Tri-Township Elementary
School Improvement Plan
2024-2027

Submitted by:
Brian McMahan, Principal

Board Approved
September 23rd, 2024

SCHOOL INFORMATION

School Name	Tri-Township Elementary
School Number	4696
Street Address	309 School Drive
City	Wanatah
Zip Code	46390

SCHOOL and CONTACT INFORMATION

Principal	Mr. Brian McMahan
Phone number	219-733-2815
Email	bmcmahan@tritownship.k12.in.us

Superintendent	Dr. Pamela Moore
Phone number	219-733-2815
Email	pmoore@tritownship.k12.in.us

Grant contact	Mrs. Dara Guse
Phone number	219-733-2815
Email	dguse@tritownship.k12.in.us

Other contact	Mrs. Alissa Clemons
Position	Dean of Students
Phone number	219-733-2815
Email	aclemons@tritownship.k12.in.us

SCHOOL IDENTIFICATION

For implementation during the following years:	2024-27 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	Yes ▾

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

SECTION B
SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Brian McMahan	Principal	SIP ▾	
Alissa Clemons	Dean of Students	SIP ▾	
Tori Lantz	Teacher	SIP ▾	
Hayley Smith	Teacher	SIP ▾	
Savannah Sonaty	Teacher	SIP ▾	
Stephanie Davis	Teacher	SIP ▾	
Link additional information here (if necessary) ☐			

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
ELA	K-5	*McGraw-Hill: Wonders*	Yes ▾	Tier 1 ▾	*ELA Textbook for Grades K-5*	Yes ▾	☐
Phonics	K-5	UFli	Yes ▾	Tier 1 ▾	Phonics Program for All Students	Yes ▾	☑
Phonics	K-5	UFI	Yes ▾	Tier 2 ▾	For use during Tier 2 and Tier 3 Instruction	Yes ▾	☑
Math	K-5	HMH: Into Math	Yes ▾	Tier 1 ▾	Tier 1 Classroom Instruction Textbook	Yes ▾	☐
Math/ELA	K-5	IXL	Yes ▾	Tier 2 ▾	Tier 2 Instruction for students	Yes ▾	☐
Writing	K-5	Smekens Education: Writing Strategies	Yes ▾	Tier 1 ▾	Vertically aligned classroom instruction for writing	Yes ▾	☑
Science	K-5	PLTW Launch Curriculum	Yes ▾	Tier 2 ▾	Teachers are certified to teach the PLTW Launch curriculum	Yes ▾	☐

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

The public may view the school's curriculum in the following location(s)
The school's curriculum for each subject and grade level can be viewed in each classroom. Teachers will be able to provide the curriculum of each subject being taught.

Link additional information here (if necessary) ☐	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

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

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

All students receive Tier 1 instruction within their classrooms. To support our high ability program, we have established a process where students are assessed three times during their elementary years using CogAT testing. The results from these CogAT assessments, along with other evaluations, determine eligibility for the high ability program.

For our Tier 2 & 3 interventions, we utilize assessments such as STAR Reading and NWEA. After these assessments are administered, teachers hold data meetings to analyze the results and identify students in need of Tier 2 & 3 support.

Additionally, we have implemented "Tiger Time," a dedicated period each day for Tier 2 interventions. During this time, teachers provide targeted interventions, enhancements, and support to all students. Special education services are also delivered during this time. Our teachers work closely with students, either one-on-one or in small groups, to address their specific needs. Furthermore, students have access to programs like Lalilo and IXL to supplement their interventions.

CORE ELEMENT 3: ASSESSMENT

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA: Reading	K-5	Form... ▾	Students are assessed three times per year on the Indiana Academic Standards. The resulting data is utilized to determine the need for Tier 2 and Tier 3 interventions. These assessments provide detailed insights into each student's strengths and areas requiring additional focus.	Yes ▾	☐
NWEA: Math	K-5	Form... ▾	Students are assessed three times per year on the Indiana Academic Standards. The resulting data is utilized to determine the need for Tier 2 and Tier 3 interventions. These assessments provide detailed insights into each student's strengths and areas requiring additional focus.	Yes ▾	☐
STAR Reading	1-5	Form... ▾	Students are assessed at least six times per year on vocabulary and reading comprehension. The resulting data is utilized to determine the need for Tier 2 and Tier 3 interventions. These assessments provide detailed insights into each student's strengths and areas requiring additional focus.	Yes ▾	☐
Kindergarten Assessment	K	Benc... ▾	First year we will be taking the assessment.	Yes ▾	☐
IXL	K-5	Benc... ▾		Yes ▾	☐

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

FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY

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

As part of our schoolwide Professional Learning Community (PLC), the administration has established Professional Learning Teams (PLTs) for elementary teachers. These teams meet weekly to discuss curriculum, assessments, and classroom trends, setting goals and exploring strategies to enhance student achievement. Additionally, administration will lead three data meetings throughout the school year, involving the Literacy Coach, Title I teacher, and classroom teachers, to analyze and interpret student data. This process will support the implementation of Tier II and Tier III instruction, focusing not only on teaching strategies but also on student learning outcomes and progress.

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.
Technology significantly enhances student learning by offering a wide array of tools and resources that cater to diverse educational needs. Google Classroom serves as a central platform where students can access assignments, collaborate with peers, and receive timely feedback from teachers, streamlining communication and increasing engagement. Online tutoring programs provide personalized, on-demand support, helping students grasp challenging concepts and reinforcing their understanding in real-time. For students needing more targeted interventions, specialized online programs for Tier 2 and Tier 3 instruction deliver data-driven, individualized support to address specific learning gaps. Additionally, technology enables students to take online classes for high school credit, participate in credit recovery programs, and even earn dual credits through partnerships with institutions like Ivy Tech. This flexibility allows students to advance their education at their own pace, recover missed credits, and get a head start on college, ultimately supporting a more personalized and accessible learning experience that helps all students achieve their academic goals.

Link additional information here (if necessary) ☐	

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

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

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?
Our school fosters a safe and supportive environment through a comprehensive approach that includes regular student surveys, engaging guest speakers, and Social-Emotional Learning (SEL) curriculum lessons provided by our school counselor or social worker for grades K-5. These elements work together to address student concerns, promote positive behavior, and build a strong sense of community. Anonymous bullying reporting mechanisms allow students to safely report issues without fear of retaliation, while positive behavior rewards recognize and reinforce constructive actions and interactions. This strategy helps create a nurturing atmosphere where students feel valued, respected, and secure, supporting their overall well-being and academic success.

| **Link additional information here** (if necessary) ☐ | |

CORE ELEMENT 7: CULTURAL COMPETENCY

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Racial, ethnic, language-minority, and socio-economic groups are typically identified through self-reported demographic information gathered during enrollment or through surveys. Categories such as "African American," "Hispanic/Latino," "Asian," "Caucasian," and "Native American" are often used to classify racial and ethnic groups, based on federal or institutional guidelines. Language-minority groups are identified by determining the primary language spoken at home, with students who speak a language other than English or are learning English as a second language (ESL) often requiring additional support. Socio-economic groups are identified through income levels, eligibility for free or reduced lunch programs, and other factors. The identification of these groups is essential to ensure equitable access to resources, programs, and support services tailored to their specific needs.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
To enhance educational opportunities and performance for students from racial, ethnic, language-minority, and socio-economic groups, a variety of strategies can be implemented. Culturally responsive teaching, which reflects the diverse backgrounds of our students, fosters a more inclusive and engaging curriculum for racial and ethnic groups. Establishing mentorship programs that connect underrepresented students with peers or educators can offer valuable academic and emotional support. For socio-economically disadvantaged students, providing access to free tutoring, technology, and school supplies is essential in creating equitable opportunities. Additionally, our school social worker can collaborate with community organizations to secure scholarships for field trips, internships, and career counseling, helping students from all backgrounds realize their full potential.
Link additional information here (if necessary) ☐	

What professional development might be necessary for staff to work effectively in cross-cultural situations?
Professional development is essential for staff to work effectively in cross-cultural situations. Trauma-informed practices are particularly important, as students from diverse backgrounds may face challenges related to poverty, migration, or discrimination. Moreover, ongoing training in equity and inclusion is critical to equip staff with the skills necessary to implement policies and practices that ensure equitable access to high-quality educational opportunities for all students, regardless of their racial, ethnic, or socio-economic background. This includes creating a culturally responsive curriculum, fostering a respectful and inclusive classroom environment, and providing staff with tools to manage cross-cultural conflicts effectively.
What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
To ensure that all students' cultural differences are recognized and appreciated, a variety of inclusive curriculum materials are utilized. These may include multicultural literature, which features diverse authors and characters from different racial, ethnic, and socio-economic backgrounds, allowing students to see themselves and others represented in the content they study. Additionally, history and social studies lessons incorporate global perspectives, highlighting the contributions and experiences of various cultures throughout history.

Link additional information here (if necessary) ☐	

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

What may be contributing to the attendance trend?	We have parents taking their students out more during the school year for family vacations, extended college trips. Also, students are staying home more now after Covid if they have a few symptoms instead of coming to school.
What procedures and practices are being implemented to address chronic absenteeism?	Several factors may be contributing to the attendance trend. Increasingly, parents are taking students out of school during the academic year for family vacations and extended college visits. Additionally, following the COVID-19 pandemic, students are more likely to stay home if they experience even mild symptoms, rather than attending school as they might have in the past.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Our Attendance Officer and Social Worker are actively working with parents to address chronic absenteeism through a structured process. They provide families with access to both school and community resources to support improved attendance. Additionally, they collaborate closely with the Dean of Students to monitor student attendance progress and ensure ongoing efforts are effective.

Number of students absent 10% or more of the school year:					
Last Year:		**Two Years Ago:**		**Three Years Ago:**	

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

The school prioritizes family engagement as a key driver of academic success through several strategic initiatives. First, we maintain clear and open communication with families, offering consistent updates on student progress and school activities via newsletters, emails, and parent-teacher conferences.

Second, we actively engage families in school activities and decision-making processes, including participation in parent-teacher associations, school committees, and volunteer opportunities. Meetings with parents about I-READ 3 and ILEARN checkpoints ensure that families remain well-informed, enabling them to better support their children's academic growth and future planning.

Lastly, we ensure that our family engagement efforts are inclusive and accessible by accommodating various schedules and providing resources for families with different levels of involvement. This comprehensive approach fosters a collaborative partnership between families and the school, enhancing student achievement and creating a supportive learning environment.

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

Parents and families can express their ideas, concerns, and suggestions through various channels. They can engage in parent-teacher conferences to discuss their child's progress directly with teachers. Participation in the parent-teacher organization (PTO) provides a platform for contributing feedback on school matters. School also uses surveys to gather input on academic programs, policies, and events. Additionally, direct communication with school administrators, counselors, and teachers via phone, email, or online platforms allows for personalized feedback. These methods ensure that families can actively participate in and contribute to the school's continuous improvement.

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

Our Attendance Officer engages with parents early in the process when students begin to accumulate multiple absences. In collaboration with parents, the Attendance Officer develops a personalized plan for each student to address attendance issues. The school may offer alternative educational options, such as virtual classes, to ensure that students continue to receive the necessary education. Additionally, the school contacts parents daily to inquire about student absences. Our Social Worker provides resources and support to parents if their child is experiencing persistent attendance challenges.

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

Teachers and staff bridge cultural differences through open communication channels by maintaining regular contact with students and families, providing updates via newsletters, parent-teacher meetings, and informal conversations, and actively listening to feedback and concerns. They also foster a supportive environment that values individual differences, encouraging students to share their unique cultural experiences, which promotes mutual respect and understanding. Additionally, they adapt and remain flexible in their teaching methods to meet the diverse needs of students, ensuring that every student has the opportunity to succeed.

Link additional information here (if necessary) ☐	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

Our school employs several strategies to increase parental involvement, fostering a strong partnership between families and the school. We collaborate with the PTO to organize monthly family night outs, such as Trunk or Treat, Turkey Bingo, Fun Fair, dances, and restaurant give-back nights, providing opportunities for families to engage with the school community in a fun, social setting. Additionally, we host game nights and literacy nights to encourage family participation in educational activities. Parents are also invited to volunteer during field trips, enrichment days, and parent-teacher conferences, further strengthening their connection to the school. We utilize Class Dojo for instant communication, enabling parents to stay informed and engaged with staff in real-time. These initiatives help create a welcoming and inclusive environment that supports greater parental involvement.

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

Our school ensures that parents and guardians receive individual academic assessment results promptly after each test, including STAR, NWEA, IREAD, and ILEARN assessments. Teachers provide these results and arrange meetings with parents as needed to discuss student progress and address any concerns. Additionally, parents are kept informed of the strategies being implemented for Tier II and Tier III instruction. The administration also offers practical tips and resources to support parents in reinforcing their child's learning at home, fostering collaboration between school and family for student success.

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

Our school actively involves parents in the planning, review, and improvement of the schoolwide plan through a collaborative and inclusive approach. We engage parents by inviting them to participate in school committees, such as the School Improvement Committee and Parent-Teacher Organization (PTO), where they can provide input on key initiatives and strategies. Regular parent surveys are conducted to gather feedback on school programs, policies, and areas for improvement. This collaborative process ensures that parents have a voice in shaping the educational direction of the school, helping to create a supportive and effective learning environment for all students.

Link additional information here (if necessary) ☐	

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
[Title I schoolwide only]

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

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.
Our school effectively coordinates and integrates federal, state, and local funds by aligning them with strategic priorities and program goals through a unified budget plan. We integrate resources from various sources to support core instructional programs, student support services, and professional development. Administration oversees the implementation of funded programs, ensuring effective use and coordination of resources. We also leverage in-kind services from community partners to enhance programs at no additional cost. Rigorous compliance and reporting practices ensure adherence to regulations, while stakeholder engagement helps align funding with community needs and priorities. This comprehensive approach ensures that resources are used efficiently to support student achievement and school improvement.
Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).
Not applicable at this time.

Link additional information here (if necessary) ☐	

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

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

Our school is dedicated to facilitating a smooth and supportive transition for preschool children from early childhood programs, such as Head Start, as well as our own preschool program, into kindergarten. Our transition plan involves close collaboration with early childhood program staff to align curriculum goals and ensure children are well-prepared for the academic and social expectations of kindergarten. We host orientation events, including Back-to-School Night, where families can visit the school, meet teachers, and become familiar with classroom routines. Additionally, our teachers provide resources to help parents support their child's development during this transition, and our social worker will offer a comprehensive list of additional resources to assist families.

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.

Our school attracts and retains high-quality teachers through several strategies. We offer mentoring and induction programs, pairing new teachers with experienced educators to provide guidance and support, fostering professional growth. We are committed to continuous learning by providing access to high-quality professional development through workshops, seminars, and conferences. Our partnerships with PNW's teacher preparation program allow us to recruit promising new graduates through internships and student-teaching opportunities. Additionally, we offer clear career pathways for teacher leaders, enabling educators to take on leadership roles, instructional coaching, and committee participation, allowing for professional advancement while remaining in the classroom.

Link additional information here (if necessary) ☐

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

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Hilary Banks	Elementary Generalist	Kindergarten Teacher- All Subject Areas
Jennifer Abernathy	Elementary Generalist/Kindergarten	1st Grade Teacher- All Subject Areas
Stephanie Davis	Elementary Generalist	2nd Grade Teacher- All Subject Areas
Hayley Smith	Elementary Generalist	3rd Grade Teacher- All Subject Areas
Savannah Sonaty	Elementary Generalist	4th Grade Teacher- All Subject Areas
Kiersten Duzan	Elementary Generalist	5th Grade Teacher- All Subject Areas
Dana Kiser	Elementary Primary/Intermediate	Title 1 Teacher- All Subject Areas
Tara O'Hare	Middle/High School ELA	Literacy Coach

SCHOOL IMPROVEMENT PLAN

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan.
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3")

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

GOAL TEMPLATE

GOAL	
Goal	By the end of the 2024-2025 school year, we aim to achieve a 45% proficiency rate in ILEARN ELA for grades 3 through 5, representing a 9% increase from the previous year.
Sub-Group focus	Special Education, Tier II Students
The Strategies we are going to implement are	Elements of Effective Teaching Practices, Writing Strategies, Phonics Curriculum, RTI
To address the Root Cause	Learning loss from COVID-19 is still happening; lack of alignment of writing strategies and phonics curriculum; lack of data driven strategies
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 45% proficiency rate.

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Elements of Effective Teaching Practices	*Focus: Elevating the Essentials to Radically Improve Student Learning 2nd ed. Edition by Mike Schmoker*	*Administration and teachers*	*September 2024 - May 2026*
Writing Strategies	Writer's Workshop, Mini-Series, and In-Person Consulting with Smekens Education	*Administration and teachers*	September 2024-May 2025
RTI Process	Professional Learning Communities and Solution Tree; Creating a data-driven process for interventions and extensions.	*Administration and teachers*	September 2024-May 2026
Link additional information here (if necessary) ☐			

STRATEGY TEMPLATE

Strategy #1	*Elements of Effective Teaching Practices*					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Model Elements of Effective Teaching	Admin will provide a presentation about the Elements of Effective Teaching while modeling the Elements of Effective Teaching	Admin	Observation of Checking for Understanding of Lesson Objective	Elements of Effective Teaching Information	5.24.2025	In Progress ▾
New Lesson Plan Template	Teachers will be provided the Elements of Effective Teaching template to be used while planning future lessons.	Teachers	Lesson plans including SLO for the lesson. Also, checks for understanding.	Elements of Effective Teaching Template	5.24.2025	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We are beginning this strategy during the 2024-2025 school year. Teachers will be presented with this information at a monthly meeting. The Effective Teaching practices will be broken down and emphasized each month.					
How has student achievement been impacted? What is the evidence?	Implementing the strategy will enhance our RTI process for students. Success will be evidenced by improved scores on the ILEARN checkpoints.					
How will implementation be adjusted and/or supported moving into next year?	We will maintain ongoing discussions regarding the strategy and its integration into all of our classes. Additionally, we will explore how the strategy can be effectively applied in Tier II and Tier III instruction.					
Link additional information here (if necessary) ☐						

Strategy #2	Writing Strategies

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Smekens Training	Teachers will go through training online and in-person with Smekens Education. Teachers will learn writing strategies that will be aligned throughout all grade levels.	Teachers	New Writing Strategies used in the classroom	Smekens Writer's Workshop Videos	2024-2025	In Progress ⌄

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teachers have begun their online training and will collaborate in person with a representative from Smekens Education three times throughout the school year.
How has student achievement been impacted? What is the evidence?	Teachers have not yet implemented the strategies in their courses. Implementation will begin after the first nine weeks. Writing assessments will be used to evaluate each student's achievement level and growth.
How will implementation be adjusted and/or supported moving into next year?	This year, teachers will focus on learning writing strategies, with the development of their writing curriculum scheduled to begin next year.
Link additional information here (if necessary) ☐	

Strategy #3	RTI Process					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Professional Learning Teams	Teachers will learn about professional learning communities and teams.	Administration	Observation of Team Meetings	Solution Tree materials about the PLC Process	2024-2025	In Progress ⌄
RTI Process	Through data analysis and professional learning team meetings, teachers will be trained in using data-driven strategies to enhance student growth.	Administration	Observation od Data Meetings	Solution Tree materials abou the PLC Process	2024-2025	In Progress ⌄
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teachers have been organized into teams and have begun analyzing student data. This is a new process for them and aims to help close the achievement gap for students performing below grade level. Teachers will continue to expand their knowledge of the PLC process, with the goal of using student data to inform instruction.					
How has student achievement been impacted? What is the evidence?	In our beginning-of-the-year data meetings, we have already identified more effective targeted interventions for our students. We will review NWEA and STAR results to assess student growth.					
How will implementation be adjusted and/or supported moving into next year?	Next year, we will be able to hold our beginning-of-the-year data meetings earlier. Additionally, we will have a deeper understanding of both NWEA and ILEARN assessments.					
Link additional information here (if necessary) ☐						

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

GOAL	
Goal	By the end of the 2024-2025 school year, we aim to achieve a 45% proficiency rate in ILEARN Math for grades 3 through 5, representing a 12% increase from the previous year.
Sub-group focus	Special Education, Tier II Students
The strategies we are going to implement are	Elements of Effective Teaching Practices, RTI
To address the root cause	Lack on tiered intervention plan and data-driven strategies
Which will help us meet this student outcome goal*	By encouraging data-proven practices in Math to help us reach our ILEARN ELA Goal of a 45% proficiency rate.

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Elements of Effective Teaching Practices	*Focus: Elevating the Essentials to Radically Improve Student Learning 2nd ed. Edition by Mike Schmoker*	*Administration and teachers*	*September 2024 - May 2026*
RTI Process	Professional Learning Communities and Solution Tree; Creating a data-driven process for interventions and extensions.	*Administration and teachers*	September 2024-May 2026
Link additional information here (if necessary) ☐			

Strategy #1	Elements of Effective Teaching Practices					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Model Elements of Effective Teaching	Admin will provide a presentation about the Elements of Effective Teaching while modeling the Elements of Effective Teaching	Admin	Observation of Checking for Understanding of Lesson Objective	Elements of Effective Teaching Information	5.24.2025	In Progress ⌄
New Lesson Plan Template	Teachers will be provided the Elements of Effective Teaching template to be used while planning future lessons.	Teachers	Lesson plans including SLO for the lesson. Also, checks for understanding.	Elements of Effective Teaching Template	5.24.2025	In Progress ⌄
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	We are beginning this strategy during the 2024-2025 school year. Teachers will be presented with this information at a monthly meeting. The Effective Teaching practices will be broken down and emphasized each month.					
How has student achievement been impacted? What is the evidence?	Implementing the strategy will enhance our RTI process for students. Success will be evidenced by improved scores on the ILEARN checkpoints.					
How will implementation be adjusted and/or supported moving into next year?	We will maintain ongoing discussions regarding the strategy and its integration into all of our classes. Additionally, we will explore how the strategy can be effectively applied in Tier II and Tier III instruction.					
Link additional information here (if necessary) ☐						

Strategy #2	RTI Process					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Professional Learning Teams	Teachers will learn about professional learning communities and teams.	Administration	Observation of Team Meetings	Solution Tree materials about the PLC Process	2024-2025	In Progress ▾
RTI Process	Through data analysis and professional learning team meetings, teachers will be trained in using data-driven strategies to enhance student growth.	Administration	Observation of Data Meetings	Solution Tree materials about the PLC Process	2024-2025	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teachers have been organized into teams and have begun analyzing student data. This is a new process for them and aims to help close the achievement gap for students performing below grade level. Teachers will continue to expand their knowledge of the PLC process, with the goal of using student data to inform instruction.					
How has student achievement been impacted? What is the evidence?	In our beginning-of-the-year data meetings, we have already identified more effective targeted interventions for our students. We will review NWEA and STAR results to assess student growth.					
How will implementation be adjusted and/or supported moving into next year?	Next year, we will be able to hold our beginning-of-the-year data meetings earlier. Additionally, we will have a deeper understanding of both NWEA and ILEARN assessments.					
Link additional information here (if necessary) ☐						

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

GOAL	
Goal	For NWEA testing, 70% of K-5 students will demonstrate growth at or above the 50th percentile between fall and winter testing, as well as between winter and spring testing, in both ELA and Math.
Sub-group focus	Special Education, Title 1, Tier II
The strategies we are going to implement are	RTI Process & Phonics Program Alignment
To address the root cause	Students are a grade level or two behind from lack of interventions.
Which will help us meet this student outcome goal*	For NWEA testing, 70% of K-5 students will demonstrate growth at or above the 50th percentile between fall and winter testing, as well as between winter and spring testing, in both ELA and Math.

How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
RTI Process	Professional Learning Communities and Solution Tree; Creating a data-driven process for interventions and extensions.	*Administration and teachers*	September 2024-May 2026
Phonics Program Alignment	UFLI Phonics Program	*Administration and teachers*	September 2024-May 2026
Link additional information here (if necessary) ☐		

Strategy #1	RTI Process					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
Professional Learning Teams	Teachers will learn about professional learning communities and teams.	Administration	Observation of Team Meetings	Solution Tree materials about the PLC Process	2024-2025	Choose ⌄
RTI Process	Through data analysis and professional learning team meetings, teachers will be trained in using data-driven strategies to enhance student growth.	Administration	Observation of Data Meetings	Solution Tree materials about the PLC Process	2024-2025	Choose ⌄
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teachers have been organized into teams and have begun analyzing student data. This is a new process for them and aims to help close the achievement gap for students performing below grade level. Teachers will continue to expand their knowledge of the PLC process, with the goal of using student data to inform instruction.					
How has student achievement been impacted? What is the evidence?	In our beginning-of-the-year data meetings, we have already identified more effective targeted interventions for our students. We will review NWEA and STAR results to assess student growth.					
How will implementation be adjusted and/or supported moving into next year?	Next year, we will be able to hold our beginning-of-the-year data meetings earlier. Additionally, we will have a deeper understanding of both NWEA and ILEARN assessments.					
Link additional information here (if necessary) ☐						

Strategy #2	Phonics Program Alignment					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	**Activity Description**	**Position Responsible**	**Measurement**	**Resources Needed**	**Timeline**	**Status**
UFLI Integration	Teachers will be trained and integrate the UFLI phonics program for grades K-3. We will work on vertical alignment and how the interventions will help students.	Admin and Teachers	Phonics scores increasing on STAR Reading	UFLI Manuals	Sept 2024-May 2026	In Progress ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	During the first nine weeks of the 2024-2025 school year, our teachers will undergo training on the phonics program. The goal is to implement the program in grades K-2 during the second nine weeks. Third-grade students will utilize the new phonics program for classroom interventions.
How has student achievement been impacted? What is the evidence?	We do not know yet.
How will implementation be adjusted and/or supported moving into next year?	Next year, we will implement the program for the full school year. Insights gained from this year's experience will be used to make the necessary adjustments to ensure its long-term success.
Link additional information here (if necessary) ☐	

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

PROFESSIONAL DEVELOPMENT PLAN

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

Professional Development Goal(s)	By the end of the 2024-2025 school year, 100% of teachers will actively participate in weekly Professional Learning Communities (PLCs), collaborating to analyze student data, set goals, and develop targeted strategies.
Is professional development linked to SIP goals?	Yes ˅
Possible Funding Sources	Title II and Title IV Funds.
Plan for coaching and support during the learning process	To provide effective support during the PLC learning process, start by assessing teachers' needs and setting clear objectives aligned with PLC goals. Establish a regular schedule for team meetings and one-on-one sessions where teachers can collaborate and share strategies. Provide targeted professional development and facilitate discussions focused on data analysis and instructional planning. Regular feedback and reflection during PLC meetings will help teachers evaluate their progress and make adjustments to improve student learning. Creating a supportive, growth-focused environment will empower teachers to enhance their practices and improve student outcomes.
Evidence of Impact	To measure progress towards effective teacher participation in Professional Learning Communities (PLCs), track attendance and engagement in weekly meetings, analyze student performance on formative and benchmark assessments, and review the achievement of instructional goals and strategies. Conduct data meetings three times per year to evaluate progress, provide feedback, and make necessary adjustments. Additionally, gather teacher reflections and feedback, and observe classroom implementation of PLC-driven strategies to assess their impact on student learning and overall proficiency in the PLC process.
How will effectiveness be sustained over time?	To ensure the sustainability of Professional Learning Communities (PLCs), embed them into the school's culture by integrating PLC activities into the regular schedule and providing ongoing professional development. Maintain a consistent structure with clear goals and regular data reviews, while fostering a collaborative environment where teachers continuously share best practices and support one another. Allocate resources for training and support, encourage administrative backing, and build a system for regular feedback and adjustments based on progress

	and challenges. This approach will help sustain the PLC process and its positive impact on teaching and learning over time.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	By the end of the 2024-2025 school year, 100% of teachers will complete professional development focused on the science of reading, demonstrating proficiency in evidence-based literacy instruction strategies.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title II
Plan for coaching and support during the learning process	To coach and support teachers during the learning process, offer personalized coaching sessions addressing specific needs, conduct regular check-ins to discuss progress, and provide ongoing professional development workshops. Implement a system of classroom observations with constructive feedback, encourage collaborative planning, and ensure access to relevant resources. Promote reflective practices where teachers assess their methods and student outcomes, and establish support networks for peer mentoring and collaboration. These strategies will help teachers effectively integrate new learning, improve their practice, and enhance overall instructional effectiveness.
Evidence of Impact	Evidence of impact for the professional learning goal on the science of reading would be demonstrated through several key indicators. First, an increase in student reading fluency and comprehension, as reflected by improved scores on grade-level assessments and literacy benchmarks, will indicate the effectiveness of newly implemented strategies. Additionally, classroom observations will reveal the consistent application of evidence-based literacy instruction techniques by teachers. Teacher feedback and reflections on the professional development will provide insights into their understanding and use of the science of reading principles. Regular review meetings will further track progress, assess the overall implementation of strategies, and address any challenges or adjustments needed.
How will effectiveness be sustained over time?	Effectiveness will be sustained by integrating the science of reading principles into the school's ongoing professional development program and ensuring that they become a fundamental part of the instructional approach. Regular follow-up training and refresher courses will keep teachers updated on best practices and emerging research. Establishing a system of continuous support through instructional coaching, peer observations, and collaborative planning will reinforce the application of these strategies in the classroom. Additionally, maintaining a focus on data-driven decision-making, with regular reviews of student progress and instructional impact, will help identify areas for improvement and ensure the strategies remain effective. Building a culture of shared learning and commitment to literacy excellence will further support the long-term sustainability of these practices.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	By the end of the 2024-2025 school year, 100% of teachers will proficiently integrate elements of effective teaching and tiered interventions into their instructional practices.
Is professional development linked to SIP goals?	Yes ⌄
Possible Funding Sources	Title II and Title IV
Plan for coaching and support during the learning process	The plan for coaching and support involves providing personalized coaching sessions to help teachers implement effective teaching strategies and tiered interventions, with regular check-ins to address challenges and adjust as needed. Ongoing professional development workshops, classroom observations with constructive feedback, and collaborative planning sessions will support teachers in refining their practices. Access to relevant resources, encouragement of reflective practices, and the creation of support networks will further enhance their ability to integrate these strategies effectively. This comprehensive approach ensures teachers receive continuous guidance and support, leading to improved student outcomes.
Evidence of Impact	Evidence of impact includes improved student performance on assessments, reflecting the effectiveness of teaching strategies and tiered interventions. Classroom observations should show positive changes in instructional practices, while teacher feedback and reflections will indicate increased proficiency in these methods. Active participation and positive feedback from professional development workshops further support effectiveness. Additionally, data from regular check-ins and biannual review meetings will demonstrate progress and adjustments based on student data. These indicators together provide a clear picture of the success and impact of the coaching and support efforts.
How will effectiveness be sustained over time?	To sustain effectiveness over time, integrate effective teaching strategies and tiered interventions into the school's ongoing professional development and instructional practices. Continuously provide targeted support through regular coaching, follow-up training, and resource updates. Foster a culture of collaboration and reflection among teachers, encouraging them to share best practices and adjust strategies based on student data. Establish a system for monitoring progress and making data-driven adjustments, ensuring that practices remain relevant and effective.
Link additional information here (if necessary) ☐	