

Read through this section before beginning your work.

This template contains components that may or may not apply to all schools.

GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three 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. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

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

Approved 10.24.2024

BASIC REQUIREMENTS

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

SCHOOL INFORMATION
[Required for all schools]

School Name	Holland Elementary School
School Number	1529
Street Address	408 N. Meridian
City	Holland, IN
Zip Code	47541

SCHOOL and CONTACT INFORMATION

[Required for all schools]

Principal	Jacob Moyes
Phone number	(812) 536-2441
Email	moyesj@swdubois.k12.in.us

Superintendent	Chip Mehaffey
Phone number	(812) 683-3971
Email	mehaffeyc@swdubois.k12.in.us

Grant contact	Melissa Boeglin
Phone number	(812) 683-3971
Email	boeglinm@swdubois.k12.in.us

Other contact	Robin Small
Position	Counselor
Phone number	(812) 536-2441
Email	smallr@swdubois.k12.in.us

SCHOOL IDENTIFICATION

[Required for all schools]

Choose the appropriate response from the drop down box.

For implementation during the following years:	2025-28 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	No ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

SECTION B SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE *[Required for all schools]*

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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)
Katelyn Buening	Teacher	SIP ▾	ELA, BLT, PBIS/Lighthouse, PLC
Rachel Hopf	Teacher	SIP ▾	Preschool, BLT, PLC, Sp. Ed., Safety
Jessica Lechner	Teacher	SIP ▾	Kdg., BLT, PBIS/Lighthouse, PLC
Keshia Matthews	Teacher	SIP ▾	1st Grade, BLT, PLC, Funshine (Social)
Jacob Moyes	Principal	SIP ▾	All
Breanne Rainey	Teacher	SIP ▾	Math, BLT
Lindsey Sickebert	Teacher	SIP ▾	Math, BLT, PBIS/Lighthouse, Sp. Ed.
Robin Small	Counselor	SIP ▾	BLT, PBIS/Lighthouse, MTSS
		Choose ▾	
Link additional information here (if necessary) →			

SCHOOL AND COMMUNITY NARRATIVE

[Optional for all schools]

A narrative description of the school, community, and educational programs.

Holland Elementary School is a rural PreK-5th grade school located in Holland, Indiana within the Southwest Dubois County School Corporation. Total student enrollment is 240 and the staff is comprised of 16 certified teachers, 4 non-certified teachers, 1 Speech/Language Pathologist, 8 teaching/instructional assistants, 1 custodian, 1 secretary/treasurer, 1 counselor, 3 part-time nurses, 5 cafeteria staff, and 1 administrator for a total of 41 staff members. Approximately 40% of the students are of free-reduced lunch status, 32% of the students receive special education services, 1.2% are English Language Learners, and 7.5% are High Ability. In terms of diversity, 92% of the students are White, whereas, 6% are Hispanic and 2% are Multiracial.

Link additional information here
(if necessary) →

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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.

School Vision

At Holland Elementary, we will consistently and intentionally pursue excellence in student achievement. We will create and refine rigorous instructional practices and use assessment data to determine the effectiveness of our instructional frameworks. We will utilize a proactive and empathetic approach to student behavior and discipline. We will support students by providing interventions, teacher collaboration, and adequate instructional time. This pursuit will be reflected in student grade reports and various assessment data. As a staff, we will collaborate to review and discuss this data, utilizing the information gathered as a means to drive instruction to an end of 80% proficiency on ILEARN in both Language Arts and Mathematics.

School Mission

Our mission is to establish a welcoming, student-centered, goal-oriented environment, and to provide rigorous instruction so students may learn at proficient levels and develop the skills necessary to be successful in and beyond an academic setting.

EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

[Optional for all schools]

Use the space below to add additional information about educational programming and the learning environment.

Beginning with preschool, the program is structured so that there is a Preschool Director who oversees two classrooms that are each staffed with a non-certified instructor and an instructional assistant. One room focuses on intensive special needs while the other acts as a transitional Pre-K room. There are 2 preschool sessions per day, Monday through Thursday, in each of the classrooms.

General education grades K-2 are self-contained classrooms. The students undergo at least 90 minutes of language arts instruction and 60 minutes of mathematics instruction daily. These students are also provided up to an hour of recess on a daily basis, as well as education in STEM/Computer Science, Art and Music, and PE, each two times weekly.

Grades 3-5 utilize similar instructional frameworks, though these grades are departmentalized between the two sections in each grade level, one specializing in mathematics and the other in language arts. Similar to our K-2 students, these children are provided up to 30 minutes of recess on a daily basis, as well as education in STEM/Computer Science, Art and Music, and PE, each two times weekly.

The 7.5% of our students who are recognized as being High Ability receive specific High Ability instruction once weekly for 40 minutes.

All of Holland Elementary's students are provided Tier 2 instruction based on the strengths and weaknesses indicated by combination of any of the following: classroom assessment data, iReady data, DIBELS data, IREAD data, or ILEARN data. Students are grouped according to common deficits and are instructed for 40 minutes once daily to address said deficits.

Our two Special Education teachers, SLP, Preschool Director, and various instructional assistants, and grade level teachers provide the 32% of our students with special needs the services outlined in each child's IEP with fidelity.

Link additional information here
(if necessary) →

CURRICULUM AND INSTRUCTIONAL STRATEGIES

[Optional for all schools]

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

Each of the certified instructors for these classrooms are trained in and utilize the Orton-Gillingham method of phonics instruction, which is incorporated into their 90-minute frameworks for language arts instruction. These teachers are also undergoing continuous professional development in the Smekens method of writing instruction.

Link additional information here
(if necessary) →

STUDENT ACHIEVEMENT
[Optional for all schools]

Use the space below to add information about student achievement based on the ILEARN and other assessments used.

ELA ILEARN Proficiency 2023-24: 46%

- **Grade 3: 57%**
- **Grade 4: 34%**
- **Grade 5: 48%**

MA ILEARN Proficiency 2023-24: 70%

- **Grade 3: 81%**
- **Grade 4: 61%**
- **Grade 5: 66%**

Link additional information here
(if necessary) →

ESSENTIAL INFORMATION & CORE ELEMENTS

[Required for all schools]

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 will not be used 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 schools]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Reading	K-5	Wonders	Yes ▾	Multi... ▾	<i>Textbooks and readers are core components of a reading program.</i>	Yes ▾	<input type="checkbox"/>
Reading	K-2	Phonics	Yes ▾	Multi... ▾	<i>Research-based phonics instruction is the foundation of literacy.</i>	Yes ▾	<input type="checkbox"/>
Reading/Math	K-5	IXL	Yes ▾	Tier 1 ▾	<i>Rigorous supplemental instruction supports and encourages student growth.</i>	Choose ▾	<input type="checkbox"/>
Mathematics	K-5	iReady	Yes ▾	Tier 1 ▾	<i>Textbooks and readers are core components of a math program</i>	Yes ▾	<input type="checkbox"/>
Mathematics	K-5	Xtra Math	Yes ▾	Tier 1 ▾	<i>Like phonics, fluency practice in math is foundational to student growth and achievement.</i>	Yes ▾	<input type="checkbox"/>
Science	K-5	Discovery Science	Yes ▾	Tier 1 ▾	<i>Textbooks and readers are core components of a science program.</i>	Yes ▾	<input type="checkbox"/>
Link additional information here (if necessary) →							

CORE ELEMENT 1: CURRICULUM
(continued)
[Required for all schools]

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a 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)	
<p>All curriculum is available to be viewed in the administrative office and with individual classroom teachers.</p>	
<p>Link additional information here (if necessary) →</p>	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

[Required for all schools]

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 illustrating 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"/>

CORE ELEMENT 3: ASSESSMENT

[Required for all schools]

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 [CFA], 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
DIBELS (and all subtests)	K-2	Benc... ▾	Provides streamlined progress monitoring of basic literacy skills that assesses the effectiveness of Tier 1 instruction and drives Tier 2 instruction.	Yes ▾	<input type="checkbox"/>
iReady Reading	3-5	Form... ▾	Provides periodic monitoring of student growth and projected achievement on state formative assessments; drives Tier 2 instruction	Yes ▾	<input type="checkbox"/>
iReady Math	K-5	Form... ▾	Provides periodic monitoring of student growth and projected achievement on state formative assessments; drives Tier 2 instruction	Yes ▾	<input type="checkbox"/>
Unit assessments	K-5	Sum... ▾	Assesses student mastery of grade level standards	Yes ▾	<input type="checkbox"/>
		Choo... ▾		Choose ▾	<input type="checkbox"/>
		Choo... ▾		Choose ▾	<input type="checkbox"/>
		Choo... ▾		Choose ▾	<input type="checkbox"/>
		Choo... ▾		Choose ▾	<input type="checkbox"/>
		Choo... ▾		Choose ▾	<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"/>

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

[Required for all schools]

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

Much of the school curriculum and assessment is found and/or completed online. Students use various pieces of technological hardware in order to engage with academic content, primarily their district-assigned Chromebooks. Student also have access to a multidisciplinary STEM lab and are instructed in STEM and Computer Science at a rate of once for each class on a weekly basis, and by a dedicated STEM and Computer Science instructor. This teacher utilizes iPads, Chromebooks, robots, drones, etc. as instructional tools. Each classroom is also outfitted with an ActivBoard, which are used on a daily basis as a means to enhance classroom instruction.

Link additional information here
(if necessary) →

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 schools]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	Yes ▾
Career simulation (JA/Biztown, etc.)	No ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) →	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

[Required for all schools]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and 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, mental well-being, 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?	
Teachers provide social/emotional learning via Leader in Me lessons, and a full-time counselor is on campus as a resource to students, families, and teachers. As far as the physical environment, teachers keep their doors locked and closed during instruction, doors are electronically locked and can only be entered through use of a buzz-in system in the office or via a school corporation identification badge. Exterior doors are checked to ensure they are locked by custodians, administration, and teachers regularly. A school nurse is on campus every day until 1:00p.m.	
Link additional information here (if necessary) →	

CORE ELEMENT 7: CULTURAL COMPETENCY

[Required for all schools]

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 using the dropdowns below.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.	
<p>Families identify themselves during the enrollment process via forms provided by the school, including a Home Language Survey, Free and Reduced Lunch Survey (and application), and the Demographics section of the enrollment software.</p>	
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.	
<p>WIDA training for some staff, ELL instruction for qualifying students, targeted Tier 2 instruction for all students, Leader in Me training for staff and instruction for students, Smekens writing training for all staff and instruction for students</p>	
Link additional information here (if necessary) →	

CORE ELEMENT 7: CULTURAL COMPETENCY

(continued)

[Required for all Schools]

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

UDL training, Leader in Me training, culturally responsive teaching training

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

Leader in Me curriculum

**Link additional information here
(if necessary) →**

CORE ELEMENT 8: REVIEW OF ATTENDANCE

[Required for all schools]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Covid-19 pandemic recovery; several students suspended from school for multiple days		
What procedures and practices are being implemented to address chronic absenteeism?	<p>“Project Attend” is a program utilized in collaboration with the Dubois County juvenile court system. Interventions are in place through this system at 3, 5, 7, and 10 unexcused absences.</p> <p>The court system works with families to help curb the behavior and stress the importance of being in school.</p> <p>The Director of Community Engagement works with diverse family groups to educate on the expectations of attendance in Indiana..</p>		
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	The administrative office runs an attendance report on a weekly basis and communicates the total number of absences to families at risk of having their child(ren) becoming a chronic absentee. Weekly, monthly, quarterly, semester data points are utilized by school and staff members. The school places emphasis on unexcused absences.		
Number of students absent 10% or more of the school year:			
Last Year:	7	Two Years Ago:	8
		Three Years Ago:	0

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes
Link additional information here (if necessary) →	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

[Required for all schools]

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

ParentSquare - a new method of communication this school year that will reach all parents/guardians and students
Back-2-School Bash - A welcome back night for all families to participate in learning about school and community activities
Parent-Teacher Conferences
Open-House
Weekly Newsletter
STEM Newsletter
Book Fair Literacy Event (once per semester)
Art/Music Programs (once per semester)
Annual Case Reviews
Availability of Translators
Director of Community Engagement (Mexico-native; bilingual)

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

Parents can communicate with school staff through email, ParentSquare, phone, or in-person meeting. Community members are always invited to monthly school board meetings. Holland Elementary has an active PTO. We also have access to translators.

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

Project Attend
Regular communication via phone and letters home each time attendance thresholds specifically outlined in the student handbook are breached.

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

ParentSquare allows for all communication to immediately translate the families respective language. The district also has a Director of Community Engagement who works closely with immigrant families in all facets of school. All written communication to English-speaking families is translated into Spanish before being shared with primarily Spanish-speaking families.

**Link additional information here
(if necessary) →**

SCHOOL IMPROVEMENT PLAN

[Required for all schools]

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	General funds Head Start

Using the Goal Template

Goals

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

Are based on a three-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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
Sub-Group focus	SpEd/ ELL		
The Strategies we are going to implement are	Gradual release, Data driven practices, and writing workshops		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2021 - May 2022</i>
Link additional information here (if necessary) →			

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2024	In Progress ▾
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2024	In Progress ▾
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2024	Completed ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) →						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL 1: ELA ILEARN Proficiency			
Goal	By the end of the 2026-27 school year, the ILEARN ELA proficiency rate will be 68.5%, which reflects a 7.5% annual increase.		
Sub-group focus	ELL, Special Education, Free/Reduced Lunch		
The strategies we are going to implement are	Uninterrupted 90-minute language arts instructional blocks, K-2 phonics instruction utilizing Orton-Gillingham curriculum, Tier 2 instruction focused specifically on language arts, administrative walkthroughs to assess and improve instructional practices, Smekens writing training for teachers, gradual release of responsibility, data driven instruction, novel studies, common plan time for teachers, literacy stations		
To address the root cause	Learning loss due to Covid-19; lack of a specific phonics instructional strategy		
Which will help us meet this student outcome goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 68.5% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
90-minute reading block	Gail Boushey and Joan Moser; <i>The Daily 5: Fostering Literacy Independence in the Elementary Grades</i>	Administration and teachers	2024-25
Effective Classroom Management - literacy stations	Debra Pickering, Jana S. Marzano, Robert J. Marzano; <i>Classroom Management that Works: Research-based Strategies for Every Teacher</i>	Administration and teachers	2024-25
Data Driven Instruction	Victoria L. Bernhardt; <i>Data Analysis for Continuous School Improvement</i>	Administration and teachers	2024-25
Instructional Leadership	Carolyn J. Downey et al.; <i>Advancing the Three-Minute Walkthrough: Mastering Reflective Practice</i>	Administration	2024-25
Link additional information here (if necessary) →			

Strategy #1	K-2 Phonics Instruction Utilizing Orton-Gillingham Phonics Curriculum					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Continuous teacher training	K-2 teachers who have not been trained will undergo training	Admin and K-2 teachers	OG Assessments	OG Curriculum Materials; Early Literacy Funding	2024-25	Completed ▾
Implementation of instruction	K-2 teachers will instruct students utilizing the OG curriculum on a daily basis	K-2 teachers	OG Lesson Plans	OG Curriculum Materials; Early Literacy Funding	2024-25	In Progress ▾
Tier II Utilization	Tier II Instructional Assistant will implement lessons with targeted group	Tier II IA	OG Lesson Plans	OG Curriculum Materials; Early Literacy Funding	2024-25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Currently all K-2 teachers and a Tier II IA have been trained and are implementing the lessons daily. After one year of implementation, 3rd grade IREAD scores were greater than 95% proficiency. Teachers can provide evidence of fidelity via their lesson plans and assessment data.					
How has student achievement been impacted? What is the evidence?	After one year of implementation, 3rd grade IREAD scores were greater than 95% proficiency.					
How will implementation be adjusted and/or supported moving into next year?	As the years progress, it is predicted that achievement will only improve based on the small sample of data presently available.					
Link additional information here (if necessary) →						

Strategy #2	Grades 3-5 Language Arts Supplementation - Novels					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Improving instructional rigor	Each ELA teacher in grades 3-5 will complete one novel study with their class each semester	ELA teachers	Lesson plans	Novels and unit plans; Early Literacy Funding	2024-25	In Progress ▾
Novel Selection	Grades 3-5 ELA teachers will select novels to study	ELA Teachers	Lesson plans	Novels and unit plans; Early Literacy Funding	2024-25	In Progress ▾
Plan units	Teachers will be given PLC and common plan time to develop units	Admin	Schedule	PD funding; substitute teachers	2024-25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We are just beginning the supplementation process. So far, one teacher has selected a novel and has begun the unit planning process.					
How has student achievement been impacted? What is the evidence?	No measurement yet.					
How will implementation be adjusted and/or supported moving into next year?	If successful, the expectation may expand to two novels per semester.					
Link additional information here (if necessary) →						

Strategy #3	Administrative Walkthroughs to Increase Instructional Proficiency					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Complete walkthroughs	Administration will complete walkthroughs in each classroom once every two weeks	Admin	Google Form-SWDCS Walkthrough Form	N/A	2024-25	In Progress ▾
Share feedback	Administration will share walkthrough feedback immediately	Admin	Google Form-SWDCS Walkthrough Form	N/A	2024-25	In Progress ▾
Follow-up	Teachers will follow up with administration regarding any questions or concerns regarding feedback	Admin and teachers	Google Form-SWDCS Walkthrough Form	N/A	2024-25	Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This process began in September of the 2024-25 academic year.					
How has student achievement been impacted? What is the evidence?	There is thus far a lack of data to assess the impact on achievement.					
How will implementation be adjusted and/or supported moving into next year?	If successful, the strategy will persist in practice. If not, the quality and quantity of feedback will be assessed and corrected to improve effectiveness in the future.					
Link additional information here (if necessary) →						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Checkpoint 1	ILEARN Checkpoint 2	ILEARN Checkpoint 3	ILEARN ELA Assessment
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) →				

GOAL 2: MA ILEARN Proficiency

Goal	By the end of the 2026-27 school year, the ILEARN MA proficiency rate will be 80%, which reflects a 3.3% annual increase.
Sub-group focus	ELL, Special Education, Free/Reduced Lunch
The strategies we are going to implement are	Uninterrupted 60-minute mathematics instructional blocks, K-5 daily fact fluency practice, administrative walkthroughs to assess and improve instructional practices, gradual release of responsibility (I do, we do, you do), data driven instruction, common plan time for teachers, math centers
To address the root cause	Learning loss due to Covid-19; lack of a specific cyclical review instructional strategy
Which will help us meet this student outcome goal*	By encouraging data proven practices in mathematics to help us reach our ILEARN MA Goal of 80% proficiency rate.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
UDL	Katie Novak; <i>UDL Now! A Teacher's guide to Applying UNIVERSAL DESIGN FOR LEARNING in Today's Classrooms</i>	Administration and teachers	2024-25
Effective Classroom Management - literacy stations	Debra Pickering, Jana S. Marzano, Robert J. Marzano; <i>Classroom Management that Works: Research-based Strategies for Every Teacher</i>	Administration and teachers	2024-25
Data Driven Instruction	Victoria L. Bernhardt; <i>Data Analysis for Continuous School Improvement</i>	Administration and teachers	2024-25
Instructional Leadership	Carolyn J. Downey et al.; <i>Advancing the Three-Minute Walkthrough: Mastering Reflective Practice</i>	Administration	2024-25

Link additional information here (if necessary) →	
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Strategy #1	Differentiated Instructional Groups (Math Centers)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Ability group students	Teachers will define ability groups on a skill-by-skill/lesson-to-lesson basis	Teachers	Classroom and/or formative assessment data	Plan time, assessment data	2024-25	In Progress ▾
Instruct group	Teachers will instruct differentiated groups on a rotation in Tier I instruction	Teachers	Classroom and/or formative assessment data	Plan time, assessment data	2024-25	In Progress ▾
Instruct group	Teachers will instruct differentiated groups on a rotation in Tier II instruction	Teachers	Classroom and/or formative assessment data	Plan time, assessment data	2024-25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This strategy has been under implementation in all grades 3-5 classrooms since the beginning of the 2023-24 school year. The process has been a highly effective practice that teachers have utilized on a nearly daily basis since then.					
How has student achievement been impacted? What is the evidence?	Seventy percent of students were proficient on the 2023-24 ILEARN Math assessment.					
How will implementation be adjusted and/or supported moving into next year?	If success continues, there is a possibility of implementing this strategy in K-2 classrooms as well.					
Link additional information here (if necessary) →						

Strategy #2	Administer Intentional Cyclical Review of Primary Standards in Tier I Instruction					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Review pacing guides	Teacher will review pacing guides to ensure a cyclical review of primary standards in built-in	Teachers and Admin	Pacing guides	PLC planning time, pacing guides, standards	2026-27	Not Started ▾
Develop Daily Math Review (DMR)	Utilizing the cyclical standards, teachers will work to develop Daily Math Review lessons	Teachers and Admin	Pacing Guides	PLC planning time, pacing guides, standards	2026-27	Not Started ▾
Implement Daily Math Review (DMR)	Teachers will implement DMR mini-lessons as a part of their primary mathematics instructional framework	Teachers and Admin	Pacing Guides	PLC planning time, pacing guides, standards	2026-27	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have not begun this strategy as of now.					
How has student achievement been impacted? What is the evidence?	Insufficient data.					
How will implementation be adjusted and/or supported moving into next year?	DMRs will be adjusted on a quarterly basis as their effectiveness is assessed by classroom teachers.					
Link additional information here (if necessary) →						

Strategy #3		Administrative Walkthroughs to Increase Instructional Proficiency				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Complete walkthroughs	Administration will complete walkthroughs in each classroom once every two weeks	Admin	Google Form-SWDCS Walkthrough Form	N/A	2024-25	In Progress ▾
Share feedback	Administration will share walkthrough feedback immediately	Admin	Google Form-SWDCS Walkthrough Form	N/A	2024-25	In Progress ▾
Follow-up	Teachers will follow up with administration regarding any questions or concerns regarding feedback	Admin and teachers	Google Form-SWDCS Walkthrough Form	N/A	2024-25	Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This process began in September of the 2024-25 academic year.					
How has student achievement been impacted? What is the evidence?	There is thus far a lack of data to assess the impact on achievement.					
How will implementation be adjusted and/or supported moving into next year?	If successful, the strategy will persist in practice. If not, the quality and quantity of feedback will be assessed and corrected to improve effectiveness in the future.					
Link additional information here (if necessary) →						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Checkpoint 1	ILEARN Checkpoint 2	ILEARN Checkpoint 3	ILEARN ELA Assessment
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) →				

GOAL 3: Attendance

Goal	By the end of the 2026-27 academic year, 98% of Holland Elementary School students will be present for greater than 90% of school days.
Sub-group focus	Special Education, Free/Reduced Lunch
The strategies we are going to implement are	Attendance data board, grade level competition, suspension alternatives, Project Attend, home-school communication, positive school culture
To address the root cause	Lack of attendance urgency as a ramification of the Covid-19 Pandemic; multi-day suspensions
Which will help us meet this student outcome goal*	By modeling for students and families through our efforts that school attendance is a top priority.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Create a positive school culture; family engagement	Anne T. Henderson et al., <i>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</i>	Everyone on Holland Elementary Staff	2024-25
Reduce suspensions in repeat offenders	Ross W. Green, <i>Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them</i>	Administrators, Counselor, Teachers	2024-25
Home-school communication	Karen Dempster, <i>How to Build Communication Success in Your School: A Guide for School Leaders</i>	Administrators, Counselor	2024-25
Link additional information here (if necessary) →			

Strategy #1	Create a Positive School Culture					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Train teachers in Leader in Me (LiM)	Teachers will undergo periodic and ongoing training for (LiM) w/ Franklin Covey	Admin, Teachers, Counselor	Documented Trainings	Leader in Me Curriculum; Training Time	2024-25	In Progress ▾
Teach LiM Lessons	Teachers will spend an allotted daily time teaching the LiM lessons	Teachers	Lesson Plans	Leader in Me Curriculum	2024-25	In Progress ▾
LiM/PBIS Celebrations	Students will be rewarded for zero office referrals with a celebration on a quarterly basis	Teacher, Admin, Students	Referral data	PBIS funds; behavior data	2024-25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We have been utilizing and training in LiM since the beginning of the 2023-24 academic year. The greatest obstacle is prioritizing the time to teach the lessons. Teachers now have time allotted in their plans.					
How has student achievement been impacted? What is the evidence?	The Leader in Me survey that students completed at the end of the 2023-24 academic year indicate an 8% increase in cultural measures, such as a sense of belonging and safety.					
How will implementation be adjusted and/or supported moving into next year?	Leader in Me will be more emphatically prioritized by administration and teachers.					
Link additional information here (if necessary) →						

Strategy #2	Reduce Suspensions for Repeat Offenders					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Research alternative disciplinary solutions	Administration will research effective non-exclusionary discipline	Administration	Disciplinary data	Research materials (books, web sources, etc.)	2024-25	In Progress ▾
Implement alternative disciplinary solutions	Administration will implement research-based non-exclusionary discipline when appropriate	Administration	Disciplinary data	Research materials (books, web sources, etc.)	2024-25	In Progress ▾
Implement restorative discipline	Administration will implement research-based restorative discipline when possible	Administration	Disciplinary data	Research materials (books, web sources, etc.)	2024-25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This strategy just began implementation as of August, 2024. Suspensions have been reduced through the first quarter of the school year from 9 to 2.					
How has student achievement been impacted? What is the evidence?	Students are in classrooms learning instead of at home.					
How will implementation be adjusted and/or supported moving into next year?	More disciplinary strategies will be implemented as they are learned and found to be effective.					
Link additional information here (if necessary) →						

Strategy #3	Home-School Communication					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Track weekly attendance	An attendance report will be pulled from PowerSchool on a weekly basis	Counselor, Administration	Attendance data	Attendance report	2024-25	In Progress ▾
Identify at-risk students	The attendance report will be used to identify students deemed at-risk according to the corporation attendance policy	Counselor, Administration	Attendance data	Attendance report	2024-25	In Progress ▾
Communicate with families	Families of at-risk students will be contacted via a letter and a phone call	Counselor, Administration	Attendance data	Attendance report, letter template	2024-25	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This strategy began in earnest as of August, 2024. The process is making us more mindful of students at-risk of chronic absenteeism and helping us proactively communicate with the families of those students. The process has been completed each Friday of the current academic year.					
How has student achievement been impacted? What is the evidence?	Currently, we have 4 students at risk of chronic absenteeism, which is down from 8 that we ended with in 2023-24.					
How will implementation be adjusted and/or supported moving into next year?	We will assess the effectiveness of this strategy at the end of the 2024-25 academic year and make adjustments based on the results.					
Link additional information here (if necessary) →						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Assessment Data Disciplinary Data	Assessment Data Disciplinary Data	Assessment Data Disciplinary Data	Assessment Data Disciplinary Data LiM Survey
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) →				

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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.

Professional Development Goal(s)	Establish and execute weekly mathematics PLC after school.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	No funding needed
Plan for coaching and support during the learning process	<ol style="list-style-type: none"> 1. Weekly walkthrough and observations from principal 2. Agenda and notes shared from each meeting including time at beginning of PLC for review of last month's notes. 3. Time to review, create, and modify Daily Math Review frameworks 4. Bi-weekly Grade level data chats
Evidence of Impact	<p>Review and analyze data from Common Formative Assessments, ILEARN Checkpoints, and IREADY assessments to help inform evidence based instruction for all students.</p> <p>Review evidence based teaching strategies from a shared google document. Secure and implement new evidence based teaching strategies when necessary.</p>
How will effectiveness be sustained over time?	<ol style="list-style-type: none"> 1. Review of agenda and notes from previous meeting 2. Action steps documented from each bi-monthly meeting 3. PD calendar developed and implemented with fidelity.
Link additional information here (if necessary) →	

Professional Development Goal(s)	Complete quarterly writing workshop training with Smekens.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	<ol style="list-style-type: none"> 1. Weekly walkthrough data 2. Quarterly training during plan time with Smekens coach 3. Administrative support for planning/materials
Evidence of Impact	Impact will be evident via growth and achievement on students' ILEARN growth and achievement, particularly regarding the portions specifically assessing writing.
How will effectiveness be sustained over time?	Continued professional development through training, PLC discussions to keep practices in mind, prioritized and intentional instructional and planning time
Link additional information here (if necessary) →	

Professional Development Goal(s)	Administration will provide training on Trauma-Informed educational practices.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	No funding necessary.
Plan for coaching and support during the learning process	Administration and the school Counselor will set aside portions of the monthly staff meeting, weekly newsletter to teachers, and some PLC meetings to train teachers on the primary aspects of Trauma-Informed Care. Casual monthly talks will be provided for teachers with the counselor.
Evidence of Impact	Disciplinary data and cultural surveys will bear out the effectiveness of these initiatives.
How will effectiveness be sustained over time?	If necessary, increased opportunities or focused may be introduced.
Link additional information here (if necessary) →	