-2	Heggerty Phonics	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Mathematics	K-6	Bridges	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Mathematics	K-5	Math Fact Fluency	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Mathematics	K & 1	JARS	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
ELA	3-6	Bridge the Gap	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
ELA	K-6	Flyleaf	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
Mathematics	K-6	Touch Math	Yes	Tier 1, 2, 3	rigorous, relevant content	Yes	<input type="checkbox"/>
			Yes	Tier 1, 2, 3			<input type="checkbox"/>

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

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

Springfield Office

## 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	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<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.**

The staff of Springfield Elementary believes that all students are able to learn at high levels. In order to ensure this, we strive to meet the diverse needs of our students through a multi-tiered system of support. Tier 1, core instruction, is differentiated by classroom teachers in the areas of curricula, instruction, and assessment. When students require either additional assistance to master standards or are excelling, teachers collaborate to provide additional instruction. The need for additional remedial or advanced instruction is determined by ongoing student performance data. Using our response to intervention plan, students are placed in Tier 2 for additional help and Tier 3 for more extensive support. Examples of support could include high ability clustering, special educational services, or additional Titl3 1 support.

### 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
iReady Diag ELA	K-2	Benchmark	Identify student needs and monitor growth.	Yes	<input type="checkbox"/>
iReady Diag Math	K-2	Benchmark	Identify student needs and monitor growth.	Yes	<input type="checkbox"/>
EL Skills Benchmark	K-2	Benchmark, Com. Form.	Check for mastery of standards, monitor growth, identify individual student needs.	Yes	<input type="checkbox"/>
EL Education Module	K-6	Com. Form., Summative	Check for mastery of standards	Yes	<input type="checkbox"/>
Dyslexia screening-Amira	K-3	Benchmark	Check for dyslexia characteristics	Yes	<input type="checkbox"/>
Illustrative Math quizzes/tests	K-6	Com. Form, Summative	Check for mastery of standards	Yes	<input type="checkbox"/>
Common Formative Assessments - Math	K-6	Com. Form	Check for mastery of standards	Yes	<input type="checkbox"/>
Common Formative Assessments - ELA Skills Block	K-2	Com. Form	Check for mastery of standards	Yes	<input type="checkbox"/>
Spire Assessments	K-3	Com. Form	Check for concept mastery and plan for instruction	Yes	<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	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<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	<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.

The hiring and retention of high-quality staff is a priority for Springfield Elementary. Empowering teachers to continuously improve their professional practice is key to Springfield. This is accomplished through self-reflection, data and curriculum discussions with teammates, the instructional coach, and principal. The staff participates in a variety of school based committees to ensure the school improvement process. These include the Building Leadership Team, Instructional Leadership Team, Multi-Tiered System of Support Team, and the Student Success Team. Teachers coach and mentor one another as well as work closely with the instructional coach to improve instruction. The Springfield vision is the focal point.

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

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

Grade K is 1 to 1 with Chromebook Tablets. Grades 1-6 are 1 to 1 with Chromebooks. Teachers use Seesaw, Schoology, Google Classroom as learning platforms. Each classroom is outfitted with a Promethean Board to increase interaction. Google slides, documents, sheets, and forms are used on a regular basis. Common Formative Assessments are given using an online platform. Many aspects of the curriculum are available online as well.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	<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
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other: STEAM night for students and parents	

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
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other STEAM night for students and parents	

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

**Grades 9-12 only** (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

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	<input type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	<input type="checkbox"/>

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

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

**Procedures are in place for arrival, dismissal, and transition periods. MTSS is being used regularly. PBIS is fully implemented. Crew connections are implemented across grade levels to allow for students to work with students in a variety of grade levels and to make strong connections with staff. Second Steps is being utilized at all grade levels. Attendance calls are made for students absent. A reset room is used for students that need time to “reset” and be productive members of their class.**

## 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.**

Racial, ethnic, language-minority, and socio-economic groups are identified through enrollment forms.

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

- Identify, monitor, and analyze student achievement data and data impacting student performance, such as attendance, tardiness, suspensions; subgroups including free and reduced lunch, ethnicity, and special education will also be analyzed.
- Using the tools gained from the National Equity Project along with information gathered from the work of the district Advancing Equity work and the MCAS Strategic Plan, we will incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the plan;
- Student-led conferences will be held twice a year.
- Recommend areas in the school's education environment that need additional support

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

- The district has a Diversity, Equity, and Inclusion committee and other staff to provide comprehensive support for staff and families.
- The Springfield staff will participate in ongoing professional development including book studies.

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

- EL Education literacy materials
- Variety of read-aloud set in diverse settings and with diverse characters
- Second Step Social Emotional Learning
- PBIS - SHARKS
- CREW

## **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:**82      **Two Years Ago:**99      **Three Years Ago:** 46

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

This past year, we did not have the staff available to reach out to parents and make plans for improved attendance.

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

Parents are called every day if a student is not in attendance if they have not called in the absence. We have implemented K-6 morning meeting groups that will help students have a sense of belonging and work with others on providing a safe place with teachers being directly linked to students to provide support. We are also providing assistance to parents through email, phone calls, letters, and home visits. Our student success coach and counselor work with families to provide support. We also have student attendance officers who will be making home visits and providing resources to improve attendance.

Attendance awards are given for

- highest class percentage of attendance for the week
- Grading period good attendance - 2 or less absences
- Grading period great attendance - student celebration for students with 1 or less absences

The district attendance policy includes:

- 3 days absent: Letter sent
- 5 days absent: Letter, home visit, attendance conference
- 8 days absent: Attendance officer home visit
- 10 days absent: Attendance officer notified and Department of Child Protective Services report filed

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

The student success team will analyze data monthly.

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

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

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

- Monthly Family and Friends meetings are held to discuss ways for school and families to work together.
- Literacy night is held once a year.
- Math or STEAM night is held once a year.
- Personal calls, texts, emails, messages, and postcards by staff are made by staff to discuss student successes and challenges.
- The family/student handbook is available to all students at the beginning of the year.
- Parent Powerschool provides online access for parents to see grades, attendance, and discipline.
- Springfield Family & Friends Facebook page

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

- Monthly Family and Friends meetings are held with the principal and other staff members to gain parent/family input.
- Student-led conferences are held twice a year.
- Survey for parents after Student-led Conferences.
- Parents are able to communicate with staff through Class Dojo, email, phone calls, and texts.
- Surveys are sent to parents quarterly to share ideas, concerns, and/or suggestions.

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

- Phone calls and letters to parents when students are not in school.
- Staff members personally reach out to families when students are absent.
- Information is sent about the importance of school attendance for academic success.
- Home visits are made for students with chronic absences.
- Community organizations are contacted to provide services to parents where absences are chronic.
- Positive recognition is awarded for classes and individual students making attendance goals.

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

- Letters, assessment results, and other information is sent home to parents in all languages served where applicable.
- Staff communicate in a variety of ways including texts, phone calls, mail, video conferencing, and online messaging to ensure that parents are able to communicate in a form they are comfortable with.

## Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

### **Describe strategies used to increase parental involvement.**

- Parent meetings are held at a variety of times to allow for different work schedules.
- Student Led Conferences are held into the evening to increase involvement.
- Information is sent to parents on ways to increase their involvement in school and the education of their children.
- Information is shared on social media, weekly emails, and phone calls home to ensure parents have ways to increase involvement in the education of their child.
- "Kindergarten Here I Come" –orientation for Kindergarten students and their parents.
- Literacy, STEAM, and Pi Nights for parents and students.
- Fall Festival
- Book Bingo

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

Academic results are shared with parents through conferences and mailed home to parents/guardians in their first language. Dyslexia screening letters and results for each student in grades K-2 are mailed to parents.

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

A parent serves on the schoolwide planning team. Parents are also involved in planning, reviewing, and improving the plan through meetings with the principal and other staff members throughout the school year. Information is shared and discussed during the annual Title 1 meeting. Parent surveys are also used throughout the year.

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

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

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

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

Graduation rate last year: \_\_\_\_

Percent of students on track to graduate in each cohort: \_\_\_\_

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

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

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

Title 1 funds are used to provide supplemental reading and math support for students who are striving to meet grade-level expectations. The instructional coach provides job-embedded professional development for teachers in our building. Title II funds are used to support principal and teacher professional development aligned with district and school-identified areas of need. Teacher grants from the Michigan City Education Foundation support individual teachers by providing funding for various projects and programs within classrooms. A partnership with the Laporte County Library provides access to professional development, student library materials, and curriculum materials.

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

**Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.**

Each Spring, students from Head Start tour Springfield and meet the teachers and staff. Also, all students enrolling in kindergarten and their families participate in an orientation day to help prepare students and parents for all day kindergarten. The orientation is given by the kindergarten teachers, principal, counselor, and student success coach. Kindergarten Countdown is provided each summer for incoming kindergarteners to become familiar with school protocols.

**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.**

Recruitment: District personnel attend university and local job fairs to recruit for positions in the corporation. Positions are posted on the district website and IDOE website.

Selection: The school has autonomy in the selection of applications and the interview process. The principal and a committee of teachers conduct interviews and make selections, a comprehensive background check is completed, and a recommendation is made to the board.

Induction: Michigan City Area Schools provides initial training for newly employed staff. This is at district and school level. Mentors are assigned to new teachers and the instructional coach works closely with them.

Retention: Positive school climate encourages staff celebration.

## 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	X	ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	District Wide Assessments		IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
X	Dyslexia Assessment(s)		Aptitude Assessment(s)	X	Staff Training		Staff Attendance
X	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						
<b>List Other Data Sources Below</b>							
Link Data Here ---->							
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**

50% of students with IEP's will pass ILEARN 2023.

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).

### **Goal 2**

Measurable outcome met? Yes **No**

60% of all Springfield students, grades 3-6 will pass ELA on ILEARN 2023.

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).*

**Goal 3**

Measurable outcome met?  Yes  No

60% of all Springfield students, grades 3-6 will pass Mathematics on ILEARN 2023.

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 about 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).*

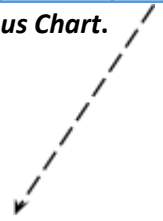
1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>A safe and disciplined school environment provides an educational atmosphere 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 Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Students with Individual Education Plans will master academic skills and demonstrate growth and achievement.	<b>Yes</b>	<p>ELA 23% approaching proficiency 8% at proficiency</p> <p>Math 15% approaching proficiency 20% at proficiency</p>	<p>Professional development needs to be provided to ensure all students receive a high quality education.</p> <p>Resource room will allow for more individualized instruction while also exposing students to grade level curriculum within the general education classroom.</p> <p>Scaffolding within the classrooms to ensure that all students receive supports needed.</p>	X	1
ELA: Master academic skills and demonstrate growth and achievement.	<b>Yes</b>	<p>21% approaching proficiency 22% at proficiency 10% above proficiency</p>	<p>Set collaborative and ambitious goals.</p> <p>Disaggregate data with staff and use common formative assessments to guide instruction and intervention.</p>	X	1
Math: Master academic skills and demonstrate growth and achievement.	<b>Yes</b>	<p>22% approaching proficiency 26% at proficiency 18% above proficiency</p>	<p>Set collaborative and ambitious goals.</p> <p>Disaggregate data with staff and use common formative assessments to guide instruction and intervention.</p>	X	1

**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>
Students with IEPs have a mastery of academic skills and demonstrate growth and achievement in ELA and Mathematics.	Students lack the academic skills needed to pass state tests because: <ul style="list-style-type: none"> <li>- Teachers need to ensure that students learning prerequisite skills as well as being taught grade-level standards.</li> <li>- Teachers need more PD in equity and time to implement culturally responsive teaching.</li> </ul>
Overall, students have a mastery of academic skills and demonstrate growth and achievement in ELA.	Students have not mastered high-priority standards at DOK 2-4 because: <ul style="list-style-type: none"> <li>- Teachers need more professional development and practice at assessing DOK levels.</li> <li>-Teacher needs to ensure that students are filling in the missing gaps in prerequisite skills while also learning grade-level standards.</li> </ul> Teachers need more PD in equity and time to implement culturally responsive teaching.
Overall, students have a mastery of academic skills and demonstrate growth and achievement in ELA.	Students have not mastered high-priority standards at DOK 2-4 because: <ul style="list-style-type: none"> <li>-Teachers do not fully understand how to interpret assessment results.</li> <li>- Teachers need more professional development and practice at assessing DOK levels.</li> <li>-Teacher needs to ensure that students are filling in the missing gaps in prerequisite skills while also learning grade-level standards.</li> </ul> Teachers need more PD in equity and time to implement culturally responsive teaching. <ul style="list-style-type: none"> <li>- Teachers need more PD in equity and time to implement culturally responsive teaching.</li> </ul>



*Write your Goal(s) from these.*



*Develop strategies from these*

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

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

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

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools 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>CURRENT YEAR GOAL 1</b>	10% increase of students with IEP's will pass ILEARN 2025. (ELA24 - 7% to 17%, Math 24 - 13% to 23%)			
<b>Data Checkpoints (dates)</b>	<b>Early November 2024</b>	<b>Late February 2025</b>	<b>Late May 2025</b>	
<b>Evidence at Checkpoints</b>	50% of students will show proficiency in common formative assessments.	60% of students will show proficiency in common formative assessments.	65% of students will show proficiency in common formative assessments.	
<b>Evidence- Based Strategy 1 (must cite study)</b>	Use of CFA's with data analysis and tracking for each student in ELA and mathematics to provide acceleration and enrichment.			<b>PD Needed:</b> Yes
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Grade level meetings to analyze and track student performance on CFA's.	8/24-5/25	Principal & Instructional Coach	Students will be proficient on CFA's.
Action Step 2	Acceleration using prerequisite skills. Including check-ins to ensure mastery.	8/24-5/25	Principal & Instructional Coach	Students will be proficient on CFA's.
Action Step 3	Small group and individual interventions focus on CFA results.	8/24-5/25	Classroom teacher	Students will be proficient on CFA's.
Action Step 4	Ensuring students are experiencing grade level curriculum as well as being provided resource time to ensure students are successful with individual goals.	8/24-5/25	Classroom teacher & Special education teacher	Students will be proficient on CFA's.
<b>Strategy 2 (must reference source)</b>	Increase DOK levels in daily work and assessments while using the IDOE Literacy and Mathematics Frameworks.			<b>PD Needed:</b> Yes
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Deliberate planning by grade levels to incorporate higher DOK levels in instruction and in-class work. Using data from assessments to guide the planning. This will also include coaching	8/24-5/25	Instructional Coach & Teachers	Walkthrough and instructional round data.

	by the EL staff.			
Action Step 2	Ongoing PD to incorporate higher DOK levels.	8/24-5/25	Principal, Instructional Coach, ILT	Agendas, staff surveys
Action Step 3	Teach students how to have productive struggle.	8/24-5/25	Teachers	Walkthrough and instructional round data. Student completion of higher DOK level work.
Action Step 4	Analyze student work to determine student understanding of higher DOK levels.	8/24-5/25	Teachers, Instructional Coach, ILT	Analysis of student responses to each DOK level as indicated on assessments.
<b>This Goal for Year 2</b>	10% increase of students with IEP's will pass ILEARN 2026 (ELA 27% to 37%, Math 33% to 43%)			
<b>This Goal for Year 3</b>	10% increase of students with IEP's will pass ILEARN 2027. (ELA 37% to 47%, Math 43% to 53%)			

<b>CURRENT YEAR GOAL 2</b>	60% of all Springfield students, grades 3-6, will pass ILEARN ELA 2025.			
<b>Data Checkpoints (dates)</b>	November 2024	Late February 2025	Late May 2025	
<b>Evidence at Checkpoints</b>	60% of students will show proficiency on ILEARN Checkpoints and EL Education Assessments.	70% of students will show proficiency on ILEARN Checkpoints and EL Education Assessments.	75% of students will show proficiency on ILEARN Checkpoints and EL Education Assessments.	
<b>Evidence- Based Strategy 1 (must cite study)</b>	Full Implementation of EL Education as our Tier 1 literacy program to ensure a rigorous and robust curriculum.			<b>PD Needed:</b> Yes
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Grade level unpacking and planning	8/24-5/25	Instructional	Grade level planning notes

	to ensure fidelity of the program.		coach & teachers	
Action Step 2	Ongoing coaching from the EL Coach.	8/24-5/25	ILT, Principal, Instructional Coach	Agendas and notes Staff surveys
Action Step 3	Use of common assessments to gather data and drive instruction including the ILEARN Checkpoints.	8/24-5/25	Teachers, ILT	Assessment meeting notes Data trackers Increased proficiency on assessments.
Action Step 4	Feedback Cycles to work with teachers on increasing instructional rigor	8/24-5/25	Principal, Instructional Coach	Walkthrough and instructional round data increased proficiency on assessments.
<b>Strategy 2 (must reference source)</b>	Small group acceleration based on data from assessments.			<b>PD Needed:</b> Yes
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Analyze data to determine areas of need including ILEARN Checkpoints.	8/24-5/25	Teachers, coach, principal	Increased proficiency on CFA's and classroom work.
Action Step 2	Use of IDOE Literacy Frameworks, ILEARN Checkpoints and Blueprints to drive small group instruction	8/24-5/25	Teachers, coach	Increased proficiency on CFA's and classroom work.
Action Step 3	Continual reassessment of student work and assessments to determine mastery of skills.	8/24-5/25	Teachers, coach, principal	Increased proficiency on CFA's and classroom work.
<b>This Goal for Year 2</b>	65% of all Springfield students, grades 3-6, will pass ILEARN ELA 2026.			
<b>This Goal for Year 3</b>	70% of all Springfield students, grades 3-6, will pass ILEARN ELA 2027.			

<b>CURRENT YEAR GOAL 3</b>	60% of all Springfield students, grades 3-6, will pass ILEARN Mathematics 2025.			
<b>Data Checkpoints (dates)</b>	November 2024	Late February 2025	Late May 2025	
<b>Evidence at Checkpoints</b>	60% of students will show proficiency on ILEARN Checkpoints and CFA's.	60% of students will show proficiency on ILEARN Checkpoints and CFA's.	60% of students will show proficiency on ILEARN Checkpoints and CFA's.	
<b>Evidence- Based Strategy 1 (must cite study)</b>	Increased use of mathematical discourse.			<b>PD Needed:</b> Yes
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	PD on using mathematical discourse with fidelity especially within Illustrative Mathematics. Focus will be placed on unpacking the unit.	8/24-5/25	ILT, Principal	Agenda, notes, walkthrough and instructional round data.
Action Step 2	Teach students how to have productive struggle and analyze questions.	8/24-5/25	Teachers	Walkthrough and instructional round data Students completion of higher DOK level work.
Action Step 3	Analysis of student work to determine student understanding of higher DOK levels.	8/24-5/25	Teachers, Coach, Principal	Analysis of student responses to each DOK level as indicated on assessments.
<b>Strategy 2 (must reference source)</b>	Use of Common Formative Assessments to direct small group and whole group instruction.			<b>PD Needed:</b> Yes
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Analyze data to determine areas of need.	8/23-5/24	Teachers, coach, principal	Increased proficiency on CFA's and classroom work.
Action Step 2	Use of IDOE Mathematics Frameworks to drive small group instruction and ILEARN Checkpoints	8/23-5/24	Teachers, coach	Increased proficiency on CFA's and classroom work.

Action Step 3	Continual reassessment of student work and assessments to determine mastery of skills.	8/23-5/24	Teachers, coach, principal	Increased proficiency on CFA's and classroom work.
<b>This Goal for Year 2</b>	65% of all Springfield students, grades 3-6, will pass ILEARN Mathematics 2026.			
<b>This Goal for Year 3</b>	70% of all Springfield students, grades 3-6, will pass ILEARN Mathematics 2027.			

## 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>	All staff will receive ongoing professional development by EL Coaches to ensure understanding and implementation with fidelity of the EL Education literacy program and assessments; including modules, skills block, and ALL block.	<b>Linked SIP Goals</b> Yes
<b>Possible Funding Source(s)</b>	General funds, Title 1 funds	
<b>Evidence of Impact</b>	Students are highly engaged as evidenced by discussions, high-quality work and Student-led Conferences. Students will show proficiency on EL Education assessments. Students will show success with high-quality work as evidenced in Student-led Conferences. Walkthroughs and rounds will be used to gather evidence of impact as well.	
<b>Plan for coaching and support during the learning process:</b> Ongoing professional development is provided by the district with teacher leaders. An EL Education coach is working with the school. The instructional coach and principal plan and analyze data closely with staff. Ongoing planning sessions are arranged for staff. Set times are in place for reviewing data.		

**How will effectiveness be sustained over time?**

Discussion of practices, challenges, and solutions at grade level meetings and PLCs take place on a weekly basis. Ongoing professional development is offered by the district and our Instructional Leadership Team. Set times are in place for reviewing data.

<b>Professional Development Goal 2</b>	Staff will receive ongoing professional development in understanding and implementing Tier 1 mathematics.	<b>Linked SIP Goals</b> Yes
<b>Possible Funding Source(s)</b>	General funds, Title 1 funds	
<b>Evidence of Impact</b>	Students will show proficiency on assessments in ILEARN Checkpoints, Illustrative Math, JARS and CFAs. Walkthroughs and rounds will be used to gather evidence as well.	
<b>Plan for coaching and support during the learning process:</b> Staff will unpack the math units, work through the assessments, and use the checkpoints to guide instruction. This will be supported through the ILT, Instructional Coach, principal, and EL coaches.		
<b>How will effectiveness be sustained over time?</b> Teachers receive continuous support at PLCs, grade level, and staff meetings with discussions and problem-solving as well as individual coaching sessions and feedback cycles. Professional development will be differentiated based on teacher and student need.		

<b>Professional Development Goal 3</b>	Deepen the understanding of the impact of equity and cultural responsiveness to increase student achievement in all demographics in order to meet the needs of all learners.	<b>Linked SIP Goals</b> Yes
<b>Possible Funding Source(s)</b>	General funds, Title 1 funds	
<b>Evidence of Impact</b>	Student attendance and discipline records. Increased student engagement in discussions and work as evidenced by walkthroughs and instructional rounds. Lesson plans, classroom groupings, and academic achievement will demonstrate equity and cultural responsiveness. Student and parent surveys. Increased achievement on assessments.	
<p><b>Plan for coaching and support during the learning process:</b> Use classroom data, articles, books, and other resources during PLCs, staff meetings, and grade-level meetings to understand the impact of inequitable situations. Discuss topics of equity including book studies at PLCs and staff meetings. Analyze data both individually and by demographics to look for patterns and discrepancies which we will then work together to alleviate barriers.</p>		
<p><b>How will effectiveness be sustained over time?</b> This is an ongoing process that will need to be continually discussed and analyzed to ensure that all student needs are met.</p>		