School Name: Oak Hill Elementary School

School Number: 3753

Street Address: 425 S. Nichols St.

City: Lowell

Zip Code: 46356

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: <mark>2019-2022</mark>, 2020-2023, 2021-2024, 2022-2025 (<mark>Highlight</mark> implementation years)

---------------------- **CONTACT INFORMATION** ----------------------

Principal: Mrs. Brandie Muha
Telephone: 219-696-9285   Email: bmuha@tricreek.k12.in.us

Superintendent: Dr. Rod Gardin
Telephone: 219-696-6661   Email: rgardin@tricreek.k12.in.us

Contact for Grants: Mr. Kevin Deal

Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**

Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>. (<mark><u>Highlight</u></mark> <u>answer choices below.</u>)

This is an initial three (3) year plan. **Yes <mark>No</mark>**	This is a review/update of a plan currently in use. **<mark>Yes</mark> No**
This school is identified as the following by the federal government: (<mark>Highlight</mark> all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (<mark>highlight</mark> all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	

This school receives Title IA funding. **Yes** No   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** **TA**
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised 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 sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Brandie Muha	Principal	**CNA, SIP, Both**	PBIS, MTSS/RtI, Safety/Crisis, Attendance, Math, ELA
Samantha Gill	Teacher	**CNA, SIP, Both**	PBIS, Math, ELA
Teresa Patrevito	Teacher/Parent	**CNA, SIP, Both**	MTSS/RtI, Safety/Crisis, Math, ELA
Hannah Connell	Teacher	**CNA, SIP, Both**	ELA, Math
Alyson Bird	Student Support Advisor	**CNA, SIP, Both**	MTSS/RtI, PBIS, Safety/Crisis

--- ALIGNMENT [optional] ---

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

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

District Vision: School Vision:

District Mission: School Mission:

District Goals:

Does the school's vision support the district's vision?   Yes   No
Does the school's mission support the district's mission?   Yes   No
Do the school's mission and vision support district goals?   Yes   No

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

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of reading program.*	*Yes No*	
English Language Arts	K-5	McGraw-Hill Wonders	Yes No	Tier 1, 2, 3	It is a Comprehensive Reading and Language Arts Program that meets the needs of K-5 standards as well as personalized learning. Students response to textual evidence. Develops reading stamina. Students use anthologies, reading and writing companions, leveled readers, story and vocabulary cards, decodables, practice books with spelling, phonics, conventions and grammar. Assessments and progress monitoring are built in through genre studies.	Yes No	
Mathematics	K-5	McGraw-Hill Everyday Math	Yes No	Tier 1, 2, 3	This a comprehensive Math Program that meets the needs of K-5 Math standards as well as personalized learning. Utilizes a spiral approach	Yes No	

					that continually reinforces abstract math concepts through concrete real-world applications.		
Science	K-5	Pearson Interactive Science	Yes No	Tier 1, 2, 3	This is a hands-on, online-based program that aligns to the IAS. Students are taught content while using the online site, textbook, non-fiction guided readers and conduct hands-on experiments. In-person and virtual study trips, research, supplemental books and videos are used to support the science curriculum. Computer science standards have been aligned and implemented into the program.	Yes No	
Social Studies	K-5	Thematic Units Based on IAS	Yes No	Tier 1, 2, 3	Themes are aligned with IAS as well as the ELA curriculum to provide a comprehensive and integrated understanding of the IAS for social studies.	Yes No	
Health	K-5	The Great Body Shop	Yes No	Tier 1, 2, 3	This monthly magazine curriculum provides instruction that aligns to the IAS. It covers injury prevention, personal safety, nutrition, functions of the body, growth and development, life cycles, illness prevention, substance abuse prevention, community health/safety, emotional health, environmental health, consumer health, and physical fitness.	Yes No	
Physical Education	K-5	Units Based on IAS	Yes No	Tier 1, 2, 3	Lessons are aligned to create a robust and comprehensive physical education program for grades K-5 that align to the IAS.	Yes No	
Music	K-5	Quaver	Yes No	Tier 1, 2, 3	Quaver is an online music curriculum that incorporates social-emotional learning, technology, and the alignment of the IAS.	Yes No	
Art	K-5	Thematic Units Based on IAS	Yes No	Tier 1, 2, 3	Lessons are aligned to create a robust and comprehensive art program for grades K-5 that align to the IAS.	Yes No	

Content Area	Grade	Program	Research Based	Tier	Description	Aligned
ELA	K-5	Spelling Vocabulary City	<mark>Yes</mark> No	<mark>Tier 1, 2,</mark> 3	SpellingVocabulary City not only aligns with our Wonders curriculum, but provides a technology platform for spelling and vocabulary development that aligns with IAS and allows for personalized learning experiences.	<mark>*Yes*</mark> *No*
Reading	2-5	MindPlay	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	Adaptive online reading program that provides instruction and intervention for all components of the reading process. Provides an online reading coach to set goals and close gaps.	<mark>*Yes*</mark> *No*
Reading	K-1	HeadSprout	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	Adaptive online reading program that provides instruction and intervention for our youngest readers. All students in grades K-1 will utilize Headsprout as another way of setting reading goals and closing gaps.	<mark>*Yes*</mark> *No*
Reading	K-1	RAZ-Kids Plus	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	Leveled reading and reading comprehension program that allows for differentiation in ELA as well as provide take-home reading practice for students.	<mark>*Yes*</mark> *No*
Computer Science	K-5	Tynker	<mark>Yes</mark> No	<mark>Tier 1</mark>, 2, 3	Online platform that teaches students the foundation of coding for computer science. This supports the adoption and implementation of the Indiana Computer Science Standards.	<mark>*Yes*</mark> *No*
Math, ELA, Social Studies, Science	K-5	IXL	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	Personalized learning platform that allows teachers to assign lessons and for students to work through adaptive lessons. Helps close gaps for each individual student. Goals are created and monitored for students in grades K-5 in the content areas. Students are able to follow a diagnostic plan aligned to their skill level.	<mark>*Yes*</mark> *No*
ELA	4-5	Newsela	<mark>Yes</mark> No	<mark>Tier 1</mark>, 2, 3	Provides ability for teachers to instruct reading strategies at differentiated levels along with assessment components. All topics and content areas are covered.	<mark>*Yes*</mark> *No*
Reading	K-5	Leveled Literacy Intervention (LLI)	<mark>Yes</mark> No	Tier 1<mark>, 2, 3</mark>	A short-term literacy intervention that provides daily, intnsive, small-group	<mark>*Yes*</mark> *No*

				instruction, which supplements classroom teaching. Provides leveled books and fast-paced, systematically designed lessons.		

Core Element 1: Curriculum [Required for all]   *continued*

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

The public may view the school's curriculum in the following location(s):
    By contacting the school principal to set up a time to view curriculum in the school office.

Core Element 2: Instructional Program [Required for all]

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

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	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	

Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	<mark>Yes</mark> No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	<mark>Yes</mark> No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	<mark>Yes</mark> No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	<mark>Yes</mark> No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	<mark>Yes</mark> No	

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. 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)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-5	3 times/year	Benchmark, Interim: The NWEA assessments are skill-based assessments that are used to provide in-depth student data that assists in instructional planning, progress monitoring, standards benchmarking, Student Growth Percentile measurements, and actionable Response to Instruction data for both reading and math.	<mark>Yes</mark>　No	
Mindplay Universal Screener, and Progress Monitoring	K-5	4 times/year	Benchmark, Interim: Mindplay Universal Screener is an online reading assessment program that tests basic reading skills, provides a baseline for each skill, and measures progress for individual students, grade levels, or	<mark>Yes</mark>　No	

			entire schools. This is used for our dyslexia screening and ongoing progress.		
Wonders Benchmark	K-5	Weekly Assessments Full unit benchmark: Every 6 weeks	Common Formative: Students are assessed every 6 weeks using the Wonders Benchmark assessments for the five foundational literacy skills. Instructional adjustments are made and gaps are addressed in student learning/progress toward proficiency of grade level academic standards.	<mark>Yes</mark> No	
Running Records	K-5	3 times/year	Common Formative/Benchmark: Classroom teachers may use Wonders Running Records to inform guided reading grouping within their classroom. Running records are also used as a measure of student progress in classrooms and in specialized programming such as Title 1 interventions or Special Education services.	<mark>Yes</mark> No	
EGSI	K	Every 4 weeks	Benchmark, Interim: The kindergarten assessment is given to all kindergarten students to identify proficiency on alphabet recognition and sequencing. After students enroll in kindergarten, teachers continue to use the ESGI program to assess students and provide individual differentiation every four weeks for grade level goals.	<mark>Yes</mark> No	
CogAT	K, 2, 5	1 time/year	Summative: This assessment is administered to kindergarten, second grade, and fifth grade students and to high ability candidates in third and fourth grade. CogAt measures general and specific reasoning abilities in 3 domains: verbal, quantitative, and nonverbal. This measure is one component of the identification for eligibility in the High Ability Program.	<mark>Yes</mark> No	
WIDA	K-5	1 time/year	Benchmark, Summative: This assessment determines the level of a student's English Language proficiency. It is administered once a year in January to students identified as English Language Learners to maintain services appropriate for each individual.	<mark>Yes</mark> No	
ILEARN	3-5	1 time/year	Summative: End of year state assessment to identify proficiency and mastery of grade level academic standard in ELA, Math, Science, and Social Studies	<mark>Yes</mark> No	
IREAD 3	3	1 time/year	Summative: End of year reading proficiency test given to all third grade students.	<mark>Yes</mark> No	
Writing Assessments	K-5	Every 6 weeks	Benchmark, Interim: Students are assessed through benchmark assessments that focus on literacy concepts tied to writing (phonics, structural analysis,	<mark>Yes</mark> No	

			comprehension, vocabulary acquisition, research, writing process, conventions, etc.).		

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 No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

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

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	
A plan is in place to provide in-service training in the use of technology.	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)

Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

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

If "Not currently implementing career exploration activities" was checked above, explain why.

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

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

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	

Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No

Core Element 7: Cultural Competency [Required for all]

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

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Our different groups are identified through several ways. First, through the school registration process we are able to identify different racial groups. Families new to the school (Kindergarten or from out of state), complete a Home Language Survey to indicate a language other than English. Students are given the WIDA screener and assessment to indicate level of language proficiency for LEP students. Families are direct certified and also have the opportunity to apply for free/reduced lunch assistance.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
Our school has Title I services to meet the needs of students. We also have an MTSS/RtI plan and team in place. Our ELL students are served by an ELL teacher and ELL assistant. Each program works on personalizing the learning experience for each child.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
Opportunities can come from learning how to be culturally responsive. Also including ongoing professional development on the WIDA standards would be beneficial.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
● Wonders English Language Arts curriculum
● Character Education Core Essential
● Newsela

- Social Studies
- District diversity curriculum

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   Last year: 27   Two Years Ago: 12   Three Years Ago: 8

What may be contributing to the attendance trend?
   The increase in absenteeism is being attributed to the COVID-19 pandemic and students that were not completing/participating in their virtual learning during the school closure.

What procedures and practices are being implemented to address chronic absenteeism?
- Phone calls to parents
- Attendance letters are sent out when accruing absences. When students reach 9 absences they are placed on an attendance contract and notified what it means to accrue multiple absences. If they break the contract they are then referred to town court.
- Town Court: Parents are referred and attend town court after they break their attendance contract.
- Filing of Educational Neglect charges if necessary
- Core Essential curriculum used with students to discuss the importance of being in school
- Counselor lessons once a month in the classrooms
- Reviewing attendance policies, state guidance, and tracking of data in the Student Management System
   - Handbook: attendance policies are spelled out in our student/parent handbook, which is signed off on at the beginning of every through through the registration process
- Child Find: Administrators and Student Support Advisors collaboratively work with teachers and the nurse to identify reasons behind absences and if educational support is needed to help with attendance (medical needs, certificate of incapacity, section 504, etc.). Fact finding meetings are held to uncover reasons behind excessive absenteeism.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
- School-wide data meetings will be utilized to track student attendance. During data meetings the following questions will be answered: What are we noticing? Are we meeting our goal? What changes need to occur to meet the proposed benchmark?
- Use of our Student Management System as a way to track data trends.
- Daily attendance is monitored through an end of the day attendance report.
- Weekly attendance reports are monitored for multiple day absences and reasons.
- An attendance spreadsheet indicating when parents are notified at 2, 4, 6, and 9 absences and shifts made to each notification lane.
- Phone calls are documented through Skyward to indicate conversations.
- Town court appearances and follow up of attendance reports to town and community partners.
- Contracts are signed at nine indicating understanding of the importance of school attendance.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	

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

How does the school maximize family engagement to improve academic achievement?
- Oak Hill is a Family Friendly and Gold Star Counseling School
- Monthly newsletter to families
  - Articles include parenting tips, helping children with homework, reading/writing/problem-solving strategies, and discipline.
- Active Parent Teacher Organization
- Classroom volunteers
- School Improvement Plan input
- Outstanding Cardinal brunch
- Yearly communication about behavioral expectations
- Anti-bullying committee representative
- Parent-teacher conferences
- Ongoing rapport throughout the school-year between teachers, administration, and parents.
- Grades and progress updated regularly through Student Management System
  - Communicated to parents
- Response to Instruction and Title teams work to identify academic needs and provide interventions
  - Communication to parents is a part of the process

- Quarterly student awards
- District Safety Committee
- District Diversity Committee
- Family events for specific student groups: Title I, English Language Learners, and High Ability Students

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
- Open-door policy where parents are free to contact the principal and/or Student Support Advisor with concerns, suggestions, or ideas.
- Parent Teacher Organization partners directly with the school
- Open dialogue between teachers and parents/guardians.
- In-person meetings and phone calls to staff members and principal
- Surveys and forms sent out for feedback and input
- Administration sharing and question/answer time at monthly Parent Teacher Organization meeting

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
- In-person meeting and phone calls to educate regarding attendance
- Newsletter articles regarding attendance
- Sharing of Student Handbook

How do teachers and staff bridge cultural differences through effective communication?
- Sharing of newsletters
  - Translating newsletters into other languages as needed
- Providing translation services for family and staff meetings or to provide assistance, as needed

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?

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

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

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

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

Graduation rate last year: Percent of students on track to graduate in each cohort:

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

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

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

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

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

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.

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

Staff Name	Licensure/Certification	Assigned Class/Subject

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments		Individual Learning Plans (ILPs)		IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments	X	Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group		ESL Staff Training	X	Performance Gap Data	X	Performance Gap Data
X	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff	X	High Ability Training for Staff
	PSAT/SAT/ACT Assessments	X	Federal (ESSA) Grade for Group	X	Approved Testing Accommodations	X	Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group		
X	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				
	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?
Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. <u>**All**</u> <u>schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress</u>.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   During the 2019-20 school year Oak Hill students will meet or exceed the state average by 5% on the ILEARN ELA Assessment.

Measurable outcome met?   **Yes**   **No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

- The ILEARN assessment was not given due to the closing of school due to the COVID-19 pandemic. There is no comparable data from the first year to the second year. The goal will be modified based on new data in relationship to school closure due to COVID-19 and the cancellation of school assessments.

If the goal was not met, should the school continue to work toward this goal?   **Yes**   **No**

Goal 2   During the 2019-20 school year Oak Hill students will meet or exceed the state average by 5% on the ILEARN Math assessment.

Measurable outcome met?   **Yes**   **No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

  The ILEARN assessment was cancelled due to the COVID-19 pandemic. There is no comparable data from the first year to the second year. The goal will be modified based on new data in relationship to school closure due to COVID-19 and the cancellation of school assessments.

If the goal was not met, should the school continue to work toward this goal?   **Yes**   No

Goal 3   During th 2019-2020 school year, Oak Hill will maintain an attendance rate of 96% or higher.

Measurable outcome met?   **Yes**   **No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to the COVID-19 pandemic, the school was unable to continue its focus on reaching the goal as stated. The attendance rate was also negatively impacted by attendance and participation of students in online learning during the pandemic.

If the goal was not met, should the school continue to work toward this goal?   **Yes**   No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We

are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	**Current Goal**	**Actual Performance Based on School Data**	**Brief Description Comparing Current Performance to Desired Performance**	**Gap**	**Priority**
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
We will close the achievement gap on ILEARN between economically disadvantaged students and peers who are not identified as a disadvantaged student.	<mark>Yes</mark> No	48.8% of economically disadvantaged grades 3-5 students demonstrated proficiency on the ILEARN ELA assessment, versus 61.3% of the total population (2018-19). 63.4% of economically disadvantaged grades 3-5 students demonstrated proficiency on the ILEARN Math assessment, versus 73.7% of the total population (2018-19).	Although in 2018-19 student achievement demonstrated the school as a whole is performing higher than the state average, disaggregated data is demonstrating economically disadvantaged students are performing well below the school average. Oak Hill Elementary would like our economically disadvantaged students to perform similar to their peers on the IlEARN assessment.	X	2
We will close the achievement gap on ILEARN between the special education populations and peers who are not identified as a special education student.	<mark>Yes</mark> No	27.6% of special education grades 3-5 students demonstrated proficiency on the ILEARN ELA assessment, versus 61.3% of the total population (2018-19). 34.5% of special education grades 3-5 students demonstrated proficiency on the ILEARN Math assessment, versus 73.7% of the total population (2018-19).	Although in 2018-19 student achievement demonstrated the school as a whole is performing higher than the state average, disaggregated data is demonstrating special education students are performing well below the school average. Oak Hill Elementary would like our special education students to perform similar to their peers on the IlEARN assessment.	X	1
We will improve the persistent attendees rate, which will impact overall attendance as well as the model	<mark>Yes</mark> No	56.1% of students are identified as persistent attendees (attendance rate of at least 96%). This is below	The total number of persistent attendees (attendance rate of at least 96 percent) impacts the model attendee percentage. With the COVID-19 pandemic,	X	3

attendee rate.		the state average of 61.9%	we are aware that overall student attendance will be impacted. We will continue to implement the strategies as listed in the school improvement plan.		
	Yes No				
	Yes No				
	Yes No				

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
● We will close the achievement gap on ILEARN between the special education populations and peers who are not identified as a special education student.	● Lack of a guaranteed and viable curriculum for ELA. Teachers were providing and creating materials that differed from classroom to classroom ● Trend data and comprehensive data not collected or shared ● Subgroup population data not collected or shared with staff

	● Data not triangulated but looked at separately and inconsistently 　○ Gap analysis between ILEARN, NWEA, and Everyday Math assessments did not occur ● Inconsistent data tracking and intervention ● Lack of training and understanding of RtI ● No formal documentation of an RtI plan 　○ No guidelines or procedures developed ● RtI definitions not consistent among staff ● Lack of training regarding special education supports and understanding
● We will close the achievement gap on ILEARN between economically disadvantaged students and peers who are not identified as a disadvantaged student.	● <mark>Lack of a guaranteed and viable curriculum for ELA. Teachers were providing and creating materials that differed from classroom to classroom</mark> ● Trend data and comprehensive data not collected or shared ● Subgroup population data not collected or shared with staff ● Data not triangulated but looked at separately and inconsistently. 　a. Gap analysis between ILEARN, NWEA, and Everyday Math assessments did not occur. ● Inconsistent data tracking and intervention ● Lack of training and understanding of RtI ● No formal documentation of an RtI plan 　a. No guidelines or procedures developed ● RtI definitions not consistent among staff ● Lack of training in understanding economically disadvantaged students
● We will improve the persistent attendees rate, which will impact overall attendance as well as the model attendee rate.	● Inconsistencies in data collection for attendance ● Inconsistencies in follow-through with attendance concerns ● Trend data and comprehensive data not shared with staff ● Lack of training on improving attendance rates

Write your Goal(s) from these.　　　　　　　　　　　　　　　*Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

Yr. 3 Measurable Objective	~~By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.~~

GOAL 1	We will close the achievement gap on ILEARN ELA between the special education populations and peers who are not identified as a special education student by 5%.			
Data Checkpoints (dates)	**September 2020**	**December 2020**	**March 2021**	**May 2021**
Evidence at Checkpoints	**Reading Scores on NWEA**	**Reading Scores on NWEA**	**Reading Scores on NWEA**	**Results of ILEARN ELA**
Evidence- Based Strategy 1	**Create and implement a comprehensive Multi-Tiered System of Support Plan**			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Teachers will receive training on Wonders that will support instruction to increase student ELA ILEARN and ELA NWEA assessment scores to align with core Tier 1 instruction.	October 2020/May 2021	Principal, Leadership Team, Special education teachers, general education teachers	90% of teachers implemented the McGraw-Hill Wonders Curriculum as determined by observations.
Action Step 2	Develop a tiered system of support that is fluid.	September 2020/May 2021	Principal, RtI team, Leadership Team	Comprehensive MTSS plan will be fully developed by May 2021.
Action Step 3	Collaborative data-based problem solving and decision-making	September 2020/May 2021	Principal, RtI team, Leadership Team, gen ed classroom teachers, special education teachers	Data team plan will be developed and fully implemented by 100% of classroom teachers by January of 2021.
Action Step 4	Training on instructional strategies that best support special education students.	January 2021/May 2021	Principal, RtI team, Leadership Team, gen ed classroom teachers, special education teachers	90% of teachers implement taught strategies.

Evidence- Based Strategy 2	Specific lessons assigned to students based on NWEA data Analysis K-5 and Mindplay/Headsprout/IXL reports.			PD Needed: Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Teachers will receive training on analyzing data with NWEA, Headsprout, Mindplay, and IXL.	October 2020/May 2021	Principal, Leadership Team, Classroom Teachers	100% of teachers trained and utilized reports during Data Team Meetings.
Action Step 2	Teachers will receive training on the implementation of Headsprout, Mindplay, and IXL.	October 2020/May 2021	Principal, Leadership Team, Classroom Teachers	100% of teachers trained and utilized identified programs will fidelity.
Action Step 3	Trend data on special education students will be collected, shared, and analyzed.	September 2020/May 2021	Principal, Leadership Team, Classroom teachers	100% of teachers will update the data spreadsheet for analysis.

GOAL 2	We will close the achievement gap on ILEARN ELA between economically disadvantaged students and peers who are not identified as a disadvantaged student by 5%.			
Data Checkpoints (dates)	September 2020	December 2020	March 2021	May 2021
Evidence at Checkpoints	Reading Scores on NWEA	Reading Scores on NWEA	Reading Scores on NWEA	Results of ILEARN ELA
Evidence- Based Strategy 1	Create and implement a comprehensive Multi-Tiered System of Support Plan			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will receive training on Wonders that will support instruction to increase student ELA ILEARN and ELA NWEA assessment scores to align with Tier 2 & 3 instruction.	October 2020/May 2021	Principal, Leadership Team	90% of teachers implemented the McGraw-Hill Wonders Curriculum as determined by observations.
Action Step 2	Develop a tiered system of support that is fluid.	September 2020/May 2021	Principal, RtI team, Leadership Team	Comprehensive MTSS plan will be fully developed by May 2021.
Action Step 3	Collaborative data-based problem solving and decision-making	September 2020/May 2021	Principal, RtI team, Leadership Team, Classroom teachers	Data team plan will be developed and fully implemented by 100% of classroom teachers by January of 2021.
Action Step 4	Training on understanding how to best support underserved populations.	January 2021/May 2021	Principal, RtI team, Leadership Team, Classroom teachers	80% of teachers implement taught strategies.
Evidence- Based Strategy 2	Specific lessons assigned to students based on NWEA data Analysis K-5 and Mindplay/Headsprout/IXL reports.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	**Teachers will receive training on analyzing data with NWEA, Headsprout, Mindplay, and IXL.**	**October 2020/May 2021**	**Principal, Leadership Team, Classroom Teachers**	**100% of teachers trained and utilized reports during Data Team Meetings.**
Action Step 2	**Teachers will receive training on the implementation of Headsprout, Mindplay, and IXL.**	**October 2020/May 2021**	**Principal, Leadership Team, Classroom Teachers**	**100% of teachers trained and utilized identified programs will fidelity.**
Action Step 3	**Trend data on economically disadvantaged students will be collected, shared, and analyzed.**	**September 2020/May 2021**	**Principal, Leadership Team, Classroom teachers**	**100% of teachers will update data spreadsheet for analysis.**

GOAL 3	We will improve the persistent attendees rate, which will impact overall attendance as well as the model attendee rate, to be at the state average.			
Data Checkpoints (dates)	**October 2020**	**January 2021**	**March 2021**	**May 20021**
Evidence at Checkpoints	**Attendance data from Student Management System**	**Attendance data from Student Management System**	**Attendance data from Student Management System**	**Attendance data from Student Management System**
Evidence- Based Strategy 1	**Develop an effective attendance monitoring system.**			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	**Identify students to be most at-risk for becoming chronically absent**	**September 2020/May 2021**	**Principal, Secretary, Team Leaders**	**Data spreadsheet is updated with 100% of at-risk students who are at-risk for becoming chronically absent.**
Action Step 2	**Track follow-through with attendance concerns**	**September 2020/May 2021**	**Principal, Secretary, Team Leaders**	**Data spreadsheet is continually updated to track follow-through of attendance concerns**
Action Step 3	**Integrate attendance data into team leader and data team reviews**	**September 2020/May 2021**	**Principal, Secretary, Team Leaders, Classroom teachers**	**100% of teachers will utilize attendance data as a consistent part of data team meetings**
Action Step 4	**Analyze attendance trend data for students**	**September 2020/May 2021**	**Principal, Secretary, Team Leaders,Classroom Teachers**	**100% of staff will analyze data trends of students to look for progress or areas of concern.**
Evidence- Based Strategy 2	**Create an attendance plan for virtual learners**			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

Action Step 1	**Identify virtual students to be most at-risk for becoming chronically absent**	**September 2020/May 2021**	**Principal, Secretary, Team Leaders, Virtual teachers**	**Data spreadsheet is updated with 100% of at-risk virtual students who are at-risk for becoming chronically absent.**
Action Step 2	**Communicate attendance expectations for virtual learners**	**September 2020/May 2021**	**Principal, Secretary, Team Leaders**	**Communication plan is developed and implemented by the end of the school year.**
Action Step 3	**Add virtual student attendance date to track follow-through and progress**	**September 2020/May 2021**	**Principal, Secretary, Team Leaders, Virtual teachers**	**Data spreadsheet is continually updated to track follow-through of attendance concerns**

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Teachers will receive training on how to analyze NWEA and ILEARN data to make instructional decisions.	Linked SIP Goals **Yes** No
Possible Funding Source(s)	Title II, Title IV	
Evidence of Impact	Increase in student achievement and closing of growth gaps on both NWEA and ILEARN.	

Plan for coaching and support during the learning process: During data team meetings, spiral review and application of training will be integrated into data conversations. The team and building principal will continue to clarify understanding throughout the data team process.
How will effectiveness be sustained over time? The ongoing continuation of data teams along with needed shifts and added clarification to data teams will be implemented as needed.

Professional Development Goal 2	**Teachers will receive training on Wonders that will support instruction to increase student ELA ILEARN and ELA NWEA assessment scores to align with Tiers 1, 2, and 3 instruction.**	**Linked SIP Goals** Yes No
Possible Funding Source(s)	Title II, Title I, Title IV, Early Literacy Grant	
Evidence of Impact	Implementation of a guaranteed and viable curriculum across all classrooms in Kindergarten through Fifth Grade. NWEA and ILEARN scores in ELA will reflect the fidelity of implementation with positive growth and achievement.	

Plan for coaching and support during the learning process:
Through administrative walk-throughs and observations, teachers will be provided with coaching opportunities. Teachers will work collaboratively to support each other during common planning as well as during staff meetings.

How will effectiveness be sustained over time?
The staff will be intentional in reviewing data and creating collaborative conversations related to Wonders training. Reflection on practices and improvements that need to be made will be ongoing.

Professional Development Goal 3	Teachers will receive training on implementing and then analyzing data with NWEA, Headsprout, Mindplay, and IXL.	Linked SIP Goals <mark>Yes</mark> No
Possible Funding Source(s)	Title II, Title IV, Title I, Early Literacy	
Evidence of Impact	Student reports from NWEA, Headsprout, Mindplay, and IXL will show an increase in student achievement.	

Plan for coaching and support during the learning process:
Webinars, common planning, data team meetings, staff meetings, and walk-throughs will be used to continue coaching and supporting staff with their learning.

How will effectiveness be sustained over time?
The staff will be intentional in reviewing data and creating collaborative conversations related to all training and analyzing of data. Reflection on practices and improvements that need to be made will be ongoing.