School Improvement Plan
Brown County Schools
March 1, 2016

Sprunica Elementary School
Dr. Abbie Oliver, Principal

David Shaffer, Superintendent
Deborah Harman, Director of Student Learning
Judy Hardwick, School Board President

TABLE OF CONTENTS

CONTINUOUS SCHOOL IMPROVEMENT TEAM

Team Member	Position	AdvancED Standard	Signature
Abbie Oliver	Principal	Standards 1-5	
Amy Gordon	Grade 1 Teacher	Standard 1	
Erika East	Grade 4 Teacher	Standard 2	
Lindsay Wheeler	Grade 3 Teacher	Standard 3	
Sarah Roberts	Grade 2 Teacher	Standard 4	
Alane Lovell	Special Education Teacher	Standard 5	
Vickie Burns	Preschool Teacher	Standard 5	

INTRODUCTION (AdvancED Standards 1-5)

A. Narrative description of the school, the community, and the educational programs

Sprunica Elementary School is located approximately 30 miles north of Bloomington. The school serves preschool-fourth grade and has 330 students enrolled. The Sprunica community is a rural community that includes diverse family configurations. All students have access to a bus route. Some students ride a bus for up to an hour each way. The faculty and staff are all highly qualified and hold high expectations for each child. Sprunica is a high achieving school with proven ISTEP+ scores. Sprunica Elementary School was recognized as a 2014 National Blue Ribbon school by the United States Department of Education and a two time Indiana Four Star School by the Indiana Department of Education from 2012-2014. The Sprunica school community believes it takes parents, teachers, and the community to be actively involved to ensure the success of each child. Our Parent-Teacher Organization (PTO) supports our students and teachers in our community. At Sprunica, parents are invited to join the Parent-Teacher Organization (PTO) and encouraged to volunteer both in classrooms and for school events. The parents and community members at Sprunica are very supportive of the school and its mission and feel the school provides a safe and supportive atmosphere. The school serves a high quality breakfast and lunch daily and the school is extremely clean. Sprunica Elementary in Brown County provides a wholesome atmosphere and is a great place for all families.

Houses tend to be widely scattered with a limited availability of quality and affordable housing. Currently, 65% of our students qualify for free and reduced lunches. As a result of these factors, there tends to be several transient students. The staff works hard to make new students feel welcome and quickly assess their learning needs.

Tourism is the largest segment of the local economy, and many are employed in the nearly 300 galleries and shops in Nashville. A number of people are employed in the hotels, restaurants, and other service businesses that support tourism. A large contributor to the low income population is that these jobs tend to seasonal. A significant percentage of the residents also commute to surrounding counties or to Indianapolis for employment. This enables local residents

the opportunity to enjoy the many cultural events offered in these cities. Indianapolis is close enough to attend special events or to visit any one of several museums

The Brown County Literacy Coalition provides after school tutoring for elementary students throughout the county. While internet access is not widely available, patrons can access this resource at the library campus. A program for encouraging adult literacy is also housed in the library. Brown County Schools oversees the Career Resource Center as an educational outlet for all Sprunica stakeholders, as well as the entire county. It provides a variety of resources to assist in achieving career and educational goals.

Brown County offers many activities for residents and visitors to enjoy. Many individuals enjoy the Hoosier National Forest, Yellowwood State Forest, and the Brown County State Park. A variety of wildlife makes hunting a popular activity for adults and youth. Other activities that residents can enjoy include the Bean Blossom Dragway, Bill Monroe Bluegrass Facilities, Flea Markets, Brown County Playhouse, 4-H, various art galleries, and shopping.

BCS AdvancED School Level Standards Committee Structure:

Objective: To provide stakeholders at each school (staff, students, parents, and community) the opportunity to participate in a process for continuous school improvement using a shared committee structure aligned to the following five AdvancED Standards for Schools.

(1) Purpose and Direction;
(2) Governance and Leadership;
(3) Teaching and Assessing for Learning;
(4) Resources and Support Systems; and
(5) Using Results for Continuous Improvement.

School level AdvancED standards committees are listed in the PL221 School Improvement Plan for each school. Each building has a five committees, one for each standard. All staff within the building serve on at least one committee. Each committee has one chairperson or two co-chairs. Committee chairs and co-chairs) also serve on the building's PL221 team. This structure assures a connection between Indiana's school improvement process (PL221) and continuous improvement through AdvancED accreditation.

Building Standards Committee Structure					
Role	**Standard 1**	**Standard 2**	**Standard 3**	**Standard 4**	**Standard 5**
Chair(s):	Amy Gordon	Erika East	Lindsay Wheeler	Sarah Roberts	Vickie Burns Alane Lovell
Members:	Brenda Krieger	Alyse Johnson	Johanna Weinzapfel	Rhonda Van Winkle	Megan Kakavecos
	Jaida Goldberg	Allison Crenshaw	Connie Darling	Katie Mills	Carol Tuggle
	Natalie VanZuiden	Billie Thomas	Barbara Young	Holly Bales-Hall	Molly Koontz
	Terri Whitcomb				

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	**Standard #1**	**Powerful Practices**	**Artifact/Evidence**
Chair(s): Amy Gordon			
Members (Teachers, Staff, Parents): Brenda Krieger Jaida Goldberg Natalie VanZuiden Terri Whitcomb	1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	● Weekly class news and events ● Filling out of agendas ● Parent/Teacher communication ● Updating of teacher websites:newsfeeds, assignment calendar, resources, documents, Class Dojo, Remind 101	● Survey results ● Mission statement ● Vision statement ● Morning announcements ● Class newsletters(weekly) ● Agendas ● Parent Emails ● Parent Phone Calls (log) ● Teacher websites ● 3rd/4th grade study guides ● Curriculum maps ● School website ● Student Handbook
	1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning	● Collaboration between staff members ● General Education Intervention meetings ● All grade level participation of Bully Hurts Curriculum ● Academic Ability grouping within classrooms	● List of beliefs and core values ● Mission statement ● Vision statement ● School profile ● Lesson plans ● General Education Intervention documentation ● Bully Hurts Curriculum ● Curriculum maps

	experiences for all students that include achievement of learning, thinking, and life skills.	- Differentiated Learning - Reading workshop - Writing workshop - In the process of Positive Behavior Intervention System implementation - Bus drivers and staff collaboration - PTO supports staff and student financially and by volunteering - PTO purchase of large screen and projector in gym for large group instruction and extracurricular activities	- Positive Behavior Intervention procedures(PBIS) - SES building grant for PBIS - Bus videos, write ups and positive support systems - PTO staff receipts - PTO volunteer lists/events - Gym projector and screen purchase by PTO
	1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	- Leadership evaluating and feedback communication with staff - Technology implementation - Improvement of physical building - General Education Intervention participation - Shared professional development during staff meetings - Leadership and student interaction	- Staff evaluations - Brightlinks projectors - Staff laptop - IXL online learning, readinga-z.com, brainpop, etc. - New flooring, walls, carpet, bulletin boards - General Education Intervention documentation - Staff meetings - Principal greets all students - daily room visits - Lunch duties - Morning/Afternoon bus duties

		- Encourages staff collaboration - Promotes student learning achievements - Monthly Leadership Meetings	- Math Fact Challenge Celebrations - Leadership emails - Curriculum unit maps/plans - School Website

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	**Standard #2**	**Powerful Practices**	**Artifact/Evidence**
Chair(s): Erika East			
Members (Teachers, Staff, Parents): Allison Crenshaw Alyse Johnson Billie Thomas	2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.	- Staff input requested regarding handbook updates/changes - Teachers review policies with students. - Families and students sign a paper to verify reading and understanding school policies in handbook.	- Student Handbook - School Policies on School Website - Posted classroom rules - Discipline forms - Behavior Logs/Charts - Notes from Parent Contact
	2.2 The governing body operates responsibly and	- Mentoring of new staff - Staff Coaches available to staff: - Math - Language Arts	- Math practices bookclub: <u>Numbertalks</u> - Gifted and Talented bookclub:<u>Rigor and Engagement for Growing Minds</u> - Technology e-mails offering tech reminders and help sessions

	functions effectively.	○ High Ability
		○ Technology
		● Professional development activities that support innovation
		● Common planning time among grade level/subjects
		● Use time management tools
		● Regular, informal meetings among stakeholders about behavior and academic progress
		● New teachers and teachers on improvement plans meet with principals to review plans and personal levels of effectiveness
			● Common classroom resources
			● Time management tools:
			  ○ Special schedules
			  ○ Library Schedule
			  ○ Classroom Schedule
			  ○ Lesson Plans
			● Common behavior plans among grade levels
			● Lesson plans correlated to state standards

	2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	● Meaningful leadership assigned to staff throughout the school
		  ○ Lead teachers in K-2 hallway
		  ○ Lead teacher in Pk/3-4 hallway
		  ○ Instructional Coaches:
		    ■ Literacy
		    ■ Math
		    ■ High-Ability
		    ■ Technology
		  ○ GEI/Case Conference team members
			● Class schedules
			● Lesson Plans
			● GEI/Case Conference Paperwork
			● Meeting sign-in sheets
			● Staff Meeting Agendas/Notes
			● E-mails containing communication about student placement

		- Staff led professional development - Staff share ownership of meeting each child's needs, behaviorally and academically- allowing for in-school behavior management as needed to ensure success	
	2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.	- Mission Statement announced daily "Pursue your personal best" - High expectations - Continuous assessment to monitor growth - Principal meets with fourth grade students individually to set goals for high stakes testing - Reward students when goals are met in classroom requirements - Protect instructional time when interruptions arise - Flexible grouping of students to address each student's needs - Rooms are clean and ready for learning. - Grades 2-4 are departmentalized and	- Running Records - Spelling Inventory - Math Needs Assessment Chart - On-Demand Writing - Anecdotal Notes - ISTEP+ testing schedule - Web-based learning summaries ○ IXL ○ Study Island ○ Tenmarks ○ Sumdog - Cleaning schedules - Bathrooms - Showers with supplies - Washer and Dryer - Bus videos, write-ups, and positive behavior systems - E-mails and texts inviting staff to dinner and celebrations

		primed for content specific learning. ● Physical needs of students are met which allows students to focus on learning: ○ Showers ○ Food ○ Breakfast available during two-hour delays ○ Wash clothes ○ Backpacks of food supplied for weekends ○ Coats and clothing available as needed ○ Staff support families in need during the holiday season and moments of crisis ● Bus drivers and staff collaborate to intervene and support students ● Staff celebrations, informal gatherings, pitch-ins, and exercise groups strengthen bonds as colleagues and friends, builds morale, and focuses staff on common bond of excellence.	

	2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.	- Parent-teacher conferences - Grade-level family nights - Regular Home Visits - PTO functions: - teachers attend meetings - Grand-Parent's Night - Book Fair/Academic Theme Nights - Regular Parent Contact - Positive Behavior Intervention Systems (Beginning)	- Title I Compact - Log of Parent Contact - Learning and Behavior Contracts - Weekly/daily behavior reports to parents
	2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	- Evaluations list areas in which improvement can be made as well as positive remarks - Post-evaluation discussions between teacher and evaluator - Colleague classroom observations - Classroom walk-throughs	- RISE evaluations - Principal reviewed lesson plans - Improvement Plans

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	**Standard #3**	**Powerful Practices**	**Artifact/Evidence**
Chair(s): Lindsay Wheeler			
Members (Teachers, Staff, Parents): Johanna Weinzapfel Connie Darling Barbara Young	3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	- Flexible Ability Grouping - Workshop Model of teaching - Student abilities matched to appropriate instructional level materials for reading and word study. - Students toggle up or down a grade level to meet needs - State of the art science lab - Outdoor lab - Outdoor walking trail	- Survey Results - Lesson Plans - Curriculum Calendars - Unit Maps - Web based learning - IXL - Study Island - Sumdog - Fountas & Pinnell Running Record Independent reading levels - STEEP data - Words Their Way Spelling Inventory - Brainpop Jr. / Brainpop - Science A-Z leveled reading and graphic diagrams
	3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data	- Flexible Ability Grouping - Guided Reading Groups - Math Groups - Word Study Groups - Shared Reading Groups	- Curriculum calendars - Unit maps - Survey Results - Lesson plans aligned to curriculum calendars, unit maps, and state standards - RISE-teacher evaluation model

	from multiple assessments of student learning and an examination of professional practice.		● Common assessments
			  ○ Fountas & Pinnell Running Record
			  ○ Words Their Way Spelling Inventory
			  ○ STEEP
			● ISTEP+ results
			● IREAD-3 results
			● KOI results
			● COGAT results
			● Math Needs Assessment Chart

	3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	● Workshop model of teaching ● Use of technology for instruction ● Use of technology for student learning ● Hands on activities ● Brain breaks ● Independent learning centers	● Survey results ● Student work posted which demonstrates the application of knowledge ● Lesson plans ● Anchor Charts ● Leveled Libraries ● Reading A-Z ● Science A-Z ● Anchor Books ● Brainpop Jr ● Study Island ● IXL ● Sumdog ● Typing Web ● IXL ● Study Island ● Cursive handwriting ● Reading ● Writing

			• Word study • Microsoft Word

	3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success	• Professional development/coaching by:
		  ○ Instructional Coaches
		    ■ High Ability
		    ■ Literacy
		    ■ Math
		    ■ Technology
		  ○ Book studies
		• Fundraising to:
		  ○ Replenish classroom libraries
		  ○ Purchase professional resources
		  ○ Purchase math manipulatives
			• Survey results
			• Curriculum calendar
			• Unit maps
			• RISE-
			  ○ Administrative informal and formal observations
			• Common planning time
			• Book Studies
			• Conferences to support specific teaching area

	3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.	• Collaborative planning time built into schedule • Departmentalization in grades 2-4	• Survey results • General Education Intervention Meetings • Case Conferences
	3.6 Teachers implement the school's instructional	• Guided reading groups • Shared reading groups • Math groups • Independent reading	• Survey results • Lessons aligned with standards • Standards posted

	process in support of student learning.	• Utilization of paraprofessionals and special education staff
		• Special Area teachers support students in the classroom for math and reading
		   ○ Music
		   ○ Art
		   ○ Physical Education
		   ○ Speech & Language
		   ○ Counselor
			• Lesson plans that include expectations of performance

	3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	• Instructional Coaches
		   ○ High Ability
		   ○ Literacy
		   ○ Math
		   ○ Technology
		• Balanced Literacy Workshop Training
		• New teacher orientation
		• Teacher mentors
		• Building leaders
		• Book studies
			• Survey results
			• Meeting sign in sheets

	3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their	• Varied activities with families
		   ○ Open house
		   ○ Leaf/Insect projects
		   ○ Science fair
		   ○ Book fairs/school community festivals
		   ○ Family nights per grade level
			• Survey results
			• Parent-Teacher Conferences
			• PTO program
			• Varied activities and communications modes with families
			   ○ Teacher websites
			   ○ Building website

	children's learning progress.	○ Talent show ○ Award ceremonies ● Positive phone calls/emails	○ Online newsletters ○ Weekly teacher newsletters ○ Monthly school newsletters and calendar ○ GEI meetings ○ Online gradebook ○ Progress reports/ midterms

	3.9 The school has formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	● Beginning of year get to know you activities
		● Team meetings
		  ○ GEI
		  ○ Case Conference
		● Grade level meetings
		● Parent teacher conferences
		● Circle of care
		● Centerstone Staff
		● Bus drivers
			● Survey Results
			● Homeroom teacher
			● Special Education teacher
			● School counselor
			● Conferencing notes

	3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content	● Running records ● Pre/post test ● On demand writing ● Cumulative math tests ● K-4 individualized Math and Reading data	● Survey results ● Teacher created rubrics ● Consistent (standards based) grading categories across grade levels ● Fountas and Pinnell benchmark grades

	knowledge and skills and are consistent across grade levels and courses.		- Words Their Way Spelling benchmark grades - Midterms/Progress Reports - Grading scale listed in the handbook - STEEP - Mailed Report Cards including teacher comments
	3.11 All staff members participate in a continuous program of professional learning.	- Professional development can be accessed based on individual request - Building level instructional coaches available upon needs - Cross grade level planning - Grade level planning - Book Clubs	- Survey results - Bullying hurts program - Professional books - Staff Meetings - Professional Growth Points - Professional Development Conferences
	3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.	- Flexible ability grouping - Flexible grade level switching - Title 1 - G/T High Ability Program - Counseling - After school tutoring ○ Literacy Coalition ○ IREAD 3 ○ Teacher Volunteer - Speech/Language/Hearing services - OT and PT services	- Survey results - Steep results - Running Record results - Cumulative test results - ISTEP+/IREAD 3 results - Words Their Way results - GEI results - IREAD Tutoring

		- Visual and Hearing Impairment services - Developmental Preschool - Special education services - ESL services available - Centerstone counselors - GEI team	

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	**Standard #4**	**Powerful Practices**	**Artifact/Evidence**
Chair(s): Sarah Roberts			
Members (Teachers, Staff, Parents): Rhonda Van Winkle Katie Mills Holly Bales-Hall	4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	- Student to teacher ratio - Fulfilling IEP goals using qualified support staff - Policies, Processes, Procedures related to hiring, placement and retention of professional and support staff.	- Occupational Therapist - Physical Therapist - School Counselor - Documentation of highly qualified staff - School budget

	4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	- Flexible scheduling Grades K-4 - Departmentalized Grades 2-4 - Resource room accessible for all staff - Principal is supportive of purchases for needed materials to enhance quality instruction. - School schedule	- Math manipulatives - Class rekenreks - Professional Books - Length of school day 7:50-3:25 - Ipads - Computer Carts - Leveled Libraries in each classroom
	4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	- Rooms cleaned daily - Custodial staff on the clock from 6:00am-7:00pm - Training for kitchen staff - Classroom behavior procedures in place K-4. - Direct connection and communication with State Police - Resource officer through local sheriff's office visits weekly and comes to school events. - District Safety Training with State Police	- New hand dryers - Hand sanitizer dispensers around the building - Certified food handlers - Discipline forms/Protocol - Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. - Cameras installed throughout the building, inside and outside. - Front door buzzers - Guest table during lunch for visitors for safety. - Exterior safety box that is accessible to all law enforcement in the area. - Walk throughs with State police to establish a safe learning environment.

	4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.	• Media Center open daily • Plan in place for introduction of all components of the media center.	• Kind News Grades K-4 • Social Studies Weekly Grades K-4 • Budget for media and information resource acquisitions.
	4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.	• Interactive Shared Reading • Interactive Math Practices • Conferring App • Class Dojo	• A-Z Reading • IXL learning website • Laptops Carts • IPADS for student use • Brightlinks Projectors • Teacher Laptops • Document Cameras
	4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.	• Installment of equipment to support students who have disabilities. Examples: Microphones/Speakers, Changing table area, Handicap swing, Playground access • Provide contact information for families	• School Counselor • Occupational Therapist • Backpack program • Health Room assistant • District RN • Physical Therapist • Deaf and Hard of Hearing Itinerant Teacher

		who need outside resource services. ● Home Visits	
	4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	● Lunch with the school counselor as needed ● Referring students for GEI meetings	● History Day ● Spell Bowl ● Math Bowl ● District sponsored Tutoring provided by staff ● Voluntary Tutoring provided by staff ● Anti-Bullying Program ● Parent Teacher Conferences Grades K-4

Building-Level Standards Committee Work (Please duplicate for each Standard Committee)			
Role	**Standard #5**	**Powerful Practices**	**Artifact/Evidence**
Chair(s): Vickie Burns Alane Lovell			
Members (Teachers, Staff, Parents): Megan Kakavecos Carol Tuggle Molly Koontz	5.1 The school establishes and maintains a clearly defined and comprehensive student	● All students K-4 participate in school-wide screening assessments. ● All students in grades 3 and 4 participate in ISTEP+ or the alternative assessment (ISTAR).	● BCS Assessment Calendar ● ISTEP+ ● IREAD-3 ● ISTAR ● iSTEEP ● WIDA ● Survey Results

	assessment system.	- All students in grade 3 participate in IREAD-3 - Students are referred for an individual multidisciplinary educational evaluation as considered necessary by the General Education Intervention team. - End of unit assessments in core academic subjects. - English Second Language (ESL) assessment as needed.	- Grade Level Curriculum Unit Maps - Fountas & Pinnell Benchmark Assessment System - Grade level Assessments - IOWA Test of Basic Skills - CogAT - Words Their Way - Kingore Observation Survey and Planned Experiences
	5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	- Teachers examine data pertaining to their grade level. - Teachers and staff collaboratively examine grade-level data. - As a whole school, we examine results of state and local assessments.	- Faculty meeting minutes - Survey Results - STEEP Data - Fountas and Pinnell Benchmark Assessment System, - CogAT / IOWA data - Grade level curriculum maps

	5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.	● Committee of teachers representing general and special education attend AdvancED conferences. ● Faculty meetings ● Committee of staff members attend professional development opportunities and then share information with staff.	● Minutes of faculty meetings ● Instructional Coaches ● Survey Results ● ISTEP+ Data ● IREAD Data
	5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	● Monthly meetings to discuss students that are performing below or above expected levels academically, socially, and/or behaviorally ● K-4 screening ● End of unit assessments ● Mid-term and end of grading period assessments ● Teacher observations ● Teacher-made screenings and assessments	● Survey Results ● Individualized Education Plan ● 504 Plan ● GEI (General Education Intervention Team) ● High Ability Coach ● Instructional Coaches ● High Ability Assessments-Kingore, Iowa, CogAT
	5.5 Leadership monitors and communicates comprehensive information about student learning,	● Every teacher maintains a school website to share information. ● Every grade level regularly sends home classroom newsletters.	● Survey Results ● School Handbook ● School Newsletters ● Classroom Newsletters ● School Website-Online Calendar, Schedule, and News/Updates

	conditions that support student learning, and the achievement of school improvement goals to stakeholders.	- Parents have access to student grades through the Skyward portal. - Teachers keep grades current in Skyward. - Teachers contact parents through progress reports, letters home, or phone calls for student grades below a C. - Superintendent maintains a column in the local newspaper. - Honor Roll displayed in building. - Student recognition program - Administrative staff, including the superintendent and principals, share information through the corporation/school websites. - Principal sends home a monthly calendar and newsletter.	- Classroom Websites - Agenda, Minutes, Calendar of Parent Meetings - Practice- Parents and Community Members Volunteer Time - Parent-Teacher Conference Participation Data - Parents and Students are Informed and Involved in Developing Individualized Education Plans for Students - Skyward Parent and Student Portal - Report Cards - Achievement Certificates - Honor Roll Certificates - Practice-District Staff Affirm the use of Various Communication Methods to Report Student Performance - Communication from Superintendent to Stakeholders

B. Description and location of curriculum

Brown County Schools Curriculum consists of a collaborative structure of learning objectives recommended by the professional staff and approved by the Board of School Trustees. Learning objectives are based upon the Indiana Academic Standards for each grade level and subject. Unit maps are housed in BCS Google Drive. A district wide license to Canvas has been purchased for the district and teacher study has begun. Classroom teachers continually update

materials and units of study to ensure that the Indiana Academic Standards are incorporated into instruction. Instructional practices are differentiated based on the individual needs and learning styles of all students.

C. Titles and descriptions of assessment instruments to be used in addition to ISTEP+

- STEEP- online assessment tool used to assess all students K-4 three times a year. It is a comprehensive system to assist teachers, administrators and other professionals to provide the right type of assistance to the right students at the right time. It provides evidenced based tools that help schools to implement the ambitious goals set forth in NCLB and IDEA. The first phase of the STEEP RTI process focuses on prevention and early detection of academic issues through universal screening using curriculum-based measures in reading, math, and writing. STEEP assessments are a foundation for implementing a school wide model of determining each student's unique needs and if academic intervention is needed to enhance classroom instruction. The following tests are administered:
    - Kindergarten- Comparing numbers, CVC sounds, Letter sounds, Letter naming, Math computation, Number naming and Word identification
    - First Grade- Oral reading fluency, Math advanced numeracy, Math computation, Reading smart cloze
    - Second Grade- Math advanced numeracy, math computation, Reading smart cloze, Reading advanced literacy
    - Third Grade- Math advanced numeracy, math computation, Reading smart cloze, Reading advanced literacy
    - Fourth Grade- Advanced math concepts, math computation, Reading smart cloze, Reading advanced literacy
- IREAD 3 mandated by the state of Indiana- third graders are assessed once a year. This test assesses them on their reading and language readiness.
- Bertie Kingore- the Kingore Observation Inventory (KOI) is given to students in grades Kindergarten and Second Grade along with two Kingore planned experiences to identify students who are high ability.

- Fountas and Pinnell Leveling System- The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles, or "little books" divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 8th grade. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.
- Spelling Inventories- Spelling assessments are drawn from Donald Bear's Words Their Way. Three levels of spelling inventory are used with students K-6 to determine a level of spelling development and inform instruction. The Primary Spelling Inventory is used with students in Kindergarten -Grade 1; the Elementary Spelling Inventory is administered to students Grade 2, Grade 3, and Grade 4. Following administration of the grade level inventory, teachers maintain the flexibility to use any inventory that corresponds to a level above or below a student's grade level grouping to further determine instructional needs.
- WIDA- assessment for ELD (English Language Development) students.
- Preschool students with an IEP- ISTAR-KR (Kindergarten Readiness)
- Students suspected of having a disability are referred to a multi-disciplinary team for an educational evaluation.
- Kindergarten students- standard based assessments to match the standards based report card- reading, writing, and math

STATE OF MISSION, VISION, AND COLLECTIVE COMMITMENTS (AdvancED Standards 1-5)

A. School Vision

Brown County Schools will prepare students to achieve success through quality instruction.

B. School Mission

Brown County Schools provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goals.

C. School's Collective Commitments and Norms

Sprunica Elementary is committed to all students and staff being on task and using time wisely through academic tasks, transitions, and procedures; class schedules, lesson plans, student schedules based on individual needs, support staff schedules, etc. Sprunica is committed to school safety in documented scheduled fire drills, tornado drill, and lock-down drills. Also, school safety for our students is demonstrated through office documentation including parental note, sign in/out sheets. Sprunica is committed to training for all staff members including support staff and new staff through mentor teachers, paraprofessional training two times a year in the fall and spring, participation in the Active Shooter Training; confidentiality and general information training in the fall and CPI (Crisis Prevention Institute:safe management of disruptive and assaultive behavior); informal training based on student needs (i.e. how to do phonemic awareness tasks, ways to help students with reading; and staff meetings for all certified staff. Sprunica is committed to meeting all students' individual needs in pursuing their personal best. We meet students' individual needs through ability grouping, IEPs, 504s, departmentalization of subjects, grouping within the classroom, GEIs, lesson planning, individual and small group tutoring, academic teams and opportunities for enrichment, etc.

COMPREHENSIVE NEEDS ASSESSMENT OF CURRENT LEARNING ENVIRONMENT (AdvancED Standards 2-5)

A. Summary of data (AdvancED Standards 3, 5)
   a. Data, including graphs, from the annual performance report (found on DOE website-compass)

● Students at Sprunica Elementary have consistently performed above state averages in English/Language Arts and Math.

● The Annual Performance Report indicates that the student/teacher ratio has declined from 19 in 2011 to 15 in 2014. This indicated the student/teacher ratio is below the state average of 28. Current class size averages 22-28 students.

● The attendance rate at Sprunica Elementary has consistently been in the 96th percentile, which is comparable to the state average of 96.1 percent.

● During the year of 2013 the Brown County School Corporation underwent a restructuring plan causing an increase of about 50 students during the 2013-2014 school year.

● The number of students with more than 10 unexcused absences has shown an upward trend over the last three years.

b.	Data related to performance indicators other than those included in the annual performance report

● The number of 3rd grade students, at Sprunica Elementary, passing the IREAD-3 has consistently been above the state average:
○	2012-2013 school year: 96.7% passed (State average = 91.4%)
○	2013-2014 school year: 98% passed (State average = 90.8%)
○	2014-2015 school year: 94.1% passed (State average = 90.7%)

● The number of Special Education students that passed both math and language arts on the state alternative assessment, IMAST, has consistently been above the state average:
○	2010-2011 school year: 78.9% passed (State average = 52.4%)
○	2011-2012 school year: Sub group was too small to report
○	2012-2013 school year: 63.6% passed (State average = 53.1%)
○	2013-2014 school year: Sub group was too small to report

c. **Other information about educational programming and the learning environment**

(Progress Monitoring, Preschool and K assessments)
- ISTAR-KR is used with Preschool Special Education students to measure their progress.
    - In addition to state, local, and classroom level assessments, the progress of Special Education students in grade K-4, is monitored on a regular basis using the Progress Monitoring tool in Indiana IEP.
    - General education students that receive supplemental reading and/or math instruction are progress-monitored using teacher-made assessments.

A Data Walkthrough of the School Community (AdvancED Standards 3, 5)					
Student Achievement Results					
Indicator		**Year: 2012-2013**	**Year: 2013-2014**	**Year: 2014-2015**	**Facts About Our Data**
State Assessment Data					
White	Eng/LA	93.5	95.7	84.5	• Students have consistently performed above state averages in English/Language Arts and Math. • In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.
	Math	97.1	95.7	82.5	
Black	Eng/LA				• Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.
	Math				
Hispanic	Eng/LA				
	Math				
Asian	Eng/LA				

	Math				
Multiracial	Eng/LA				
	Math				
SES	Eng/LA	91.9	93.2	83.1	● Students in this subgroup have consistently performed above state averages in English/Language Arts and Math.
	Math	95.9	91.7	74.6	
Special Education	Eng/LA	82.6	88.2	59.4	● Students in this subgroup have consistently performed well in English/Language Arts and Math.
	Math	95.7	84.2	71.9	● In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.
Grade 3 Cohort	Eng/LA	96.4	93.6	85.7	
	Math	96.4	93.9	81.6	
Grade 4 Cohort	Eng/LA	97.4	98	82.7	
	Math	97.4	96	80.8	
Student Engagement Data					
Average Daily Attendance		96.2	96.6	96.6	● Students maintain a high daily attendance rate.
Percentage of students in school sponsored Extracurricular Activities	Sprunica offers a range of extracurricular activities. For the 2015-16 school year, these % of students participated in the following activities: ● **Math Bowl** (3rd & 4th only): 19% ● **History Day** (3rd & 4th only): 8% ● **Science Bowl** (3rd & 4th): 6% ● **Spell Bowl:** (4th only): 18% ● **Reading Club** (K-4): 32% ● **Cross Country** (2-4): 16% ● **Bird Club** (3rd & 4th): 19%				

Student Discipline				
Number of Out-of-School Suspensions	1	3	n/a	
Number of Expulsions	0	0	n/a	
Survey Data (Not Required for INSIP)				
Student Satisfaction or Perception Assessment				
Alumni Satisfaction or Perception Assessment				
Parent Satisfaction or Perception Assessment				
Teacher Satisfaction or Perception Assessment				
Administration Satisfaction or Perception Assessment				
Community Satisfaction or Perception Assessment				
Student Demographic Data				
Total Number of Students Enrolled	258	306	316	
Percent Free and Reduced	53.9	63.7	62.7	
Percent Intra District Mobility	1	1.1	N/A	This information reflects the district mobility, not Sprunica mobility.
Percent Inter District Mobility	9.6	9.8	N/A	
Percent Special Education	20.9	29.1	32.3	
Percent English as a Second Language	0	0	0	
Percent White	95.7	94.4	95.9	
Percent Black	0	0	0	
Percent Hispanic	1.2	2.9	1.6	
Percent Asian	.8	1.0	0.9	

Percent American Indian	.4	0	0.3	
Percent Native Hawaiian or Other Pacific Islander	0	0	0	
Percent Multiracial	1.9	1.6	1.3	

B. Conclusions about the current educational programming (AdvancED Standard 3)
   a. Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards

Sprunica Elementary conforms to the Indiana's Academic Standards by offering a variety of academic programs to meet the educational need of our student population. Our goal is to have all students meet or exceed grade level expectations (or those expectations established in Individual Education Programs). We offer the following resources to accomplish this goal at Sprunica Elementary:

- Reading Curriculum Calendar
- Writing Curriculum Calendar
- Unit Maps per subject per grade level
- Guided Reading Book Sets
- Classroom Library
- Benchmark Literacy
- Independent Reading Level Book Shopping
- Professional Development Resources
- Bridges Math- Number Corner
- Hands-on manipulatives
- State-of-the-art science lab
- Outdoor science lab
- Outdoor walking trail
- Individualized Online Learning Programs
    ○ IXL

- ○ Study Island
- ○ Sumdog
- Tutoring Services
  - ○ Literacy Coalition
  - ○ Individual Teachers
- Bird Club
- Flexible and Creative Scheduling for Students achieving above and below grade level

b. Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards

We believe in meeting students where they are in the learning continuum and helping them grow to their highest level of success through teaching methods that allow for individualization.

- Workshop Model of Reading and Writing
  - ○ Whole Group Instruction
  - ○ Teacher modeling
  - ○ Active involvement
  - ○ Independent Reading Time
  - ○ Partner Reading Time
  - ○ Book Clubs
  - ○ Guided Reading
  - ○ Strategy Lessons
  - ○ Flexible Grouping
- Flexible Math Grouping
  - ○ Whole group instruction
  - ○ small group instruction
  - ○ flexible scheduling to meet students' needs that are above or below grade level
  - ○ academic competitions

○ Instructional groupings according to math needs/readiness

c. Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies
- Students consistently perform above state averages on ISTEP+ and I-READ 3

d. Parental participation in the school (AdvancED Standards 2, 4, 5)
- Open House
- PTO events
  - Fall and Spring Book Fair Event
  - Field Day
  - Grandparents Night
  - Movie Night
  - Santa Shop
  - Steep Testing
  - Summer Blast-Off
- Grade level family nights
- Science Fair open house
- Parent volunteers
  - Reading with students
  - Making copies
  - Field Trip
- Cross country volunteers
- AdvancED Team

e. Technology as a learning tool (AdvancED Standards 3, 4)
- Laptop carts available at each grade level

- IPAD's (10 within the special education department) and 15 for K-2
- Printers available for laptop carts
- Epson Brightlink Projectors in each classroom including the gym with a drop down screen
- Epson Document Cameras in all classrooms
- Interactive pens for the interactive white boards
- Limited number of Ipads available for students and staff
- New teacher laptops
- Conferring App purchased for classroom use
- Chromebooks for 3-4 language arts teachers
- Subscriptions to: IXL, Study Island, Brainpop, Brainpop Jr., Reading A-Z, Typing.com, World Atlas, Hands on Equations

f. Safe and disciplined learning environment (AdvancED Standard 4)
- We maintain a safe and supported learning environment by having a direct connection with the state police and local departments. We have walk throughs in our building to constantly improve our safety.
  - ❏ We have cameras in our building located in a variety of places indoor and outdoor.
  - ❏ Front door buzzers
  - ❏ Visitor/Identification sign in procedure
  - ❏ Exterior safety box that is accessible to all law enforcement in the area
  - ❏ Anti-bullying program and committee
  - ❏ Safety Committee
  - ❏ CPR Classes offered for all staff members
- We have a disciplined learning environment supported by:
  - ❏ Instructional Coaches: Math, Language arts, Technology, High Ability
  - ❏ Building leaders: 1 primary K-2 and 1 secondary 3-4
  - ❏ School improvement committee
  - ❏ PBIS committee (positive behavior intervention supports)
  - ❏ Title One Teacher
  - ❏ Highly qualified staff

g. Professional development (AdvancED Standard 3, 4)
- Active Shooter Training
- Whole Staff Book Studies
- Para Professional Training (2times per year)
- Annual opportunities to attend subject/grade specific conferences
- High Ability Training
- Technology training provided by the instructional coach
- Instructional Coaches going in classrooms and doing one on one professional development
- CPI (Crisis Prevention Institute) offered to support staff and teachers as needed.

C. Specific areas where improvement is needed immediately (AdvancED Standards 3. 5)

Sprunica Elementary School is currently working on PBIS school wide. We have received grant money to focus on PBIS and implement some school wide training. The staff has been surveyed and we are in the beginning stages of implementation.

GOALS AND PLANS FOR CONTINUOUS SCHOOL IMPROVEMENT (AdvancED Standards 3, 5)

A. Benchmarks for Progress (AdvancED Standards 3, 5) (results from survey, take to all staff)

B. Proposed Interventions and Strategies (AdvancEd Standard 3) (all staff as above)

Schoolwide Goals (AdvancED Standard 3)

Corporation Goals:	1. Students will demonstrate growth in literacy (90% proficient or higher).
	2. Students will demonstrate growth in mathematical skills (90% proficient or higher).

| Building Goals: Self Assessment Rating | 1. Increase ISTEP+ Math pass rate |
| | 2. Increase ISTEP + English/Language Arts pass rate |

Goals	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Current Reality: **Goal 1:** 81.6% Math	1. Teachers will implement academic vocabulary words within their lessons. 2. Teachers will introduce lessons with more depth of knowledge to increase problem solving skills. 3. Increase PD time with intentional planned time.	1. Teacher 2. Principal	1. Implement in August 2016	1. June 2016

Current Reality: Goal 2: 85.7% ELA	1. Teachers will implement academic vocabulary words within their lessons. 2.Increase PD time with intentional planned time.	1. Teacher 2. Principal	1. Implement in August 2016	1. June 2016

C. Professional Development

It is provided when requested or administration feels it is necessary. We are working as a district to have a strategic plan to support ongoing PD for all staff.

D. Aligns with the core principles of professional development (AdvancED Standards 3, 4)

Goals and plans for continuous school improvement should align to the following five core principles of professional development cited in the 2013 Center for Public Education Report, "Teaching The Teachers; Effective Professional Development in an Era of High Stakes Accountability".

Principle 1: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with issues of implementation.

Principle 2: There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.

Principle 3: Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

Principle: 4 Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.

Principle: 5 The content presented to teachers shouldn't be generic, but instead grounded in the teacher's discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

E. Highly Qualified Teachers and Paraprofessionals

Teacher Name:	Teaching Assignment:	**Indicator of HQ status on Verification Form:** ☐ Bachelor's Degree earned? ☐ Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? **Plus one of the following:** ☐ Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? ☐ Passed the NTE (National Teacher Exam) "Education in the Elementary School"? ☐ Considered HQ in another state? ☐ NBPTS Certification? ☐ *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:
Bales-Hall, Holly	Music K-4 0440	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Weinzapfel, Johanna	Grade 2 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Darling, Connie	Grade 1 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings 24 credits in core academic subject HOUSSE	District Office Files
Young, Barbara	Grades K-4	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings	District Office Files

	0460	HOUSSE	
Gordon, Amy	Grade 1 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Lovell, Alane	Special Education	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Not primary instructor for core subject HOUSSE	District Office Files
Roberts, Sarah	Grade 2 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Goldberg, Jaida	Grade K 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Johnson, Alyse	Grade 2 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Thomas, Billie	Grade 3-4 0420 0480 0470	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Van Winkle, Rhonda	Grade 3-4 0430	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files

Kakavecos, Megan	Special Education	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Not primary instructor for core subject Praxis II/NTE CORE	District Office Files
Mills, Katie	Grade K 0420 0430 0470 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Wheeler, Lindsay	Grade 3 0420 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
East, Erika	Grade 4 0420 0480	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Krieger, Brenda	Title I	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE	District Office Files
Tuggle, Carol	Physical Education 0450	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Not Core Subject	District Office Files
Van Zuiden, Natalie	Art K-4 0410	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	District Office Files
Koontz, Margaret (Molly)	Speech and Language	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Non core subject Equivalent to NTBS Certification	District Office Files
Crenshaw, Allison	PK	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings Praxis II/NTE CORE	

		Not Core Subject	
Burns, Vickie	PK	Bachelor's Degree earned Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings HOUSSE Not Core Subject	

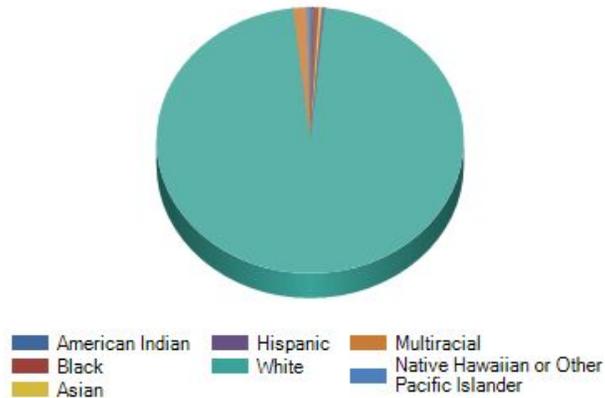| Paraprofessional's Name:	Assignment:	Indicator of HQ status: ❑ Associate's Degree ❑ Transcripts showing at least two years of college or more ❑ Passed the Praxis ParaPro Exam	Location of documentation of HQ status:
Holly Baer	Title I K-4	Passed ParaPro Exam	District Office Files
Julie Emkes	K-2	States College Degree	District Office Files
Jessica Oden	Grade 3	College Degree	District Office Files
Dawn Partyka	K, 4	Transcripts showing at least two years of college or more	District Office Files
Jessie Spurgeon	Grade 2 Job Coach	Transcripts showing at least two years of college or more	District Office Files
Tracey Simmons	3-4	Transcripts showing at least two years of college or more	District Office Files
Amy Wach	3-4	College Degree	District Office Files
Kathrynne Wagler	K-2	Passed ParaPro Exam	District Office Files
Debbie Pinney	PK	Passed ParaPro Exam	District Office Files
Nikki Griggs	PK	Passed ParaPro Exam	District Office Files

F. Strategies to attract highly quality teachers and paraprofessionals:

Administrators attend various college fairs to interview and attract high quality teachers. Teachers and support staff are well supported by building principal. Teachers meet regularly with instructional coaches. Support staff meet with teachers to support ongoing classroom training.
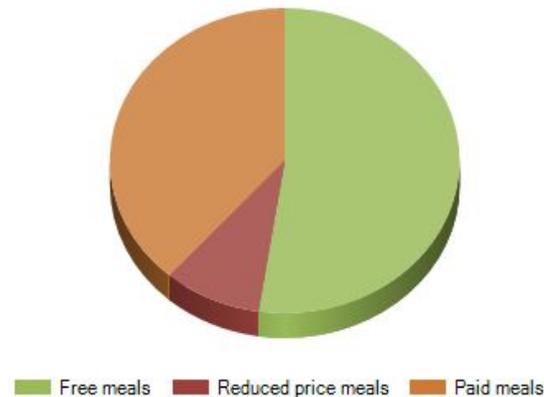
CULTURAL COMPETENCY COMPONENT OF SCHOOL PLAN (AdvancED Standards 3, 4, 5)

A. Identification: Racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups included in the school's student population (updated annually).

Enrollment 2015-16 by Ethnicity

- American Indian
- Black
- Asian
- Hispanic
- White
- Multiracial
- Native Hawaiian or Other Pacific Islander

Enrollment 2015-16 by Free/Reduced Price Meals

- Free meals
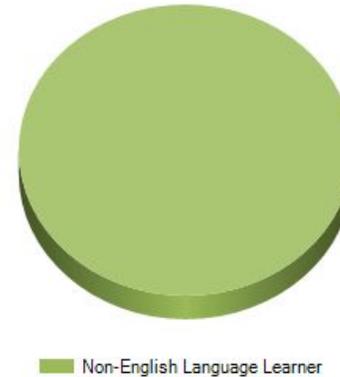- Reduced price meals
- Paid meals

No data is available for 2015-16 exceptional learners or language-minority groups. Below is the 2014-15 data for those groups.

Enrollment 2014-15 by Special Education

Special Education ▮ General Education
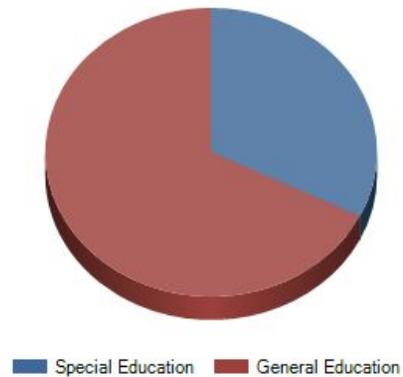
Enrollment 2014-15 by English Language Learners

Non-English Language Learner

B. Culturally appropriate strategies for increasing educational opportunities and educational performance for each identified group.

● High Ability Coach provides numerous opportunities
● School Counselor provides small group and individual opportunities
● Speech/Language Pathologist provides small group and individual opportunities
● Special Education Educators provide small groups and individual opportunities
● Home visits to bridge home and school communication

C. Professional development necessary to increase cultural competency in the school's educational environment.

● Continue Home Visits
● Continue Bullying Training
● Continue Autism Training

- Continue Parent Communication
- PBIS Training
- Continue CPI Training

STATUTES AND RULES TO BE WAIVED (Section 4 Executive Summary ASSIST)

THREE-YEAR TIMELINE FOR IMPLEMENTATION, REVIEW, AND REVISION (Goals and Plan Builder)