



School Name: Muessel Elementary

School Number:

Street Address: 1021 Blaine Ave.

City: South Bend

Zip Code: 46616

### 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**  
 \*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

**--- 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)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Dr. Libby Wilson	Principal	CNA, SIP, Both	
Ms. Heidi Erickson	Assistant Principal	CNA, SIP, Both	
Ms. Katie Varner	Literacy Coach	CNA, SIP, Both	
Ms. Colleen Derse	Teacher	CNA, SIP, Both	
Ms. Melanie Lawwill	Intervention Specialist	CNA, SIP, Both	
Ms. Erika Jones	Family & Community Specialist	CNA, SIP, Both	
Ms. Jennifer Weinberg	Social Worker	CNA, SIP, Both	
Ms. Jordan Musial	Behavior Interventionist	CNA, SIP, Both	
Ms. Melissa Rowe	First grade teacher	CNA, SIP, Both	
Ms. Leslie Miller	First grade teacher	CNA, SIP, Both	
Ms. Jennifer Biggs	Third grade teacher	CNA, SIP, Both	
Ms. Erika Jones	Family Specialist	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	



## --- 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:

We are the public's first choice for a relevant and inspiring education that creates a strong sense of community.

School Vision:

District Mission:

Together with our community, we promote equity, inclusion, and justice to ensure our diverse student body achieves academic and personal success.

School Mission:

District Goals:

- **Literacy** - We will advance students' reading, writing, and media literacy levels.
- **Equity, Inclusion, & Justice** – We will honor our diverse community by promoting equity, inclusion, and justice.
- **Financial Sustainability** – We will practice stewardship by responsibly managing the fiscal and facility resources.
- **Community Partnerships** – We will extend, deepen, and monitor community partnerships.

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

## [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
Sample: Reading	1-6	<i>ABC Reading is Fun</i>	Yes	Tier 1, 2, 3	<i>Textbook and readers are core component of reading program.</i>	Yes No	
Reading	K-8	MyView	Yes No	Tier 1, 2, 3	<i>Textbook and readers are core component of reading program.</i>	Yes No	
Reading	K-5	Wilson Foundations	Yes No	Tier 1, 2, 3	<i>A need for a systematic phonics core program in district.</i>	Yes No	
Math	K-5	Go Math	Yes No	Tier 1, 2, 3	<i>Textbook is a core component of math program.</i>	Yes No	
Phonemic Awareness	K-2	Heggerty	Yes No	Tier 1, 2, 3	<i>A need for a systematic phonics core program in district.</i>	Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

## 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
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No

The public may view the school's curriculum in the following location(s): <http://sb.school/cms/one.aspx?pageId=15510104>

District and grade level curriculum maps are available via Google and on the corporation website for all stakeholders. Curriculum maps are reviewed annually for ELA and math in grades K-5. The review of curriculum includes teachers from around the district reviewing data and IDOE updates to improve current maps. Maps are also aligned to current textbooks with a strong request for culturally responsive material that highlights the needs of all students--including but not limited to high ability, English language learners, and special education students. The district also employs a cultural team and a bilingual support staff who provide professional development and tools for the staff to ensure access and use of culturally responsive curricular material. These teams meet monthly to ensure all students' cultural differences are recognized and appreciated. Title I is overseen by a district support staff as well as in-school interventionists. These interventionists support students through districtwide tools and tier II interventions. These differentiated tools have been shown to garner growth in students who are multiple years behind.

Current Curriculum:

Pearson Literacy Program 'myView,' K-5

Wilson Fundations, K-2

Heggerty Phonemic Awareness, K-2

Go Math, K-5

## [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	
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	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes No	
Instructional strategies foster active participation by students during the instructional process.	Yes No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes No	
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

Teachers work to promote student engagement at Muesel Elementary through both direct, small group, and one-on-one instruction. However, due to student behavior concerns, direct instruction and lecture are the most commonly implemented instructional strategies. Additionally, the staff identified a need for further professional learning opportunities to gain a deep, comprehensive understanding of Depth of Knowledge and how to provide the appropriate scaffolding and differentiation while increasing the rigor of classroom instruction. In the classroom, teachers vary their instruction based on formative assessment data and facilitate small groups to reteach. Teachers use the strategies of bell ringers, quick checks, and exit tickets to monitor and adjust their instruction. Intervention tools and leveled readers in both ELA and math ensure that staff is accommodating diverse learning styles and language proficiency. These tools are monitored by both school and district to ensure they are being used with fidelity. There is not currently an understanding among staff of how to bridge cultural differences within the current curriculum, which prevents staff from differentiating to meet the diverse learning styles and language proficiencies in the classroom. This has been identified as a need and is addressed in our curriculum map revisions and professional development plan.



**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.

Currently, in all Title I buildings in the district, students have access to Tier II intervention provided by intervention specialists. In addition, teachers engage in additional professional learning to support differentiated instruction and gap analysis.

## 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
MAP Fluency	K-3	Benchmark, Com. Form., Summative, Other	Foundational reading skills assessed, in order to provide interventions and Tier II instruction	Yes No	
MAP NWEA	3-10	Benchmark, Com. Form., Summative, Other	Assessing students mastery of grade level skills and are norm referenced to national norms.	Yes No	
CoGat	K, 2, 4	Benchmark, Com. Form., Summative, Other		Yes No	
Running records		Benchmark, Com. Form., Summative, Other		Yes No	
Quarterly writing assessments		Benchmark, Com. Form., Summative, Other		Yes No	
WIDA		Benchmark, Com. Form., Summative, Other		Yes No	
Unit assessments		Benchmark, Com. Form., Summative, Other		Yes No	
MAP Fluency	K-3	Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

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	X
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
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	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.

South Bend Community Schools advocates for a strong data-based system that implements the Datawise process. Through a collaboration with Harvard University, a committee of teachers at Muesel have been trained in the Datawise process. The Datawise process is a system for schoolwide data analysis. Currently a small group of staff members use the Datawise process; however, work in this vein has halted at the current time. It is the intention of Muesel that Datawise will be implemented schoolwide during the 20-21 school year. Additionally, the staff of Muesel reviews interim assessment data such as NWEA. NWEA is administered three times a year while other formative assessments that are given weekly or every three weeks. Schoolwide decisions are aligned to both these formative assessment sources and ILEARN results.

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

Muessel Elementary School is currently 1:1 with Chromebooks. Teachers utilize Google Suite Enterprise for Education, Google Classroom, online textbooks for reading, math, social studies, and science, and digital programming, such as Exact Path, and Code.org for math and computer science academic support. Additionally, there is a full-time Digital Integration Technology Coach in the building to support teachers in the successful implementation of digital tools for staff and student learning. Canvas is used to support staff with in-service training.

## 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.

### Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	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
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

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	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	
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	

Muessel Elementary school has a comprehensive school safety plan that outlines emergency exits, drill procedures, and safety measures. It is the expectation that all teachers will discuss both behavior and safety procedures with their students on the first day of school. Additionally, Muessel has instilled Morning Meetings to facilitate school-wide norms. Muessel Elementary School encourages a genuine respect for students via Muessel's Vision-All Belong, All Learn, All Lead to Succeed. Muessel also works with outside partners to ensure that the social-emotional needs of all students are met. PBIS, Restorative Justice, and social/emotional data analysis are works in progress at Muessel. ELL and SPED students receive additional support per their IEPs and ILPs.

## 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

All staff at Muesel have been trained in Responsive Classrooms. Additionally, training in PBIS is set to occur shortly. Though staff are familiar with these concepts, there is a plan to provide support and professional development for teachers to increase cultural competence in the school’s educational environment. Work is in progress at Muesel to continue fostering strong community partnerships to better support students’ social, emotional, and cultural needs. Select groups—such as Bully Me Badd—have been identified and used. Recently, the Muesel PTO was re-established, and Family Round-Up provides families with a chance to visit classrooms.

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

**Racial, ethnic, language-minority groups are determined by students enrollment forms. Socio-economic groups are identified by those students who qualify for free and reduced lunch.**

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

**The district uses a combination of federal and local funds to support students both academically, socially and emotionally. Title I funds are used to put in place full time social workers at all Title schools. Non-Title buildings also have access to social workers. The development of a MTSS system has been developed to support all students and to identify the services and resources that each student needs to be successful.**

What professional development might be necessary for staff to work effectively in cross-cultural situations?  
Cultural Competence training is necessary. PBIS

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

District adopted materials are used to ensure an effective and equitable Tier I instruction is provided to all students. The district is also working to expand the understanding, acceptance, and inclusion of all students regardless of cultural differences. Collaboration with the Midwest Equity Assistance Center will help strengthen the cultural responsiveness of our educators, therefore making our learning environments inclusive to all students.



## 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: 2019-20 **46.4%**      Two Years Ago: 2018-19 **43.3%**  
 Three Years Ago: 2017-18 **24.9%**

What may be contributing to the attendance trend? The effects of extreme poverty is a systemic barrier. Families are in survival mode due to chronic stress and trauma therefore they are not operating in the executive functioning state of mind.

What procedures and practices are being implemented to address chronic absenteeism? Currently teachers make a phone call home to parents of chronic students. Currently we do not have a system in place to address chronic absenteeism.

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

Best Practice/Requirements Self-Check		Yes/No	X
The school has and follows a chronic absence reduction plan.		Yes	No
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

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

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

Muessel continues to invite parents and community to get involved in the educational process by offering opportunities for volunteerism. The following activities are implemented throughout the year:

- **Neighbor Day-** Community and families are invited at the beginning of the school year to get acquainted. Community vendors and the Muesel PTO are invited and asked to provide information about their prospective organizations, families are invited to learn more about ways they can connect with the school and the greater community. Students enjoy pizza and pop as relationships are built between home, school and the community.
- **Annual Title-I Meeting-** An annual meeting is held to give parents information about Title-I, grade level expectations and their right to know about the curriculum, assessments and teacher qualifications.
- **Mandatory Grade Level Meetings-** Half-way through the school year, grade level meetings are held to help prepare families for upcoming standardized tests, to go over behavior expectations and to provide resources to combat bullying.
- **Weekly Wednesday Round-up-** On Wednesdays, there is an open door, to allow parents to visit the Parent Center. Each week, light refreshments and sweet treats are available. Parents gather to discuss upcoming events, share stories, engage in the monthly Parent Cafe and more. Occasionally, guest speakers are asked to share information to help build strong families.
- **PTO-** The Parent Teacher Organization is parent-led and supported by the school to create opportunities for parent leadership, fundraising, and academic support. The goal of the PTO is to empower families and to foster a sense of community that enables students to succeed in and out of the classroom.
- **Math & Reading Nights-** In an effort to give families ways to support their children at home, Math and Reading Nights are hosted annually. The PTO works with the school to provide hands-on activities and refreshments.

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

Parents are able to express ideas, concerns, and/or suggestions by emailing or calling the Family and Community School Specialist, and/or someone on the staff. Also, during the weekly Wednesday Round-ups, the FACSS person provides opportunities to listen to parent concerns. School Climate Surveys are made available and collected during Parent-teacher conferences and occasionally during Wednesday Round-up and Parent Cafes.

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

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

Parent newsletters are written in parent friendly language and are sent home monthly to allow parents access to information and activities that are happening in the school. In an effort to support bi-lingual families, all materials are available in Spanish. The bi-lingual department also, provides translation services in person when speaking with parents or if a parent needs an interpreter.

## [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.

The following strategies have been used to increase parent involvement:

- Provide a safe and welcoming environment in the school
- Use social media platforms to raise awareness of school-wide events
- Use several mediums including robo dialers to give parents information about school-wide activities and family nights
- Partner with the community to provide resources and student centered activities that interest families
- Offer alternate times to attend parent meetings and Parent Teacher Conferences
- Provide refreshments during evening events when available
- Build relationships with families through meaningful dialog during Wednesday Round-up

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

Quarterly progress reports are provided to parents, individual conferences are held twice a year to share student progress, and individual standardized test results are sent home to parents each year

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

Typically, parents are invited to an annual review during the Month of May of the Muesel Title I Parent Involvement Plan and the Home and School Compact.

## Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

**Complete (Secondary)**

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

**Complete (Secondary)**

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

**Complete (Secondary)**

Graduation rate last year: Percent of students on track to graduate in each cohort:

**Complete (Secondary)**

## 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.

**Complete for Title only**

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Muessel understands the opportunity to consolidate funds and declines. Our school will coordinate resources, programming, and services among local, state, and federal resources.

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.

The district partners with Head Start of St. Joseph/Elkhart County to provide preschool opportunities for those students most in need. The district also has a preschool program serving three and four year olds at Marquette Montessori School

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.

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
Connie Benson	Elementary, Physical Ed, Reading	Physical Education
Maria Bliha	Speech Hearing	Speech Pathologist
Michele Vollrath	Elementary , Kindergarten	3rd grade
Mary Ford	Mild Disability SER EMO Handicap	Cross Category
Jennifer Weinberg	Social Worker	Social Worker
Meridith Suter	Elementary , Kindergarten	2nd grade
Jennifer Van Haver	Elementary , ESL,/2nd Lang	Digital Integration
Jennifer Thomas	Elementary Kindergarten	Kindergarten
Melissa Rowe	1st grade	Elementary Reading
Leslie Miller	1st grade	Mild Disability
Bethany Wilcox	4th grade	Elementary
Allison Wells	5th grade	Elementary
Jennifer Biggs	3rd grade	Elementary
Patrice Murphy	Cross Category	Elementary Intermediate/ Elementary/Primary, Mild Intervention
Coleen Derse	Art Teacher	Ele/Primary/Intermediate/ Esl/2nd lang
Melanie Lawwill	Instructional Specialist	Elementary / Social Studies

Van Luu	4th grade	Elementary/ Gen
Lauren Dillion	3rd	Elementary Social Studies
Heather Gibson	Cross Category	Mild Intervention
Beth Pare	Music Teacher	Vocal and General Mu
Kaitlin O'Neal	2nd grade	General Elementary of Eng
Tricia Pollachek	4th grade	Elementary
Michele Psalidas	Kindergarten	Elementary Gen
Bethany Delaney	Kindergarten	Early Childhood
Teara Earl	Like Skills	Mild Intervention



## [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		
X	Statewide Assessments		Individual Learning Plans (ILPs)			IAM Assessment					Aptitude Assessment (e.g. CogAT)
	Districtwide Assessments		Performance Gap Data			Individual Education Plans (IEPs)					Current High Ability Grant
	Assessment by Student Group		ESL Staff Training			Performance Gap Data					Performance Gap Data
	Common Formative Assessments		Service Delivery Model			Special Education Training for Staff					High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group			Approved Testing Accommodations					Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant			Federal (ESSA) Grade for Group					
	Common Formative Assessments		Parental Involvement			IEP Compliance Report					
	Attendance Reports – general and by student groups		WIDA			Special Education Staff Assignments					
X	Survey of Students, Staff, Parents, and/or Community		<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>								
	Staff Attendance										

Muesel’s data dashboard 2020-21 is [here](#).

### **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** Annual SMART GOAL 1: (PBIS) By the end of the 2019-2020 school year, Muessel Elementary will create a social-emotional framework to facilitate students' and staff's social, emotional, and academic growth, as indicated by...

- A decrease of 5 suspensions
- An increase of 25 students identified as model attendees
- A 5% increase in staff attendance

Measurable outcome met? **No**

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.  
Due to the COVID-19 school closure, Muessel didn't have the time to complete the framework.

If the goal was not met, should the school continue to work toward this goal? **Yes**

**Goal 2** Annual SMART GOAL 2: (Curriculum maps) A team of educators from Muesel Elementary will routinely collaborate throughout the 2019-2020 school year to refine curriculum maps and increase the instructional capacity of teacher leaders in order to improve student outcomes as indicated by ILEARN assessment results. Measurable outcome met? **No**

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.

Due to the COVID-19 school closure, Muesel didn't have the time to complete the framework.

If the goal was not met, should the school continue to work toward this goal? **Yes**

### **Goal 3**

Measurable outcome met?

**No**

Annual SMART GOAL 3: (Literacy & Math Frameworks/Lesson Plan Template/Nonevaluative Formative Walkthroughs) Muesel Elementary, beginning in the 2019-2020 school year will implement a system for conducting non evaluative formative walkthroughs that result in teachers being giving meaningful feedback on the elements of the instructional framework in order to improve classroom instruction as assessed by ILEARN data.

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.

Due to the COVID-19 school closure, Muesel didn't have the time to complete the framework.

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 3<sup>rd</sup> column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4<sup>th</sup> 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 5<sup>th</sup> 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).*

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

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
Muessel Elementary School seeks to increase both their ELA and math proficiency rate as it relates to the state assessment.	<b>Yes</b>	There is a building wide system for discipline complete with a behavior matrix. Though it is used inconsistently at times, referrals are logged into both the student management system and sent to the office. Disruptive students are removed from the classroom so that learning can continue.	Staff at Muessel indicate that many instructional minutes are lost due to disciplinary needs. Although not a part of our core investigation, behavior audits indicate that further support for students' social-emotional well-being would be beneficial. The behavior matrix is applied inconsistently, thus leading to an inconsistency in how behavioral expectations may be applied throughout the school.	X	
Muessel Elementary School seeks to increase their ELA and math growth rate as it relates to the state assessment.	<b>Yes No</b>	Muessel Elementary School has taken great steps to ensure that all students are safe at school. Students and visitors are required to enter through a double vestibule, drills are done routinely, and school safety protocols are identified.	Staff indicated that not all staff is aware of current safety protocols. In addition, there is a need for evidence-based strategies to manage student behaviors and ensure that student learning is maintained at all times.	X	
Muessel Elementary will strive to provide all students with increased social-emotional supports. This will include supports for promoting and improving attendees.	<b>Yes No</b>	Currently there is a SEL team at Muessel. These individuals work along with the principal, to be proactive rather than reactive	Cultural competency training has not occurred for all staff members. Likewise, staff notes that there is a need for additional support staff for students at high-risk.	X	
Muessel Elementary School seeks to increase Black and F/R Lunch student growth rate as it relates to the state	<b>Yes No</b>	Though they are not operated with fidelity, PBIS practices are in place throughout Muessel. Teachers and	All adult stakeholder groups indicate the need for additional training in PBIS and restorative justice for Tier I support. In addition, there is a need for		

assessment.		staff have the opportunity to be trained in PBIS and in restorative justice through the district office	additional trained professionals to combat students' high-risk social-emotional needs.	
Muessel Elementary School seeks to increase both their ELA and math proficiency rate as it relates to the state assessment.	<b>Yes No</b>	South Bend Community Schools provides curriculum maps for all grades K-12 in ELA and math. These maps identify priority standards and ensure that all standards are taught prior to the state assessment.	Current formative assessments do not align with South Bend maps; therefore, there is no clear measurement schoolwide of student readiness or growth besides NWEA.	X
Muessel Elementary School seeks to increase Black and F/R Lunch student growth rate as it relates to the state assessment.	<b>Yes No</b>	Support is provided to students below grade level via pull out or push in support. Additionally, Tier I computer programs align with student's individual level of readiness.	Instructional investigations did not show use of evidence-based differentiated instruction. Current data indicate that this type of instruction would be beneficial.	X
Muessel Elementary School seeks to increase Black and F/R Lunch student growth rate as it relates to the state assessment.	<b>Yes No</b>	All stakeholders at Muessel recognize the need for students to attend school regularly. Student attendance is celebrated and rewarded.	Social-emotional issues that prevent students from attending school are not currently being addressed. This is due to a lack of resources and professional support. Of course, when high absenteeism is a concern, student growth is also an issue.	X
Muessel Elementary School seeks to increase both their ELA and math proficiency rate as it relates to the state assessment.	<b>Yes No</b>	Muessel uses PowerSchool to track and monitor all student attendance data. Teachers input student attendance rates at the beginning of each day, and an administrative assistant tracks attendance schoolwide.	Students with extreme absenteeism are not benefiting from current attendance policy. Chronically absent students are therefore not achieving proficiency. There is a need to revisit these practices.	X
Muessel Elementary School seeks to increase their ELA and math growth rate as it relates to the state assessment	<b>Yes No</b>	South Bend Community Schools selected stakeholders have received training in Datawise for the past two summers. Trainers from Harvard facilitate this work with the	Unfortunately, only a handful of teachers per building have been trained in the Datawise process. Therefore, at this point data review and protocols are not conducted with fidelity. Teachers requested additional training on how to use	X



			<p>understanding that in 19- 20 this practice will be operated with fidelity throughout SBCS.</p> <p>Currently, Muessel teachers are afforded a common planning time. Teachers have the option of how to use this time and it is requested that the team meet at least weekly.</p>	<p>data to inform their instruction and for the creation of formative assessments that mirror updated maps.</p>	
<p>Muessel Elementary School seeks to increase their ELA and math growth rate as it relates to the state assessment</p>	<p><b>Yes</b> <b>No</b></p>	<p>Instructional investigations demonstrated teachers have access to grade level resources and materials. Additionally, current textbooks have resources for both remediation and enrichment.</p>	<p>Instructional investigations note that rigor and metacognition are areas of growth at Muessel. Furthermore, although work is aligned to Indiana Standards, the depth and complexity of the tasks are seldom reached in classroom instruction.</p>	<p>X</p>	
<p>Muessel Elementary will strive to provide all students with increased social-emotional supports. This will include supports for promoting and improving attendees.</p>	<p><b>Yes</b> <b>No</b></p>	<p>South Bend Community School staff note the need for cultural competency training and resources. Current conversations center on individual student needs and classroom interventions.</p>	<p>Teachers have noted the need for cultural competency training for all staff. Currently SBCS offers training over the summer; however, sessions are not mandated. Therefore, not all teachers have the same level of expertise.</p>	<p>X</p>	

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.).

Muessel 2020-21 Root Cause Analysis is found [here](#).

<p><b>Identified Priorities from Previous Chart</b></p>	<p><b>List Root Cause(s)</b></p>
<p><u>Focus Area 1: Proficiency</u>            Muessel Elementary School seeks to increase their ELA and Math proficiency as it relates to state assessment data.</p> <p>Muessel Elementary will take strategic measures to increase student proficiency in both ELA and math for the 2020-2021 school year and beyond. The students enrolled at Muessel Elementary have demonstrated consistently low percentages of students achieving proficiency in English/Language Arts (ELA) and Mathematics, as identified through state assessment data. The 2018 pass rate for ELA was 19.1% while math was 10.3%. Furthermore, the pass rate in both subjects has declined each of the last two years. Muessel Elementary School's assessment data reveals a low percentage of students are achieving proficiency on state assessment in ELA (19.1%) and math (10.3%). Furthermore, a three-year trend data analysis reveals the number of students achieving proficiency in ELA and math has decreased each year. Over three years ELA pass rates have dropped 15.47% while math rates have fallen 15.15%.</p> <p>Looking back at historical trends over the last three years, data reveals a steady, sharp decline in overall Achievement of Muessel students as evidenced by 2019-20 ILEARN assessment data as well. While nearly all Muessel students participated in the 2019 ILEARN statewide assessment, overall student Achievement (which includes both Proficiency and Participation) is at least 45% lower than the state average. English/Language Arts Proficiency is 5.9% in 2019, but the Interim targets indicate an expected annual progress needed to achieve the state's long-term goals for proficiency is 51.6%. Mathematics Proficiency is at 10.4% but Interim targets indicate an expected annual progress needed to achieve the state's long-term goals for proficiency is 51.5%.</p>	<ul style="list-style-type: none"> <li>-Stakeholder engagement data indicates there is a need for clear curricular priorities and resources, as well as high academic expectations for students.</li> <li>-Teacher focus groups also revealed a belief that the current curriculum maps were failing to adequately drive instruction and ensure a guaranteed and viable curriculum.</li> <li>-The curriculum audit also revealed a number of deficiencies in currently utilized maps (score of 56 out of a possible 156 points).</li> <li>-Lack of instructional framework for Tier I and II instruction that align with curriculum maps and assessment data</li> <li>-Lack of proficiency scales to align with students' levels</li> <li>-Lack of common formative assessments that align with curriculum maps and use of Item Specifications</li> </ul>

<p><u>Focus Area 2: Growth towards Proficiency</u></p> <p>Muessel Elementary School seeks to increase their ELA and math growth rate towards proficiency as it relates to state assessment data.</p> <p>Muessel Elementary will take steps to increase the percentage of students earning either standard or high growth in both ELA and math for the 2020-2021 school year and beyond. Muessel Elementary students have consistently demonstrated low growth in ELA and mathematics. The school, in 2018, received 120 weighted growth points (68 in ELA, 52 in math). In both subjects, the number of students receiving high growth has plateaued. In ELA, 28.15% of students received high growth, 29.12% received standard growth, and 53.39% received low growth. It is noted, of the students who did not pass ISTEP in 2017 only 24.73% received high growth indicating a large percentage of the DNP students are not adequately progressing toward proficiency. Additionally, 44% of the students who did pass in 2017 received low growth in 2018. In mathematics, 10.61% of students received high growth, 30% standard growth, and 59.29% low growth. It is noted that of the students who did not pass ISTEP in 2017, only 10% received high growth indicating a large percentage of the DNP students are not adequately progressing toward proficiency. Additionally, of the 14 students who passed in 2016-2017, 78.57% received low growth in 2018.</p> <p>Looking back at historical trends over the last three years, data reveals a steady, sharp decline in overall Achievement of Muessel students as evidenced by 2019-20 ILEARN assessment data student growth measures. The growth measures indicate whether students are on target to become proficient or maintain proficiency of English/Language Arts and mathematics standards. 17.4% of students in this school met or exceeded their annual growth target to become proficient or maintain proficiency of English/Language Arts standards and 22.7% of the Lowest Performing 25% of Students Grades 3-8 are on target to become proficient or meet targets. In addition, ILEARN Student Growth Percentiles represent the amount of academic</p>	<p>The focus area 2 root cause analysis of low growth towards proficiency in ELA and math revealed a need for support and coaching around evidence-based instructional best practices. Specifically, it recognized a need to establish prioritized instructional practices that would serve to establish common language understanding and practice as well as align professional development. The identification of this root cause is supported in that Muessel students are consistently receiving low growth in math and ELA as determined by Indiana state assessments. The percentage of students receiving low growth in ELA and math for the last three-years is always over 50%. In 2017-2018 50% of students received low growth in ELA and 54.9% received low growth in math. Additionally, teachers expressed the need during focus groups for a system to align professional development and facilitate non-evaluative walkthrough observation feedback.</p>
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<p>progress students made in a given year compared to other students with similar histories of academic achievement. 8.2% of students in this school met or exceeded their annual growth target to become proficient or maintain proficiency of Mathematics standards and 0% of the Lowest Performing 25% of Students Grades 3-8 are on target to become proficient or meet targets in Mathematics. Furthermore, the Muesel median growth percentile of students in this school represents below average academic progress as compared to other students with similar histories (44% ELA, 38% Math).</p>	<p>Teacher focus groups, student focus groups, survey data, and classroom observations have made apparent the high need for social-emotional support.          -Need clear behavior and PBIS protocols that are followed with fidelity.          -Need to establish clear protocols and SEL team.</p>
<p><u>Focus Area 3: SEL Systems &amp; Structures</u></p> <p>Muessel Elementary will strive to provide all students with increased social-emotional supports. This will include supports for promoting persistent and improving attendees.</p> <p>Beginning in the 2020-2021 school year, Muesel Elementary will take measures to create a system of supports to meet the social-emotional needs of all students. The 2018 model attendee rate at Muesel Elementary was 45.5%. This is 34.5% points below the state's 80% goal.</p>	<p><u>Focus Area of Identified Subgroup of Black Students:</u></p> <p>Muessel Elementary will strive to increase growth rates for the subgroup Black students.</p> <p>The subgroup of Black students received an F on the federal accountability report.</p> <p>Regarding the 2018 subgroup of Black student growth in ELA, 24% of students received high growth, 16% received standard growth, and</p>

60% of student received low growth. It is noted that 61% of students in DNP1, DNP2, and DNP3 received low growth in 2018. In mathematics, 11.5% of students in the subgroup received high growth, 38.4% received standard growth, and 50.1% received low growth. It is noted all the students who passed ISTEP in 2017 received low or standard growth in 2018. It is also noted, 47% of students in the academic peer group DNP1 received low growth and 50% of students in DNP2 received low growth.

Further, disaggregated data analysis reveals the percentage of students receiving low growth is high across the subgroup. In ELA, 24% of students in the subgroup received high growth, 16% received standard growth, and 60% of students received low growth. It is noted that 61% of students in DNP1, DNP2, and DNP3 received low growth in 2018. In mathematics, 11.5% of students in the subgroup received high growth, 38.4% received standard growth, and 50.1% received low growth. All students who passed ISTEP in 2017 received low or standard growth in 2018. Also, 47% of students in the academic peer group DNP1 received low growth and 50% of students in DNP2 received low growth.

Looking back at historical trends over the last three years, data reveals a steady, sharp decline in overall Achievement of Muesel students as evidenced by 2019-20 ILEARN assessment data student growth measures. English/Language Arts Proficiency is 4.7% for the subgroup of Black students in 2019, but the Interim targets indicate an expected annual progress needed to achieve the state's long-term goals for proficiency is 41%. Mathematics Proficiency is at 7.8% for the subgroup of Black students but Interim targets indicate an expected annual progress needed to achieve the state's long-term goals for proficiency is 27.5%.

The growth measures indicate whether students are on target to become proficient or maintain proficiency of English/Language Arts and mathematics standards. 15.4% of Black students in this school met or exceeded their annual growth target to become proficient or maintain proficiency of English/Language Arts standards and 4.7% of the Lowest Performing 25% of Students Grades 3-8 are on target to

become proficient or meet targets. 10.5 % of Black students in this school met or exceeded their annual growth target to become proficient or maintain proficiency of Mathematics standards and 0% of the Lowest Performing 25% of Students Grades 3-8 are on target to become proficient or meet targets.

In addition, ILEARN Student Growth Percentiles represent the amount of academic progress students made in a given year compared to other students with similar histories of academic achievement. Furthermore, the Muesel median growth percentile of students in this school represents below average academic progress as compared to other students with similar histories (44% ELA, 38% Math).

*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. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

# 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.

<b>GOAL 1</b> <b>SAMPLE GOAL</b>	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			<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	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			



<b>GOAL 1</b>	By the end of the 2020-2021 school year, Muesel Elementary will create a social-emotional framework to facilitate students' and staff's social, emotional, and academic growth, as indicated by... • A decrease of 5 suspensions • An increase of 25 students identified as model attendees • A 5% increase in staff attendance			
<b>Data Checkpoints (dates)</b>	October 2020	December 2020	February 2021	April 2021
<b>Evidence at Checkpoints</b>	Attendance data and behavioral data	Attendance data and behavioral data	Attendance data and behavioral data	Attendance data and behavioral data
	Identify a core leadership team that will organize and lead efforts toward the creation of social-emotional framework.			
<b>Evidence- Based Strategy 1</b>	Evidence Based Intervention: Evidence-Based Intervention: Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. (2012). Pediatrics,130(5). doi:10.1542/peds.2012-0243d			
<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	Identify professional learning opportunities and possible technical assistance providers in relation to social-emotional and/or PBIS training and support.	September 2020	ISF Coaches/Leadership Building Adm., District Adm.	Technical assistance partners that will aid in implementation have been chosen. In September, team attended PD with ISF Coaches and Midwest PBIS.
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
<b>Evidence- Based Strategy 2</b>	Evidence Based Intervention: Oliver, Brandie. (2019). Social, Emotional, and Behavioral Wellness Toolkit. Retrieved from <a href="https://www.doe.in.gov/sebw">https://www.doe.in.gov/sebw</a>			
Action Step 1	Create or refine a system for tracking and monitoring	September-December 2020, ongoing	PBIS Leadership Team ISF	Attendance data, behavioral data, climate and culture

	attendance, behavioral, and any other data pertinent to social-emotional learning (SEL) and supports.		Building Adm. District Adm.	data, and SEL data from the last three years. A process for collecting and organizing the data will be established. Further, a protocol for analyzing the data and using it to improve SEL indicators will be established.
<b>Evidence- Based Strategy 3</b>	Evidence Based Intervention: Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R. and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82(1), pp.405-432. Evidence Based Intervention: Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. (2012). Pediatrics,130(5). doi:10.1542/peds.2012-0243d			<b>PD Needed: Yes No</b>
Action Step 1	Build the tier 1 primary prevention plan that addresses school-wide and classroom-wide universal interventions.	September-October 2020	PBIS Leadership Team, MTSS Coaches	Behavioral expectations for all non-classroom areas will be refined and/or created. An infractions plan will be refined and/or created. A system for ensuring behavioral expectations are taught and monitored will be established.
Action Step 2	Build the tier 2 secondary prevention plan that addresses systems of support for students with at-risk behavior.	November 2020	PBIS Leadership Team, MTSS Coaches	A list of possible tier 2 supports will be written by the PBIS leadership and approved by building administration. An explanation of teacher expectations and steps involved will be created for each tier 2 support.
Action Step 3	Build the tier 3 tertiary prevention plan that	December 2020	PBIS Leadership Team MTSS coaches	A list of possible tier 3 supports will be written by

	provides intensive and individualized supports for students with serious or chronic behavioral problems.				the SEL leadership team and approved by building administration. An explanation of teacher expectations and steps involved will be created for each tier 3 support.
Action Step 4	A detailed implementation plan will be created for the 2020-2021 school year.	December/January 2021	PBIS Leadership Team, Building Admin, MTSS Coaches		A SEL framework packet for teachers will be created to explain the different components of the plan and roll out. An action plan will be completed detailing how and when the different parts of the framework will be rolled out.
<b>Evidence- Based Strategy</b>					<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					
Action Step 2					
Action Step 3					
Action Step 4					

<p style="text-align: center;"><b>GOAL 2</b></p>	<p>A team of educators from Muesel Elementary will routinely collaborate throughout the 2020-2021 school year to refine curriculum maps and increase the instructional capacity of teacher leaders in order to improve student outcomes as indicated by ILEARN assessment data.</p> <p>ELA Proficiency:</p> <ul style="list-style-type: none"> <li>● 9.4% increase for all students</li> <li>● 9.7% increase for Free/Reduced Lunch students</li> <li>● 9.3% for black students</li> </ul> <p>ELA Growth:</p> <ul style="list-style-type: none"> <li>● 11.7% decrease in all students receiving low growth</li> <li>● 8% increase in all students receiving high growth</li> <li>● 11% decrease in Free/Reduced Lunch students receiving low growth</li> <li>● 8.0% increase in Free/Reduced Lunch students receiving high growth</li> <li>● 15.0% decrease in Black students receiving low growth</li> <li>● 8.7% increase in Black students receiving high growth</li> </ul> <p>Mathematics Proficiency:</p> <ul style="list-style-type: none"> <li>● 10.5% increase for all students</li> <li>● 10.5% increase for Free/Reduced Lunch students • 10.6% increase for Black students</li> </ul> <p>Mathematics Growth:</p> <ul style="list-style-type: none"> <li>● 13.3% decrease in all students receiving low growth</li> <li>● 12.1% increase in all students receiving high growth</li> <li>● 12.8% decrease in Free/Reduced Lunch students receiving low growth • 12.2% increase in Free/Reduced Lunch students receiving high growth • 11.7% decrease in Black students receiving low growth</li> <li>● 12.8% increase in Black students receiving high growth</li> </ul>			
<p><b>Data Checkpoints (dates)</b></p>	<p>October 2020</p>	<p>December 2020</p>	<p>March 2021</p>	<p>May 2021</p>
<p><b>Evidence at Checkpoints</b></p>	<p>Calendar created</p>	<p>Common grade level plan, List of priority standards</p>	<p>Proficiency scales created for priority standards</p>	<p>aligned assessments for priority standards</p>
<p><b>Evidence- Based Strategy 1</b></p>	<p>Crawford Burns, R. (2001). Curriculum Mapping. [online] Ascd.org. Available at: <a href="http://www.ascd.org/publications/curriculumhandbook/421/chapters/Overview.aspx">http://www.ascd.org/publications/curriculumhandbook/421/chapters/Overview.aspx</a></p> <p><b>PD Needed: Yes</b></p>			

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Establish a core team of educators to lead the curriculum map development for both ELA and math.	September 2020	Building Admin	The members of the leadership team will be established and a calendar created showing when the team will meet throughout the year.
<b>Evidence- Based Strategy 2</b>	Marzano, R. (2003). What Works in Schools. Distributed by ERIC Clearinghouse. <b>PD Needed: Yes No</b>			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage the core team in understanding the core curricular elements of an effective curriculum.	Sept.-Oct. 2020	Muessel curriculum team District leadership	The core team understands the core curriculum elements and how each contributes to ensuring a guaranteed and viable curriculum.
Action Step 2	Evaluate and refine current priority and supporting standards to evaluate no more than 12 per content area.	Oct-Nov. 2020	Muessel curriculum team District leadership	A list of 12 priority standards is created and approved for both math and ELA.
Action Step 3	Initially identify the priority and supporting standards that will be included in each unit of study. This will be continually refined throughout the process	Sept.-Oct. 2020	Muessel curriculum team District leadership	A calendar is created and coded showing the priority and supporting standards taught in each unit of study.
Action Step 4				
<b>Evidence- Based Strategy 3</b>	Evidence Based Intervention: Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398 <b>PD Needed: Yes No</b>			

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Create proficiency scales and tiered assessments for each priority standard.	Nov. 2020	Muessel curriculum team District leadership Classroom Teachers	A proficiency scale for all the priority standards is created. A tiered assessment is created for each priority standard.
Action Step 2	Host common plan time for teachers to plan together each unit	Unit 2- Week of Sept. 21 Unit 3- Week of Nov. 9 Unit 4- Week of Jan. 11 Unit 5- Week of Feb. 22	Muessel curriculum team District leadership Classroom Teachers	Common grade level lesson plans
Action Step 3	Create a process for teachers to reflect after completing each unit in order to continually refine the curriculum maps.	Sept-May, at 6 week intervals	Muessel curriculum team District leadership Classroom Teachers	A process for teachers to document and record instructional reflections is created. Further, a cycle of refinements is created for the curriculum maps.

<p><b>GOAL 3</b></p>	<p>Muessel Elementary, beginning in the 2020-2021 school year will implement a system for conducting non evaluative formative walkthroughs that result in teachers being giving meaningful feedback on the elements of the instructional framework in order to improve classroom instruction as measured by ILEARN assessment.</p> <p>ELA Proficiency:</p> <ul style="list-style-type: none"> <li>● 9.4% increase for all students</li> <li>● 9.7% increase for Free/Reduced Lunch students</li> <li>● 9.3% for black students</li> </ul> <p>ELA Growth:</p> <ul style="list-style-type: none"> <li>● 11.7% decrease in all students receiving low growth</li> <li>● 8% increase in all students receiving high growth</li> <li>● 11% decrease in Free/Reduced Lunch students receiving low growth</li> <li>● 8.0% increase in Free/Reduced Lunch students receiving high growth</li> <li>● 15.0% decrease in Black students receiving low growth</li> <li>● 8.7% increase in Black students receiving high growth</li> </ul> <p>Mathematics Proficiency:</p> <ul style="list-style-type: none"> <li>● 10.5% increase for all students</li> <li>● 10.5% increase for Free/Reduced Lunch students • 10.6% increase for Black students</li> </ul> <p>Mathematics Growth:</p> <ul style="list-style-type: none"> <li>● 13.3% decrease in all students receiving low growth</li> <li>● 12.1% increase in all students receiving high growth</li> <li>● 12.8% decrease in Free/Reduced Lunch students receiving low growth</li> <li>● 12.2% increase in Free/Reduced Lunch students receiving high growth</li> <li>● 11.7% decrease in Black students receiving low growth</li> <li>● 12.8% increase in Black students receiving high growth</li> </ul>			
<p><b>Data Checkpoints (dates)</b></p>	<p>November 2020</p>	<p>December 2020</p>	<p>March 2021</p>	<p>May 2021</p>
<p><b>Evidence at Checkpoints</b></p>	<ul style="list-style-type: none"> <li>● Common literacy and math frameworks and evidence-based lesson plans</li> </ul>	<p>Walkthrough data to be analyzed</p>	<p>Walkthrough data to be analyzed</p>	<p>Walkthrough data to be analyzed</p>

	<ul style="list-style-type: none"> <li>Initial system of conducting non-evaluative walkthroughs is in place</li> </ul>					
<b>Evidence- Based Strategy 1</b>	Marzano, R. (2003). <i>What Works in Schools</i> . Distributed by ERIC Clearinghouse				PD Needed: <b>Yes</b>	
<b>Strategy Action Steps</b>	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success		
Action Step 1	Create a framework for literacy and math blocks	August-October 2020	Building Admin. District leadership	The frameworks will be chosen by the leadership and understood by the teaching staff. Further, the use of the frameworks will be apparent during classroom walkthroughs.		
Action Step 2	Create or adopt an evidence-based lesson plan template.	August-October 2020	Building Admin. District leadership	The lesson plan template will be chosen by leadership and understood by the teaching staff. Further, the use of the template will be evident during classroom walkthroughs.		
Action Step 3	Establish a Muesel instructional leadership team	August-October 2020	District leadership Building Admin.	The members of the leadership team will be established and a calendar created showing when the team will meet throughout the year.		
Action Step 4	Establish a system for conducting non-evaluative formative walkthroughs that results in teachers being given meaningful	October 2020-ongoing	Building Admin. District leadership Instructional leadership team	As part of the system for conducting nonevaluative walkthroughs, a walkthrough form and way to provide teachers		



	feedback on the school's instructional priorities.			feedback is established and reflects school's instructional priorities.
Action Step 5	Conduct daily walkthroughs using the walkthrough form developed as part of the system for conducting formative walkthroughs	October 2020-ongoing	Building Adm.	Daily walkthroughs are being conducted and reflect the priority administration is placing on improving classroom instruction.
Action Step 6	Establish a system for collecting and analyzing walkthrough data.	Building Adm. District leadership Instructional leadership team	October 2020-December 2020	Specific dates and times are established in which walkthrough data is examined and resulting action determined.
Evidence- Based Strategy 2	Evidence Based Intervention: Harmon, J. and Wood, K. (2018). The Vocabulary-Comprehension Relationship across the Disciplines: Implications for Instruction. Education Sciences, 8(3), p.101.			<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	Introduce the staff to the instructional priorities document and engage them in visible thinking routines on the 5 instructional priorities (e.g., literacy development, mathematics instructional shifts, rigor, differentiation, high expectations).	October 2020, ongoing	Admin Literacy coach	Teachers increased understanding of instructional priorities, and fidelity implementation data shows increase in observable practices during walkthroughs.
Action Step 2	Collaborate with staff and analyze data to determine aspects of each instructional priority most in need of training.	November 2020, ongoing	Admin Literacy coach	Teachers increased understanding of instructional priorities, and fidelity implementation data shows increase in

	<p>observable practices during walkthroughs.</p> <p>Teachers increased understanding of instructional priorities, and fidelity implementation data shows increase in observable practices during walkthroughs.</p> <p><b>PD Needed: Yes No</b></p>						
<p>Action Step 3</p>	<p>1st Quarter-Provide staff with literacy development training intended to facilitate implementation of comprehensive literacy strategies</p>	<p>October 2020, ongoing</p>	<p>Admin Literacy coach</p>				
<p><b>Evidence- Based Strategy 2</b></p>	<p>Evidence Based Intervention: Boaler, J. (2002). Learning from Teaching: Exploring the Relationship between Reform Curriculum and Equity. Journal for Research in Mathematics Education, 33(4), 239. doi:10.2307/749740</p>						
<p>Action Step 4</p>	<p>2nd Quarter-Provide staff with training over mathematics instructional shifts. Focus should be given to gaining a conceptual math focus and deep implementation of the process standards</p>	<p>January 2021, ongoing</p>	<p>Admin Literacy coach</p>				
<p><b>Evidence- Based Strategy 3</b></p>	<p>Evidence Based Intervention: Boaler, J. (2002). Learning from Teaching: Exploring the Relationship between Reform Curriculum and Equity. Journal for Research in Mathematics Education, 33(4), 239. doi:10.2307/749740</p>						
<p>Action Step 5</p>	<p>Provide staff with training over ensuring rigor and relevance</p>	<p>January 2021, ongoing</p>	<p>Admin Literacy coach</p>				<p>Teachers increased understanding of instructional priorities, and fidelity implementation data shows increase in observable practices during walkthroughs.</p> <p><b>PD Needed: Yes No</b></p>
<p><b>Evidence- Based Strategy 4</b></p>	<p>Evidence Based Intervention: Tomlinson, C. How to differentiate instruction in academically diverse classrooms (2nd ed.). Association for Supervision and Curriculum Development.</p>						

Action Step 6	4th Quarter-Provide staff with training over differentiation to ensure the individual needs of all learners are being met	March 2021, ongoing	Admin Literacy coach	Teachers increased understanding of instructional priorities, and fidelity implementation data shows increase in observable practices during walkthroughs.
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## 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.

<p><b>Professional Development Goal 1</b></p>	<p>(SEL supports/Generational Poverty/Culture Competency) The staff of Muesel Elementary will engage in professional development in order to better address the social-emotional needs of students. The supports will center on the development of cultural competency and an understanding of the effects of generational poverty. The intended outcomes will be the staff's increased ability to build relationships with students, provide culturally relevant instruction, engage students in the development of key social-emotional learning indicators as well as reduce the number of disciplinary occurrences</p>	<p style="text-align: right;"><b>Linked SIP Goals</b> <b>Yes</b>   <b>No</b></p>
<p><b>Possible Funding Source(s)</b></p>	<p>Title IA, SIG grant, General Funds</p>	
<p><b>Evidence of Impact</b></p>	<p>Muesel Elementary serves a high needs student population in need of comprehensive social-emotional supports. The teachers and staff of Muesel Elementary are dedicated to meeting not only the academic needs of their students but also their social and emotional needs. As such, the staff recognizes having a better understanding of their student's backgrounds will increase their ability to make connections with students in order to facilitate improved attendance, behavior, and academic growth.</p> <ul style="list-style-type: none"> <li>● A decrease of 5 suspensions</li> <li>● An increase of 25 students identified as model attendees</li> </ul>	
<p>Plan for coaching and support during the learning process: Staff will be supported through the collaborative processes like Weekly PLCs and Job-embedded coaching opportunities with a school Literacy Coach and District coach supports..</p> <p>Staff will engage in professional learning over cultural competency with an emphasis on understanding generational poverty during the 2020-21 school year. Throughout this school year leadership will audit current social-emotional supports and strategically identify and develop areas of need. Muesel Elementary will have a building wide and aligned social-emotional framework to be fully implemented for the 2021-2022 school year.</p>		
<p>How will effectiveness be sustained over time?</p>		

<b>Professional Development Goal 2</b>	(Curriculum Maps) All Muesel Elementary teachers will engage in a series of aligned professional trainings in order to better understand the newly refined maps and utilize them to ensure a guaranteed and viable curriculum.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Title IA, SIG grant, General Funds	
<b>Evidence of Impact</b>	<p>Methods of measuring PD impact:  Completion of the curriculum maps • Student formative, interim, and summative assessment data • Walkthrough data • Fidelity of implementation data • Quarterly mini-assessment audits measuring DOK levels</p> <p>Plan for measuring PD impact:  Compare the 2019 curriculum audit results to a benchmark curriculum audit to be conducted in August of 2020 • Student growth through proficiency scales in relation to each priority standard • Student growth and proficiency comparisons, as measured by formative assessments, NWEA, and ILEARN, to state/national averages, other district elementary schools, and other elementary schools.</p>	
<p>Plan for coaching and support during the learning process:  Staff will be supported through collaborative processes like Weekly PLCs and Job-embedded coaching with a school Literacy Coach and District coach supports.</p> <p>How will effectiveness be sustained over time?  A process for continual reflection will be created to monitor data and teachers' instructional practice.</p> <p>Educators at Muesel will begin to refine curriculum maps for the purpose of ensuring a guaranteed and viable curriculum beginning in October 2020. Teachers will collaborate throughout the 2020-21 school year around the curriculum mapping and lesson planning. Full implementation of the maps will not be until the 2021-2022 school year; however, staff training intended to increase teachers' capacity to incorporate the maps will begin the second semester of the 2020-2021 school year. The teachers of Muesel Elementary will utilize the newly refined ELA and math curriculum maps during the 2021-2022 school year to drive core instruction and improve student learning outcomes.</p>		

<b>Professional Development Goal 3</b>	(Instructional Priorities) Muessel Elementary teachers will engage in a series of learning opportunities around the elements of the school's instructional priorities that identify the aspects of instruction the school has recognized as most important to their students' growth and achievement.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Title IA, SIG grant, General Funds	
<b>Evidence of Impact</b>	<p>Methods for Measuring PD Impact: • Walkthrough data • Fidelity of implementation data • Quarterly mini-assessment audits measuring DOK levels • Teacher submitted lesson plans • Formative assessment data</p> <p>Plan for Measuring PD Impact: • Development of a system for analyzing walkthrough data. • Development of a system for analyzing fidelity of implementation data. • Development of a system for monitoring and providing feedback over teacher lesson plans. • Teacher collaboration over student assessment data. • End of quarter teacher reflection sheets that provide teachers an opportunity to provide feedback on the impact of the different training cycles.</p>	
Plan for coaching and support during the learning process: Staff will be supported through collaborative processes like Weekly PLCs and Job-embedded coaching with a school Literacy Coach and District supports.		
How will effectiveness be sustained over time? Muessel Elementary, beginning in the 2021-2022 school year will implement focused instructional learning cycles to provide teachers with the support and coaching needed to improve classroom instruction as indicated by ILEARN assessment.		

**School Improvement Resources:** <https://www.doe.in.gov/school-improvement/school-improvement-plans>