



Metropolitan School District of North Posey County
NORTH ELEMENTARY SCHOOL

63 West Fletchall Avenue - Poseyville, IN 47633

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MICHAEL GALVIN
Superintendent of Education

MEGAN BUTTO
Principal

SCHOOL INFORMATION

School Name	North Elementary School
School Number	6985
Street Address	63 W Fletchall
City	Poseyville
Zip Code	47633

SCHOOL and CONTACT INFORMATION

Principal	Megan Butto
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SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25
This is an initial three year plan.	No
This is a review/update of a plan currently in use.	Yes

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No
This school is not identified as CSI, TSI, or ATSI.	Yes

SECTION A

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

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

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

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

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	If we implement school wide constructed response writing protocols, then writing to show text evidence performance will improve.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	<ul style="list-style-type: none"> • New staff will be trained (K-2 RACE, 3-6 YES MA'AM) • Walkthrough to look for anchor charts/implementation • Specific grade level rubrics 		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Adding more tools to measure progress *Change the wording to “improve reading performance” and we will combine Goals 1-3 as action steps		
<i><u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u></i>			

Previous Year Goal #2	If we increase text feature implementation, then nonfiction comprehension will increase.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	If we focus on Goal 1, students will be exposed to citing text evidence which will increase performance. Choose		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We will combine this with Goal 1 as an action step.		
<i><u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u></i>			

Previous Year Goal #3	If we base reading instruction on a balanced reading model, then overall reading performance will increase.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	If we focus on Goal 1, students will be exposed to citing text evidence which will increase performance.		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We will combine this with Goal 1 as an action step.		
<i><u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u></i>			

Previous Year Goal #4	If we increase authentic number sense instruction, then overall math performance will increase.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	Yes, if we increase number sense overall performance will improve. Choose		

If the goal was not met, and you choose to continue to work toward this goal, what will you change?

- Walkthroughs to check for implementation of number sense routines
- Spiral Review/Check for Understanding
- Mastery Checks/Continuum
- Compare iReady data

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.

SIOT ANALYSIS

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

What is a SIOT Analysis?

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

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

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none">● Small supportive community● PTO● Consistent staff● Community engagement● Motivated/dedicated staff● Extra curricular activities (sports, Robotics, Spell Bowl, Student council)● Attendance	<ul style="list-style-type: none">● Not as many resources● Limited supported staff● Curriculum inconsistencies among grade levels● Limited materials● Attendance
Opportunities	Threats
<ul style="list-style-type: none">● Consistent resources● Maximize support staff (push in during small group time, interventions)● Consistent curriculum across grade levels	<ul style="list-style-type: none">● Schedule (part time related arts leads to inconsistent schedules)● Lack of PLC's/common plan● Lack of student motivation● Change in leadership

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

What does number sense look like at each grade level?

Why is it happening? (Reasons must be conditions that the school can control)

1. Number sense looks different at each grade level.

Why?

2. We have not clearly defined number sense at each grade level.

Why?

3. Are students given the opportunity to master skills that they are lacking?

Why?

4. Are teachers providing number sense routines daily?

Why?

5. What resources provided consistent instruction?

Why?

Continue beyond a fifth reason if necessary.

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

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Number sense looks different at each grade level.	Students are not provided daily opportunities to review/practice number sense.	Each grade level will define number sense and determine number sense alignment across grade levels.
2. We have not clearly defined number sense at each grade level	We have not clearly defined number sense at each grade level	Each grade level will define number sense and determine number sense alignment across grade levels.
3. Are students given the opportunity to master skills that they are lacking?	Lack of resources and time to provide number sense opportunities.	Plan for daily review of number sense.
4. Are teachers providing number sense routines daily?	Lack of resources and time to provide number sense opportunities.	Using 5-10 minutes of daily review.
5. What resources provided consistent instruction?	Inconsistent resources	Provide staff with appropriate resources to use
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or SIP must assess the school’s needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Subcommittee(s)” column below. **To ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Megan Butto	Principal	SIP	
Kristina Griffin	Teacher	SIP	3rd grade - All Subjects
Kaitlyn Lee	Teacher	SIP	5th grade - All Subjects
Jenna Deer	Teacher	SIP	4th grade - All Subjects
Danielle Tepool	Title I	SIP	ELA Interventions
		Choose	

SCHOOL AND COMMUNITY NARRATIVE

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

North Elementary School is an above average, public school located in POSEYVILLE, IN. Located in a distant rural setting, it has 413 students in grades PK, K-6 with a student-teacher ratio of 16 to 1. According to state test scores, 61% of students are at least proficient in math and 56% in reading.

The student population is made up of 51% female students and 49% male students. The school enrolls 36% economically disadvantaged students. There are 25 equivalent full-time teachers.

North Elementary is a STEM Certified elementary school as of 2022 and offers the Project Lead the Way for hands-on project based learning in science. It offers ELA, Math, Science, Social Studies, and related arts education.

Link additional information here
(if necessary)

<https://www.northposey.k12.in.us/nes-home>

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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

District Vision

We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

School Vision

We empower every student to reach their fullest potential in both learning and life within a secure and nurturing setting.

District Mission

We partner with our community to create a dynamic and innovative educational experience, empowering students to become educated, productive, and responsible citizens.

School Mission

We collaborate with our community to craft an ever-evolving and creative educational journey, equipping students to grow into knowledgeable, contributing, and accountable members of society.

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

District Core Beliefs and High Priorities
<p>We believe:</p> <ul style="list-style-type: none"> ● Our community is vital to our educational success. ● Everyone is valued and treated with respect. ● In always telling the truth. ● In educational opportunity for all. ● Student-centered programs challenge and inspiring learning. ● In the pursuit of excellence through a strong sense of pride. <p>Our High Priorities are:</p> <ul style="list-style-type: none"> ● Enhancing the student experience ● Investing in teachers and administrators ● Fostering strong relationships among all ● Maximizing resources

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Does the school's vision and mission support the district's core beliefs and high priorities?	Yes

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
<p>Yes</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Choose	<i>Textbooks and readers are core components of a reading program.</i>	Yes	
Reading	K-5	McGraw Hill Wonders	Yes	Tier 1, 2, 3	Reading series adopted by district. Components of the series are used in all areas of reading block and interventions	Yes	
Reading	6	McGraw Hill Study Sync	Yes	Tier 1, 2, 3	Reading series adopted by district. Components of the series are used in all areas of reading block and interventions.	Yes	
Math	K-5	Savaas Envision	Yes	Tier 1, 2, 3	Textbook and resources adopted by district	Yes	
Math	6	Savvas Envision	Yes	Tier 1, 2, 3	Textbook and resources adopted by district.	Yes	
Reading	K-6	IReady	Yes	Tier 1, 2, 3	Formative Assessments and instructional resources used with all students.	Yes	
IReady	K-6	IReady	Yes	Tier 1, 2, 3	Formative Assessments and instructional resources used with all students.	Yes	

Reading	K-3	Wilson Reading Foundations	No	Tier 2	Evidence Based Reading Interventions	Yes	
Reading	4-6	Wilson Reading Just Words	No	Tier 2	Evidence Based Reading Interventions	Yes	
Reading	K-6	Wilson Reading System	No	Tier 3	Evidence Based Reading Interventions	Yes	
Science	3-6	Savvas	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	4	McGraw Hill Indiana History	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	5	McGraw Hill US History	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	6	Savaas	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Music	K-6	Savaas Realize Music Digital	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Reading	K-2	From Sounds to Spelling Phonics	No	Tier 1	Textbook and resources adopted by the district.	Yes	
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
<p>Curriculum can be found online at the district office.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	https://www.northposey.k12.in.us/

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

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

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.

Teachers at North Elementary use district approved curriculum for both reading and math. Student needs are identified through iReady, iRead, iReady and common assessments. Students who are below grade level are provided with 30 minutes of daily intervention with Mrs. Tepool. Those targeted students are then progress monitored monthly to track progress. If students are not making adequate progress, the team then discusses if there is a further need for evaluation.

Link additional information here
(if necessary)

CORE ELEMENT 3: ASSESSMENT

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
Checks for Understanding	K-6	Formative	Teachers use checks for understanding daily. These quick checks are used to drive instruction and monitor progress.	Yes	
iReady Growth Checks	K-6	Formative	iReady Growth Checks are used for progress monitoring and change the course of student online instruction	Yes	
Curriculum Assessments	K-6	Formative	Teacher created unit assessments measure student performance on particular skills. These assessments are used to determine mastery and drive intervention instruction.	Yes	
iReady	K-6	Benchmark	Data from benchmark is used to build instructional groups and to determine need for interventions	Yes	
Cogat	K, 2, and 5	Choose	Used to identify high ability students	Yes	
Kingore	K-6	Choose	Used to identify high ability students	Yes	
Curriculum Continuum Unit Assessments	K-6	Summative	Common unit assessments created by grade levels used to identify standards.	Yes	
		Choose		Choose	
		Choose		Choose	
		Choose		Choose	

Best Practice/Requirements Self-Check	Yes/No	X
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A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

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

All teachers have the opportunity to be part of the Leadership Team. The Leadership Team analyzes data each grading period and then collaboratively makes decisions based on the data. The school psychologist, Title I teacher and principal meet monthly to look at iReady scores to identify and discuss student needs.

All teachers meet with the administration monthly. These grade level meetings consist of reviewing data, determining student intervention groups, collaboration between teachers, and reviewing curriculum pacing. Teachers refer students to the RTI committee through a Google Form if they have concerns of a student. Teachers are required to include assessment data in this referral process. The RTI committee then uses the data along with teacher reports to properly place the student in an intervention group.

Link additional information here
(if necessary)

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

North Elementary is 1:1 with a chromebook as a device. These are used daily as an instructional tool. Students receive instruction in digital literacy and computer science standards weekly. Every classroom has a Newline Interactive Board. MSD of North Posey has adopted Canvas and Google Education Suite as our learning management system for every student. Technology is also used to create a strong communication tool between families and teachers.

Link additional information here
(if necessary)

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes	Career day/fair or community day	No
Career simulation (JA/Biztown, etc.)	Yes	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes
Career-focused classroom lessons	Yes	Guest speakers	Yes
Not currently implementing career exploration activities		No	
Other:			

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

Our counselor provides College and Career Readiness lessons for individual grade levels. Students at all grade levels are exposed to diverse career opportunities through integrated math and ELA lessons. Career day opportunities are provided at the Jr. High level.

Link additional information here
(if necessary)

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

Grades 6-8 only

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

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

The counselor will do grade level college and career readiness lessons. Career day is a focus during junior high.

Link additional information here
(if necessary)

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes	•
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes	•
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	•
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	•
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	•
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	•
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	•
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	•

Briefly answer the following:

What practices are in place to maintain a safe environment?
We have a youth first social worker, a counselor, and a behavior interventionist. Providing resources for all homeroom teachers for de-escalating children; calm down corner, etc.

Link additional information here
(if necessary)

CORE ELEMENT 7: CULTURAL COMPETENCY

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

North Elementary requires all new enrollments to complete a Race and Ethnicity Form and the IDOE Home Language Survey. This data is then entered into our SMS. English Language Learners are then screened and assessed appropriately to monitor language proficiency.

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

North Elementary provides equal opportunities for academic success for all students regardless of cultural or socioeconomic background. English Language Learners are provided with small group instruction and other accommodations to meet their needs. North Elementary provides a robust intervention program that services all students. Students that qualify for state assistance often benefit from these services.

Link additional information here
(if necessary)

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

Professional development for teaching English Language Learners would be beneficial for North Elementary. Trauma informed professional would help teachers provide a safe environment for all students.

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

Our reading series offers passages in multiple languages. All of our curriculum includes cultural diversity in its lessons.

Link additional information here
(if necessary)

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?	Lack of parent involvement and supervision is a key factor in the attendance trend at North Elementary.					
What procedures and practices are being implemented to address chronic absenteeism?	Parent/Guardians are sent a letter at 10 days to bring their attention to the absenteeism concern. A doctor's note is required for any absence after 10 days the absence is considered unexcused. Another letter is sent at 15 days if necessary. The student is also referred to our district attendance officer. Parent contact is made to discuss the absenteeism and a plan is developed to address the issue.					
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Building administrator monitors absences closely and makes follow up contact with the district attendance officer.					
Number of students absent 10% or more of the school year:						
Last Year:	5	Two Years Ago:	5	Three Years Ago:	4	

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Frequent parent communication occurs in all classrooms. Student assessment results are shared with families after each benchmark. These results are paired with an explanation of student strengths and weaknesses. All parents are encouraged to make contact with teachers or the principal with concerns. Many teachers host parent/teacher conferences to share academic and behavioral progress.

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

Parents are encouraged to make contact by phone or through email to teachers or the principal with concerns or suggestions. Surveys are also sent to parents annually.

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

North Elementary requires parents to call to report student absences. If a parent does not report the absence, staff makes contact to determine the reason for the absence. A letter is sent home at 10 days absent and then in 5 day increments. Administration makes contact with parents if chronic absenteeism is a concern.

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

Teachers offer multiple means of communication to ensure that all parent communication needs are met. If there is a language barrier, an interpreter is included in the communication.

Link additional information here
(if necessary)

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

North Elementary teachers and staff invite all parents to our annual open house where classrooms are showcased and the Title I grant and parent policy is explained to parents. Parents receive the Parent's Right to Know letter and Parent Compact through the mail. Student agendas are purchased for every student. Parent communication is facilitated through this agenda that goes home daily. Teachers create weekly newsletters for their classrooms and the principal sends home a quarterly newsletter. MSD of North Posey adopted Harmony as our student data software. Parents can access this software from any mobile device. This software houses student grades, attendance, discipline, and balances. North Elementary holds several extra curricular activities and events. Parents are encouraged to attend and participate in 6th grade Science Fair, Veterans Day Program, Grandparents/Book Fair, Music programs, PTO meetings, sports events, Art Show, School Improvement Committee, and May Day. The North Elementary PTO includes every parent as a member. The organization acts as an ongoing support group serving as sponsor of events in and outside the school. Parents are invited to participate in School wide planning through our PTO and at School Improvement Committee meetings. North Elementary will participate in Family Night through Strengthening Families. It is a 10 week program for students and parents in grades 1 through 3.

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

Aside from frequent teacher contact with parents/guardians regarding student performance, benchmark results are sent home at the end of each quarter. Each report explains the student's performance and what their strengths and weaknesses are.

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

A parent is a part of our school improvement committee to offer feedback on the plans from a parent perspective. Quarterly surveys are sent to families collecting feedback on each grading period. That data is then shared with the leadership team to help revise the SIP.

Link additional information here
(if necessary)

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

[Title I schoolwide only]

This section applies only to schools that receive Title I funds and operate a schoolwide program.

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

All schools within the MSD of North Posey County use a comprehensive funding strategy, identifying needs and priorities each year and projecting abnormal or large-item needs for the future. Federal, state, and local funds and resources are utilized to ensure the schools have the resources necessary to meet student achievement targets. Sustainability is considered all one-time or short-term grant funding. When available, in-kind services through local businesses or community groups are also used to enhance the learning experience. Formal partnerships are established through the use of Memorandums of Understanding (MOUs) to ensure clarity and accountability. Regular monitoring and assessment of the use of the funds is completed in an effort to maximize the use of resources. Finally, the district maintains open and transparent communication with all stakeholders, including parents, teachers, administrators, and the community. Sources of funding, how resources are being utilized, and the impact on student success is shared openly.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)

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.

North Elementary has preschool and pre-K classrooms that align with the Kindergarten readiness. We meet all students individually from all agencies prior to the start of the new enrollment to build a plan for the student that best fits their needs.

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.

All teachers at North Elementary are exposed to highly qualified criteria. North Elementary administration offers support and leadership to teachers to retain these highly qualified teachers. Any time a position is filled, a committee composed of administrators and teachers interview and recruit additional highly qualified teachers. MSD of North Posey has made it a priority to increase starting salaries for teachers to recruit and retain highly qualified teachers.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)

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
Carrie Farrar	General Elementary 46/47	Pre-K
Courtney Bittner	Elementary Generalist Repa/Mild Intervention Repa	Kindergarten
Rochelle Belt	Elementary Generalist Repa 3	Kindergarten
Lyndsey Schneider	Elementary/Primary Generalist 2002	Kindergarten
Amber Oakley	General Elementary 46/47	First
Robyn Wells	Elementary Intermediate/Primary, Mild Intervention 2002	First
Jessica Moll	Elementary Generalist Repa	Second
Karen Bippus	General Elementary 46/47	Second
Jennifer Werry	General Elementary 46/47	Second
Kristina Griffin	Elementary/Primary Generalist 2002	Third
Leah Weber	Elementary/Primary Generalist 2002	Third
Rachel Brooks	Elementary Generalist Repa	Third
Traci Newcomer	General Elementary 46/47	Fourth
Jenna Deer	Elementary Generalist Repa	Fourth
Stephanie Rhodes	Elementary/Primary Generalist 2002	Fourth
Kaitlyn Lee	Elementary Generalist Repa 3	Fifth
Abigail Compton	Elementary Generalist Repa 3	Fifth
Lisa Brandenstein	General Elementary 46/47	Fifth

Jordan Dietz	General Elementary Emergency Permit	Sixth
Varbi Galvin	General Elementary 46/47	Sixth
Kali Raymond	Elementary Generalist Repa 3	Sixth
Colleen Sellers	Elementary Generalist Repa 3	Special Education
Mallory Lowe	Elementary Generalist Repa, Mild Intervention Repa	Special Education
Mackenzie Ruder	Elementary	Special Education
Braxton Lee	Physical Education Repa 3	Physical Education
Melissa Mahrenholz	Visual Arts 46/47, Mild Intervention 2002	Art
Emily Musgrave	Instrumental and General Music Repa 3 Emergency Permit	Music
Cheven May	General Elementary 46/47	Innovate
Link additional information here (if necessary) <input type="checkbox"/>		

SCHOOL IMPROVEMENT 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

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
Sub-Group focus	SpEd/ ELL		
The Strategies we are going to implement are	Gradual release, Data driven practices, and writing workshops		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2021 - May 2022</i>

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

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2024	In Progress
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2024	In Progress
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2024	Completed
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						

Link additional information here
(if necessary) □

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	We will increase the percentage of students at or above grade level on iLearn Reading by 4% (Goal 52%)		
Sub-group focus	Students approaching or below grade level		
The strategies we are going to implement are	*RACE K-1 and YES MA'AM 2-6 *Increase text feature implementation to increase non-fiction comprehension *K-2 will focus on verbally answering comprehension questions using evidence from the text		
To address the root cause	Inconsistencies between grade levels in resources used.		
Which will help us meet this student outcome goal*	*To progress monitor we will implement growth checks once each semester and continue to use benchmark iReady assessments.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline/Incln
Constructed response organizer (RACE/YES MA'AM)		Homeroom teachers will implement it in the classroom. Principal will conduct classroom visits to check for implementation.	Dec - Every 2-6 classroom has been introduced to RACE/YES MA'AM Feb - Students will be able to utilize the tool independently
K-1 Students will orally answer comprehension questions using evidence from the text		Homeroom teachers will implement it in the classroom. Principal will conduct classroom visits to check for implementation.	Oct - Modeling answering questions from a text using evidence Dec - Everyone is pulling small groups and conferencing with students

			individually
Increase text feature implementation to increase non-fiction comprehension		RTI teacher will assign growth checks twice a year to see progress.	Oct - Assign growth check March - Assign growth check
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Constructed response organizer (RACE/YES MA'AM)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model	Introduce constructed response sheets to students and model how to use them.	Teacher	Lesson Plans	Anchor Charts	10/1/2023	In Progress
Mini Lessons	Give mini lessons throughout the week to work up to students completing independently.	Teacher	Lesson Plans	Anchor Charts Graphic organizers	10/1/2023	In Progress
						Choose

<p>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</p>	<p>All grade levels have already been implementing RACE/YES MA'AM. Anchor charts are visible and students are able to communicate the purpose for the graphic organizer.</p>
<p>How has student achievement been impacted? What is the evidence?</p>	<p>Teachers are seeing vertical alignment and kids are moving to the next grade level prepared. 6th grade teachers have been communicating with the Jr. High to see how students are transitioning to 7th grade with the skills needed to complete a constructed response.</p>
<p>How will implementation be adjusted and/or supported moving into next year?</p>	<p>Grade levels will meet to discuss progress and determine common language.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

<p>Strategy #2</p>	<p>K-1 Students will orally answer comprehension questions using evidence from the text</p>					
<p>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</p>						
<p>Activity (Action Step)</p>	<p>Activity Description</p>	<p>Position Responsible</p>	<p>Measurement</p>	<p>Resources Needed</p>	<p>Timeline</p>	<p>Status</p>

Select age appropriate texts	Choose texts that are suitable for the grade level and reading abilities of the students. These texts should be engaging and relevant to their interests.	Homeroom teachers		texts	<p>Oct - Modeling answering questions from a text using evidence</p> <p>Dec - Everyone is pulling small groups and conferencing with students individually</p>	In Progress
Introduce Comprehension Strategies	Begin by introducing comprehension strategies such as making predictions, asking questions, making connections, and summarizing. Use simple language and examples that are relatable to young students.	Homeroom teachers		texts, anchor charts	<p>Oct - Modeling strategies</p> <p>Dec - Students practicing strategies</p>	In Progress
Read Aloud and Model	Read a selected text aloud to the students, pausing at strategic points to model thinking aloud. Show them how to ask questions about the text and make connections to their own experiences.	Homeroom teachers		texts, anchor charts	<p>Oct - Modeling answering questions from a text using evidence</p> <p>Dec - Students applying strategies</p>	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Texts are provided by our reading curriculum. Grade level assessments have been created to evaluate students' progress.					
How has student achievement been impacted? What is the evidence?	iReady and iLearn scores have continued to grow. Teachers are using iReady data to drive instruction for small groups.					

How will implementation be adjusted and/or supported moving into next year?	Implementation will be evaluated and adjusted as needed.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3	Increase text feature implementation to increase non-fiction comprehension					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Introduce and model	Use nonfiction texts to model where text features are located and what their purpose is in order to increase comprehension.	Teacher - responsible for teaching Principal - responsible for checking in	RTI teacher will implement growth checks	iReady Growth checks	Oct - assign growth check March - assign growth check	In Progress
						Choose
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		This strategy has been implemented in the homeroom classes and is being adjusted as we go in order to make sure students are improving.				

How has student achievement been impacted? What is the evidence?	No evidence yet - it is still in progress
How will implementation be adjusted and/or supported moving into next year?	The goal will be focused on and implemented within the classroom. Principal will be conducting classroom visits in order to check on teacher/student progress.
Link additional information here (if necessary) <input type="checkbox"/>	

GOAL	
Goal	We will increase authentic number sense instruction to improve overall math performance on iLearn by 4% (Goal: 62%).
Sub-group focus	*Students approaching or below grade level
The strategies we are going to implement are	Fact fluency, grade level goal planning, spiral review
To address the root cause	
Which will help us meet this student outcome goal*	
How Will We Get There?	

Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
		Homeroom teachers Principal (evidence based walk throughs)	October: Review goals with staff and allow staff time to define number sense goals November:
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Fact Fluency					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Fact Practice	Determine which specific math facts your students need to work on based on their grade level and individual needs. Focus on one fact family at a time, starting with addition and subtraction before moving on to multiplication and division.	Homeroom Teachers	Data trackers	Flash cards, Rocket Math, timers, fluency games		In Progress
Fact Mastery	Set clear and achievable objectives for fact fluency for your grade level. For example, the objective might be for students to answer a set of addition facts within a specific time frame	Homeroom Teachers	Data trackers	Flash cards, Rocket Math, timers, fluency games		In Progress

	with 95% accuracy.					
Daily Practice	Incorporate daily practice sessions into your math instruction. Use flashcards, worksheets, online games, or dedicated fact fluency apps to provide opportunities for students to practice facts regularly.	Homeroom Teachers	Data trackers	Flash cards, Rocket Math, timers, fluency games		In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teachers are implementing fluency practice into their daily math lessons. As a whole, we are working on aligning the spiral math review with the curriculum maps.					
How has student achievement been impacted? What is the evidence?	No evidence yet since we have a change in leadership.					
How will implementation be adjusted and/or supported moving into next year?	Teachers will be encouraged to implement math small groups. During this time they will implement fact fluency practice. They will collect data to be able to drive instruction and meet student needs.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Spiral Review					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Spiral Review	Daily spiral review (standards based)	Homeroom teachers	Classroom visits to check for implementation	Curriculum Maps/Continuum	Monthly check ins with grade level	In Progress

					teams	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	As a whole, we are working on aligning the spiral math review with the curriculum maps. Teams are defining what the expectation is for spiral review and how the it will look in their classrooms.					
How has student achievement been impacted? What is the evidence?	No evidence yet since we have a change in leadership.					
How will implementation be adjusted and/or supported moving into next year?	Standards based spiral reviews will be created this year and added to the curriculum maps.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Grade Level Goal Planning					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status

Common Assessments	Teams will create and assign common assessments	Homeroom teachers	Curriculum Maps/Continuum	Curriculum Maps/Continuum Common Plan time	Monthly grade level check ins	In Progress
Vertical Alignment	Teams will work with other grade levels to define common language	Homeroom Teachers	Curriculum Maps/Continuum	Curriculum Maps/Continuum Common Plan time	Monthly grade level check ins	Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Mrs. Butto is our new principal. Due to change in leadership she is still collecting data and analyzing the work that has been previously done. Through classroom visits and data trackers she is creating timelines for SIP goals and aligning curriculum across all grade levels.				
How has student achievement been impacted? What is the evidence?		Currently collecting data and analyzing iReady scores				
How will implementation be adjusted and/or supported moving into next year?		Continuously reviewing curriculum maps and finding common plan time for teachers to align standards and common assessments.				
Link additional information here (if necessary) <input type="checkbox"/>						

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.

<p>Professional Development Goal(s)</p>	<p>Continuous improvement focused on curriculum map maintenance and development. We will begin looking at the science of reading and how it aligns to our curriculum maps. This will also help us develop a framework for improvements. Self directed learning on our PD days to focus on reading, number sense and STEM. Trauma informed PD will also lead to safe and comfortable classrooms.</p>
<p>Is professional development linked to SIP goals?</p>	<p>Yes</p>
<p>Possible Funding Sources</p>	<p>All PD can be provided by building leader or Central Office staff.</p>
<p>Plan for coaching and support during the learning process</p>	<p>Mrs. Butto will meet with teams monthly to check progress of SIP goal timelines. We will also review SIP goals and timelines during all faculty meetings.</p>
<p>Evidence of Impact</p>	
<p>How will effectiveness be sustained over time?</p>	<p>Continuous classroom visits and grade level team meetings to hold all staff accountable.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	