



School Improvement Plan - 2021-2022

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Loge Elementary School

Warrick County School Corp
Boonville, IN

This plan will be revised annually.

The plan was developed with assistance from:



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OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action*. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of:

- Indiana Rules and Regulations
- Title I - Targeted Assistance School

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Steering Team

- Stephanie Aldridge - Parent
- Becky Beard - Teacher
- Alisha Claypool - Teacher
- Lori Dormeier - Teacher
- Charlene Fox - Teacher
- Jamie Mayer - Economic Development
- Nicole Merrill - School Counselor
- Lynn Pierce - Principal
- Lynn Snodgrass - Teacher
- Mary Tubbs -

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

School Improvement Council

- Kaye Ashby - Public library representative
- Randy Beard - Youth service organization representative, Faith based organization representative, Other
- Randy Beard - Community foundation representative
- Rebecca Beard - Teacher
- Marilyn Caldemeyer - Teacher
- Alisha Claypool - Teacher
- Paula Davis - Teacher, Parent
- Lori Dormeier - Teacher
- Misti Ewin - Teacher
- Jamison Foley - Teacher
- Malinda Kingsbury - Teacher
- Katlyn Kissee - Teacher
- Sara Kuebler - Teacher
- christiana LANE - Teacher
- Lisa Maple - Instructional School Support Staff Person
- Jennifer McGary - Teacher
- Machel McGennis - Teacher
- Jana Miles - Teacher
- Danielle Miller - Teacher
- Lynn Pierce - Administrator
- Tim Pierce - Local government representative
- Kelly Putnam - Instructional School Support Staff Person
- Abby Roach - Teacher
- Charlene Robling - Teacher
- Lynn Snodgrass - Teacher
- Mary Tubbs - Teacher
- Troy Wagner - Teacher

- Heather Warner - Teacher, Parent
- Sarah White - Instructional School Support Staff Person
- Sarah Zint - Non-Instructional School Support Staff Person

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the School Improvement Council.

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action process:

Discussion 1: Rationale for Raising Student Achievement

Discussion 2: Common Vision for High Student Success

Discussion 3: Data Analysis & Achievement Goals

Discussion 4: Data Analysis & Root Causes

- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help
- Student guidance
- Learning environment

Discussion 5: Interventions

Data-Driven Decision-Makings

The Vision-to-Action improvement process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2021-2022 school year. Questions about the School Improvement Plan should be directed to the building principal.

SCHOOL IMPROVEMENT PLAN COMPONENTS

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

OUR VISION STATEMENT

We believe all students deserve:

supportive faculty members who are positive role-models and treat students fairly while making them feel successful. They deserve authentic learning experiences from a challenging curriculum in an atmosphere of high expectations. We believe students deserve diversified well balanced instruction based on multiple assessments. We believe all students deserve extended learning opportunities to reach academic success and a rigorous curriculum. Students deserve current technology and classroom resources to make them college and career ready. They deserve to feel safe and secure in a disciplined environment.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

all teachers, parents, and community members place a high value on education. They actively communicate these expectations by creating a positive motivational atmosphere where children are accepted, encouraged, and challenged. All teachers are enthusiastic about their jobs, are knowledgeable of the rigorous curriculum guided by the college and career readiness standards, and are prepared to meet individual needs. Adults provide consistent structure with expectations that follow the pillars of good character. Parents and community members are actively engaged in the learning community through volunteering time, mentoring, tutoring, and providing resources.

In this environment where all adults are living by their core convictions, all students:

abide by the pillars of good character. They are highly engaged in their educational process, self-disciplined, and willing to work cooperatively in the school and community environments. Students will set goals to achieve academic mastery. All students accept challenges, show motivation, and work to the best of their ability to achieve individual goals. They will attend school ready to learn and make a positive impact.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass I-STEP Math: 100%
- % of students who pass I-STEP Language Arts: 100%
- % of students who pass IREAD: 100%
- % of students who pass I-STEP Writing: 100%
- % of students who earn mastery grades of B or higher: 100%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Focus Areas (FA)**. These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the FAs and created specific SMART Goals focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad FA. Both the FAs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

Description of the Gaps Identified between the Vision and the Achievement Data Report:

IMPORTANT: Each Focus Area (FA) is followed by its SMART Goal(s). The title for the FA indicates the FA focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

FA 1: Student Proficiency (Pass Rate) (English / Language Arts; KG, 1, 2, 3, 4, 5)

Description:

Specific Achievement Data:

Our NWEA Language Arts scores from 2018-2019 show improvement is needed in meeting proficiency benchmarks (Average, High-Average, High).

Key Takeaways:

External Expectations:

This FA aligns with English / Language Arts

SMART GOALS:

Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2032; All Students)

Class Of:	2032
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

Data:		Actual	Target
	Year:	2020	2021
	Month:	Jan	Jan
	%:	61%	63%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2031; All Students)

Class Of:	2031
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

	Actual	Target
Year:	2020	2021
Month:	Jan	Jan
%:	69%	71%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2030; All Students)

Class Of:	2030
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

	Actual	Target
Year:	2020	2021
Month:	Jan	Jan
%:	79%	81%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2029; All Students)

Class Of:	2029
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

	Actual	Actual	Target
Year:	2019	2020	2020
Month:	Jan	Jan	Jan
%:	93%	72%	74%

External Expectations: This SMART Goal relates to Reading, Grades K-2
This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2028; All Students)

Class Of:	2028
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

	Actual	Actual	Target
Year:	2019	2020	2021
Month:	Jan	Jan	Jan
%:	71%	77%	79%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2027; All Students)

Class Of:	2027
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

	Actual	Actual	Target
Year:	2019	2020	2021
Month:	Jan	Jan	Jan
%:	80%	84%	86%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
 This SMART Goal has Title I Targeted Assistance Students as the student group

FA 2: Student Proficiency (Pass Rate) (Math; KG, 1, 2, 3, 4, 5)

Description:

Specific Achievement Data:

Our NWEA Math scores from 2018-2019 show improvement is needed in meeting proficiency benchmarks (Average, High-Average, High).

Key Takeaways:

SMART GOALS:

Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2032; All Students)

Class Of:	2032
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

Data:		Actual	Target
	Year:	2020	2021
	Month:	Jan	Jan
	%:	57%	59%

External Expectations: This SMART Goal relates to Reading, Grades K-2
 This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2031; All Students)

Class Of:	2031
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

Data:		Actual	Target
	Year:	2020	2021
	Month:	Jan	Jan
	%:	60%	62%

External Expectations: This SMART Goal relates to Reading, Grades K-2
 This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2030; All Students)

Class Of:	2030
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

Data:		Actual	Target
	Year:	2020	2021
	Month:	Jan	Jan
	%:	63%	65%

External Expectations: This SMART Goal relates to Reading, Grades K-2
 This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2029; All Students)

Class Of:	2029
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

Data:		Actual	Actual	Target
	Year:	2019	2020	2021
	Month:	Jan	Jan	Jan
	%:	76%	76%	78%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2028; All Students)

Class Of:	2028
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

Data:		Actual	Actual	Target
	Year:	2019	2020	2021
	Month:	Jan	Jan	Jan
	%:	74%	70%	72%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2027; All Students)

Class Of:	2027
Demographics:	All Students
Benchmark:	Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High)
Completion date:	June 30, 2022

Data:		Actual	Actual	Target
	Year:	2019	2020	2021
	Month:	Jan	Jan	Jan
	%:	70%	79%	81%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has Title I Targeted Assistance Students as the student group

PART 3: Root Causes (comprehensive needs assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals

Root Causes

22% of students feel information is not being explained in a way that is easy to understand.

54% of students believe behaviors of other students make it difficult to learn

High (45%) percentage of students receive social work services

SMART Goal: Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2032; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2031; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2030; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2029; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2028; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Reading Assessment (Average, Hi-Average, High) (Class Of 2027; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2032; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2031; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2030; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2029; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2028; All Students)

Root Causes

SMART Goal: Students meeting proficiency on NWEA Math Assessment (Average, Hi-Average, High) (Class Of 2027; All Students)

Root Causes

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Annual Parent Meeting

As a school served under Title I, Part A Loge, along with the other Title I schools in the corporation convenes an annual meeting during the first month of school, at a time convenient for parents to inform them of their schools participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, Loge invites to this meeting all parents of children participating in Title I, Part A programs and encourages them to attend.

Once per year, Parents at Loge School jointly develop/revise a Parent Compact that outlines how the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children master the Indiana Academic Standards. The School-Parent Compacts are discussed with all parents at the Annual Title 1 Parent Meeting. Every student is given this packet to take home. The parents, student, and teacher all sign the back page to show they have read and understand the compact. The Title 1 teacher maintains the copies of all the signed compacts.

Attendance

The school social worker sends formal letters to parents when their child misses school at 10 and 20 days. The social worker is in constant contact with students' parents that are habitual offenders through phone calls, conferences, and home visits.

Bully Prevention Program

Our school will implement a research-based bully prevention curriculum for grades K-5. The entire student body will participate in Bully Prevention Week with planned activities for each day of the week. Teachers are trained through the Safe School website. School counselor conducts social skills groups relating to positive peer relations. Buddy Bench on the playground allows students to find other kids to play with on the playground. National Mix-It-Up Day celebration is a school-wide event to promote unity and friendship for the student body.

Encourage Rigorous Curriculum

Loge students will participate in the school's SSP program. In this program, students are tested on specific Indiana Academic Standards. Students who do not pass, receive remediation on those standards, while students who pass are offered more challenging activities in an Enrichment class. Students are encouraged with each new standard to try to reach the enrichment level.

Focused Academic Area - Math

Teachers will provide a daily problem of the day taking approximately 10 minutes. Teachers will guide students in becoming systematic problem solvers by teaching various techniques in smaller chunks. Teachers will emphasize math vocabulary, multi-step problems, and both written and oral responses. Data will be taken on problem solving instruction weekly and at the end of each chapter.

Focused Academic Area - Writing

Teachers will provide a daily writing instructional block of 30 minutes for all students throughout the school year. The writing block will encompass teaching students to write systematically and developmentally in both language arts and math. Three writing prompts are provided and submitted.

School-wide writing initiative to be implemented (RATT) using visual guides to encourage student participation.

Gifted and Talented Curriculum

Students are identified at the conclusion of their 3rd, and 5th grade years as gifted. Students are identified by their cogAT scores, classroom performance. These results are then given to a school corporation committee to evaluate the information submitted from the classroom teachers. Selected students are then put into a Gifted and Talented Class where they are instructed by an EXCEL teacher.

Instruction by Highly Qualified Faculty

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6)parents at Loge Elementary School receive a PARENTS' RIGHT TO KNOW, this is a notification from the school district to every parent of a student in a Title I school that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers.

This information regarding the professional qualifications of their student's classroom teachers shall include the following: If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught; If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived; The teachers baccalaureate degree major, graduate certification, and field of discipline; and Whether the student is provided services by paraprofessionals, and if so, their qualifications

If at any time their student has been taught for 4 or more consecutive weeks by a teacher that is not highly qualified, they will be notified by the school of this information.

Loge School maintains a list of every teacher and their licensing information. The principal holds this up to date list. In addition, all of the teachers at Loge School are highly qualified as determined by federal mandate. The principal verifies this information yearly for new teachers.

Loge School maintains a list of all paraprofessionals (aides who provide instructional support services) in the building that includes how the paraprofessional became highly qualified (associate degree, two years of college or passed the ParaPro test). The principal holds this up to date list. In addition, all of the paraprofessionals at Loge School are highly qualified as determined by federal mandate. The principal verifies this information yearly for new paraprofessionals.

Maintaining Student Focus

Teacher implemented strategy to teach students to stay focused on the lesson when inappropriate behaviors occur in the classroom. Teachers will gradually incorporate strategies from professional development opportunities into their classroom behavior plans. Teachers will daily model skills, increasing the amount of skills until classes have mastered them. Implementations of visual "on-task" reminders will occur in whole class groups schoolwide.

Outreach to Students and Families Receiving Social Work Services

Loge school will offer the Youth First program: Strengthening Families in the fall once a week for 10 weeks. Families are taught skills to improve the family unit. These classes will provide families with the resources to support themselves and not need as many social services.

Kindergarten, 4th, and 5th will participate in alternative curriculum to improve social skills sponsored by Youth First.

Technology Professional Development

Several building teachers are attending professional development focusing on incorporating technology in the classroom. These teachers will come back to the building and hold a professional development session for staff that utilize technology.

PREPARATION

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Intervention: Focused Academic Area - Writing

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Written Response	Visual	▼	Tue, Aug 16, 2016			▼	

Intervention: Encourage Rigorous Curriculum

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Training New Teachers	Auditory	↙	Mon, Aug 15, 2016				↙

Intervention: Technology Professional Development

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Technology Presentation	Visual	↙	Mon, Sep 19, 2016		↙		

Intervention: Bully Prevention Program

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Bullying Prevention Training	Visual	✓	Fri, Oct 16, 2015			✓	

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Fri, Oct 16, 2015	Bully Prevention Program	Professional Development	Bullying Prevention Training	Lynn Pierce
Mon, Aug 15, 2016	Encourage Rigorous Curriculum	Professional Development	Training New Teachers	Title I Teachers
Tue, Aug 16, 2016	Focused Academic Area - Writing	Professional Development	Written Response	Lynn Pierce
Mon, Sep 19, 2016	Technology Professional Development	Professional Development	Technology Presentation	Alisha Claypool and Lori Dormeier
Wed, Mar 1, 2017	Bully Prevention Program	Evaluation	Collect Follow Up Data	Lynn Pierce and Nicole Merrill

APPENDICES

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the Root Cause, SMART Goals, and Interventions. For each Root Cause, the report shows 1) the SMART Goals that will be positively impacted when the Root Cause is successfully addressed and 2) the Interventions that will enable the school to successfully address the Root Cause.

Root Cause: 22% of students feel information is not being explained in a way that is easy to understand.

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Focused Academic Area - Math

Root Cause: 26% of students believe teachers are not relating content to their personal interests.

SMART Goals Influenced by this Root Cause

- *No SMART Goals linked with this Root Cause*

Interventions to Impact This Root Cause:

- Focused Academic Area - Writing

Root Cause: 30% of students believe the teacher does not go at a pace that is comfortable for them.

SMART Goals Influenced by this Root Cause

- *No SMART Goals linked with this Root Cause*

Interventions to Impact This Root Cause:

- Focused Academic Area - Math

Root Cause: 54% of students believe behaviors of other students make it difficult to learn

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Maintaining Student Focus

Root Cause: High (45%) percentage of students receive social work services

SMART Goals Influenced by this Root Cause

- GENERAL Root Cause that affects all SMART Goals

Interventions to Impact This Root Cause:

- Attendance
- Outreach to Students and Families Receiving Social Work Services

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2020-2021

Indiana Rules and Regulations

A	Where is the public copy of your school's curriculum located? (PL221) Please use data from 2020-2021	Corporation office and school office
B	What rules or statutes would you like to waive in order to promote student learning? (PL221) <ul style="list-style-type: none">Identify the specific statute and and/or rule you wish to waive.Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.Explain the benefit to student achievement.Describe the evaluation process that would be used to measure the success of these strategies. Please use data from 2020-2021	N/A
C	Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2020-2021	positive incentives are used per grading period. Parent phone calls and home visits when necessary
D	List the titles of the assessment instruments that are used in addition to ILEARN, IREAD-3, and ISTEP. Give a brief description of each. (PL221) Please use data from 2020-2021	DIBELS Acuity MClass STAR math and reading Classroom end of unit assessments InView for 3rd and 5th grade

Title I SW & TAS

E	List the needs assessments used in your school to help you identify areas that are interfering with learning Please use data from 2020-2021	Have not used an assessment
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Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 3 for the 2020-2021 school year.

	ORIGINAL PLAN	REVIEW & REVISE		
	Start Up	Update 1	Update 2	Update 3
Aug		Begin Implementation of Interventions	Begin Implementation of Interventions	Begin Implementation of Interventions
Sep				
Oct	Commit to SI2 Process	Recruit School Improvement Council & Establish Student Body Discussion Format; Update Steering Team (if needed)	Recruit new Council Members & Update Steering Team (as needed)	Recruit new Council Members & Update Steering Team (as needed)
Nov	Recruit Steering Team	Update Achievement & Root Cause Data (surveys are optional)	Update Achievement & Root Cause Data (surveys are optional)	Revise Vision & Update Achievement & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)
Dec	Create Organizational Structure / Learn About SI2	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation
Jan	Collect Achievement Data & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)	Achievement Goals Update	Achievement Goals Update	Achievement Goals Update
Feb	Write Vision Statement	Root Causes Update	Root Causes Update	Root Causes Update
Mar	Identify Achievement Goals Focus Areas and SMART Goals	Intervention Update	Intervention Update	Intervention Update
Apr	Identify Root Causes	Prepare to Implement Interventions	Prepare to Implement Interventions	Prepare to Implement Interventions
May	Select Interventions			
May Jun	Prepare to Implement Interventions detailed planning			