School Improvement Plan - 2019-2020

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Longfellow New Tech Elementary Sch

Lake Ridge New Tech Schools
Gary, IN

This plan will be revised annually. Updates may be found each June at http://www.asainstitute.org/publicsip.

The plan was developed with assistance from the:

American Student Achievement Institute
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OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the American Student Achievement Institute. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of:

- Indiana Rules and Regulations
- Title I - Schoolwide

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Steering Team
- Pamela Balint - Teacher
- Rebecca Blake - Other
- Jessica Bliss - Teacher
- Deb Carlson - Principal
- Jo Jo Graig - Economic Development
- Tiara Harris - Other
- Tabitha Henry - Other
- Marsha Sutton - Parent
- Josie Werhowatz - School Counselor

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

School Improvement Council
- Kaitlyn Badger - Teacher
- Daniel Baker - Teacher
- Pamela Balint - Teacher
- David Beckham - Teacher
- Lindsay Berndt - Teacher
- Rebecca Blake - Teacher
- Jessica Bliss - Teacher
- Kylie Bugajski - Teacher
- Deborah Carlson - Administrator
- Jennifer Cody - Teacher
- Abby Counter - Teacher
- Andrea DeFrier - Teacher
- Scott Donald - Teacher
- Jennifer Donsbach - Teacher
- Kamille Furman - Teacher
- Jodi Garcia - Teacher
- Jo Jo Graig - Instructional School Support Staff Person
- Tiara Harris - Administrator
- Jill Haussman - Teacher
- Tabitha Henry - Teacher
- Karyn Hernandez - Teacher
- Carrie Ingram - Teacher
- Stephanie Jensen - Teacher
- Ashley Kostelnik - Teacher
- Karen Laird - Teacher
- Jennifer Lindermer - Teacher

- Angelina Maine - Teacher
- Kathy Martin - Title 1 School Director/Coordinator
- Linda Mendoza - Teacher
- Valerie Nappi - Teacher
- Ana Parrish - Other
- Rose Phelan - Teacher
- Kimberly Pineda - Instructional School Support Staff Person
- Leanna Reeder - Business representative
- Jacky Sanders - Teacher
- Vernon Smith - Administrator, Community foundation representative, Local government representative
- Marsha Sutton - Community foundation representative
- Miranda Sweeko - Teacher
- Josie Lynn Werhowatz - Counselor
- Gayle Whittum - Parent, Faith based organization representative, Instructional School Support Staff Person
- Roger Whittum - Parent, Faith based organization representative
- Steve Wiley - Business representative

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the School Improvement Council.

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action process:

Discussion 1: Rationale for Raising Student Achievement
Discussion 2: Common Vision for High Student Success
Discussion 3: Data Analysis & Achievement Goals
Discussion 4: Data Analysis & Root Causes
- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help
- Student guidance
- Learning environment
Discussion 5: Interventions

Data-Driven Decision-Makings

The Vision-to-Action improvement process relies heavily on data as a foundation for decision-making.
1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2019-2020 school year. Questions about the School Improvement Plan should be directed to the building principal.

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

OUR VISION STATEMENT

We believe all students deserve:

We believe that all students deserve to be surrounded by adults who believe in them and have high expectations for their success at school. We believe that all students deserve to be taught a challenging curriculum based on individualized instruction. We believe that effective teachers utilize a variety of teaching strategies. We believe that students are praised often and allowed to learn from their mistakes. We believe that reading is an important life-long skill and our teachers are committed to teaching every child to read. We believe that student success is encouraged by a supportive family, a school counselor and positive role models. Furthermore, a high expectation for student success is encouraged by social acceptance within our school atmosphere. We believe that all students deserve to learn in a safe environment with no bullying. All members within Longfellow receive and show respect to each other. Students have opportunities to learn responsibility, develop self-worth, and create individual uniqueness. Students are listened to and accepted in a nurturing manner. We believe that these high expectations create successful students at Longfellow.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All staff, teachers, community members, and parents place a high value on education. To insure that all students learn, adults provide a safe and caring environment. All adults show respect toward one another and toward students at all times.

All teachers provide an organized, well-planned instructional day. Teachers involve and engage students in learning activities throughout the day. Technology is used on a daily basis through lessons on the Promethean Boards, iPads, and laptops. Teachers will soon be able to use our 1:1 technology in their daily lessons. Students are accepted at their instructional level and lessons are planned to meet their individual needs. Teachers are knowledgeable regarding Indiana Academic Standards and these standards drive the curriculum taught at Longfellow. Teachers keep current with new research and base instructional decisions on this research. Teachers assess students on a regular basis and use the data collected to identify students that need additional help to master the curriculum. Teachers provide consistent feedback to students about their learning. Teachers provide students with fun, creative activities that motivate students to learn through PBL (Project Based Learning). Field trips are planned to provide real-world experiences for the students. Teachers are aware of and utilize information about different learning styles to provide the best learning experiences for students. Teachers are willing to take risks and think "outside of the box" to insure student success. Teachers consistently question their teaching methods and engage in self-reflection to improve instruction. Teachers collaborate and share with colleagues to create an environment where everyone works together for the good of students. Teachers work together to differentiate lessons and use and collected data to drive their classroom instruction.

All teachers at Longfellow strive to be positive role models for students, staff, and community. Teachers are passionate about their jobs, enjoy working with children, and are generous with their time and talent. Teachers at Longfellow are often seen laughing, smiling, and happy. Teachers are friendly and model good manners toward students, parents, and other staff members. Teachers establish a positive classroom climate by being patient, respectful, open-minded, and understanding. Teachers encourage students to the best that they can be. Teachers are caring and nurturing toward students. Teachers listen to students and offer assistance as needed. Teachers are flexible and are willing to accept change to meet the changing needs of students.

Teachers at Longfellow create a safe emotional and physical learning environment. Teachers are given "bonding time with the class and or individual students to create and build class rapport and individual relationships with the students. Teachers are perceptive, observant, and are aware of what is going on with their students in the school. Teachers are attentive to students' needs. Teachers provide a consistent and fair classroom management plan to encourage positive student behavior. Teachers use praise, rewards, and classroom discussion to promote appropriate social behavior. Teachers encourage and welcome parent involvement in student learning.

The parents of Longfellow students support their child's success in school. Parents send their child to school on-time each day, except for illness. When possible, parents schedule appointments after the school day. At home, parents check their child's backpack each day for daily work and notes. Parents help students correct mistakes on their schoolwork. Parents talk to their children daily about what was learned in school. Parents read daily to/or with their child. Parents make sure their child completes all homework and the homework is done correctly. Parents limit the amount of video games, social media, television, and movies their child watches and instead encourage educational activities. Parents are often seen volunteering in their child's classroom and throughout the building. Parents attend all conferences. When possible, parents attend field trips, Family Nights, PTC meetings, and school board meetings.

Parents and Community members positively discuss Longfellow School. Some parents and community members meet with students individually who

need a mentor. Parents and community members speak to students about career choices. Businesses in the community offer awards for student achievement. Businesses in the community help subsidize school events with donations of money, time, and supplies. Community members and parents attend meetings to discuss ways to solve problems. Longfellow School is used for a variety of community events.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by their core convictions, all students have high expectations for their success at school. Students take great pride in their academics. They are always punctual, prepared, and ready to learn. Students are active participants in the learning environment. They remain focused, attentive, organized, and on task at all times. Students are encouraged to try their best by double checking their work, taking risks, and utilizing differentiated learning strategies. All of our students are accomplished readers, writers, and speakers. All of our students are constantly challenging the learning environment through their knowledge and inquisitiveness.

The high achieving, successful student at Longfellow Elementary is supported socially by all adults. In turn this environment encourages all students to be independent, but cooperative; respectful, as well as responsible. They work well with others and are positive role models to their peers. They create a safe environment for each other by being compassionate, mature, encouraging, and helpful. Our students exhibit good manners by being polite, kind, loving, caring, generous, and are thoughtful to their friends. As a result the student climate is one with happy, laughing, fun, and playful students!

Because of the expectation of high academic and social achievement for all students, the environment of the school community is composed of students that are enthusiastic and enjoy coming to school. This evidence is excellently communicated indirectly through their smiles and thankfulness and directly through their exceptional listening habits and their observance of school procedures. Students are encouraged to take a chance and make mistakes, creatively solve problems, and use their common sense. They show respect for the school environment by taking care of their supplies and each other by offering and accepting praise. Because of of this evidence, a safe environment is created and the students basic needs are met to achieve high success.

As a result of these efforts, our school's student achievement and choice data will be reflected in the following educational indicators by 100% of the students: passing ISTEP Math and Language Arts, passing NWEA in all subjects,showing a years worth of growth in the NWEA, passing the IREAD, students are reaching their expected exiting level for reading on the Running Records, completing school without discipline referrals, participating in academic extra-curricular activities, graduating with perfect attendance, graduating high school with a Core 40 diploma, planning to go to college, and completing college or a trade school. Our students will become successful and contributing members in the community.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP Math: 100%
- % of students who pass ISTEP Language Arts: 100%
- % of students who pass IREAD: 100%
- % of students who reach the instuctional cut off for each grade level: 100%
- % of students who have a years worth of growth on the NWEA: 100%
- % of students who reach the RIT goal for NWEA: 100%
- % of students who graduate high school with a Core 40 diploma: 100%
- % of students who complete college/trade school: 100%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standard, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Focus Areas** (FA). These are broad academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the FAs and created specific **SMART Goals** focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad FA. Both the FAs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

IMPORTANT: Each Focus Area (FA) is followed by its SMART Goal(s). The title for the FA indicates the FA focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

FA 1: Student Proficiency (Pass Rate) (English / Language Arts; 3, 4, 5; Bottom 25%)

FA Focus:	Student Proficiency (Pass Rate)
Subject:	English / Language Arts
Grade(s):	3, 4, 5
Subgroup or Improvement Focus:	✔ Bottom 25% Top 75% None of these
Rationale:	The proficiency rates on the ELA portion of the ITSTEP for 3rd-5th grade. 2014-2015 ELA Proficiency Rates... 3rd Grade...53.3% 4th Grade...65.3% 5th Grade...60.0% 2015-2016 ELA Proficiency Rates... 3rd Grade...60.0% 4th Grade...59.7% 5th Grade...61.7% 2016-2017 ELA Proficiency Rates... 3rd Grade...60.7% 4th Grade...61.7% 5th Grade...52.0% 2017-2018 ELA Proficiency Rates... 3rd Grade...68.4% 4th Grade...44.7% 5th Grade...48.0%

External Expectations: This FA aligns with English / Language Arts

SMART GOALS:

ISTEP ELA Proficiency (Grade 3; All Students)

Grade:	3
Demographics:	All Students
Benchmark:	ISTEP ELA Proficiency
Completion date:	June 30, 2020

Data:		Actual	Target	Actual	Target	Actual	Target	Actual	Target	Vision
	Year:	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	
	%:	53.30%	60%	60%	65%	60.70%	70%	68.40%	75%	80%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

ISTEP ELA Proficiency (Grade 4; All Students)

Grade:	4
Demographics:	All Students
Benchmark:	ISTEP ELA Proficiency
Completion date:	June 30, 2020

Data:		Actual	Target	Actual	Target	Actual	Target	Actual	Target	Vision
	Year:	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	
	%:	65.30%	68%	59.70%	70%	61.70%	72%	44.70%	75%	80%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

ISTEP ELA Proficiency (Grade 5; All Students)

Grade:	5
Demographics:	All Students
Benchmark:	ISTEP ELA Proficiency
Completion date:	June 30, 2020

Data:		Actual	Target	Actual	Target	Actual	Target	Actual	Target	Vision
	Year:	2015	2016	2016	2017	2017	2018	2018	2019	
	Month:	May	May	May	May	May	May	May	May	
	%:	60%	65%	61.70%	68%	52%	71%	48%	75%	80%

External Expectations: This SMART Goal relates to Reading, Grades 3-6
This SMART Goal has students who have not met AMO as the student group

FA 2: Student Growth (Math; 4, 5; Top 75%)

FA Focus:	Student Growth
Subject:	Math
Grade(s):	4, 5
Subgroup or Improvement Focus:	Bottom 25% ✔ Top 75% None of these
Rationale:	The math growth rate on the ISTEP+ for 4th-5th grade. 2015-2016 Math Growth Domain in the following areas... 104.4 points for the Top 75% Growth 123.6 points for the Bottom 25% Growth 114 points for Growth 2016-2017 Math Growth Domain in the following areas... 93.7 points for the Top 75% Growth 117.2 points for the Bottom 25% Growth 105.5 points for Growth 2017-2018 Math Growth Domain in the following areas... 88.7 points for the Top 75% Growth 108.8 points for the Bottom 25% Growth 98.8 points for Growth

SMART GOALS:

Growth on Math ISTEP (Grades 4, 5; All Students)

Grades:	4, 5
Demographics:	All Students
Benchmark:	Growth on Math ISTEP
Completion date:	June 30, 2020

Data:		Actual	Actual	Target	Actual	Target	Vision
	Year:	2016	2017	2018	2018	2019	
	Month:	May	May	May	May	May	
	%:	60.40%	57.30%	65%	60.30%	70%	80%

FA 3: Student Proficiency (Pass Rate) (English / Language Arts; KG, 1, 2)

FA Focus:	Student Proficiency (Pass Rate)
Subject:	English / Language Arts
Grade(s):	KG, 1, 2
Subgroup or Improvement Focus:	Bottom 25% Top 75% ✔ None of these
Rationale:	ELA proficiency rates for kindergarten - 2nd grade on the NWEA ELA spring benchmark. 2016-2017 ELA NWEA Proficiency in the following areas... Kindergarten ELA proficiency rate is...54% 1st grade ELA proficiency rate is...58% 2nd grade ELA proficiency rate is...56% 2017-2018 ELA NWEA Proficiency in the following areas... Kindergarten ELA proficiency rate is...58% 1st grade ELA proficiency rate is...65% 2nd grade ELA proficiency rate is...51%

External Expectations: This FA aligns with English / Language Arts

SMART GOALS:

NWEA ELA Proficiency (Grade KG; All Students)

Grade:	KG
Demographics:	All Students
Benchmark:	NWEA ELA Proficiency
Completion date:	June 30, 2020

Data:		Actual	Target	Actual	Target	Vision
	Year:	2017	2018	2018	2019	
	Month:	May	May	May	May	
	%:	54%	65%	58%	68%	80%

External Expectations:	This SMART Goal relates to Reading, Grades K-2 This SMART Goal has students who have not met AMO as the student group

NWEA ELA Proficiency (Grade 1; All Students)

Grade:	1
Demographics:	All Students
Benchmark:	NWEA ELA Proficiency
Completion date:	June 30, 2020

Data:		Actual	Target	Actual	Target	Vision
	Year:	2017	2018	2018	2019	
	Month:	May	May	May	May	
	%:	58%	65%	65%	75%	80%

External Expectations:	This SMART Goal relates to Reading, Grades K-2 This SMART Goal has students who have not met AMO as the student group

NWEA ELA Proficiency (Grade 2; All Students)

Grade:	2
Demographics:	All Students
Benchmark:	NWEA ELA Proficiency
Completion date:	June 30, 2020

Data:		Actual	Target	Actual	Target	Vision
	Year:	2017	2018	2018	2019	
	Month:	May	May	May	May	
	%:	56%	65%	51%	65%	80%

External Expectations:	This SMART Goal relates to Reading, Grades K-2 This SMART Goal has students who have not met AMO as the student group

PART 3: Root Causes (comprehensive needs assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

GENERAL Root Causes that affect all SMART Goals

  Root Causes

SMART Goal: ISTEP ELA Proficiency (Grade 3; All Students)

  Root Causes

Low student expectations of themselves
Low homework participation
Low classroom participation
Student behavior interferes with ability to learn
Students enter school below grade level.

SMART Goal: NWEA ELA Proficiency (Grade KG; All Students)

  Root Causes

Low student expectations of themselves
Low homework participation
Low classroom participation
Student behavior interferes with ability to learn
Students enter school below grade level.

SMART Goal: ISTEP ELA Proficiency (Grade 4; All Students)

  Root Causes

Low student expectations of themselves
Low homework participation
Low classroom participation
Student behavior interferes with ability to learn
Students enter school below grade level.

SMART Goal: ISTEP ELA Proficiency (Grade 5; All Students)

Root Causes

Low student expectations of themselves

Low homework participation

Low classroom participation

Student behavior interferes with ability to learn

Students enter school below grade level.

SMART Goal: Growth on Math ISTEP (Grades 4, 5; All Students)

Root Causes

Low student expectations of themselves

Low homework participation

Low classroom participation

Student behavior interferes with ability to learn

Students enter school below grade level.

SMART Goal: NWEA ELA Proficiency (Grade 1; All Students)

Root Causes

Low student expectations of themselves

Low homework participation

Low classroom participation

Student behavior interferes with ability to learn

Students enter school below grade level.

SMART Goal: NWEA ELA Proficiency (Grade 2; All Students)

Root Causes

Low student expectations of themselves

Low homework participation

Low classroom participation

Student behavior interferes with ability to learn

Students enter school below grade level.

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

Parent Involvement

All of our parents will be invited to attend the Community Council meetings during the school year. The meetings will be planned and presented by the Core Team of the School Improvement Committee. During these meetings, parents will have the opportunity to review and give input into the school improvement plan and the parent involvement policy. The Parent involvement policy will be planned out in a Community Council meeting along with the PTC for the following years. The Parent Involvement policy will include all the components listed on the department of education's school parent involvement policy checklist. All parents will receive a copy of the policy and it will be offered in Spanish, too. The policy will be posted on the school website and a paper copy will be handed out to parents at the Title I Annual Parent Meeting/Back to School Night and also at other flexible meetings throughout the year.

Teachers will assemble Homework Folders at the beginning of the school year with teacher training on helping parents to improve their child's academic performance through daily teacher/parent communication. The folder will contain student progress toward learning goals and behavior completed weekly on Thursdays. The folders will also contain classroom resources to assist parents with tools that are used in the child's classroom. In addition, the folders will contain regular homework communication sheet which will be signed by the parents to foster support between home and school. There will also be a teacher training each semester on how to engage parents and get them involved in their child's academic career.

The entire school will use Thursdays as the day to send home graded work or progress sheets. Parents will be informed at Open House that the Thursday folder will also contain important information for each individual student such as grades, attendance, behavior, homework completion and any other school related flyers.

Parent Involvement: Communication

To help parents communicate with their child's teacher, Longfellow School will: 1. Hold an open house so the students and parents can meet the teacher, see the classroom, learn about our homework policy, and classroom/school expectations. 2. The teachers will send out an invitation to all of the parents about Class Dojo. The teachers will then be able to post upcoming events, homework, photos of the students, and any behavior issues they have. 3. The teachers will create a Google Classroom, so the students and parents can see assignments that have been assigned on ELearning days. The teachers are then available to answer any questions the students and/or parents may have. 4. Hold parent-teacher conferences once per year that will be made held at flexible times in the am and pm. 3. A computer will be available in the computer lab for parents to use to access their child's classroom grades during school hours.

Reading Plan

On a daily basis, all Kindergarten-4th grade classrooms will implement guided reading in the beginning of September and Kindergarten teachers will implement guided reading in the beginning of October. Teachers will make instructional decisions and student groupings, based off of multiple forms of data such as NWEA and running records (performed formally 2 times a year). Guided reading includes all children in the classroom working in a small flexible groups of 4-6 children at the same instructional level for grades k-2 and on/above level for grades 3-5. Teachers will include close reading strategies at least once a week with a stretch text. The running records will be collected twice a year on the Literacy Running Record data collection sheet and submitted on Google Sheets for student performance tracking. During guided reading, the teacher will focus on each group's unique needs or reading skills, and work on reading comprehension strategies. The teacher will use comprehension strategies that mirror whole group curriculum. While in the guided reading groups, the teacher will take anecdotal notes on each child as she/he listens to them read independently. This will allow the teacher to individualize the lesson plans for the next day. In addition the groups may be given an extension activity to work on at their seat or at home. New staff will receive training on running records and best practices for guided reading.

On a daily basis, all kindergarten-4th grade teachers will conduct an on or above level text interactive read aloud, where the teacher reads out loud to the whole class and focuses on reading comprehension strategies coordinate with basal reader National Geographic. The teacher begins with an explicit description of a comprehension strategy and how it is used. The teachers will model the strategy for the students. The interactive piece of the lesson will drive higher classroom participation during the lesson.

On a daily basis, all Kindergarten-4th grade classrooms will participate in RtI time. RtI time is 30 minutes of the day set aside for response to intervention (RtI). Teachers will provide Tier 2 instruction for students who are below level in reading using the Sidewalks program. Students who did not demonstrate proficiency on I-READ 3 will be added to this Tier 2 intervention. IPADS will be used individually for independent practice on reading skills during this time. Teachers will progress monitor students weekly with AIMSWeb. After four points of data, teachers will attend data meeting with RtI Coordinator, Instructional Coach, Principal and Teacher. They will analyze student progress and make new grouping decisions. The decisions may include to move, insert or assign students to tier three.

On a daily basis, all Kindergarten-4th grade classrooms will participate in the 8-Step Process. The 8 Step Process is a progress monitoring system

implemented to guide instructional decisions for remediation and enrichment. The cycle includes the following steps; dis-aggregated test data, instructional time-lines, administration of frequent assessments, use tutorials to re-teach non-mastered target areas, provide enrichment opportunities for mastery students, reinforce learning through maintenance in the classroom, and progress monitoring. This is a school-wide strategy that will be implemented by all K-4 teachers. A part of the school day will be set aside as "success time". Success time may happen at different times during the school day for each grade level but outside the reading block time. Teachers will attend learning logs meetings per cycle with an agenda to keep conversation on topic and prioritized. Learning log meetings will discuss grade level data, student grouping, changes in instruction and best practice. New teachers will receive professional development at the beginning of the school year and all seasoned teacher as needed. Professional development choices are based on ongoing evaluations of teacher practice and student learning data and will be held at monthly staff meetings.

The core academic curriculum will be strengthened for special education students with research based strategies in the core academic subjects of reading and writing. The reading curriculum will continue to be strengthened for special education students through scaffolding of the basal reading program, National Geographic. Special education and general education teachers will share themes and skills to enhance content learning. The reading curriculum will also be strengthened through the use of common skills and strategies to the current classroom theme of the grade level. Effectiveness of the reading strategies will be evaluated both qualitatively and quantitatively by both teachers. The use of the teacher observations, anecdotal records, and assessments using the Fountas & Pinnell benchmark kits, NWEA Descarte, the Compass Computer program, and ILEARN will be used for both formative and summative evaluation. Grade level discussions, interventions and support will also offer special education students opportunities for prescriptive interventions and support for these students.

Parents receive test results on the following schedule: NWEA results are sent home to all Kindergarten through 4th grade parents 3 times per year, Fall, Winter, and Spring after testing. These results are given to parents showing a graph of the students achievement, the students growth from fall to spring. This information is also printable in Spanish. ILEARN results are sent home to all 3rd and 4th grade parents in the following fall the parents have an information sheet that lets them know how to read through the information. This is also given in Spanish. IREAD results will be given as soon as the results are in to the school. Classroom teachers are responsible for sending home the assessment results.

Each year the students are given the opportunity to participate in a couple different reading opportunities. The students can read for 6 hours, log their reading, have a parent sign off, and then return their completed log for Read to Succeed. The students will then earn a FREE ticket to Six Flags Great America. The students can also read, log their reading, have a parent sign off, and then return a completed log for Book-It. The students will then earn a ticket for a FREE coupon for a personal pan pizza at Pizza Hut.

The first grade teachers have a partnership with the United Way. The United Way donates Reading Buddies, new stuffed animals, for every 1st grade student in our building. The students then read to their Reading Buddy on a daily basis.

Safe Learning Environment and Attendance Policy

PAWS is a school wide behavior plan based on PBIS (Positive Behavior Intervention Supports). The school wide behavior plan is located in the Dean of School's office and is also located on the website http://lakeridge.k12.in.us/Domain/213. Part of this plan includes daily monitoring of student behavior on the playground, in the classrooms, hallway, cafeteria, bus, and bathrooms. All teachers and staff will be implementing this plan and will work together to promote positive behavior in our school. New staff will be trained on the school wide discipline process to unify expectations and procedures by Dean of the school. Students and staff members will be rewarded for participation in the process monthly.

Parents and staff will receive a quarterly message on Class Dojo with school details for just the quarter. The principal will compile a list of important dates and announcements to be used in phone calls. These messages may be used to promote school events, academic needs, PBIS goals/rewards, announcement of homework and current attendance percentage. The messages will include PBIS updates to promote positive student behavior. i.e. grade levels on green, grades who have turned in big PAWS, etc. This will promote positive student behavior to increase student learning.

We will be tracking the data from the students attendance reports monthly per class for the whole school to see in the cafeteria wall on the pie chart. The secretary changes the pie chart to match the attendance report. Each month we have the goal set to 100%. If the grade level is at 100% they will receive 2 big PAWs, and if the grade level is at 96%, they will receive 1 big PAW. Attendance will also be monitored daily by the secretary making phone calls to all absentees. If a student misses 3 days, a letter will be sent home. At 5 days of absences, the secretary will notify Lake Ridge truancy officer to make a visit to the home. At 10 days of absences, the principal will call DCFS. Students will be celebrated individually with quarterly report card and announcement. At the end of the year each teacher recognizes the students with perfect attendance and rewards them with a certificate and a prize, examples; basketballs, bikes, gift cards. Our attendance policy is in our school handbook and is also located on our district and school website http://lakeridge.k12.in.us/site/default.aspx?PageID=1.

Longfellow has staff members who are School Safety Specialists. The specialists attend meetings and then bring that information back to the staff.

Longfellow students practice fire, tornado, earthquake, and lock down drills on a regular basis.

Longfellow has a resource officer in our building a couple days a week throughout the entire school year.

Student Academic Exploration and Incentives

Students will take home their homework in their homework folder on Monday, and it will be due on Friday. Their homework will consist of skills that have already been taught, but still need to be reviewed on a daily basis. A reminder of homework will be placed on Class Dojo. Parents will be notified with graded class work, and the previous weeks homework every Thursday. All students would benefit from homework completion by

providing more independent practice and it helps teachers determine how well the lessons and material are being understood by their students.

Students in Kindergarten-4th grade will keep data folders. This is a data management system the teachers will use to monitor student achievement regularly to plan instruction. Each grade level will design and create easy to manage data sheets so that students may see weekly progress. Templates will be the same per grade level and used at conferences. Some examples of data will be sight words, reading levels, math facts, etc.

With every report card sent home, students will be able to receive a certificate for their achievement, and announced during the daily morning announcements. Bulletin boards in front of school will honor names of recipients. Each teacher will turn in list to committee members compiled from report cards. The office will promote high student expectations of meeting honor roll criteria by announcing grade level achievements quarterly and reminding them daily on staying focused and goal oriented.

After school tutoring is offered to our students a couple different times a year. The counselor works alongside the counselor at Andrean to find high school students to volunteer and tutor at Longfellow twice a week. The Title 1 Facilitator and the principal look at the NWEA data to determine who is going to be offered the after school tutoring. After the students have been identified, those names are then given to the counselor so she can send out invites. The after school tutoring is organized and supervised by our counselor.

The counselor organizes and implements Career Day every May. During the week leading up to Career Day, the counselor highlights different careers during the morning announcements. She describes the career and then the students guess what the career is during their lunch hour. Those announcements and guesses go on the entire week leading up to Career Day. Career Day is the culminating activity. Our counselor invites different professionals into our school to share their career with the students. The students are then given three tickets so they can go to different classrooms and hear about different careers. The students enjoy this opportunity to hear about different careers they could possibly go into.

Title 1 Requirements for Teachers and Paraprofessionals

We ensure that all teachers are highly qualified through the use of the HOUSSE form. Only if the HOUSSE form was completed prior to the close of the 2006-2007 school year and the teacher has not changed either teaching assignment or school districts since then. The HOUSSE form is the State of Indiana's rubric to ensure that all teachers meet NCLB's highly qualified criteria. Each teacher candidate fills out the HOUSSE form prior to employment. If the criteria are not met, the candidate is not considered for employment. Every veteran teacher must also complete and meet the HOUSSE form and criteria. Teachers may also have on file the PRAXIS II or NTE specialty exam. If all criteria are not met, teachers are provided the opportunity for professional development and growth to meet such criteria. The building principal verifies that such criteria is then met. A highly qualified teacher list will be maintained. Only high qualified teachers are assigned to low achieving students.

Each year, Longfellow School will post the Highly Qualified Teacher letter and the Parent-Right-to-Know letter on our school website under the Title 1 Page. This letter will be updated yearly and will inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers. The letter will contain all the components provided by the department of education's Parent Right to Know Checklist. It will be sent by the title 1 teacher and passed out during the open house to all parents and also available in Spanish.

Longfellow will have an intensive recruitment selection to ensure all teachers are highly qualified. In the event that this happens, Longfellow school will send home a formal notice to all parents of students who are assigned to a teacher for four consecutive weeks and is not highly qualified. This information regarding the professional qualifications of the student's classroom teachers will be mailed home and handed out in the Title 1 packet at the beginning of the year. The notice will also be posted online in both English and Spanish.

We ensure that all teacher aides are highly qualified through the use of the Para-Pro Assessment or meets the credentials of a two year college degree. If the criteria are not met, the candidate is not considered for employment. The building principal verifies that such criteria is met and approves for interview process. A highly qualified paraprofessional list will be maintained in the office to pull from. Paraprofessionals will attend beginning of the year training on all interventions, best practices and reading strategies with title one facilitator before entering classes.

The Title 1 Facilitator will oversee aides meeting with students 30 minutes Monday-Friday to work on individual skills in Language Arts and Mathematics. This will be an additional tier 2 service for students not mastering skills in class. Individual plans will be created for students such as sight words, comprehension, word works, etc. Students will be progressed monitored weekly and data meetings will be held every four data points. Students will conference weekly with data, NWEA and reading level when relevant and assisted in creating goals. Students will be given a chance at a reteach lesson with aide. Aides will be trained in best practices and various intervention kits. This will allow students to receive extra instruction to assist their needs.

Transition to Elementary School

A minimum of seven times, four year olds, along with their parents who reside within Longfellow Boundaries will have an opportunity to participate in an Early Childhood Assistance program. The child along with their parent will participate in enrichment activities, that will be presented by teachers to help prepare them for kindergarten. The program will foster academically focused relationships between teachers and families. Parents will receive exiting survey to ensure skills taught are helpful.

Longfellow's kindergarten teachers work alongside with our Head Start teachers on a regular basis. Our central office houses a Head Start where the students feed into one elementary school. Longfellow's kindergarten teachers and the Head Start teachers collaborate a couple times a year. The kindergarten teachers also attend a Meet the Kindergarten Teacher Night up at Head Start. Every May we invite the Head Start students along with their teachers to visit Longfellow so the students can see the school they will be attending in the fall. The Head Start students visit each of the kindergarten classrooms, the library, the music room, the library, the computer lab, the gym, and then the cafeteria and lunch room.

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Intervention: Safe Learning Environment and Attendance Policy

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Sep 2, 2019				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Oct 7, 2019				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Nov 4, 2019				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Dec 2, 2019				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Jan 6, 2020				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Feb 3, 2020				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Mar 2, 2020				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, Apr 6, 2020				✔
Monthly PBIS/Trauma Data Meetings	Visual		Mon, May 4, 2020				✔

Intervention: Reading Plan

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Guided Reading PD	Visual		Mon, Aug 12, 2019				✔
Guided Reading PD	Visual		Tue, Aug 13, 2019				✔

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Mon, Aug 12, 2019	Reading Plan	Professional Development	Guided Reading PD	T. Henry
Mon, Aug 12, 2019	Student Academic Exploration and Incentives	Funding	Student Data Folders	T. Henry
Tue, Aug 13, 2019	Reading Plan	Professional Development	Guided Reading PD	T. Henry
Fri, Aug 30, 2019	Safe Learning Environment and Attendance Policy	Resources	Reviewing Monthly Data	J. Martoccio
Mon, Sep 2, 2019	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Fri, Sep 6, 2019	Safe Learning Environment and Attendance Policy	Funding	Purchasing Incentives for Rewards	J. Martoccio
Mon, Oct 7, 2019	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Mon, Nov 4, 2019	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Mon, Dec 2, 2019	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Mon, Jan 6, 2020	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Mon, Feb 3, 2020	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Mon, Mar 2, 2020	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Fri, Mar 6, 2020	Safe Learning Environment and Attendance Policy	Evaluation	Collect Follow Up Data	J. Martoccio, T. Harris & J. Werhowatz
Fri, Mar 20, 2020	Transition to Elementary School	Evaluation	Collect Follow Up Data	K. Hernandez & J. Garcia
Wed, Apr 1, 2020	Title 1 Requirements for Teachers and Paraprofessionals	Evaluation	Collect Follow Up Data	T. Harris
Mon, Apr 6, 2020	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Fri, May 1, 2020	Reading Plan	Evaluation	Collect Follow Up Data	T. Henry
Mon, May 4, 2020	Safe Learning Environment and Attendance Policy	Professional Development	Monthly PBIS/Trauma Data Meetings	J. Martino
Fri, May 15, 2020	Parent Involvement	Evaluation	Collect Follow Up Data	T. Henry
Fri, May 22, 2020	Student Academic Exploration and Incentives	Evaluation	Collect Follow Up Data	R. Blake, T. Henry, L. Berndt & J. Werhowatz

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the Root Cause, SMART Goals, and Interventions. For each Root Cause, the report shows 1) the SMART Goals that will be positively impacted when the Root Cause is successfully addressed and 2) the Interventions that will enable the school to successfully address the Root Cause.

Root Cause: Low student expectations of themselves

SMART Goals Influenced by this Root Cause

- ISTEP ELA Proficiency (Grade 3; All Students)
- NWEA ELA Proficiency (Grade KG; All Students)
- ISTEP ELA Proficiency (Grade 4; All Students)
- ISTEP ELA Proficiency (Grade 5; All Students)
- Growth on Math ISTEP (Grades 4, 5; All Students)
- NWEA ELA Proficiency (Grade 1; All Students)
- NWEA ELA Proficiency (Grade 2; All Students)

Interventions to Impact This Root Cause:

- Parent Involvement
- Parent Involvement: Communication
- Reading Plan
- Student Academic Exploration and Incentives
- Title 1 Requirements for Teachers and Paraprofessionals

Root Cause: Low homework participation

SMART Goals Influenced by this Root Cause

- ISTEP ELA Proficiency (Grade 3; All Students)
- NWEA ELA Proficiency (Grade KG; All Students)
- ISTEP ELA Proficiency (Grade 4; All Students)
- ISTEP ELA Proficiency (Grade 5; All Students)
- Growth on Math ISTEP (Grades 4, 5; All Students)
- NWEA ELA Proficiency (Grade 1; All Students)
- NWEA ELA Proficiency (Grade 2; All Students)

Interventions to Impact This Root Cause:

- Parent Involvement
- Parent Involvement: Communication
- Reading Plan
- Safe Learning Environment and Attendance Policy
- Student Academic Exploration and Incentives

Root Cause: Low classroom participation

SMART Goals Influenced by this Root Cause

- ISTEP ELA Proficiency (Grade 3; All Students)
- NWEA ELA Proficiency (Grade KG; All Students)
- ISTEP ELA Proficiency (Grade 4; All Students)
- ISTEP ELA Proficiency (Grade 5; All Students)
- Growth on Math ISTEP (Grades 4, 5; All Students)
- NWEA ELA Proficiency (Grade 1; All Students)
- NWEA ELA Proficiency (Grade 2; All Students)

Interventions to Impact This Root Cause:

- Parent Involvement
- Reading Plan

Root Cause: Student behavior interferes with ability to learn

SMART Goals Influenced by this Root Cause

- ISTEP ELA Proficiency (Grade 3; All Students)
- NWEA ELA Proficiency (Grade KG; All Students)
- ISTEP ELA Proficiency (Grade 4; All Students)
- ISTEP ELA Proficiency (Grade 5; All Students)
- Growth on Math ISTEP (Grades 4, 5; All Students)
- NWEA ELA Proficiency (Grade 1; All Students)
- NWEA ELA Proficiency (Grade 2; All Students)

Interventions to Impact This Root Cause:

- Parent Involvement
- Parent Involvement: Communication
- Safe Learning Environment and Attendance Policy
- Student Academic Exploration and Incentives
- Title 1 Requirements for Teachers and Paraprofessionals
- Transition to Elementary School

Root Cause: Students enter school below grade level.

SMART Goals Influenced by this Root Cause

- ISTEP ELA Proficiency (Grade 3; All Students)
- NWEA ELA Proficiency (Grade KG; All Students)
- ISTEP ELA Proficiency (Grade 4; All Students)
- ISTEP ELA Proficiency (Grade 5; All Students)
- Growth on Math ISTEP (Grades 4, 5; All Students)
- NWEA ELA Proficiency (Grade 1; All Students)
- NWEA ELA Proficiency (Grade 2; All Students)

Interventions to Impact This Root Cause:

- Parent Involvement
- Reading Plan
- Safe Learning Environment and Attendance Policy
- Student Academic Exploration and Incentives
- Title 1 Requirements for Teachers and Paraprofessionals
- Transition to Elementary School

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2018-2019

Indiana Rules and Regulations

A	Where is the public copy of your school's curriculum located? (PL221) Please use data from 2018-2019	In the office
B	What rules or statutes would you like to waive in order to promote student learning? (PL221) • Identify the specific statute and and/or rule you wish to waive. • Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. • Explain the benefit to student achievement. • Describe the evaluation process that would be used to measure the success of these strategies. Please use data from 2018-2019	None
C	Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2018-2019	Yes, we offer monthly rewards to grade levels that meet the 96% attendance benchmark.
D	List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. (PL221) Please use data from 2018-2019	NWEA ~ Researched based computerized assessment for grades K-5. Running Records ~ Individual reading test to determine students independent reading level. Sight Word Assessment ~ Administered to students in grade K through 2. IREAD ~ Basic Skills Reading test grades 2 and 3. AIMSWEb ~ Universal screener

Title I SW & TAS

E	List the needs assessments used in your school to help you identify areas that are interfering with learning Please use data from 2018-2019	Staff and parent surveys, data from tests, and school discussions.

Title I - Schoolwide

F	TITLE I SW ONLY: List the programs that will be consolidated under the school-wide plan. If not consolidating programs, please explain why not. Please use data from 2018-2019	none-able to complete programs as is

Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 1 for the 2018-2019 school year.

	ORIGINAL PLAN	REVIEW & REVISE		
	Start Up	Update 1	Update 2	Update 3
Aug		Begin Implemention of Interventions	Begin Implemention of Interventions	Begin Implemention of Interventions
Sep				
Oct	Commit to SI2 Process	Recruit School Improvement Council & Establish Student Body Discussion Format ; Update Steering Team (if needed)	Recruit new Council Members & Update Steering Team (as needed)	Recruit new Council Members & Update Steering Team (as needed)
Nov	Recruit Steering Team	Update Achievement & Root Cause Data (surveys are optional)	Update Achievement & Root Cause Data (surveys are optional)	Revise Vision & Update Achievement & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)
Dec	Create Organizational Structure / Learn About SI2	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation
Jan	Collect Achievement Data & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)	Achievement Goals Update	Achievement Goals Update	Achievement Goals Update
Feb	Write Vision Statement	Root Causes Update	Root Causes Update	Root Causes Update
Mar	Identify Achievement Goals Focus Areas and SMART Goals	Intervention Update	Intervention Update	Intervention Update
Apr	Identify Root Causes	Prepare to Implement Interventions	Prepare to Implement Interventions	Prepare to Implement Interventions
May	Select Interventions			
May Jun	Prepare to Implement Interventions detailed planning			