

*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 recommended 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

## **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 submit a CNA adhering to the IDOE's CNA template guidelines, Section A?** Schools classified as CSI, ATSI, or TSI must attach evidence of their CNA to the template. For this reason, CSI, ATSI, and TSI schools complete **Section A**.
- **Which schools are required to submit a SIP adhering to the IDOE's SIP template guidelines, Section B?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template or previously approved template.

## SCHOOL INFORMATION

School Name	Woodland Elementary School
School Number	1817
Street Address	1220 County Road 3
City	Elkhart
Zip Code	46514

## SCHOOL CONTACT INFORMATION

Principal	Jeremy R. Bechtel
Phone number	574-262-5578
Email	jbechtel@elkhart.k12.in.us
Superintendent	Dr. Larry Huff
Phone number	574-262-5500
Email	lhuff@elkhart.k12.in.us
Grant contact	Beth Williams
Phone number	574-262-5500
Email	bwilliams@elkhart.k12.in.us
Other contact	Barb Cripe
Position	Director of Elementary Schools
Phone number	574-262-5500
Email	bcripe@elkhart.k12.in.us

## SCHOOL IDENTIFICATION

**Choose the appropriate response from the drop down box.**

For implementation during the following years:	2024-27 ▾
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.	Yes ▾
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.	No ▾

**(TSI and ATSI only)**

**Choose from the drop-down box, underperforming student groups identified by the federal government.**

White ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

## SECTION A

### NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

***[Required for CSI Schools]***

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 SIOT Analysis and Root Cause Analysis.

**Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.**

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input checked="" type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input checked="" type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	*Including student subgroups
<b>List or Link Other Data Sources Below</b>			
Link:		Link:	
Link:		Link:	

**Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.**

**Step 1: Review Potential Issues from the Core Elements**

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.**

<b>Previous Year Goal #1</b>	Woodland students will read and comprehend informational and literary text proficiently and independently at grade level. Students will increase from 24% to 47% on the ELA ILEARN spring 2024. This goal will be tracked by benchmark progress on the NWEA reading assessment, Savvas Assessment, and grade level CFA's.	<b>Measurable Outcome Met?</b>	No ▾
<b>If the goal was met, how will the school further improve or sustain this level of performance?</b>			
<b>If the goal was not met, should the school continue to work toward this goal?</b>	Yes ▾		
<b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>	By Spring 2025, Woodland students will read and comprehend informational and literary text proficiently and independently at grade level as evidenced by Third through Sixth Grade Students increasing from 16% to 21% proficiency on the Spring 2025 ELA ILEARN Assessment.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

<b>Previous Year Goal #2</b>	Woodland students will increase their proficiency in the mathematical process from 23% to 47% as measured by the 2023 ILEARN assessment. This goal will be tracked by benchmark progress on the NWEA math assessment, CBM's and grade level CFA's.	<b>Measurable Outcome Met?</b>	No ▾
<b>If the goal was met, how will the school further improve or sustain this level of performance?</b>			
<b>If the goal was not met, should the school continue to work toward this goal?</b>	Yes ▾		
<b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>	Woodland students will increase their proficiency in the mathematical process from 18% to 25% as measured by the Spring 2025 MA ILEARN Assessment.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

<b>Previous Year Goal #3</b>	N/A	<b>Measurable Outcome Met?</b>	No ▾
<b>If the goal was met, how will the school further improve or sustain this level of performance?</b>			
<b>If the goal was not met, should the school continue to work toward this goal?</b>	Yes ▾		
<b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>	By Summer 2025, Woodland students will increase their proficiency on the IREAD Assessment from 65% to 80%.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

## SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

### **What is a SIOT Analysis?**

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

### **Instructions: SIOT activity.** (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2023-2024 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2023-2024 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
  - a. Are our current goals still areas where improvement is needed immediately?
  - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?



## SIOT ANALYSIS TEMPLATE

<b>SIOT Analysis</b>	
<b>Strengths</b>	<b>Areas of Improvement</b>
<ul style="list-style-type: none"> <li>● Time allowed for teacher collaboration</li> <li>● Continued Professional Development on Explicit Instruction and Making Student Learning Visible in Literacy</li> <li>● Strong sense of community</li> <li>● Building a strong bridge of commitment to increasing parent involvement and confidence</li> <li>● Scheduled Tier 2 time in the master schedule</li> <li>● All 13 elementaries on the same page for ELA and Math</li> <li>● Family Event</li> </ul>	<ul style="list-style-type: none"> <li>● Proficiency performance on state assessments</li> <li>● Attendance, Tardies</li> <li>● systematic approach to interventions (Tier 2 and Tier 3)</li> <li>● Vertical Alignment</li> <li>● Focused Collaboration and Planning (student by student; skill by skill)</li> <li>● Tier 1 instruction (Teacher clarity of learning objectives)</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>● Training on evaluating student learning</li> <li>● District and Building Professional Development</li> <li>● Guarantee and Viable Curriculum district wide</li> <li>● Knowledge of test questions and assessments and blueprints</li> <li>● MyView/My Perspectives online resources</li> <li>● Math Expressions online resources</li> </ul>	<ul style="list-style-type: none"> <li>● Student Attendance</li> <li>● Teachers not following a guaranteed and viable curriculum</li> <li>● Lack of parent involvement (school volunteers; Parent Activity Council)</li> </ul>

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

**What possible strategies might address this root cause?**

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Lack of access to a Guaranteed and Viable curriculum	No principal accountability on delivering school board approved curriculum to K-6 students.	All elementary curriculum followed and taught with fidelity; unit by unit, week by week. This directive is outlined in our school's Tier 1 expectations documents and Professional Responsibilities documents. These are reviewed with teachers and retaught on a quarterly basis.
2. Limited access and then application of <i>current</i> research on language acquisition and teacher best practices.	Setting the onus and expectation for staying up to date on current research and practices squarely on teachers (on their time, on their dime).	Elementary certified teachers undertaking the LEXIA LETRS Volume 1 training this year. Volume II next school year.
3. No systematic approach to interventions (Tier 2 and Tier 3)	A failure to have timely discussion on student needs when those needs are identified through the assessment calendar (Universal Screeners, CFAs, Benchmarks, Diagnostic Screeners and SAs)	Intentional planning based on Essential Standard Learning Target progressions (Building Committees, Grade Level PLTs, Building Guiding Coalition, MTSS Team) and rediscovering the wealth of supports and resources available through our district-adopted curriculums.
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>		



**SECTION B**  
**SCHOOL IMPROVEMENT PLANNING**  
*[Required for all schools]*  
**PLANNING COMMITTEE**

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)
Bechtel, Jeremy	Principal	Both ▾	ELA, Math, PBIS, MTSS
Borener, Lyndel	Music Teacher	Both ▾	ELA
Eyestone, Jewel	6th Grade Teacher	Both ▾	Math
Flores, Karina	EL Teacher & Woodland Parent	Both ▾	Math, MTSS
Gerndt, Lizzy	Special Education Teacher	Both ▾	PBIS
Jordan, Morgan	2nd Grade Teacher	Both ▾	PBIS
Muniz, Evelyn	4th Grade Teacher	Both ▾	ELA
Richardson, Amy	Kindergarten Teacher	Both ▾	ELA, MTSS
Serge, Nicole	Assistant Principal	Both ▾	ELA, Math, PBIS, MTSS
Szklarek, Jennifer	5th Grade Teacher	Both ▾	ELA
Troyer, Claire	3rd Grade Teacher	Both ▾	ELA
Williams, Tara	Title 1 Interventionist	Both ▾	Math, MTSS
Wirick, Karin	1st Grade Teacher	Both ▾	PBIS

## ESSENTIAL INFORMATION & CORE ELEMENTS

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

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
Phonics	K-3	Wilson Foundations	Yes ▾	Tier 1 ▾	Explicit phonics instruction is a key component to early literacy	Yes ▾	<input type="checkbox"/>
Reading	K-5	Pearson: myView Literacy	Yes ▾	Tier 1 ▾	Textbook, readers, intervention materials and assessments are core components of reading program	Yes ▾	<input type="checkbox"/>
Reading	6	Pearson: myPerspectives Literacy	Yes ▾	Tier 1 ▾	Textbook, readers, intervention materials and assessments are core components of reading program	Yes ▾	<input type="checkbox"/>
Math	K-6	Math Expressions	Yes ▾	Tier 1 ▾	Materials and resources align with the Indiana Academic Standards	Yes ▾	<input type="checkbox"/>
Social Studies	K-6	Pearson myWorld Social Studies Grades	Yes ▾	Tier 1 ▾	Materials and resources align with the Indiana Academic Standards	Yes ▾	<input type="checkbox"/>
Science	K-6	Ethos Science Kits Grades 1-5	Yes ▾	Tier 1 ▾	Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science.	Yes ▾	<input type="checkbox"/>
Reading	3-6	Wilson Interventions	Yes ▾	Tier 3 ▾	Explicit phonics instruction is a key component to early literacy	Yes ▾	<input type="checkbox"/>
Reading	K-3	Heggerty	Yes ▾	Tier 1 ▾	Explicit phonemic awareness instruction is a key component to early literacy	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 1: CURRICULUM  
(continued)

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes ▾	<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)	
The public may review the curriculums at the Elkhart Community School's Educational Services Center, as well as on the Elkhart Community School's website. Paper copies of the curriculum may be obtained from the Educational Services Center or Woodland Elementary's main office.	
Link additional information here (if necessary) <input type="checkbox"/>	

## CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

Best Practice/Requirements Self-Check	Yes/No	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"/>

**FOR TITLE I SCHOOLS WITH SCHOOL WIDE 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.**

Common formative assessments are used to determine which students mastered the essential standard learning targets and which students did not. Time is built into the schedule to provide daily enrichment or intervention. Teachers use shared prep periods and after dismissal time to analyze assessment data to determine next steps in instruction and determine Tier 2 and Tier 3 interventions, personnel, and resources utilized. Woodland Elementary has implemented tiered instruction to support students who require additional assistance to the best of our professional ability. Additional time and intensity is provided to struggling learners. Within the reading and math blocks students receive Tier 2 efforts to address prerequisite deficits (or close to core) that keep a student from being successful. Tier 3 support is provided through the PLC process for planning. Student needs are identified and addressed through systematic, explicit instruction from the classroom teachers, as well as through the efforts of additional support staff such as Special Education teachers, EL teachers and Title 1 Interventionists.

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



## CORE ELEMENT 3: ASSESSMENT

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
mClass DIBELS & Dyslexia Screener	K-2	Benc... ▾	The mClass assessments are administered 3 times per year: BOY, MOY, and EOY. The rationale for using mClass is to measure the subskills in reading that are critical to a students development in reading. This assessment also determines student at-risk for dyslexia.	Yes ▾	<input type="checkbox"/>
NWEA Growth Math	K-6	Form... ▾	This assessment allows teachers to evaluate students' levels and progress at three points throughout the course of the school year.	Yes ▾	<input type="checkbox"/>
Common Formative Assessments	K-6	Form... ▾	Common Formative Assessments are created by teacher teams who collaborate on the learning targets that are taught during units of study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes ▾	<input type="checkbox"/>
Foundation Unit Assessments	K-3	Form... ▾	Foundations unit assessments are used to assess students on the most complex skills of encoding-translating words into sounds. The data collected from the unit assessment is used to identify students who have mastered targeted phonics skills, as well as students who need additional support or re-teaching.	Yes ▾	<input type="checkbox"/>
MyView End of Unit Assessments	K-6	Sum... ▾	The MyView End of Unit assessment is used to assess mastery of essential standards. This assessment measures mastery on reading essential standards taught throughout the unit.	Yes ▾	<input type="checkbox"/>
Heggerty Progress Monitoring	K-2	Form... ▾	The Heggerty phonemic awareness assessments allow teachers to gain information about a student's progress with phoneme isolation, blending, segmenting, and manipulating phonemes.	Yes ▾	<input type="checkbox"/>
MyView Weekly Assessments	1-5	Form... ▾	The MyView weekly assessment is used to monitor student progress and mastery of weekly learning targets. This assessment is a progress measure to assess students' knowledge on reading essential standards taught throughout the current week.	Yes ▾	<input type="checkbox"/>

WIDA ACCESS Assessment	K-6	Sum... ▾	This screener evaluates EL skills to determine if students are an English Language Learner and assess students language acquisition proficiency.	Yes ▾	<input type="checkbox"/>
CoGAT Assessment	K, 2, 5	Scree... ▾	This cognitive assessment identifies students' intellectual functioning to determine placement for high ability programming.	Yes ▾	<input type="checkbox"/>

<b>Best Practice/Requirements Self-Check</b>	<b>Yes/No</b>	<b>X</b>
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"/>

**FOR TITLE I SCHOOLS WITH SCHOOL WIDE 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 building Guiding Coalition is composed of teacher representatives from each grade level and content area team. This team analyzes student learning and makes decisions for professional development, strategy implementation and effectiveness, and focus areas. Grade level learning teams collaborate no less than every 10 days, to analyze student learning on common formative assessments and to make decisions on how to provide additional support (Tier 2 and Tier 3) for students needing enrichment or remediation. The continuous learning cycle is followed to determine the effectiveness of the instructional strategy utilized.

Teachers engage in the PLC process for planning in order to analyze student learning on assessments in order to drive their instruction and to establish interventions.

During the PLC process for planning, teachers also reflect on instructional practices in order to refine their professional practice, routines, and improve their educator effectiveness and collective efficacy.

Teachers and staff participate and utilize the Woodland Elementary MTSS team. This team meets biweekly to discuss student needs, goals, and progress towards meeting goals.

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

## CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

During the 2018-2019 school year, Woodland Elementary went one to one with student devices. Staff participated in five technology training sessions. The focus of these training sessions were on how to use student devices to improve academic outcomes -the SAMR Model for technology integration.

The Elkhart Community School District has provided 1:1 technology for every student. Each student at Woodland receives an iPad during the current school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens.

The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to the teachers at Woodland have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording. These features allow even our youngest learners the ability to engage in the content and provide meaningful feedback to teachers on what they have learned.

In addition to iPads and 1:1 professional development the district has adopted Seesaw as the K-6 digital portfolio platform and learning management system. Seesaw will be used by students to share their learning process via videos, images, and writing, increasing the number of ways students can make their learning visible for teachers. The ability for students to share their thinking and strategies through Seesaw and screen recording increases our students' depth of knowledge in our math curriculum. Students will be able to share not just their answer but how they got their answer allowing teachers to intervene and provide the needed instruction to address any misconceptions

### **The focus for the 2024-2025 school year is to use technology to:**

- Align student use with learning outcomes
- Provide background knowledge for students to help with learning concepts
- Modeling and guided practice
- Independent practice with active teacher supervision and feedback
- Checking for understanding of learning outcome

**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

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: Career day/fair or community day: Ag Day at the Elkhart County Fairgrounds (5th grade) & Cowboy Ethics (5th grade)			

If “not currently implementing career exploration activities” was indicated above, explain why.	
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

**CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT**  
(continued)

**Grades 6-8 only**

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Career-related courses	Yes ▾
Career-focused classroom lessons	Yes ▾	Job-site tours	No ▾
Guest speakers	Yes ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	No ▾
Not currently implementing career exploration activities		No ▾	
Other: Career Simulation (Biztown) - Yes Career day/fair or community day: Ag Day at the Elkhart County Fairgrounds (6th grade) Career-related courses - Yes, Cowboy Ethics (6th grade)			

<b>If “not currently implementing career exploration activities” was indicated above, explain why.</b>	
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

## CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and 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:**

<b>What practices are in place to maintain a safe environment?</b>	
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	



## CORE ELEMENT 7: CULTURAL COMPETENCY

List the racial, ethnic, language-minority, and socio-economic groups in your school’s population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document **Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the dropdowns below.**

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

<b>Describe how racial, ethnic, language-minority, and socio-economic groups are identified.</b>
<p>All groups are identified according to federal and state guidelines. Specific academic, behavior and attendance performance in each subgroup is identified and analyzed using Common Formative Assessments, district attendance and discipline data, NWEA, high ability and dyslexia universal screening, and state assessments.</p>
<b>Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.</b>
<p>Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.</p> <p>Other educational opportunities for teachers, students and families include Title 1 family nights, cultural literacy in the classroom, PLC training and implementation, ongoing work through the MTSS framework for remediation and enrichment, All Pro Dads, Parent Activity Council, Parent Involvement Committee, and Triple P parenting classes.</p> <p>The staff of Woodland was made aware of a need to implement Culturally Responsive Teaching as identified in the Cultural Audit by Solution Tree. Woodland Staff are seeking training to align our professional development with Culturally Responsive Teaching. Through Culturally Responsive Teaching practices, Woodland will grow the whole child. This will close the gaps in academic achievement as well as increase positive behavioral outcomes among all sub groups.</p> <p>Staff will begin disaggregating assessment subgroup data to expose gaps in skills and instruction leading to disparities in performance, which will contribute to more informed identification of collective and individual student needs and the development of strategic intervention plans to propel student achievement.</p>

Staff will continue to build capacity in Sheltered Instruction Observation Protocol as yearlong professional development in explicit instruction and visible learning integrate the best practices found in SIOP.

PRIDE and MTSS team work will continue to analyze student needs on an individual level and provide interventions and support, both academically and behaviorally, to help every student reach mastery.

Staff will begin analyzing student learning with a focus on isolating subgroup data to expose gaps in skills and instruction leading to disparities in performance, which will contribute to more informed identification of collective and individual student needs and the development of strategic intervention plans to propel student achievement.

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

## **CORE ELEMENT 7: CULTURAL COMPETENCY** (continued)

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

Continued PLC training in analyzing student learning as an identifier of teacher instructional effectiveness.

Ongoing MTSS training (through MTSS Building Coordinators and Team members) and guidance from Solution Tree Consultant/Coach.

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

The district curriculum committee, when adopting Pearson MyView, reviewed the curriculum for culturally appropriate materials. Additionally, staff spent time getting to know each student by name and interest through personal conversations and scheduled daily/weekly classroom meetings to then better utilize high interest and culturally appropriate/responsive literature. Teachers work to instruct with culturally responsive teaching through the implementation of the PLC framework for planning whereby teachers select instructional materials to address the diverse learning and cultural differences of students.

In response to the identification of the need for improved cultural competency, the staff will pursue culturally responsive materials reflective of and relevant to the diverse student population. The school will continue to provide a platform for families to feel heard through the parent organization and parent liaison as a way to provide students and families opportunity to highlight and expose the broader school community to their culture and traditions.

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

## CORE ELEMENT 8: REVIEW OF ATTENDANCE

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.

<p><b>What may be contributing to the attendance trend?</b></p>	<p>Attendance has been greatly impacted over the past two years due to COVID-19. Student illness, failure to show up for digital learning, failure to attend in-person hybrid learning or even being excluded to being actively contagious with COVID 19, and parent fear of COVID-19 exposure played a detrimental role in student attendance.</p> <p>Two years ago, we saw a dramatic increase in attendance as the pandemic was drawing to a close and many students, parents and staff had immunity to the spread of the infection. Parents, students and staff all saw the great need to be present when possible. We did have a few families who we've needed to work with for Triple P and the attendance program in order to support getting their chronically absent students in school in order to learn.</p>
<p><b>What procedures and practices are being implemented to address chronic absenteeism?</b></p>	<p><i>Absence of concern</i> will include all trancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/ designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.</p> <p><b>LEVEL 1 <u>FORMAL NOTIFICATION TO PARENTS</u></b> If any student accumulates four (4) absences of concern, the parents/ guardians will be formally notified by letter. Upon receipt of this letter, it becomes the responsibility of the parents/ guardians to contact the school to discuss the attendance of his or her student.</p> <p><b>LEVEL 2 <u>LEGAL NOTICE</u></b> If subsequent to the completion of Level 1 notification, the student accumulates seven (7) absences of concern, a legal notice will be sent by registered mail to the parents/ guardians and copied to Juvenile Probation or Department of Child Services (DCS).</p> <p><b>LEVEL 3 <u>CONTINUING ABSENCES OF CONCERN</u></b> If subsequent to completion of the Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parents/ guardians and student. The hearing officer will complete a written summary with recommendations to the school, parents/ guardians and student. Continued absences of concern will result in referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney's Office. Failure to attend the hearing will result in advancement to Level 4.</p> <p><b>LEVEL 4 <u>MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY</u></b></p>

		<p>If subsequent to the completion of the Level 3 hearing, the student continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, the Department of Child Services, or the Prosecuting Attorney's Office. Parents will be required to attend a meeting with a school administrator who will assign mandatory interventions. The parents/ guardians and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in a direct referral to the Department of Child Services, Juvenile Probation, or the Prosecutor's Office.</p> <p><b>LEVEL 5 COURT</b>          If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor's Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.</p>			
<b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b>		Results of chronic absenteeism are monitored at the district level, building attendance secretary, social worker, teacher, and administrators.			
<b>Number of students absent 10% or more of the school year:</b>					
<b>Last Year:</b>	77	<b>Two Years Ago:</b>	113	<b>Three Years Ago:</b>	252

<b>Best Practice/Requirements Self-Check</b>		<b>Yes/No</b>
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
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	District Adopted <a href="#">Attendance Policy</a> that satisfies the requirements of SEA 282	

## CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Woodland Elementary utilizes a variety of platforms for school to home communication including school newsletters, Facebook posts (from office staff), Seesaw announcements (from classroom teachers and administrators), and parent surveys (digital and paper/pencil). Families have also come to expect that any request for translators to be present during Parent-Teacher-Student conferences will be satisfied through our ENL staff or through partnership with bilingual Elkhart High School students. Other requests by parents/families for translators are satisfied for phone calls and office visits.

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

Parents/families are able to express their ideas, concerns, and/or suggestions through a variety of ways. Woodland Elementary has an active Parent Activity Council (PAC) who run monthly meetings after school and work hours. Parents can participate in quarterly meetings hosted by the principal to look at data and provide an opportunity for parents to respond. Parents/families have access to teachers and principals at annual Title 1 Meetings. It is widely known in the school community that parents/families can access building administrators via telephone, scheduled meetings, or email. Other ways in which parents/families can have their ideas, concerns, or suggestions heard include Title 1 parent surveys, school and district Facebook pages, and phone communication with office staff. Parents/families are also encouraged to communicate with classroom teachers through phone communication, email or Seesaw. If needed, a translator is provided by the school to support parental linguistic support.

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

The school involves parents/families in a variety of ways to both maintain and increase the levels of student attendance. First, through the presentation of our Title 1 family, teacher, student compact, expectations for all parties are clearly defined and accepted. In the same way, our student acknowledgments and celebrations presuppose high levels of student attendance. Periodic awards assemblies, Student of the Month recognition, and end of the year PRIDE Award banquets require student attendance as a prerequisite for these celebrations and recognitions. Lastly, guidelines for good school order are made available to parents/families upon registration. These guidelines are presented in both English and Spanish.

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

Using the current educational landscape (digital learning/hybrid learning, on demand learning, etc) teachers have access to professional development aimed at increasing the types of clear and concise communication which can be easily translated through platforms such as Facebook and Seesaw. Parents/Families also have full-day access to translator support (phone calls, Parent-Teacher-Student conferences, newsletters). Over the past three years, Woodland has increased the number of bilingual staff in the building.

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

## **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.**

Woodland Elementary plans to increase parental involvement through continued bilingual communication in documents sent home, use of Facebook, SeeSaw, parent phone calls, hosting parent volunteers in the classroom and home visits.

Woodland staff are involved in the planning and implementation of Title 1 Family Nights with ELA and Math focus, All Pro Dads, Parent Activity Council, Woodland Rocket Carnival, science fair, and other events in the evening when parents could be at school.

Woodland staff will continue to work with our PAC parents to encourage and equip them to recruit additional parents to be involved in the school.

Books are given away to parents and students who attend evening events. These books have been donated to the school for the purpose of giving the books away or are purchased through Title I funding. We saw an improvement in parental/family involvement during the 2022-23 school year. During the 2023-24 school year and the current 2024-2025 year, Woodland plans to continue increasing parental involvement through the school district's volunteer protocol, increasing parental/family presence in the school building during school hours

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

Individual assessment results are provided to parents in a few different ways at Woodland. First, parents are given access to state reports via the Indiana Department of Education's parent network. Through this site, parents can access their child's performance scores. Secondly, parents are given assessment results at parent teacher conferences. Report cards at the end of each grading period are provided to families in order to keep parents abreast of their child's academic progress. Additionally parents have access through the PowerSchool student information system that is maintained by Elkhart Community Schools. Parents have the opportunity to view grade book grades for their students and to message the teacher with questions regarding academic progress.

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

Parent volunteers from the Parent Activity Council or other parents who are involved in their student's academics are invited to the School Improvement Plan Team meetings. The principal coordinates this effort and always invites parents to take part in the planning process. Parents are welcomed to ask questions and offer suggestions based upon what is in the school improvement plan or is talked about in these meetings.

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

## **CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM**

***[Title I schoolwide only]***

**This section applies only to schools that receive Title I funds 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.**

While the school district has chosen to coordinate the program efforts, it will not consolidate program funds at this time. All fund expenditures, budgetary coordination and oversight, within Title 1 schools, are coordinated and directed from the district level.

Title 1 funds provide 2 full-time certified intervention teachers and one ½ time English/Spanish translator. Additionally, the funds facilitate time for professional development and monitoring the implementation of the school improvement plan.

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

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

## **CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM**

(continued)

**[Title I schoolwide only]**

**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.**

Elkhart Community Schools provide Head Start preschool for disadvantaged students. There are regional sites for the preschool program to help children with the transition into the regular school building. Woodland two HeadStart sites housed in the school building.

Kindergarten Kickoff is held every year in the spring. During this event, teachers and administrators as well as other staff are on hand to discuss with parents Kindergarten readiness and activities that parents can do with their students to better prepare them for Kindergarten.

The Kindergarten Readiness summer program is free and available to all Woodland students entering Kindergarten each fall. Students are in session for approximately three weeks to help make the adjustment when students come back in the fall. A simple assessment is given that measures a student's ability to write her/his name and draw a self-portrait. Students are also given an assessment that covers concepts about print as both a pre-test and post-test.

6<sup>th</sup> grade students are transitioned to the middle school through orientations that are held at the middle schools. Students who may have a difficult transition are also taken on an additional trip by their teacher to visit the school during the spring of their 6<sup>th</sup> grade year. Counselors from the various middle schools come to the elementary to discuss class scheduling options as well as answer any questions that students may have regarding the middle school transition.

**Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.**

Woodland school is now the exclusive site for the Elkhart Area Career Center's Early Educations Professions classes. These classes have approximately 50 high school students from surrounding school districts. These students will study 100 and 200 level education classes, work with students at Woodland, and graduate with an Associate Degree.

The personnel director for Elkhart Community Schools recruits highly qualified personnel for our district. The use of a systematic screening and hiring program -*Ventures in Excellence*- assures the employment of the best candidates.

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



## CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

*[Title I schoolwide only]*

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Nicole Serge	Building Level Administrator P-12, Professional Educator License, General Elementary 1-6 7-8 Non Dept. Rules 46-47	Assistant Principal
Jeremy Bechtel	Building Level Administrator P-12, Professional Educator License, Elementary/Intermediate Rules 2002, Elementary/Primary Rules 2002	Principal
Amy Richardson	Elem Ed 1-6, 7-8 non departmentalized Rules 46-47, kindergarten endorsement, bilingual/bicultural endorsement, masters in elem rdg	K
Mary Clark		K
Rachel Woodward	Bachelor of Science in Education Grades 1-6, 7, 8 non departmental Kindergarten endorsement Reading endorsement	K
Holly Powell	Professionalized Elementary Generalist K-6, Teacher of English Learners P-12, Building Level Administrator Initial Practitioner P-12	1
Tonja Stern-Gilbert	General Elementary 1-6 7-8 Non Dept. Rules 46-47, Kindergarten Rules 46-47	1
Karin Wirick	Elementary/Intermediate Rules 2002, Elementary/Primary Rules 2002	1
Morgan Jordan	Elementary Generalist K-6	2

Rebekah Waggoner	Elementary Generalist K-6	2
Melissa Teitsma	General Elementary 1-6 7-8 Non Dept. Rules 46-47	2
Claire Troyer	Professional Educator License, Elementary Generalist K-6	3
Tanya Harmon	Elementary Education	3
Hannah Rines	Elementary Education	3
Christine Erlacher		IDOE Literacy Cadre Coach (K-3)
Evelyn Muniz	Professional Educator License, Elementary Generalist K-6	4
Amanda Balk	General Elementary 1-6 7-8 Non Dept. Rules 46-47, Gifted & Talented All Schools Rules 2002	4
Cynthia Hansel	General Elementary 1-6 7-8 Non Dept. Rules 46-47, Kindergarten Rules 46-47	4
Brittany Rice	General Elementary 1-6 7-8 Non Dept. Rules 46-47, Kindergarten Rules 46-47, Mathematics 1-9 Rules 46-47	5
Jennifer Szklarek	Bachelor of Science in Elementary Education Grades 1-6	5
Jewel Eyestone	Elementary Generalist K-6, Mathematics K-6	6
Bethany Wilcox	General Elementary 1-6 7-8 Non Dept. Rules 46-47	6
Denise Kurth	General Elementary 1-6 7-8 Non Dept. Rules 46-47, Kindergarten Rules 46-47	Title I Interventionist
Tara Williams	Bachelor Degree in Early Childhood Education w/K Endorsement. Masters in Elementary Reading	Title I Interventionist
Teresa Zinich	Bachelor of Science in Speech	Special Education

	Pathology and Audiology Master of Science in Speech Pathology	
Lyndel Borener	Fine Arts: Instrumental & General Music P-12	Music
Stephanie Markley	Personalized Elem Ed 1-6, 7-8 non departmentalized Rules 46-47	Physical Education
Karina Flores	Math/Science 5-9 Teacher of English Learners P-12	ENL
Elizabeth Gerndt	Elementary Generalist K-6, Mild Interventions K-6	Special Education
Katie Green	Bachelor of Science in Elementary Education K-6 and Mild Interventions for Special Education K-6	Special Education
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>		

## 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).

<b>Possible Funding Sources</b>		
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. 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

## SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

### GOAL #1

<b>Goal</b>	By Spring 2025, Woodland students will read and comprehend informational and literary text proficiently and independently at grade level as evidenced by Third through Sixth Grade Students increasing from 16% to 21% proficiency on the Spring 2025 ELA ILEARN Assessment.
<b>Sub-group focus</b>	SPED, ELL, White, Hispanic or Latino, Males
<b>The strategies we are going to implement are</b>	Explicit or Direct Instruction, Analysis of Student Learning, Student Centered Coaching Model, Science of Reading
<b>To address the root cause</b>	Learning loss following COVID-19 and a lack of Tier 1 Instruction connected to the Science of Reading with a focus on analyzing effective teacher instruction/practice based on student learning.
<b>Which will help us meet this student outcome goal*</b>	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 21% proficiency rate.

### How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Explicit or Direct Instruction	Archer, Anita L. <i>Explicit Instruction: Effective and Efficient Teaching</i> . New York: Guilford Press, 2011.	Administration and teachers	September 2024 - May 2025
Visible Learning for Literacy	<i>Fisher, Douglas, et al. Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning</i> . Thousand Oaks, California, Corwin/ A SAGE Company, 2016.	Administration and teachers	September 2024 - May 2025
Formative Assessments in the RTI Approach	<i>Jakicic, Chris. Common Formative Assessment: A Toolkit for Professional Learning Communities At Work® (Harness the Power of Common Formative Asses. [United States], Solution Tree Press, 2023.</i>	Administration and teachers	September 2024 - May 2025
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>			

Strategy #1	Explicit or Direct 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
Model Explicit or Direct Instruction	Admin has been modeling explicit or direct instruction during meetings and providing exemplars during the presentations.	Admin	Lesson Plans	Google Sheets	May 2025	In Progress ▾
Teacher clarity in lesson planning	Teachers were provided a lesson plan template that incorporated last school year's professional learning on the elements of the Madeline Hunter Lesson Plan Template, and this year's continued focus on Explicit or Direct Instruction.	Teachers	Lesson Plans	<a href="#">Lesson Planning Template</a>	May 2025	In Progress ▾
Continued Learning on Explicit or Direct Instruction	Teachers and Administrators will continue to review the best practices and mindsets needed for explicit instruction as part of our Professional Development Plan for the 2024-25 school year.	Admin and teachers	Lesson Plans	Anita Archer's Golden Principles of Explicit Instruction (DVD)	May 2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	<a href="#">Figure 6.1 Lesson Planning Template</a>					

Strategy #2	Analysis of Student Learning & Student Centered Coaching Cycle					
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
Professional Learning Teams (K through 3rd) collaborating with a Literacy Cadre Coach	Coaches will meet routinely with teachers in PLCs to study and analyze student learning and student work, collaborate and plan strategies based on individual student needs, and plan and monitor the success of intentional interventions.	Admin, Cadre Coach, Teachers	Universal Screeners, Common Formative Assessments, Benchmark Data		May 2025	In Progress ▾
PLT Action/Planning Meetings (K through 6th)	PLTs will routinely meet with a focus on planning instruction or intervention based off of fresh or recent student learning data. When PLTs are not analyzing student learning, they will -depending on student proficiency data- plan for re teaching, Tier 2 supports, or Tier 1 instruction for next units of study.	Admin, Teachers	Analysis of Student Learning Protocol document	<a href="#">Woodland Copy of document</a>	May 2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #3	Science of Reading focused Professional Learning					
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
24 Hours of Live Virtual Training in LETRS Volume I	Teachers will also successfully complete Units 1 through 4 by the end of the 2024-25 school year (asynchronous learning).	Admin, Teachers	Online Reports through LEXIA		June 2025	In Progress ▾
Application of Professional Learning on the Science of Reading	Teachers will participate in Volume II training during the 2025-26 school year. Observations this year and next will focus on the application of LETRS learning into daily instruction.	Teachers, Admin	Lesson Plans		June 2026	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						



**PROGRESS INDICATORS TEMPLATE**

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Key Performance Indicator (Assessment)</b>	ILEARN Checkpoint #1	ILEARN Checkpoint #2	ILEARN Checkpoint #3	ILEARN ELA Summative
<b>Results</b>				
<b>On Track to Meet Goals?</b>				
<b>Strengths</b>				
<b>Areas for Growth</b>				
<b>Next Steps</b>				
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>				

**GOAL #2**

<b>Goal</b>	Woodland students will increase their proficiency in the mathematical process from 18% to 25% as measured by the Spring 2025 MA ILEARN Assessment.
<b>Sub-group focus</b>	Black or African American, Hispanic or Latino, SPED
<b>The strategies we are going to implement are</b>	Explicit or Direct Instruction, Analysis of Student Learning
<b>To address the root cause</b>	Learning loss following COVID-19 and a lack of Tier 1 Direct Instruction with a focus on analyzing effective teacher instruction/practice based on student learning.
<b>Which will help us meet this student outcome goal*</b>	By encouraging data proven practices in mathematical processes to help us reach our ILEARN MA Goal of 25% proficiency rate.

**How Will We Get There?**

<b>Evidence Based Strategies to Address Problems</b>	<b>Supporting Research for Strategy</b>	<b>Who is Accountable for Strategy?</b>	<b>Timeline</b>
Explicit or Direct Instruction	Archer, Anita L. <i>Explicit Instruction: Effective and Efficient Teaching</i> . New York: Guilford Press, 2011.	Administration and teachers	September 2024 - May 2025
Formative Assessments in the RTI Approach	<i>Jakicic, Chris. Common Formative Assessment: A Toolkit for Professional Learning Communities At Work® (Harness the Power of Common Formative Asses. [United States], Solution Tree Press, 2023.</i>	Administration and teachers	September 2024 - May 2025
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>			

Strategy #1	Explicit or Direct 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
Model Explicit or Direct Instruction	Admin has been modeling explicit or direct instruction during meetings and providing exemplars during the presentations.	Admin	Lesson Plans	Google Sheets	May 2025	In Progress ▾
Teacher clarity in lesson planning	Teachers were provided a lesson plan template that incorporated last school year's professional learning on the elements of the Anita Archer Lesson Plan Template, and this year's continued focus on Explicit or Direct Instruction.	Teachers	Lesson Plans	<a href="#">Lesson Planning Template</a>	May 2025	In Progress ▾
Continued Learning on Explicit or Direct Instruction	Teachers and Administrators will continue to review the best practices and mindsets needed for explicit instruction as part of our Professional Development Plan for the 2024-25 school year.	Admin and teachers	Lesson Plans	Anita Archer's Golden Principles of Explicit Instruction (DVD)	May 2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #2	Analysis of Student Learning					
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
PLT Action/Planning Meetings (K through 6th)	PLTs will routinely meet with a focus on planning instruction or intervention based off of fresh or recent student learning data. When PLTs are not analyzing student learning, they will -depending on student proficiency data- plan for re teaching, Tier 2 supports, or Tier 1 instruction for next units of study.	Admin, Teachers	Analysis of Student Learning Protocol document	<a href="#">Woodland Copy of document</a>	May 2025	Choose ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

**PROGRESS INDICATORS TEMPLATE**

***[Required for all schools]***

<b>PROGRESS INDICATORS</b>				
<b>Check-in Schedule</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Key Performance Indicator (Assessment)</b>	ILEARN Checkpoint #1	ILEARN Checkpoint #2	ILEARN Checkpoint #3	ILEARN MA Summative
<b>Results</b>				
<b>On Track to Meet Goals?</b>				
<b>Strengths</b>				
<b>Areas for Growth</b>				
<b>Next Steps</b>				
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>				

### GOAL #3

<b>Goal</b>	By Summer 2025, Woodland students will increase their proficiency on the IREAD Assessment from 65% to 80%
<b>Sub-group focus</b>	SPED, ELL, Black or African American
<b>The strategies we are going to implement are</b>	Explicit or Direct Instruction, Analysis of Student Learning, Student Centered Coaching Model, Science of Reading
<b>To address the root cause</b>	Learning loss following COVID-19 and a lack of Tier 1 Instruction connected to the Science of Reading with a focus on analyzing effective teacher instruction/practice based on student learning.
<b>Which will help us meet this student outcome goal*</b>	By encouraging data proven practices in ELA and reading to help us reach our IREAD 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
Explicit or Direct Instruction	Archer, Anita L. <i>Explicit Instruction: Effective and Efficient Teaching</i> . New York: Guilford Press, 2011.	Administration and teachers	September 2024 - May 2025
Visible Learning for Literacy	<i>Fisher, Douglas, et al. Visible Learning for Literacy, Grades K-12: Implementing the Practices That Work Best to Accelerate Student Learning</i> . Thousand Oaks, California, Corwin/ A SAGE Company, 2016.	Administration and teachers	September 2024 - May 2025
Formative Assessments as a part of the RTI Approach	<i>Jakicic, Chris. Common Formative Assessment: A Toolkit for Professional Learning Communities At Work® (Harness the Power of Common Formative Asses. [United States], Solution Tree Press, 2023.</i>	Administration and teachers	September 2024 - May 2025

<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	
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Strategy #1	Explicit or Direct 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
Model Explicit or Direct Instruction	Admin has been modeling explicit or direct instruction during meetings and providing exemplars during the presentations.	Admin	Lesson Plans	Google Sheets	May 2025	In Progress ▾
Teacher clarity in lesson planning	Teachers were provided a lesson plan template that incorporated last school year's professional learning on the elements of the Anita Archer Lesson Plan Template, and this year's continued focus on Explicit or Direct Instruction.	Teachers	Lesson Plans	<a href="#">Lesson Planning Template</a>	May 2025	In Progress ▾
Continued Learning on Explicit or Direct Instruction	Teachers and Administrators will continue to review the best practices and mindsets needed for explicit instruction as part of our Professional Development Plan for the 2024-25 school year.	Admin and teachers	Lesson Plans	Anita Archer's Golden Principles of Explicit Instruction (DVD)	May 2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #2	Analysis of Student Learning & Student Centered Coaching Cycle					
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
Professional Learning Teams (K through 3rd) collaborating with a Literacy Cadre Coach	Coaches will meet routinely with teachers in PLCs to study and analyze student learning and student work, collaborate and plan strategies based on individual student needs, and plan and monitor the success of intentional interventions.	Admin, Cadre Coach, Teachers	Universal Screeners, Common Formative Assessments, Benchmark Data		May 2025	Choose ▾
PLT Action/Planning Meetings (K through 6th)	PLTs will routinely meet with a focus on planning instruction or intervention based off of fresh or recent student learning data. When PLTs are not analyzing student learning, they will -depending on student proficiency data- plan for re teaching, Tier 2 supports, or Tier 1 instruction for next units of study.	Admin, Teachers	Analysis of Student Learning Protocol document	<a href="#">Woodland Copy of document</a>	May 2025	Choose ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						



<b>Strategy #3</b>	Science of Reading focused professional learning					
<b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b>						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
24 Hours of Live Virtual Training in LETRS Volume I	Teachers will also successfully complete Units 1 through 4 by the end of the 2024-25 school year (asynchronous learning).	Admin, Teachers	Online Reports through LEXIA		June 2025	Choose ▾
Application of Professional Learning on the Science of Reading	Teachers will participate in Volume II training during the 2025-26 school year. Observations this year and next will focus on the application of LETRS learning into daily instruction.	Teachers, Admin	Lesson Plans		June 2026	Choose ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

**PROGRESS INDICATORS TEMPLATE**

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Key Performance Indicator (Assessment)</b>	ILEARN Checkpoint #1	ILEARN Checkpoint #2	ILEARN Checkpoint #3	IREAD-2, IREAD-3
<b>Results</b>				
<b>On Track to Meet Goals?</b>				
<b>Strengths</b>				
<b>Areas for Growth</b>				
<b>Next Steps</b>				
<b>Link additional information here (if necessary) <input type="checkbox"/></b>				

## 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.**

<b>Professional Development Goal(s)</b>	Kdg - Grade 2 teachers will be proficient in administration, scoring, progress monitoring guidelines, reporting and analysis of Amplify mCLASS assessments.
<b>Is professional development linked to SIP goals?</b>	Yes - <input type="radio"/>
<b>Possible Funding Sources</b>	Formative Assessment Grant
<b>Plan for coaching and support during the learning process</b>	Kdg - Grade 2 teachers are provided with training, printed resources and video resources as well as periodic reviews of reports and data guided by building leaders.
<b>Evidence of Impact</b>	The percentage of students who are At Benchmark or Above Benchmark from BOY to EOY will increase by 6 percentage points, from 65% to 71%.
<b>How will effectiveness be sustained over time?</b>	New teachers entering the school district will receive self-paced training as well as an assigned mentor who is proficient in using Amplify mCLASS to assure their proficiency in using Amplify mCLASS with their students.
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	<a href="#">mCLASS At Risk Guidelines</a> <a href="#">mCLASS Participant Notebook</a>

<b>Professional Development Goal(s)</b>	Through the implementation of a student centered coaching cycle model, students will increase their IREAD Scores to 80% proficiency from the previous year. Literacy Cadre Coaches will guide teachers to informing their instruction through a deep analysis of student outcome data
<b>Is professional development linked to SIP goals?</b>	Yes -
<b>Possible Funding Sources</b>	Funding is provided through a partnership agreement between Elkhart Community Schools and The Indiana Department of Education.
<b>Plan for coaching and support during the learning process</b>	Student Centered coaching for teachers will be done by Literacy Cadre Coaches. Coaches will meet routinely with teachers in professional learning communities for Grades Kdg - Gr 3 to study and analyze student work products and assessment data, collaborate and plan strategies based on individual student needs and plan and monitor the success of intentional interventions.
<b>Evidence of Impact</b>	Benchmark assessments and progress monitoring for students in Grades Kdg - Gr 3 will be used. Interventions will be planned and growth observed through the use of Panorama. IREAD scores will increase in Spring and Summer of 2025.
<b>How will effectiveness be sustained over time?</b>	Literacy coaches have a 3 year commitment to their schools and will provide periodic professional development specifically designed for specific needs of the students in the school. Principals will assure teachers are meeting with Cadre Coaches and observations will note strategies implemented by data analysis, collaboration and recommendations.
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	

<b>Professional Development Goal(s)</b>	95% of teachers participating in the LETRS Volume I training, will successfully complete Units 1-4 by June 13, 2025, as evidenced by completion of Unit lesson assignments and checks for understanding with an 80% or higher pass rate.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	Various district funds have been secured for this training.
<b>Plan for coaching and support during the learning process</b>	Teachers will participate in 24 hours of live virtual training for Volume I. District Elementary Schools Director and Principal will monitor the successful completion of units by accessing online reports and providing feedback to teachers.
<b>Evidence of Impact</b>	Observations will focus on the application of LETRS lessons into daily instruction. Online LETRS reports will be analyzed and provided to teachers. Student outcome data for reading will indicate progress towards individual student goals.
<b>How will effectiveness be sustained over time?</b>	Teachers will participate in Volume II training during the 2025-26 school year. Observations of teachers will focus on effective use of student data and LETRS principles of instruction.
<b>Link additional information here (if necessary) □</b>	<a href="#">LETRS I Unit Components</a>