

School Name: Hayden Elementary

School Number:

Street Address: 55 South Co. Road 685 West

City: Hayden

Zip Code: 47245

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

Principal: Carrie Manowitz

Telephone: (812) 346-2813

Email: cmanowitz@jcsc.org

Superintendent: Teresa Brown

Telephone: (812) 346-4483

Email: teresabrown@jcsc.org

Contact for Grants: Nicole Johnson

Telephone:

Email: njohnson@jcsc.org

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

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)
Carrie Manowitz	<i>Principal</i>	CNA, SIP, BOTH	
Lisa Gant	Instructional Coach	CNA, SIP, Both	
Brooke Carlin	Kindergarten Teacher	CNA, SIP, Both	
Corey Baughman	1 st Grade Teacher	CNA, SIP, Both	
Tammy Galloway	2 nd Grade Teacher	CNA, SIP, Both	
Ellen Capes	3 rd Grade Teacher	CNA, SIP, Both	
Patricia Richey	4 th Grade Teacher	CNA, SIP, Both	
Jennifer Downing	5 th Grade Teacher	CNA, SIP, Both	
Erin Stoner	Parent	CNA, SIP, Both	
Abby Ebinger	Special Education Teacher	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		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 and
School Mission:

Inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.

District Strategic
Goals:

- Keeping kids in school
- Improving academic achievement and growth
- Educating the whole child

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	Grade s	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading/ELA	K-6	Wonders	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Reading/ELA	K-3	Reading A-Z	Yes	Tier 1, 2, 3	Supplemental leveled text	Yes No	
Reading/ELA	K-6	Vocabulary A-Z	Yes	Tier 1, 2, 3	Supplemental spelling and vocabulary digital activities	Yes No	
Reading/ELA	K-2	Reading Eggs/Fast Phonics/Reading Eggspress	Yes	Tier 1, 2, 3	Supplemental Phonological Awareness, Phonics, and Reading Comprehension digital activities	Yes No	
Reading/ELA	K-2	Waterford	Yes	Tier 1, 2, 3	Intervention for identified students based Title I assessment results.	Yes No	
Reading/ELA	K-6	Barton's	Yes	Tier 1, 2, 3	Intervention for students identified with characteristics of Dyslexia	Yes No	
Reading	1-3	Readable English	Yes	Tier 1, 2, 3	Special Ed Intervention	Yes No	

ELA/Math	K-6	Freckle	Yes	Tier 1, 2, 3	Supports differentiation in regards to our summative assessment.	Yes No	
Math	K-6	Go Math	Yes	Tier 1, 2, 3	Textbook aligned to our IN Standards based Curriculum Map	Yes No	
Math	K-2	Math Seeds	Yes	Tier 1, 2, 3		Yes No	
Math/Science	K-6	Think Central	Yes	Tier 1, 2, 3	Supplemental digital textbook + other resources for Go Math & Science Fusion	Yes No	
Science	K-6	Science Fusion	Yes	Tier 1, 2, 3	Textbook supporting CORE science curriculum	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): Corporation/School Website (jpsc.org), IDOE website via the Indiana Academic Standards

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.

Tier 2: Targeted Group Interventions for Language Arts and/or Math

- Supplemental, research-based instruction takes place for small groups of students who haven't responded to the core curriculum and need additional support.
- 30 minutes daily beyond the Tier 1 core program.
- Additional interventions in small groups of 3 or 5 students with similar needs are implemented.
- Based upon continuous progress monitoring, students may move back to Tier 1, modifications to the Tier 2 Interventions may be made, or students may be identified for Tier 3. Typically 5% of students are identified for Tier 3.

Tier 3: Targeted Intensive Interventions for Language Arts and/or Math

- More intense and explicit research-based instruction takes place for individuals or smaller groups of 2 or 3 students who haven't responded to Tier 2 interventions and need additional support.
- This tier includes high-risk students experiencing considerable difficulty.
- These students receive up to an additional 60 minutes of intensive intervention in addition to the 90-minute (60-minute Math) Tier 1 core curriculum.

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
Fountas & Pinnell BAS	K-2/3	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all K-2 and below grade level 3 rd graders. This data is used for text level interventions.	Yes	No	
STAR Early Literacy	K-2	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all K-2. Used to guide core and MTSS instruction in reading.	Yes	No	
STAR Reading	2-6	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all 2-6 students. Used to guide core and MTSS instruction for ELA	Yes	No	
STAR Math	K-6	Benchmark, Com. Form., Summative, Other	BOY, MOY, EOY for all K-6 students. Used to guide core and MTSS instruction for Math	Yes	No	
COGAT	K-6	Benchmark, Com. Form., Summative, Other	1 time/Used to identify those students with high ability needs.	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	

For Title I schools with Schoolwide Programs only:

Teachers at Hayden Elementary are encouraged to research instructional innovations that may be directly applied into the classroom. Professional development is encouraged and funded through the school corporation. Staff meetings have professional development time built in to each meeting. Hayden Elementary supports open communication among the staff and building administrator. Hayden Elementary has a building discussion committee that brings questions, concerns, suggestions, etc. to the building administrator. This group meets monthly. Staff always have input regarding student achievement and assessments during grade level meetings, staff meetings, or in small group discussions with the building.

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

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

We want to continue to build greater communication between parents and schools so that parents can learn from us and we can learn from them. Jennings County School Corporation needs to make sure that parents understand the need for technology and that they are aware of how students should care for and maintain devices so that they remain in good working condition and have a low maintenance cost. The school corporation can gain a better understanding from parents on what students' technology needs are in their home environments. Initiatives include an infrastructure that is prepared to handle increased technology use by teachers and students, regular, quality professional development that addresses both teachers' technological skill and curricular integration, district and school culture that embraces collaboration and risk, strong district-level vision for the purpose and use of technology, as well as a diverse teams to make decisions, address problems, and make technology policies.

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 - College Visit	

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.

During our annual enrollment, each family fills out demographic information that identifies racial, ethnic and socio-economics of our students.

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

- Our corporation follows the elements that contribute to a system's ability to become more culturally competent.
- A leadership team is in place and implemented sensitivity training.
- Teachers continuously teach students about ethnic, race, religious and sexual differences in their lessons.
- Our school is implementing Trust Based Relationship Interventions to become sensitive to everyone's needs.
- One week during May is devoted to multicultural awareness in all schools.
- Our counselors provide monthly guidance lessons on acceptance, empathy, bullying, and friendship.

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

JCSC continues to revisit TBRI (Trust Based Relationship Intervention).

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

The recently adopted Wonders reading series is culturally sensitive and addresses diversity. Our counselor continues her monthly lessons which includes acceptance, empathy, bullying, diversity, and friendships.

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: 14

Two Years Ago: 1

Three Years Ago: 8

What may be contributing to the attendance trend?

COVID – 19 has led to an increase in the number of students who are absent on a typical day. Last year, several students who were absent did not participate in online learning which resulted in being marked absent. Two years ago, several students were on the path to missing 10% but because of COVID-19, they were able to participate in the learning at home. Three years ago, three of the eight students had health conditions which caused them to miss often.

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

Office staff calls the student's parents to find out why the student is absent. Unexcused absences prompt the principal to visit a student's home in an attempt to locate them. Families are sent attendance letters, and some are invited to an attendance committee meeting where multiple agencies work together to help solve attendance problems.

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

The attendance review team will provide more individualized support. This team includes representatives from DCS, court system, Centerstone, and parents. The team will create an attendance action plan that outlines interventions and consequences if attendance fails to improve. The team will then monitor the student's progress to see if attendance goals are being met or if further action is required.

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?

Due to the COVID-19 Pandemic, our family engagement looked different during the 2020-2021 school year. Our staff had to increase their use of technology to communicate with families, through social media, email, Classroom DoJo, and Google Classroom. Certainly, this involvement helped form stronger relationships with our families as we worked together with the child in mind and will continue into the 2021-2022 school year. A few other ways our school reaches out to parents is through weekly digital newsletters, and continuous updates through our School-wide DoJo system.

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

Parents are able to share ideas, concerns, and/or suggestions through monthly PTO meetings, email, DOJO, social media or by calling the school.

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

- We work diligently to build strong relationships with students and families to proactively solve potential attendance concerns.
- We strive to create a sense of belonging by making sure students know they are valued and missed when they are absent by making phone calls, sending home notes with siblings, etc.
- The principal or counselor will make contact with parents/guardians when students have attendance concerns.
- The Attendance Committee works with parents and the legal system on attendance contracts for students with more than 10 unexcused absences (not excused or Covid-related).

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

Through technology advances, programs such as Classroom DoJo, Digital Smore Newsletter, Google Translate, email, social media sources, we are able to communicate more efficiently effectively than ever before.

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.

In order to increase parental involvement, we utilized many ways to communicate with families. We use our school and classroom newsletters which are available in both paper and digital versions. Events are also communicated through paper and digital flyers. ClassDojo is used by all staff including the principal for communication/messaging parents. This includes communication about school events, classroom reminders, individual student information, etc. ClassDojo has been very beneficial to Hayden since it allows us to message families and allows them to respond as their work schedule permits. This is important since many parents work in settings where they are not able to receive phone calls. We offer family involvement activities 2 times per semester (as long as COVID permits it).

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

Progress reports are sent each mid-term and report cards are sent each nine weeks. Additionally, state assessment results are sent home based on Indiana guidelines. As a school, we send home local assessment information at the end of each 9 weeks in the form of a data tracking sheet or Renaissance Place parent report. Parent/Teacher conferences are held in the fall to discuss progress during the first 9 weeks and as need in February to discuss student concerns.

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

Volunteer parents serve on the School Improvement Committee and participate in PTO who help plan and review the parent involvement policy and compact each year.

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.

These funds are used to support classroom materials, remediation activities, parent involvement, high ability students, ELL students, and students with special education needs. Listed below are the funds currently used at GCE to support instruction that will remain unconsolidated:

- Title 1 Grant
- School Funds
- Jennings County Community Foundation
- High Ability Grant
- Hayden Elementary P.T.O.
- Special Education
- ELL

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

Hayden Elementary chooses not to consolidate any funds at this time. Many budget items are within district budget control. GCE will work to coordinate all funds so that they may most effectively support our goals of raising achievement and supporting our students.

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.

Incoming kindergarten students are given the opportunity to visit the school once a month and participate in sessions that introduce them to the school, staff and procedures. Kindergarten round up each spring will feature informational sessions for parents to help ease student transition to Hayden. After students complete their initial assessments, they will also have time to work with Hayden staff on additional high interest activities to increase their anticipation of starting school. An informational and educational take-home-bag will also be provided to families. This bag will include information about our school and activities that children can complete to help them prepare for school. An individual meeting will also be scheduled with each family to assist with the transition to kindergarten. This meeting will allow parents an opportunity to ask questions and gain an understanding of kindergarten expectations.

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 teacher leaders.

- The corporation will post all positions at each school, at the central office, and on the corporation website.
- Positive Climate (Evidenced from a survey of school staff that resulted in staff showing high satisfaction with school leadership, positive staff relationships, and a safe environment.)
- Access to resources and materials. (Classroom teachers receive a yearly supply budget, classroom supplies for students, and have access to a school leveled book room.)
- Time for collaboration: Grade Level meetings are scheduled each week for common planning time. In addition, grade level meetings are scheduled for two hours each month to plan a monthly overview.

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
Baughman, Corey	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=2z6dRdDSLCEJWi3CZ917xw%3d%3d Rules 46-47	1 st Grade Teacher
Capes, Ellen	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=bmIEmWqFIT7Yo0xuh0Acg%3d%3d Rules 46-47	3 rd Grade Teacher
Carlin, Brooke	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=669qt7XwXy5peBfgHFiA%2bQ%3d%3d REPA	Kindergarten Teacher
Clarkson, Kelly	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=OL8TrilcvVXDyzP8cJjbtQ%3d%3d REPA 3	Speech Teacher
Collett, Erin	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=Vgh5oyhjpACOW06AdGAKAg%3d%3d Rules 46-47	Kindergarten Teacher
Downing, Jennifer	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=xjBucrYNHNjhpHjI5iq0Ow%3d%3d Rules 46-47	5 th Grade Teacher
Ebinger, Abby	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=hiiEYiKdRm%2f50wuTIVa%2f3w%3d%3d	Special Education Teacher

	Rules 2002	
Farrell, Laken	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=TIgq5CSykcGv4CIE8bnLTQ%3d%3d REPA 3	2 nd Grade Teacher
Galloway, Tammy	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=Hx2Q7MEgTaYoynVVECMsAQ%3d%3d Rules 46-47	2 nd Grade Teacher
Gambrel, Jason	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=E47LI42XmLIQEDUifeGmRA%3d%3d Rules 46-47	Physical Education Teacher
Gant, Lisa	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=KjyRACXw27VUK%2f%2fSg1tuWQ%3d%3d Rules 46-47	Instructional Coach
Green, Erin	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=RWrr%2fJCYQxP5Nvsx%2fEsN3lg%3d%3d Rules 2002	4 th Grade Teacher
Krueger, Baylee	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=kmmOz2l%2fWf8crXJQdbgOpw%3d%3d REPA 3	5 th Grade Teacher
Manowitz, Carrie	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=IUFATjHt7WnnperK4A8ziA%3d%3d REPA	Principal

Posey, Jennifer	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=iV1CXFpNTasZw4ND9yth3g%3d%3d Rules 46-47	Counselor
Richey, Patricia	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=LN3f2S%2fam31Mt9Ps4vpL1A%3d%3d Rules 2002	4 th Grade Teacher
Robbins, Cody	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=vfi%2bPCOxidMDHmOuHAsyVQ%3d%3d REPA	6 th Grade Teacher
Stoner, Erin	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=KZkx0DqbAk7%2fnwTpV86RHQ%3d%3d Rules 46-47	6 th Grade Teacher
Stoner, Jonathan	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=MAZWm7%2bNxB1w2gxXbmKuA%3d%3d Rules 2002	Fine Arts Teacher
Terrell, Debora	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=sMUuUOvzEsqCGf7lzfOCg%3d%3d Rules 46-47	1 st Grade Teacher
Thurston, Tiffany	https://licenselookup.doe.in.gov/SPNDetail.aspx?SPN=VMb7E2ymZzyDFGk5OJqnNw%3d%3d Rules 2002	3 rd Grade 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
	Statewide Assessments	X	Individual Learning Plans (ILPs)		IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments		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
X	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups		WIDA		Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.					
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

Measurable outcome met? Yes **No**

Hayden Elementary students' Language Arts ILEARN scores will be raised to at least 55% passing by the year 2023. Scores already at 55% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.

Benchmark: ILEARN Language Arts scores will increase to at least 45% for 2020-2021.

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

N/A

If the goal was not met, explain why.

The overall school ELA proficient score was 35.9%.

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

Although we feel like this goal is important, we are revising the goal to focus more specifically on the area of reading and the learning loss associated with the COVID – 19 Pandemic. We will be changing it to align to our district reading goal.

Goal 2

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

Hayden Elementary students' Math ILEARN scores will be raised to at least 60% passing by the year 2023. Scores already at 60% or above passing will be increased by 2%. Providing consistent research-based quality instruction will help close the achievement gap.

Benchmark: Scores will increase on the ILEARN test to at least 54%.

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

N/A

If the goal was not met, explain why.

The goal was to increase to 54% and the overall math ILEARN proficient score for the school was 35.9%.

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

The goal was not met. We will be continuing to focus on math, but our goal has changed.

Goal 3

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

Hayden Elementary students' attendance rates will be raised to at least 98.0%. Scores already at 98.0 % or above will be increased by 0.5%. Research based practices will be implemented to increase our attendance rate.

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

N/A

If the goal was not met, explain why.

The goal was not met because our attendance rate for 2020-2021 was 97.05%

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

We have taken our focus off of attendance and placed it on the whole child. We feel that the pandemic has played a role in attendance and that if we focus on students' mental and behavioral health, this will not only help attendance but other areas of the students' development.

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.**

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)
Reading Growth and Performance	<ol style="list-style-type: none">1. Students experienced learning loss due to COVID-19. Low socio-economic and at-risked learners experienced greater learning loss causing an increase in the gap.2. There was a transition to a new reading series as well as new curriculum map.
Math Growth and Performance	<ol style="list-style-type: none">1. Students experienced learning loss due to COVID-19.2. Students fact fluency and number sense is weak.
Safe and Disciplined School Environment	<ol style="list-style-type: none">1. There are many external issues that students are dealing with in the current times.2. There has been an increase number of students dealing with internal issues (stress, anxiety, depression, etc.).3. COVID – 19 has caused unusual stress on staff, students and families.

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 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.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			PD Needed: Yes No
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.
Yr. 2 Measurable Objective	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.			
Yr. 3 Measurable Objective	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 2022, 80% of all students in grades K-6 th will read at grade-level as measured by Fountas and Pinnell Benchmarking System in grades K-2 nd and Star Reading for grades 3 rd – 6 th (Lexile).			
Data Checkpoints (dates)	August	December/January	May	
Evidence at Checkpoints	Reading Level for BAS (K-2) Lexile Level for Star Reading (3-6)	Reading Level for BAS (K-2) Lexile Level for Star Reading (3-6)	Reading Level for BAS (K-2) Lexile Level for Star Reading (3-6)	
Evidence- Based Strategy 1	<p>Emphasis on sight word proficiency in grades K-6.</p> <p>Hinzman, Michelle. “Teaching Sight Words as a Part of Comprehensive Reading Instruction.” <i>Iowa Reading Research Center</i>, 12 June 2018, iowareadingresearch.org/blog/teaching-sight-words.</p> <p>Lyon, Cheryl. “Sight Words: An Evidence-Based Literacy Strategy.” <i>Understood</i>, 9 Apr. 2021, www.understood.org/articles/en/how-to-teach-sight-words.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Nightly review of sight words.	August 2021 – May 2022	Parents/Guardians and Students	Benchmark Assessments
Action Step 2	Provide classroom practice during Reading and Regulation time.	August 2021- May 2022	Teachers and Paraprofessionals	Benchmark Assessments
Action Step 3	Grade level meetings to analyze student work data and sight word mastery.	August 2021 – May 2022	Teachers and Paraprofessionals	Benchmark Assessments
Action Step 4				

Evidence- Based Strategy 2	<p>Emphasis on phonemic and phonological awareness K-3.</p> <p>“WWC: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade.” WWC / <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>, ies.ed.gov/ncee/wwc/PracticeGuide/21.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Provide explicit instruction on identifying the individual sounds (phonemes) in words.	August 2021 – May 2022	Teacher and paraprofessional	Benchmark Assessments
Action Step 2	Provide explicit instruction daily in the area of phonological awareness.	August 2021 – May 2022	Teacher and paraprofessional	Benchmark Assessments
Action Step 3				
Action Step 4				
Evidence- Based Strategy 3	<p>Ensure each student reads connective text daily to support accuracy, fluency, and comprehension.</p> <p>“WWC: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade.” WWC / <i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>, ies.ed.gov/ncee/wwc/PracticeGuide/21.</p>			

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Guided Reading	August 2021 – May 2022	Teachers	Benchmark Assessments
Action Step 2	Opportunities to read text at varied levels, diverse genres in both fiction and nonfiction.	August 2021 – May 2022	Teachers	Benchmark Assessments
Yr. 2 Measurable Objective	By Spring 2023, 85% of all students in grades K-6 th will read at grade-level as measured by Fountas and Pinnell Benchmarking System in grades K-2 nd and Star Reading for grades 3 rd – 6 th (Lexile).			
Yr. 3 Measurable Objective	By Spring 2024, 90% of all students in grades K-6 th will read at grade-level as measured by Fountas and Pinnell Benchmarking System in grades K-2 nd and Star Reading for grades 3 rd – 6 th (Lexile).			

GOAL 2	By Spring 2022, 80% of students will be at or above proficiency on the Star Math Assessment (percentile rank).			
Data Checkpoints (dates)	August	December/January	May	
Evidence at Checkpoints	Percentile Rank on Star Math Assessment.	Percentile Rank on Star Math Assessment.	Percentile Rank on Star Math Assessment.	
Evidence- Based Strategy 1	Emphasis on math facts automaticity. Baker, Austin T. and Cuevas, Josh (2018) "The Importance of Automaticity Development in Mathematics," Georgia Educational Researcher: Vol. 14 : Iss. 2 , Article 2. DOI: 10.20429/ger.2018.140202 Available at: https://digitalcommons.georgiasouthern.edu/gerjournal/vol14/iss2/2			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Nightly review of math facts.	August 2021 – May 2022	Parents/Guardians and Students	Benchmark Assessments
Action Step 2	Freckle	August 2021 – May 2022	Teachers	Benchmark Assessments
Action Step 3	End of the Day Fact Focus	August 2021 – May 2022	Teachers and Paraprofessionals	Benchmark Assessments
Action Step 4	Grade level meetings to analyze student work data and math fact mastery.			
Evidence- Based Strategy 2	Implement spiral review in K-6 th grades. “The Spiral: Why Everyday Mathematics Distributes Learning.” <i>Everyday Mathematics</i> , everydaymath.uchicago.edu/about/why-it-works/spiral/ .			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Spiral Review in Math Block	August 2021 – May 2022	Teachers and Paraprofessionals	Benchmark Assessments
Action Step 2	Grade level meetings to analyze student work data and standards mastery.	August 2021 – May 2022	Teachers and Paraprofessionals	Benchmark Assessments
Action Step 3				
Action Step 4				
Yr. 2 Measurable Objective	By Spring 2022, 80% of students will be at or above proficiency on the Star Math Assessment (percentile rank).			
Yr. 3 Measurable Objective	By Spring 2022, 80% of students will be at or above proficiency on the Star Math Assessment (percentile rank).			

GOAL 3	Students will be able to identify their level of regulation and use strategies to self-regulate. Develop self-awareness and self-management skills to achieve school and life success and improve self-regulation.			
Data Checkpoints (dates)	August	December/January	May	
Evidence at Checkpoints	Improved awareness on survey/assessment and discipline report.	Improved awareness on survey/assessment and discipline report.	Improved awareness on survey/assessment and discipline report.	
Evidence- Based Strategy 1	<p>Students will learn to identify and manage one's emotions and behaviors.</p> <p>O'Conner, Rosemarie De Feyter. "A Review of the Literature on Social and Emotional Learning for Students Ages 3-8: Characteristics of Effective Social and Emotional Learning PROGRAMS (Part 1 of 4). Rel 2017-245." <i>Regional Educational Laboratory Mid-Atlantic</i>, Regional Educational Laboratory Mid-Atlantic. Available from: Institute of Education Sciences. 555 New Jersey Avenue NW, Washington, DC 20208. Tel: 800-872-5327; Web Site: Http://ies.ed.gov/Ncee/Edlabs/, 31 Jan. 2017, eric.ed.gov/?id=ED572721.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TBRI	August 2021 – May 2022	Teachers and Paraprofessionals	Survey and/or assessments
Action Step 2	Monthly Guidance Lesson	August 2021 – May 2022	Teachers and Paraprofessionals	Survey and/or assessments
Action Step 3	IDOE SEL Lessons	August 2021 – May 2022	Teachers and Paraprofessionals	Survey and/or assessments
Action Step 4	Grade level meetings to analyze student social and emotional well-being.	August 2021 – May 2022	Teachers and Paraprofessionals	Survey and/or assessments
Evidence- Based Strategy 2	Students will use communication and social skills to interact effectively with others.			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TBRI	August 2021 – May 2022	Teachers and Paraprofessionals	Survey and/or assessments
Action Step 2	Monthly Guidance Lesson	August 2021 – May 2022	Teachers and Paraprofessionals	Survey and/or assessments
Action Step 3	IDOE SEL Lessons	August 2021 – May 2022	Teachers and Paraprofessionals	Survey and/or assessments
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.

Professional Development Goal 1	Provide teachers with Heggerty training.	Linked SIP Goals Yes No
Possible Funding Source(s)	District Funds	
Evidence of Impact	Benchmarks	
Plan for coaching and support during the learning process: Instructional coaches have been trained and will provide supports as needed during this learning process.		
How will effectiveness be sustained over time? Continued training and use of this program.		

Professional Development Goal 2	Provide professional development in the JCSC Integrated Reading Approach (Balanced Reading and the Science of Reading).	Linked SIP Goals Yes No
Possible Funding Source(s)	None	
Evidence of Impact	Benchmark	
Plan for coaching and support during the learning process: During monthly PLCs, instructional coaches will guide grade level teams and give support as needed.		
How will effectiveness be sustained over time? Continued training and the use of this approach.		

Professional Development Goal 3	Train all new staff in TBRI.	Linked SIP Goals Yes No
Possible Funding Source(s)	District Funds	
Evidence of Impact	Survey and/or assessments	
Plan for coaching and support during the learning process:		
How will effectiveness be sustained over time?		