

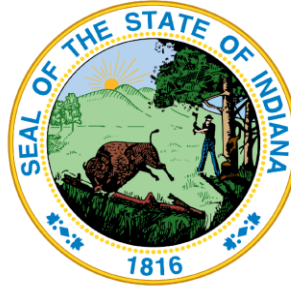


CROWN POINT COMMUNITY  
SCHOOL CORPORATION

# School Improvement Plan Dwight D. Eisenhower Elementary School

Principal  
Calli B. Dado

October, 2022



# INDIANA DEPARTMENT of EDUCATION

School Name: Dwight D. Eisenhower

School Number: 3773

Street Address: 1450 S. Main St.

City: Crown Point

Zip Code: 46307

## COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the years 2022-2023, 2023-2024, 2024-2025.

### ----- CONTACT INFORMATION -----

Principal: Calli Dado

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## --- 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.**

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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 school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic 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**

**(Highlight answer choices below.)**

This is an initial three (3) year plan. <b>Yes</b> <b>No</b>	This is a review/update of a plan currently in use. <b>Yes</b> <b>No</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI</b>	
This school receives Title IA funding. <b>Yes</b> <b>No</b>	Is the school's Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? <b>SW TA</b>

## --- 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 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 subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee 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 Subcommittee(s)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Calli Dado	Principal	CNA, SIP, Both	
Alyssa Bell	Assistant Principal	CNA, SIP, Both	
Linda Johnson	Teacher	CNA, SIP, Both	
Jori Dusseau	Teacher	CNA, SIP, Both	
Cassi Bonta	Teacher	CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

## ALIGNMENT

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.**

<b>District Mission:</b>	The mission of Crown Point Community School Corporation (a partnership of students, families, staff, and community) compels all students to become lifelong learners through the highest quality educational program.
<b>School Beliefs</b>	<p>It is our collective belief at Dwight D. Eisenhower Elementary School that working together creates a community for quality education. Our shared vision for Eisenhower Elementary School is to develop learners who are confident, competent, caring, and contributing members of society. Our mission statement flows from these tenants in that the team at Dwight D. Eisenhower Elementary School will prepare each student to be a productive, tolerant, and respectful citizen by fostering development of his/her: knowledge base; problem solving strategies; critical thinking skills; decision making processes; technological awareness; and communication skills within our safe and caring environment. As a cohesive learning community the entire team believes that all students can learn; that students are our number one priority; that vision initiates change; in the worth of educators as recognized professionals; that personal and professional growth enhances student learning; that learning is a life-long process; that a student's education is the shared responsibility of the home, school, and community; that a safe and healthy environment is conducive to learning; a literate public is vital to a democratic society; and that technology is a vital tool for teaching, learning, communicating, and problem-solving.</p> <p>Our school is focused on meeting the academic and social/emotional needs, whatever they may be, for each and every student in our care. We believe in differentiated instruction with a strong focus on inquiry based teaching using research based strategies and interventions. Our Response to Instruction (RtI) interventionists work with Tier 2 and Tier 3 students to provide additional support for both below and above benchmark learners. Additionally, our PBIS (Positive Behaviors Intervention Supports) program coupled with the services provided by our School Counselor helps to maintain school safety and appropriate social and emotional behaviors among all students.</p>

Does the school's mission support the district's mission? (*highlight* response)    **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. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
Place link here (if necessary) ->		<a href="https://docs.google.com/spreadsheets/d/152OWC5Ngi-bsY-uypnQdxRo8IfSvoPEwOvIIe0neOJk/edit?usp=sharing">https://docs.google.com/spreadsheets/d/152OWC5Ngi-bsY-uypnQdxRo8IfSvoPEwOvIIe0neOJk/edit?usp=sharing</a>					

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

**The public may view the school's curriculum in the following location(s):**

Indiana Academic Standards <https://www.in.gov/doe/students/indiana-academic-standards/>

Policy – Student Privacy and Parental Access to Information <https://drive.google.com/file/d/1RnV5WoCVP8cQXwQ4oeCJyYOrQ92-Vmp/view?usp=sharing>

Form – Request to Inspect Instructional Materials <https://drive.google.com/file/d/1OpbqqQkdILZtPsKYMqpuZGbk4DFWrOUM/view?usp=sharing>

Guidance – Request to review curriculum <https://docs.google.com/document/d/1MrUQ0iMaf4UrRnXuLi4cIJZUrgHqPcaV1E4fu1yCrWA/edit?usp=sharing>

## 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. **Assess your practices using the chart below.**

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

### 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) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
		Benchmark, Com. Form., Summative, Other		Yes    No	<input type="checkbox"/>
CPCSC Assessment Type, Purpose, and Schedule <a href="https://docs.google.com/spreadsheets/d/12qQNJY9ccAfi5gk1NXHcz0oYVYlxufNzTTglwbbZcL4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/12qQNJY9ccAfi5gk1NXHcz0oYVYlxufNzTTglwbbZcL4/edit?usp=sharing</a>					

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



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

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

Technology for Learning Spaces

<https://docs.google.com/document/d/1rq7GEsl4M1dCSlh1QccbmMVMfSeJtMHDJ4AtLBP5ogw/edit?usp=sharing>

Personalized Blended Learning FAQ

<https://docs.google.com/document/d/15ZAQWEJZtFQcQPFVutWLkm7Yms1rK1Uxu7Z-QLqeMkM/edit?usp=sharing>

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	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes No	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes No	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	<input type="checkbox"/>

## 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: Mini Economy	

## 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	<input type="checkbox"/>
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	<input type="checkbox"/>

**Briefly answer the following:**

**What practices are in place to maintain a safe environment?**

- Second Steps/PBIS
- Anti-bullying curriculum
- School Counselor support with classroom lessons
- Staff professional development
- QPR training
- Comprehensive MTSS program and supports

- Classroom goal setting
- ALICE training for all staff members
- CPI/Crisis Prevention Intervention
- CPR training
- Vector tutorials
- Regularly scheduled drills
- Trained School Safety Specialists
- Safe Visitor
- School Safety Team
- Crisis GO
- Corporation Resource Officers
- Eisenhower School Safety Committee
- NEOLA policies

[Multi-tiered systems of support](#)

[Elementary School Student Handbook](#)

[Middle School Student Handbook](#)

[High School Student Handbook](#)

## 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.

- Home Language survey
- Enrollment information
- IDOE information

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

- ELL push in/pull out services
- Small group reading interventions
- ELL summer school program to teach about the Crown Point community

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

- Interpreting WIDA data
- Training on WIDA Can-Do Descriptors
- Cultural Sensitivity training
- Electronic database of resources for use by and with ELL students

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

- Anti-bullying curriculum
- Second Steps
- Junior Great Books stories and curriculum that include culturally inclusive topics
- Relevant cultural celebrations

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 above 10% or more of the school year. Last year: 40 Two Years Ago: 17 Three Years Ago: 14

What may be contributing to the attendance trend?

Increased numbers of chronically absent students are likely due to the COVID-19 pandemic, parents/guardians acting out of an abundance of caution when it comes to illnesses, and increased levels of stress among students.

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

Eisenhower’s number of chronically absent students is well below the state average. In order to address chronic absenteeism, contact is made with families who fail to report absences each morning. Letters are sent via USPS once students accumulate ten absences. The school counselor is available to meet with students exhibiting high levels of tardiness or absenteeism to address the root of the problem.

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

Results are monitored through the IDOE’s metric for analyzing student attendance and chronic absenteeism.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	<input type="checkbox"/>
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	<input type="checkbox"/>

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

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

- Open House/Meet the Teacher Night is scheduled prior to the start of the school year.
- Parent-Teacher conferences held each October.
- Parent Teacher Organization meetings are held monthly, providing a forum for the sharing and discussion of information.
- Teachers have dedicated time to meet with parents regularly in person, or via phone/ZOOM.
- Kindergarten Readiness program for Birth-to School
- Home School Compact

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

- Parent-Teacher conferences held each October
- Report cards are distributed each quarter and current course progress is maintained through the BUZZ online gradebook. Parents are able to view progress and grades in real time.
- Standardized test results (ILEARN and IREAD) are sent home via mail and access is made available to parents/guardians electronically.
- Teachers use the agenda feature on BUZZ to keep parents abreast of daily classroom objectives and activities. Parents are able to access agendas for each course by using their BUZZ/RDS Parent login via computer.
- Teachers develop and use new means of communication (Parent Square, Class Dojo, Remind App, etc.) with parents to help provide an understanding of how to assist their child with the instructional practices taking place within the classroom, as well as the importance of daily attendance.
- Bi-weekly online parent newsletters help keep parents informed of information concerning the education of their students as well as school activities and events.

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

- Parent-Teacher conferences held each October
- Report cards are distributed each quarter and current course progress is maintained through the BUZZ online gradebook. Parents are able to view progress and grades in real time.
- Standardized test results (ISTEP+, ILEARN, and IREAD) are sent home via mail and access is made available to parents/guardians electronically.
- Teachers use the agenda feature on BUZZ to keep parents abreast of daily classroom objectives and activities. Parents are able to access agendas for each course by using their BUZZ/RDS Parent login via computer.
- Teachers develop and use new means of communication with parents to help provide an understanding of how to assist their child with the instructional practices taking place within the classroom, as well as the importance of daily attendance.
- Weekly online parent newsletters help keep parents informed of information concerning the education of their students as well as school activities and events.
- A dedicated child care space is located on site at Eisenhower providing safe and secure before and after school care for children.
- School distributes attendance letters for students exhibiting chronic absenteeism.

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

- Bi-weekly school newsletters are sent home via Parent Square e-mail utilizing Smore. This website allows parents to easily translate the school newsletter into their preferred language in order to effectively receive regular communication from the school.
- Monthly district newsletters are sent home via Parent Square e-mail utilizing Smore. This website allows parents to easily translate the school newsletter into their preferred language in order to effectively receive regular communication from the school.
- The new Crown Point Community School Corporation website's accessibility feature allows families to access information on the corporation and school websites in their preferred languages.
- Snap and Read is installed on all student devices. This allows content to be read aloud to students and families as well as translated into a preferred language.
- Our ELL OR and paraprofessional assists in effective communication between families with non-English speaking parents/guardians.

## 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		Specific Student Groups				General School Data	
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
X	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
X	Dyslexia Assessment(s)	X	Aptitude Assessment(s)	X	Staff Training		Staff Attendance
X	Common Formative Assessments	X	Special Education Compliance Rpt				
	PSAT/SAT/ACT						



## **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 II Title III	Title IV McKinney-Vento High Ability	Early Intervention Grant Education fund

## School Improvement Plan

<b>CURRENT YEAR GOAL 1</b>	<p>Dwight D. Eisenhower staff will create a differentiated learning environment for students that supports academic and social emotional growth as evidenced by student progress on NWEA MAP scores.</p> <p>55% of students will meet their projected growth on the Student Growth Summary Report in reading on the NWEA MAP Growth assessment by the Spring of 2023.</p>			
<b>Data Checkpoints (dates)</b>	September 2022 (NWEA BOY assessment)	February 2023 (NWEA MOY assessment)	June 2023 (NWEA EOY assessment)	
<b>Evidence at Checkpoints</b>	NWEA benchmark data	NWEA benchmark data	NWEA benchmark data	
<b>Evidence- Based Strategy 1 (must cite study)</b>	<p>Teachers will utilize student data to guide and differentiate their instruction. Response to Instruction (1.29 effect size - Likely to have a high impact on student achievement - Hattie, 2017))</p>			<b>PD Needed:</b> <b>Yes</b> <b>No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will develop an understanding about NWEA student growth data.	Fall 2021 - Spring 2023	Eisenhower Administration All Teachers Instructional Coaches RtI Interventionists	Participant Attendance at Training Sessions Self-Assessment
Action Step 2	Data team meetings aligned to student growth needs will be used to determine student learning paths.	Fall 2021 - ongoing	Eisenhower Administration All Teachers RtI Committee Members	NWEA benchmark data Mindplay data Classroom assessments
Action Step 3	Dedicated WIN (What I Need) time will be utilized to provide responsive	Fall 2021 - ongoing	Eisenhower Administration	NWEA benchmark data Classroom Assessments

	teaching (ability groups, RtI, and Special Education services).		All Teachers Instructional Coaches RtI Interventionists	
Action Step 4	Instructional Coaches will provide ongoing and targeted training, implementation, and support for differentiated classroom instruction.	Fall 2021 - ongoing	Eisenhower Administration Instructional Specialists Instructional Coaches	Participant Attendance Self-Assessment Observation Data
Action Step 5	CKLA curriculum in K-5 will be implemented with fidelity in order to promote increased foundational reading skills.	Fall 2022-ongoing	Eisenhower Administration K-5 Teachers Instructional Specialists Instructional Coaches RtI Interventionists	Self-Assessment CKLA Assessment Data Observation Data
<b>Strategy 2</b> <b>(must reference source)</b>	Develop school and district capacity to lead and establish common beliefs, create an inclusive culture, and implement effective instructional practices within schools. (Mainstreaming/Inclusion (.27 effect size - Likely to have positive impact on student achievement - Hattie, 2017))			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Participate in Team-based Workshop: Inclusion Leadership Institute facilitated by Lead Inclusion	July 20 <sup>th</sup> , 21 <sup>st</sup> , 25 <sup>th</sup> & 26 <sup>th</sup> 2022	Eisenhower Administration Eisenhower Inclusion Team	Participant Attendance
Action Step 2	Participate in course "Assessment, Feedback, Grading" facilitated by Lead	September - December, 2022	Eisenhower Administration	Course Completion Inclusive Practices Self-Assessment

	Inclusion		Eisenhower Inclusion Team	
Action Step 3	Participate in course “Leading Organized Change” facilitated by Lead Inclusion	January - March, 2023	Eisenhower Administration Eisenhower Inclusion Team	Course Completion
Action Step 4	School or District Planning Sessions	July 2021-June 2023	Eisenhower Administration Eisenhower Inclusion Team	Participant Attendance Inclusive Practices Self-Assessment
<b>Evidence- Based Strategy 3 (must cite study)</b>	Develop district and school capacity to increase teacher professional development with Instructional Specialists and building-level coaches. (Professional development (.62 effect size - Likely to have large impact on student achievement - Hattie, 2009))			PD Needed: <b>Yes</b> No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	NWEA training provided to all K-5 teachers and RtI Interventionists to administer assessment and analyze results.	Fall 2021-ongoing	Eisenhower Administration All Teachers RtI Interventionists Instructional Specialists	Online course completion Participant attendance Monitoring by School Administration
Action Step 2	CKLA Skills training provided to all K-2 teachers and RtI interventionists to implement classroom curriculum and interventions with fidelity.	Fall 2021-ongoing	Eisenhower Administration K-2 Teachers Special Education Teachers	District-level training Building-level training Participant attendance Monitoring by School Administration

			RtI Interventionists Instructional Specialists	
Action Step 3	CKLA Knowledge training provided to all K-5 teachers and RtI interventionists to implement classroom curriculum and interventions with fidelity.	Fall 2022-ongoing	Eisenhower Administration K-2 Teachers Special Education Teachers RtI Interventionists Instructional Specialists	District-level training Building-level training Participant attendance Monitoring by School Administration
Action Step 4	Instructional Specialists will be used to provide training ongoing support for reading and mathematics instruction	Fall 2021-ongoing	Eisenhower Administration All Teachers RtI Interventionists Instructional Specialists ELA/Math coaches	NWEA growth data Coaching documentation Self-reflection Monitoring by School Administration
Action Step 5	Building-level reading and math coaches will be used to provide training and support for all instructional staff.	Fall 2021-ongoing	Eisenhower Administration All Teachers RtI Interventionists Instructional Specialists ELA/Math coaches	NWEA growth data Coaching documentation Self-reflection Monitoring by School Administration
<b>This Goal for Year 2</b>	By Spring of 2024, 65% students will meet their projected growth on the Student Growth Summary Report in reading on the NWEA MAP Growth assessment.			
<b>This Goal for Year 3</b>	By Spring of 2025, 80% students will meet their projected growth on the Student Growth Summary Report in reading on the NWEA MAP Growth assessment.			

<b>CURRENT YEAR GOAL 2</b>	<p>Dwight D. Eisenhower staff will create a differentiated learning environment for students that supports academic and social emotional growth as evidenced by student progress on NWEA MAP scores.</p> <p>70% of students will meet their projected growth on the Student Growth Summary Report in math on the NWEA MAP Growth assessment by the Spring of 2023 .</p>			
<b>Data Checkpoints (dates)</b>	September 2022 (NWEA BOY assessment)	February 2023 (NWEA MOY assessment)	June 2023 (NWEA EOY assessment)	
<b>Evidence at Checkpoints</b>	NWEA benchmark data	NWEA benchmark data	NWEA benchmark data	
<b>Evidence- Based Strategy 1 (must cite study)</b>	<p>Teachers will utilize student data to guide and differentiate their instruction. Response to Instruction (1.29 effect size - Likely to have a high impact on student achievement - Hattie, 2017))</p>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will develop an understanding about NWEA student growth data.	Fall 2021 - Spring 2023	Eisenhower Administration All Teachers Instructional Coaches Rtl Interventionists	Participant Attendance at Training Sessions Self-Assessment
Action Step 2	Data team meetings aligned to student growth needs will be used to determine student learning paths.	Fall 2021 - ongoing	Eisenhower Administration All Teachers Rtl Committee Members	NWEA benchmark data Mindplay data Classroom assessments
Action Step 3	Dedicated WIN (What I Need) time will be utilized to provide responsive teaching (ability groups, Rtl, and Special Education	Fall 2021 - ongoing	Eisenhower Administration All Teachers Instructional Coaches	NWEA benchmark data Classroom Assessments

	services).		RtI Interventionists	
Action Step 4	Instructional Coaches will provide ongoing and targeted training, implementation, and support for differentiated classroom instruction.	Fall 2021 - ongoing	Eisenhower Administration Instructional Specialists Instructional Coaches	Participant Attendance Self-Assessment Observation Data
Action Step 5	CKLA curriculum in K-5 will be implemented with fidelity in order to promote increased foundational reading skills.	Fall 2022-ongoing	Eisenhower Administration K-5 Teachers Instructional Specialists Instructional Coaches RtI Interventionists	Self-Assessment CKLA Assessment Data Observation Data
<b>Strategy 2</b> <b>(must reference source)</b>	Develop school and district capacity to lead and establish common beliefs, create an inclusive culture, and implement effective instructional practices within schools. (Mainstreaming/Inclusion (.27 effect size - Likely to have positive impact on student achievement - Hattie, 2017))			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Participate in Team-based Workshop: Inclusion Leadership Institute facilitated by Lead Inclusion	July 20 <sup>th</sup> , 21 <sup>st</sup> , 25 <sup>th</sup> & 26 <sup>th</sup> 2022	Eisenhower Administration Eisenhower Inclusion Team	Participant Attendance
Action Step 2	Participate in course "Assessment, Feedback, Grading" facilitated by Lead Inclusion	September - December, 2022	Eisenhower Administration Eisenhower Inclusion Team	Course Completion Inclusive Practices Self-Assessment

Action Step 3	Participate in course “Leading Organized Change” facilitated by Lead Inclusion	January - March, 2023	Eisenhower Administration Eisenhower Inclusion Team	Course Completion
Action Step 4	School or District Planning Sessions	July 2021-June 2023	Eisenhower Administration Eisenhower Inclusion Team	Participant Attendance Inclusive Practices Self-Assessment
<b>Evidence- Based Strategy 3 (must cite study)</b>	Develop district and school capacity to increase teacher professional development with Instructional Specialists and building-level coaches. (Professional development (.62 effect size - Likely to have large impact on student achievement - Hattie, 2009))			<b>PD Needed:</b> Yes No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	NWEA training provided to all K-5 teachers and RtI Interventionists to administer assessment and analyze results.	Fall 2021-ongoing	Eisenhower Administration All Teachers RtI Interventionists Instructional Specialists	Online course completion Participant attendance Monitoring by School Administration
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Action Step 3	CKLA Knowledge training provided to all K-5 teachers and RtI interventionists to implement classroom curriculum and interventions with fidelity.	Fall 2022-ongoing	Eisenhower Administration K-2 Teachers Special Education Teachers RtI Interventionists Instructional Specialists	District-level training Building-level training Participant attendance Monitoring by School Administration
Action Step 4	Instructional Specialists will be used to provide training ongoing support for reading and mathematics instruction	Fall 2021-ongoing	Eisenhower Administration All Teachers RtI Interventionists Instructional Specialists ELA/Math coaches	NWEA growth data Coaching documentation Self-reflection Monitoring by School Administration
Action Step 5	Building-level reading and math coaches will be used to provide training and support for all instructional staff.	Fall 2021-ongoing	Eisenhower Administration All Teachers RtI Interventionists Instructional Specialists ELA/Math coaches	NWEA growth data Coaching documentation Self-reflection Monitoring by School Administration
<b>This Goal for Year 2</b>	By Spring of 2024, 80% students will meet their projected growth on the Student Growth Summary Report in math on the NWEA MAP Growth assessment.			
<b>This Goal for Year 3</b>	By Spring of 2025, 90% students will meet their projected growth on the Student Growth Summary Report in math on the NWEA MAP Growth assessment.			

## 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.

Professional Development Goal 1	Crown Point Community Schools developed an Inclusion and Universal Design for Learning Leadership Team in the fall of 2021. This two year Leadership Team will engage in ongoing professional development to build upon and increase knowledge and skills to lead to district and school-wide improvement in a more inclusive learning environment.	Linked SIP Goals Yes No
Possible Funding Source(s)	Education Fund and Title II	
Evidence of Impact	Panorama Student and Staff Survey Results Reduction in LRE 52 and 51 placements	
Plan for coaching and support during the learning process: <a href="#">Inclusion and Universal Design for Learning Leadership Team Professional Development Plan</a>		
How will effectiveness be sustained over time? School based inclusion teams will continue to provide coaching and support for all staff both throughout and after the completion of the Inclusion and Universal Design for Learning Leadership Team professional development.		

<b>Professional Development Goal 2</b>	District and school-wide professional development will be provided to support the ongoing learning of NWEA, to ensure knowledge and understanding of reports in addition to utilizing reports to guide and differentiate instruction.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Education Fund and Title II	
<b>Evidence of Impact</b>	Data team meetings Student growth setting goals Decrease in RtI Tier 2 and Tier 3 identification	
<b>Plan for coaching and support during the learning process:</b> Eisenhower administration, Instructional Coaches and RtI Interventionists will provide ongoing coaching and support for all teachers to assist with the effective roll out of NWEA assessments as guided by district-wide NWEA training.		
<b>How will effectiveness be sustained over time?</b> Eisenhower administration, Instructional Coaches and RtI Interventionists will provide ongoing coaching and support for all teachers as needed to support the appropriate knowledge and understanding of utilizing NWEA data to guide and differentiate instruction.		

<b>Professional Development Goal 3</b>	All teachers supporting grades kindergarten, first and second will receive training and professional development on a new curricular adoption of Core Knowledge Language Arts (CKLA) Foundational Skills to ensure effective integration and instruction of this explicit and systematic reading foundations program.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Education Fund and Title II	
<b>Evidence of Impact</b>	Decrease in RtI Tier 2 and Tier 3 identification	
<b>Plan for coaching and support during the learning process:</b> Initial training and professional development will be provided by CKLA representatives to all staff involved in implementation. Ongoing coaching and support will be provided as needed by building literacy coaches and district instructional specialists		
<b>How will effectiveness be sustained over time?</b> School based instructional coaches and district instructional specialists will continue to support staff as needed. School administration will monitor the fidelity of implementation.		