

School Name: Eastern Pulaski Elementary

School Number: 6994

Street Address: 815 School Drive

City: Winamac

Zip Code: 46996

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

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

### ----- CONTACT INFORMATION -----

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

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

Who is 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. <b>Yes</b>	This is a review/update of a plan currently in use. <b>no</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes</b>	Is the school’s Title I program Schoolwide or Targeted Assistance? <b>SW</b>
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Jackie Kiser	Teacher	CNA, SIP, Both	Special Ed
Beth Smith	Teacher	CNA, SIP, Both	Special Ed
Mandy Bennett	Teacher	CNA, SIP, Both	Special Ed
Kullen Day	Teacher	CNA, SIP, Both	Special Ed
Dana Field	Teacher	CNA, SIP, Both	Special Ed
Jamie Hoover	Physical Education Teacher	CNA, SIP, Both	Special Ed
Susie Schultz	Instructional Coach	CNA, SIP, Both	Special Ed
Bethany Podell	Teacher	CNA, SIP, Both	Special Ed
Jill Collins	Principal	CNA, SIP, Both	Special Ed
Linda Overmyer	Parent/Community	CNA, SIP, Both	Special Ed
Michelle Gillen	Special Ed Director	CNA, SIP, Both	Special Ed
		CNA, SIP, Both	

## --- ALIGNMENT [optional] ---

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

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

District Vision: This school community is committed to providing a positive learning environment, with a variety of educational opportunities for each student

School Vision: We share with our community the responsibility of creating a safe and supportive learning environment. We strive to provide opportunities to challenge and motivate students to reach their highest potential. We are committed to teaching skills so that each student will have the opportunity to become a respectable, responsible, and successful member of society.

District Mission: The mission of the Eastern Pulaski Community School Corporation is to create a safe, compassionate, and nurturing learning environment where students are given individual attention in their pursuit of knowledge, self-discipline, understanding, and self-confidence and are inspired to become the best versions of themselves.

School Mission: Students and staff take pride in quality work, show continuous progress, and ultimately enjoy learning.

District Goals:

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

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

## SECTION A: Review Essential Information

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

### Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading	K-5	Pearson	Yes No	Tier 1, 2, 3	Core Program for Reading Instruction	Yes No	
Math	K-5	Pearson	Yes No	Tier 1, 2, 3	Core Program for Math Instruction	Yes No	
Science	3-4	Pearson	Yes No	Tier 1, 2, 3	Core Program for Science Instruction	Yes No	
Science	5	McGraw Hill	Yes No	Tier 1, 2, 3	Core Program for Science Instruction	Yes No	
Social Studies	1-4	McGraw Hill	Yes No	Tier 1, 2, 3	Core Program for Social Studies Instruction	Yes No	
Social Studies	5	Houghton Mifflin	Yes No	Tier 1, 2, 3	Core Program for Social Studies Instruction	Yes No	
Cursive Handwriting	2	Zaner Blouser	Yes No	Tier 1, 2, 3	Supplemental Materials for Cursive Instruction	Yes No	

Reading	K-3	Reading Horizons	Yes No	Tier 1, 2, 3	Supplemental Resources for Reading Interventions	Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

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

*continued*

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

The public may view the school's curriculum in the following location(s): Eastern Pulaski Elementary School

## Core Element 2: Instructional Program [Required for all]

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	
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	

**For Title I schools with Schoolwide Programs only:**

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

**Reading-** Our school will continue to implement the Three Tier Model of reading instruction. Tier one ensures that all students are provided with daily uninterrupted reading blocks which include whole group instruction on skills and small group instruction that is differentiated to meet individual student needs.

Students in grades K-3 receive 90 minutes of uninterrupted instruction. Students in grade 4-5 receive 60 minutes of reading instruction from their homeroom teacher daily. Students who are identified as strategic or intensive will receive an additional 30-60 minutes of instruction daily. Students who are at or above grade level will be provided daily opportunities for literacy enrichment.

**Math-** Utilizing our core program as the foundation of our instruction, students receive at minimum 60 minutes of math instruction daily. Additional time is devoted daily for enhancements in the area of problem solving, fact practice, and cyclical review via differentiated practice and daily review opportunities.

**Language-** Students are provided with instruction in grammar and writing in the daily language block. The progression of lessons follows the core program and is enhanced with additional skill instruction writing. Efforts to embed writing opportunities across the curriculum and connect vocabulary is key

to our success and progress.

**Content Areas-** Eastern Pulaski Elementary utilizes a variety of resources and state approved textbooks to provide our students standard based instruction in the areas of science and social studies. Efforts to embed content area standards and informational text into reading, math, writing, and special areas continues to be a priority at our school. Our teachers are going through a summer training of Project Lead the Way to continue to find creative means to strengthen our progress in graduation pathways and career exploration.

### Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	1-5	Interim	Assessments allow teachers to monitor progress and establish personal goals for student growth in reading, math, and reading fluency. Results are utilized to identify tier 2 and tier 3 student needs.	Yes	
MCLASS	K-1	Interim	Assessments provide teachers with information on individual student progress on phonics, fluency, and comprehension. Results are utilized to identify tier 2 and tier 3 student needs.	Yes	

Core Program Weekly Assessments	K-5	Benchmark	Pearson Reading and Math assessments are utilized to monitor student progress on weekly skill instruction. Data is utilized to inform small group focus and identify skill deficits.	Yes	
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Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

**For Title I schools with Schoolwide Programs only:**

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement. Teachers participate in collaborative sessions with both the instructional coach and building principal to monitor student progress at the individual student level. Grade level collaboration allows for continual conversations about data and the instructional implications this information provides.

Eastern Pulaski Elementary School will provide its teachers with a master schedule that includes un-interrupted blocks of time for Reading and Math instruction. Teachers have been trained on mClass reports and NWEA reports and have access to their classroom scores and progress monitoring results at all times. Common daily collaboration time has been scheduled at each grade level. Monthly Data discussions are held with each grade level and include both our instructional coach and building level principal.

Grades K, 1, and 2 scores from DIBELS Next will be examined and students grouped according to needed skills. Students will be progress monitored every two weeks to determine if a new placement is needed (a new skill or a new plan of action). Scores will continue to be examined to reorganize groups. Grades 1-5 also take the NWEA assessment. NWEA results guide the placement of students into daily “WIN” (What I Need) blocks for remediation or enrichment. If students are not showing progress during remediation, or if DIBELS and NWEA scores do not reflect classroom performance, teachers bring students to intervention in which

additional intervention possibilities such as behavior management, Tier 3 opportunities, or special education testing are discussed.

Reading Horizons will be used as an intensive intervention in reading.

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

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

Technology at Eastern Pulaski Elementary is primarily a tool for enhancement to effective instruction. Each teacher has a desktop computer, classroom IPADs (K-2), Chromebooks (3-5), projector, and an interactive teaching wand to provide meaningful opportunities for students to interact with educational opportunities outside the classroom. In addition each classroom is scheduled for 50 minutes each week in the computer lab for instruction in keyboarding, lessons in digital citizenship and Internet research strategies.

### **Current technology includes:**

- \* Two stationary labs
- \* Classrooms have interactive wands for the whiteboards
- \* All teachers have a desktop computer and overhead projector
- \* Skyward school management system
- \* Computerized library system
- \* Online resources from core programs
- \* Grade level Chromebook carts in grades 3-5
- \* Grade level Ipad Carts in grades K-2

**Technology Evaluation and Assessment** : The appointed leadership council at Eastern Pulaski Elementary continues to serve as a liaison to provide guidance and suggestions to improve the implementation of technology as we strive to enhance our

instruction and provide additional opportunities to our students. It is our hope that we will continue to expand our ability to provide students daily opportunities to interact with technology and grow in their digital citizenship.

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 [Required for all]

Answer the questions for the grade levels in your school.

### Grades K-5 only

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

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

### Grades 6-8 only

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

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

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

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

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

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

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care 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 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	

## Core Element 7: Cultural Competency [Required for all]

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

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

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

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

Students are identified using the Indiana Department of Education form during registration or enrollment if coming from out of state.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school. Utilizing our school cultural data and benchmark assessments, we ensure that ALL students are provided with the tiered supports necessary to achieve personal growth targets. We utilize the WIDA screener to identify students who have language deficits and develop Individual Language Acquisition plans to meet their individual needs.

What professional development might be necessary for staff to work effectively in cross-cultural situations? EPES continues to provide on-going professional development to our staff through weekly PD. We will continue to offer high quality information to our staff concerning cultural competency to ensure that we meet the needs of all learners.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated? Our school social worker utilizes a variety of books and interactive lessons to help build a school culture of acceptance and understanding. Lessons are delivered using the whole class, small group, and individual sessions as necessary.

## 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: 13   Two Years Ago: 23   Three Years Ago: 12

What may be contributing to the attendance trend? We recognize that families need to value education and understand the correlation of attendance and student success.

What procedures and practices are being implemented to address chronic absenteeism? We continue to work with local agencies including probation and mental health supports to encourage and outreach to students demonstrating excessive absences from school. We also utilize our school social worker to identify and outreach to our families with attendance concerns.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored? Utilizing our school data system, Skyward, reports are run daily and weekly to ensure attendance concerns are identified quickly. Attendance outreach letters are sent according to school corporation policy to document concerns.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	

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

How does the school maximize family engagement to improve academic achievement? EPES is committed to providing our parents with a variety of opportunities to build an interactive school to home partnership. It is our goal to host events monthly to encourage parental participation including: Meet the Teacher Night, Open House, Family Literacy Events, PTA Family Nights, Parent-Teacher Conferences, and sharing other events within our community that support a strong family development.

In what ways are parents/families able to express ideas, concerns, and/or suggestions? We have a school PTA as well as parents who serve on a variety of committees to offer insight and guidance for programming such as Title One and our School Improvement Plan.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance? We utilize teachers, social workers, building level administration, and local agencies including probation and mental health to outreach to families who are demonstrating challenges with maintaining good attendance. We utilize attendance contracts to help build accountability.

How do teachers and staff bridge cultural differences through effective communication? We utilize a monthly school wide newsletter in addition to correspondence sent at the individual teacher level to ensure that parents are well informed of school offerings and events. In addition we utilize social media and school technology to communicate via text/phone to help ensure that parents are well informed.

## Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

- \* Parent Visitation October -April
- \* Donuts with Dad- October
- \* Muffins with Mom- April
- \* Monthly Newsletter
- \* Musical Concerts
- \* EPCSC Webpage, Twitter and Facebook
- \* Skyward Student Management Access
- \* Kindergarten Preview Nights
- \* Family Fitness Events
- \* Positive Referral Program
- \* Report Cards
- \* Email and Phone Correspondence with all staff
- \* Skyward automated phone system
- \* Community Reading Buddies
- \* Annual Book Fair
- \* STEM and Innovation Fair
- \* Opportunities for chaperoning and volunteering
- \* Attendance, Discipline, and Academic Letters
- \* Kindergarten Round Up
- \* Community Mentorship Program

How does the school provide individual academic assessment results to parents/guardians? EPES is committed to providing our families with academic assessment data in a parent friendly format. Scores are shared at the conclusion of each benchmark window.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan? Parent input is key to our success. Utilizing our PTA, we welcome and encourage parents to be an active participant in our process to continually improve. We have also utilized SurveyMonkey as a mechanism for gathering corporation wide feedback to help ensure parents have a voice in our schools.

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

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

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

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

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

Eastern Pulaski Elementary is aware that consolidation of funds is allowed. However, the school has chosen to coordinate the program efforts, but will not consolidate program funds at this time.

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.

We have a partnership with the Head Start program and coordinate with all of the local community preschools to ensure that all students have a positive transition to our elementary. We host two kindergarten preview nights each spring in addition to our kindergarten registration. It is our hope that these events provide our new students and their families with insight into our school and sets each child up for a positive early school experience.

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. Eastern Pulaski Schools has a mentoring program that was established to help ensure that new educators are supported in their transition to Eastern Pulaski Schools. In addition, we utilize our instructional coach to provide on-going support with curriculum, classroom management, data driven instruction, and social emotional aspects of being an effective classroom leader.

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
Jackie Kiser	Elementary Education- Indiana License	Kindergarten
Mandy Bennett	Elementary Education-Indiana License	Kindergarten
Kris Goodman	Elementary Education-Indiana License	Kindergarten
Beth Smith	Elementary Education-Indiana License	Kindergarten
Alison Sehstedt	Elementary Education-Indiana License	First Grade
Lori Cunningham	Elementary Education-Indiana License	First Grade
Teresa Morning	Elementary Education-Indiana License	First Grade
Angie Straw	Elementary Education-Indiana License	First Grade
Darlene Daily	Elementary Education-Indiana License	Second Grade
Tonia Reid	Elementary Education-Indiana License	Second Grade
Courtney Good	Elementary Education-Indiana License	Second Grade
Dana Field	Elementary Education-Indiana License	Second Grade
Stephanie Smith	Elementary Education-Indiana License	Third Grade
Brandi Kappes	Elementary Education-Indiana License	Third Grade
Heather Kasten	Elementary Education-Indiana License	Third Grade

Cathleen Cunningham	Elementary Education-Indiana License	Third Grade
Toni Day	Elementary Education-Indiana License	Fourth Grade
Stephanie Keller	Elementary Education-Indiana License	Fourth Grade
Kelly Sass	Elementary Education-Indiana License	Fourth Grade
Kullen Day	Elementary Education-Indiana License	Fifth Grade
Bryce Kappes	Elementary Education-Indiana License	Fifth Grade
Ann Wilcox	Elementary Education-Indiana License	Fifth Grade
Sharon Field	Elementary Education-Indiana License	Fifth Grade
Susie Schultz	Elementary Education-Indiana License	Instructional Coach
Kari Combs	Special Education-Indiana License	Special Education
Bethany Podell	Special Education-Indiana License	Special Education
Meagon Losh	Elementary Education-Indiana License	Tier 3 Interventionist
Jamie Hoover	Elementary Education/ Physical Education-Indiana License	Physical Education
Emily Valencia	Elementary Music-Indiana License	Music
Lindsey Kozubik	Visual Arts-Indiana License	Art
Shannon Burgess	Elementary Education/Technology-Indiana License	Technology Integration Specialist

## [SECTION B: Needs Assessment](#)

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

information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

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

**Step 1: Review Potential Issues from the Core Elements**

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

**Do these issues significantly impact our current school goals as strengths or problems?**

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

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

## **Step 2: Evaluate Progress on Current School Goals**

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** 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**            Increase the percentage of special education students meeting or exceeding their growth target on ILEARN by 10% annually.

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, explain why. - Spring 2020 ILEARN was cancelled due to Covid-19.

If the goal was not met, should the school continue to work toward this goal? **Yes**

**Goal 2 EPES will achieve 90%+ of our students meeting or exceeding established benchmarks on all state assessments including both IREAD and ILEARN. Students will also achieve 90%+ meeting their growth target on local assessments including both NWEA and MCLASS.**

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, explain why. Covid 19 did not allow us to complete spring 2020 assessments.

If the goal was not met, should the school continue to work toward this goal? **Yes**

**Goal 3 EPES will see a reduction in school discipline referrals by 5%+ annually through school-wide efforts to support the emotional needs of our students.**

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, explain why. Covid 19 forced our school year to switch to distance learning in March of 2020. End of year discipline data would not clearly reflect accurate data.

If the goal was not met, should the school continue to work toward this goal? **Yes**

## 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 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> 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 5<sup>th</sup> 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 Desired Performance Indicators Based on Prioritized Goals/Characteristics	2 Current Goal	3 Actual Performance Based on School Data	4 Brief Description Comparing Current Performance to Desired Performance	5 Gap	6 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 &amp; expulsions increased 8% &amp; 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>	<b>X</b>	<b>1</b>

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
<p>EPES is committed to ensuring that our special education students show continual progress as evident by growth model data.</p>	<p><b>Yes</b></p>	<p>January NWEA data indicated that 84% of students with an academic IEP showed progress in both reading and math. Covid 19 did not allow for us to gather end of year statistics on individual year long growth targets.</p>	<p>We were very excited to see the progress that many of our students with academic IEP's were making in both reading and math. We believe that our 2018-2019 review of LRE's and appropriate adjustments to special education supports has been key in the progress in this area. We will continue to closely monitor the balance of indirect/direct services to ensure that student progress is monitored and evaluated at the individual student level.</p>	<p>Yes</p>	<p>yes</p>
<p>EPES is committed to being a leader of area schools. We recognize that instructional differentiation is key to helping ensure that all students meet and exceed their personal growth targets on both state and local assessments. We are striving to obtain 90%+ mastery/grade level expectations to set our students up for global success.</p>	<p><b>Yes</b></p>	<p>January NWEA and MCLASS data indicated that 76% students were on track to meet/exceed grade level targets and personal growth targets. Covid 19 prevented us from gathering end of year data to evaluate our progress towards this goal.</p>	<p>EPES teachers recognize that differentiation within the classroom and at an individual student level is key to helping each child achieve their best. We understand that data driven small group work is imperative. We will continue to closely monitor student progress at the individual student level to identify trends in the mastery of Indiana Academic Standards at both the grade and student specific level. This information will be key as we continue to refine instructional pacing.</p>	<p>yes</p>	<p>Yes</p>
<p>EPES recognizes that the social emotional needs of our students is key in their academic and behavioral success. Students come to school with a variety of experiences and situations that may have a negative impact on their attitude towards school and acceptance of social</p>	<p><b>Yes</b></p>	<p>School discipline data for the first semester indicates that students are making progress adhering to school behavioral expectations. Classrooms have implemented management systems that are positively reinforcing "good choices"</p>	<p>We will continue to work collaboratively with our local partners in mental health as well as our full time school counselor to identify and outreach to those students who are exhibiting concerns with discipline or truancy. We recognize that the distance learning during Covid 19 will likely lead to transitional challenges for our students upon return to the school</p>		

norms. We are determined to provide a variety of supports and strategies to help strengthen their emotional wellness and set them up for school success.		and ensuring that student discipline is not impacting their time being pulled from the classroom.	in the fall. We will be diligent to plan and incorporate strategies and systems to help overcome anxiety and gaps in socially acceptable school behavior that may be enhanced with the challenges of isolation and social distancing guidelines in school.		
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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.).

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
Special Education Students Showing Growth on State and Local Assessments	Students demonstrate a wide range of individual needs. We have examined our LRE assignments and developed a more equitable system of ensuring a continuum of services from consultation to direct that will better meet the needs of these students. We have worked with our general and special education teaching staff to further develop our collaborative framework for co-teaching and inclusive practices to identify the essential standards for student success. We have been identified that our students will benefit from a diversified approach to accommodations and instructional modifications that maintain high academic standards while still meeting the individual needs of each learner.
Students meeting and exceeding grade level benchmarks on state and local assessments	We recognize that as a school we need to expand our understanding of instructional differentiation at all levels. The growth model data from the spring 2019 state assessment indicates that our students identified as below, on, or above grade level need to be provided with

	<p>skill specific instruction that explores depth of knowledge understanding. Simply covering the standards is not meeting student needs. We need to explore and embrace career readiness and problem solving strategies that will empower our students to develop into thinkers that are committed to leaving a positive impact on the world through their enthusiasm and passion for learning!</p>
<p>Students coming to school with the social emotional tools to set them up for academic and social success.</p>	<p>Student poverty increases, parent incarceration rates, drug dependency in our student homes, and the impacts of a global pandemic have created students who have been impacted by trauma. Trauma informed education is key to helping our students overcome these circumstances. Our teachers recognize that Maslow’s Hierarchy of Needs must be met to ensure their school success. We will continue to grow in our awareness and sensitivity to the challenges that many of our students face each day.</p>

*Write your Goal(s) from these.*

*Develop strategies from these.*

## **SECTION D: School Improvement Plan and Professional Development Plan**

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
  - a. A continuation of existing goals and/or
  - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:

- a. Strategies in the school improvement plan;
  - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

## School Improvement Plan

### Using the Goal Template

#### **Goals**

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

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

#### **Evidence-Based Strategy**

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

**Strategy Action Steps**

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

<b>GOAL 1</b>	By Spring 2021, we will have an increase of 10%+ of students in grades 1-5 who are identified as in need of special education services in mathematics, demonstrating growth on NWEA			
<b>Data Checkpoints (dates)</b>	<b>BOY NWEA</b>	<b>MOY NWEA</b>	<b>End of Year NWEA</b>	
<b>Evidence at Checkpoints</b>	Math scores on NWEA	Math score on NWEA	Math scores on NWEA	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 1-5			<b>PD Needed: No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Ensure teachers have access to the NWEA MAP data to ensure	August 2020- May 2021	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2022, 74% of students in grades 3-5 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2022, 79% of students in grades 3-5 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

<b>GOAL 1</b>	By Spring 2021, 70% of students in grades 3-5 who are identified as in need of special education services in reading will demonstrate growth rates that are typical or higher as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>September 15</b>	<b>January 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	<b>NWEA Scores</b>	<b>NWEA Scores</b>	<b>NWEA/ILEARN Scores</b>	
<b>Evidence- Based Strategy 1</b>	<b>MTSS will be utilized to provide differentiated levels of support to meet the needs of each learner. Instructional data will be utilized to implement a blended instructional model in both reading and math ensuring students receive access to grade level standards and appropriate depth of knowledge exposure.</b>			<b>PD Needed: No</b>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Monthly collaboration with the special education team, instructional coach, and building level leadership to monitor the implementation of a MTSS framework in both language arts and math.	August 2020-August 2023	Special Education Teachers Instructional Coach Building Principal	Individual student data reflecting growth model progress in both language arts and math on NWEA and ILEARN
Action Step 2	Monthly review of Indiana Academic Power Standards and alignment to curriculum map	September 2020	Special Education Teachers, Instructional Coach, Building Principal	Individual student data reflecting growth model progress.
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>				<b>PD Needed: Yes No</b>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

<b>GOAL 2</b>	100% of EPES students will have opportunities to interact with the career readiness and problem solving standards to expand their depth of knowledge in these areas.			
<b>Data Checkpoints (dates)</b>	<b>December 2020</b>	May 2021	December 2021	May 2022
<b>Evidence at Checkpoints</b>	<b>Curriculum maps will document student lessons involving PLTW implementation and monitor our progress through the modules.</b>	"	"	"
<b>Evidence- Based Strategy 1</b>	Implementation of Project Lead the Way			<b>PD Needed: No- Training completed summer 2020</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Implement Module 1	<b>Fall 2020</b>	Classroom teachers, Instructional Coach, Building Principal	Documentation of student completion of lessons and application of skills
Action Step 2	Implement Module 2	Winter 2021	Classroom teachers, Instructional Coach, Building Principal	Documentation of student completion of lessons and application of skills
Action Step 3	Implement Module 3	Fall 2021	Classroom teachers, Instructional Coach, Building Principal	Documentation of student completion of lessons and application of skills
Action Step 4	Implement Module 4	Winter 2022	Classroom teachers, Instructional coach, Building Principal	Documentation of student completion of lessons and application of skills
<b>Evidence- Based Strategy 2</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>

Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

<b>GOAL 3</b>	Identify at-risk student populations through attendance, discipline, and health records to Ensure that 100% of student social emotional needs are being addressed through trauma informed supports.			
<b>Data Checkpoints (dates)</b>	October 2020	January 2021	March 2021	May 2021
<b>Evidence at Checkpoints</b>	Identify students in K-5 who are demonstrating truancy or disciplinary challenges	Review truancy and discipline data to ensure each student in need has been identified	Review truancy and discipline data to ensure each student in need has been identified	Review truancy and discipline data to ensure each student in need has been identified
<b>Evidence- Based Strategy 1</b>	Establish a system to track student truancy, discipline referrals, and monitor pertinent medical information that may prevent a child from achieving social emotional success at schools			<b>PD Needed: Yes</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Truancy Reports Reviewed Weekly	<b>October 2020-May 2021</b>	Building Principal, School Social Worker	Identify students who are missing school for reasons other than chronic illness
Action Step 2	Discipline Reports Reviewed Bi-weekly	October 2020- May 2021	Building Principal, School Social Worker	<b>Skyward discipline referrals will identify students who are demonstrating challenges</b>
Action Step 3	<b>Bi-Weekly collaboration with the school nurse</b>	October 2020- May 2021	Building Principal, School Nurse, School Social Worker	Identify students who are exhibiting physical symptoms of possible stress and anxiety. Students identified will be provided social emotional supports
Action Step 4				
<b>Evidence- Based Strategy 2</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>

Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

## 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.

<b>Professional Development Goal 1</b>	MTSS supports in the RTI process- Teachers will be empowered to grow in their understanding of how the MTSS framework can support student learning and ensure academic success.	<b>Linked SIP Goals Yes</b>
<b>Possible Funding Source(s)</b>	Title One/Title II	
<b>Evidence of Impact</b>	Student NWEA and MCLASS data will reflect growth that meets or exceeds year long growth targets.	
<p>Plan for coaching and support during the learning process: Working in collaboration with special education leadership (including our school psychologist), we will ensure that our RTI process clearly documents the implementation of research proven interventions at the specific standard level.</p>		
<p>How will effectiveness be sustained over time? The EPES RTI team will review and evaluate the student progress of each student whose academic or behavior concerns come before the team. Using our NWEA, MCLASS, ILEARN, and classroom data and teacher observations, we will identify all students who are in need of services and use our documentation sheet to identify progress.</p>		

<b>Professional Development Goal 2</b>	Unpacking Indiana Academic Standards	<b>Linked SIP Goals Yes</b>
<b>Possible Funding Source(s)</b>	NA	
<b>Evidence of Impact</b>	Teachers will identify the power standards at each grade. These identified power standards will be correlated to our current curriculum to identify where instructional shifts are needed. Identifying the power standards will allow our teachers to also identify the depth of instruction. This process will impact student levels of success on the ILEARN state assessment.	
<p>Plan for coaching and support during the learning process:  EPES will utilize resources provided by the Indiana Department of Education. EPES will utilize our professional development time on Wednesday's for this process.</p>		
<p>How will effectiveness be sustained over time?  Curriculum maps will highlight power standards so that they are clearly outlined for each grade. Progress on pacing guides will be reviewed at the monthly grade level collaboration sessions including teachers, instructional coach, and building level principal.</p>		

<b>Professional Development Goal 3</b>	Social Emotional Toolkit - Empowering our staff with the resources to identify at-risk students and plan for supporting the social emotional needs of students in grades K-5.	<b>Linked SIP Goals Yes</b>
<b>Possible Funding Source(s)</b>	Title II	
<b>Evidence of Impact</b>	EPES will see a reduction of 25% in chronic truancy referrals and school suspensions	
<p>Plan for coaching and support during the learning process: Utilizing our partnerships with local agencies (Mental Health, DCS, Probation) we will network to ensure that teachers receive supports for in-class student support.</p>		
<p>How will effectiveness be sustained over time? We will see a continuous decline in students who are being flagged as truant or being suspended. Early intervention efforts will be documented to ensure each at-risk student receives interventions.</p>		