



School Name: College Park Elementary

School Number: 5354

Street Address: 2811 Barnard St

City: Indianapolis, IN

Zip Code: 46268

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025

----- CONTACT INFORMATION -----

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--- 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 required to submit a school improvement plan (SIP)? **All public and private schools**

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

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

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight 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 Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE ---

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 subcommittees 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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Stephane Bordelon	Principal	CNA, SIP, Both	All
Aaron Botsford	Assistant Principal	CNA, SIP, Both	All
Brooke Brink	Instructional Coach	CNA, SIP, Both	All
Krista Tobin	Primary Teacher	CNA, SIP, Both	All
Taylor Stevens	Primary Teacher	CNA, SIP, Both	All
Amberly Stevens	Intermediate Teacher	CNA, SIP, Both	All
Christy Gilbert	Intermediate Teacher	CNA, SIP, Both	All
Danielle Meeks	Exceptional Learners Teacher	CNA, SIP, Both	All
Brielle Stubbs	Parent	CNA, SIP, Both	All
Elaine Eilers	Community Member	CNA, SIP, Both	All
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

Mission Statement

The Metropolitan School District of Pike Township cultivates a diverse, innovative learning environment by opening doors of opportunity for students to achieve their maximum potential.

We believe...

- Our community is strengthened by diversity, multiple perspectives, and mutual respect.
- Students need a safe environment to learn.
- Students learn best when they think critically, problem-solve, and effectively communicate and collaborate.
- Students are actively engaged when learning is authentic, interactive, relevant, and thought-provoking.
- Appropriate learning opportunities for students, teachers, and community are necessary to accomplish our mission.
- Educators use evidence to strategically plan and creatively prepare students for college, career, and life-long learning.

Does the school's mission support the district's mission? **The district mission is the school mission**

Do the school's mission support district goals? **The district mission is the school mission and support district goals**

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

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
Reading & Language Arts	K-5	Into Reading/Houghton Mifflin Harcourt	Yes	Tier 1	Textbook, guided reading books, writing/grammar, digital resources are core component of reading & language arts program.	Yes No	X
Reading	K-8	Leveled Literacy Intervention	Yes	Tiers 2 & 3	Used for reading intervention	Yes No	X
Reading	K-5	Rigby Readers	Yes	Tier 1 & 2	Used for small-group guided reading lessons and for reading interventions	Yes No	X
Reading	K-5	Fountas and Pinnell Guided Reading Collection	Yes	Tiers 1 & 2	Used for small-group guided reading lessons and for reading interventions	Yes No	X
Reading	K-8	Moby Max	Yes	Tiers 1, 2, 3	Digital supplement to the core math program with instruction and practice plus interventions	Yes No	X
Handwriting	K-3	Zaner-Bloser	Yes	Tier 1	To support handwriting instruction for primary learners.	Yes No	

Mathematics	K-8	Go Math!	Yes	Tier 1	Textbook, manipulatives, digital resources are core component of math program	Yes No	
Mathematics	K-8	Moby Max	Yes	Tiers 1, 2, 3	Digital supplement to the core math program with instruction and practice plus interventions	Yes No	
Mathematics	K-8	Go Math! Think Central	Yes	Tiers 1, 2, 3	Supplement to the core math program with instruction and practice plus interventions	Yes No	
Science	K-5	Carolina Online	Yes	Tier 1	Used as core science curriculum with digital instruction/resources and hands-on science materials	Yes No	
Social Studies	K-5	Networks, McGraw Hill	Yes	Tier 1	Textbook used as core component for social studies program	Yes No	
Art	K-5	Explorations in Art	Yes	Tier 1	Textbook used as core component of art program	Yes No	
Music	K-5	Music Express	Yes	Tier 1	Student magazine and instructional resources used as a core component of music program	Yes No	
Music	K-5	K-8 Music Solfege	Yes	Tier 1	Digital and print resources plus audio recordings used as a core component of music program	Yes No	
Physical Education	K-8	SPARK	Yes	Tier 1	Textbook and digital resources used as core components of health education	Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a 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):

The M.S.D. of Pike Township Administrative Service Center, 6901 Zionsville Road, Indianapolis, IN 46268

College Park Elementary School, 2811 Barnard St., Indianapolis, IN 46268

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.

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

For Title I schools with Schoolwide Programs only:

To support students' academic needs, College Park Elementary uses a variety of timely, and effective instructional practices to meet the needs of students as well as providing additional assistance for students experiencing difficulty mastering the standards. Response to Instruction is a process that documents how well students respond to changes in instruction. Based on students' responses to core instruction, various instructional strategies and resources, and research-based interventions are used in the general education classroom. These interventions are routinely progress monitored for student growth toward achievement goals. Data collected and analyzed from monitoring tools is used to design and/or revise instruction to maximize student outcomes. Professional Learning Communities (PLC) meet weekly to discuss strategies to meet student needs. The RTI team meets once a week to ensure students' instructional and social needs are met. Students are referred to the RTI Team when strategies have been exhausted at the PLC level and students are not making the necessary progress based on the data.

In addition to the RTI process, students are provided with direct instruction through strategic and focused, small group instruction during the school day and after-school tutoring to address skill gaps in the areas of mathematics and reading/language arts. Title I, Exceptional Learner and English Language

Learner staff collaborate with general education teachers to address students' academic needs, design instruction, and to make decisions on instructional programs and interventions needed.

Students with advanced levels of academic achievement are served in high ability self-contained classrooms where they receive a more rigorous level of instruction designed to meet their academic achievement levels. These students are identified based on assessment data from several data points and are monitored throughout the year using classroom assessments. Instruction is adjusted accordingly to meet the needs of these higher performing students to ensure they are receiving a robust curriculum. For students that do not qualify for the high-ability program, but still demonstrate a high level of achievement, supplemental instruction may include accelerated academic software, book clubs, problem-based learning, elective courses, and collaborative projects to ensure enriched learning experiences commensurate with their achievement levels.

Students' social and emotional needs are supported through a variety of ways. College Park Elementary employs a counselor and a social worker to provide support to individual students and small groups. Counselors provide classroom lessons on various coping strategies related to social and emotional health. Social workers ensure that students and their families are connected with social services so that basic and other needs are met. The school implements Positive Behavior Intervention Support (PBIS) to promote healthy decision-making and behavior. In addition, the district employs a Behavior Support Team (BST), a district group of behavior specialists who consult with school teams to support students with behavioral challenges. Parents/guardians are in Behavioral Support Team meetings and are integral to the behavior plans and strategies that are developed.

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, 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 Map Growth, Screener, and Checklist	K-5	Benchmark, Com. Form., Summative, Other	NWEA are formative and summative assessments that measure academic proficiency, growth, & project success on high-stakes tests. The assessments inform educators to help them differentiate instruction, evaluate programs, and structure curriculum.	Yes No	X
Benchmarks Assessment System	K-5	Benchmark, Com. Form., Summative, Other	Fountas & Pinnell Benchmark Assessments (K-5) are used to determine student's independent and instructional reading levels. Teachers observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.	Yes No	X

ACCESS Test - WIDA	K-5	Benchmark, Com. Form., Summative, Other	WIDA-ACCESS is an assessment given to English language learners whose English proficiency level is 1.0 to 4.9. It is a nationally normed test that measures Comprehension and Communication in English.	Yes	No	
Cognitive Abilities Test (CogAT)	K-5	Benchmark, Com. Form., Summative, Other	The CogAT Screener & full battery assessments provide information about students' reasoning/ problem solving abilities using verbal, picture, number analogies, and figure matrices. CogAT provides a reliable and valid data point to screen students for high abilities.	Yes	No	
Dyslexia Screeners - NWEA Checklists, Arkansas Rapid Naming, Words Their Way, iRead Assessments	K-2	Benchmark, Com. Form., Summative, Other	These assessments are utilized to assess early foundational reading skills (phonemic awareness, alphabet knowledge, phonics, decoding, and encoding). These assessments provide early identification so that intervention strategies/programs are implemented and progress can be monitored.	Yes	No	
Into Reading	K-5	Benchmark, Com. Form., Summative, Other	Students are assessed on skills covered in each unit of study so that teachers can assess student mastery so as to provide remediation and enrichment.	Yes	No	X
Go Math	K-5	Benchmark, Com. Form., Summative, Other	Students are assessed on skills covered in each unit of study so that teachers can assess student mastery so as to provide remediation and enrichment.	Yes	No	

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	X
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:

The MSD of Pike Township utilizes a comprehensive collection of assessment instruments in order to monitor the educational progress of all students. Pike Township also uses assessments to measure curriculum strengths, professional development needs, and program effectiveness. Teachers are provided on-going professional development on how and when to administer statewide and interim assessments, and how to use data from formative assessments to inform instruction. Instructional staff use data from assessments to identify instructional needs of students in order to differentiate instruction through the PLC process. The use of differentiated instruction helps to ensure that all students are working to their maximum potential.

Core Element 4: Coordination of Technology Initiatives

Technology is approached from a needs-driven philosophy, and is designed and maintained with the goals of achieving a set of student and teacher outcomes aligned to the ISTE Standards and driven by 21st Century learning skills (The Four Cs: communication, collaboration, critical thinking, and creativity). Standardization is important to ensure the curriculum and professional development are viable across all schools of similar grade level. With that in mind, the district-developed standard set of technology, called a “classroom standard.” As student and teacher technology integration outcomes are implemented and revised, practitioner feedback drives any necessary changes in this standard. This may include PCs versus Chrome or Apple devices, wired versus wireless devices, student technology, display methods, and other aspects of instructional technology. Information Systems continually revise budgets and forecasts replacement costs of technology to ensure we are able to meet achievement as well as fiscal goals. As technology is an important resource for our students and teachers, extensive professional development on its effective use is of utmost importance and ongoing. All teachers receive training on the effective use of technology, especially as we adopt new platforms, to ensure we are always following best practices.

In addition, due to the increased need for technology integration for remote, virtual, and in-person instruction, two district technology integrators provide support and training to instructional staff, students, and families. For the 2020-2021 school year, two navigation specialists are part of the district staff to support families with technology use at home. Additionally, based on connectivity needs, wireless hotspot devices have been purchased and provided to families in need of internet access for students during remote/virtual 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	X
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

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.

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 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	X
A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	X
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	X
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	X
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	X

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 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.

During the registration process, families are asked to provide race/ethnicity information. There is a Home Language Survey (HLS) that is required for new students, as well. School administrative staff request records from students’ previous schools, if applicable. The District Data and Research Specialist runs reports, reviews STN information, and determines if students are enrolling in an Indiana school for the first time. If so, the HLS determines if the student needs to be screened for English language proficiency (ELP) level. If the student scores less than 5 on the ELP score scale, the student is determined to be an English learner until the student scores at least 5.0 on WIDA Access, a language proficiency standardized assessment. English learners are provided appropriate English language development services. Students socio-economic status is determined by free/reduced fee meals and textbook applications.

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

All programs within MSD of Pike Township are available to all students and if applicable, meet the various, required criteria. Students and parents

are provided with information on all Pike programs, counselors meet with students transitioning from elementary to middle school and from middle to high school to discuss available programs including, but not limited to, athletics, performing arts, high-ability, honors/AP courses, International Baccalaureate programs, Title I and English learner programs. Student groups are actively recruited for all programs through a series of informational meetings, written communication, website information that includes informational videos about certain Pike programs. In addition, an Equity Council has been established that evaluates participation in programs and how equitably student groups are represented.

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

District leadership recognize the need to implement culturally relevant and sustaining practices and pedagogy. To that end, the Superintendent M.S.D. of Pike Township created an Equity Council that seeks to learn about culture, ethnicity, race, religion, sexual-orientation, poverty, etc. and evaluate policies and practices within all aspects of the school district for inequities. The other purpose of the Equity Council is to determine the professional development needs of teachers, support staff, and school leaders. Currently, the district is engaging in equity professional development including presentations from top thought leaders like Dr. Paul Gorski. District and school leadership staff are also engaged in on-going professional development and conversations about race, cultural, and equity in education. In order to provide ongoing professional development at the school level, “Equity Facilitators” have been identified who will be professionally developed themselves and determine their intercultural competency based on data from the Intercultural Development Inventory (IDI). Each Equity Facilitator will be counseled by a

qualified IDI Administrator and develop a personal plan to progress toward the highest level of intercultural competence through further professional development, research, and experiences. This process will help Equity Facilitators to have a better understanding of their own identity as well as other cultures and issues of equity. The Equity Facilitators will then take what they have learned to lead professional development within their school community which will include presentations, engage in structured dialogue, participate in facilitated book studies, and other meaningful activities to improve cultural competency. On student eLearning days, district staff will participate in professional development. Portions of the professional development days will be dedicated to equity in education, culturally relevant and sustaining practices. Every Summer, Pike hosts a 3 to 4 day educational conference called ElevatED. Conference keynotes and several breakout sessions are centered around culturally relevant and sustaining practices. Building and district leadership staff receive ongoing equity and culturally relevant and sustaining practices professional development from District Equity Council facilitators during monthly district Leadership Team meetings.

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

During content-area textbook adoption, a committee of teachers and administrators, including special education and curriculum specialists, who review various curricular resources on several areas. Textbooks and curricular resources are evaluated in the following categories: Alignment to Indiana Academic Standards; Components of Core Content Materials, Assessment Materials, Digital Resources/Technology, Program Features, Ease of Use and Differentiated Materials. In the Differentiated Materials and Program Features categories, there are subcategories to be evaluated by the textbook adoption committee: Scaffolding and Support for Diverse Learners (i.e. English Learners and Exceptional Learners) and Authentic Multicultural Perspectives are Culturally Relevant. In addition, school librarians purchase books that represent a multitude of cultural groups to ensure that our diverse student body sees themselves, their families, and the community in what they read. Schools are also outfitted with sets of multicultural books for each teacher to be used for shared reading lessons, interactive read alouds, and independent reading in classrooms. Guided reading books have diverse characters and themes that honor the various cultures of our students.

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: 0% Two Years Ago: 0% Three Years Ago: 0%

What may be contributing to the attendance trend?

Three years ago, our school climate and management committee analyzed attendance data and found that the absenteeism rates were higher than desired. The committee worked on creating a process for improving attendance rates, especially in chronically absent students. Since the process has been implemented, the percentage of students who are chronically absent has decreased.

What procedures and practices are being implemented to address chronic absenteeism?

To monitor and improve student attendance, the following strategies have been implemented during the since the school year:

- Perfect attendance awards
- Collaboration with district social worker to set up home visits

- Meeting and letters to parents/guardians of students with chronic absences

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Each month, attendance data is analyzed by the climate and management committee and school administrators. If there students who are trending toward being chronically absent, parents/guardians are contacted; and if necessary, social workers are involved with helping families reduce issues causing absenteeism in students.

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

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

Family and community engagement are integral to student achievement and the success of the whole school community. Families have direct access to student grades through the district student management system (Skyward) and have access to the digital learning management system (CANVAS). Families participate in multiple school and district sponsored events that involve student academic goals and learning activities such as parent-student-teacher conferences, STEM Family Nights, Literacy Nights, and other educational and informational events. Although currently paused, parents and other community volunteers regularly come to school to assist with clerical and academic program supports.

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

District and building administrators actively seek and maintain community input and involvement in all aspects of school programs and operations. The district and school employs an extensive network of communication tools to ensure community awareness and involvement. Some district examples include the Pike website, social media, district and school newsletters, Skyward, Canvas, local media, and an automated text, phone call, and email system.

Parents and community members have opportunities to provide input on school programs, The School Improvement Plan and Title I School-wide Plan via PTA meetings, Annual Title I Meeting, School Improvement Team meetings (parent representatives are part of the team), and other school activities and events. The plan is shared with all stakeholder groups in a number of ways such as newsletter segments, the school's website, and during various school and parent meetings. Parent and community feedback is also gathered through school and district surveys.

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

Schools monitor and celebrate school attendance by using multiple incentives and celebrations (e.g. quarterly awards programs, gift certificates). Although this year will be uniquely challenging as we seek to meet the needs of virtual and in-person learners, keeping families engaged in two-way communication systems that work in both an in-person and virtual environment will be key. Families communications in their home language, shared online platforms, and opportunities for sharing ideas/information will improve family involvement and attendance. Additionally, we take advantage of our district resource staff including social workers, counselors, and Navigation Specialists (newly hired staff that support families with virtual learning needs) to work with families that are having difficulty with school participation.

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

The school community is a diverse environment of African American, Caucasian, Hispanic, Asian, and African students. Our diverse student and community population of varying cultural, ethnic, and racial heritages are embraced and celebrated through classroom practices, school events and activities for students and families. School staff work intentionally to ensure that parents are provided information about school events, curriculum, assessments, etc. in their home language whenever possible. The staff collaborates to structure curriculum that enables students to view concepts, issues, events, and themes from the perspective of different cultural groups. The staff strengthens assessment practices and procedures to reflect the diversity of students' strengths and multiple intelligences. Teachers routinely differentiate lessons to meet the learning needs of all students. Spanish language interpreters/translators are on staff and Language Training Center live and phone interpreters are available to aid in communication with students and between home and school. Teachers and administrators are also going to receive training on engaging and communicating with diverse cultural groups through a partnership with IUPUI. Additionally, community partners who serve on the district Diversity Council provide training on cultural differences, best practices in diverse communities, and equity.

Core Element 9: Parent and Family Engagement

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Parental involvement is sought through our School Wide Title I activities and processes such as those listed below.

- Home-School Compact
- Parents' Right-to-Know letter
- Parent Involvement Policy (school & district)
- Attendance forms for Annual Title I Meeting, parent events, and other meetings

Signed forms and proof of distribution are retained on file at the school and/or district office.

Additionally, to increase parent and family engagement, the following community engagement activities will be implemented:

Fall Fest	Math/Science Family Night	Parent Surveys	Multicultural Night
Family Literacy Night	Family Fitness Night	Parent Teacher Conferences	Title I Annual Meeting

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

Parent-Teacher conferences occur at least twice a year. At conferences, all teachers are available to discuss student growth and progress in daily performance and on formal assessments. Teachers also provide ideas to parents on how they can support their child's education beyond the school day. In addition, report cards are sent home on a quarterly basis and parents have real-time access to student grades through the district student management system (Skyward) and have access to the district learning management system (CANVAS). Additionally, Individual performance reports on ILEARN, WIDA ACCESS, and NWEA are also shared with parents via Skyward to ensure 100% of parents receive this information.

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

Parents and community members have opportunities to provide input on school programs, The School Improvement Plan and Title I School-wide Plan via PTA meetings, Annual Title I Meeting, School Improvement Team meetings (parent representatives are part of the team), and other school activities and events. The plan is shared with all stakeholder groups in a number of ways such as newsletter segments, the school's website, and during various school and parent meetings. Parents assist in making decisions on academic needs, academic enrichment, and after school activities through parent surveys and committees.

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

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

While College Park Elementary has chosen to coordinate program efforts, we will not consolidate program funds at this time. However, Title I funds work in coordination with Title II, Title III, NESP, and other local, state, and federal funding sources and programs to provide educational support to all students at Central Elementary. Additionally, we will ensure that all funds are used to address specific educational needs of children as well as our goals articulated in the Schoolwide plan.

The M.S.D. of Pike Township and College Park Elementary goals to increase student achievement in ELA and Math are at the crux of all school improvement planning with a shared goal of improving **school safety, climate, and student behavior**. Specifically, Pike schools provide evidence-based strategies and resources to address student engagement, prosocial skills, responsive teaching, and community partnerships. These resources include an on-site partnership with Cummin's Behavioral Health Systems, Inc.; social skills and violence prevention programs such as Second Step and No Excuse for Abuse; sex education programs from Ruth Lilly Health Education at Marian University; and, a comprehensive counseling model supported by the Lilly Endowment Inc. In addition, the M.S.D. of Pike Township has a formal agreement with the Family Development Services of Head Start to ensure coordination and collaboration of services for a seamless transition to kindergarten.

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

N/A

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.

Pike Township received a Strong Start Community Grant and will use these funds to collaborate with area preschools/daycares in an effort to strengthen early childhood experiences and prepare future Pike students for Kindergarten. These sessions will focus to increase awareness of Indiana Early Learning Foundations and research-based instructional practices at the Kindergarten level. In addition, Pike's Nathaniel Jones Early Learning Center is available to employees and community members. Curriculum at the Nathaniel Jones Early Learning Center is based on the Early Childhood Foundations and the Indiana Academic Standards. Once students are enrolled in Pike, they become part of a strong network that ensures that their individual needs are met. A collaborative team of professionals including a School Psychologist, Speech Lang. Pathologist, ELL and Title I staff, Behavior Consultant, and administrators work together to meet the developmental needs of students and ensure a seamless transition from classroom interventions to tiered services K-12.

College Park Elementary staff is dedicated to preparing future kindergarten students for a successful transition from early childhood experiences to the formal education system. Parents are informed through school and district flyers, social media, newsletters, local newspaper, and district signs of the dates for Kindergarten Roundup. In early spring, Kindergarten Roundup provides parents the opportunity to register their children for kindergarten and meet the administrative team prior to the start of school. In addition, school staff provide standards-based bridging activities for families who attend Kindergarten Roundup and to local preschools/daycares in an effort to best prepare children for kindergarten.

Additionally, the transition from the elementary school to the middle school can be challenging for students. Our school's goal is to ease this transition and help make it a positive experience. During students' 5th grade year in elementary school, they learn about middle school classroom transitions including the use of combination locks for lockers. In addition, students learn how to effectively use assignment notebooks and instructional binders to promote organizational skills. Fifth grade students attend an assembly in early spring to hear from the administrative team at their respective middle school and have a chance to voice questions and concerns. The students also have the opportunity to visit the middle school for orientation that includes school tours, information about academic and behavioral expectations, programs, clubs, athletics and the fine arts program. The middle school's music program staff also visits our elementary school to provide descriptions of program options and to assign interested students instruments. Exceptional Learner staff and middle school Exceptional Learner staff meet to collaborate about students with Individual Education Plans and assist in transitioning students from elementary school to middle school. Counselors and administrators from the elementary school meet with counselors and administrators from the middle school frequently to discuss students' academic progress, emotional and behavioral support needs. This group meets to determine students' schedules into the 6th grade academy that allows students to have one teacher for reading and language arts instruction and one teacher for science and math instruction. This schedule structure limits students' number of class periods, assigned teachers, and daily transitions so that the release toward independence as middle school students is gradual and less challenging. Middle and elementary school instructional coaches and/or English learner teachers collaborate to discuss English language development service needs of students being elevated to middle school.

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.

The Metropolitan School District of Pike Township strives to hire the very best teacher candidates to serve the students, parents, and staff of the district. It is imperative that all employees are treated with respect and dignity throughout the employment process. Through Pike's expectation of reaching the next level in service to their students, they are committed to hiring individuals who are highly qualified and who have the passion and desire to make a difference in the lives of all students.

Characteristics of employees that are important to the Board and Superintendent are:

- ◇ Willingness to make students "first" in all decisions
- ◇ Ability to communicate clearly and appropriately
- ◇ Willingness to support the needs of the school district, department and schools
- ◇ Ability to implement the district's mission
- ◇ Willingness to participate in district initiatives and activities to help advance Pike to the next level of excellence
- ◇ Willingness to serve as a positive ambassador for the school district, sharing positive messages throughout the community
- ◇ Willingness to invest in his/her professional development to strengthen skills and increase knowledge
- ◇ Possess the appropriate license, skills and training to perform the assigned duties
- ◇ Ability to work with our diverse population and challenge all students to succeed
- ◇ Present a professional appearance

Employment and recruitment strategies to enhance the employment of highly-qualified teachers are:

- ◇ Partnerships developed with local and area universities to help identify and attract the best candidates
- ◇ Extensive use of district website to advertise current and projected teaching vacancies

- ◇ Listing of vacancies on various list serve websites to include the Indiana Department of Education, local and area universities, and appropriate professional organizations
- ◇ Conduct team approach interviews for all candidates to fully assess individual teaching talents and abilities
- ◇ Conduct extensive criminal background and reference checks on all candidates to ensure they meet the acceptable characteristics listed above and are a proper fit for our district

Strategies for induction of teachers new to the M.S.D. of Pike Township:

- ◇ Invited to the district-wide educational conference during the summer with sessions that are tailored for new teachers in Pike
- ◇ Provided a full-day orientation at the district-level with key staff regarding policies, procedures, and expectations of instructional employees of the district
- ◇ Provided a full-day orientation at their school building for procedures and expectations, as well as curricular professional development
- ◇ New teachers are assigned a peer mentor at their grade level and/or content at their building
- ◇ Support and training is provided by building instructional coaches and district curriculum and professional development staff
- ◇ Required to attend the new teacher professional development series focusing on key aspects of effective classroom management and instruction, cultural competency, and using technology in the classroom

Additionally, to improve instructional practice, new staff are assigned mentors for individual support and guidance and quarterly professional development commensurate to their level of experience. Grade level/content area teams have common planning time and weekly professional development sessions based on district initiatives and effective instructional practices, as well.

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
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First Name	Last Name	Department Name	Certification Type	License Areas
Jennifer	Alderson	Second Grade	B/REPA 3	Elementary Generalist-Emergency Permit
Margaret	Boling Mullir	Librarian	PhD/Rules 46-47	Library/Media; Lang Arts; Elementary
Katty	Boquin	Second Grade	B/REPA	Elementary Generalist
Stephane	Bordelon	Administrative	M/Rules 2002	Building Level Administrator
Aaron	Botsford	Administrative	M/REPA	Building Level Administrator
Brooke	Brink	First Grade	B/Rules 2002	Primary/Intermediate Generalist
Rebecca	Buff	Kindergarten	B/REPA	Elementary Generalist
Natalie	Callahan	Third Grade	B/REPA	Elementary Generalist
Debbie	Doty	Third Grade	B/Rules 46-47	Early Childhood; K-3
Jasmine	Elliott	Fourth Grade	B/Rules 2002	Primary/Intermediate Generalist
Christina	Gilbert	Fourth Grade	M/Rules 46-47	General Elem; Reading; ENL
Julia	Gossard	Second Grade	M/Bulletin 400	General Elementary; Kdg; Nur Sch; GT
Jennifer	Gregory	Fourth Grade	B/REPA 3	Elementary Generalist
Megan	Hayes	Fifth Grade	M/REPA 3	Elementary Generalist
Lexi	Hunt	Exceptional Learners	B/REPA 3	Mild Intervention P-12-Emergency Permit
Jazmin	Imel	Fifth Grade	B/Rules 46-47	General Elementary
Abigail	Johnson	First Grade	B/REPA 3	Elementary Generalist-Emergency Permit
Brooke	Kobza	English Limited Language	B/REPA 3	Teacher of ELL-Emergency Permit
Hailey	Kristensen	Kindergarten	B/REPA 3	Elementary Generalist-Emergency Permit
Roxanne	Lee	Kindergarten	B/Rules 46-47	General Elementary; Kindergarten
Jade	Matthews	Third Grade	B/REPA	Elementary Generalist
Emma	McCloughan	Fifth Grade	B/REPA	Elementary Generalist
Danielle	Meeks	Exceptional Learners	B/Rules 2002	Interm/Primary Generalist; Mild Interven
Victoria	Miller	Visual Arts	B/REPA	Visual Arts (P-12)
Deborah	Pesut	Exceptional Learners	M/Rules 46-47	SLP
Amanda	Probst	Fourth Grade	B/REPA	Elementary Generalist
Kayli	Schaefer	Guidance	M/REPA 3	School Counselor P-12
Leann	Shields	Music	B/Rules 46-47	Choral Music
Jacob	Spratley	Fourth Grade	B/REPA	Elementary Generalist
Amberly	Stevens	Third Grade	B/Rules 46-47	General Elementary
Taylor	Stevens	First Grade	B/REPA	Elementary Generalist
Brielle	Stubbs	Second Grade	B/REPA	Elementary Generalist
Krista	Tobin	Kindergarten	B/REPA 3	Elementary Generalist
Matthew	Webster	Physical Education	M/Rules 46-47	Physical Education; Health & Safety
Tramell	Woods	Fourth Grade	B/REPA 3	Elementary Generalist-Emergency Permit

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

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.** 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.

Goal 1

Measurable outcome met? Yes **No**

Male Achievement in Reading/ELA

The percentage of male students passing ILEARN and/or the overall percentile of male students on NWEA will more closely align to scores of female students by displaying a gap of no more than 5% on ILEARN and 7-10 percentiles on NWEA as measured by spring assessments.

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.

This goal was not met because we did not take NWEA or ILEARN in the Spring of 2020 due to the COVID Pandemic. Without this assessment data it cannot be determined if the goal was met or not. We will continue this goal into the 2020-2021 school year.

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
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>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.</i>	<i>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.</i>	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
The percentage of male students passing ILEARN and/or the overall percentile of male students on NWEA will more closely align to scores of female students by displaying a gap of no more than 5% on ILEARN and 7-10 percentiles on NWEA as measured by spring assessments.	Yes No	<ul style="list-style-type: none"> ● Multiple assessments reveal that male students score below their female counterparts in English/Language Arts as measured by ILEARN and NWEA Reading. ● The discrepancies range from 7% to 9% on ILEARN. ● On NWEA they range from a difference of 21 to a difference of 2 and areas in between. 	<ul style="list-style-type: none"> ● ILEARN ELA proficiency shows a significant gap between male and female performance ● Overall male performance on ILEARN ELA is below state proficiency levels, more so than female performance. ● NWEA Reading proficiency shows a wide ranging gap in all grade levels, with the exception of 4th grade, between males and females ● NWEA Reading scores show that males are farther from the 50th percentile at all grade levels as compared to their female peers 	Yes	1
	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)
Male students are performing at a rate of 7-9% lower on ILEARN and from 2-21 percentiles lower on NWEA.	Why? Male students are performing at a lower rate than their female peers Why? Students are not receiving the most effective instruction in ELA/Reading Why? Lack of access to an effective ELA/Reading curriculum including effective instructional practices Why? Lack of focus on research-based curriculum options and use of effective instructional strategies to accommodate learner differences

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. 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

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 2021 the percentage of male students passing ILEARN and/or the overall percentile of male students on NWEA will more closely align to scores of female students by displaying a gap of no more than 7% on ILEARN and 10-15 percentiles on NWEA as measured by spring assessments.			
Data Checkpoints (dates)	November 17	March 16	May 15	Ongoing
Evidence at Checkpoints	Fall NWEA and Screeners/Checklists	Winter NWEA and Screeners/Checklists	Spring NWEA and ILEARN Assessments	Weekly Reading Test and Module Assessments
Evidence- Based Strategy 1	Implement a true PLC process based on the work of DuFour where current data is analyzed, goals are set, and instructional strategies are reviewed and changed when necessary. Instructional strategies will focus on the work of Fountas and Pinnell along with Jan Richardson.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Weekly PLC Meetings	August 2020-ongoing	Instructional Staff, Coach, Administration	100% of grade levels will submit weekly PLC notes for feedback
Action Step 2	Instructional coaching and feedback loop on implementing research	September 2020-ongoing	Instructional Coach and Administration	70% of teachers will implement feedback strategies suggest during

	based best practices for reading			coaching cycle provided a minimum of 3 times a week
Action Step 3	Reading PD will be provided on research based best practices based on data collected through the PLC process and observation feedback loops.	September 2020-ongoing	Instructional Coach and Administration	85% of teachers implement new learning on a minimum of a weekly basis
Yr. 2 Measurable Objective	By Spring 2022 the percentage of male students passing ILEARN and/or the overall percentile of male students on NWEA will more closely align to scores of female students by displaying a gap of no more than 6% on ILEARN and 8-12 percentiles on NWEA as measured by spring assessments.			
Yr. 3 Measurable Objective	By Spring 2023 the percentage of male students passing ILEARN and/or the overall percentile of male students on NWEA will more closely align to scores of female students by maintaining a gap of no more than 5% on ILEARN and 7-10 percentiles on NWEA as measured by spring assessments.			

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	Instructional staff will implement the PLC process weekly using recommended strategies provided as notes on their PLC meeting and during the coaching cycles.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title I, General Funds	
Evidence of Impact	85% of teachers implement new learning at a minimum of twice a week as determined through classroom observations.	
<p>Plan for coaching and support during the learning process: The instructional coach and Administration will conduct 3 coaching, observation and feedback sessions for each classroom teacher. Administration and/or the Instructional Coach will comment on grade level PLC notes a minimum of twice a month.</p>		
<p>How will effectiveness be sustained over time? PLC meetings will continue to be held weekly as they have been since August 2019 and the observation cycle is required so it will continue as part of the work we do every year.</p>		