

School Name: Osolo Elementary

School Number: 1673

Street Address: 24975 CR 6 East

City: Elkhart

Zip Code: 46514

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

----- CONTACT INFORMATION -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI Targeted Support and Improvement – federal government school designation under ESSA
ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Heather Burton	Principal	CNA, SIP, Both	ELA
Christina Morris	Academic Dean	CNA, SIP, Both	ELA
Jennifer Datema	Kindergarten	CNA, SIP, Both	ELA
Morgan Smith	First Grade	CNA, SIP, Both	ELA
Kelly Harris	Second Grade	CNA, SIP, Both	ELA
Ashley Arms	Third Grade	CNA, SIP, Both	ELA
Tara Ciesiolka	Fourth Grade	CNA, SIP, Both	ELA
Emily Sparks	Fifth Grade	CNA, SIP, Both	ELA
	Sixth Grade	CNA, SIP, Both	ELA
Sara Floerchinger	Interventionist	CNA, SIP, Both	ELA
Shelby Eby	EL Teacher	CNA, SIP, Both	ELA
Jeff Blair	PE Teacher	CNA, SIP, Both	ELA

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision: All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills, and mindsets to meet the challenges of an ever-changing world

School Vision: To ensure that all students will continuously grow to achieve mastery of grade level standards.

District Mission:
The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community will graduate career/college ready and life ready.

School Mission:
We prepare and motivate students to reach their personal best academically, socially, and emotionally.

District Goals:

1. All K-12 staff will actively participate in Professional Learning Communities (PLCs) and engage in professional development on Sheltered Instruction Operation Protocol (SIOP) and trauma-informed practices in order to ensure all students achieve at high levels.
2. During the 2020-2021 academic year, all schools will implement a multi-tiered system of supports (MTSS) plan consisting of coordinated social & emotional learning, trauma-informed care, restorative practices, and positive behavior supports as represented by the district PRIDE framework.
3. All buildings will have a system of interventions and enrichments in place to effectively address PLC question 3 and 4 within a schedule that allows time for students to receive them.

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

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	K	Tara West KinderLiteracy	Yes No	Tier 1, 2, 3	Textbooks, readers, and materials are the core component of the reading program in Kindergarten KinderLiteracy	Yes No	x
Reading	k-3	Wilson Foundations	Yes No	Tier 1, 2, 3	Textbooks, readers, and materials are the core component of the phonics program in 1-2 Foundations Site	Yes No	x
Reading	1-5	Pearson MyView Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program Pearson Site	Yes No	x
Reading	6	Pearson myPerspectives Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program Pearson Site	Yes No	x
Reading	K-6	Smekens Reading	Yes No	Tier 1, 2, 3	Materials to assist in teaching the literacy skills aligned with state standards. Smekens Education	Yes No	x

Writing	K-6	Smekens Writing	Yes No	Tier 1, 2, 3	Materials to assist in teaching the literacy skills aligned with state standards. Smekens Education	Yes No	x
Math	K-6	Math Expressions	Yes No	Tier 1, 2, 3	Modules align with Indiana Academic Standards Math Expressions	Yes No	x
Math	2	EveryDay Math	Yes No	Tier 1, 2, 3	Incorporating materials as additional resources aligned with the Indiana Academic Standards Everyday Math link	Yes No	x
Math	1-6	Engage New York	Yes No	Tier 1, 2, 3	Incorporating materials as additional resources aligned with the Indiana Academic Standards Engage New York	Yes No	x
Math/Reading	K-6	Scootpad	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards Scootpad link	Yes No	x
Science	1-6	Mystery Science	Yes No	Tier 1, 2, 3	Mystery Science provides a lesson that contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. Materials align with the Indiana Academic Standards. Mystery Science	Yes No	x
Science	K-6	Ethos Science kits	Yes No	Tier 1, 2, 3	Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science. Ethos Science Kits	Yes No	x
Science	K-6	Science to Go Bus	Yes No	Tier 1, 2, 3	Activities align with the Indiana Academic Standards for Science Science to Go Bus	Yes No	x
Social Studies	1-6	Pearson myWorld Social Studies	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards Link to myWorld	Yes No	x
Music	K-6	McGraw Hill Grades K-6 Spotlight on Music	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards Spotlight on Music	Yes No	x

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes No	x
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	x

Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	x
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	x

The public may view the school's curriculum in the following location(s): Copies are available for review at the J.C. Rice Educational Services Center

The Elkhart Community School District has supplied each student with an IPAD to support one-to-one instruction. Seesaw and ScootPad serve as the learning platforms to deliver communication and provide instructional tools. Teachers have professional development opportunities throughout the school year to enhance their knowledge and expertise on the digital tools. The Technology Department provides a system for families to replace broken and damaged equipment.

This school year, Elkhart Community Schools will continue with Foundations for grades k-2 and will introduce Foundations to Grade 3. The district's intention is to provide continuous professional development throughout the entire school year to support the curriculum.

Core Element 2: Instructional Program [Required for all]

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

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

High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	x
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For Title I schools with Schoolwide Programs only:

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

Osolo has two certified Interventionists on staff. These two staff members provide support to at risk students primarily in grades 1 through 3 in need of academic intervention or enrichment. Three Special Education teachers and two English Language Learner teachers provide intervention supports to classrooms. These staff members also join PLC meetings with grade level teams to participate in instructional planning and discussions. In addition, 3 instructional assistants will support grade levels.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA Map Growth	K-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in both reading and mathematics.	Yes No	X
NWEA Map Fluency	K-2	Benchmark, Com. Form., Summative, Other	NWEA Fluency Testing allows teachers to measure oral reading fluency, comprehension and foundational reading skills. Part of this assessment was also used as a Dyslexia Screener.	Yes No	X
Common Formative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes No	X

Common Formative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, math performance tasks, short answer responses, and other various formats.	Yes	No	X
Summative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, writing prompts (writing performance tasks), and teacher created end of unit assessments.	Yes	No	X
Summative Assessments - Mathematics	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, math performance tasks, and teacher created end of unit assessments.	Yes	No	X
CogAT	Grades K, 2, and 5	Benchmark, Com. Form., Summative, Other	The Elkhart Community School District provides formal testing to identify students for high ability services. The standard cut score of the 95th percentile will be applied for eligibility. Students in Grade K, 2, and 5 are administered the Cognitive Abilities Test (CogAt) to identify those with high academic potential.	Yes	No	
Dyslexia Screening	Grades K, 1 and 2	Benchmark, Com. Form., Summative, Other	Per Indiana State Law, all students in Grades K, 1, and 2 received a Dyslexia Screener to identify students with possible characteristics of Dyslexia. The screener included phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills.	Yes	No	
WIDA Testing	All ELL students	Benchmark, Com. Form., Summative, Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	Yes	No	
Savvas/Pearson Benchmark Assessments	k-6	Benchmark, Com. Form., Summative, Other	Savvas/Pearson Benchmark Assessments allow teachers and the district to track student strengths and weaknesses over time in both reading and mathematics.	Yes	No	X

For Title I schools with Schoolwide Programs only:

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

All staff are expected to participate in weekly Professional Learning Communities meetings. Grade level teams meet at least 3 times a week for collaborative planning and analysis of assessment data. Grade level teams meet regularly with administrators to look at assessment results and discuss questions 3 and 4 in the PLC process. A guiding coalition meets with administration bi-weekly to discuss the PLC process, creating school goals, and assist in decisions focused on the School Improvement Plan.

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

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

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

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

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

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

Core Element 7: Cultural Competency [Required for all]

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

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Enrollment documents as well as a Home Language Survey are used to collect information related to racial, ethnic,, and language-minority students. Those students who are language-minority are assessed with the WIDA Screener upon enrollment and all English Language Learners participate in the WIDA ACCESS assessment to determine their language learning level each spring.

Elkhart Community Schools utilizes an on-line lunch application to identify those who qualify for free and reduced lunch and book rental.

Monthly disciplinary reports disaggregated information based on race, ethnicity, language-minority and socio-economic groups, which is analyzed for trends.

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

The Multi-Tiered System of Support team meets weekly to provide support for individual teachers and grade level PLC teams. PLC teams collaboratively determine ways to increase educational opportunities and performance for students.

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

All Osolo certified staff members participated in SIOP professional development during the 2021-2023 school year. Professional development will continue through a self-paced Canvas course. The course will provide background information, strategies, activities and tools to help implement all the features of the SIOP instructional model. By incorporating the SIOP model, teachers are working to improve their teaching practices through the delivery of high quality instruction for ALL students and improve the language proficiency and grade level content knowledge of their linguistically and culturally diverse learners.


All Osolo staff members participated in corporation wide Trauma Informed Care training. Aligned with the corporation TIC professional development, Osolo conducted a book study using the book Help for Billy.

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

Staff present curricular materials in class that mirror the cultural differences at Osolo. As part of the district adoption process, rubrics are used to assess and review curricular resources to ensure culturally responsive materials are an integral part.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: 187  Two Years Ago: 187 Three Years Ago: 49

What may be contributing to the attendance trend?

Early in the 2021-2022, districtwide covid protocols impacted student attendance. As protocols were lifted, student attendance increased. Osolo's Social Worker and administrators make regular home visits and conduct attendance meetings with at-risk families. Approximately 18% of the students at Osolo are transfers, who live outside of the Osolo borders. When new students apply for a transfer, a close inspection of previous attendance records is part of the approval process. Those students with previous attendance concerns are required to sign a transfer agreement, which clearly states the requirements for the transfer, which includes attendance. As a school we are continuing to focus on building relationships with students as well as implementing trauma informed care and social-emotional learning practices. We believe that students can sense the genuine care the staff feels for them, which in turn makes them more eager to get to and be at school each day.

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

Teachers are in regular communication with families of their students through both phone calls and various electronic means. This regular communication aids the relationship building between the families and staff. Osolo closely follows the corporation guidelines for attendance levels, and regularly communicates with families when students are absent multiple days. The principal and the attendance secretary send messages to families when they have multiple absences of concern to alert them they will be placed on an attendance level if they continue to accrue absents.

“Absence of concern” will include all truancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.

LEVEL 1 FORMAL NOTIFICATION TO PARENTS

If any student accumulates four (4) absences of concern, the parents/ guardians will be formally notified by letter. Upon receipt of this letter, it becomes the responsibility of the parents/ guardians to contact the school to discuss the attendance of his or her student.

LEVEL 2 LEGAL NOTICE

If subsequent to the completion of Level 1 notification, the student accumulates seven (7) absences of concern, a legal notice will be sent by registered mail to the parents/ guardians and copied to Juvenile Probation or Department of Child Services (DCS).

LEVEL 3 CONTINUING ABSENCES OF CONCERN

If subsequent to completion of the Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parents/ guardians and student. The hearing officer will complete a written summary with recommendations to the school, parents/ guardians and student. Continued absences of concern will result in referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney’s Office. Failure to attend the hearing will result in advancement to Level 4.

LEVEL 4 MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY

If subsequent to the completion of the Level 3 hearing, the student continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, the Department of Child Services, or the Prosecuting Attorney’s Office. Parents will be required to attend a meeting with a school administrator who will assign mandatory interventions. The parents/ guardians and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in a direct referral to the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office.

LEVEL 5 COURT

If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.

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

The attendance secretary regularly runs attendance reports and meets with the principal to discuss those students with chronic absences. teachers and administrators work together to communicate with families when there are absences of concern and involve the school social worker when appropriate to provide support to families. The MTSS team regularly meets to determine additional supports to assist chronically absent students.

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

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

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

Osolo maximizes family engagement that improves academic achievement by inviting parents to our school as often as possible. We have many opportunities for parents to participate in PTO, family events, academics, and volunteer opportunities throughout the building. We give out classroom awards to celebrate the academic success monthly for grades 5-6, as well as quarterly for K-4. Families are invited to come watch and participate in the awards assembly. The students love being recognized for their hard work, and they love having their parents come up and be recognized with them. Our staff also stays in close contact with our families, and they work hard to build positive relationships with students and their families to assure that our students are surrounded by support throughout the year. We have utilized Seesaw, Facebook and Class DoJo as well as phone and email communications with families to try and reach everyone. During the 2021-2022 school year, an electronic newsletter using S'more will be emailed to each family as an additional avenue of connecting.

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

Parents are able to express their ideas, concerns, and/or suggestions at our monthly PTO meetings where all parents are welcome. They are also able to join our Facebook page, where they can message questions/concerns at all times of the day. A third way families are able to communicate is through Seesaw, our district school management program. Our office is open during the day to answer any phone calls/emails. Last, we send home parent surveys during the year to get input from our families.

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

The school involves parents/families to maintain or increase high levels of student attendance by giving attendance awards each quarter at our assemblies. The staff rewards students through their own classroom management system, as well as through school wide Bobcat Paw tickets and quarterly reward assemblies/activities. Positive office referrals are also utilized school wide to recognize students for demonstrating positive behaviors. Our staff also is very diligent about building relationships with our students. By forming these relationships with the students, we see that the students want to come to school each day to see their teachers, and engage in learning. Home visits are made by the social worker and administration when there are attendance concerns.

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

Teachers and staff bridge the cultural differences and effectively communicate to families in many ways at Osolo. Our staff members research the cultures of our incoming students to integrate that into their classrooms, and be able to communicate effectively by familiarizing themselves with their cultural social norms. We have a full time translator who is fluent in Spanish to assist our Spanish speaking population. Our Spanish speaking teachers assist with translating. During parent teacher conferences numerous high school students translators are utilized to assist families. Our staff utilize

translation technology to assure that we are communicating with families in their native languages. Our staff also integrates different cultural books and activities in their classrooms throughout the year.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Osolo maximizes family engagement by inviting parents to our school as often as possible. We have many opportunities for parents to participate in family events, academics, and volunteer opportunities throughout the building. Each year, we host a Title I Family Picnic that we kick the year off with, inviting all our families to come to the school. The picnic is followed up with monthly/quarterly awards assemblies, movie nights, annual bazaar, spring fun fair, etc. We invite and encourage our families to join us in a partnership throughout their child's education. Throughout the year, we offer parent breakfast events to build relationships with families as well as provide parenting tips and supports.

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

Osolo school provides academic assessment results to our parents/guardians through our PowerSchool portal. Parents can log into PowerSchool any time of the day and see their attendance and grades. Staff members communicate with parents through Seesaw. In Seesaw, parents can see and archive their child's work, and they can see the teacher's feedback given to their child. Teachers send home a mid-quarter progress report, and a quarterly report card. Teachers also communicate with parents through an app called Dojo, where they can communicate with parents via text messaging. Parents also receive testing reports from NWEA, IREAD, ILEARN, WIDA and Dyslexia testing after each testing window.

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

Osolo school involves parents in the planning, review, and improvement of the schoolwide plan. This is done by surveying parents. Plans are adjusted based on parent input. We also encourage input at our Parent Teacher Organization meetings from all parents.

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

State and local funds are used to support funding of the following:

Principals, Assistant Principals and Academic Deans, Classroom teachers, Specials teachers (art/music/physical education), Elementary English learner teachers, Interventionists, Special Education teachers, and Instructional Support Staff.

All non-staff related costs (to include curricular supplies) are allocated based on student count and unrelated to whether or not the building receives Title support.

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning and Parent and Community Engagement.

Title III funds support English Language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming.

Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools.

Additional in-kind resources include “Cowboy Ethics” which provide character development and the Cares mentor program to support students’ emotional well-being and academic achievement.

Osolo partners with multiple local businesses and organizations in the community to further support the students. These include: Kiwanis, Elks Club, Boling Vision Center, Elkhart Education Foundation, Lippert Components, Thor Industries, Martin’s Supermarket, Boy Scouts of America, Northside Nazarene Church, Hibbett Sports, Safe Fleet, Star Martial Arts, Ethos Science Center, I&M Electric, Elkhart County Health Department, Farm Bureau, Elkhart City Fire Department, Elkhart City Police Department, Boys and Girls Club, Ruthmere Foundation, Soil and Conservation Club, Rulli Restaurant, Biggby Coffee, Indiana University South Bend, Bethel College, Saint Mary’s College, and Ball State University.

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

Osolo is one of the schools that house a Head Start preschool for children ages 3-4 in Elkhart. Children in this program are exposed to a learning environment that promotes language, literacy, mental, physical, social and emotional development.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Elkhart Community School participates in regional job fairs throughout the year to assist in recruiting new college graduates. Osolo welcomes practicum students into the building to work in a variety of classrooms, as well as student teachers from multiple universities, including Ball State, Bethel, IUSB and Saint Mary’s. Once hired, staff participate in a multi-day new teacher orientation and are assigned a mentor. Within the building, teachers and instructional assistants are provided ongoing professional development based on input from the staff. Various committees, both within the school and district, provide leadership opportunities for teacher leaders.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Jennifer Datema	General Elementary Standard	Kindergarten
Gabby Luster-Bartz	Early Childhood Education/Elementary Generalist	Kindergarten
Alex Mullins	Early Childhood Education/Elementary Generalist	Kindergarten
Annette Hines	General Elementary Standard	First
Morgan Smith	Elementary Intermediate Generalist/ Elementary Primary Generalist	First
Ariana Mora	Elementary Generalist/Spanish	First
Shannon Duley	Elementary/Primary Generalist	First
Kathy Cora	Elementary Proficient Practitioner K-6	Second
Julie Gunn	General Elementary Standard	Second
Kelly Harris	General Elementary Standard	Second
Ashley Arms	Elementary Generalist	Third
Alisha Rocha	Elementary Intermediate Generalist/ Elementary Primary Generalist	Third
Jill Carrison	Elementary Generalist Original	Third
Tara Ciesiolka	Elementary Generalist	Fourth
Stephanie Lee	General Elementary Professional	Fourth
Trista Delgado	General Elementary Standard	Fifth

Bethany Moore	General Elementary Professional	Fifth
TBD		Fifth
Emily Sparks	Elementary Generalist	Fifth
TBD		Sixth
		Sixth
Dianne Ummel	Secondary Standard/ English/Second Language	ESL
Shelby Eby	General Elementary Standard	ESL
Cindy Whittaker	All Grade Standard Learning Disabled K-12	Special Education
Tierah Rodman	Proficient Practitioner/Mild Intervention	Special Education
Laura Reverman	All Grade Standard Learning Disabled K-12	Special Education
Jeff Blair	Secondary Professional/Physical Education K-12	Physical Education
Rebecca Smeltzer	Proficient Practitioner/Music General	Music
Jody Smith	General Elementary Standard	Art
Dawnrachelle Allen	General Elementary Standard	Interventionist
Sara Floerchinger	General Elementary Standard	Interventionist
Christina Morris	General Elementary Professional/Kindergarten/English as a Second Language/Building Level Administrator Original	Academic Dean
Heather Burton	General Elementary/Kindergarten/Building Level Administrator	Principal

SECTION B: Needs Assessment

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

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)		IAM Assessment	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments		Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)		Current High Ability Grant
<input checked="" type="checkbox"/>	Assessment by Student Group	<input checked="" type="checkbox"/>	ESL Staff Training		Performance Gap Data		Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Service Delivery Model		Special Education Training for Staff	<input checked="" type="checkbox"/>	High Ability Training for Staff
	PSAT/SAT/ACT Assessments	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
<input checked="" type="checkbox"/>	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report		
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments		
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community						Osolo NWEA SMART Goal data
	Staff Attendance						Osolo Data Dashboard
							Culture Audit Data

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? Yes **No**

By the end of the 2022-2023 school year, 40% of Osolo students will score at or above the 56th percentile on NWEA in ELA.

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

If the goal was not met, explain why.

During the 2021-2022 school year, 32% of Osolo students measured at or above the 56th percentile on NWEA Growth ELA. This was due to the number of absences caused by the district/state mandated covid protocols during the school year. These protocols also affected best practices used in the classroom for Tier 1 and Tier 2 instruction.

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

Goal 2

Measurable outcome met? Yes **No**

By the end of the 2022-2023 school year, 42% of Osolo students will score at or above the 56th percentile on NWEA in Math.

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

If the goal was not met, explain why.

During the 2021-2022 school year, 40% of Osolo students measured at or above the 56th percentile on NWEA Growth Math. This was due to the number of absences caused by the district/state mandated covid protocols during the school year. These protocols also affected best practices used in the classroom for Tier 1 and Tier 2 instruction.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
We want students increasing their reading and comprehending complex text skills as demonstrated by students scoring at or above the average percentile range on reading assessments.	Yes No	40% of students scored at or above the 56th percentile on the Fall 2019 Reading NWEA 33% of students reached the same percentile during the Fall 2021 Reading NWEA	The number of students scoring at or above the 56th percentile on Fall NWEA reading decreased by 7%	X	1
We want students increasing their mathematical thinking and problem solving skills as demonstrated by students scoring at or above the average percentile range on math assessments.	Yes No	42% of students scored at or above the 56 percentile on the Fall 2019 Math NWEA 35% of students scored at or above the 56th percentile on the Fall 2021 Math NWEA	The number of students scoring at or above the 56th percentile on the Fall NWEA math assessment decreased by 7%	X	2

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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<i>Increase the number of students reading and comprehending complex texts proficiently.</i>	<i>-Students missing foundational reading skills -Underutilizing assessment data to determine exactly what skills are missing</i>

	<ul style="list-style-type: none"> -Not using support staff (Interventionists, Special Education and EL teachers) as resourcefully as possible to work with students with the greatest needs -PLC team data analysis skills need refined -Tier 1 instruction not fully focused on PLC questions 3 and 4 -Common formative assessments occasionally match the rigor of district/state assessment questions -Reading skills not thoroughly taught before practice -Grading practices not always aligned between homerooms
Increasing mathematical thinking and problem solving skills proficiently.	<ul style="list-style-type: none"> -Students struggling with basic math facts -Tier 1 instruction not fully focused on PLC questions 3 and 4 -Common formative assessments occasionally match the rigor of district/state assessment questions -Math skills not thoroughly taught before practice



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

Possible Funding Sources

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

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1 (Yr2 & Yr3)	During the 2021-2022 school year, the number of Osolo students scoring at or above the 56th percentile will increase from 33% to 40% proficient. This will be measured with the Fall 2022 NWEA Reading assessment. During the 2022-2023 school year, another 5% of students will reach or surpass the 56th percentile (45%)			
Data Checkpoints (dates)	August 2021	December 2021	June 2022	June 2023
Evidence at Checkpoints	NWEA Reading Growth	NWEA Reading Growth	NWEA Reading Growth	NWEA Reading Growth
Evidence- Based Strategy 1	Tienken, C. H. (2003). The effect of staff development in the use of scoring rubrics and reflective questioning strategies on fourth-grade students’ narrative writing performance . Dissertation Abstracts International, 64(02), 388A. (UMI No. 3081032)			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Collaborative team meetings with administrators for grade level staff to ensure inter-rater reliability related to CFAs & SFAs	September 2021-June 2022	All homeroom teachers Administrators	Aligned scoring within grade levels
Action Step 2	Utilization of ScootPad lessons aligned to NWEA	September 2021-June 2022	Homeroom teachers Interventionists Special Ed/ EL teachers	Growth on NWEA
Action Step 3	Intentional interventions for students active in the MTSS process	September 2021-June 2022	MTSS team, homeroom teachers, Interventionists, instructional assistants	Progress monitoring data
Action Step 4		September 2022-June 2023		
Evidence- Based Strategy 2	Echevarria, J. & Short, D.J. (2011). The SIOP Model: A Professional Development Framework for a Comprehensive School School-Wide Intervention. Center for Research on the Educational Achievement and Teaching of English Language Learners			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Staff participation in ongoing SIOP PD canvas course	September 7, 2021 - December 10, 2021	Rhiannon Harrison / Diane Ummel/Shelby Eby	Completion of SIOP Canvas course
Action Step 2	SIOP strategies reminders throughout the school year	August 2021-June 2022	Diane Ummel / Shelby Eby	staff meeting agenda
Action Step 3				

GOAL 2 Yr2 & Yr3	During the 2021-2022 school year, the number of Osolo students scoring at or above the 56th percentile will increase from 35% to 42% proficient. This will be measured with the Fall 2022 NWEA Math assessment. During the 2022-2023 school year, another 5% of students will reach or surpass the 56th percentile (47%)				
Data Checkpoints (dates)	September 2021		December 20201	June 2022	June 2023
Evidence at Checkpoints	NWEA Math growth		NWEA Math growth	NWEA Math growth	NWEA Math growth
Evidence- Based Strategy 1	Rosado, G. D. (2019). The Effects of Professional Learning Communities on Student Achievement at the Elementary Education Level (Doctoral dissertation, University of St. Francis).				PD Needed: Yes No
Strategy Action Steps	Required Activity		Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Intentional math interventions for students active in the MTSS process		September 2021-June 2022	MTSS team, homeroom teachers, Interventionists, instructional assistants	Progress monitoring data
Action Step 2	Weekly Grade Level PLC collaboration focused on questions #3 & #4		August 2021-June 2022	Homeroom teachers, Interventionists, SpEd teaches, EL teachers	Minutes from PLC collaboration time
Action Step 3					
Evidence- Based Strategy 2	Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools . American Education Research Journal, 46(4), 1006-1033.				PD Needed: Yes No
Strategy Action Steps	Required Activity		Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Utilization of ScootPad lessons aligned to NWEA Math		September 2021-June 2022	Homeroom teachers Interventionists Special Ed/ EL teachers	Growth on NWEA Math
Action Step 2	Intentional math interventions for students active in the MTSS process		September 2021-June 2022	MTSS team, homeroom teachers, Interventionists, instructional assistants	Progress monitoring data

Action Step 3	Weekly Grade Level PLC collaboration focused on questions #3 & #4		August 2021-June 2022	Homeroom teachers, Interventionists, SpEd teaches, EL teachers	Minutes from PLC collaboration time
Action Step 4					

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

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

Professional Development Goal 1	Osolo instructional staff will participate in Smekens reading comprehension instruction professional development throughout the 2021-2022 school year.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title 1, Title 2, Title 3 & Title 4	
Evidence of Impact	Reading instruction incorporating more Smekens strategies universally Higher scores on Reading assessments (including CFA, District and State assessments)	
Plan for coaching and support during the learning process: Staff will participate in ongoing professional development with Kristina Smekens throughout the 2021-2022 school year Collaboration time amongst teaches within the building as well as amongst the 3 buildings included in the Smekens cohort this year Ongoing support/check ins by Kristina Smekens, both in person and virtually		

How will effectiveness be sustained over time?
 Strategies and lessons discussed and modeled will be observed being taught by the Osolo staff
 As new staff joins the Osolo team, strategies and knowledge learned during the PD will be shared with new staff during ongoing mentorship and during PLC conversations

Professional Development Goal 2	K-2 staff will become familiar with Foundations and will receive ongoing professional development on the implementation and ongoing utilization of the program.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title 1, Title 2, Title 3 & Title 4	
Evidence of Impact	Assessments embedded within Foundations will provide evidence of student growth. Further evidence will be demonstrated during the MOY and EOY NWEA test sessions, as well as other building, district and state assessments.	
<p>Plan for coaching and support during the learning process: Elkhart Community Schools has arranged for multiple PD opportunities as Foundations was introduced the summer before the 2021-2022 school year. Additional Foundations PD is and will be available through the Digital Learning Resources for Staff website. Additional coaching will also be available to the teachers since Osolo is the official Demonstration Site for the district.</p>		
<p>How will effectiveness be sustained over time? Effectiveness of Foundations utilization will be closely monitored and ongoing PD will provide opportunities for staff to dig deeper into the program to best meet the needs of students.</p>		