

SCHOOL INFORMATION

School Name	Pride Academy
School Number	1752
Street Address	818 McDonald St.
City	Elkhart, IN
Zip Code	46516

SCHOOL and CONTACT INFORMATION

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Principal	Eric Chandler
Phone number	574-262-5460
Email	echandler@elkhart.k12.in.us

Superintendent	Dr. Larry Huff
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Supervisor contact	Anthony England
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Other contact	Barbara Cripe
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Position	Director of Elementary Education and Curriculum
Phone number	(574) 262-5513
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SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years: 2024-25

This is an initial three year plan. No

This is a review/update of a plan currently in use. Yes

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.	Choose

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. 3

Member Name	Title Committee(s)	SIP Subcommittee(s)/Guided Coalition
Sample: <i>Alma Smith</i>	<i>Teacher SIP</i>	<i>Both</i>
Eric Chandler	Principal	Both
Emily Zitkus	Transition Coordinator	Both
Suzanne Holcomb	5-6th Grade Teacher	Both
Sondra Flora	2nd Grade Teacher	Both
Andrea Yeager	Special Education Teacher	Both
Bridget Petersheim	Paraprofessional	Both
Tina Miller	Social Worker	Both
	Principal Choose	
Link additional information here (if necessary)		

SCHOOL AND COMMUNITY NARRATIVE

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

Pride Academy is the only elementary alternative school for Elkhart Community Schools. This is the fourth year of its existence and its first being the configuration of K-6th grades. The previous three years the configuration was K-8th grade. The classroom makeups this year are K-1, 2, 3-4, and 5-6 respectively.

Our enrollment fluctuates throughout the year. We try to keep the class size close to around 10 students per class, but can have more depending on the needs of our students. We accept students from all 13 elementaires in our district. WE are housed in the Mary Beck Elementary building this year. We have 3 ELL students that receive services from the Mary Beck ELL teachers. We have two special education teachers and they are the TORs for all of our students that have IEPs (26 at this time). Our students also receive speech and language services from a certified SLP from another school within our district. We have a social worker on staff that works with our students daily having restorative conversations, finding positive coping skills, dealing with traumatic events, and building resilience to stay in the classroom setting. Each classroom has either a special education or instructional paraprofessional to assist in daily activities. Due to the behaviors of our students, this is more than needed on a daily basis. Our staff is trained in Crisis Prevention Intervention, Social Emotional Learning, and many other de-escalation tactics to help students succeed in this setting.

There was turnover of two paraprofessionals last year and one permanent substitute from the 2023-2024 school year. As of this writing, all of these positions have been filled.

The student population is mostly white (53%), Followed by Hispanic (24%) African American (9%) and two or more races (11%) Our smallest populations are Asian (2.4%) and Indian.

Pride benefits from partnerships with mental health services from Bowen Center and Oaklawn.

❖ Partnerships and collaborations to support the school's continuous improvement:

- ETHOS
- BowenCenter
- Oaklawn
- BeaconHealth
- MobileDentist
- KindnesstoPreventBlindness

❖ MeasuresforSuccess:

- ILEARN Checkpoints
- ILEARN
- IREAD3(2nd and 3rd grade)
- DyslexiaAssessmentdata
- mClass
- Behavior And Academic Intervention Data
- NWEA/MAP(K-2 math)
- Mathexpressionsassessments
- Pearson/SAVVASassessments
- FUNdationsassessments
- DisciplineData
- Principal Walkthroughs And Observations

**Link Additional Information
Here** (if necessary)

[Optional for all schools]

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.

District Vision

The Elkhart Promise: Every student is known by name, supported and challenged by highly-effective staff, and in partnership with the community, will graduate career/college ready and life ready.

School Vision

The vision of Pride Academy is A Place of Innovation, Safety, Belonging

District Mission

The Elkhart Promise: Every student is known by name, supported and challenged by highly-effective staff, and in partnership with the community, will graduate career/college ready and life ready.

Provide a safe learning environment, with high standards, where students set goals and become lifelong learners.

School Mission

The mission of PRIDE Academy is to foster a paradigm shift that cultivates an innovative mindset for students, staff, and the community; to bring safety, structure and a sense of belonging to every student and classroom by uniting educational neuroscience with the power of teaching.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS
(continued)

District Goal(s)

1.) Elkhart Community Schools' goal is to create a culture of high expectations for students and staff. Elkhart Community Schools achieves this goal by:

Providing professional development that is rigorous and focused on student learning Using data-driven decision-making to inform student instruction and personalize learning Regularly assessing and addressing achievement gaps to ensure equitable opportunities and improve outcomes for all students

Fostering a culture of collaboration and professional development opportunities for all employees

Elkhart Community Schools believes all employees are partners and contribute to academic learning and student well-being by promoting continuous improvement.

2.) Elkhart Community Schools' goal is to create a supportive and secure learning environment that promotes the well-being of students, staff, and the entire school community. This goal is aimed at fostering an atmosphere of learning and personal growth in a safe environment. Elkhart Community Schools seeks to achieve this goal by:

Promoting positive behavior

Implementing the bully prevention program

Maintaining school security

Preventing and addressing threats

Cultivating responsible digital citizenship

Implementing crisis preparedness and response plans

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Elkhart Community Schools believes implementing the above points will create an environment that is welcoming and safe for all students and staff.

3.) Elkhart Community Schools' goal is to enhance each student's lifelong learning by emphasizing the importance of setting ambitious learning goals. Elkhart Community Schools seeks to achieve this goal by:

Setting specific, measurable, and achievable learning goals

Assessing progress continuously

Promoting student ownership and fostering a sense of responsibility in achieving goals

Creating learning goals that challenge and engage each student

Promoting active engagement and collaboration in each student's own learning

Fostering curiosity and inquisitiveness

Integrating technology into meaningful student outcomes

Emphasizing the importance of a growth mindset (the openness to change and new opportunities) for teachers and students

Elkhart Community Schools believes learning is a shared responsibility between students, parents, and the community.

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

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

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?

N/A

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

Discuss working with Tier 3 or more students and working to get them to transition back. What interventions:

Almost every student that comes to the Pride Academy has already been through the MTSS process. Being in this process, the students' FBAs, BIPs, and IEPs should all be up to date to focus on behavior and academic interventions will be used. Progress monitoring is done to see what has and hasn't worked with students. Whether it be timely breaks, brain breaks, working 1 on 1 with an adult, staying in designated during the whole group lesson. We also work with outside systems of care agencies. Olweus Bullying prevention is used as a tool. The district referral form is utilized for students meeting criteria to become a Pride student. Social emotional lessons are done two times a day to help students with figuring out how to regulate themselves.

Staffing

Elkhart Community Schools' plan to hire and maintain highly qualified staff members is as follows:

Teachers:

- Staff is sent to in state or local college recruitment fairs to interview and recruit potential staff, early in the year. IU, Purdue, Ball State, and Western Michigan University are just a few.
- Teachers are hired based on license or permit.
- The Personnel Department maintains on-going records of teachers' certification expiration dates.
- The Personnel Department follows up communication with phone calls to ensure that all teachers maintain current licenses in the area in which they have been hired to teach.
- Communication from the Personnel Department to teachers concerning licenses will occur as necessary.

Paraprofessionals:

- Over the last several years, all currently employed paraprofessionals have been provided a multitude of opportunities to study for and take the Para Pro Assessment through ETS.
- From January 2002 until the present time, any person hired as a paraprofessional must meet the requirement of two years of college, or an associate's degree, or passing scores on the Para Pro prior to being allowed to apply for a position. This practice continues to date.

In order to retain staff, teachers are provided with the opportunity to provide input and take ownership within the building. They are provided with PD to help them grow professionally and opportunities to utilize their strengths.

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.

Curriculum:

- Math Expressions is used for K-6 math
 - This curriculum, through Houghton Mifflin, aligns with common core, state standards and the district and state identified essential standards. It involves multiple ways to solve problems, provides instruction, practice, and student workbooks.
- FUNdations- K-3 Phonics/ early literacy program
 - FUNdations, through Wilson, provides a systematic approach to learning the foundational reading skills.
 - It teaches reading, spelling, and handwriting for all students in grade K-3.
- Pearson MyView SAVVAS is ECS's Reading curriculum in grades K-5, My Perspective- grade 6.
 - Unit assessments from SAVVAS as being used district-wide to benchmark and assess students.
 - There is work currently being done to realign My View with the newly identified (IDOE) essential standards

Additionally, grade level teams identify essential state standards, develop Common Formative Assessments. They provide interventions and enrichments for students based on critical standards. As part of the process, teachers identify and unwrap essential standards to identify learning targets. Standards and learning targets are written in student friendly language. Teachers develop team and individual Smart Goals aligned to school wide Smart Goals.

Additional resources that are used to teach, support and assess essential standards include:

- Heggerty
- Readworks
- NEWSELA
- Smekens Strategies
- Pearson Realize
- Easy CBMs
- Goalbook Pathways
- Mystery Science
- GLC Science

Science:

Teachers have access to Mystery Science. Mystery Science provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity.

Grades (1-6) English Language Arts Curriculum adoption process

The district went through a Reading Adoption during the 2018-2019 school year. At the district level, a Reading Adoption Committee was formed to study, research, examine and make a recommendation for a Reading Program. The Reading Adoption Committee included district leaders, general education teachers, principals, and special education teachers and EL teachers.. Parents, community leaders, and school board members were kept abreast of the process and were also given the opportunity to provide feedback. The first task of the committee was to create a rubric that would address the major components of a quality reading program. The rubric provided a score for foundational reading skills, comprehension for both literary and informational texts, writing development and skills, speaking and listening development and skills, language development and skills, alignment, equity, and accessibility, and technology. The next step of the process included learning about the various products and aspects of each textbook program. Several members of the committee attended informational sessions with book vendors to learn about the materials. Committee members then met in teams to examine particular grade level materials. Using the rubric, teams scored the textbooks on the various components. All of the rubrics were tabulated to come up with two final recommendations. The committee met again with the particular vendors of each final recommendation to review the final products. After the vendor presentations, the committee made a final recommendation and Pearson/My View was selected.

Grades K-3 FUNdations (Amplify)

Online training took place during the 2022-2023 school year.

A similar process for curriculum adoption is used for all subject areas. In most cases this process is completed every six years.

STUDENT ACHIEVEMENT

[Optional for all schools]

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

Pride Academy did not have any student past ILEARN or IREAD in the school year of 2023-2024. Our SIP team will look into ways to use better interventions this school year for improved results.

PROPOSED INTERVENTIONS

Use the space below to add information about proposed interventions based on the school improvement plan.

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A variety of interventions are utilized for underperforming students including intervention groups to target the foundational skills: • Phonemic Awareness

- Phonics
- Fluency
- Vocabulary, and Comprehension

Teachers, paras, and special education teacher work in small groups or 1 on 1 with the following resources:

Resources utilized for these foundational skills intervention groups include: FUNdations interventions, Heggerty phonics intervention, Florida Center for Reading Research, Wilson.

Math interventions will begin with fact fluency and will occur in 10 minute chunks with paras, teachers.

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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
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input type="checkbox"/>
Reading	K-5	MyView	Yes ▾	Tier 1 ▾	Rigorous grade-level text that can be annotated by students with consumable books.	Yes ▾	<input checked="" type="checkbox"/>
Reading	6	My Perspectives	Yes ▾	Tier 1 ▾	Rigorous grade-level text that can be annotated by students with consumable books supported by novel studies.	Yes ▾	<input type="checkbox"/>
Reading	K-3	Foundations	Yes ▾	Tier 1 ▾	Researched based foundational skills grounded in the Science of Reading instruction for all K-3 students.	Yes ▾	<input checked="" type="checkbox"/>
Reading	K-3	'Foundations	Yes ▾	Tier 2 ▾	Researched based foundational skills grounded in the Science of Reading instruction for targeted students based on common formative assessments.	Yes ▾	<input type="checkbox"/>
Reading	3-6	Wilson Reading	Yes ▾	Tier 3 ▾	Researched based intervention for targeted students as determined by CFA, CSA and norm-referenced assessments.	Yes ▾	<input type="checkbox"/>
Math	K-6	Math Expressions	Yes ▾	Tier 1 ▾	Backed by research funded by the NSF, builds a thorough understanding of number sense as a foundation by active and engaging lessons, which includes the use of hands-on materials.	Yes ▾	<input checked="" type="checkbox"/>
Reading & Math	K-6	IXL	Yes ▾	Tiers ... ▾	Targeted skill-based practice for students grouped by standard and skill. IXL has the capability to create an individual learning path based on student NWEA data, targeting learning gaps.	Yes ▾	<input type="checkbox"/>
Science	K-2, 4	Science Kits	Yes ▾	Tier 1 ▾	Three kits designated for each grade level as identified by the district Science Curriculum Committee, based on unwrapping and analysis of Indiana Science Standards. Hands-on and process based to build deep understanding.	Yes ▾	<input type="checkbox"/>
Science	3 & 5	ETHOS GLC Units	Yes ▾	Tier 1 ▾	Selected to align to the new Indiana Science Standards. Inquiry based to drive student	Yes ▾	<input type="checkbox"/>

					understanding.		
Science	6	SEPUP	Yes ▾	Tier 1 ▾	Year-long intro oriented science curriculum that encourages science process skills as well as data collection and analysis.	Yes ▾	
Social Studies	K-6	My World	Yes ▾	Tier 1 ▾	Rigorous grade-level nonfiction text consumable with interactive elements and supplemental leveled readers.	Yes ▾	
Link additional information here (if necessary) <input type="checkbox"/>							

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)

[Math Expressions](#) by HMH
[MyView](#) by SAVVAS (Grades K-5)
[MyPerspectives](#) by SAVVAS (Grade 6)
[MyWorld](#) by SAVVAS
[GLC Kits](#) by ETHOS Science Center
[K-2 & 4 Science Kits](#)
[SEPUP](#) Science

Link additional information here
 (if necessary)

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
NWEA	3-6	Benc... ▾	Given BOY, MOY, and EOY to assess academic proficiency and growth.	Yes ▾	<input checked="" type="checkbox"/>
mCLASS	K-2	Benc... ▾	Given BOY, MOY, and EOY to assess academic proficiency and growth	Yes ▾	<input checked="" type="checkbox"/>
CFA	K-6	Form... ▾	Given weekly for both reading and math to provide evidence of learning	Yes ▾	<input checked="" type="checkbox"/>
Summative	K-6	Sum... ▾	Given each unit for math and reading to see if mastery was achieved on skills that were taught.	Yes ▾	<input checked="" type="checkbox"/>
Foundations Assessments	K-3	Form... ▾	Given weekly to provide evidence of learning for phonics and phonemic awareness	Yes ▾	<input type="checkbox"/>

mCLASS	K, 2	Yearly ▾	Given for state mandated dyslexia testing.	Yes ▾	<input type="checkbox"/>
CoGat	2, 5	Yearly ▾	Given yearly for high ability testing	Yes ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		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.
<p>Students are one to one with iPads. The iPads are intended to enhance instruction, not replace it. The iPads are used and built in e-learning days as well as unexpectedly scheduled e-learning days, such as a snow day. And that case teachers deliver lessons on the Seesaw platform and utilize Google meet, as well as linked videos, lessons, and assignments.</p> <p>During the impersonal school day, students use iPads to complete assessments, look up information, and to utilize learning apps and shirt chunks. Some of these apps include books online through epic, math practice through IXL, and reading text online and typing a response. In addition to the iPads, our computer, labs were recently updated with IMACs. The technology teacher/paraprofessional follows a district curriculum centered around STEM.</p>

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	No ▾
Career simulation (JA/Biztown, etc.)	Yes ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

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

We are at an elementary level, so we do integrate career exploration at an appropriate level. We have firefighters come and talk to the students about their job, and what education is needed to become a firefighter. Our students did attend Biztown the previous school year and will for the 2024-2025 school year as well.

Link additional information here
(if necessary)

(continued)
[Required for all schools]

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	Yes ▾
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	Yes ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

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

We are at an elementary level, so we do integrate career exploration at an appropriate level. We have firefighters come and talk to the students about their job, and what education is needed to become a firefighter. Our students did attend Biztown this school year.

Link additional information here
(if necessary)

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

[Required for all schools]

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose ▾	Job shadowing	Choose ▾
Job-site tours	Choose ▾	Career-related courses	Choose ▾
Guest speakers	Choose ▾	Career day/fair or community day	Choose ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Choose ▾	Online career navigation program	Choose ▾
Industry-related project-based learning	Choose ▾	Not currently implementing career exploration activities	Choose ▾
Other:			

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

All staff express the belief that all children can learn and consistently encourage students to succeed. **Yes** The school develops staff capacity to create positive classroom and school climates that are culturally responsive. **Yes**

Briefly answer the following:

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

Building expectations are in place, are monitored, and re-teaching occurs as needed. Teachers have also implemented classroom procedures to ensure the safety of students. A building safety plan and safety team is created and in place. Pride also has a security officer that helps deal with student issues that come up as well. Any safety concerns are reported and work orders are put in to ensure a safe physical environment. Class meetings take place daily, at minimum. This ensures a safe environment for students to share. Teachers have completed an online course in suicide prevention via Vector.

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 checked="" 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.

When parents/guardians enroll their child(ren), they identify what race/ethnicity and what languages are spoken. We get our socio-economic information when families apply for free/reduced lunches and textbooks. Families have to identify their incomes in order for the applications to be processed to determine whether they qualify for free/ reduced lunches and textbooks.

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

Increasing technological capabilities of teachers and students alike allow for students to use a variety of tools to translate instruction, both in written and oral forms. These allow the students to be more engaged in all aspects of instruction as well as the class culture.

Link additional information here
(if necessary)

Spanish translated documents are often provided for our Hispanic families, as that is the most prevalent second language. A translator is also provided, by the district, for Spanish phone calls. Our secretary is also bilingual and does a great job with our spanish speaking families.

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?

Training on how to provide instruction for students who speak no English. Integration of available technologies that can translate to a student's native language in written and oral formats.

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

We use MyView/MyPerspectives for reading, Math Expressions, My World, Foundations, and ETHOS Science kits. MyView & MyPerspectives, in particular, were curated with intentional use of text that is conducive to generating discussion about culture as well as highlighting a variety of cultures through legends and traditional tales, narrative nonfiction, biographies and more.

Link additional information here
(if necessary)

[Required for all Schools]

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

Continue learning opportunities for PD on our student groups, and how to tie culturally rich content into the curriculum. EL teachers will continue to provide PD regarding ELL students, at staff meetings and/ or on e-learning days. Continue our book studies that tie in different cultures as well.

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

MyView (our district reading curriculum) embeds a great deal of cultural content, specifically in units 1 and 4. Teachers further supplement on these topics. Teachers provide opportunities for students to make connections to stories and content. Students are able to share these connections so that others can also learn about them. Class meetings also provide an opportunity for students to appreciate their unique gifts and appreciate differences. Also, each of our classes has a Scholastic book set of culturally diverse books that deal with various topics from bullying to belonging.

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?

- In our prior three years, if the student missed the bus, the parents would not bring the student all the way out to our school. That will not be the case this school year with our new location.

What procedures and practices are being implemented to address chronic absenteeism?	<ul style="list-style-type: none"> • Phone calls to parents each time their child is absent to clarify the reason. Explanation about why an absence is unexcused and why it is important to attend. • Reminders in parent newsletters about the importance of attendance. • written explanation as to why trips and vacations are not excused, especially if/when students are performing below grade level. • Attendance hearings and attendance levels • Letters home • Face to Face meetings 				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	<ul style="list-style-type: none"> • Attendance in Powerschool • Attendance levels • Weekly reports 				
Number of students absent 10% or more of the school year:					
Last Year:		Two Years Ago:		Three Years Ago:	

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

[Required]

How is information communicated to parents and family?

Pride communicates with Parents using a variety of methods including:

- SeeSaw/Canvas
- Back to School Night
- Social Media
- Website
- Powerschool
- Conferences

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

- P/T Conferences
- IEP meetings/process
- Social Worker communication
- Home Visits
- Open communication

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

New Legislation requiring attendance hearings along with an intervention plan after 5 unexcused absences should make a difference to improve student attendance.

In 2023-2024 perfect attendance was recognized, quarterly.

When attendance issues begin to arise we set up a meeting to create a plan for success. We seek clarity regarding the problem area, and seek solutions as to how we can support families. We inform families about the importance of attendance and give visuals of data to assist in explaining. It is also mentioned in our newsletters. Additionally, vacations and trips other than immediate family wedding funerals or military visits are not approved as excused absences. This is communicated to parents verbally, and/ or in writing.

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

Face-to-face meetings, tend to be best for this, especially if there are cultural barriers. Our secretary is one who can translate for us and also have a person at the district level who can take Spanish phone calls as well.

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			
Goal	By the Spring of 2025, the number of 3rd through 6th grade students demonstrating proficiency on the English Language Arts ILEARN assessment will increase from 0% to 50%.		
Sub-group focus	80% of all 4th-6th grade students will pass the IREAD assessment by the Spring of 2025		
The strategies we are going to implement are	<ul style="list-style-type: none"> Explicit Instruction focused on Tier 1 Data driven practices Small targeted group instruction Focus our time on either planning or data 		
To address the root cause	<ul style="list-style-type: none"> Teach tier 1 with fidelity and monitor the learning of the learning target. 		
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 50% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Explicit Instruction: Implementing the PLC process with a focus on Question 1. What do we want students to know and be able to do?	DuFour, R. (2006). Learning by doing : A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.	Leadership Team All instructional Staff	Aug 2024-May 2027
Data Driven Practices	DuFour, R. (2006). Learning by doing : A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.	Leadership Team All instructional Staff	Aug 2024-May 2027

Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Understanding what we want students to know and how to teach it					
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
Weekly Planning	Weekly planning meetings include identifying content and language objectives and how they will be assessed.	Administration/ Teachers	Pacing Document CFA		Weekly Aug 24-May 27	In Progress ▾
Identify Instructional Strategies	Weekly planning meetings identify strategies that will be implemented to meet the content and language objectives	Administration/ Teachers	Pacing Document PLC Agendas		Weekly Aug 24-May 27	In Progress ▾
						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?		Each grade level has planning time at least once per week. During this time, they plan instruction by focusing on answering what we want our learners to know and to be able to do.				
How has student achievement been impacted? What is the evidence?		This is a process we have just started and do not have data at this point to show student impact.				
How will implementation be adjusted and/or supported moving into next year?		Tier 1 instruction will be adjusted based on the results of the assessments and the different students we have. Pride will most likely have a different roster at the start of every school year since the goal for every student is for them to transition back to their home school.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Data Driven Practices					
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
Data Meetings	Regular data meetings to monitor benchmark and CFA data for the behavioral standard as well.	Administration/ Teachers	biweekly CFA data		Aug 24-May 27	In Progress ▾
Data Meetings	Regular data meetings to monitor benchmark and CFA data for the behavioral standard as well.	Administration/ Teachers	biweekly CFA data		Aug 24-May 27	In Progress ▾
						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?		We have had conversations about data. We have looked at data and identified areas of praise and concern. Our next step is to decide what we do as a result of the data. The adult fidelity will be sharing instructional strategies as well as data results.				
How has student achievement been impacted? What is the evidence?		We will continue to monitor student achievement through the ILEARN checkpoints and other data points.				
How will implementation be adjusted and/or supported moving into next year?		Implementation will be adjusted based on growth and proficiency data.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3		Wilson				
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
Assess Students	Each students who did not pass IREAD will be assessed and placed in an intervention group	Teacher, paraprofessional, administration,	Wilson Assessment		Aug 2024-May 2027	In Progress ▾
Data Meetings	Regular data meetings to monitor benchmark and CFA data	Administration/Teachers	biweekly CFA data		Aug 2024-May 2027	In Progress ▾
Explicit Instruction	Refer to the Anita Archer Book on Explicit Instruction	Administration/Teachers	biweekly CFA data		Aug 2024-May 2027	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?						
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) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

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

GOAL			
Goal	By the end of the 2025 school year, the ILEARN Math proficiency rate will increase from 0% to 50%		
Sub-group focus			
The strategies we are going to implement are	<ul style="list-style-type: none"> • Explicit Instruction focused on Tier 1 • data driven practices • Understanding what our standards mean by unwrapping them • Focus our time on either planning or data • Focus on data analysis 		
To address the root cause	<ul style="list-style-type: none"> • Teach tier 1 with fidelity and monitor the learning of the learning target. • Students will learn their math facts 		
Which will help us meet this student outcome goal*	By encouraging data proven practices in Math, it will help us reach our ILEARN Math Goal of 50% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Explicit Instruction: Implementing the PLC process with a focus on Question 1. What do we want students to know and be able to do?	DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.	Leadership Team All instructional Staff	Aug 2024-May 2027
Data Driven Practices	DuFour, R. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.	Leadership Team All instructional Staff	Aug 2024-May 2027

Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Explicit 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
Weekly Planning	Weekly planning meetings include identifying content and language objectives and how they will be assessed.	Administration/ Teachers	Pacing Document CFA		Weekly Aug 24-May 27	In Progress ▾
Identify Instructional Strategies	Weekly planning meetings identify strategies that will be implemented to meet the content and language objectives	Administration/ Teachers	Pacing Document PLC Agendas		Weekly Aug 24-May 27	In Progress ▾
						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?						
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) <input type="checkbox"/>	

Strategy #2	Data Driven Practices					
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
Data Meetings	Regular data meetings to monitor benchmark and CFA data.	Administration/ Teachers	biweekly CFA data		Aug 24-May 27	In Progress ▾
Create CFA	Teams will create CFAs that align with weekly learning targets and Essential Standards	Administration/ Teachers	biweekly CFA data		Aug 24-May 27	In Progress ▾
						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?	While we have had regular data meetings, we have not focused on analyzing the data and creating a plan based on the results. The adult fidelity will be the work we do in our 3-6 meetings.					
How has student achievement been impacted? What is the evidence?	We will continue to monitor student achievement through the ILEARN checkpoints.					

How will implementation be adjusted and/or supported moving into next year?	Implementation will be adjusted based on collaboration and checkpoint data.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3						
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
						Choose ▾
						Choose ▾
						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?						
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) <input type="checkbox"/>	

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	CFA ILEARN Checkpoints	CFA ILEARN Checkpoints	CFA ILEARN Checkpoints	CFA ILEARN Checkpoints
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				

Link additional information here (if necessary) <input type="checkbox"/>	
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GOAL			
Goal	By the Spring of 2025, the number of 3rd graders demonstrating proficiency on the IREAD-3 assessment will increase from 0% to 50%		
Sub-group focus	80% of 4-6 graders who have not passed IREAD will pass the IREAD 3 assessment during the 2024-2025 academic school year.		
The strategies we are going to implement are	<ul style="list-style-type: none"> Fundations Planning Monitoring Data/Data Analysis Wilson Phonics assessment Explicit Instruction 		
To address the root cause	We have to dive into the data to see what area of reading is lagging and address that issue using SOR.		
Which will help us meet this student outcome goal*	To meet this outcome, we must analyze and own our data. We have to use our training to address the lagging skills that students have		
How Will We Get There?			
<u>Evidence Based Strategies to Address Problems</u>	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Fundations	Wilson Fundations: explicit phonics instruction	Teachers	Aug 24-May 27
Data Driven Practices	DuFour, R. (2006). Learning by doing : A handbook for professional learning communities at work. Bloomington, Ind: Solution Tree.	Administration and Teachers	Aug 24-May 27

LETTERS Training	IDOE approved Curriculum	Teachers and Administration	Aug 24-May 27
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1		Foundations				
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
Fidelity of Implementation	Daily instruction that is explicit and focuses on targeted phonics concepts	Teacher	Pacing mClass		Aug 24-May 27	In Progress ▾
Data meetings	Use weekly assessments and PM data to measure learning	Administration/ Teacher	mClass CFA data		Aug 24-May 27	In Progress ▾
Explicit Instruction	Refer to the Anita Archer Book on Explicit Instruction.	Administration/ Teacher	mClass CFA data		Aug 24-May 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?		The teachers have been using Foundations however we have not ever discussed the strategies as a team.				
How has student achievement been impacted? What is the evidence?		We will continue to monitor student achievement through mClass data.				

How will implementation be adjusted and/or supported moving into next year?	Implementation will be adjusted based on collaboration and MClass data.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2		Data Driven Practices				
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
Data Meetings	Regular data meetings to monitor benchmark and CFA data.	Administration/ Teachers	biweekly K-2 meetings MClass data		Aug 24-May 27	In Progress ▾
Planning Meetings	K-2 Planning meetings to discuss data and instructional strategies.	Administration/ Teachers	biweekly K-2 meetings MClass data		Aug 24-May 27	In Progress ▾
Data Analysis	Regular data meetings to find the cause of students that underperform.	Administration/ Teachers	biweekly K-2 meetings MClass data		Aug 24-May 27	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 implementing this model just this school year, 2024-2025. The goal is to use this model with fidelity and use our data to progress monitor how the strategy is working. We will make adjustments along the way.
How has student achievement been impacted? What is the evidence?	Student achievement is still being evaluated using this model
How will implementation be adjusted and/or supported moving into next year?	Implementation will be adjusted based on the outcome of the data of mClass and IREAD.
Link additional information here (if necessary) <input type="checkbox"/>	

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

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

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)	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.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Various district funds have been secured for this training.
Plan for coaching and support during the learning process	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.
Evidence of Impact	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.
How will effectiveness be sustained over time?	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.
Link additional information here (if necessary) <input type="checkbox"/>	LETRS I Unit Components

Professional Development Goal(s)	Kdg - Grade 2 teachers will be proficient in administration, scoring, progress monitoring guidelines, reporting and analysis of Amplify mCLASS assessments.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Formative Assessment Grant
Plan for coaching and support during the learning process	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
Evidence of Impact	The percentage of students who are At Benchmark or Above Benchmark from BOY to EOY will increase by 5%.
How will effectiveness be sustained over time?	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.
Link additional information here (if necessary) □	mCLASS At Risk Guidelines mCLASS Participant Notebook

Professional Development Goal(s)	By May 2027, develop and implement a district-wide, vertically aligned K-12 mathematics curriculum that promotes consistent instructional practices and ensures mastery of essential standards at each grade level.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	<p>Year One: 2024-2025</p> <ul style="list-style-type: none"> ● Establish a calendar of work days, secure subs ● Establish SMART goals and timelines with the committee (Inquiry, Fluency, DMR) ● Elicit ideas for assessing actions ● Communicate the plan to the district and building leadership ● Hold ten-minute meetings for all buildings to communicate the plan; gather questions ● Finalize the K-6 math proficiency scales ● Design four inquiry lessons/activities per grade level to be implemented annually ● Collect data and feedback; review and revise ● Provide parents with our guarantees and units of study that are aligned with the ILEARN assessment checkpoints
Evidence of Impact	Benchmark assessments Interventions will be planned and growth observed through the use of Panorama. ILEARN checkpoint growth
How will effectiveness be sustained over time?	Regular collaboration and monitoring of instruction and student outcome data.
Link additional information here (if necessary) <input type="checkbox"/>	