Culver Elementary School

Culver Community Schools Corporation

2022-2023 School Year

SCHOOL IMPROVEMENT PLAN

Mission and Vision

Mission:
At Culver Elementary School we create an environment where all learners strive for their personal best in all areas of life.

Vision:
At Culver Elementary our vision is for every student to continue to grow towards their fullest potential and lead healthy, purpose-driven lives.

Culver Elementary School Narrative

A school improvement plan (SIP) is a road map that identifies the changes a school needs to make to improve their level of student achievement. School improvement plans are selective, strategic plans based on the analysis of multiple forms of data through a root cause analysis to develop actionable goals. The SIP spells out the how and when these changes will be made.

Culver Elementary School (5928) worked with stakeholders to develop a common comprehensive, research-based template, framework, and process for the school to follow in the development of their school improvement plan. The purpose of this template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that Culver Elementary School traveled through in the development of their plan. The school's INSIP team gathered to review the common template, framework and process. The team conducted a comprehensive root cause analysis after completing a data dashboard which included the following data points: attendance, behavior, and academic data. School teams dug through attendance data by semester, identified the number and percentage of referrals/suspensions, reviewed averages and numbers of indicators identified in all 8 areas of domain 2, and analyzed ILEARN, IREADY, and attendance rate.

After conducting the root cause analysis, Culver Elementary School identified smart goals in the areas of attendance, behavior, academics. Once the smart goals were identified, school teams created objectives, data-based rationales, strategies, activities, target groups and actions steps. Each action step identified the person(s) responsible, evidence of success, and dates for review. These comprehensive data-driven plans will drive improvement for not only teachers, staff and other stakeholders, it will increase learning and academic achievement for all the students of Culver Elementary School.

Summary of Needs Assessment

Area of Review	Summary of Strengths: What are the identified strengths?	Summary of Needs: What are the identified needs?	Priorities: What are the priorities for the school?
Safe Environment	-Families and communities report the school is safe and orderly -Clear consistent rules and	-Training for new faculty and staff on policies and procedures -Parents report they are not	-Annual review of safety procedures -Parental involvement on school safety issues

		engaged with school safety	-Partnership with PTO for family involvement
Decision making	-Electronic surveys are utilized to gain input -Committees are utilized for equitable input -Data is collected and utilized	-Further clarification on what input is utilized -Staff notes need to be brought to light -Sharing info with stakeholders about all teachers do	-Decision making chart -Communication on how surveys are utilized to shape decision making
Collaborative Teams	-Professional Learning Communities are utilized across the building -Student data tracking is utilized with student friendly scales -Grade levels are working toward a guaranteed and viable curriculum	-Communication with parents to illustrate data tracking -Harmony report card reporting not reflective of standards based assessments -Work time for teachers	-Reporting tool for parent communication -Professional Development Workshop time
School Improvement Data	-Data Collection Systems are in place -Climate/Culture Committees -Communication tools are in place with families	-Surveying families more frequently -Climate Committee needs more structure and targeted communication	-Updating/simplifying the school website -Transparent Communication
Acknowledgement	-Families and students report they feel the school does a good job with acknowledgment of behaviors and academics -Monthly Newsletters are sent to families	-Reaching all students by celebrating student growth vs. achievement.	-Reaching all students, celebrating growth vs. accomplishments.
Resources	-Kids feel they have adequate time to learn -Teachers and families report adequate resources are available	-Low response rates on detailed budgets and access to fiscal resources, may be inclination there is a lack of transparency for fiscal resources	-Teachers are in need of more transition time in scheduling -More effective communication on budgeting

Review Essential Information

Core Element 1: Curriculum	All classes are aligned with the state standards. The faculty and staff on a regular basis review their curriculum and adjust when it needs to be adjusted. Our corporation is going through the process of becoming a High Reliability School, in which teachers are working on a 3-5 year cycle of evaluating curriculum effectiveness and alignment to Indiana State Standards. Pacing guides, maps, and proficiency scales are being created and continuously reviewed for rigor and depth of knowledge related to the Indiana Academic Standards. Currently our curriculum is housed in classrooms; however, it is available for review by all stakeholders. At Culver Elementary School we understand the importance of early literacy and vertical alignment. We utilize Wilson Language Fundations for phonics instruction in grades K-2, Heggerty Phonological & Phonemic Awareness in Prek-2, SAVVAS My View for Literacy instruction in grades k-5 to ensure we are providing the best instruction in regards to the 5 pillars of reading instruction. Keeping vertical alignment in line, all of our classrooms in grade K-5 utilize GoMath! for their math instruction. At the preschool level, our students are exposed to the High Scope curriculum. This play based curriculum allows our youngest learners to learn through experiences, while also preparing them for kindergarten.
Core Element 2: Instructional Program	Culver Elementary School supports all learners by providing general education, special education, and high ability resources for applicable learners. CES is on path to achieve Marzano High Reliability Schools level 1 certification, our teachers and staff are committed to creating a guaranteed and viable curriculum for all students. Students are engaged and growth is measured towards mastery of Indiana Academic Standards at appropriate depth of knowledge levels. High expectations are set for students for academic achievement and students are supported through various levels of scaffolding to ensure success. Culver Elementary is home to a Level 3 Paths to Quality preschool school center. We service up to 60 preschool students with 6 qualified staff members. The preschool program utilizes a High Scope Curriculum that is blended to align to Kindergarten Readiness standards. The preschool program is a pillar in our community as it provides high quality preschool programming to our community.
Core Element 3: Assessment	● <u>Accountability Assessments:</u> Our school complies fully with the expectations regarding the administration of ILEARN, IAM, IREAD3, and ISPROUT. Additionally our corporation opted into the administration of IREAD-3 at the 2nd grade level. ● <u>Peabody (PPVT-4th edition)</u>: A nationally normed readiness assessment used at kindergarten screening as an academic screener. ● <u>DIBELS:</u> A nationally normed pre-reading and reading assessment used in grades K-5 as a benchmark screener to progress monitor oral reading fluency, 3 times a year. Components of DIBELS are also used as a dyslexia screener for grades k-2.

	__PALS:__ A nationally normed reading assessment utilized as a dyslexia screener for grades k-2. __Curriculum Associates, IREADY:__ A nationally normed ELA and Math assessment used in grades K-5 as a formative benchmark and progress monitoring tool predictive of ILEARN, 3 times a year. This test determines a student's instructional level and measures academic growth throughout the school year. __Common Assessments:__ Pretest and post-tests are given as part of the classroom assessments. Grade level common assessments are developed and used throughout the school year. __Daily Bell Ringers/ Exit Tickets (Math and E/LA)-__ Grade level teachers will assess students daily with a 3-5 minute activity daily that correlates with a Math and an E/LA standard that they are weak in. Every two weeks a teacher will create a benchmark assessment to track growth on that particular standard. __Cognitive Abilities Test (CogAT) Form 7-__ A nationally normed aptitude test administered by the high ability teacher to screen for giftedness. Screener is administered in kindergarten, 2nd and 5th grades. __WIDA__-A nationally normed English language proficiency assessment. Administered to students whose native language is not English.
Core Element 4: Coordination of Technology Initiatives	Culver Community Schools Corporation is proud to integrate technology into our students' education. Technology initiatives and professional development are shared throughout the district. Additionally, we are strong proponents of Apple products throughout the district through integration of iPads in our classrooms. We are currently 1:1 in grades K-12. All classrooms are equipped with Apple TVs, projectors or flatscreen TVs for teachers. Teachers also have iPads, Apple Pencils, and MacBooks.
Core Element 5: Career Awareness and Development	Students at Culver Elementary have the opportunity to explore different careers and practice employability skills. Our PBIS Incentives program is aligned to Indiana Department of Education's Employability skills and students' growth towards mastery of these standards are routinely assessed. Career-Focused lessons and clubs are implemented for young students to begin exploring different career pathways. Additionally, Junior Achievement is offered to 5th grade students.
Core Element 6: Safe and Disciplined Environment	Maintaining a safe environment continues to be a priority. We do this by: - Providing each staff member a copy of the school safety plan - Issuing ID badges for all staff members - Installing a remote entry system - Installing an interior and exterior surveillance system - Participating in A.L.I.C.E. (Active Shooter Training) - Participating in Crisis Intervention and Prevention Training - Issuing emergency supply bags

	● Training in CPR, Evacu Trac, and defibrillators Maintaining a disciplined learning environment continues to be a priority. We do this by: ● Offering positive incentive/reward (DOJO) programs ● Participating in bullying prevention programs ● Utilizing a school-wide PBIS plan ● Maintaining a Positive Behavior Intervention Support program
Core Element 7: Cultural Competency	All teachers are involved in curriculum review, focusing on academic standards and skills. Teachers at each grade level will introduce, assess, and remediate uniform standards. In-service activities are planned to facilitate this project. The goal is to better enable teachers to meet the needs of students with diverse backgrounds as we continue to transition the curriculum to meet the demands of the College and Career Readiness Standards and current state assessment requirements.
Core Element 8: Review Attendance	Culver Community Schools understands how important it is that students are at school consistently. Culver Elementary has partnerships with 4 County, Bowen, and SCANs to assist families who may be struggling with chronic absenteeism. Students with 5+ absent days of school receive attendance letters. We also recognize students who have outstanding attendance through a bicycle give away program, and classroom incentives. In accordance with the INVIEW data platform, attendance rates at Culver Elementary school is at 13.5%, almost 2% higher than the state average and slightly below the corporation average.
Core Element 9: Parent and Family Engagement	Many opportunities exist for parents to participate in Culver Elementary School activities. Parents that participate are able to connect with the school. Fall Parent/Teacher conferences, Open House and Meet the Teacher Night are all well attended. Use of our internet program, Harmony/Family Access, is a tool for parents to access student information. The school utilizes a phone calling system (School Messenger), Google Classroom, ClassDOJO and email to communicate with parents and staff. Culver Elementary School has had a Parent-Teacher Organization (PTO) for over 30 years. Through this group, parents are able to volunteer at various school functions. The PTO funds various academic programs, as well as community involvement to connect our school with the community. Various community organizations and businesses open their doors to Culver Elementary Students. Culver Union Township Park allowed the entire Elementary to use the park for our end of the year celebration. It is an opportunity for parents and community members to volunteer their time to spend with students. The Culver Union Township Public Library invites students for a tour and to participate in their Summer Reading Program. Additionally, each month students who show good character are selected to participate in a student of the month lunch. Lunch is provided by our local Lions Club.

	We have parent/community volunteers as classroom helpers, to read to small groups of students, and to help individual teachers with projects. Parents are also necessary to support opportunities: class field trips, guest speakers, and a myriad of more activities. We have instituted a Parent Volunteer Program. Our curriculum involves several opportunities to aid in parental involvement in areas of: homework, the READ program, assignment books, online classroom resources, and daily and/or weekly folders. We have an in-school resource center that provides information and materials to parents on a variety of topics. Our generous community provides many essentials to our parents and students. Community groups such as the Lions Club, Kiwanis Club, church organizations, and community members provide school supplies, backpacks, coats, and other needed items. We also hold several informational meetings for our parents of Title 1 students and High Ability students. Kindergarten and PreSchool Roundup are held in the spring. Roundup is an informational meeting which includes the principal, teachers, the school counselor, and the school nurse. We also hold Pre-K days to invite all area preschool children to participate in the kindergarten classes during the day a couple times a year.
Core Element 10: Provision for Secondary Schools	Not Required for Culver Elementary
Core Element 11: Provision for Title I Schools Operating a Schoolwide Program	Culver Elementary School uses the implementation of school-wide strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement. The staff of Culver Elementary School use Indiana State Standards to create Priority Standards and locally developed FLIGHT Plans to establish a grade level curriculum for language arts and math. Culver Elementary School provides opportunities to those students identified as High Ability students in grades K-5. The following are school-wide strategies chosen by Culver Elementary School which use effective methods and instructional strategies that are based on scientifically-based research that <u>strengthen the core academic program</u>: - Pearson MyView - Go Math - Trade Books - Heggerty Phonemic Awareness - Read Naturally - Teaching Basics - Common Assessments - Benchmark - Spire/ BURST/ Barton - Local Writing Curriculum - Voyagers (High Ability Progam) - Wilson – Fundations - Freckle - Words Their Way

- HighScope
- Decodable Text

- Dyslexia Screener
- IDOE Frameworks

The following are school-wide strategies chosen by Culver Elementary School which use effective methods and instructional strategies that are based on scientifically-based research that <u>increase the students' amount of learning time</u>:

- Full-day, school-funded kindergarten
- Full day, parent funded preschool
- After-school enrichment programs (GT)
- Partnership with local Culver Youth Club for in-house after-school tutoring and homework help
- Curriculum FLIGHT Plans which include Priority standards, proficiency scales, and common assessments.

In addition to the list of strategies above, we also do the following:

- Survey parents to gain information about parental concerns.
- From these needs, a yearly calendar is developed to schedule family activities.
- Provide transportation to parents in need to allow for them to attend activities.
- Home visits
- Parent/Teacher Conference and activities are scheduled outside of the school day, for parent convenience.
- School Board agendas are published in the local papers.
- School Board minutes are posted on the school website.
- Monthly Culver Elementary School Parent Newsletter emailed to parents and community members monthly highlighting the events of the month.

All school information is available on the school website. Those without Internet access receive a paper copy.

The following are school-wide strategies chosen by Culver Elementary School which uses effective methods and instructional strategies that are based on scientifically-based research that include strategies for <u>meeting the educational needs of historically underserved</u> populations and those low-achieving students at risk of not meeting state standards:

- Weekly Social-Emotional Learning Lessons
- All grades have a 90-minute reading block daily
- All grades have 30-minute writing block daily
- Writing Competitions
- RTI
- Leveled Readers
- Decodable Readers
- Guided Reading
- Small, flexible groups
- Students reading at their instructional level

- Reinforced student reading strategies (decoding and comprehension)
- Before/During/After Reading Activities
- Title 1
- Special Education
- STAT Team
- Use of instructional assistants during the 90-minute reading blocks
- Provide training to staff and parents
- 30 minute SUCCESS Block daily
- Language Interventions for EL Students
- Dyslexia Interventions
- Dyslexia Screening (K-2)

High Ability/Voyagers Program
A Voyagers program was implemented at Culver Elementary School in 1979 and has continued through the 2016-2017 school year. Throughout those years the "Voyagers Program" was an included program. We identified kindergarteners- fifth graders for above grade level activities. The teachers of this program differentiate their curriculum in language arts and math to meet the needs of the identified students. Students in grades K-5 are grouped in cluster sections, thus enriching the academic experience of approximately 10% of our students in our population. A pull out program began in the 2017-2018 school year. These students are now pulled out of their general education classes for their math and reading block to receive enriched core instruction from the HIgh Ability teacher. The Voyagers program continues to be a successful program with a great deal of parental support.

Drug Awareness
All students at Culver Elementary participate in Red Ribbon Week activities.

Bullying Prevention
Using a Bullying curriculum, the Guidance Department addresses bullying in each of the classrooms K through 5 by October 15 as mandated by Indiana Law. Teachers are instructed to teach bullying prevention weekly through Character Education. Each floor of the building has a "Solution Box" that is checked daily, that allows students to anonymously report bullying activities. Teachers have also gone through Bullying prevention training as mandated by the state and through Professional Development. Culver Community School Corporation has an anonymous bullying hotline that can be accessed 24 hours a day by a student or parent through phone call or text.

READ Programs/Incentive
Culver Elementary School implemented the 3-Tier Reading Model during the 2006-07 school year. At that time, we assessed all students using DIBELS. We now use NWEA with

students in grades K-5, to help identify students in need of support in the area of reading. Additionally, we use a portion of DIBELS to assess students' fluency rates. There are various intervention programs throughout the school day: Read Naturally, Wilson Reading, Great Leaps, Herman Reading, BURST, and the Barton Reading Method, Words Your Way, Roxie Reading.

We have a school-wide reading incentive program called READ, which is partially funded by our PTO and other community groups. The PTO also sponsors an annual Book Fair for our students and parents. Individual students and our media center benefit from the donations of the PTO. All students have been encouraged to attend and participate in the Marshall County Young Authors' Conference.

Special Education
Our special education program assists eligible students at all grade levels. Special education at Culver Elementary School consists of programs in Speech/Language Disorders, Specific Learning Disabilities, Autism, Other Health Impairment, Mild and Moderate Cognitive Delays, Emotionally Disabled, Life Skills, and Deaf and Hard of Hearing. We also service students with a variety of disabilities ranging from Autism to Visually Impaired. With the implementation of the 3-Tier Reading Model, we went to an inclusionary model for our special education students. We also have a very active STAT team in place to support the efforts of teachers and students. Preschool age speech and language students attend walk-in therapy services or attend a full time preschool program with our Culver Elementary School Speech/Language Pathologist.

Fine Arts
Our music program puts on two programs throughout the school year.

Sports Programs
Culver Elementary School offers students many athletic opportunities. Students in grade 5 play basketball. Students in grades K-4 can participate in intramural basketball and K- 5, volleyball. Summer camps are available for basketball, and volleyball. The community also offers soccer, baseball, softball, and the Marshall County Football League offers football and cheerleading during the summer and early fall.

Culver Youth Club
Culver Community Schools house the Culver Youth Club. This is an opportunity provided to all students in the Culver Community Schools district.

Community Support
Our generous community provides many essentials to our school. Community groups, clubs, churches and individual community members are very supportive. Donations are

provided for activities such as the READ program, dictionaries to 3rd graders, glasses for students in need, bicycles for our attendance incentive, winter wear for needy students, school supplies, trees for Arbor Day, Blessings in a Backpack, and The Marshall County Community Foundation supporting the The Marshall County Promise Campaign for all Marshall County schools. We also get school supplies and backpacks for students in need. We work closely with the Gift of Warmth in Culver to assist families that may be struggling to pay heating bills or provide warm winter clothing.

Junior Achievement, 5th grade
Junior Achievement's middle school programs offer practical problem-solving activities that help students develop skills and aptitudes for personal, workplace, and economic success. The programs allow students to use their creativity and critical thinking to explore business and economics while also reinforcing the economic concepts taught in social studies, career, and life skills classes.

Little Cavs Preschool
At Culver Elementary we understand the importance of Early Childhood Education and developing kindergarten readiness programming. From housing our own inclusive preschool program to hosting round up and screening days our students are prepared to enter the routine of kindergarten. Little Cavs Preschool has common shared spaces with our Elementary School including playground areas, cafeteria, pick up and drop off locations, and gymnasium spaces. Our preschool teachers collaborate with our kindergarten staff to vertically align age appropriate practices in order to prepare our students for academics and routines within the school building.

Culver Community Schools Corporation is committed to attracting and retaining high quality teachers to our school and district. We do this through a two year mentorship program for new teachers and a rich commitment to developing our teachers. Our professional development is founded in data driven decision making in order to drive curriculum and instructional decision making with alignment of all systems. This work will support the implementation of data driven decision making at the classroom, school and district -levels. Our school is working towards becoming a High Reliability School as outlined by Marzano's Research. We continue to provide professional development at Culver Elementary School based on individual teachers' and students' needs. Teachers request workshops and training based on their needs to show improved student achievement. Examples of past professional development activities include:

- Priority Standards
- Common Assessments
- Professional Learning Communities
- High Ability Services
- Technology and Instructional Change
- NWEA Training
- Growth Mindset

- Apple Training
- Crisis Prevention and Intervention Training
- Indiana College and Career Readiness Standards Training
- A.L.I.C.E Active Shooter Training
- In-services mandated by the Indiana Department of Education
- Virtual/Remote Teaching
- INALI/IPLI

School Improvement Plan

Goal 1	By Spring 2023, there will be an increase in attendance rate by 3% for students not meeting a 95% attendance rate.			
Data Checkpoints	**November 18, 2022**	**February 17, 2023**	**May 25, 2023**	
Evidence at Checkpoints	Attendance rates reported in Harmony	Attendance rates reported in Harmony	Attendance rates reported in Harmony	
Evidence Based Strategy	In accordance with INView reporting, absenteeism at Culver Elementary is at 13.5%, which is slightly above the state average of 11.4%. Culver Elementary school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.			PD Needed: None Needed
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person Responsible**	**Evidence of Success**
Action Step 1	Attendance letters	August 2022-May 2023	Office Staff	Attendance Letters sent Weekly for students with 5, 10 and 15+ absences
Action Step 2	Collaborate with Local DCS offices	August 2022-May 2023	Principal	Students who are at 10+ unexcused absences will have reports filed with local DCS offices.
Action Step 3	Home Visits	August 2022-May 2023	Principal and Counselor	School officials will make home visits with assistance of local law enforcement for students with habitual unexcused absences.
Yr 2 Measurable Objective	By Spring 2024, each grade level cohort will attain a 95% or better attendance rate per student.			
Yr 3 Measurable Objective	By Spring 2025, each grade level cohort will maintain a 95% or better attendance rate per student.			

Goal 2	By Spring 2023, each identified cohort of students will increase by 3% in students proficiency rate as measured by the ILEARN assessment in each domain.				
Data Checkpoints	**September 2022**	**December 2022**	**May 2023**		
Evidence at Checkpoints	Progress Monitoring on IREADY Assessments	Progress monitoring on IREADY Assessments	Progress Monitoring on IREADY Assessments & ILEARN Data		
Evidence Based Strategy	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement.			**PD Needed:** -IREADY Administration -Fundations -DIBELS Administration -Science of Reading	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person Responsible**	**Evidence of Success**	
Action Step 1	SUCCESS Time	August 2022-May 2023	All staff	-Grade Bands meeting on 3 week cycles -Utilizing IREADY Tools for Instruction to plan interventions for students -Progress monitoring utilizing Standards Mastery and DIBELS assessments	
Action Step 2	Data Protocols	August 2022-May 2023	All classroom teachers, Title I Staff, instructional coach, principal, counselor and SPED Staff	-IREADY, Common Assessments, and DIBELS assessments are administered for progress monitoring -Teachers meeting in PLCs to to analyze data and differentiate Tier I instruction -Tier II instruction is adjusted and modified to meet individualized goals	
Action Step 3	Instructional Writing Block for Grade K-5	August 2022-May 2023	All Classroom Teachers	-30 minutes of explicit writing instruction is given daily -Writing instruction is developmentally appropriate and aligned to ILEARN BluePrints	
Action Step 4	Instructional Phonics Block for Grades K-2	August 2022-May 2023	Grade K-2 classroom	-30 minutes of explicit phonics instruction is given daily	

			teachers, title I staff, special ed staff, instructional coach	outside of the reading block -Interventions for students who haven't mastered phonics skills are administered throughout 5th grade to close achievement gaps -Common language utilized from PreK-Grade 5 in regards to the 5 pillars of literacy (Phonological awareness, phonics, fluency, vocabulary and comprehension)
Action Step 5	Preschool Programming	August 2022-May 2023	Preschool teachers, principal	-Maintain capacity of 60 students, fully inclusive. -Kindergarten readiness standards are assessed and monitored -Developmentally appropriate programming
Yr 2 Measurable Objective	By Spring 2024, each identified cohort of students will increase by 4% in students proficiency rate as measured by the ILEARN assessment in each domain.			
Yr 3 Measurable Objective	By Spring 2025, each identified cohort of students will increase by 5% in students proficiency rate as measured by the ILEARN assessment in each domain.			

Goal 3	By Spring 2023, 100% of classrooms will utilize PBIS protocol to increase overall student behavior.			
Data Checkpoints	**August 2022**	**December 2022**	**May 2023**	
Evidence at Checkpoints	All classrooms have DOJO set up	Progress monitoring DOJO data for incentive programming	Progress monitoring DOJO data for incentive programming	
Evidence Based Strategy	School wide positive behavioral interventions and supports.			**PD Needed:** -Ongoing PBIS -Ongoing Class DOJO
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person Responsible**	**Evidence of Success**
Action Step 1	Quarterly Incentives Aligned to PBIS	October 2022, December 2022, March 2023,	Student Pride Team, Counselor,	-Quarterly DOJO incentives are in place to incentives positive behaviors.

		May 2023	Classroom Teachers	
Action Step 2	PBIS Bootcamp	August 2022, January 2023, March 2023	All Staff, Counselor	-Whole school teaching of expectations -Reminders and explicit teaching of classroom/hallway/school/bus expectations
Action Step 3	Collaboration with Community Based Health Partners	August 2022-May 2023	Counselor, Administration	-Partnership with Bowen for 2 free counseling sessions. -2 full time skills coaches housed within CES -1 additional part time skills coach housed within CES
Action Step 4	RtI process and restorative practices in place for behavioral concerns	August 2022-May 2023	Counselor, STAT Team, Classroom Teachers, SPED Teachers	-Tier 2 and Tier 3 interventions are in place for students with increased behavioral concerns -Classroom data is monitored for small group effectiveness -Restorative practices are used to acclimate students to classroom setting
Yr 2 Measurable Objective	By Spring 2024, each identified cohort of students will increase by 4% in students proficiency rate as measured by the ILEARN assessment in each domain.			
Yr 3 Measurable Objective	By Spring 2025, each identified cohort of students will increase by 5% in students proficiency rate as measured by the ILEARN assessment in each domain.			