

## **Unified Comprehensive Needs Assessment and School Improvement Plan**

<b>School Name</b>	Syracuse Elementary
<b>Local Education Agency Name</b>	Wawasee Community Schools
<b>School Year</b>	2019-20

*Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.*

## **Comprehensive Needs Assessment Template**

### Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

**I. Establish a Comprehensive Needs Assessment planning team**

CNA Planning Team Members		
<i>Note: Add or subtract rows as needed.</i>		
Name	Stakeholder Group(s)	Role(s)
Eric Speicher	School	Principal
Cindy Brady	School	Student Services
Jason Worrell	School	Kindergarten Teacher
Bill Lantz	School	1st grade Teacher
Paige Keim	School	2nd grade Teacher
Gabe Fitzsimmons	School	3rd Grade Teacher
Roger Brady	School	5th Grade Teacher
Amanda Knipper	School	5th Grade Teacher
Julie Hursey	School/Parent	Special Education
<p><i>Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.</i></p> <p><i>Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.</i></p>		
Committee's Domain of Study: Special Education Math/ELA		
Name	Stakeholder Group(s)	Role(s)
Eric Speicher	School	Principal
Cindy Brady	School	Student services
Julie Hursey	School	Special education teacher

## II. Develop a vision of excellence

### Vision of Excellence

Syracuse Elementary is located in north-central Indiana. We are a small town community with a generally rural setting. The current building is only three years old and this is the beginning of our third year in the building. This building serves students in Kindergarten through 5th grade. The student population is 86% white, 9% Hispanic, 3% multiracial, 1% African American and roughly 1% other. 51% of our students receive free or reduced lunches, and 19% receives special education services. Additionally, 2.4% of the student population is designated as English Language Learners. Our special education population has slowly been climbing over the past three years. These students have struggled to achieve and grow based on data from state and local assessments.

The vision of Syracuse Elementary (SES) is to be recognized as one of the best schools in the nation where all children learn, grow, and thrive. We strive to create a first rate learning environment where our students can gain the knowledge and skills necessary to be successful in any avenue they choose. We want to create children who can solve problems and make decisions based on fact, reason, and sound judgement. We aspire to have students meet grade level academic expectations while also growing each year. We also support students in growing socially and emotionally. Finally we want to provide instruction and guidance to help our students become contributors, creators, communicators, collaborators and critical thinkers. This foundation will allow students leaving SES to be life-long learners who positively impact the communities in which they live.

Teachers at SES are constantly focused on our mission and vision. In an effort to formalize our continuous improvement efforts, we are beginning to learn about Professional Learning Communities (PLCs) with a target date of January 2020 to have teachers fully engaged in the PLC process. While we do not want our sole focus to be preparing kids for tests, we do want to create students who are prepared for the test of life. We believe that learning about and successfully implementing PLCs will help our staff better meet the learning needs of our students.

### III. Create a school profile

#### School Profile

Syracuse Elementary is located in the town of Syracuse, Indiana. SES is one of three elementaries in the Wawasee Community School corporation. Syracuse is a K-5 building with a population of 500 for the 2019-20 school year. Most of our students attend Wawasee Middle School (6-8 building) but a few choose to attend Milford School which is a K-8 building. Both middle schools funnel into Wawasee High School (9-12).

The enrollment at SES has fluctuated greatly over the past 5 years, with a high of 550 and a low of just under 500. We have consistently been over 500 for the majority of the last five years. We believe that number will stay constant over the next few years. We have had 4 sections of each grade level for the past five years. We also have full time teachers for art, music and two PE teachers. Also for the past 5 years we have had an instructional coach paid for by various grants. SES has two full time special education teachers. We have four special education paraprofessionals to provide extra support for our students with special learning and behavioral needs. These teachers and paraprofessionals service roughly 80 students in K-5th. Syracuse Elementary's principal is supported by a Student Services Coordinator, secretary, bookkeeper/secretary, health clinic supervisor, and speech and language therapist. We have an ESL paraprofessional to help serve our ELL population. Finally, SES is a school-wide Title I school. The funds received through Title I help pay for a reading interventionist and five paraprofessionals that support struggling learners in various ways.

Nearly 60% of our students live outside of the town limits in various settings ranging from rural to lakeside housing. About 30% live inside the city limits. Two low income housing areas are the main places students who are in the city limits live. About 10% of our students transfer here from surrounding districts and from the other two elementaries in the district. Families who transfer into SES love the environment of our school and feel their students are supported academically as well as social/emotionally.

Parents of our students work in service and skilled/unskilled labor jobs. At least 50% of our students' parents work outside the Syracuse area. There are several small companies in and around Syracuse. Most of which have to do with boat and/or RV manufacturing. Syracuse has multiple fast food, sit-down dining, and convenience stores that employ some of our parents. There is a small grocery store in town that employs several of parents.

#### Vision

Syracuse Elementary's vision is to create an environment of academic excellence that will produce lifelong learners who treat people right and do the right thing to improve the communities in which they live.

#### Mission Statement

Syracuse Elementary's mission is to prepare our students for tomorrow's world by providing excellent instruction and meaningful experiences in a safe and supportive environment.

#### Core Beliefs or Core Values

We believe that all students can learn at high levels.

Adults must develop positive relationships with students for students to learn at high levels.

#### Student Demographics

SES info [HERE](#).

#### Staff Demographics

While the certified staff at SES varies in experiences and backgrounds, racially it is mostly white with only one staff member identifying as bi-racial. Our support staff is also almost exclusively white; however, our ESL para is Hispanic. SES info [HERE](#)

#### Student Behavior

Overall, student behavior and attendance is very good at SES. In regards to behavior: We have almost no fights in a normal year, classes are rarely interrupted by significant behavior issues. Most of our suspensions are by students who are suspended more than once. The 2017-18 school year was an outlier with 21 suspensions. That is more than **twice** as many suspensions as the previous three years...**combined**. Student attendance: Student attendance at SES is very good. We are over the state average in "Model Attendees" and "Improved Attendees" and below the state average in "Chronic Absenteeism".. SES info [HERE](#).

#### Student Academic Outcomes

Syracuse Elementary had two academic goals for the 2018-19 school year. The first one was: "100% of students will grow in the area of reading comprehension as measured by NWEA growth (fall to spring) and the growth component of ILEARN as applicable". Our second goal was: "100% of students will grow in mathematical skills and their application as measured by NWEA growth (fall to spring) and the growth component of ILEARN as applicable." SES info [HERE](#)

#### Summary of Current School Improvement Strategies

- Engagement of a broad range of stakeholders; including families, educators, community partners, and students in the CNA process.
- Examination of relevant quantitative data to understand the needs of students as well as the potential root causes of these needs.
- Description of the key findings and outcomes of the CNA, including, but not limited to:

- The data sources used in the CNA process
- A detailed analysis of data from all student subgroups;
- A summary of priorities that will be addressed in the plan, including priorities that address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

### Summary of Core Curricula

Syracuse Elementary has various forms of curriculum. Benchmark Literacy is our adopted reading program. IReady math is our adopted math curriculum. The curriculum for other subjects is put together by Wawasee Community teachers. In the 2018-19 school year, Wawasee embarked on creating curriculum frameworks with pacing guides. These should be completed in 2019 and available on our website.

### Summary of Formative and Summative Assessments

Syracuse Elementary uses a wide variety of formative assessments at each grade level. This include, but are not limited to: teacher observation, teacher interviews, exit slips, games that collect data and other teacher made formative assessments. Summative assessments are used at the end of units and chapters. Most of these assessments come from the adopted curriculum used by teachers at each grade level. Some summative assessments are teacher created. We also use NWEA to gather information about student growth and achievement. NWEA gives us information that can be used formatively and summatively.

### Summary of Academic Intervention and Enrichment Programs

Teachers at Syracuse Elementary believe that all students can and should learn at high levels (at least grade level). Classroom instruction is differentiated as needed, but our focus is to push students to learn and perform at, at least grade level expectations. The need for advanced or remedial instruction is determined by the classroom teacher and/or the grade level team. Examples of these supports are Title I services, high ability clustering, and special education services.

### List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Syracuse Elementary offers a wide variety of after school activities for students. We offer running club for boys and girls in grades 2nd-5th. There is also boys' and girls' basketball for 4th and 5th graders. We have choir and drum circle for students in grades 3rd- 5th. Minecraft Club is for students in grades 2nd-5th, Art Club is grades 1st-5th. SES also has a robotics team that meets after school. Finally we have Baker Youth Club (BYC) that meets M-Th and is a homework club that also provides other activities for students to do after school.

### Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Developing and keeping a highly qualified staff is one of the top priorities at Syracuse Elementary. Thus far, SES has had complete autonomy in who we have hired. We have been lucky enough to pull teachers with experience from surrounding corporations over the past 5-7 years.

**Recruitment:** Certified applicants have always wanted to come to Syracuse Elementary. When we post a teaching position it is not uncommon for us to have more than ten applicants, many of which already have experience teaching.

**Selection:** For every teaching position, we have gathered an interview team of teachers and other staff members to help with the selection process. In every instance in the last seven years, our Central Office has ok'd the hiring of our top candidate, even if they had several years of experience. Any candidate must pass a strenuous background check. He or she must also meet with the superintendent before being taken before the board for approval.

**Induction:** All employees new to our corporation are required to attend a 4 day "New Teacher Training". During these four days new teachers are given a variety of information and training. They also spend a day in their new building meeting with the principal and appropriate staff members.

**Retention:** In the past seven years we have only had one teacher leave SES who was not a retiree. This teacher left because her family relocated to a different part of the country. We have a great environment at SES and teachers like coming to work here. The Wawasee corporation has made concerted efforts to draw positive attention to teachers and the hard work they do. This has helped teachers feel supported and appreciated. Also, our corporation has done a good job of increasing teacher pay as much as fiscal conditions would allow. These increases have made Wawasee teachers some of the highest paid teachers in northern Indiana.

#### Summary of Teacher and Staff Professional Learning Opportunities

Teacher and staff professional development opportunities have been guided by our data and an analysis of our areas of weakness. During the 2018-19 school year our PD focused on getting ready for the new state assessment, ILEARN. Our instructional coach along with teachers and/or the principal attended various workshops and trainings to gather information and ideas. The information and ideas would then be brought back and shared with staff members.

Our other main focus has been becoming a trauma informed school. The principal spent 4 days in Milwaukee Wisconsin at SaintA's receiving training on trauma and how it affects students. Over the summer, ALL staff members attended a full day of training regarding trauma and our students. As this current school year progresses, staff members will receive more training, ideas, and strategies related to dealing with and helping students from trauma.

#### Summary of Teacher and Staff Coaching and Evaluation Model

Each year teachers choose a goal for the school year. This goal is tracked and reported on twice in the year. The goal can be instructional, but that is not a requirement.



Syracuse Elementary and Wawasee Schools uses the McRel evaluation system. All teachers are formally observed at least once per year. Each teacher is observed in a “walk-through” format at least once a year as well.

The previous 5 years SES has had an instructional coach that worked with teachers in various ways. Due to a grant running out and not getting renewed, there is no instructional coach at SES for the 2019-20 school year.

### Summary of Key Family and Community Engagement Strategies

Syracuse Elementary engages family in a variety of ways. We believe that the first step is for families and other stakeholders to feel welcome into our school. This is done through greeting students and visitors every morning, as well as establishing a culture of respect throughout the building.

Syracuse Elementary understands that parents have various work schedules and we try to provide opportunities for parents to participate regardless of their work schedule. Additional events sponsored by our Corporation English as a Second Language program and our High Ability program are held at various times to meet the needs of families involved.

Title One sponsored events such as Donuts with Dad, Muffins with Mom are held in the morning before school while Science Central Family Fun night, Maker Faire and are evening activities.

Our Veteran’s day program, Talent Show, Family Picnic day, and Grandparent’s Day are some of our events that are held during the day and extremely well attended by families as other stakeholders.

Effort is made to communicate with community members in multiple ways: local newspaper, and radio stations, electronically through programs such as Class Dojo, Seesaw, Remind, and social media posts. Some of these have the ability for two way communication back and forth between school personnel and parents, while others are more of an avenue to get information out to stakeholders.

SES works to engage families in their child’s education through Student-led conferences for students in grades 4-5, Title One nights, regular communications that provide information in which parents can support their children. Families have access to student test scores, grades, performance data, etc. through the student management system which is updated regularly. In addition to the student management system, we have chosen to ensure that families receive access to their child’s test scores, grades and information on how to interpret these scores by providing them with a paper copy as well.

Personal calls, notes and visits are other ways in which Syracuse Elementary staff members reach out to families and members of the community to provide the best possible experience for our students. We believe that is more than just providing an education, it is about providing an experience in which they feel respected and valued.

### List of Community Partnerships

Partnerships with a wide variety of stakeholders has always played a key role in the success of Syracuse Elementary and meeting the needs of our students. Many of these partnerships are listed below:

- Lunch buddies that provide emotional and academic support.
  - Big Brothers Big Sisters
  - Kids Hope USA
  - Local businesses, churches and service groups provide volunteers for lunch buddies
- Community partners to help meet student needs through financial and other types of support including donations, volunteers, etc.
  - Multiple churches
  - Building Trades
  - Wawasee High School Student Leadership Team
  - Service Groups
    - Kiwanis
    - Rotary
    - Lions
    - Knights of Columbus
    - Women of Today
  - Multiple anonymous donors
  - Local Business
    - Roger's Electric
    - Polywood
    - Babes and Combs
    - Miller's Merry Manor
- Additional Partners in the support of activities for students
  - Baker Youth Club
  - Lakeland Youth Center
  - Syracuse-Wawasee Community Center
  - 4-H Purdue-Extension Club
  - Rose Home
  - Quaker Haven Camp
  - Camp Mack
  - Boy Scout-Girl Scouts
- Student Assistance Plan and Guardian Assistance Plan provided through a partnership with Bowen Center provides two free counseling appointments to every Wawasee Community School Corporation (WCSC) student and any

parent/guardian of a WCSC student.

#### IV. Identify focus areas

##### **Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile**

*Note: Adjust the table as needed.*

##### **Description of the Gaps Identified between the Vision of Excellence and School Profile**

There are some obvious gaps between our vision of excellence and our current reality. After a long and careful study of our data, environment, and culture there were several areas that jumped to the forefront of our research and discussions.

First, the lack of achievement and growth of our special education students was obvious. Multiple data points as well as observations from the committee members made this focus area evident.

Second, the lack of achievement in both reading and math was an area of focus that the committee agreed has to be addressed. Again, our data made this area of focus abundantly clear to us.

Some areas that the committee agreed that need addressed to help us be able to improve both of these areas are:

- Mastering power standards
- Using instructional strategies that are proven to provide more than one year's growth for students (Hattie)
- Using formative assessments more consistently
- Using "I can" statements to clarify success for students
- Continue to focus on CLASS lifelines and work to find ways to apply the lifelines to academics

##### **Description of Focus Area 1**

##### **Students with disabilities subgroup performance**

A closer look at our data reveals that the subgroup of special education students in an area of focus. Over the past several years fewer and fewer of our identified students have passed and/or shown appropriate growth on ISTEP/ILEARN. In the 2018-19 school year only 4.9% of our students with disabilities passed the ELA portion of ILEARN. In the same year only This data translates to our NWEA data as well (measuring growth from fall to spring).

The CNA team believes that a lack of rigours grade level instruction and practice for students with disabilities is likely the cause of this declining performance.

<b>Description of Focus Area 2</b>
<b>Achievement in Math and Reading</b> Achievement in Math and Reading on ISTEP over the last 3 years or so has been up and down. We saw a drop in the 17-18 school year and another drop in the 18-19 school year. This drop has been 20+ percentage points in our passing rate from 2015-16. We decided not to address growth specifically because we feel that if we can increase achievement, growth will improve as well. The CNA team believes that a lack of formative assessments along with posted standards not being communicated clearly enough are two main causes of declining scores/achievement.

## V. Collect additional data on focus areas

Additional Data Sources Collected
<i>Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.</i>
Additional Data Collected for Focus Area 1
Description of additional data collected for focus area 1: -ISTEP growth and achievement data - ILEARN achievement data - NWEA data - IREAD data - Fontus and Pinnell data (for grades K-2)
Provide links to the additional data and/or key takeaways from data collected for this focus area: <b>Takeaways:</b> It is believed that our special education students are too often getting “remedial” work and not being exposed to and working with grade level instruction and practice of skills and content. While SES has posted and discussed standards in each classroom for several years now, our team also believes that a transition to “I can” statements in every grade level would be helpful for special education students. This will ensure that these students have appropriate exemplars of what quality, grade level work looks like. - Link to additional data <a href="#">HERE</a>
Additional Data Collected for Focus Area 2
Description of additional data collected for this focus area 2: -ISTEP growth and achievement data - ILEARN achievement data - NWEA data - IREAD data - Fontus and Pinnell data (for grades K-2)
Provide links to the additional data and/or key takeaways from data collected for this focus area: <b>Takeaways:</b> - PLC are needed to help us focus on priority standards and mastery learning - Common formative assessments are needed to identify where students are with priority standards and to help teachers know how best to help each student with these specific standards

- "I can" statements to clarify success for students
- Link to additional data [HERE](#)

## VI. Analyze data to determine key findings and root causes

*Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.*

Data Analysis, Key Findings, and Root Causes		
<i>Note: Adjust the table as needed.</i>		
Focus Area 1		
<p>Conclusions from data quality check for Focus Area 1:            The CNA team feels that the data collected and analyzed (ISTEP/ILEARN achievement data, ISTEP growth data, NWEA data, IREAD data, and Fontus and Pinnell data) to inform focus area 1 is adequate.</p>		
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):            CNA team continues to feel that our focus area 1 is appropriate and necessary.</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<ul style="list-style-type: none"> <li>-ISTEP data shows declining proficiency and growth for students in special education.</li> <li>-ILEARN data shows declining proficiency for students in special education.</li> <li>- We are giving these students interventions and support.</li> <li>- IEP service times are consistently being met.</li> <li>- Our interventions don't appear to be intense enough to help our students close</li> </ul>	<ul style="list-style-type: none"> <li>- Special education teachers' schedules</li> <li>- Paraprofessionals' schedules</li> <li>- "I can" statements are not being posted or used</li> <li>- Teachers are not meeting the rigor of the state standards so that students can perform appropriately on state tests</li> <li>- State test scores are declining</li> <li>State growth scores are declining.</li> </ul>	<a href="#">HERE</a>

<p>the gap between their skills/knowledge and what their grade level standards are expecting of them</p> <ul style="list-style-type: none"> <li>- Our NWEA data is not a negative as our ISTEP/ILEARN data.</li> </ul>		
--	--	--

Focus Area 2		
<p>Conclusions from data quality check for Focus Area 2: The CNA team feels that the data collected and analyzed (ISTEP/ILEARN achievement data, ISTEP growth data, NWEA data, IREAD data, and Fontus and Pinnell data) to inform focus area 2 is adequate.</p>		
<p>Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process): CNA team continues to feel that our focus area 2 is appropriate and necessary.</p>		
Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<ul style="list-style-type: none"> <li>- Teachers are not consistently using formative assessments.</li> <li>- Teachers often do not accurately know where students are in relationship to the grade level standard.</li> <li>-ISTEP data shows declining proficiency and growth.</li> <li>-ILEARN data shows declining proficiency.</li> <li>- NWEA data is not a negative as ISTEP/ILEARN data</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers do not have formative assessment data to help inform their instruction.</li> <li>- Interventions are not happening consistently enough to help catch students up to grade level standards.</li> <li>- Teachers are not meeting the rigor of the state standards/state mandated tests.</li> <li>- Formalized PLC process is needed to help create common formative assessments to provide data</li> </ul>	<p><a href="#">HERE</a></p>



	that can be analyzed.	
--	-----------------------	--

## School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

### Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

# I. Form a School Improvement Plan development team

## SIP Development Team Members

*Note: Add or subtract rows as needed.*

Name	Stakeholder Group(s)	Role(s)
Eric Speicher	School	Principal
Cindy Brady	School	Student Services Coordinator
Julie Hursey	School	Special Education Teacher
Bill Lantz	School	1st Grade Teacher
Paige Keim	School	2nd Grade Teacher
Gabe Fitzsimmons	School	3rd Grade Teacher
Jason Worrell	School	Kindergarten Teacher
Roger Brady	School	5th Grade Teacher
Amanda Knipper	School	5th Grade Teacher

*Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.*

*Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.*

Committee's Focus: Special Education		
Name	Stakeholder Group(s)	Role(s)
Eric Speicher	School	Principal
Cindy Brady	School	Student Services
Julie Hursey	School	Special Education
Bill Lantz	School	Teacher
Gabe Fitzsimmons	School	Teacher
Roger Brady	School	Teacher

Committee's Focus: ELA/Math Achievement		
Name	Stakeholder Group(s)	Role(s)
Eric Speicher	School	Principal
Cindy Brady	School	Student Services
Paige Keim	School	Teacher
Jason Worrell	School	Teacher
Amanda Knipper	School	Teacher

## II. Review focus areas, key findings, and root causes

***If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.***

***If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.***

Review of Focus Area 1	
Description of Focus Area 1: A closer look at our data reveals that the subgroup of special education students in an area of focus. Over the past several years fewer and fewer of our identified students have passed and/or shown appropriate growth on ISTEP/ILEARN. In the 2018-19 school year only 4.9% of our students with disabilities passed the ELA portion of ILEARN. This data translates to our NWEA data as well (measuring growth from fall to spring). The CNA team believes that a lack of rigorous grade level instruction and practice for students with disabilities is likely the cause of this declining performance.	
Modified Description of Focus Area 1:  Modification not needed	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
(Click <a href="#">here</a> to return to the description of key findings for Focus Area 1 from the CNA)	(Click <a href="#">here</a> to return to the root causes for Focus Area 1's key findings from the CNA)
Modified description of key findings for Focus Area 1 based on the SIP	Modified root causes for key findings based on the SIP development team's discussion

development team's discussion	
Modification not needed	<a href="https://docs.google.com/document/d/1Sbvk40WnPgcqdMcOg6liWANMYpNbils6D1Z6VHFoT34/edit?usp=sharing">https://docs.google.com/document/d/1Sbvk40WnPgcqdMcOg6liWANMYpNbils6D1Z6VHFoT34/edit?usp=sharing</a>

Review of Focus Area 2	
<p>Description of Focus Area 2:</p> <p>Achievement in Math and Reading on ISTEP over the last 3 years or so has been up and down. We saw a drop in the 17-18 school year and another drop in the 18-19 school year. This drop has been 20+ percentage points in our passing rate from 2015-16. We decided not to address growth specifically because we feel that if we can increase achievement, growth will improve as well.</p>	
<p>Modified Description of Focus Area 2:</p> <p>Modification not</p>	
Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
<i>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 2 from the CNA)</i>	<i>(Click <a href="#">here</a> to return to the root causes for Focus Area 2's key findings from the CNA)</i>
Modified description of key findings for Focus Area 2 based on the SIP	Modified root causes for key findings based on the SIP development team's discussion

development team's discussion	
Modification not needed	<a href="https://docs.google.com/document/d/12FuR0AGHuPlzWZ5Zv6nfwCcAaZGp-FziNSvW79vgTxo/edit?usp=sharing">https://docs.google.com/document/d/12FuR0AGHuPlzWZ5Zv6nfwCcAaZGp-FziNSvW79vgTxo/edit?usp=sharing</a>

### III. Describe the school's core components to identify opportunities to address focus areas

*Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.*

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none"> <li>1. How will the school maintain a safe and disciplined learning environment for students and teachers?</li> <li>2. How will the school ensure clear expectations are communicated to students?</li> <li>3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?</li> <li>4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?</li> </ol>
<p>Every school in the Wawasee Community Schools corporation has a safety plan. These plans include specific directions as to what to do in the event of an emergency. Professional development time is spent reviewing this plan and discussing how best to keep Syracuse Elementary students safe in various possible events. Every teacher has a safety folder that is carried with them on fire drills, tornado drills and lockdowns.</p> <p>There are two different AED machines at SES. One near the office and one in the gym. About once a year, staff are taken through the process of how to use the AEDs.</p> <p>All adults who are not staff members must sign in at the front office. A name tag with a picture is printed and the adult is required to wear the tag.</p>

Our crisis plan is reviewed yearly by our Building Leadership Team (BLT). Corrections, additions, and changes are made as needed.

Syracuse Elementary has the state required drills every year as to keep students aware of what they need to do in different types of emergency situations.

Syracuse Elementary uses PBIS and CLASS to help create a calm, safe, and supportive learning environment. We have spent a great deal of time and effort developing our Lifelong Guidelines and our Lifelines. We have started incorporating these into our culture and everyday conversations with kids.

#### Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
  - A description of the school's curriculum review and adoption process;
  - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
  - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
  - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

*Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.*

Wawasee Community Schools curriculum is aligned with the Indiana Career and College Ready Standards. Curriculum is continually reviewed and updated. Guidelines, expectations, as well as resources for their curriculum are available to teachers on the Wawasee Community Schools website.

Learning objectives, common assessments,

Teachers post learning expectations and "I can ..." statements to keep students informed and assisted in student engagement.



Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Teachers are using Ready math, **READING SERIES**

Academic interventions include, but are not limited to, Fountas & Pinnell Leveled Literacy Intervention (LLI) groups, Wilson reading groups, Foundations groups and we are in the process of establishing Orton-Gillingham groups. These interventions are focused on reading, and writing difficulties, with Orton-Gillingham being specifically helpful for those with dyslexia.

The use of technology has allowed us to provide additional interventions through programs such as Prodigy, Reflex Math and Happy Numbers.

Concerted efforts are made during textbook adoptions to ensure that a broad base of cultures and backgrounds are being represented in materials. The PTO has been very generous in providing money to purchase materials that may not be addressed within available textbooks.

#### Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
For Focus Area 1: Benchmark Literacy is a researched based program with many resources for teachers to use with students.	For Focus Area 1: Teachers in the primary grades feel we do not have an adequate phonics curriculum. This may be contributing to lower reading skills and in our special education population.
For Focus Area 2: iReady (on-line game based component of Ready math) is engaging and rigours for our students.	For Focus Area 2: No formative assessments.

## Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
  - A description of the school's interim assessments, including the frequency with which they will be administered;
  - A brief rationale for using these interim assessments;
  - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
  - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
  - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

Fountas and Pinnell Benchmark Assessment - this assessment is used in grades K-2 to monitor student progress in the areas of fluency, phonics, and phonemic awareness. The Fountas and Pinnell Reading Assessment is given twice a year.

ILEARN - All students in grades 3-5 are required to take this test. Schoolwide student results are used to determine Adequate Yearly Progress,

IREAD 3 - Indiana Reading Evaluation Determination Assessment is a criterion-based assessment that was developed to determine if students have achieved the foundational reading skills needed to progress to 4th grade. This test is required for all students in grade 3.

NWEA - North West Evaluation Assessment - Students in Grades K are tested twice each year, while students in grade 1-5 are tested three times each year. Students in grades K-2 are assessed in Reading and Math only, while students in grades 3-5 are assessed in Language Usage, Reading and Math.

STAR Early Literacy - this is used in grades K and 1 to help determine student reading levels.

iReady Math Diagnostic is completed in students K-5 three times each year to determine student progress/levels in math.

Dyslexia Universal Screener is completed for all students in grades K-2 once each year.

WIDA ACCESS ANNUAL ASSESSMENT is conducted for all students Level 1-4 once per year.

High Ability CogAT Testing for Kindergarten & Grade 2 - assess those students that meet the qualifying score based on their NWEA results.

Data from these assessments is reviewed by staff members on a regular basis. The data is analyzed to identify students for intervention groups by breaking the data into specific skills. Data is also used to help students become active participants in their own learning through goal setting that is shared in student led conferences in grades 4 and 5.

Wawasee Community School District employs a data coordinator who works with teachers to utilize student data to impact instruction, as well as to assist in compiling the necessary data. Wawasee Community Schools uses the Curriculum Loft Program to store curriculum from all areas. This program allows teachers to share resources and ideas to align and monitor instruction.

Wawasee Community Schools are in the beginning stages of Professional Learning Communities (PLCs). These establish the foundation in which staff will work together to develop formative assessments, interventions and instruction. Professional development is also provided during at various times throughout the year during the weekly SMART starts (late start) collaboration times.

#### Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Unit tests in reading and math are rigorous and standards aligned.	For Focus Area 1: Students with learning disabilities struggle with these tests.
For Focus Area 2: Unit tests in reading and math are rigorous and standards aligned.	For Focus Area 2: No readily available formative assessments.

#### Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?

3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Syracuse Elementary strives to create an environment which supports and encourages inquisitiveness, self-discovery, and one which is safe for all students and staff to take risks. Emphasis is placed on relationships to allow all students, regardless of ability, ethnicity, or background to feel supported and able to take risks.

Teachers are working in their Professional Learning Communities (PLC's) to identify core standards, develop common assessments and assess student data. Identifying areas, such as vocabulary, that may be more difficult for some students is essential to allow for pre-teaching.

Teachers post learning expectations and "I can ..." statements to keep students informed and assisted in student engagement. These are also used during classroom walkthroughs to inform administrators what is being worked on at the time, as well as holding teachers accountable for that material.

Technology is used in a multitude of ways at Syracuse Elementary. SeeSaw allows students in grades K-3 to share their learning with teachers in many ways, i.e. by recording themselves reading, recording themselves taking a "word walk", taking a picture of their hands-on math activity. A few of the ways students in grades 4 and 5 use google classroom are to encourage classroom discussion within a document, communicate with teachers more efficiently and improve feedback regarding assignments. Teachers are asked to use the SAMR framework to assess and

evaluate the technology that is being used in their classroom to ensure that it is reaching all Depth of Knowledge levels.

Technology also helps teachers to provide a quick assessment of student understanding through activities such as Kahoot and Quizlet, in addition to exit tickets and other informal assessments.

PLC's are an important part in ensuring that instructional strategies are varied to meet the diverse learning styles, language proficiencies and backgrounds of our students. The development of common assessments and data analysis are key to identifying the needs and when re-teaching is needed.

#### Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: Teachers will be posting "I can" statements to help students better understand what they should be able to do.	For Focus Area 1: Some of our materials may not be rigorous enough on their own. Teachers may have to adapt what they have done in the past.
For Focus Area 2: Teachers do use a variety of instructional practices.	For Focus Area 2: Some of our instructional practices may not be current.

#### Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
  - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
  - A description of how teachers and staff will learn about students' cultures;
  - A description of how teachers and staff will utilize resources in the students' communities;
  - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and

- A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

Syracuse Elementary is a CLASS (Connecting Learning Assures Successful Students) school and all staff are working hard to ensure that ALL students and their families feel welcomed at Syracuse Elementary School.

Inquisitiveness, self-discovery, and risk taking are only present when students and staff feel safe and supported. Relationships allow all students, regardless of ability, ethnicity, or background to feel supported and more able to take risks. Syracuse Elementary strives to build strong relationships with staff, students, families and community members.

We encourage inquiry based learning programs in which students are able to explore their own interests, take risks, make mistakes and find success in multiple ways. These can be found through our Project Lead the Way units and Maker Faire projects that students participate in.

Resources are available to all staff members regarding English Language Learners, Students in poverty, students from trauma, as well as other subgroups. Insight and information on how to reach out to and support these various subgroups are vital to providing support for student learning, parental engagement, and increased student achievement.

Wawasee Community School Corporation hired a Student Success Advocate to provide support for students, families, and staff in the areas mentioned above. Additionally, partnerships with outside agencies and organizations will be valuable resources to bridge the gaps.

#### Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?

In what ways does the school's cultural competency plan *not* help the school address its focus areas?

For Focus Area 1:  
N/A

For Focus Area 1:  
N/A

For Focus Area 2: Teachers get information about students from other cultures/backgrounds to help them better serve these students.	For Focus Area 2: Some of the issues we are experiencing are new and teachers are still learning how to appropriately and effectively manage these issues.
--	---

Description of Core Component: Family Engagement	
<ol style="list-style-type: none"> <li>1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?</li> <li>2. What strategies will the school use to increase family and community engagement, including family literacy programs?</li> <li>3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?</li> <li>4. How will the school keep parents apprised of services offered by the school?</li> <li>5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?</li> </ol>	
<p><i>Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.</i></p>	
<p>Syracuse Elementary offers parents and students a Home/School Contract that is signed by each family every school year. The compact is included in school registration. By signing this contract, each parent agrees to be responsible for his/her child's attendance, health, study habits. They also agree to participate in their child's education by being involved in school activities, promoting reading, and being an overall good role model. By signing the contract, students are agreeing to be responsible for safety, attitude, and personal safety. Syracuse Elementary offers parents a variety of school events. Back to School Night is an event for all families to attend the night before school begins. Parents are informed of classroom expectations, routines, and procedures. Other events include Muffins with Mom and Donuts with Dad. Each student is given a free book to take home, as well as a bookmark with reading strategies for the student or parent to use while reading. Parents attending these events are showing their children that they value education and school activities. Each parent is given a Literacy Guide at the beginning of the school year. This Literacy Guide is provided by the Indiana Department of Education. It is specific to the grade level the student is in. It includes strategies for parents to use at home with their child. It also includes skills to expect in that grade level and additional resources for parents to use as needed. Syracuse Elementary offers a book at each Title I event. These are free to all students who attend, as well as a bookmark of reading tips for parents. Our school works with the local Rotary Club to provide free books to all students. Syracuse Elementary offers events at a variety of times. Our school has events, before, during, and after school to maximize family</p>	

involvement and engagement. Communication for these events are provided in various forms including fliers, website, texts, newsletters, and social media.

Syracuse Elementary has surveys at each Title I event. Parents are encouraged to fill out a survey to keep improving on family engagement.

Syracuse Elementary holds an Annual Title I Meeting each year. The meeting is offered at two different times to maximize attendance. Parents are informed of Title I services provided by the school.

Syracuse Elementary has a mostly homogenous group of families. However, SES does have an ESL paraprofessional who helps bridge the gap between what our staff knows and is able to do and what we need help with. Our ESL paraprofessional receives training throughout the year. She shares her new knowledge with the staff when necessary.

#### Gap Analysis: Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Many opportunities for families to get information and ideas to help their students.	For Focus Area 1: Some of our events have a low turnout.
For Focus Area 2: Many opportunities for families to get information and ideas to help their students.	For Focus Area 2: Some of our events have a low turnout.

#### Description of Core Component: Technology

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Syracuse Elementary has been one-to-one for four years now. We have a computer tech in the building four days a week. We have a fleet of "loaner" devices so that if students forget their device or if it is broken, students still have access to a device. We also pay a teacher a stipend to be our "tech coach." SES's band width has been increased to appropriately handle the number of devices we have accessing the internet at one time.

Students use Google classroom daily. They create google docs, share and edit them, and comment on each other's work. Students have access to iReady math. This is an online component of our math program. SES is also has a Reflex math subscription in grades 2-5. This program focuses on fact practice and mastery. Teachers also utilize Readworks, Readtheory, Newslea, and Razzkids to help students with reading skills. MobyMax and



Read Naturally are also purchased programs that students who are in the Rtl process typically use.

The tech department and the principal have some available funds to purchase other programs as needed. The SES PTO also gives money to help teachers purchase other programs on an as needed/requested basis. The superintendent at Wawasee Community Schools has made technology a priority. Within reason, anything that is needed and anything that is researched based to help kids grow and achieve would be considered for our school.

### Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <ul style="list-style-type: none"> <li>- Anything that can be proven to be useful and effective will be considered at SES</li> <li>- Identified students have access to some programs/apps that gen ed students do not have access to</li> </ul>	<p>For Focus Area 1:</p> <p>Technology alone, will not make our students grow and achieve</p>
<p>For Focus Area 2:</p> <ul style="list-style-type: none"> <li>- Anything that can be shown to help our students grow and achieve is available to SES students</li> </ul>	<p>For Focus Area 2:</p> <p>Typing skills may be an obstacle for our students</p>

### Description of Core Component: Transition to Elementary School (for elementary schools only)

*Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.*

1. How will the school assist preschool students with the transition to elementary school?

Syracuse Elementary has a close relationship with the few preschools that send students to SES. Our Kindergarten teachers have met with preschool leaders in the past to discuss what skills preschools need to improve on to be more prepared for Kindergarten.

Syracuse Elementary has a yearly Kindergarten round-up night. This evening allows parents to bring students to our school and begin to make a connection to SES. Students take part in an informal assessment. Students and parents also meet each kindergarten teacher, tour classrooms, and tour the school. The principal and/or Student Services Coordinator meet every student and talk with them.

Finally, Syracuse Elementary has a Back to School Night. This is held the night before the first day of school. Incoming Kindergarten students are able to meet their teachers, find their classroom and ask any questions they have about the first day of school. We have almost 100% attendance of this event by incoming Kindergarten students and their families.

#### Gap Analysis: Transition to Elementary School

How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports <i>not</i> help the school address its focus areas?
For Focus Area 1: <ul style="list-style-type: none"> <li>- This helps our students feel at home and comfortable at SES</li> <li>- Parents have a chance to tell teachers and school leaders about challenges their students may face.</li> </ul>	For Focus Area 1: Not Applicable
For Focus Area 2: <ul style="list-style-type: none"> <li>- This helps our students feel at home and comfortable at SES</li> </ul>	For Focus Area 2: Not applicable

#### IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <p>-Curriculum - Our curriculum provides for tiered intervention as well as grade level appropriate content and skills.</p> <p>-Assessment- We have unit assessments and summative assessments that give us quality data to help inform some instruction. We need more common formative assessments to help inform instruction in the short term</p> <p>-Instruction - Staff has transitioned from posting standards to posting "I Can" statements to give students more specific success criteria. Staff consistently use various instructional strategies, but we may need to branch out from what we are currently doing to provide higher quality instruction to our students.</p> <p>-Technology can give teachers the opportunity to push students to deliver higher depth of knowledge responses. Technology offers opportunities to tier supports and remediation while teachers are working with other students on vital skills.</p>
<p>Describe the key findings and root causes, if any, for this focus area that are <b>not</b> sufficiently addressed by these strategies from the core components:</p> <p>Syracuse Elementary is not using formative assessments consistently enough to inform short instruction on standards being taught. We are beginning the process of becoming a PLC school. Our committee firmly believes that this process will help us in various ways; one of the main ways this journey will help SES is the development of common formative assessments that are given consistently throughout the school year.</p>
<p>Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:</p> <p>We are beginning the process of becoming a PLC school.</p> <p>We are establishing norms for our teams.</p> <p>We will then identify priority standards.</p>

We will then clarify each standard with learning targets (I Can statements).  
 We will then develop common formative assessments that will be given every two-three weeks.  
 Students will be grouped based on how they do on the common formative assessment and receive instruction tailored to their level with the goal of having them master the content/skill.

<http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

[https://drive.google.com/file/d/12k92M7UOoFbbFUyT7eY\\_hFUDhZe4wjYC/view?usp=sharing](https://drive.google.com/file/d/12k92M7UOoFbbFUyT7eY_hFUDhZe4wjYC/view?usp=sharing)

[http://www.allthingsplc.info/files/uploads/the\\_key\\_to\\_improved\\_teaching\\_and\\_learning.pdf](http://www.allthingsplc.info/files/uploads/the_key_to_improved_teaching_and_learning.pdf)

## Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Curriculum - Our curriculum provides grade level appropriate content and skills.
- Assessment- We have unit assessments and summative assessments that give us quality data to help inform some instruction. We need more common formative assessments to help inform instruction in the short term
- Instruction - Staff has transitioned from posting standards to posting “I Can” statements to give students more specific success criteria. Staff consistently use various instructional strategies, but we may need to branch out from what we are currently doing to provide higher quality instruction to reach the appropriate levels of depth of knowledge our students need.
- Technology can give teachers the opportunity to push students to deliver higher depth of knowledge responses.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

Syracuse Elementary is not using formative assessments consistently enough to inform short instruction on standards being taught. We are beginning the process of becoming a PLC school. Our committee firmly believes that this process will help us in various ways; one of the main ways this journey will help SES is the development of common formative assessments that are given consistently throughout the school year.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

We are beginning the process of becoming a PLC school.  
We are establishing norms for our teams.  
We will then identify priority standards.  
We will then clarify each standard with learning targets (I Can statements).  
We will then develop common formative assessments that will be given every two-three weeks.  
Students will be grouped based on how they do on the common formative assessment and receive instruction tailored to their level with the goal of having them master the content/skill.

<http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

[https://drive.google.com/file/d/12k92M7UOoFbbFUyT7eY\\_hFUDhZe4wjYC/view?usp=sharing](https://drive.google.com/file/d/12k92M7UOoFbbFUyT7eY_hFUDhZe4wjYC/view?usp=sharing)

[http://www.allthingsplc.info/files/uploads/the\\_key\\_to\\_improved\\_teaching\\_and\\_learning.pdf](http://www.allthingsplc.info/files/uploads/the_key_to_improved_teaching_and_learning.pdf)

## **V. Design a professional development plan**

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school's educational environment and (2) improve instruction using student assessment data.

*Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)*

SES Road Map [HERE](#)

\*\*Road map covers sections 5 and 6.\*\*

## **VI. Develop a roadmap to guide implementation of the school improvement plan**

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.

SES Road Map [HERE](#)

**\*\*Road map covers sections 5 and 6.\*\***