

School Name

School Number

Street Address

City

Zip Code

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: Select plan period

### **----- CONTACT INFORMATION -----**

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*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

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Common abbreviations used in the plan are:

ESSA    Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law  
TSI     Targeted Support and Improvement – federal government school designation under ESSA  
ATSI    Additional Targeted Support and Improvement – federal government school designation under ESSA  
CSI     Comprehensive Support and Improvement – federal government designation under ESSA

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Who is required to submit a school improvement plan (SIP)? **All public and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

**Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.**

**If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#).**

|  |  |   |  |
|--|--|---|--|
| This is an initial three (3) year plan. <input type="checkbox"/>   |  | This is a review/update of a plan currently in use. <input checked="" type="checkbox"/> |  |
| This school is identified as the following by the federal government: TSI or ATSI  |  |   |  |
| (TSI only) Underperforming student groups identified by the federal government: SpEd , ELL , F/R , Hisp. , Blk , Wht, Multiracial, Asian, AI/AN, NHPI  |  |   |  |
| This school receives Title IA funding. Yes    Is the school's Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? * SW<br><i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i> |  |   |  |

## --- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

**List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.**

| Member Name  | Title                               | Committee(s) | CNA/SIP Subcommittee(s)            |
|--|-------------------------------------|--------------|------------------------------------|
| <b>Sample: Alma Smith</b>  | <i>Teacher</i>                      | <i>Both</i>  | <i>ELA, Wht, SpEd, Multiracial</i> |
| Brandon Winebrenner  | Principal                           | Both         | SpEd , ELL, F/R, Attend            |
| Kimberly Stinson   | Principal Intern                    | Both         | SpEd, ELL, F/R, Attend             |
| Sabrina Lage   | Academic Improvement - Literacy     | Both         | SpEd, ELL, ELA,                    |
| Kelly Whitaker   | Academic Improvement/5th Lead       | Both         | SpEd, ELL, ,                       |
| Christa Hammack  | Academic Improvement - Math         | Both         | SpEd, ELL, Math,                   |
| Laura Wheat  | 4 <sup>th</sup> Grade Team Lead     | Both         | ELA, Math, ,                       |
| Season Neal  | 3 <sup>rd</sup> Grade Team Lead     | Both         | ELA, Math, ,                       |
| Aleah Bingham  | 2 <sup>nd</sup> Grade Team Lead     | Both         | ELA, Math, ,                       |
| Mary Miller (Graf)   | 1 <sup>st</sup> Grade Team Lead     | Both         | ELA, Math, ,                       |
| Kylaina Walker   | Kindergarten Team Lead              | Both         | ELA, Math, ,                       |
| Meredith Lucas/Donna Daily   | SPED Supervisor                     | Both         | SpEd, ELL, ,                       |
| Amber Cullins  | ELL Teacher                         | Both         | ELL, , ,                           |
|  |                                     | Choose       | Choose, Choose, Choose, Choose     |
|  |                                     | Choose       | Choose, Choose, Choose, Choose     |
|  |                                     | Choose       | Choose, Choose, Choose , Choose    |
|  |                                     | Choose       | Choose, Choose, Choose, Choose     |
|  |                                     | Choose       | Choose, Choose, Choose, Choose     |
|  |                                     | Choose       | Choose, Choose, Choose , Choose    |
|  |                                     | Choose       | Choose, Choose, Choose, Choose     |
| <b>Link additional committee information here (if necessary) →</b> | <a href="#">Parkwood Committees</a> |              |                                    |

## --- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involve alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

**Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.**

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### **District Vision**

Our vision is to become nationally recognized as a premiere provider of education by serving as the bridge connecting stakeholders to ensure all students are college and career ready.

### **School Vision**

Parkwood Elementary's vision is to develop students who become productive members of our community.

### **District Mission**

Greater Clark County Schools will prepare students for lifelong success.

### **School Mission**

Every student will leave Parkwood prepared for middle school and future endeavors. [Parkwood Belief Statements](#)

### **District Goals**

GCCS will increase the % of students reading at or above grade level to 75%.  
GCCS will increase the % of students performing in math at or above grade level to 75%.  
GCCS will increase the % of students with zero office referrals by 2%.  
GCCS will increase student attendance to 96%.

**Does the school's vision support the district's vision?** Yes

**Does the school's mission support the district's mission?** Yes

**Do the school's mission and vision support district goals?** Yes

**If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?**

N/A

## SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

### Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. **Secondary schools may attach or link course descriptions.**

| Subject/Course                    | Grades | Resource Name           | Aligned to IAS | Tier  | Rationale for Resource Use                                  | Continue Use? | X                                   |
|-----------------------------------|--------|-------------------------|----------------|-------|---|---------------|-------------------------------------|
| Sample: Reading                   | 1-6    | ABC Reading is Fun      | Yes            | 1,2,3 | Textbook and readers are core component of reading program. | Yes           | <input checked="" type="checkbox"/> |
| Reading                           | k - 6  | McGraw - Hill           | Yes            | 1     | Textbook and resources are the core reading program.        | Yes           | <input checked="" type="checkbox"/> |
| English /Language                 | 7 - 12 | Pearson                 | Yes            | 1     | Textbook and resources are the core reading program.        | Yes           | <input checked="" type="checkbox"/> |
| Math                              | k - 6  | McGraw - Hill           | Yes            | 1     | Textbook and resources are the core math program.           | Yes           | <input checked="" type="checkbox"/> |
| Social Studies                    | k - 8  | Houghton Mifflin        | No             | 1     | Textbook and resources are the core social studies program. | Yes           | <input checked="" type="checkbox"/> |
| Science                           |        | Scott Foresman          | No             | 1     | Textbook and resources are the core science program.        | Yes           | <input checked="" type="checkbox"/> |
| Sequencing Guide                  | k - 12 | GCCS Sequencing Guides  | Yes            | 1     | Sequencing guides provide a map to teach the IAS.           | Yes           | <input checked="" type="checkbox"/> |
| Math                              | k - 12 | Balanced Math           | Yes            | 1,2   | Framework for culturally responsive teaching                | Yes           | <input checked="" type="checkbox"/> |
| Reading                           | k - 8  | Guided Reading          | Yes            | 1,2   | Differentiated instruction to develop proficiency           | Yes           | <input checked="" type="checkbox"/> |
| Writing                           | k - 12 | Guided Writing          | Yes            | 1,2   | Differentiated instruction to develop proficiency           | Yes           | <input checked="" type="checkbox"/> |
| Reading                           | K-2    | A Fresh Look at Phonics | Yes            | 1,2   | Core component of Reading program in primary grades         | Yes           | <input checked="" type="checkbox"/> |
|                                   |        |                         | Choose         | Tier  |   | Yes           | <input type="checkbox"/>            |
| Place link here (if necessary) -> |        |                         |                |       |   |               |                                     |

## Core Element 1: Curriculum [Required for all]

*continued*

| Best Practice/Requirements Self-Check   | Yes/No | X                                   |
|---|--------|-------------------------------------|
| The school uses district-established curriculum that is aligned to the Indiana Academic Standards.                      | Yes    | <input checked="" type="checkbox"/> |
| Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.                           | Yes    | <input checked="" type="checkbox"/> |
| Teachers and staff are engaged in cross grade-level articulation of standards.  | Yes    | <input checked="" type="checkbox"/> |
| A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated. | Yes    | <input checked="" type="checkbox"/> |

**The public may view the school's curriculum in the following location(s):**

GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the schools Learning Management System pages. The INSIP plans will also be posted on the district's website and the school's website.

## Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

| Best Practice/Requirements Self-Check   | Yes/No | X                                   |
|---|--------|-------------------------------------|
| The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure. | Yes    | <input checked="" type="checkbox"/> |
| A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.                               | Yes    | <input checked="" type="checkbox"/> |
| A variety of instructional strategies are employed to meet the diverse learning needs of students.                                    | Yes    | <input checked="" type="checkbox"/> |
| Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).         | Yes    | <input checked="" type="checkbox"/> |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.          | Yes    | <input checked="" type="checkbox"/> |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.                    | Yes    | <input checked="" type="checkbox"/> |
| Instructional strategies provide students with multiple options for illustrating their knowledge.                                     | Yes    | <input checked="" type="checkbox"/> |
| Instructional strategies foster active participation by students during the instructional process.                                    | Yes    | <input checked="" type="checkbox"/> |
| Teachers and staff promote authentic learning and student engagement across all content areas.  | Yes    | <input checked="" type="checkbox"/> |
| Strategies and instructional methods ensure equity of opportunity for all students during the learning process.                       | Yes    | <input checked="" type="checkbox"/> |
| Instructional strategies assist with bridging the cultural differences in the learning environment.                                   | Yes    | <input checked="" type="checkbox"/> |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.                                       | Yes    | <input checked="" type="checkbox"/> |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc.).                 | Yes    | <input checked="" type="checkbox"/> |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.          | Yes    | <input checked="" type="checkbox"/> |

### **For Title I schools with Schoolwide Programs only:**

**Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.**

Students who do not meet grade level mastery are provided tiered intervention to support learning deficits. Students who do not pass ILEARN, IREAD, standardized assessments, and formative assessments participate in remediation during the school day, after school programs and/or summer instruction. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ILEARN as evidenced by correlations of student grades with ILEARN scores. The interventions that will address critical areas will include: tiered small group instruction (IMPACT Groups), extended school year, and after school programming options. Academic Improvement Coordinators and district coaches provide remediation resources as well as professional development to enhance instructional practice. Centerstone is contracted to provide Social and Emotional support to students to optimize learning. All students participate in a 30 – minute IMPACT session daily for enrichment or intervention, in addition to the 90 – minute reading and math blocks. Students are pulled out as necessary and as required by his/her IEPs/ILPs for smaller group and individualized instruction in reading/language arts and math. Special needs and ELL students receive services through inclusion in science and social studies.

## Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

| Assessment Name   | Grade(s) | Use       | Type and Rationale for Use   | Continue Use | X                                   |
|-------------------|----------|-----------|--|--------------|-------------------------------------|
| NWEA              | k - 2    | Other     | Dyslexia Screening process   | Yes          | <input checked="" type="checkbox"/> |
| NWEA              | k - 8    | Benchmk   | Used to determine students instructional needs to accelerate performance | Yes          | <input checked="" type="checkbox"/> |
| Running Records   | k - 5    | Other     | Used to monitor progress and to determine guided reading levels          | Yes          | <input checked="" type="checkbox"/> |
| District Mastery  | 1 - 8    | CFA       | Used to measure power standards mastery in reading writing and math      | Yes          | <input checked="" type="checkbox"/> |
| Mastery Checks    | 1 - 8    | CFA       | Used frequently to determine remediation needs and allow for retakes     | Yes          | <input checked="" type="checkbox"/> |
| Checklists        | k - 1    | Benchmk   | used to assess total mastery of foundational skills in reading and math  | Yes          | <input checked="" type="checkbox"/> |
| ACT Aspire        | Gear Up  | Summative | Used to assess Gear up cohort  | Yes          | <input checked="" type="checkbox"/> |
| PSAT/SAT          | 10 - 11  | Summative | Will be used in 2023 as part of state and federal accountability         | Yes          | <input checked="" type="checkbox"/> |
| ASVAB             | 11 - 12  | Other     | Aptitude test for potential for success in the military                  | Yes          | <input checked="" type="checkbox"/> |
| Daily Math Review | k - 12   | CFA       | assessment system based upon student data                                | Yes          | <input checked="" type="checkbox"/> |

| Best Practice/Requirements Self-Check  | Yes/No | X                                   |
|--|--------|-------------------------------------|
| A system is in place to use assessment data to make decisions about programs, practices, and instruction.  | Yes    | <input checked="" type="checkbox"/> |
| The school uses assessment data to identify students for Tier II and Tier III instruction.   | Yes    | <input checked="" type="checkbox"/> |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. | Yes    | <input checked="" type="checkbox"/> |

**For Title I schools with Schoolwide Programs only:**

**Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.**



The Data Wise Improvement Process is an eight-step model that guides teachers to work in collaboration to improve teaching and learning through evidence - based analysis. The steps occur in three phases: Prepare; Inquire; and Act. The prepare phase involves creating a culture in which educators collaborate effectively and use data responsibly. The inquire phase is where teachers use a variety of data sources to define a specific problem of practice they are committed to solving. In the Act phase, teams articulate how they will employ high - leverage strategies to address the problem and ultimately accelerate student achievement. Adjustments are made to the plan and determine the focus for the next cycle. Teachers participate in weekly Grade Level Meetings as well as weekly Staff Professional Development sessions. In addition, teachers participate in professional development opportunities provided by the district. Teacher leaders participate on a Building Leadership Team (BLT) with a focus on collaborating about building level decisions. This team drives the decision making process of the school. Each team lead elicits input from their individual departments to give everyone the opportunity to have a voice in the process. Data meetings take place on a regular basis to evaluate student progress and identify areas for improvement.

## **Core Element 4: Coordination of Technology Initiatives [Required for all]**

**Briefly describe how technology is used by students to increase learning.**

Greater Clark is a 1:1 district and all students k – 12 will have access to a Chromebook device. GCCS uses technology to create authentic learning experiences and to empower all learners to take ownership of his/her own learning. Teachers and students leverage tools like interactive whiteboards, Activinspire, Chromebooks, Google Classroom, Google Apps for Education, online textbook resources, Symboloo, EasyTech, Remind, Class Dojo, Exact Path, and more in partnership with our sequencing maps to support student learning and teacher clarity. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, Computer Science, College and Career Readiness frameworks.

| Best Practice/Requirements Self-Check   | Yes/No | X                                   |
|---|--------|-------------------------------------|
| The school has a process for integrating technology into the instructional program to promote learning.         | Yes    | <input checked="" type="checkbox"/> |
| A plan is in place to provide in-service training in the use of technology.                                     | Yes    | <input checked="" type="checkbox"/> |
| Protocols and criteria are used to review and select technology hardware, software, and instructional programs. | Yes    | <input checked="" type="checkbox"/> |
| There are established procedures for maintaining technology equipment.  | Yes    | <input checked="" type="checkbox"/> |
| Sufficient infrastructure exists to support instructional, assessment, and operational needs.                   | Yes    | <input checked="" type="checkbox"/> |

If “Not currently implementing career exploration activities” was checked above, explain why.

## **Core Element 5: Career Awareness and Development [Required for all]**

Answer the questions for the grade levels in your school.

### **Grades K-5 only**

| What career awareness activities are provided for students? |  |                                     |  |
|---|--|-------------------------------------|--|
| <input type="checkbox"/>                                    | Not currently implementing career awareness activities | <input checked="" type="checkbox"/> | Career Day/Fair or Community Day                                 |
| <input checked="" type="checkbox"/>                         | Career Simulation (JA/Biztown, etc.)                   | <input checked="" type="checkbox"/> | Career-focused clubs (Robotics, agricultural garden, STEM, etc.) |
| <input checked="" type="checkbox"/>                         | Career-focused classroom lessons                       | <input checked="" type="checkbox"/> | Guest speakers   |
| <input type="checkbox"/>                                    | Other  |                                     |  |

### **Grades 6-8 only**

| What career awareness activities are provided for students? |   |                                     |                                  |
|---|---|-------------------------------------|----------------------------------|
| <input type="checkbox"/>                                    | Not currently implementing career information activities.             | <input checked="" type="checkbox"/> | Career-related courses           |
| <input checked="" type="checkbox"/>                         | Career-focused classroom lessons                                      | <input checked="" type="checkbox"/> | Job-site tours                   |
| <input checked="" type="checkbox"/>                         | Guest speakers  | <input checked="" type="checkbox"/> | Career Day/Fair or Community Day |
| <input checked="" type="checkbox"/>                         | Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | <input type="checkbox"/>            | Online career navigation program |
| <input type="checkbox"/>                                    | Other   |                                     |                                  |

If “Not currently implementing career exploration activities” was checked above, explain why.

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

| What career awareness activities are provided for students? |  |  |  |
|---|--|--|--|
|---|--|--|--|

|                                     |   |                                     |                                  |
|-------------------------------------|---|-------------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> | Not currently implementing career information activities.             | <input checked="" type="checkbox"/> | Career-related courses           |
| <input checked="" type="checkbox"/> | Job-site tours  | <input checked="" type="checkbox"/> | Career Day/Fair or Community Day |
| <input checked="" type="checkbox"/> | Guest speakers  | <input type="checkbox"/>            |                                  |
| <input checked="" type="checkbox"/> | Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | <input type="checkbox"/>            |                                  |
| <input checked="" type="checkbox"/> | Industry-related Project-Based Learning                               | <input type="checkbox"/>            |                                  |
| <input checked="" type="checkbox"/> | Online career navigation program                                      | <input type="checkbox"/>            |                                  |
| <input checked="" type="checkbox"/> | Job shadowing   | <input type="checkbox"/>            |                                  |

If “Not currently implementing career exploration activities” was checked above, explain why.

## **Core Element 6: Safe and Disciplined Environment [Required for all]**

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

| Best Practice/Requirements Self-Check   | Yes/No | X                                   |
|---|--------|-------------------------------------|
| Practices are in place to develop and maintain a positive school climate between staff, students, and families.                         | Yes    | <input checked="" type="checkbox"/> |
| A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention. | Yes    | <input checked="" type="checkbox"/> |
| Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.                   | Yes    | <input checked="" type="checkbox"/> |
| Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.                        | Yes    | <input checked="" type="checkbox"/> |
| A suicide awareness and prevention policy is in place and staff have been appropriately trained.  | Yes    | <input checked="" type="checkbox"/> |
| High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.                    | Yes    | <input checked="" type="checkbox"/> |
| All staff express belief that all children can learn and consistently encourage students to succeed.                                    | Yes    | <input checked="" type="checkbox"/> |
| The school develops staff capacity to create positive classroom and school climates that are culturally responsive.                     | Yes    | <input checked="" type="checkbox"/> |

**Briefly answer the following:**

**What practices are in place to maintain a safe environment?**

- Media Statements and inquiries need to be made to the principal.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor’s badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM to supervise students entry into the building and to class.

- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.
- Student Response Team (SRT) in place to ensure a safe environment with a focus on learning.

#### **REPORTING PROCEDURES**

1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
  - Inform administrator and request case # from the hotline and give to administrator before you leave for the day
3. Staff are trained to immediately call the office and report manmade occurrence: A student needs shelter, Threat by Student, Possible Weapon on School Grounds, Possible Bomb Threat, Drugs Usage or Drugs on School Grounds, Gang Activity Power Outage, Water Advisory or Outage.
4. Safe Crisis Teams are in place in all schools.

## **Core Element 7: Cultural Competency [Required for all]**

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the check boxes below.

|                                     |                                 |                                     |                          |                                     |   |
|-------------------------------------|---------------------------------|-------------------------------------|--------------------------|-------------------------------------|---|
| <input type="checkbox"/>            | American Indiana/Alaskan Native | <input checked="" type="checkbox"/> | English Language Learner | <input checked="" type="checkbox"/> | Multiracial                               |
| <input type="checkbox"/>            | Asian                           | <input checked="" type="checkbox"/> | Free/Reduced Lunch       | <input type="checkbox"/>            | Native Hawaiian or Other Pacific Islander |
| <input checked="" type="checkbox"/> | Black                           | <input checked="" type="checkbox"/> | Hispanic Ethnicity       | <input checked="" type="checkbox"/> | White                                     |

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

Our district and school strives to create a culturally sensitive environment where all students can succeed. Our mission, vision, and belief statements support a nurturing environment where all students feel safe and respected, and provide all children a challenging curriculum in both academic and social skills. Specific subgroup challenges for our school are addressed through content benchmark goals, which are implemented through IMPACT intervention and individualized instruction on a daily basis. Our district is part of a Universal Design for Learning grant through Indiana University. Teachers are being trained and cultural diversity strategy training is included as a component of this work. We have a few pilot schools in the district and our hope is to continue to expand this work and strengthen the capacity of all staff.

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

We will provide equitable access to strong, challenging school experiences. This will start by assessing our school culture and climate and building a culture of high expectations and achievement for all staff and students.

**What professional development might be necessary for staff to work effectively in cross-cultural situations?**

We work on a regular basis to provide resources and trainings on Culturally Responsive teaching. The focus emphasizes cultural ways of learning and cognition. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (using memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk. We will work with district resources to train teachers in Culturally Responsive teaching strategies by defining what culture is and understanding the myths surrounding Culturally Responsive teaching as well as the proven strategies that provide cultural representation in relevant ways with the curriculum. We will also train teachers in unconscious bias protocols that will enable teachers to become aware of and recognize their own biases when interpreting behavior in the classroom so they can be more culturally responsive.

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

We strive to follow guidelines for Improving English Language Arts and mathematics materials for English Learners by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across a curricula, in units, and in lessons so that English learner students can access and engage in grade-level content.

## **Core Element 8: Review Attendance [Required for all]**

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

### **What may be contributing to the attendance trend?**

The attendance trend at Parkwood was a vast decrease in the number of students chronically absent. That trend reversed last school year due to two major factors. One major factor was the high volume of students quarantined for up to ten days on each occurrence due to either close contact to, symptoms of, or a positive test for COVID-19. A second factor was how attendance was coded for students enrolled in virtual learning. Many students were counted as absent if they either did not self log presence in a virtual form, and/or did not appear in class meetings, and/or did not complete virtual assignments. These two factors were directly responsible for the increase in students being counted absent and therefore increased the number of students counted absent 18 or more times.

### **What procedures and practices are being implemented to address chronic absenteeism?**

We believe that student achievement improves with regular attendance and parent involvement. The school principal and leadership team have established attendance goals that include strategies and schedules to maximize attendance and instructional minutes within the student day. We are striving to reach our attendance goal through the following steps and support:

- Average daily attendance data are monitored and discussed with teacher teams each quarter.
- We utilize the parent attendance legal notice and Truancy advocates assigned to our school to address habitual attendance concerns.
- Announcements and recognitions are made regularly to emphasize the importance of punctuality and attendance.

During the 2018-2019 and 2019-2020 school year the school district implemented new guidelines for addressing chronic absenteeism, which led to a trend in decreasing absenteeism. The data shows that the increased accountability on attendance was highly successful, pre-COVID, as the number of students chronically absent steadily declined over a three year span. The number of students with 18 or more absences went from 56 in 2017-2018, to 44 in 2018-2019, to 17 in 2019-2020. The increased accountability will be reinstated if/when student quarantines are less of a factor, as those measures were demonstrating success.

### **If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?**

Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with administration to recognize trends and plans are implemented to address families who may need support. Teachers report attendance each morning, and the office clerk compiles data daily. The first layer of practice involves a generated call to the parents of each student who is reported absent each day. Once a student hits a fifth absence, school personnel make contact with the parent, and attempt to find a solution. At the tenth unexcused absence, a letter of notice is sent to the parents of the student, stating that if the pattern continues, then further action will occur. This letter outlines policy and legal ramifications of continued absenteeism. If the pattern continues, the student is then referred to the Clark County probations office who then meets with the student and parents. Additionally, chronic absenteeism is weaved into our multi-tiered system of support, as our Tier 2 and Tier 3 teams explore chronic absenteeism as a potential root cause of academic and/or behavioral struggles. Interventions are then installed to support the student and their parents in improving academic and behavioral outcomes.

| Best Practice/Requirements Self-Check                        | Yes/No | X                                   |
|--|--------|-------------------------------------|
| The school has and follows a chronic absence reduction plan. | Yes    | <input checked="" type="checkbox"/> |

|   |     |                                     |
|---|-----|-------------------------------------|
| A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students. | Yes | <input checked="" type="checkbox"/> |
|---|-----|-------------------------------------|

**Number of students absent 10% or more of the school year.**      **Last year:** 107      **Two years ago:** 17      **Three years ago:** 44

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

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

The school has an active parent organization, which sponsors several family events throughout the year. They meet on a regular basis to develop supports for students and staff. The parent organization serves as a conduit for improvement of the schoolwide plan to support academics. Other activities offered for parents to become involved are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including academic teams and robotics events. Parents are given the option to participate in school events and offered opportunities to volunteer.

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

Family surveys are utilized to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means for parents to express ideas, concerns, or suggestions. Our school also maintains a variety of social media venues and these allow for commentary and sharing of ideas. Concerns are addressed promptly.

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

Positive peer and parent relationships can promote healthy attendance. Using structures like student government and morning meetings, we empower students to have an active presence and helping them develop a collective identity. We are also working on implementing restorative justice practices. Regular parent contacts include early phone calls and email messages pertaining to attendance and student work completion. Parents will be invited to visit with the students as they work before, during, or after school to finish homework, improve grades, and master key concepts. An electronic parent newsletter will provide more information about tutoring and other opportunities for students to access more assistance and support. The Unified Classroom allows parents the ability to see their child's attendance daily.

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

The GCCS district promotes equity by striving to make all students, staff, and parents feel welcome, accepted, and protected against discrimination. We continue to learn, work, and grow in how to eliminate bias in our systems and interactions through continued professional development, trainings, book studies, and community resources to build our knowledge base and practices.

## **Core Element 9: Parent and Family Engagement [Title I Schoolwide only]**

**The following is specific to Title I Schoolwide Programs.**

### **Describe strategies used to increase parental involvement.**

A parent compact outlining each student's growth is completed with parents during parent – teacher conferences. We strive to conference with 100% of parents. Parents are informed throughout the year if it is necessary for their student to receive tier 2 or Tier 3 intervention. Family nights are planned throughout the year to encourage parent involvement and to showcase student work and achievements. Parents are encouraged to support their child's educational programming on a regular basis through a variety of volunteer opportunities and engagement in school programs. Parkwood has a community engagement committee that includes multiple stakeholders to plan events that include parent involvement activities.

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

Parents are informed of student progress in core academic areas aligned to Indiana Academic Standards and performance on Benchmark assessments for reading, writing, and math on a regular basis. The school will provide individual academic assessment results and/or progress to parents several times during the school year. Communicating performance results to parents will include: midterms each quarter, parents LMS pages through Powerschool, blogs, class Dojo, and Google Classroom. Report cards are distributed quarterly. Parent teacher conferences are conducted in November. NWEA math and reading reports as well as behavior goals and concerns are shared with parents throughout the year at designated intervals.

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

All Title 1-served schools in Greater Clark County School Corporation will host an annual parent meeting, and follow up meetings for those who could not attend, to outline the parameters of services being provided to their children. At this meeting, information will be shared regarding services provided, complaint procedure policy reviewed, discussion of Right-to-Know letter, school compact is reviewed and signed, and contact information shared regarding key personnel in the school. The meeting is publicized to all families and individual question and answer sessions will be held after the parent meeting as needed. The INSIP plan is also available on the school's website for access by parents and community members.



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

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

We strive to provide all students with a diverse education in a safe, supportive environment that promotes self – discipline, motivation, and excellence in learning. Our high school meets the needs of all students by providing them with a diverse curriculum that allows students' to earn an Academic Honors Diploma, Associates Degree, Technical Honors Diploma or the Core 40 Diploma.

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

We offer three diploma tracks; Academic Honors Diploma, Technical Honors Diploma and Core 40. Greater Clark County schools, in partnership with Ford Next Generation Learning, implemented wall-to-wall Career Academies during the 2018-2019 school year, which offers a focused curriculum plan related to four areas: Public Service, Business and Entrepreneurship, Engineering and Advanced Manufacturing, and Health Services. These academies serve to create Small Learning Communities within the larger school which, coupled with the Freshman Academy, provide teams of teachers and staff dedicated to ensuring students are supported, affirmed, guided and directed through a pathway that leads to College and Career Readiness. Through this initiative, students directly benefit from a transformation of teaching and learning, a transformation of the secondary school experience, and a transformation of business and civic engagement, which forges a strong partnership with community stakeholders.

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

All students are enrolled in the Freshman Seminar course during their 9<sup>th</sup> grade. This class focuses on introducing and promoting each of the High School's academic opportunities and advises students on the best fit for them based on interest inventories.

**Graduation rate last year:**

**Percent of students on track to graduate in each cohort:**

## **Core Element 11: Provision for Title I Schools Operating a Schoolwide Program**

**This section applies only to schools that receive Title I funds and operate a Schoolwide Program**

**Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.**

Federal Programs (Title I, II, III, and IV) as well as the various Cares Act dollars (I,II, and III) will be coupled with instructional services (staff development), technological services, student services, Special Education funding and various business partnerships to improve the academic achievement of all students. In addition, Title I professional development funding and staffing support will be used to support the SWP/School Improvement plan.

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

Not Applicable

**Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.**

Greater Clark has been able to increase our preschool capacity within the district to well over 200 students with plans for even greater expansion. Our preschool teachers work collaboratively with our kindergarten teachers and academic coaches to provide developmentally appropriate curriculum and instruction for our earliest learners. Our district works collaboratively with other community early childhood programs to share our resources and to ensure kindergarten readiness to all incoming students. We support parents through a program called Camp Kindergarten to help students and parents prepare children socially, emotionally, and physically for kindergarten expectations and programming. In the spring, Camp Kindergarten visits and screenings are scheduled to assist in a smooth transition. All area preschools are notified and invited to attend. IEPs for special needs students transitioning to kindergarten from Head Start are communicated through conferences. We work to maintain a PTQ level 3 in our preschool classrooms and are striving for a level 4.

**Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.**

Greater Clark County Schools is actively recruiting and attending job fairs across the state to attract highly qualified teachers. We have cohorts run through local universities to provide advanced course work options for our teachers. We have created and conducted an action plan to interview in the early spring to secure the top teacher candidates. We also conduct 'mock' interviews with local universities to get a preview of upcoming graduates. We maintain agreements with several universities across the state to supervise student teachers throughout their educational course work in our schools.

**Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.**

[illegible]

## SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.**

| General Academic                             |                              | Specific Student Groups             |                                  | General School Data                 |                                   |                                     |                                    |
|--|------------------------------|-------------------------------------|----------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/>          | Statewide Assessments        | <input checked="" type="checkbox"/> | Statewide Assessment Data        | <input checked="" type="checkbox"/> | ELL Assessment(s)                 | <input checked="" type="checkbox"/> | Attendance*                        |
| <input checked="" type="checkbox"/>          | Federal (ESSA) Data          | <input checked="" type="checkbox"/> | Federal (ESSA) Data              | <input checked="" type="checkbox"/> | Individual Education Plans (IEPs) | <input checked="" type="checkbox"/> | School Discipline Reports*         |
| <input checked="" type="checkbox"/>          | Districtwide Assessments     | <input checked="" type="checkbox"/> | IAM Assessment                   | <input checked="" type="checkbox"/> | Individual Learning Plans (ILPs)  | <input checked="" type="checkbox"/> | Bus Discipline Reports*            |
| <input checked="" type="checkbox"/>          | Dyslexia Assessments         | <input type="checkbox"/>            | Aptitude Assessment(s)           | <input checked="" type="checkbox"/> | Staff Training                    | <input checked="" type="checkbox"/> | Surveys (parent, student, staff) * |
| <input checked="" type="checkbox"/>          | Common Formative Assessments | <input checked="" type="checkbox"/> | Special Education Compliance Rpt | <input checked="" type="checkbox"/> | Aptitude Assessment (e.g. CogAT)  | <input checked="" type="checkbox"/> | Daily Schedule Configuration       |
| <input type="checkbox"/>                     | PSAT/SAT/ACT                 | <input type="checkbox"/>            | Subgroup Assessment Data         | <input type="checkbox"/>            | Current High Ability Grant        | <input type="checkbox"/>            | *Including student subgroups       |
| <b>List or Link Other Data Sources Below</b> |                              |                                     |                                  |                                     |                                   |                                     |                                    |
|  |                              |                                     |                                  |                                     |                                   |                                     |                                    |
| Link ->                                      |                              |                                     |                                  | Link ->                             |                                   |                                     |                                    |

**Be sure no personally identifiable student information is included in any/all linked or uploaded data.**

### Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

**Do these issues significantly impact our current school goals as strengths or problems?**

**Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

### Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a

variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

**Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.**

**Goal 1**

**Measurable outcome met? No**

45% passing ILEARN and 80% passing IREAD3

**If goal was met, how will the school further improve or sustain this level of performance?**

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 2**

**Measurable outcome met? No**

45% third through fifth graders will be proficient on ILEARN.

**If goal was met, how will the school further improve or sustain this level of performance?**

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 3**

10% overall increase in performance on ILEARN for special education students.

**Measurable outcome met?** No

**If goal was met, how will the school further improve or sustain this level of performance?**

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

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

**Goal 4**

**Measurable outcome met?** Choose

**If goal was met, how will the school further improve or sustain this level of performance?**

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

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final column.*

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

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

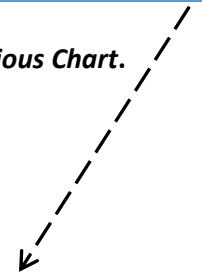
## GAP ANALYSIS TEMPLATE

| Desired Performance Based on Prioritized Goals/Characteristics  | Part of Current Goal? | Actual Performance Based on School Data  | Brief Description Comparing Current Performance to Desired Performance   | Gap | Priority |
|---|-----------------------|--|--|-----|----------|
| Increasing students ability to read and comprehend grade level texts (+10%) supports efforts to increase overall ELA achievement. | Yes                   | ILEARN ELA- 28% proficient, 77% passing IREAD3, overall text reading proficiency EOY grade K-47%, grade 1 - 49%, grade 2- 55%. | Students leaving primary grades are not on grade level for reading, increasing the gap for intermediate. Parkwood will focus on closing the gap between primary and intermediate students. | ☒   | 3        |
| Increasing students' number sense and conceptual knowledge supports efforts to increase overall math achievement (+15%)           | Yes                   | ILEARN MATH overall performance was 28.6%, and state average was 48.7% proficient.   | Students are not applying strategies they learn in class independently. Many students are not proficient on grade level standards.   | ☒   | 2        |
| Increase proficiency for special education students to target scores for ELA and the state average for math                       | Yes                   | 7.3% of special education students were proficient on ILEARN ELA and 12.2% proficient on ILEARN math.                          | Special education students are making gains in reading and math proficiency, however, the gap is still significant. Increasing students' time with grade level content will be a focus.    | ☒   | 1        |
| Increasing students' understanding of social emotional learning supports efforts to increase overall achievement.                 | Yes                   | Overall students with 0 behavior referrals was 82.5% for 2018/2019.  | Many students are making gains through social emotional learning but fail to use the strategies consistently when applicable   | ☒   | 5        |



|   |        |   |  |                                     |                 |
|---|--------|---|--|-------------------------------------|-----------------|
| Increase ELL students' overall WIDA score by .5 or more (+10%) will increase our overall achievement. | No     | 55% of our ELL students increased their overall WIDA score by .5 or more. | ELL students out performed the state average for the % of students who met or exceeded annual target growth. PES ELL students had the highest number of students reach proficiency in GCCS | <input checked="" type="checkbox"/> | 4               |
|   | Choose |   |  | <input type="checkbox"/>            | Choose an item. |

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



## **Step 2: Conduct Root Cause Analyses**

**Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.**

**Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.**

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

| <b>Identified Priorities from Previous Chart</b>  | <b>List Root Cause(s)</b>   |
|---|---|
| Special Education: To Increase proficiency for special education students to target scores for ELA and the state average for math       | Students need more time and support with grade level content. Students need a clear understanding of what mastery looks like and the success criteria. Students far below grade level are struggling to read and comprehend grade level content. Teachers and staff need additional PD on visible learning and co-teaching strategies |
| Math: To increase students' number sense and conceptual knowledge supports efforts to increase overall math achievement (+15%).         | Students are lacking basic number sense causing it to be challenging to learn grade level standards and complete mathematical tasks independently. Teachers and staff need additional PD on providing targeting feedback and developing success criteria.   |
| ELA: To increase students' ability to read and comprehend grade level text (+10%) supports efforts to increase overall ELA achievement. | Students are lacking vocabulary necessary to access grade level content and students are not applying their comprehension strategies independently. Teachers and staff need additional PD on providing targeted feedback on independent work as well as developing clear success criteria for mastery of target skills.               |



***Write your Goal(s) from these.***



***Develop strategies from these.***

## SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
  - a. A continuation of existing goals and/or
  - b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
  - a. Strategies in the school improvement plan.
  - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

# School Improvement Plan

## Using the Goal Template

### Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

### Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

### Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed. **SAMPLE BELOW.**

|                                   |   |                              |   |  |
|-----------------------------------|---|------------------------------|---|--|
| <b>GOAL 1</b>                     | By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.   |                              |   |  |
| <b>Data Checkpoints (dates)</b>   | November 1  | February 15                  | May 25                                  |  |
| <b>Evidence at Checkpoints</b>    | Math scores on interim test.  | Math scores on interim test. | Math scores on interim test.            |  |
| <b>Evidence- Based Strategy 1</b> | Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240. |                              |   | <b>PD needed</b> <input checked="" type="checkbox"/>   |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>       | <b>Person(s) Responsible</b>            | <b>Evidence of Success</b>   |
| Action Step 1                     | Conduct on-going, job-embedded training for teachers and instructional support staff.   | August, 2021- May, 2022      | Leadership Team, Math Department Chairs | 85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator. |
| <b>Yr 2 Measurable Objective</b>  | By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.   |                              |   |  |
| <b>Yr 3 Measurable Objective</b>  | By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.   |                              |   |  |

**Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE** > [CNA/SIP Planning Calendar](#)

|                                   |   |  |  |  |
|-----------------------------------|---|--|--|--|
| <b>GOAL 1</b>                     | By Spring 2022, 27% of students in grades 3 -5 identified as special education will be proficient in mathematics and 17% will be proficient in English Language Arts as measured by ILEARN. |  |  |  |
| <b>Data Checkpoints (dates)</b>   | November 1, 2021  | February 15, 2022                          | May 25, 2022   |  |
| <b>Evidence at Checkpoints</b>    | NWEA and GCCS District Mastery Assessments  | NWEA and GCCS District Mastery Assessments | GCCS District Mastery Assessments and ILEARN                               |  |
| <b>Evidence- Based Strategy 1</b> | Implement a co-teaching model for grades 4-5. Special Education teachers will share planning time with grade level teachers and collaborate on grade level standards.                       |  |  | <b>PD needed</b> <input checked="" type="checkbox"/>                         |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                     | <b>Person(s) Responsible</b>   | <b>Evidence of Success</b>   |
| Action Step 1                     | provide professional development for general and special education  | Quarter 1, 2021                            | Special Education supervisor and Parkwood Elementary School Administration | Walkthroughs by admin and AICs.  |
| Action Step 2                     | Provide PD for Special education paraprofessionals on literacy strategies and techniques  | Quarter 1, 2021                            | AIC/PES administrators   | Progress Monitoring Data of students, walkthroughs                           |
| Action Step 3                     | Monthly progress monitoring of special education students   | Sept 20 – May 22, 2022                     | Special Education Staff and General Education Staff                        | Bi-weekly rolling agenda notes, grade level meeting notes, data spreadsheets |
| Action Step 4                     |   |  |  |  |
| <b>Evidence- Based Strategy 2</b> | Implement visible learning. Special education teachers will develop learning targets for all special education students and create success criteria to drive learning.                      |  |  | <b>PD needed</b> <input checked="" type="checkbox"/>                         |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                     | <b>Person(s) Responsible</b>   | <b>Evidence of Success</b>   |
| Action Step 1                     | Bi-weekly collaboration of special education department   | Aug. 20 – May 22                           | Special education teachers and staff                                       | Rolling agenda meeting notes and progress monitoring student data            |
| Action Step 2                     | Professional Development on creating learning targets and creating success criteria   | Quarter 1 and 2 of 2021                    | All teachers/ admin  | Student work samples, walkthroughs   |
| Action Step 3                     | Meeting to analyze student work samples   | Aug 20 – May 22, 2022                      | All teachers/admin   | rolling agenda notes, walkthroughs, high quality student work displayed      |
| Action Step 4                     |   |  |  |  |
| <b>Yr 2 Measurable Objective</b>  | By Spring 2023, 32% will be proficient in Mathematics and 23% will be proficient in ELA.  |  |  |  |
| <b>Yr 3 Measurable Objective</b>  | By Spring 2024, 37% will be proficient in Mathematics and 27% will be proficient in ELA as measured by ILEARN.  |  |  |  |

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| <b>GOAL 2</b>                     | By Spring 2022, 38% of students in grades 3-5 will be proficient in Mathematics as measured by ILEARN.  |   |  |  |
| <b>Data Checkpoints (dates)</b>   | Nov 1   | Feb 15  | May 25   |  |
| <b>Evidence at Checkpoints</b>    | <b>NWEA &amp; GCCS District Mastery Assessments</b>   | <b>NWEA &amp; GCCS District Mastery Assessments</b> | <b>District Mastery Assessments &amp; ILEARN</b> |  |
| <b>Evidence- Based Strategy 1</b> | <b>Implement Visible Learning-Teachers will create learning targets on essential standards and create success criteria for student mastery.</b> |   |  | <b>PD needed</b> <input checked="" type="checkbox"/>   |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                              | <b>Person(s) Responsible</b>                     | <b>Evidence of Success</b>   |
| Action Step 1                     | Professional development on creating learning targets and developing success criteria   | Q1, Q2 - 2021                                       | All Teachers/Admin                               | Walkthroughs by administrators, coaches, and teachers, analysis of student work samples  |
| Action Step 2                     | Meet and collaborate to analyze student work samples  | 8/21-5/23   | All Teachers/Admin                               | Rolling agenda notes, student work samples, progress monitoring data   |
| Action Step 3                     | Co-create learning checks/assessments on specific learning targets  | 8/21-5/23   | All Teachers/Admin/AIC /Math Coaches             | Completed learning checks and student work analysis- next steps identified and lesson plans that reflect instructional changes |
| Action Step 4                     |   |   |  |  |
| <b>Evidence- Based Strategy 2</b> | <b>Implement Math Fact Mastery in grades K-5</b>  |   |  | <b>PD needed</b> <input checked="" type="checkbox"/>   |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                              | <b>Person(s) Responsible</b>                     | <b>Evidence of Success</b>   |
| Action Step 1                     | Collaborate as a grade level team on strategies for each math fact.   | Q1  | Grade Level Teachers                             | Scope and sequence/walk through data/rolling agenda notes  |
| Action Step 2                     | Differentiate math fact instruction and provide time for students to work on facts independently  | Q1-Q4   | Grade Level Teachers                             | Walk throughs, Assessment data   |
| Action Step 3                     | Monthly progress monitoring of students   | Q1-Q4   | Grade Level Teachers/Admin                       | Progress Monitoring Data   |
| Action Step 4                     |   |   |  |  |
| <b>Yr 2 Measurable Objective</b>  | By Spring 2023, 42% of students in grades 3-5 will score proficient or higher as measured by ILEARN.  |   |  |  |
| <b>Yr 3 Measurable Objective</b>  | By Spring 2024, 47% of students in grades 3-5 will score proficient in mathematics as measured by ILEARN.                                       |   |  |  |

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| <b>GOAL 3</b>                     | By Spring 2022, 38% of students in grades 3-5 will score proficient or better on English Language Arts as measured by ILEARN.                   |   |  |   |
| <b>Data Checkpoints (dates)</b>   | Nov 1   | Feb 15                                      | May 25                                     |   |
| <b>Evidence at Checkpoints</b>    | <b>NWEA. Text Reading Levels, GCCS DMAs</b>   | <b>NWEA. Text Reading Levels, GCCS DMAs</b> | <b>Text Reading Levels, ILEARN, IREAD3</b> |   |
| <b>Evidence- Based Strategy 1</b> | <b>Implement Visible Learning- Teachers will create learning targets on essential standards and create success criteria for student mastery</b> |   |  | <b>PD needed</b> <input checked="" type="checkbox"/>                                    |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                      | <b>Person(s) Responsible</b>               | <b>Evidence of Success</b>  |
| Action Step 1                     | Professional development on creating learning targets and developing success criteria   | 8/21 – 5/22                                 | All Teachers/Admin                         | Walkthroughs by administrators, coaches, and teachers, analysis of student work samples |
| Action Step 2                     | Develop learning checks that align to specific learning targets   | 8/21 – 5/22                                 | All Teachers/Admin/AIC                     | Rolling agenda notes, high quality learning checks produced, success criteria developed |
| Action Step 3                     | Monthly analysis of student work samples  | 8/21 – 5/22                                 | All Teachers/Admin/AIC                     | Rolling agenda notes, instructional next steps created, data spreadsheets with results  |
| Action Step 4                     | Book Study on Teaching Phonics Grades K-2, activity implementation  | 8/21 – 5/22                                 | All Teachers/Admin/AIC                     | Teacher collaboration with developed phonics scope and sequence, walkthroughs           |
| <b>Evidence- Based Strategy 2</b> | <b>Continue to implement phonics and word study scope and sequence with specific lesson framework for direct whole group instruction.</b>       |   |  | <b>PD needed</b> <input checked="" type="checkbox"/>                                    |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                      | <b>Person(s) Responsible</b>               | <b>Evidence of Success</b>  |
| Action Step 1                     | Book Study on Teaching Phonics Grades K-2 by Wiley Blevins  | Q1, Q2 2021                                 | K-2 Teachers/Admin/AIC                     | Scope and Sequence developed, lesson plan framework developed.                          |
| Action Step 2                     | Implement lesson strategies and routines outlines by book study with follow up coaching and modeling  | Q1 – Q4                                     | K-2 Teachers/AIC                           | Coaching notes, peer coaching and modeling, walk throughs                               |
| Action Step 3                     | Develop learning checks and on-going progress monitoring of specific phonics skills   | Q1 – Q4                                     | K-2 Building leadership team members/AICs  | Rolling agenda notes, assessment data   |
| Action Step 4                     | Bi-monthly collaborative planning of phonics and word study instruction   | Q1 – Q4                                     | All grade level teachers/AICs              | Rolling Agenda notes and walk-throughs, student progress monitoring data                |
| <b>Yr 2 Measurable Objective</b>  | By Spring 2023, 43% of students in grades 3-5 will score proficient or better on ELA as measured by ILEARN.                                     |   |  |   |
| <b>Yr 3 Measurable Objective</b>  | By Spring 2024, 47% of students in grades 3-5 will score proficient or better on ELA as measured by ILEARN.                                     |   |  |   |

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| <b>GOAL 4</b>                     | By Spring 2022, 88% of Parkwood students will have zero office referrals and 92% will have one or fewer office referrals, By Spring 2023, 88% of Parkwood students will have zero office referrals and 94% will have one or fewer office referrals. By Spring 2024, 92% of Parkwood students will have zero office referrals and 96% will have one or fewer office referrals. |   |  |  |
| <b>Data Checkpoints (dates)</b>   | December 17   | March 18  | May 26   |  |
| <b>Evidence at Checkpoints</b>    | Log entries in PowerSchool, physical file of referral forms   | Log entries in PowerSchool, physical file of referral forms | Log entries in PowerSchool, Year-end data review |  |
| <b>Evidence- Based Strategy 1</b> | <b>Reinforce schoolwide behavioral expectations, and continue to improve our Behavior Intervention System.</b>  |   |  | <b>PD needed</b> ☒   |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                                      | <b>Person(s) Responsible</b>                     | <b>Evidence of Success</b>   |
| Action Step 1                     | PRIDE/SEL team collaboration to strengthen schoolwide expectations  | 7/21-5/24   | All Teachers/Admin                               | Rolling agendas, shared drive, Schoolwide Matrix   |
| Action Step 2                     | All teachers model schoolwide expectations and teach the matrix within first two weeks  | 8/21-5/24   | All Teachers                                     | PRIDE/SEL folder in the Shared Drive   |
| Action Step 3                     | SEL Coordinator plans and schedules biweekly Tier II and as needed Tier III meetings  | 8/21-5/24   | All Teachers/SEL AIC/Admin                       | SEL/Intervention spreadsheet, Shared Drive, Rolling Agendas                                  |
| Action Step 4                     | Student of the week slideshow to be shared out and shown during morning meeting   | 8/21-5/24   | All Teachers/ SEL AIC                            | Weekly slideshow, Shared PRIDE/SEL folder  |
| Action Step 5                     | Implement Student Response Team to address classroom disruptions  | 7/21  | Admin/ SEL AIC/ SRT                              | Rolling agenda from PRIDE, Whole staff Rolling agenda, Log of SRT calls, PowerSchool Entires |
| <b>Evidence- Based Strategy 2</b> | <b>Continue to focus on Social Emotional Learning and explicitly teach self-regulation strategies</b>   |   |  | <b>PD needed</b> ☒   |
| <b>Strategy Action Steps</b>      | <b>Required Activity</b>  | <b>Start/End Dates</b>                                      | <b>Person(s) Responsible</b>                     | <b>Evidence of Success</b>   |
| Action Step 1                     | Focus on a specific character trait each week incorporated in morning meetings  | 8/21-5/24   | All Teachers/ SEL AIC                            | Weekly email, Shared PRIDE/SEL folder  |
| Action Step 2                     | Professional development on brain-based development and   | 8/21-5/24   | All Teachers/SEL AIC/Admin                       | Rolling Agenda   |
| Action Step 3                     | Create a central regulation station with self-regulation strategies   | 8/21  | Admin/ SEL AIC/ SRT                              | Shared Drive, Minds in Motion room, Hallway station  |



## Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

**Write professional development goals below. These should connect with and support the school improvement plan.**

|   |  |                           |
|---|--|---------------------------|
| <b>Professional Development Goal 1</b>  | All special education inclusion teachers and their general education collaborative teachers will be co-teaching and planning together in grades 4-5. | <b>Linked SIP Goals</b> ☒ |
| <b>Possible Funding Source(s)</b>   | IDEA   |                           |
| <b>Evidence of Impact</b>   | Increased student achievement of special education students as measured by ILEARN, NWEA and GCCS District Mastery Assessments.                       |                           |
| <p>Plan for coaching and support during the learning process:</p> <p>Bi-weekly collaboration of the special education department, led by our special education supervisor. Weekly grade level shared plan time of special education and general education teachers. Monthly walkthroughs by coaches and administrators to provide timely feedback.</p>  |  |                           |
| <p>How will effectiveness be sustained over time? Continual support will be offered to teachers by our special education department supervisors along with bi-weekly collaborative sessions to discuss and problem solve the needs of teachers and students. Our Building leadership team will work to create additional avenues of support while facilitating the work through the Data Wise process. On-going progress monitoring of student results will be implemented on a frequent basis with collaboration time for teachers to analyze results and plan next steps for instruction.</p> |  |                           |

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| <b>Professional Development Goal 2</b>  | Teachers will be able to implement the following components of Visible Learning successfully; writing and developing learning targets based on grade level standards, develop success criteria to demonstrate mastery of each learning target, create a learning check to assess the learning targets.  | <b>Linked SIP Goals</b> ☒ |
| <b>Possible Funding Source(s)</b>   | Title 1, Title 2, GCCS funded   |                           |
| <b>Evidence of Impact</b>   | Teachers will collaborate weekly on learning targets and develop lessons which will be shared across the grade level to support staff to ensure core instruction is consistent and systematic across. Teachers will meet monthly to analyze student work samples and discuss instructional changes and supports. High quality student work will be displayed. |                           |
| Plan for coaching and support during the learning process: On-going training to support teachers with developing learning targets and success criteria will take place at the district level, with additional follow up at PES through morning period zeros, walk-throughs, and grade level collaboration |   |                           |
| How will effectiveness be sustained over time? Our Building Leadership Team will work to develop ongoing training and support timelines along with peer coaching. District level consultancy work will be provided as part of our TSI plan.   |   |                           |

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| Professional Development Goal 3  | All teachers will be able to effectively assess and effectively teach whole group phonics and word study lessons. Teachers will utilize specific lesson plan frameworks developed by our team that combines learning from Wiley Blevins and our McGraw Hill resources.                  | Linked SIP Goals ☒ |
| Possible Funding Source(s)   | PES curriculum funds/building funds   |                    |
| Evidence of Impact   | High quality classroom phonics and word study instruction will be delivered on a consistent basis to students with built in differentiation during independent and small group instruction. Student data will reflect a strong foundation in reading and increased reading achievement. |                    |
| Plan for coaching and support during the learning process:<br>Plan for coaching and support during the learning process: Ongoing coaching and support will be provided to teachers through grade level collaboration and from our literacy coach. Teachers will meet bi-weekly to discuss students' progress in phonics in grades K-2 and plan for instruction by analyzing student work samples on a regular basis.   |   |                    |
| How will effectiveness be sustained over time? Collaboration as grade level teams with our AIC will provide support to allow for teachers to drive instructional changes. Ongoing progress monitoring tools will be developed to help with teacher decision making. The Building Leadership Team will assist with creating peer coaching schedules and help to drive the Data Wise process.<br><a href="https://docs.google.com/document/d/1x2ybu5YErwKFXnVJlPXlpSMowZuYqEaV9OOCIGVtqQA/edit">https://docs.google.com/document/d/1x2ybu5YErwKFXnVJlPXlpSMowZuYqEaV9OOCIGVtqQA/edit</a> |   |                    |