

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	Lafayette Sunnyside Intermediate School
School Number	8073
Street Address	530 N. 26 th Street
City	Lafayette
Zip Code	47904

SCHOOL CONTACT INFORMATION

Principal	Lindsey Martin (Interim)
Phone number	765-771-6100
Email	lnmartin@lsc.k12.in.us

Superintendent	Les Huddle
Phone number	765-771-6000
Email	lhuddle@lsc.k12.in.us

Grant contact	Julie Gustafson
Phone number	765-807-7300
Email	kgustafson@lsc.k12.in.us

Other contact	Alicia Clevenger
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Position	Associate Superintendent for Elementary Curriculum & Instruction
Phone number	765-771-6000
Email	aclevenger@lsc.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.	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.	Yes
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.	Choose
This school is not identified as CSI, TSI, or ATSI.	Choose

(TSI and ATSI only)

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

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

Previous Year Goal #1	By Spring 2024, all 5 th and 6 th graders will show an increase of 10% proficiency on ILEARN English Language Arts.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	By Spring 2024, all 5 th and 6 th graders will show an increase of 10% proficiency on ILEARN Math.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #3	By Spring 2024, at least 90% of Sunnyside Teachers will communicate weekly with all of their students' parents.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<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

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none">• Balance of experienced and new teachers with a proven track record in various subjects.• Strong administrative team committed to improvement.• Well-structured curriculum in math and language arts.	<ul style="list-style-type: none">• Inconsistent execution of the curriculum and interventions across different classrooms.• Inconsistent professional development focused on new instructional strategies.
Opportunities	Threats
<ul style="list-style-type: none">• Professional Development opportunities for targeted professional development programs to enhance teaching practices during the teacher's contractual day.• Potential partnerships with local educational organizations for additional support and resources.	<ul style="list-style-type: none">• High rates of student mobility impacting continuity of instruction.• High turnover rates among teaching staff impacting consistency and effectiveness.

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. Limited Student Engagement	Many students, especially those struggling in math and language arts, are disengaged and lack motivation to improve.	Implement strategies to increase student engagement, such as project-based learning and the use of technology to create interactive lessons. Continue the use of formative assessments to provide timely feedback and adjust instruction to meet students' needs.
2. Low Parent Engagement	Limited communication and involvement opportunities for parents in academic planning and support.	Enhance communication platforms, offering workshops and resources for parents to better engage them in their children's education.
3. Professional Development	Various instructional practices across classrooms are resulting in unequal learning opportunities for students.	Offer targeted professional development focused on differentiated instruction, data-driven decision-making, and formative assessment strategies during teacher contractual time in PLC.
4. Over-Identification of Special Education Students	Insufficient early intervention and over-reliance on special education referrals.	Improve early intervention strategies, train staff in differentiated instruction, and monitor referral processes to reduce over-identification (MTSS).
5.		
6.		
7.		
8.		
9.		
10.		

Link additional information here
(if necessary)

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)
Lindsey Martin	Principal	Both	Special Education
Tracy Stradling	Assistant Principal	Both	Special Education
Jason Vandewalle	Assistant Principal	Both	Special Education
Lisa Mackey	Community Partner/Parent	Both	Special Education
Jack Fisher	Teacher	Both	Special Education
Katrina Storms	Teacher	Both	Special Education
Kaleigh Heshner	Teacher	SIP	
Tanya Hughes	Teacher	SIP	
Zoe Holladay	Teacher	Both	Special Education
Jasmine Johnson	Teacher	Both	Special Education
Anne Custer	Teacher	SIP	
Sarah Carignan	Teacher	SIP	

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
ELA	5/6	Savvas Ed	Yes	Tier 1	Adopted Structured Literacy Curriculum	Yes	
ELA	5/6	MindPlay	Yes	Tier 2	Focused on phonics, fluency, comprehension to address needs of struggling readers	Yes	X
Math	5/6	DreamBox	Yes	Tier 1	District adopted math adaptive learning platform	Yes	
Math	5/6	Savvas Ed	Yes	Tier 1	Adopted Curriculum	Yes	
SCI	5/6	McGraw Hill	Yes	Tier 1	Adopted Curriculum	Yes	
SS	5/6	McGraw Hill	Yes	Tier 1	Adopted Curriculum	Yes	
ELA	5/6	Read Horizons	Yes	Tier 3	Explicit instruction program for phonemic awareness to address needs of below grade level readers with emphasis for students receiving services.	Yes	X

Launch	5	PLTW	Yes	Tier 1	Adopted STEM and Computer Science curriculum	Yes	
Gateway	6	PLTW	Yes	Tier 1	Adopted STEM and Computer Science curriculum	Yes	
Link additional information here (if necessary) <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	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	No	X

The public may view the school's curriculum in the following location(s)	
<p>Via the Lafayette School Corporations website: https://www.lsc.k12.in.us/</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

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	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	No	x
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

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.

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
CoGAT	6	Benchmark	Aptitude test to aid in the high ability placement	Yes	
WIDA	5/6	Benchmark	Language proficiency assessment	Yes	
NWEA	5/6	Benchmark	Adaptive assessment to measure student growth	Yes	
Common Formative Assessments	5/6	Formative	Formative assessment to guide instruction	Yes	
ILEARN Checkpoints (Pilot)	5/6	Benchmark	State Standardized Benchmark assessment	Yes	
Mindplay Benchmark	5/6	Benchmark	Adaptive program assessment to measure progress of students receiving services and tier 2 supports	Yes	
ILEARN Summative	5/6	Summative	State Standardized Summative assessment	Yes	
		Choose		Choose	
		Choose		Choose	
		Choose		Choose	

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	

The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

FOR TITLE I SCHOOLS WITH SCHOOL WIDE PROGRAMS ONLY

<p>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.</p>
Empty space for text entry

Link additional information here
(if necessary)

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Sunnyside is a building-wide wireless Wi-Fi environment.

- **Sunnyside is a fully mobile 1-to-1 Apple iPad ecosystem with every student and faculty member being equipped with an iPad for learning.**
- **Teachers are also provided with a MacBook notebook for mobile computing.**
- **Every classroom has two LCD-TVs installed to mirror both teacher and student devices.**
- **Two mobile labs of 35 Apple MacBook Air laptops are used for Project Lead the Way Launch (5th Grade) and Gateway (6th Grade).**
- **A student Learning Management System (Canvas) is used in all grade level subject areas for the digital distribution of instruction.**
- **Students are required to complete a digital citizenship and acceptable use policy course via the LMS.**

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	
A plan is in place to provide in-service training in the use of technology.	Yes	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes	
There are established procedures for maintaining technology equipment.	Yes	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	

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.)	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.

Link additional information here
(if necessary)

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	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	No
Not currently implementing career exploration activities		No	
Other:			

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

Link additional information here
(if necessary)

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

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"/>	

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	•
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes	•
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	
All staff express the belief that all children can learn and consistently encourage students to succeed.	No	•
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?
<p>Sunnyside Intermediate utilizes Positive Behavior Interventions and Supports (PBIS), with emphasis placed on communicating expectations for behavior. Good behavior is regularly recognized and rewarded.</p> <p>Sunnyside Intermediate has strong partnerships with Valley Oaks Health and Bauer Family Resources to provide wrap-around services to students and families (counseling, case management, resources), as well as with the Lafayette Police Department.</p> <p>LSC is committed to incorporating Applied Educational Neuroscience into the school day with corporation-wide professional development efforts.</p>

Link additional information here
(if necessary)

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	•	English Language Learner	•	Multiracial	•
Asian	•	Free/Reduced Lunch	•	Native Hawaiian or Other Pacific Islander	•
Black	•	Hispanic Ethnicity	•	White	•

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.	
<p>Self-identify during student registration Language Survey Free/Reduced Lunch Application WIDA Screener</p>	
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.	
<p>Disaggregating NWEA data to address needs of targeted groups. These targeted groups can be identified by gender, ethnicity, race, socio-economic status, and/or programming (HA, EL).</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

**Implicit Bias Training
Book Studies
Trauma-Informed Instruction
Brain-Aligned/Conscious Discipline**

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

Staff cognizant in their selection of texts to recognize and appreciate students' cultural differences.

**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.

What may be contributing to the attendance trend?		Lack of parental involvement Accessibility to appropriate resources			
What procedures and practices are being implemented to address chronic absenteeism?		Attendance communication mailed and emailed to parents/guardians Sunnyside Attendance Newsletter			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		Analysis of annual attendance rate data Analysis of cohort attendance data from grade 5 through grade 12			
Number of students absent 10% or more of the school year:					
Last Year:	192	Two Years Ago:	191	Three Years Ago:	68

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Parent Back-to-School Open House
Rise and Shine Breakfasts for Engagement and Presentation of Programming
ML Family Nights (workshop format) for Language Learners and Financial Literacy
School-wide use of Remind (text messaging)

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

The Sunnyside Administration and Guidance Counselors share contact information (email, phone, SMS) at the beginning and throughout the school year to families and encourage parents to reach out to provide input.
Parent and student surveys.

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

Regular communication via phone calls, emails, and U.S. mail letters
Monthly Newsletter Student Attendance Report
Monthly "Rise and Shine" breakfasts

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

ML Family Engagement Nights (3): family-focused social event with teacher-led instructional strategies to educate parents on supporting their learners at home
Cultural Night: cultural event hosted by the school and corporation

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.

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

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

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

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

[Secondary schools only]

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
Graduation rate last year:		Percent of students on track to graduate in each cohort:	
Link additional information here (if necessary) <input type="checkbox"/>			

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.

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.

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.

Link additional information here
(if necessary)

SCHOOL IMPROVEMENT PLAN *[Required for all schools]*

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

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

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and low-income schools	General funds Head Start

Using the Goal Template

Goals

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

Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”)

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. 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>By Spring 2025, on average, students will show a 10% or more increase in proficiency on ILEARN ELA.</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 2024 - May 2025</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	5.24.2025	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	5.24.2025	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	5.24.2025	Completed
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						

Link additional information here
(if necessary)

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL #1			
Goal	By Spring 2025, on average, students will show a 10% or more increase in proficiency on ILEARN ELA.		
Sub-group focus	Special Education		
The strategies we are going to implement are	Structured Literacy Approach, Gradual Release of Responsibility Model, Differentiation		
To address the root cause	Lack of overall effectiveness of instructional practices which do not adequately address the gaps and varying learning needs leading to persistent reading challenges		
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 38% proficiency rate		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Structured Literacy	Shanahan, Timothy (2005). The National Reading Panel Report: Practical Advice for Teachers Development. https://files.eric.ed.gov/fulltext/ED489535.pdf	Administration & ELA teachers	August – May
Gradual Release of Responsibility	Harrell, Andre. <i>The Impact of the Gradual Release of Responsibility on Reading Comprehension</i> . https://mycfl.org/the-impact-of-the-gradual-release-of-responsibility-on-reading-comprehension/	Administration & All teachers	August – May
Differentiation (WIN Period)	Buffum, Austin & Mattos, Mike. <i>It's About Time</i> . Solution Tree, 2014.	Administration & All teachers	August – May

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

Strategy #1	Structured Literacy					
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
Regular Professional Development	Provide all teachers with ongoing professional development in structured literacy and the SAVVAS curriculum, focusing on research-based strategies and multisensory teaching techniques.	Administration	Attendance Logs, Lesson plans, observations	Training	August – May	In Progress
Curriculum Map supporting components of structured literacy	The development of a curriculum map will guide teachers in delivering structured literacy instruction consistently and effectively throughout the school year. The curriculum map will outline when and how key components of structured literacy should be taught, ensuring that instruction is systematic, sequential, and scaffolded to meet the needs of all learners.	ELA Teachers	Lesson plans	Curriculum Map Template Curriculum Resources	August	Completed
PLC Curriculum Talks	PLC Curriculum Talks will provide a structured, ongoing forum for teachers to discuss the implementation of structured literacy, share best practices, review student data, and collaboratively refine instructional strategies.	ELA Teachers	Common assessment data Lesson Plans	Curriculum Talk Log	August – May	In Progress

<p>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</p>	<p>Training through Strobel Education started during the 2023- 2024; Fully implemented for the 2024-2025 school year</p>
<p>How has student achievement been impacted? What is the evidence?</p>	<p>We are seeing a close in the reading achievement gap. Mindplay, a reading intervention program, shows students have grown by 1.1 grade levels.</p>
<p>How will implementation be adjusted and/or supported moving into next year?</p>	<p>A new curriculum has been adopted along with additional reading intervention strategies and programs. Teachers are also using more multi-sensory instructional strategies. Further professional development opportunities are being provided.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

<p>Strategy #2</p>	<p>Gradual Release of Responsibility</p>					
<p>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</p>						
<p>Activity (Action Step)</p>	<p>Activity Description</p>	<p>Position Responsible</p>	<p>Measurement</p>	<p>Resources Needed</p>	<p>Timeline</p>	<p>Status</p>
<p>Gradual Release of Responsibility Template for WIN</p>	<p>Teachers were provided a WIN lesson template with a station rotation of I DO, WE DO, and YOU DO</p>	<p>Admin & Teachers</p>	<p>WIN Lesson Logs</p>	<p>WIN Log Template</p>	<p>August – May</p>	<p>Completed</p>

Model during PLC Meetings	Admin models the I DO, WE DO, AND YOU DO during PLC meetings	Admin	WIN Lesson Logs	Sample Data Log	August – May	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?	The Gradual Release of Responsibility template for WIN period has started to be implemented. Teachers are still working to best structure their rotations to meet expectations of this model. WIN Lesson Logs are inconsistently meeting these expectations. We are continuing to refine this implementation.					
How has student achievement been impacted? What is the evidence?	We have seen an improvement in ELA NWEA and ILEARN scores. Mindplay reports also show 1.1 gain in grade level reading.					
How will implementation be adjusted and/or supported moving into next year?	Curriculum and data talks during the PLC have been improved. PLC leaders have also been assigned. WIN lesson logs have been given more structure. The Answers in the Room professional development focuses on instructional modifications.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Differentiation (WIN Period)
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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
PLC Answers in the Room workshop	<p>During PLC, the following three workshops will be provided:</p> <ul style="list-style-type: none"> • Week of Oct 2 Differentiation with Effective Use of Visuals • Week of Nov 20 Differentiation with Pair and Share/ Frames and Banks • Week of March 5 Differentiation with WIDA standards and ILPs <p>All teachers will participate in these workshops to learn differentiation strategies. Particular focus will be in assisting students with special needs and multilanguage learners.</p>	Admin and ESL teachers	WIN Lesson Logs and instruction	Presentation materials	October 2, November 20, March 5	In Progress
WIN Lesson Template	Teachers were provided a WIN lesson template with a station rotation of I DO, WE DO, and YOU DO. The stations are differentiated based on student need and identified evidence statement from common formative assessment data.	Admin and teachers	WIN Lesson Logs, ILEARN Checkpoints, NWEA results	WIN Lesson Template	August – May	Completed
PLC Data Talks	Teachers participate in three-week window common formative assessment data talks. Teachers identify instructional strategies that were successful and then plan for use in WIN period. Flexible groupings are used during WIN period in order to provide differentiated interventions and extensions.	Admin and teachers	WIN Lesson Logs, ILEARN Checkpoints, NWEA results	Data Talk Log, WIN Lesson Template	August – May	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?	The strategy has been fully implemented. We continuously use data to evaluate areas of improvement. Providing teachers with resources and instructional strategies to meet the needs of all learners is a consistent focus.					
How has student achievement been impacted? What is the evidence?						

How will implementation be adjusted and/or supported moving into next year?	To continue to address the needs of Special Education, ML, and Tier 2 students, teachers will be trained to use Reading Horizons: Elevate to teach phonics, fluency, and comprehension. We will also fully implement a structured literacy curriculum.
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)	Mindplay Benchmark NWEA	Mindplay Benchmark NWEA	Mindplay Benchmark WIDA	Mindplay Benchmark NWEA ILEARN
Results	Mindplay: .2 grade level growth NWEA: 25% Projected ILEARN Proficiency	Mindplay: .5 grade level growth NWEA: 21.5 Projected ILEARN Proficiency	Mindplay: .7 grade level growth	Mindplay: 1.1 grade level growth NWEA: 19.5% Projected ILEARN Proficiency 2023-2024 ILEARN Reading Proficiency: 28% WIDA: 17.6% met individual growth targets for

				proficiency
On Track to Meet Goals?	Yes	No	No	Did not meet goals
Strengths	NWEA projected proficiency is on target to reach goal	ELA is heading in the right direction (SoR, veteran staff, etc.)	Students receiving services and identified for Tier 2 supports are showing growth on Mindplay (Phonics, Fluency, Comprehension) ML (Levels 1-3) had CGP of 56	Overall increase in ILEARN ELA scores from previous years.
Areas for Growth	Growth needed for ML and Special education	Decrease in NWEA projected proficiency	Fidelity in interventions during WIN period	WIDA scores have decreased from previous year
Next Steps	Track NWEA data from fall to fall or winter-to-winter to get one year's data.	Resources needed for bubble kids. Common Lit, Reading Horizons Elevate, consider Mindplay for bubble Delve into data for ML and SpEd to find correlation with LEP level to ML proficiency and Exceptionalities to SpEd proficiency.	Provide NWEA analysis training by WIN groups	For SIG meetings, compile fall to fall and winter to winter NWEA data.
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL #2

GOAL #2			
Goal	By Spring 2025, on average, students will show a 10% or more increase in proficiency on ILEARN Math.		
Sub-group focus	Special Education		
The strategies we are going to implement are	Multiple representations Instruction, Gradual Release of Responsibility Model, Differentiation		
To address the root cause	Lack of overall effectiveness of instructional practices which do not adequately address the gaps and varying learning needs leading to persistent mathematical challenges		
Which will help us meet this student outcome goal*	By encouraging data proven practices in math to help us reach our ILEARN ELA Goal of 34% proficiency rate		
How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Multiple Representations Instruction	Mainali, B. (2021). <i>Representation in teaching and learning mathematics. International Journal of Education in Mathematics, Science, and Technology (IJEMST)</i> , 9(1), 1-21. https://doi.org/10.46328/ijemst.1111	Administration & All teachers	August – May
Gradual Release of Responsibility	Harrell, Andre. <i>The Impact of the Gradual Release of Responsibility on Reading Comprehension</i> . https://mycfl.org/the-impact-of-the-gradual-release-of-responsibility-on-reading-comprehension/	Administration & All teachers	August – May

Differentiation (WIN Period)	Buffum, Austin & Mattos, Mike. <i>It's About Time</i> . Solution Tree, 2014.	Administration & All teachers	August – May
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Multiple representations 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
Virtual webinars and resources	Teachers are provided virtual webinars, videos, and articles explaining the instructional use of multiple representations in mathematics. These will be sent after PLC curriculum and data talks in order to align with discussions.	Admin and Teachers	Lesson Plans	Training resources	August – May	In Progress
Manipulatives Provided	Teachers will be given access to different manipulatives to help students understand multiple representations.	Admin	Lesson Plans	Manipulatives and videos	August – May	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 are in the beginning stages of implementation. Teachers need further professional development to develop conceptual understanding of mathematical principles and representations. The resources provided are excellent, but further in-person training is necessary.				

How has student achievement been impacted? What is the evidence?	We have not seen a direct impact on student achievement. Teachers need further training to implement strategies with fidelity.
How will implementation be adjusted and/or supported moving into next year?	Professional development will be scheduled in the future during eLearning Days. We are hoping to have all mathematics teachers participating.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2	Gradual Release of Responsibility					
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
Gradual Release of Responsibility Template for WIN	Teachers were provided a WIN lesson template with a station rotation of I DO, WE DO, and YOU DO	Admin & Teachers	WIN Lesson Logs	WIN Log Template	August – May	Completed
Model during PLC	Admin models the I DO, WE DO, AND YOU	Admin	WIN Lesson	Sample Data Log	August – May	In Progress

Meetings	DO during PLC meetings		Logs			
						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?	The Gradual Release of Responsibility template for WIN period has started to be implemented. Teachers are still working to best structure their rotations to meet expectations of this model. WIN Lesson Logs are inconsistently meeting these expectations. We are continuing to refine this implementation.					
How has student achievement been impacted? What is the evidence?	We have yet to see the impact on student achievement. Further refinement of implementation and instructional fidelity has been a focus with hopes to see an increase in student proficiency.					
How will implementation be adjusted and/or supported moving into next year?	Curriculum and data talks during the PLC have been improved. PLC leaders have also been assigned. WIN lesson logs have been given more structure. The Answers in the Room professional development focuses on instructional modifications.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Differentiation (WIN Period)
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
PLC Answers in the Room workshop	<p>During PLC, the following three workshops will be provided:</p> <ul style="list-style-type: none"> • Week of Oct 2 Differentiation with Effective Use of Visuals • Week of Nov 20 Differentiation with Pair and Share/ Frames and Banks • Week of March 5 Differentiation with WIDA standards and ILPs <p>All teachers will participate in these workshops to learn differentiation strategies. Particular focus will be in assisting students with special needs and multilanguage learners.</p>	Admin and ESL teachers	WIN Lesson Logs and instruction	Presentation materials	October 2, November 20, March 5	In Progress
WIN Lesson Template	Teachers were provided a WIN lesson template with a station rotation of I DO, WE DO, and YOU DO. The stations are differentiated based on student need and identified evidence statement from common formative assessment data.	Admin and teachers	WIN Lesson Logs, ILEARN Checkpoints, NWEA results	WIN Lesson Template	August 2024 – May 2025	Completed
PLC Data Talks	Teachers participate in three-week window common formative assessment data talks. Teachers identify instructional strategies that were successful and then plan for use in WIN period. Flexible groupings are used during WIN period in order to provide differentiated interventions and extensions.	Admin and teachers	WIN Lesson Logs, ILEARN Checkpoints, NWEA results	Data Talk Log, WIN Lesson Template	August 2024 – May 2025	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?	<p>The strategy has been fully implemented. We continuously use data to evaluate areas of improvement. Providing teachers with resources and instructional strategies to meet the needs of all learners is a consistent focus.</p>					

How has student achievement been impacted? What is the evidence?	On NWEA, we have seen an increase in the Student Median Growth Percentile from Fall to Fall.
How will implementation be adjusted and/or supported moving into next year?	To continue to address the needs of Special Education, ML, and Tier 2 students, teachers will be trained in using multiple representation as part of instruction. This will include use of manipulatives, and multisensory strategies.
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)	Dreambox NWEA	Dreambox NWEA	Dreambox	Dreambox NWEA ILEARN

Results	Dreambox: .4 Grade Level Growth NWEA: 17% Projected ILEARN Proficiency	Dreambox: .5 Grade Level Growth NWEA: 21.5% Projected ILEARN Proficiency	Dreambox: .6 Grade Level Growth	Dreambox: .7 Grade Level Growth NWEA: 23.5% Project ILEARN Proficiency ILEARN Proficiency: 24%
On Track to Meet Goals?	No	Yes	No	No
Strengths	Curriculum is vertically articulated and strong collaboration during PLC. WIN periods are in place to address remediation and enrichment needs.	NWEA Projected ILEARN Proficiency Increased by 3.5%	Sharing at PLCs incentives for DreamBox. Incentives have increased in the 2nd semester. WIN period utilizing DreamBox more (w/ assignments) Top data points are coming from veteran teachers to LSIS.	Dreambox is being used with more fidelity. Teachers are collaborating about multiple strategies.
Areas for Growth	Growth needed for ML and Special education All classes need to use Dreambox with fidelity.	Growth needed for ML and Special education. Teachers need to better understand how to use multiple representations and manipulatives.	Students are not growing at the necessary rates. Teachers need to better understand how to use multiple representations and manipulatives.	Students are not growing at the necessary rates. Teachers need to better understand how to use multiple representations and manipulatives.
Next Steps	Add DreamBox to strategies with assignments using NWEA RIT band, academic standards, Envision.	Resources needed for bubble kids. Delve into data for ML and SpEd to find correlation with LEP level to ML proficiency and Exceptionalities to SpEd proficiency.	Provide NWEA analysis training by WIN groups Remind teachers of new NWEA data to put into DreamBox	Finding professional development on multiple representations and manipulatives.

Link additional information here
(if necessary) □

GOAL #3

Goal	By Spring 2025, 65% of Sunnyside teachers will be implementing the brain-aligned strategy of community meetings at least three times per week in their classrooms, as measured by classroom audits and teacher surveys.
Sub-group focus	Special Education
The strategies we are going to implement are	Community meetings
To address the root cause	Limited opportunities for structured social interactions and engagement within the school community, stemming from inconsistent shared experiences, relationships, and self-regulation skills.
Which will help us meet this student outcome goal*	By encouraging research-based brain aligned practices in all classrooms to foster a sense of belonging, cultivate an inclusive environment, and develop self-regulation skills.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Community Meeting: Brain Aligned Practice	Desautels, Dr. Lori. <i>Brain-Aligned Strategies: Addressing the Emotional, Social, and Academic Health of all Students</i> . PresenceLearning, 2017.	Admin and Teachers	In progress

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

Strategy #1	Community Meetings: Brain-Aligned 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
Community Meetings Professional Development	During the first teacher day, professional development on brain-aligned practices focused on community meetings was presented by AEN Director.	Admin	Attendance Log	Presentation	August - May	Completed
Community Meeting Template	Brain Anchor team created the community meeting template for the first 15 days of school to help teachers begin implementation. Teachers then could use the template to further plan as needed.	Admin	Audits	Template	August	Completed

Monthly Brain Days	Each month, the AEN director provides the teachers with a link to sign up for one of three brain day activities. The AEN director then visits the classroom for one hour to provide the brain day activity.	Admin & Teachers	Participation by signing up for Brain Days	AEN Director	August - May	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 partially implemented this strategy. More teacher buy-in is needed. We need to determine ways to hold teachers accountable for implementation.					
How has student achievement been impacted? What is the evidence?	A direct impact on achievement has not been accomplished.					
How will implementation be adjusted and/or supported moving into next year?	We will continue to work towards all teachers conducting community meetings. We will correlate discipline data with community meeting implementation.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	
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"/>						

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)	Audit data Self-reporting survey data	Audit data Self-reporting survey data	Audit data Self-reporting survey data	Audit data Self-reporting survey data
Results	31% of teachers are implementing community meetings.	40% of teachers are implementing community meetings.	40% of teachers are implementing community meetings.	20% of teachers are implementing community meetings.
On Track to Meet Goals?	No	No	No	No
Strengths	By observation, classrooms using community meetings have more connected classrooms and less discipline referrals.	By observation, classrooms using community meetings have more connected classrooms and less discipline referrals.	By observation, classrooms using community meetings have more connected classrooms and less discipline referrals. Student reporting shows they enjoy participating.	By observation, classrooms using community meetings have more connected classrooms and less discipline referrals.
Areas for Growth	We need consistency of implementation across all classrooms.	We need consistency of implementation across all classrooms.	We need consistency of implementation across all classrooms.	We need consistency of implementation across all classrooms.

PROGRESS INDICATORS

Next Steps	Model Brain Smart starts in meetings	Share exemplar examples of classroom implementation		Provided further professional development Plan to correlate discipline data with room implementing community meetings.
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)	Refine the implementation of the SAVVAS curriculum to effectively teach structured literacy, thereby enhancing reading outcomes for all students.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	District Funded
Plan for coaching and support during the learning process	Regularly schedule SAVVAS Trainings throughout the fall and spring Optional summer SAVVAS Trainings eLearning Day curriculum reflection with PLC eLearning Day curriculum Q & A with SAVVAS trainers

	<p>Site visit from SAVVAS for direct instructional coaching SAVVAS training on Intervention and Small Group resources Weekly PLC meetings Instructional Coach sessions</p>
<p>Evidence of Impact</p>	<p>Effective integration of SAVVAS structured literacy components into daily instruction, as evidenced by lesson plans and classroom observations. Improvement in student literacy skills, demonstrated by progress on SAVVAS common assessments, NWEA, and ILEARN. Positive feedback from students, staff, and administrators regarding the implementation and impact of the SAVVAS curriculum on student learning.</p>
<p>How will effectiveness be sustained over time?</p>	<p>Engage in regular collaboration with colleagues to share insights, challenges, and best practices related to the SAVVAS curriculum. Reflect on the effectiveness of the curriculum and instructional strategies in meetings or professional learning communities.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	<p>*All professional development outside of contract hours is voluntary.</p>

Professional Development Goal(s)	Enhance instructional effectiveness and student engagement through the integration of Brain-Aligned Tier 1 practices, ensuring that all teachers are equipped with the knowledge and skills to apply research-based strategies.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	District Funded Building Funded
Plan for coaching and support during the learning process	Monthly Brain Days with Director of Applied Education Neuroscience ELearning Professional Development by Director of Applied Education Neuroscience Answers in the Room PLC Professional Development Series with Brain Anchor Team Essential Agreements Workshop for teacher teams Optional Conscious Discipline book study presented by Director of Applied Education Neuroscience Models throughout the school of the 10 Essential Tier 1 Brain-Aligned Practices
Evidence of Impact	Conduct classroom observations to ensure the integration of brain-aligned practices. Collect feedback from teachers regarding the relevance and impact of the training on their instructional practices. Analyze student performance and discipline data to assess any improvements in engagement, achievement, and behavior linked to the implementation of brain-aligned strategies.
How will effectiveness be sustained over time?	Schedule periodic refresher workshops to revisit and reinforce brain-aligned strategies and introduce any new research or techniques. Offer advanced professional development opportunities for teachers who have mastered the basics, focusing on deeper application and innovation in brain-aligned practices. Provide ongoing support through instructional coaches who can offer personalized feedback and assistance in implementing and refining brain-aligned practices. Engage in regular conversations during PLC to collaborate and share experiences.
Link additional information here (if necessary) □	*All professional development outside of contract hours is voluntary.

Professional Development Goal(s)	Enhance mathematics instruction by equipping all math teachers with the skills to effectively use multiple representations (e.g., visual, symbolic, verbal) to support diverse student learning needs and deepen students' understanding of mathematical concepts.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	District funds Building funds
Plan for coaching and support during the learning process	Webinars PLC Instructional Coach Indiana Learning Lab virtual workshops Reference materials
Evidence of Impact	Conduct classroom observations to assess the effective use of multiple representations in instruction Analyze student performance data to determine improvements in comprehension and problem-solving skills related to mathematical concepts. Collect feedback from teachers regarding the impact of professional development on their instructional practices and student outcomes.
How will effectiveness be sustained over time?	Schedule regular refresher courses and advanced workshops to revisit and deepen teachers' understanding of multiple representations. Incorporate the latest research and emerging best practices into professional development offerings to keep instruction methods current. Maintain PLCs focused on mathematics instruction, where teachers can collaboratively plan, share strategies, and discuss challenges related to multiple representations. Regularly update and expand resource collections to include new tools and strategies.
Link additional information here (if necessary) <input type="checkbox"/>	*All professional development outside of contract hours is voluntary.

Professional Development Goal(s)	Instructional staff will receive training on evidence-based reading intervention programs to improve reading proficiency for struggling readers. Teachers will integrate these strategies into their instruction, targeting students performing below grade level, and progress will be monitored through regular assessments to ensure growth in reading comprehension, fluency, and overall literacy skills.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	ESSR Funded
Plan for coaching and support during the learning process	Two teachers will participate in Reading Horizons Leadership Academy to become trainers for this intervention program Reading Horizons teacher trainers will train all ELA staff during eLearning Teacher trainers will be able to observe ELA staff using Reading Horizons and provide feedback Staff will receive training for Mindplay during PLC PLC meetings will discuss data
Evidence of Impact	Collect regular data from both programs Progress monitoring for special education students participating in the programs Observations and feedback from trainers NWEA growth in reading and language usage assessments Growth in common assessment data
How will effectiveness be sustained over time?	Provide yearly refresher courses and advanced training sessions for teachers, ensuring they stay updated on the latest research, techniques, and tools related to reading interventions. Incorporate annual training for new staff Regularly assess student reading progress using formative and summative assessments to identify areas for improvement. Adjust intervention strategies based on real-time data and individual student needs. PLC collaboration
Link additional information here (if necessary) <input type="checkbox"/>	*All professional development outside of contract hours is voluntary.