

School Name: Winamac Community Middle School

School Number: 6996

Street Address: 715 School Dr.

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 -----

Principal: Ryan Dickinson

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Superintendent: Dara Chezem

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Contact for Grants:

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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 No</b>	This is a review/update of a plan currently in use. <b>Yes No</b>
This school is identified as the following by the federal government: <b>(Highlight all that apply) TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: <b>(highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes No</b> Is the school’s Title I program Schoolwide or Targeted Assistance? <b>SW TA</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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Ryan Dickinson	Principal	CNA, SIP, Both	
John King	Counselor	CNA, SIP, Both	
Marilyn Newman	Teacher	CNA, SIP, Both	
Emma Myers	Teacher	CNA, SIP, Both	
Erica Richwine	Teacher	CNA, SIP, Both	
Rachel Budd	Teacher	CNA, SIP, Both	
Lori Brumm	Parent	CNA, SIP, Both	
Lynn Garbison	Parent	CNA, SIP, Both	
Joan Murray	Community Representative	CNA, SIP, Both	
		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:  
“Excellence in  
Education Is Our  
Expectation”

School Vision:  
“Excellence in  
Education Is  
Our  
Expectation”

District Mission:

**EASTERN PULASKI COMMUNITY SCHOOL CORPORATION  
MISSION STATEMENT**

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 their best version of themselves.

District Goals:

School Mission:

**WINAMAC COMMUNITY MIDDLE SCHOOL  
MISSION STATEMENT**

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 potentials. We are committed to teaching skills so that each student will have the opportunity to become a respectable, responsible, and successful member of society.

We believe in:

- Promoting positive problem solving,
- Respecting self, others, school and community,
- Inspiring responsibility,
- Desiring intellectual, social and physical development, and
- Establishing a safe and supportive environment.

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

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

## SECTION A: Review Essential Information

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

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

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	Tier 1, 2, 3	<i>Textbook and readers are core component of reading program.</i>	Yes No	
English/Language Arts	7-8	Write Source	Yes No	Tier 1, 2, 3	Source Workbook Textbook for language components	Yes No	
English/Language Arts	6-8	Achieve 3000	Yes No	Tier 1, 2, 3	Reading gains at differentiated levels	Yes No	
English/Language Arts	6	Journeys	Yes No	Tier 1, 2, 3	Source Workbook Textbook for language components	Yes No	
English/Language Arts	6	Journeys Workbook	Yes No	Tier 1, 2, 3	Source Workbook Textbook for language components	Yes No	
English/Language Arts	7-8	Collection's	Yes No	Tier 1, 2, 3	Source Workbook Textbook for language components	Yes No	

English/Language Arts	6	Sobbries	Yes No	Tier 1, 2, 3	Reading source	Yes No	
English/Language Arts	6-8	Study Island	Yes No	Tier 1, 2, 3	Leveled, differentiated source	Yes No	
Math	6-8	GoMath	Yes No	Tier 1, 2, 3	Source for mathematics	Yes No	
Math	8	Algebra - Holt/McDougal	Yes No	Tier 1, 2, 3	Source for mathematics	Yes No	
Science	6-7	Integrated Science - Glencoe McGraw Hill	Yes No	Tier 1, 2, 3	Source for science	Yes No	
Science	8	Conceptual Physical Science Exploration - Pearson	Yes No	Tier 1, 2, 3	Source for science	Yes No	
Social Studies	6-7	My World Geography - Pearson	Yes No	Tier 1, 2, 3	Source for geography	Yes No	
Social Studies	8	American History-Beginning Through Reconstruction	Yes No	Tier 1, 2, 3	Source for US history	Yes No	
Health	6	Teen Health Course One - Glencoe McGraw Hill	Yes No	Tier 1, 2, 3	Source for health	Yes No	
Music	8	Making Music - Foresman Wesley	Yes No	Tier 1, 2, 3	Source for music	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): **The school website ([www.epulaski.k12.in.us](http://www.epulaski.k12.in.us))**

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

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

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

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

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

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

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	6-8	Benchmark, Com. Form., Summative, Other	Interim assessment for growth benchmarks	Yes No	
Achieve 3000 Level Set	6-8	Benchmark, Com. Form., Summative, Other	Interim assessment for growth benchmarks	Yes No	
Teacher Created Assessments	6-8	Benchmark, Com. Form., Summative, Other	Tests, quizzes, presentations, rubrics	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	
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**For Title I schools with Schoolwide Programs only:**

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

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

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

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

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

Answer the questions for the grade levels in your school.

### Grades K-5 only

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

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

### Grades 6-8 only

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

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

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

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

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

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

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

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

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

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

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

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

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

Groups are identified through registration. Parents are required to complete registration paperwork to identify racial, ethnic, and language minorities. All are identified through the State STN Website. Free/Reduced are identified through the completion of such paperwork at the beginning of each school year. Those are confirmed through our Corporation office.

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

Being a smaller school we are able to identify and reach out to such students in an easier and more effective way. We feel our use of our Skyward management system allows us to communicate more effectively with these and all groups in our school. We also feel our Social-Emotional Learning (SLP) initiatives in our school also create awareness and attention toward these student populations. Our addition of using Study Island is yet another way to help bridge the gap between these student populations and the general population.

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

We have had staff development in the area of Social-Emotional Learning. In doing so, we are bringing awareness and sensitivity to such groups. The counselor has had training in WIDA and is better able to identify students and their needs.

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

We feel our state approved textbooks and curriculum materials take into account the needs to these student groups and their needs.

## 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: **4-5**              Two Years Ago: **4**              Three Years Ago: **4**

What may be contributing to the attendance trend?

We have had a couple of students with some significant health issues. This has played a role in our attendance. Another factor has been significant emotional and mental health issues which have required inpatient hospitalizations. Generally speaking, our student population has very few students who would be considered chronically absent.

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

We have worked in conjunction with our county court system and county wide attendance committee to help decrease chronic absenteeism. Through grant money, the courts hired an independent service (Keys Counseling) to help students and families improve attendance.

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

They are monitored both through our school attendance record and our communication with both the courts and Keys Counseling

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

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

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

First, we use the Skyward student management system. Parents are able to access the program at any time to monitor their child's progress and development of classes. Second, parents are always encouraged to email or contact the school to ask questions or seek information. Third, the staff has teams at each grade level and they often contact parents and request meetings to discuss issues pertaining to a student's progress. Parents also have the ability to request a meeting at a time when all of the student's teachers can be present to meet and discuss any questions or concerns. Fourth, we have a Meet The Teacher night at the start of every school year where parents/students are welcome to the school to meet their teachers to foster better communication. Finally, our school participates in parent/teacher conferences every October to address the needs of students and their parents.

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

Again, many of our strategies are employed with the intent of allowing parents a greater opportunity to ask questions and express ideas, concerns, or suggestions. Our Skyward system, parent/teacher conferences, Meet the Teacher night, team meetings with parents, and an open line of communication through phone calls and email are all ways for this to occur.

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

Parents are in constant communication with the school regarding attendance. When a student is not at school and no parent contact has been made the office contacts the parents by phone of each missing student to see where they are. The parents can also access Skyward at any time to look at their child's attendance record.

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

We feel effective communication is effective communication. There are qualities of good communication that transcend cultural differences. We use various forms of communication (phone, email, Skyward, in person). We communicate in a timely manner and not wait until a concern or issue has increased in severity.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

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

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

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

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

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

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

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Bianca Ash	K-12 All Grade Mild Disabilities (Rules 46-47)	Grades 6-8 Special Education Teacher (LA)
Jeff Beach	Grades 5-12 US History, Geography, Economics (Rules 46-47)	Grade 8 Social Studies Teacher (US History)
Tammy Blankenship	Grades 5-9 Language Arts (REPA), General Elementary (Rules 46-47)	Grade 7 Language Arts Teacher
Rached Budd	Grades 5-9 Mathematics Instructional	Grade 7 Mathematics, 7th grade Pre-Algebra Teacher
Micah Combs	Grades 5-9 Language Arts (Emergency permit) (REPA 3), K-12 Instrumental/Choral Music (Rules 46-47)	Grade 8 Language Arts Teacher
Sandi DeSabatine	Grades P-12 Physical Ed. (REPA), Grades 5-12 Economics/Government/US History (Rules 46-47), Grades 5-12 Health (REPA)	Grades 7-8 Physical Education Teacher
Cara Dulin	Grades 5-12 Occupation Family and Consumer Sciences (REPA 3), Grades 5-12 Economics/Gov't/US History/World Civ (Rules 46-47)	Grades 7-8 Family and Consumer Science Teacher
Kari Johnson	Grades 1-6 General Elementary (Rules 46-47)	Grade 6 Language Arts Teacher
John King	School Services Personnel (Rules 46-47)	Grades 6-8 School Counselor
Emma Myers	Grades P-12 Language Arts (REPA), Grades P-12 Computer Education (REPA)	Grades 6 and 7 Language Arts (Literacy) Teacher
Marilyn Newman	Grades 1-6 General Elementary (Rules 46-47), Grades 1-9 Mathematics (Rules 46-47)	Grades 6 and 8 Mathematics Teacher
Melissa Newman	K-12 Mildly Mentally Handicapped (Rules 46-47), K-12 Severe Disabilities (Rules 46-47)	Grades 6-8 Special Education Teacher (Math)
Ron Nies	K-6 General Elementary (LIFE)	Grade 6 Science Teacher
Hope Rhodes	Grades 5-9 Science (Emergency Permit) (REPA 3)	Grade 7 Science Teacher

Erica Richwine	Grades 1-6 General Education (Rules 46-47), K-12 Mildly Mentally Handicapped (Rules 46-47)	Grade 6 Mathematics Teacher
Steve Slaven	Grades 5-12 General Science (LIFE), Grades 5-12 Earth/Space Science (LIFE)	Grade 8 Science Teacher
Derrick Stalbaum	Grades 5-9 Mathematics (REPA), Elementary/Primary Generalist (Rules 2002), Elementary/Intermediate Generalist (Rules 2002)	Grade 8 Mathematics Teacher
Elaina Sutton	Elementary/Primary/JHS/HS Instrumental/General Music (Rules 2002), Middle/High School Vocal Music (Rules 2002)	Grade 6-8 Band, Grade 8 General Music
Duane Yost	Grades 5-12 Geography/US History/Government (Rules 46-47)	Grade 7 Social Studies Teacher

## **SECTION B: Needs Assessment**

**Every** school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below.

Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide		WIDA		Special Education		High Ability	
X	Statewide Assessments		Individual Learning Plans (ILPs)	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	X	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		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
	Common Formative Assessments	X	Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA	X	Special Education Staff Assignments		
	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>					
X	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** All students will be proficient in Reading and Writing. Measurable outcome met? Yes **No**

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

If the goal was not met, explain why.

We are unsure about the meeting of our goals for the 2019-2020 school year. Due to Covid-19 our school went to an eLearning system for the final grading period. Also we were unable to participate in the ILEARN, IAM, and the spring 2020 NWEA testing. Due to these reasons, we do not have sufficient data to either confirm or deny meeting this goal. We feel we had a good plan in place to work toward achievement of this goal and will continue with our plan.

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

We feel this is an essential goal for our school; therefore, we will continue with this goal in our School Improvement Plan



**Goal 2 All students will be proficient in Math.**

Measurable outcome met? Yes **No**

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

If the goal was not met, explain why.

We are unsure about the meeting of our goals for the 2019–2020 school year. Due to Covid-19 our school went to an eLearning system for the final grading period. Also we were unable to participate in the ILEARN, IAM, and the spring 2020 NWEA testing. Due to these reasons, we do not have sufficient data to either confirm or deny meeting this goal. We feel we had a good plan in place to work toward achievement of this goal and will continue with our plan.

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

We feel this is an essential goal for our school; therefore, we will continue with this goal in our School Improvement Plan

**Goal 3 All students will receive Social/Emotional Learning education and a PBIS program school-wide this year.**

Measurable outcome met? **Yes** No

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

We feel the goal was met in our school. We did establish a PBIS system in our school. We also had a comprehensive Social/Emotional Learning (SEL) program in our school. This was completed by both the school counselor and the entire staff working with our students in teacher units throughout the shortened year in the building. We also created a greater partnership with Four County Counselor, which is our county community mental health agency. We also improved our emotional well-being of our students and staff through comprehensive training and education on school safety in our building.

If the goal was not met, explain why.

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

## SECTION C: Analysis

### **Step 1: Conduct a Gap Analysis**

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

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

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

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

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

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 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	2	3	4	5	6
<b>Desired Performance Indicators Based on Prioritized Goals/Characteristics</b>	<b>Current Goal</b>	<b>Actual Performance Based on School Data</b>	<b>Brief Description Comparing Current Performance to Desired Performance</b>	<b>Gap</b>	<b>Priority</b>	
<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
Student proficiency in Reading and Writing is essential for our students to be prepared for both high school and a life after high school.	<b>Yes</b> No	Unclear due to the cancellation of spring assessments (ILEARN, IAM, NWEA). We do feel the Winter NWEA, while showing improvement, demonstrated that our Reading and Writing goals would probably not be fully attained.	We are strongly committed to creating an environment through high expectation and a rigorous curriculum for all of our students to achieve in the areas of Reading and Writing and to be proficient in such areas. We feel we have more work to do in this area to fully achieve our goal.	<b>X</b>	<b>1</b>
Student proficiency in Math is essential for our students to be prepared for both high school and a life after high school.	<b>Yes</b> No	Unclear due to the cancellation of spring assessments (ILEARN, IAM, NWEA). We do feel the Winter NWEA, while showing improvement, demonstrated that our Math goals would probably not be fully attained.	We are strongly committed to creating an environment through high expectation and a rigorous curriculum for all of our students to achieve in the areas of Math and to be proficient in such areas. We feel we have more work to do in this area to fully achieve our goal.	<b>X</b>	<b>2</b>
School safety is a hallmark of high achieving schools. Students learn best when they feel physically and emotionally safe. With the current environment, this is of a particular important nature with Covid-19.	<b>Yes</b> No	Students have felt physically safe in the past; however the emergence of school safety (shootings) has created anxiety in our student/staff population. Covid-19 has highlighted another aspect of school safety unique to 2020 and possibly beyond.	We feel our school has taken significant steps toward creating a physically and emotionally safe environment. Much has been done in the last 2 years to improve the security of our building and in educating our students on safety. We have created many safety protocols and procedures to help ensure a physically/emotionally safe 2020-21 year with regard to Covid-19. As much as we have done we would like to still keep this as a priority in our SIP.	<b>X</b>	<b>3</b>
Social/Emotional learning and education is essential for effective student learning. Students who feel less stable emotionally struggle in relationships with others and will not experience full academic success	<b>Yes</b> No	2019-20 was our first year to incorporate programs for both social/emotional learning and a PBIS system school wide. We made great progress in making these a part of our school culture	We did make progress in these areas especially in our first year of implementing such programs; however, we did have some inconsistencies and particular issues that needed to be addressed. We feel the need to continue to make this a priority in our school and continue to make improvements/adjustments to our plans.	<b>X</b>	<b>4</b>

Excellent student attendance is critical for successful student learning. Attendance and punctuality are also essential skills for success throughout life.	Yes No	Our attendance rate for both the 2019-20 school year and in past years has been excellent. We have met past goals outlined in past SIPs.	We are confident that attendance is a strength of Winamac Community Middle School through current and past performance (data) and do not feel there is any gap between current performance and desired performance.		5
	Yes No				

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

### **Step 2: Conduct Root Cause Analyses**

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

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

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

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
Improvement in Reading and Writing achievement	<i>Need for more school time for Language Arts skills, More emphasis on Reading/Writing across the curriculum. Need for more technology to assist Reading/Writing for all teachers in all subject areas.</i>
Improvement in Math achievement	<i>More school time for Math skills. Need of technology to reinforce Math skills for Math classes</i>
Further development of school safety in our school	<i>Need more time to meet as staff to develop consistency. More training of staff and students.</i>

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*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	Formative Assessment Grant
Title IV	Twenty-first Century After School Program	Textbook fees
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 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.		
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test
<b>Evidence-Based Strategy 1</b>	<b>Implemented blended instructional models in mathematics classes in grades 5-8.</b> <b>Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.”</b> <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437.		<b>PD Needed: Yes No</b>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

GOAL 1	By Spring of 2022, Students in all grade levels will demonstrate an 70% proficiency in Reading and Writing skills as demonstrated in both the ILEARN and 2022 NWEA assessments.			
Data Checkpoints (dates)	September 15	February 1	May 25	
Evidence at Checkpoints	Fall NWEA Test, Achieve 3000 data, Study Island data	Winter NWEA Test, Achieve 3000 data, Study Island data	Spring ILEARN and Spring NWEA Tests, Achieve 3000 data, Study Island data	
Evidence- Based Strategy 1	<p>The district-wide effectiveness of the Achieve 3000 program: A quasi-experimental study. Borman G.E., and Park, S.J. Dissertation, January 15, 2015.</p> <p>Cheung, A. C. K., &amp; Slavin, R. E. (2012). How features of educational technology applications affect student reading outcomes: A meta-analysis. Educational Research Review, 7(3), 198- 215.</p>			PD Needed: <b>Yes</b> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Continued training of staff in use of Achieve 3000 program.	August 2020-May 2022	Principal, Leadership Team, Achieve 3000 support, LA teachers	80% of staff utilized the Achieve 3000 program and created a weekly use within their teams.
Action Step 2	Training of Language Arts teachers in Study Island program	August 2020-May 2022	Principal, Leadership Team, Language Arts teachers	100% of the LA teachers will receive training in Study Island and 80% will be using it on a weekly basis.
Action Step 3				

Action Step 4				
<b>Evidence- Based Strategy 2</b>	The use of the Kristina Smekens System to: 1. boost reading and writing achievement on standardized tests through a system of comprehension and summarizing and 2. Use of the system and teach the Six Traits of Writing to improve writing skills.			<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	Training and refreshing Language Arts staff in the Kristina Smekens method of writing/summarizing	August 2020-May 2022	Principal, Leadership Team,staff	100% of Language Arts teachers and 50% of non LA teachers have received training and using system
Action Step 2				
Action Step 3				
Action Step 4				

<b>GOAL 2</b>	<b>By Spring 2022, Students in all grade levels (Grades 6-8) will demonstrate a 15% increase in Math skills as demonstrated in both the ILEARN and Spring 2022 NWEA assessments.</b>			
<b>Data Checkpoints (dates)</b>	<b>September 15</b>	<b>February 1</b>	<b>May 15</b>	
<b>Evidence at Checkpoints</b>	Fall NWEA assessment, and Study Island data	Winter NWEA assessment, and Study Island data	Spring 2022 ILEARN and NWEA assessments, Study Island data	
<b>Evidence- Based Strategy 1</b>	Cheung, A. C. K., & Slavin, R. E. (2013). The effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms: A meta-analysis. Educational Research Review, 9, 88-113.			<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	Training on Study Island with Math teachers	August 2020-May 2021	Principal, Leader team, Math teachers	100% of Math teachers will receive training and 80% will be regularly using Study Island in classrooms
Action Step 2				
Action Step 3				
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				

<b>GOAL 3</b>	<b>By 2022 our school will incorporate various strategies and protocols to improve and maintain our school safety and to address current Covid-19 concerns. Our school will show a 40% increase in student physical and emotional safety in our school.</b>			
<b>Data Checkpoints (dates)</b>	<b>September 15</b>	<b>December 15</b>	<b>May 15</b>	
<b>Evidence at Checkpoints</b>	Student survey, feedback from parents/public, review from county health dept.	Student survey, feedback from parents/public, review from county health dept.	Student survey, feedback from parents/public, review from county health dept.	
<b>Evidence- Based Strategy 1</b>	<b>A comprehensive report on school safety technology. Johns Hopkins University Applied Physics Laboratory., October 2016. U.S. Department of Justice</b>  <b>How can we improve school safety research?. Astor, R.A., Guerra, N. and Van Acker, R. (Jan/Feb 2010), pp. 69-78. American Educational Research Association.</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	Training of staff on school safety procedures and protocols	August 2018- May 2022 (Ongoing)	Principal, SRO, Faculty/staff, Superintendent	100% of the staff knows what to do in emergency situations. Each have a flip chart with instructions
Action Step 2	Employment of a Resource School Officer at the MS/HS	August 2018- May 2022 (Ongoing)	Administration, County Sheriff Dept., School Resource Officer	Number of days SRO was on campus, school records of referrals to SRO for use of school safety concerns.
Action Step 3	Purchase of various equipment and upgrades to physical plant to improve classroom/school safety	August 2018- May 2022 (Ongoing)	School Board, Superintendent, Principal, building/grounds staff	All rooms will have devices installed for safety, cameras in every building inside and outside campus, use of SchoolGuard notification system
Action Step 4	Education of students and rehearsals and drills to understand protocols and procedures	August 2018-May 2022 (Ongoing)	Principal, all teachers and staff	Records of drills (evacuation, tornado, fire, shelter in place, hide in classrooms,)
<b>Evidence- Based Strategy 2</b>	<b>Building academic success on social and emotional learning: what does the research say?. ed. Zins, J.E. et al. 2004, Teachers College Press.</b>			<b>PD Needed: Yes No</b>

Sklad, M., Diekstra, R., De Ritter, M., Ben, J., & Gravesteyn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs. Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology and Schools, 49*, 892- 909.

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	School counselor will visit classrooms in all grades (Grades 6-8) presenting units of social skills and self care skills	August 2019-May 2022	Principal, school counselor, leadership team, staff	Record of meeting times in classes by school counselor, lessons from classroom teachers, student survey, school discipline records,
Action Step 2	Training for staff and students on aspects of social emotional learning, bullying awareness and prevention, and suicide awareness and prevention	August 2019-May 2022	Principal, school counselor, Four County Counseling agency	Number of student referrals to school counselor, school discipline records, records of grades, school attendance records of referrals to Four County Counseling,
Action Step 3	School counselor will be liaison for Pulaski County Court JDAI program to target at risk students	August 2019- May 2022 (Ongoing)	School counselor, County JDAI coordinator (Pulaski Co. Courts)	Student surveys, school attendance and discipline records.
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>	To educate and train staff on the use of the Achieve 3000 system for all core teachers with special emphasis toward the Reading and Language Arts teachers	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Funded through textbook fees	
<b>Evidence of Impact</b>	Increased in achievement shown in the Achieve 3000 data Improved NWEA and ILEARN scores. Improvement in student grades in Reading and Writing	
<p>Plan for coaching and support during the learning process:            Education from the Achieve 3000 staff.            Local professional development meetings throughout the year to share information and technology.            Team support to encourage and keep record of Achieve 3000 use.            Principal will monitor and help teachers with system</p>		
<p>How will effectiveness be sustained over time?            The key is consistency and fidelity. We will keep an accurate record of uses throughout the year and will try to adhere to the recommendations from the Achieve 3000 company. Retraining and refreshing through meetings with the Achieve 3000 people and local professional development will help sustain the program through time, staff changes, etc.</p>		

<b>Professional Development Goal 2</b>	To educate and train staff on the use of the Study Island system for all Math and Language Arts teachers.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Study Island is funded through Formative Assessment funds	
<b>Evidence of Impact</b>	<p>Significant usage of the program in all Language Arts and Math classes</p> <p>Increase in achievement shown through Study Island data</p> <p>Improved NWEA and ILEARN scores</p> <p>Improved students grades in LA and Math classes</p>	
<p>Plan for coaching and support during the learning process:</p> <p>Training Language Arts and Math teachers with Study Island</p> <p>Local professional developments throughout the year with Math/LA teachers to share ideas and help each other utilize program</p> <p>Principal will encourage use and will reach out to help teachers</p>		
<p>How will effectiveness be sustained over time?</p> <p>The key is consistency and fidelity. We will keep accurate records of uses throughout the year and will try to adhere to the recommendations from the Study Island experts. Retraining and refreshing through meetings with the Study Island support people and local professional developments will help sustain the program through time, staff changes, etc.</p>		

<b>Professional Development Goal 3</b>	To educate and train staff on procedures and protocols on school safety and for Covid-19 safety. To constantly update staff on the latest restrictions and recommendations from public health officials.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	CARES Act funds from the federal government	
<b>Evidence of Impact</b>	<p>Students will report an increased level of comfort and safety.</p> <p>Students will report an increased knowledge of procedures and protocols and understand why they exist</p> <p>Staff will have successful drills and meetings to understand protocols and expectations</p> <p>Few or any cases of Covid-19 in our building</p> <p>Remain in building learning for the entire year</p>	
<p>Plan for coaching and support during the learning process:</p> <p>Professional development meeting and written communication from administration on latest recommendations from health professionals</p> <p>Answer questions pertaining to Covid-19 and procedures here at school for students and staff.</p>		
<p>How will effectiveness be sustained over time?</p> <p>It is extremely important that we continue keeping up to date regarding Covid-19 and school safety. Student achievement cannot be maximized when students and staff feel unsafe physically and/or emotionally. Continued communication (both in written and meeting form) need to occur so we can continue to provide a safe learning environment.</p>		