

School Name: Coolspring Elementary School

School Number: 4373

Street Address: 9121 West 300 North

City: Michigan City, Indiana

Zip Code: 46360

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025,
2023-2026 (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. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [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>
Angie Dydo	Student Support Services	CNA, SIP, Both	Special Education
Kim Palmer	Principal	CNA, SIP, Both	Special Education
Amy Kotaska	5th grade teacher	CNA, SIP, Both	Math
Mandi Groszek	4th grade teacher	CNA, SIP, Both	Math
Megan Bowman	4th grade teacher	CNA, SIP, Both	ELA
Kathy Pizarek	Curriculum Coach	CNA, SIP, Both	ELA
Erica Iacovetti	1st grade	CNA, SIP, Both	ELA
Dawn Haines	Kindergarten	CNA, SIP, Both	ELA
Richard Pinkepank	6th grade	CNA, SIP, Both	Math
Molly Trout	Special Education Supervisor (SE)	CNA, SIP, Both	Special Education
Deb Pawloski	Instructional Assistant	CNA, SIP , Both	ELA

--- 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: Michigan City Area Schools: High expectations. Supported students. Innovative paths to success

School Vision: Coolspring School reflects an atmosphere of warmth and respect among staff, students, and parents. Student displays reflect work taught in accordance with common core state standards. A climate of shared responsibility exists among the students and teachers because of principles learned through Life skills.

Students, parents, and teachers share responsibility for the students’ education. Instilling a desire to learn is our main focus. Methods are tailored to meet the needs of individuals. Students fully participate in their own education by asking questions, expressing ideas, and taking part in school activities. Parents are aware and reinforce what’s happening at school through communication, visitation, and volunteering.

State standards and local curriculum guides aided by alternative assessments (rubric rating scales and anecdotal records) are used and designed by students and teachers in creating an environment of high expectations. Students’ work reflects their growing understanding of high quality work.

District Mission: We are a diverse community of families, students, and staff who take pride in our schools, contribute positively to society, and prepare students for lifelong success.

School Mission: The mission of Coolspring Elementary School, a catalyst for academic and personal excellence, is to empower students to reach their individual potentials as lifelong learners and to ensure opportunities to learn about and value diversity through a system distinguished by:

- A safe, caring environment,
- Clear and high expectations for all,

- A family, school and community partnership that supports each student’s learning and personal development, and
- A program of study that acknowledges and respects individual differences

District Goals:

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

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

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	Textbook and readers are core component of reading program.	Yes No	
English/Language Arts	K-6	EL Education	Yes No	Tier 1, 2, 3	Textbook is core component of reading program.	Yes No	
Math	K-6	Illustrative Math	Yes No	Tier 1, 2, 3	Incorporates components of Workshop, Fluency, Spiral Review/Intervention, and Problem Solving	Yes No	
Social Studies	K-6	Social Studies Weekly McGraw Hill Impact	Yes No	Tier 1, 2, 3	Integrate with ELA	Yes No	
Science	K-6	Interactive Science	Yes No	Tier 1, 2, 3	Integrate with Math	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	X
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	

Parents or community members may request access to the curricular resources through the school office.

Core Element 2: Instructional Program [Required for all]

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

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	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, el coach, 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.

Differentiated small groups meet with the teacher during both Math and Reading instruction. Students below grade level meet for 15- 20 minutes daily; students on or above grade level meet with the teacher 1-2 times a week. Students identified using data from benchmark assessments and ongoing formative assessments, receive targeted interventions for 30 minutes daily in addition to the mathematics and reading instructional time.

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
iReady Math Diagnostic		Benchmark, Com. Form., Summative, Other	Long-cycle interim assessment used for instructional decisions, evaluation of learning, and predicting success on ILEARN	Yes No	
iReady Reading Diagnostic		Benchmark, Com. Form., Summative, Other	Long-cycle interim assessment used for instructional decisions, evaluation of learning, and predicting success on ILEARN	Yes No	
EL Benchmark		Benchmark, Com. Form., Summative, Other	Interim assessment used for instructional decisions and evaluation of learning	Yes No	
Mathematics Weekly Assessments		Benchmark, Com. Form., Summative, Other	Short term evidence of student learning within a unit of study	Yes No	
EL Unit Assessments		Benchmark, Com. Form., Summative, Other	Short term evidence of student learning within a unit of study	Yes No	
EL Cycle Assessments		Benchmark, Com. Form., Summative, Other	Short term evidence of student learning within a unit of study	Yes No	
EL Microphase Identification		Benchmark, Com. Form., Summative, Other	Formative assessment to determine student microphase	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	

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.

Grade level teams meet bi-weekly with the Curriculum Coach and Principal to analyze assessment to inform instruction. In addition, the ILT looks at school-wide data.

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.

Parents provide this information and complete the appropriate documentation when they register their children for school.

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

During staff and professional learning community meetings, we examine data based on whole group and demographic information. This analysis is used to develop strategies for helping all of our children be more successful. We identify, monitor and analyze student achievement data and data impacting student performance, such as attendance, tardiness, suspensions, and expulsions; subgroups including Free and Reduced Lunch, Ethnicity, & Special Education will also be analyzed.

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

During Staff and Professional Learning Community meetings, staff continue to examine our cultural competence expectations and work together to understand the needs of all of our students. PLC's have included how to implement research-based strategies (Eric Jensen training).

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

EL Education (in support of National Equity Project) promotes equity in education by utilizing texts that recognize all students.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: 159 Two Years Ago: 118 Three Years Ago: 102

What may be contributing to the attendance trend?

Students who travel to Illinois on the weekends as well as transience between schools (out of district) are factors. Also, lack of transportation (if students miss the bus) is sometimes an issue.

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

District Policy implements the following practices:

- Students who are absent from school receive an automated call from the school each morning.
- 3 absences - via email/mail
- 5 absences - via certified mail and include Prosecuting Attorney letter and this [Informational impact of attendance on achievement flyer](#)
- 10 absences - Home Visit (make sure to document date and outcome), letter could be hand delivered during home visit and if no one is home then the letter can be mailed via email or US Mail.

Perfect Attendance awards and incentives will be given each grading period to students who attend school everyday. Weekly Attendance incentive for classroom with highest percentage was put into place January 2023.

Success Coach will make follow-up phone calls (for those students who do not show up after morning automated call). In addition, she will monitor students identified from 2022-23 as chronic attendance issues (10 or more) that correlate to Behavior and Grades (BAG).

Principal, Counselor or Student Success Coach will provide transportation when needed.

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

Student Success Coach makes personal phone calls daily, focusing on students with “unknown reason”. In addition, she will make home visits when needed.

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

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

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

The majority of parents (over 90%) are connected to Class Dojo (behavior and/or communication system). Also teachers communicate through emails, phone calls, and written notes. Parent teacher conferences occur twice a year. Title I annual meetings to review Home-School Compact, Policy, and Schoolwide Plan. Family events sponsored/funded by school and/or CCA Parent Group (Fun Fair, Lunch with Loved Ones, Family Game Night).

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

Parents can communicate to staff through Dojo and/or email. Feedback is asked during Title I meetings as well as a survey.

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

Parents are invited to an Awards Assembly (4 times yearly) to honor Perfect Attendance. Success Coach makes daily phone calls regarding students who are absent for "Unknown Reason". In addition, routine letters are sent out per the District Guidelines. Those students who have chronic unexcused absences will be considered for Project Attend.

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

Dojo, email, and phone calls are utilized to communicate. When unable to gain a response, home visits are made. In addition, our school translates information sent home for our Spanish-speaking families.

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

Review and update the home-school compact, policy and schoolwide plan annually (i.e., District-wide online registration will allow parents to review the Parent Policy and Compact when they register their student and submit an electronic signature for the Compact. Any parents registering their students during the year, this process will ensure the Parent Policy and Compact are reviewed and a signature is submitted.)

Monitor Daily homework folder, Check PeachJar notifications, Parent access to gradebook, Classroom Dojos to monitor behavior, Communicate via Phone calls and/or Notes home, Attend Parent/Teacher conferences

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

Twice yearly, Student-led conferences are scheduled. Report cards (available on Parent Access each grading period). In addition, iReady Diagnostic results are shared at the beginning, middle, and end of the year. Parents are able to access student grades through PowerSchool Parent Access. ILEARN/IREAD reports are mailed home as well. In addition, students with IEP's have progress of IEP goals shared with parents each grading period.

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

Principal holds two meetings each year to gain feedback on the schoolwide plan.

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.

Coolspring Elementary School understands that funding sources can be consolidated. Coordinated funds include, but are not limited to the following: Title I, Local & State University Programs, Indiana Department of Education, Safe Harbor After-school Program, Dunebrook, Meridian, Swanson Center, Junior Achievement, Captain Ed's, United Way, Local restaurants and businesses (Give Back Nights), Michigan City Education Foundation, Mobile Dentist, St. Anthony's Hospital, Michigan City Police & County Sheriff, Coolspring Fire Department, Coolspring County Library. In addition, ESSER funds provide instructional resources, staff, and additional tutoring opportunities for students. Title II and Title IV provide professional development funds.

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.

A school field trip, registration, and “Back to School Night” provide incoming kindergarteners (from Head Start and PreK) and parents with opportunities to tour the school building, meet the staff, and receive resources to facilitate the transition to kindergarten, and teachers share classroom expectations with parents. In addition, the school district offers Kindergarten Countdown in the summer for incoming kindergarten students in partnership with Unite

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.

Coolspring School primarily hosts students from our local college, Purdue Northwest, for Student Teaching and Field Placements. These students are frequently hired after they obtain a Bachelor of Science Degree and an Indiana Teaching License. In the past, this documentation has been entered in the district hiring program, RDS (HR) which has been replaced by PowerSchools.

Weekly school-based Professional Learning Communities as well as district-wide professional development opportunities (during the school year and summer) enable teachers to continue their learning. The district provides two days of professional development prior to the school year beginning. In addition, professional development includes four ½ days during the school day.

An Instructional Coach supports teachers with classroom practice. In addition, a Mentor Teacher Leader provides support.

MCAS provides a competitive salary base for beginning teachers with no years of teaching experience. Teacher salaries are increased when a Masters is acquired. All teachers have a Bachelor of Science in Elementary Education.

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
Dawn Haines	Professional - General Elementary/Kindergarten - Master	Kindergarten
Rob Bauer	Professional - General Elementary/Kindergarten - Master	Kindergarten
Ashlee Metts	Elementary Education - Minor in Psychology	First
Erica Iacovetti	Professional - General Elementary - Master	First
Luci Mazac	Professional -General Elementary - Bachelor	Second
Michelle Richardson	General Elementary - Social Studies - Bachelor - Mild Intervention	Third
Anna Piesyk	Transition to Teaching Certification	Third

Mandi Groszek	Professional - General Elementary - Master	Fourth
Megan Bowman	Professional - Elementary Generalist - Bachelor	Fourth
Amy Kotaska	Professional - Elementary - Bachelor	Fifth
Richard Pinkepank	Bachelor Meteorology - Masters Initial Teaching Licensure	Sixth
Angie Dydo	Standard - General Elementary - Learning Disabled - Mild Mentally Handicapped - Seriously Emotionally Handicapped - Bachelor	Special Education
Lisa Hill	Bachelor of Arts in Education	Special Education
Kathy Pizarek	Professional - English - Library Services - Master	Curriculum Coach
Holly Zborowski	Standard - Physical Education - Bachelor	Physical Education
Liz Gast	Standard - Music General - Choral - Bachelor	Music
Nicole Ward	Standard - General Elementary - Bachelor	Art

SECTION B: Needs Assessment

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

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments (math)	<input type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant
	Districtwide Assessments (reading)	<input type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data
	Assessment by Student Group	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model
	PSAT/SAT/ACT Assessments	<input type="checkbox"/>					

<input checked="" type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.				
<input checked="" type="checkbox"/>	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

Measurable outcome met? Yes **No**

50% of special education students will pass ILEARN ELA; 50% of special education students will pass ILEARN mathematics by 2024.

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. 10.8% of special education students were proficient in Math; 13.8% were proficient in ELA.

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

Goal 2

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

70% of students will pass ILEARN Mathematics by 2024.

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. 36% of students were proficient in 2022-23.

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

Goal 3

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

70% of students will pass ILEARN English Language Arts by 2024.

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. 29.9% of students were proficient in 2022-23.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Special Education students will demonstrate grade level proficiency in reading and math.	Yes No	ILEARN Spring 2023 ELA = 13.8% ILEARN Spring 2023 Math = 10.8%	Data indicates that all special education students are not proficient.	X	1
All students demonstrate proficiency in grade level mathematics standards and are prepared for the next grade level.	Yes No	ILEARN Spring 2023 Mathematics 36% proficiency	Data indicates that all students are not proficient.	X	2
All students demonstrate proficiency in grade level English Language Arts standards and are prepared for the next grade level.	Yes No	ILEARN Spring 2023 ELA = 29.9% proficiency	Data indicates that all students are not proficient.	X	3

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



Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Special Education students need to become proficient in grade level standards.	Need for more differentiated instruction based on student needs Students demonstrate a lack of engagement during instruction Prerequisite skills are not mastered Tier 1 strategies in ELA/Reading and Math need continue to be strengthened (EL and IM with fidelity)
All students need to become proficient in grade level math.	Need for more differentiated instruction based on student needs Students demonstrate a lack of engagement during instruction Prerequisite skills are not mastered Not spiraling grade-level standards for mastery Tier 1 strategies in ELA/Reading and Math need continue to be strengthened (EL and IM with fidelity)
All students need to become proficient in grade level ELA.	Need for more differentiated instruction based on student needs Students demonstrates a lack of engagement during instruction Prerequisite skills are not mastered Not spiraling grade-level standards for mastery Tier 1 strategies in ELA/Reading and Math need continue to be strengthened (EL and IM with fidelity)



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

GOAL 1	<p>By Spring 2024, 50% of students in grades 3-6 who are identified as in need of special education services will demonstrate language arts proficiency as measured by the ILEARN ELA assessment.</p> <p>By Spring 2024, 50% of students in grades 3-6 who are identified as in need of special education services will demonstrate mathematics proficiency as measured by the ILEARN Mathematics assessment.</p>			
Data Checkpoints (dates)	Ongoing	Interim assessment	Interim assessment	
Evidence at Checkpoints	Common formative assessments aligned to high priority and priority grade level standards	Interim assessment- student proficiency of grade level standards	Interim assessment- student proficiency of grade level standards	
Evidence- Based Strategy 1	Learning Lab (Resource Time) to fill in gaps Students will receive a blend of interventions including targeted skills development (IEP Goals) in a resource setting and through the district resource model.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Using beginning of year assessment data purposeful groups will be formed.	August 2023 - December 8, 2023	Special Education Staff General Education teachers Instructional Coach Principal	Wilson WADE Test PAST Assessment (LETRS)
Action Step 2	Using middle of year assessment data purposeful groups will be formed.	December 9, 2023 - March 28, 2024	Student Support Staff General Education teachers Instructional Coach Principal	Wilson WADE Test PAST Assessment (LETRS)
Action Step 3	Using end of year assessment data purposeful groups will be formed.	March 28, 2024 - May 22, 2024	Special Education Staff General Education teachers Instructional Coach Principal	Wilson WADE Test PAST Assessment (LETRS)
Evidence- Based Strategy 2	Individual binders for individual math goals to show mastery on math fact fluency. This can be worked on in small group time. Binders will contain differentiated activities to help students reach			PD Needed: Yes No

	mastery of math fact fluency. Students will have individual check ins with teacher to monitor their progress.			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	differentiated activities to master fact fluency	August 2023 - May 2024	Special Education Staff	Fluency Tests IEP Goal Tracker
Action Step 2	Frequent check ins to	August 2023 - May 2024	Special Education Staff	Fluency Tests IEP Goal Tracker
Evident-Based Strategy 3	Individual binders for reading skills to work on developing mastery of reading skills.	October 2023 - May 2024	Special Education Staff	IEP Goal Tracker Wilson Word Assessment
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Wilson lessons at students' individual levels	August 2023 - May 2024	Special Education Staff	Wilson WADE Test PAST Assessment (LETRS)
Action Step 2	Read Naturally at students' individual levels	August 2023 - May 2024	Special Education Staff	Wilson WADE Test PAST Assessment (LETRS)

GOAL 2	By Spring 2024, 70% of students in grades 3-6 will demonstrate mathematics proficiency as measured by the ILEARN Mathematics Assessment.			
Data Checkpoints (dates)	Ongoing	Weekly	Interim assessment	Interim assessment
Evidence at Checkpoints	Common formative assessments aligned to high priority and priority grade level standards	Common formative assessments are available weekly for each priority standard	Student proficiency of grade level standards	iReady Math Diagnostic (BOY, MOY, EOY)
Evidence- Based Strategy 1	Teachers will implement Math Components within the daily Math Block with fidelity. https://docs.google.com/document/d/1xQg4KR8MS3hFc9nrKZ8ziL6ojlxxym71LI3AI-nJKHA/edit			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Implement a daily math block	August 2023 - May 2024	Classroom teacher	Increase of students in Tier 1 from students on the Middle of

				Year Mathematics iReady Diagnostic assessment and Decrease of students identified as Tier 3
Action Step 2	Math Classroom Visits	September 2023 - May 2024	Principal, Coach, Mentor Teacher Leader, District Leader	E = Evident recorded in majority of classrooms
Evidence- Based Strategy 2	Teachers use mathematical discourse questioning, incorporating higher-level DOK. 100 Questions That Promote Mathematical Discourse ©2019 Curriculum Associates, LLC. All Rights Reserved.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Attendance at PLC's	August 2023 - May 2024	Classroom teachers, Coach, and Principal	Checklist of DOK questions
Action Step 2	Math Classroom Visits	September 2023 - May 2024	Principal, Coach, Mentor, Teacher Leader, District Leader	E = Evident recorded in majority of classrooms

GOAL 3	By Spring 2024, 70% of students in grades 3-6 will demonstrate Language Arts proficiency as measured by the ILEARN ELA assessment.			
Data Checkpoints (dates)	Ongoing	Ongoing	Interim assessment	Interim assessment
Evidence at Checkpoints	Common formative assessments aligned to high priority and priority grade level standards	ELED mid-unit and end-of-unit assessments aligned with grade level standards	Student proficiency of grade level standards	iready Reading Diagnostic (BOY, MOY, EOY)
Evidence- Based Strategy 1	ELED Skills Block/All Block implemented with fidelity (1991, <i>The Harvard Graduate School of Education joins Outward Bound USA to create a new model of schooling: Expeditionary Learning</i>). Sarah Dolfin, Scott Richman, Jane Choi, Andrei Streke, Cheryl DeSaw, Alicia Demers, and Dmitriy Poznyak. (2019). "Evaluation of the Teacher Potential Project" <i>Washington, DC: Mathematical</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Student in grades K-2 will be assessed using the EL	August 2023 - September 2023	Classroom teachers	100% of students will be assessed during the beginning

	Benchmark Assessment; Students in grades 3-6 will be assessed using iReady Reading diagnostic, and other informal assessments such as checklists, student work, note catchers, quick writes, exit tickets			of the year assessment window.
Action Step 2	Students in grades K-2 will be placed in microphases and given small group instruction based on needs. Students in grades 3-5 will be placed in flexible homogeneous small groups for teacher led instructions based on current needs.	August 2023 - December 2023	Classroom teachers Special Education Staff	70% of students are proficient as determined by the EL Skills Block weekly cycle assessments. 70% of students will demonstrate proficiency on EL mid-unit and end-of-unit assessments.
Action Step 3	Grade level planning using student data and upcoming assessments	August 2023 - December 2023	Classroom teachers Instructional Coach Principal	Datawise Agenda
Action Step 4	Student in grades K-2 will be assessed using the EL Benchmark Assessment; Students in grades 3-6 will be assessed using iReady Reading diagnostic, and other informal assessments such as checklists, student work, note catchers, quick writes, exit tickets	August 2023	Classroom teachers	100% of students are assessed
Action Step 5	EL Classroom Walkthroughs	September 2023 - May 2024	Principal, Coach, ILT, EL Coach	Indicators show growth
Evidence- Based Strategy 2	Teachers use a variety of Conversation Cues strategically and naturally.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Attendance at PLC's	August 2023 - May 2024	Classroom teachers, Coach,	Data Wise Agenda

			and Principal	
Action Step 2	EL Classroom Walkthroughs	September 2023 - May 2024	Principal, Coach, ILT, EL Coach	Indicators show growth

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 el coach and collaboration.

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

Professional Development Goal 1	Teachers will engage in an intentional process in which students assess their current level of proficiency, set goals, track progress, and reflect upon and communicate results.	Linked SIP Goals Yes No
Possible Funding Source(s)	N/A	
Evidence of Impact	By routinely using formative assessments, teachers will align instruction ensuring that all students will meet or exceed proficiency of the standards.	
Plan for el coach and support during the learning process:		
The District has EL Teacher Leaders that will support through grade level meetings. A Mentor Teacher Leader is assigned to each building. Instructional Coach and Principal facilitate at least monthly meetings with each grade level team to debrief/plan EL Lessons. ILT will provide support as well. EL PD Packs (<i>Leaders of Their Own Learning: Student-Engaged Assessment</i> as well as <i>Using Data: Engaging Students</i> and <i>Using Student Work as Data</i>) will be utilized during PLC's to facilitate development of our goal.		
How will effectiveness be sustained over time?		
Curriculum Coach, Principal, Mentor Teacher Leader, and ILT will continue to provide support to individual teachers as needed. PLC's will be devoted to EL PD as needed (established by ILT/BLT).		

Professional Development Goal 2	Teachers will facilitate students learning through mathematical discourse, posing purposeful questions, and supporting the productive struggle.	Linked SIP Goals Yes No
Possible Funding Source(s)	N/A	
Evidence of Impact	By routinely using formative assessments, teachers will align instruction ensuring that all students will meet or exceed proficiency of the standards.	
Plan for el coach and support during the learning process:		
I.M. Consultants will provide routine support at the school level. Instructional Coach and Principal facilitate at least monthly with each grade level team to analyze math data to plan instruction. Instructional Leadership Team will plan and facilitate PLC's pertaining to discourse, questioning, and the productive struggle.		
How will effectiveness be sustained over time?		
Instructional Coach, Mentor Teacher Leader, and Principal will continue to provide support to individual teachers as needed. PLC's will be devoted to Math as needed (established by ILT/BLT).		

Professional Development Goal 3	Special Education and General Education Teachers will plan, and deliver instruction designed to meet the multitude of skill levels and specific needs within their classes to promote individualized student learning and growth for grade level proficiency.	Linked SIP Goals Yes No
Possible Funding Source(s)	Student Support Services at the district level provides the funding for continuous professional development.	
Evidence of Impact	Implementing the Resource Model Model, students with IEP's will be proficient on grade level standards.	

Plan for el coach and support during the learning process:

Instructional Coach, Special Education teacher, Paraprofessionals, and Principal will meet bi-weekly to analyze student data. Principal and Special Education teacher will meet weekly to discuss progress.

How will effectiveness be sustained over time?

Special Education and General Education teachers will continue to meet weekly to discuss student needs and plan accordingly. Principal and Instructional Coach will provide support.