Roachdale Elementary School
"Every Child, Every Day, Whatever It Takes!"
School Improvement Plan 2019-2020

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Introduction

The North Putnam Community School Corporation and Roachdale Elementary have goals and an accountability system focused on school improvement. The continuous school improvement format of the Indiana Department of Education is being used as a model for compliance with state accountability mandates. This model support ongoing self-assessment and continuous school improvement with opportunities for professional development.

School Committees

School Improvement	Role
Beth Waterman	Principal
Dan McMurtry	Counselor
Mary Lee Rippy	Special Education
Char Coffman	Title I & Remediation
Julie Evans	High Ability Lead
Heather Conner	Grade 5
Valerie Lenihan	Grade KG – Association Rep

MTSS (Helping Hands)	Role
Dan McMurtry	Counselor - Chair
Char Coffman	Title I & Remediation
Mary Lee Rippy	Special Education
Angie Murphy	Speech
Lynn Scott	SPED Coordinator

Math Team	Reading Team
Hilary Vukovits	Julie Black
Julie Evans	Denise Davies
Carrie Strain	Nancy King

High Ability Team	Role
Julie Evans	Lead Teacher - Grade 3
Nancy King	Grade 1
Cheryl Crosby	Grade 2
Hilary Vukovits	Grade 4
Heather Conner	Grade 5

Vision, Mission, and Beliefs

North Putnam CSC Mission Statement

The North Putnam School Corporation builds on a strong sense of community to provide a safe and secure learning environment that supports the social, emotional, and academic needs of students through excellence in teaching and learning.

North Putnam CSC Vision

The North Putnam School Corporation serves as the heart of the community where all students receive an excellent education and develop the capacity required to become productive and contributing members of society.

Roachdale Elementary Mission Statement

The Roachdale Elementary School Community is committed to the developmental and academic growth of ALL students to encourage life-long learning in our ever-changing world.

Cougars move with *speed* for the school-community!
S- Support
P- Protect
E- Education
E- Encourage
D- Develop

Belief Statements

We believe:
- Every student has the potential for learning
- Education takes teamwork and requires commitment and involvement from each student, parent, and staff member.
- Through encouragement, students can be independent thinkers, problem solvers, and effective communicators.
- Students should be active participants in the learning process.
- Learning is important and can occur in an environment that is safe, orderly, and nurturing.
- Students should take personal responsibility for their behaviors and attitudes to make our school and community stronger.
- Our school must provide differentiated instruction that provides a variety of learning strategies and experiences for students who learn differently.
- In recognizing the importance of each student's uniqueness, helping to build a school and community that is sensitive and accepting of individual differences.
- Respect for self, peers, adults, and property is a vital component of our school expectations.
- In continuing to ensure parent and community support to promote mutual responsibility for our children.

Roachdale Elementary School and Community Profile

Roachdale Elementary is one of two elementary schools in the North Putnam Community School Corporation. It services children from the three northernmost townships of Putnam County. Roachdale Elementary is a K-5 school with an enrollment of about 220 students. The community is considered rural and economically speaking, the patrons are middle to lower class. Roughly 49% of our students qualify for free or reduced lunch program. After completing elementary school at Roachdale, students continue their education at North Putnam Middle School and North Putnam High School.

Background and Physical Structure

The Roachdale Public School building first opened its doors in 1951. The first through twelfth grade building provided ample classroom space, modern kitchen facilities, and a gym for sporting events, physical education, and convocations.

In 1969, the six northern townships of Putnam County consolidated into the North Putnam Community School Corporation, and Roachdale Public School was changed to Roachdale Elementary School and housed grades K-6.

A new million dollar wing was completed and dedicated in September of 1987 adding several new classrooms, an Art/Science facility, a conference room, and a computer lab to the building. In the fall of 2000, another addition was completed, adding a new media center, computer lab, speech room, counselor's office, and media specialist office.

The physical structure of the building presently consists of seventeen classrooms, a regulation size gymnasium with a stage, clinic area, administrative suite with student services, cafeteria, conference room, STEM lab, and a media center.

The facility sits on 16 acres of land which gives adequate space for play, recreation equipment, and a walking trail. A grant, written in the fall of 2007, through Learn-N-Serve Indiana, funded this endeavor and the trail was completed in the spring of 2008. In 2014, a Lowe's grant added an outdoor classroom within the walking track area, complete with picnic tables. A complete HVAC renovation was also completed in 2014, which accompanied an office expansion and various other improvements to the building. The latest building renovation completed in Sept. 2019 included a secure entry into a new office space and a new gym roof.

Staff

Roachdale Elementary has a staff that consists of fourteen full time classroom educators and a P.E, Art, and Music teacher who are shared with Bainbridge Elementary. Other personnel include: one school counselor, one speech therapist, and six instructional assistants. We have a Title One teacher and assistant along with a STEM instructional assistant and a part time media specialist. One secretary/treasurer, one health aide/office assistant, three cafeteria workers, two custodians, and one building administrator complete the staff. All instructors are fully ceMTSSfied and licensed in their field of expertise, some holding multiple licenses.

Educational Programs

Roachdale Elementary School offers a variety of educational programs to support the vision, mission, and goals of the school.   The faculty and support staff are committed to meeting the needs of every student academically, socially, emotionally, and physically in the following ways.

Multi-Tier System of Supports (MTSS) is a multi-tier approach for early identification of students needing additional instruction or intervention. We begin with high quality research-based instruction followed with screenings and diagnostic assessments. Struggling learners receive interventions at increasing levels of intensity to remediate gaps in learning. General education teachers, interventionists and special educators work to intervene for the identified students. Progress is monitored to assess both the learning rate and level of performance of individual students. MTSS meetings, which include the parent, classroom teacher, guidance counselor, administrator, and psychologist, review data regularly to evaluate improvements or the need for further intervention or testing.

In order for MTSS implementation to be effective, the following components are in place:

·Leadership - A committee prioritizes resources at the building level to support the efforts of all team members.

·Research-based classroom instruction with embedded Positive Action supports - All students are provided with proactive strategies for defining, teaching, and supporting appropriate student behavior.

· Ongoing student assessment with continual progress monitoring – This information provides the learning rate and level of achievement, both individually and in comparison with peers. It is also used to determine which students need closer monitoring or intervention.

·Tiered Instruction – A multi-tier approach is used to differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific interventions matched to student needs.

The three tiers are listed below:

Tier 1: High quality classroom instruction

Tier 2: Targeted interventions

*Tier 3: Intensive interventions and comprehensive evaluation

Students who do not demonstrate progress from one monitoring period to another are provided remediation during the school day through the Title I (Tier II) or special education classroom (Tier III).

Tier II Interventions:
- 40 minute guided and leveled reading groups outside the core instruction block.
- Peer tutoring and reading groups.
- 20-40 minute individualized remediation utilizing the IReady Platforms.
- Parent volunteer and intern reading groups.
- Social skills and games groups.
- Assignment book monitoring.
- Therapy dog program.

Tier III Interventions:
- Classroom support given by instructional assistants in the inclusion setting.
- Pull-out classes for core academics.
- Resource and sensory rooms.
- Parent communication and bus folders.
- Behavior intervention plans.

The High Ability Program assists students who have the potential to complete high ability work in a subject area of the classroom. Students in Grades K-5 are selected based on meeting specific criteria from test scores on standardized tests, KOI Assessment, and/or teacher/parent recommendations. At Roachdale Elementary, the cluster group model is used to assign classes. Placement is completed by the building administrator and teachers when developing the class lists for the upcoming school year. One of the cluster teachers serves as the Lead Teacher for the building. Regular classroom teachers provide differentiated instruction and acceleration, with the Lead Teacher coordinating services, resources, and information. The Lead Teacher also conducts a parent meeting at the beginning of each school year and is responsible for keeping parents informed about opportunities outside of school such as Purdue's Super Saturdays, summer programs for the students, or the Parent Night at the Indiana Association for the Gifted (IAG) conference. Students are also encouraged to participate in academic competitions such as Math Bowl, Spell Bowl, and Robotics.

Other programming for students includes:

Academic Programs Include:

90 Minute Reading Block	After School Tutoring
Daily Oral Language	Daily Spiral Math Review
Book-It Reading Incentives	Peer Tutoring
Educational Field Trips	Math and Spell Bowl Teams
6+1 Writing Traits	Cross-curricular Writing
Weekly Math Challenge	Daily Title I Remediation
Hands-on Science	Content Area Leveled Reading
STEM Education	Robotics Club
Field Trips	Summer School/STEM Camp
Roachdale Public Library Programs	
BUG Club (Bringing Up Grades)	

Character Education Programs Include:

Student Council	Morning Announcements
Morning Pledges	Daily Moment of Silence
Jump Rope for Heart	Bi-monthly Counseling Lessons
Suzie's Place Body Safety	Recycling Program
Walking for Health Incentives	Red Ribbon Week Activities
5th Grade Courthouse Visit	Bucketfilling
Black Tie Club	2nd grade community service projects

Parent Programs Include:

New Parent Breakfast	Monthly Principal Newsletter
Weekly Classroom Newsletter	School Webpage
School Facebook Page	School Messenger Calling System
Title I Parent Night	IREAD3 Parent Night
Guidance Parent Night	Parent Support Summit

Description and Location of Curriculum

Teachers at Roachdale Elementary utilize curriculum resources and guidance documents provided by the Department of Education to map College and Career Readiness Standards. Completed curriculum maps are kept digitally and housed within the Atlas online system. Teachers can access these documents via Atlas and can review, edit, and share documents with colleagues. Math and Science curriculums have been mapped and revised in the past year. Language Arts and Social Studies maps will be revised and updated during the 2019 school year. STEM curriculum is being developed as we are moving toward our STEM Certification. Maps are a fluid and living document that change as the assessment blueprint, and priority standards and vocabulary are also identified.

Assessment Instruments

ILearn is the Indiana State approved assessment for elementary grades 3-5. It is designed to assess levels of mastery as well as student growth on the Indiana College Readiness Standards. Results of the ILearn assessment will be utilized in data meetings to further identify student needs and plan instruction.

IRead assessment is given annually to 3rd grade students to determine if students have reached minimum reading proficiency.

IReady Language Arts is a standards based assessment administered at the beginning, middle, and end of the year. This assessment offers a snapshot of mastery, benchmark growth, and contains remedial lessons to individualize resources for all K-5 students's needs.

 IReady math assessment is given at the beginning, middle, and end of the school year. It is also used to progress monitor students who are identified as Title I remediation students in grades K-5. This web-based assessment is one of three parts of our math curriculum.

I*Ready Standards Based Assessments* are administered at the conclusion of each critical standard being introduced, taught with fidelity, assessed, and remediated as needed.

PALS Dyslexia Screener will be administered to students in grades K-2 to determine deficit areas in reading skills which may lead to interventions.

Parental and Community Participation

Roachdale Elementary encourages and supports parent and community participation in school. By providing a variety of opportunities for parents and community members to be involved in the learning process, a positive partnership is developed. Roachdale Elementary has community partnerships and strategies for continuing community involvement.

Parent and School Partnerships that Support Learning:
- Families attend an Open House the night before the first day of school. During the Open House, families tour the building, meet school staff, learn about clubs and activities, and socialize with other Roachdale Elementary families.
- A new parent breakfast is offered each year to introduce new families to the vision, mission, and goals of the school and to establish a level of comfort and partnership between the school and families.
- An assignment book is used in grades three through five. The purpose of this book is to increase student achievement, teach responsibility and accountability, offer an opportunity for families and the school to communicate, and involve families as partners in student learning.
- Weekly classroom newsletters that include topics of study and highlights of classroom and school-wide events are sent home.
- Families can access the school's web page and Harmony program for current information on student grades and classroom activities.
- Families participate in Book Fairs, Music/Art Programs, Talent Show, and other opportunities for shared learning.
- A Principal Advisory Group has been developed in order to increase communication between parents and administration. Three parent representatives meet with administration every 6 weeks to learn about initiatives, plan activities, and offer collaborative support.
- Participation in Parent-Teacher conferences averages about 98% each year. An open door policy exists; parents and community members are in the school daily.
- Parents are invited to volunteer in many student classrooms.
- Parents chaperone field trips and volunteer for special classroom events.

Community Partnerships and Strategies for Continuing Community Involvement:
- The school participates in recycling by collecting and delivering recycled paper to locations near the school. The school utilizes local bins for recycling cans, bottles, and cardboard.
- Community and family members are welcome to support students by volunteering in various capacities throughout the school.
- Teachers host DePauw University practicum students in their classrooms.

- Teachers host Cadet Teachers and interns from the high school in their classes.
- Students in grades K-5 participate in the American Heart Association's Jump Rope for Heart/Basketball program.
- The students participate in the Coats for Kids drive sponsored by Putnam County Youth Development Commission.
- Grandparents are honored during the Grandparents' Day Program.
- Roachdale Elementary staff and students contribute food for assistance of community families in need during Thanksgiving and Christmas.
- The Roachdale Elementary Student Council leads our school in service projects such as Spirit Week activities, planned activities to honor staff during Staff Appreciation week, and heading up fundraisers for Riley Children's Hospital.
- The school hosts a community blood drive twice each year.
- The school partners with a local American Legion to teach flag etiquette.
- CastleArts partnership with Greencastle community and DePauw University supporting project based learning.

Technology

The North Putnam Community Schools use the NPSC Technology Curriculum Guide to direct instruction and integration of technology throughout the corporation. Teachers use the technology standards as guidelines for incorporating technology-based activities in the classrooms and in the computer lab. The belief is that students can become successful in academic learning, communication, and life skills that will be valuable to them as an adult in the workforce.

In the Classroom:
- Students are able to access the Internet and other software programs through the use of their 1:1 Chromebook.
- Teachers have access to technology resources such as video cameras, digital & document cameras, computer projection, and BenQ's as well as Google Suite. Teachers engage students in innovation, collaboration, and encourage them to participate in their own learning.
- Students engage in the use of SmartBoards, tablets, iPads, and NEO's by AlphaSmart to increase accessibility, motivation, engagement and achievement.

In the Media Center/STEM Lab:
- Students attend keyboarding class to enhance basic computer and keyboarding skills based on district expectations.
- Students use the web-based program, Type to Learn, to acquire these keyboarding skills.
- Students implement and produce reports and presentations to show their understanding of class concepts and topics.

- Students use IReady Math and Language for intervention, remedial, and supplemental individualized assignments tied to our benchmark testing programs in math/ LA.
- Students participate in computer assessments to gauge achievement and provide instructional objectives for future instruction.
- Students are instructed in the use of Google Suite, Microsoft Word, PowerPoint, and Publisher.
- Students are introduced to coding with code.org.

In the School:
- Teachers and families are able to use e-mail and phones with voicemail in every classroom to communicate with each other.
- Family and community members can access information through the corporation webpage, school webpage, and Facebook.
- The library has become fully functional through the use of computers. Students and teachers check out books by scanning a barcode and the card catalog is accessed via the computer.
- Cafeteria utilizes a keypad system where students input their individual number.
- The administrator utilizes Survey Monkey and poll everywhere to acquire data from teachers and parents.
- Parents schedule parent teacher conferences through Sign-up Genius.

For the Teacher:
- Teacher computers are networked together with various printers or copy machines throughout the building to allow many printing options.
- Technology lead teachers are trained to assist teachers with questions and technology problems.
- Staff development is conducted to improve instruction, graph data, update web pages, and introduce new technology in the building.
- Teachers submit grades through Harmony, a computerized grade book.
- A desktop technician and technology coordinator are employed by the corporation to assist with implementation and integration.
- STEM curriculum continues to be developed as we work to become a STEM certified school.

Safe and Disciplined Learning Environment

Roachdale Elementary School has a safe and disciplined learning environment. RES has adopted the *Character Counts Program* where the counselor teaches a different character trait each month and the teachers continue to reinforce those principles throughout the year. The counselor meets regularly with other counselors in the corporation and within the county so that the entire community is sharing the same goals at school and at home.

In blending the needs of all students, an additional focus is on the Bucketfilling philosophy. This philosophy teaches that everyone has an invisible bucket and it is important to fill other people's buckets and not dip from them. This simplistic philosophy is easily understood by our youngest of students and therefore is effective language to use when reminding them of their decisions.

A central office administrator is assigned to crisis management in addition to the school principal. State mandated monthly fire and tornado drills are conducted along with semester intruder drills. Students practice tornado drills on school buses and are taught how to respond to a bus disaster. Furthermore, each year, the bus drivers come into the school and teach bus safety to the students.

All the schools in the North Putnam Community School Corporation have keyless entry systems where any visitor has to be buzzed in by someone in the school after having been identified. Parents state many times over that they feel this system helps ease the concerns over the children's safety. Children are only checked out to parents who can identify themselves and have been logged in as caretakers.

The Crisis Plan at RES is updated every year and staff is apprised of any changes. The principal is also a graduate of the Indiana School Safety Specialist Academy. The principal chairs the Safe-School Committee which meets every other month to review and discuss the school safety plan. Students in grade K receive personal identification kits that parents can complete and send in to further ensure that their child can be identified through fingerprints and DNA.

Progressive discipline consequences for students are used and are found in the student handbook. Discipline referrals are typically few. Student suspensions/expulsions are rare. All teachers use a classroom discipline plan with a classroom economy system. Teachers are in frequent contact with parents through school newsletters, email, and telephone.

Cultural Competency

Roachdale Elementary is committed to providing opportunities to all students regardless of Ethnicity, Socioeconomic Status (SES), or Exceptionalities. A high percentage of low SES and Special Education students exist at the school. The staff feels that these two areas are in need of purposeful instruction. Every teacher can help Special Needs and low SES students regardless of having certification in Special Education. Strategies to address the needs of these groups include:

Special Needs and low SES students will feel welcome and accepted.
● Learn something about the student's home.
Assign a buddy to familiarize a new child with the class and classroom routines. Rotate the assignment among several students. Encourage group projects.
Be sure to include the student in class activities.

Allow Special Needs and SES students to begin the process of acquiring grade level skills at the beginning by developing listening comprehension.

- Teachers should monitor vocabulary and figurative language when speaking with students in class.
- Use contextual clues and concrete terms to clarify meaning: pictures, media, props, chalkboard sketches, Smart boards, manipulatives, and facial expressions.
- Model correct, appropriate language, but focus on communication and meaning rather than grammatical form.
- Don't force students to speak before they are ready.

Help students master subject matter while they acquire grade level proficiency.

- Provide opportunities for students to hear and use meaningful content language in a real context: art activities, science experiments, games, music, field trips, and role-playing.
- Whenever possible, preview lessons to facilitate understanding in the classroom.
- Encourage participation by asking questions that can be answered at the student's level.
- When a student begins contributing to class discussions, accept some errors in content and continue to model appropriate skills.
- Frequently check for understanding.
- Concentrate on building students' content vocabulary as a prelude to reading comprehension.

Maintain an encouraging, success-oriented atmosphere.

- Recognize that modified tests are often appropriate for students with special needs.
- Utilize MTSS resources and programs to help meet the needs of SES students.
- Chronically hungry children in the low SES category will receive assistance through Backpack for Education Program in partnership with Gleaners Food Bank.
- Save early writing samples to compare later. Remember to praise students for successes as they increase skills.

Recommended Areas of Professional Development:

- The school will annually review policies and procedures related to the education of students with Individual Education Plans and provide training to staff members on a variety of topics related to special education.
- The school will review MTSS procedures and interventions used to support students in the low SES category.
- Staff will be trained in STEM curriculum from writing/mapping curriculum through instruction and assessment.
- Continued training in Guided Reading. As we have stepped back from our training through Purdue University, we continue to offer a few opportunities to keep our reading coaches informed and they are able to return and further work with peers.

Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Hiring and retaining a high quality staff is a priority for the North Putnam Community School Corporation.The corporation supports Roachdale Elementary School's recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur.

Recruitment: The corporation participates annually in teacher recruitment fairs at Indiana State University and posts vacancies on the Indiana Department of Education's website. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and paMTSScular vacancy.

Selection: The principal involves teachers and support personnel (as appropriate) in conducting interviews and making initial selections. Training for principals in the interviewing process is conducted by the school corporation. In addition to an interview, candidates could be asked to complete tasks that highlight their skills in decision-making and knowledge of mathematics and reading. Upon successful completion of the tasks and interview, a comprehensive background check is conducted for the highest rated candidates. These individuals interview with the principal and the superintendent prior to being recommended to the school board for employment.

Induction: The North Putnam Community School Corporation provides a welcome and initial training for newly employed staff. During this, procedural matters (payroll, benefits, etc.) are explained. At the school level, new staff are provided initial training in procedures specific to the school (attendance, access to school beyond the school day, etc). New teachers are paired with a mentor who provides ongoing coaching and support. In addition to providing support in the employee's professional performance, the mentor provides ongoing emotional support and guidance.

Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Roachdale Elementary School. The principal cultivates and maintains a positive school culture, centered on these factors. Examples of celebrations are staff recognition for birthdays, holidays, and special occasions. Celebration of personal accomplishments at staff meetings, and ongoing support is provided by colleges and principal.

Teacher and Staff Coaching and Evaluation Model

Hiring and retaining a high quality staff is a priority for the North Putnam Community School Corporation. A priority at Roachdale Elementary School is to empower teachers to continuously refine and improve their professional practice. This comes about through a careful self-reflection by each teacher, collaboration between the principal and each teacher, and on-going coaching support by the technology coach as well as reading coaches in the building. Teachers work collectively as collaborative teams to identify schoolwide priorities based on student performance data. Together these create priorities from which individual and school wide goals are developed.   With the schools vision as the focal point at all times, staff collectively committed to teaching practices and an educational environment that promotes high levels of learning for all students.

Three points of data are used by teachers when determining priorities for improvement: Self/staff reflection, student data, and informal/formal observations. Goals are developed by individual teachers and discussed with the principal.

The formal evaluation model is based on the requirements set forth by the state and was developed jointly by the school corporation and local teachers association. The principal informally observes each teacher with classroom walkthroughs, and formally conducts one short and one long evaluation each year.

Benchmarks for Progress

Goals and Objectives

Objective I   Roachdale Elementary will increase overall student achievement in math on the ILearn Assessment from the 2018-19 results by 7% in 2019-20, by 10% in 2020-21, and by 15% in 2021-22.

Objective II   Roachdale Elementary will increase in student achievement on performance tasks on the ILearn Assessment resulting in overall growth in each assessed area and demonstrated by growth and improvement in our school letter grade maintaining a B or higher grade throughout the 2019-20, 2020-21, and 2021-22 school years.

Specific Areas for Immediate Improvement

Based on ILearn 2018-19, our immediate area of weakness and therefore area for immediate improvement is in math.
To address this deficit:

Proposed Interventions: (Math)

- Teachers will implement research based teaching practices that are aligned to the Indiana College and Career Readiness Standards to reinforce computation skills. Mastering basic facts will continue to be reinforced.
- Teachers will help students learn strategies in test taking, focusing on how to answer two and three part math questions, and how to show work when asked.
- Teachers will collaboratively study student data to drive instructional decisions to help with computation.
- Teachers will study Math iReady Results, to align lessons and assessments to predict the next level of instruction needed.
- Teachers will provide multiple ways for students to practice lessons and activities.
- Teachers will teach problem solving skills.
- Teachers will implement research based teaching practices aligned with the Indiana College and Career Readiness standards to reinforce Algebra skills.
- Teachers will model multi step problem solving skills pertaining to Algebra.
- Students will learn to work in guided groups and be given opportunities to practice and engage problem solving.

Attendance Rate

Attendance in school is vital to student success. For that reason, we strive to work with students that have chronic illness to provide ongoing educational support built in to a plan for when they are absent.

Additional strategies have been put into place which seem to motivate students to attend school. Monthly awards are given for individual perfect attendance and outstanding attendance. A large traveling trophy is awarded each month signifying the class with the highest attendance in the school. An incentive program called "ATTENDANCE, A PIECE OF THE LEARNING PUZZLE" helps students track their own attendance. This program urges the children to want to be in attendance for their class to achieve 98-100% attendance.

Professional Development

Professional development activities enhance educators knowledge within one or more of the following; expectations, curriculum content, classroom instruction, classroom assessment, technology integration, and classroom management. The professional development agenda is organized by teachers and administration to help teachers develop the knowledge and skills needed to successfully implement the strategies and goals set for our School Improvement Plan.

Every Wednesday North Putnam Community Schools have an early release day. Two Wednesdays each month are set aside for professional development. Professional development is geared toward curriculum and technology generally but priority is also given to training regarding school safety.

The Professional Development plan is a flexible and fluid format which will move and flow throughout the months of the school year. Teachers will be held accountable for gaining information and/or training they may miss due to an absence. Grade Level meetings are held to reflect upon the fidelity within the grade level and to evaluate the educational process.

Teacher collaboration times are common among the grade levels. They will be able to work together to assess what is working and what is not, as well as create a strong level of collaboration. This also is a time when the administration will be meeting with grade levels to review data, current issues and or concerns. Grade level teams will meet once a month.

Teachers will have release time for training in developing a common curriculum and assessments, as well as developing STEM curriculum.

Professional Development Framework

Staff Orientation (August/September):
- Review changes in the school crisis and emergency plan including ALICE training for intruder drills.
- Train staff on autism awareness and strategies for working with autistic students.
- Review bullying prevention procedures and classroom meetings.
- Dyslexia Training
- Testing Integrity Training
- Review of services available through Cummins Behavioral Health.

Data Meetings and MTSS Folder Review (October/March):
- Review baseline and progress monitoring data for the school, grade level, class, and individuals in MTSS.
- Revise Tier II intervention groups as needed.
- Review and revise strategies being used at Tier I and II.
- Establish grade level goals and objectives that align with corporation and school goals.

High Ability: (July, October, February)
- Broad-based planning meeting held each semester.
- Monthly lead teacher meeting.

Writing (Oct.)
- Review our Performance Task data from ILearn.
- Review and revise our writing curriculum across all grade levels and subjects.
- IDOE Elementary Writing professional development.
- Develop authentic writing skills and stations.
- Review editing and proofreading skills.
- Utilize rubrics to assist in scoring written works.
- Write across genres with comparisons of literature, persuasive writing, informative writing, to name a few.

Technology Training (Ongoing August-June)
- Coding
- BenQ Training
- Google Suite
- Building curriculum, best instructional strategies, and collaborating with other teachers.

Principal's Statement of Assurance

I assure that Roachdale Elementary School Professional Development Plan complies with the Indiana State Board of Education's core principles for professional development. The plan is school-based and is collaboratively designed through the IDOE process for developing a School Improvement Plan. As evidenced by the Goal Statements that are written in terms of measurable student achievement, primarily based on standardized test scores, the PDP honors the Board's intent that enhanced student achievement through professional development will occur. The PDP is based on best practices, developing the writing and reading process, data analysis training and science based inquiry. This plan assures that job-embedded opportunities promote collegiality and collaboration. Professional development is integrated through these strategies in such a way to build capacity through a continuum of ongoing improvement activities that are constantly focused on improved student learning as intended by the NPCSC board goals.

Beth Waterman, Principal   Date 9/28/2019

Timeline for Implementation, Review, and Revision

Fall 2019
- Continue to review spring 2018 data and finalize goals and objectives.
- Administer baseline assessments for 2019-2020, review data, and establish Tier II groupings.
- Teacher leaders and PLC's are established.
- Family Friendly School Focus to ultimately increase parent involvement.
- Curriculum mapping of language arts and social studies curriculum continues with the addition of authentic assessments.
- Strategic planning is finalized for technology integration.
- After school remediation implementation.
- Quarterly writing prompts.

Spring 2020
- STEM curriculum writing continues.
- Review progress monitoring and benchmark data and regroup students as needed.
- Curriculum mapping continues at the district level.
- Training in Google apps for education continues.
- After school remediation implementation meeting.
- Training and preparation for administering the ILearn Assessment.

Fall 2020
- Continue to review spring 2020 data and finalize goals and objectives.
- Annual review of policies and procedures related to IEPs and DOE requirements.
- Administer baseline assessments for 2020-2021, review data, and establish Tier II groupings.
- Review guided reading and literacy groups and/or train new staff.
- Review math curriculum and/or train new staff.
- Curriculum mapping continues at the district level.
- Training continues for Google apps in education.
- STEM Curriculum, Computer Science Standards curriculum/training focus.
- Focus on High Reliability School year two - Effective teaching in every classroom.
- Quarterly writing prompts.

Spring 2021
- Review progress monitoring data and regroup students as needed.
- Review progress monitoring and benchmark data and regroup students as needed.
- Curriculum mapping continues at the district level.
- Training in Google apps for education continues.
- After school remediation implementation meeting.
- Training and preparation for administering the ILearn Assessment.

Fall 2021
- Focus on High Reliability School year three - Guaranteed and viable curriculum.
- Annual review of policies and procedures related to IEPs and DOE requirements.
- Review spring 2020 data and finalize goals and objectives.
- Administer baseline assessments for 2019-2020, review data, and establish Tier II groupings.
- Review guided reading and literacy groups and/or train new staff.
- Curriculum mapping continues at the district level.
- Training continues for Google apps in education.
- Quarterly writing prompts.

Spring 2022
 Review progress monitoring and benchmark data and regroup students as needed.
- Curriculum mapping continues at the district level.
- Training in Google apps for education continues.
- After school remediation implementation meeting.
- Training and preparation for administering the ILearn Assessment.