

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2024 - 2027

----- 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.

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

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 checked="" type="checkbox"/>	This is a review/update of a plan currently in use. <input 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: ELL , SpEd , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Yes Is the school’s Title I program Schoolwide or Targeted Assistance ? * SW * If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.	

--- 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.**

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Jeremy Shireman	Principal	SIP	ELA , Math, SpEd, ELL
Kylaina Walker	Principal Intern	SIP	ELA, Math, SpEd, ELL
Carson Roos	Behavior Intervention Coordinator	SIP	Attend, Choose, Choose, Choose
Amber Cullins	Teacher	SIP	ELL, Attend, Choose, Choose
Anita Tatum	Teacher	SIP	SpEd, ELA, Choose, Choose
Sabrina Lage	Cadre Coach	SIP	ELA, Choose, Choose, Choose
Hillary Day	AIC	SIP	ELA, Choose, Choose, Choose
Amber Cook	Math Coach	SIP	Math, Choose, Choose, Choose
Casey Whitis	Teacher	SIP	ELA, Choose, Choose, Choose
Megan Shoultz	Teacher	SIP	Attend, Choose, Choose, Choose
Aleah Bingham	Teacher	SIP	Math, Choose, Choose, Choose
Victoria Everett	Teacher	SIP	ELA, Choose, Choose, Choose
Callie Petty	Teacher	SIP	ELA, Choose, Choose, Choose
Miranda Harper	Teacher	SIP	ELA, 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
Link additional committee information here (if necessary) → Link			

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

--- 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.

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.

District Mission

Greater Clark County Schools will prepare students for lifelong success.

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%.

School Vision

Our vision is to cultivate a community of students who actively contribute to the vibrancy and productivity of Clarksville.

School Mission

Our mission is to provide every student with the skills needed to reach their full potential, ensuring they can be successful in a diverse environment.

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?

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	Grade s	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continu e Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	1,2,3	<i>Textbook and readers are core component of reading program.</i>	Yes	<input type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	K – 5	McGraw – Hill, IMSE	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	k - 5	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	k - 5	Scott Foresman, Generation Genius k - 8	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, Building Fact Fluency k - 5	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>

Reading	k - 8	Guided Reading, Heggerty	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	k - 8	McGraw – Hill, Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
					Secondary Course Description Guides		
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 Indiana 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"/>
		Other		Yes	<input checked="" type="checkbox"/>
District Mastery	1 - 8	Other	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 8	Other	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"/>
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.

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

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

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, Symbaloo, Remind, Class Dojo 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		

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/ Superintendent’s Office.
- 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/PM to supervise students entry/exit into and from 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.
- Partnerships with local law enforcement and fire departments to optimize overall safety of all students and staff.

REPORTING PROCEDURES

1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
 - o 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 checked="" 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 for students in prek – 12 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 was part of a Universal Design for Learning grant through Indiana University. Teachers were 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.

Our district provides equitable access to strong, challenging school experiences. This starts by assessing our school culture and climate with intentional efforts to build a culture of high expectations and achievement for all staff and students. We coordinate with head start and implement pre-kindergarten programs to ensure all children start school with a good foundation. We strive to develop curriculum that reflects diverse backgrounds to foster more inclusive and relatable learning environments. Professional development is job-embedded for teachers on cultural competence and inclusive teaching strategies to better support students of diverse backgrounds. Mentoring and counseling programs are established to provide academic and behavioral support. Equitable distribution of educational resources, including textbooks, electronic devices, and other learning materials. We maintain robust systems for monitoring and reporting educational outcomes of all 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 training 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 all learners from various racial, ethnic, language-minority and socio – economic groups by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across all curricula, in units, and in lessons so that 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.

Number of students absent 10% or more of the school year. Last year: 99 Two years ago: 115 Three years ago: 102

What may be contributing to the attendance trend? We have focused on holding families accountable for the attendance of their students. We have updated our procedures this year to include this [list](#).

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.

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 the administration to recognize trends. Plans are developed and implemented to address families who may need support.

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

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"/>

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 support 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 in are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including academic teams and robotics events. Parents are provided 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 input and feedback is regularly collected through surveys and other communication platforms 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.

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 help 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, training, 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 highlight student work and achievements.

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, mathematics, 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, Parent Powerschool pages, 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 behavioral 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]

Does Not Apply

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 9th 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 Federal Programs (Title I, II, III, and IV) as well as the various other grant dollars 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 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

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.

We offer a competitive salary and also provide new teacher academy workshops to provide support with mentors and ongoing professional development.

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.

Staff Name	Licensure/Certification	Assigned Class/Subject
Link		

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
List or Link Other Data Sources Below							
Link ->				Link ->			

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

By Spring 2027, ≥ 45% of students in grades 3-5 will meet state standard in reading as measured by ILEARN/IAM.

By Spring 2027, ≥ 90% of 3rd graders will meet state standard IREAD3.

Benchmarks:

By Spring 2025, ≥ 38% of students in grades 3-5 will meet state standard in reading as measured by ILEARN/IAM.

By Spring 2025, ≥ 83% of 3rd graders will meet state standard IREAD3.

By Spring 2026, ≥ 41% of students in grades 3-5 will meet state standard in reading as measured by ILEARN/IAM.

By Spring 2026, $\geq 86\%$ of 3rd graders will meet state standard IREAD3.

By Spring 2027, $\geq 45\%$ of students in grades 3-5 will meet state standard in reading as measured by ILEARN/IAM.

By Spring 2027, $\geq 90\%$ of 3rd graders will meet state standard IREAD3.

Area of Focus: Reading

Learner Centered Problem: Students at PES are unable to gain meaning from a text read aloud or read independently due to a lack of background knowledge and familiarity with vocabulary. This has led to a lack of reading comprehension.

Problem of Practice: Although teachers plan for the core academic block, there are other weaknesses that must be addressed before the students can access that content.

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

By Spring 2027, $\geq 37\%$ of students in grades 3-5 will meet state standard in math as measured by ILEARN/IAM.

Benchmarks:

By Spring 2025, $\geq 30\%$ of students in grades 3-5 will meet state standard in math as measured by ILEARN/IAM.

By Spring 2026, $\geq 34\%$ of students in grades 3-5 will meet state standard in math as measured by ILEARN/IAM.

By Spring 2027, $\geq 37\%$ of students in grades 3-5 will meet state standard in math as measured by ILEARN/IAM.

Area of Focus: Math

Learner Centered Problem: While students at PES are ritually compliant, there are students who often answer incorrectly or wait for the teacher to give them the correct answer.

Problem of Practice: Although teachers ask a multitude of DOK level 1 and DOK level 2 questions, they do not monitor students to see where there are struggles nor do they know how students came to their solution.

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

Measurable outcome met? No

By Spring 2027 \geq 30% of identified Special Education students in grades 3-5 will meet State Standard in Reading and Mathematics as measured by ILEARN/I AM.

Benchmarks:

By Spring 2025 \geq 25% of identified Special Education students in grades 3-5 will meet State Standard in Reading and Mathematics as measured by ILEARN/I AM.

By Spring 2026, \geq 27% of identified Special Education students in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN/IAM.

By Spring 2027, \geq 30% of identified Special Education students in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN/IAM.

Area of Focus: Special Education

Learner Centered Problem: While special education students at PES are given tier 3 interventions, but they do not respond to those interventions.

Problem of Practice: Although all teachers plan their tier 3 interventions, they struggle with making sure the strategy matches the pressing deficit.

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? No

By Spring 2027 \geq 30% of identified English Language Learners in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN/I AM.

Benchmarks:

By Spring 2025, \geq 25% of identified English Language Learners in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN.

By Spring 2026, \geq 27% of identified English Language Learners in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN.

By Spring 2027, \geq 30% of identified English Language Learners in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN.

Area of Focus: Reading and Math

Learner Centered Problem: While our English Language Learners at PES are given tier 3 interventions, but they do not respond to those interventions.

Problem of Practice: Although all teachers plan their tier 3 interventions, they struggle with making sure the strategy matches the pressing deficit.

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 5

Measurable outcome met? Choose

By Spring 2027 the overall attendance rate for students in grades K-5 will be $\geq 96\%$.

By Spring 2027 $\geq 90\%$ of students in grades K-5 will have zero behavioral referrals.

Benchmarks:

By Spring 2025 the overall attendance rate for students in grades K-5 will be $\geq 94\%$.

By Spring 2025 $\geq 80\%$ of students in grades K-5 will have zero behavioral referrals.

By Spring 2026 the overall attendance rate for students in grades K-5 will be $\geq 95\%$.

By Spring 2026 $\geq 85\%$ of students in grades K-5 will have zero behavioral referrals.

By Spring 2027 the overall attendance rate for students in grades K-5 will be $\geq 96\%$.

By Spring 2027 $\geq 90\%$ of students in grades K-5 will have zero behavioral referrals.

Area of Focus: PRIDE

Learner Centered Problem: While students generally like to come to school and prefer to be praised, some students struggle to attend school regularly or to meet our behavioral expectations.

Problem of Practice: Staff have not been as proactive with attendance communications in the past. Teachers have not been consistent with expectations throughout each block of the day.

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).

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 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th 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 5th 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 Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority

*A safe and disciplined school ensures **X** 1 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 safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.

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
Improving students' ability to read and comprehend grade-level texts is crucial for enhancing overall ELA achievement. This foundational skill strengthens their ability to perform well across all areas of English Language Arts, contributing to higher academic success.	Yes	ILEARN ELA- 27.35% IREAD-72.2% Three Year Trend	Implementing a read-aloud program is a strong strategy to boost vocabulary and comprehension skills. Reading aloud exposes students to new words in context, helping them understand meanings and usage, which can significantly impact their performance on assessments like IREAD and ILEARN. Consistent exposure to rich language through this method will likely contribute to a noticeable improvement in vocabulary and overall reading proficiency.	<input checked="" type="checkbox"/>	1
Focusing on improving number sense is essential for building a strong mathematical foundation. Strengthening this area will lead to better overall performance on the standards being assessed in math, as number sense is fundamental to understanding more complex mathematical concepts.	Yes	ILEARN- 19.23% Three Year Trend	Addressing the gap in number sense is crucial, as it directly impacts students' overall math performance. By targeting this area, you can lay a stronger foundation for mathematical understanding, which should lead to improved scores across the board.	<input checked="" type="checkbox"/>	2

<p>Focusing on increasing proficiency for Special Education students in both ELA and Math is a vital step toward ensuring equitable academic success. Tailored interventions and support can help bridge the gap and raise their performance in these key areas.</p>	<p>Yes</p>	<p>12.33% of special education students were proficient on ILEARN ELA in 2023 and 13.33% proficient on ILEARN math in 2023</p> <p>Three Year Trend</p>	<p>Currently our SPED Scores are an area of concern. Increasing time with grade-level content offers Special Education students more opportunities to engage with material that challenges and enhances their skills. This focused approach is likely to result in more substantial and sustained progress, helping to close the proficiency gap over time.</p>	<p><input checked="" type="checkbox"/></p>	<p>3</p>
<p>Improving attendance rates and reducing habitual absenteeism are crucial for student success. Consistent attendance is directly linked to better academic performance, and addressing these issues can lead to significant improvements in overall achievement.</p>	<p>Yes</p>	<p>The attendance rate in 2022-2023 was 92.29%.</p> <p>Number of students absent 10% or more of the school year.</p> <p>Last year: 99</p> <p>Two years ago: 115</p> <p>Three years ago: 102</p>	<p>Achieving a 96% attendance rate is an ambitious goal that requires targeted interventions. Consistent attendance is crucial for academic success, as students who are present regularly are more likely to engage with the curriculum and benefit from instructional time. By focusing on increasing attendance, the school can help ensure that students have the opportunity to excel academically. This effort will contribute significantly to overall school success and student achievement.</p>	<p><input checked="" type="checkbox"/></p>	<p>4</p>
<p>Reducing the number of behavior referrals is essential for creating a positive and productive learning environment. By addressing behavioral issues proactively and implementing supportive measures, we can help students stay engaged and focused on their education.</p>	<p>Yes</p>	<p>During the 2022-2023 school year, 61.1% of our students received zero behavior referrals.</p> <p>Three Year Trend</p>	<p>Increasing the percentage of students without behavior referrals from 61.1% to 80% is a significant goal. Implementing strategies to support positive behavior and address issues before they escalate can help achieve this target and foster a more conducive learning environment.</p>	<p><input checked="" type="checkbox"/></p>	<p>5</p>

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.).

Identified Priorities from Previous Chart	List Root Cause(s)
<p>PES did not meet our school improvement goal in reading. How can we improve the reading instructional blocks to achieve our goal?</p>	<ol style="list-style-type: none"> 1. Why did we not meet our goal? Our staff focused on the wrong components when preparing for their instructional block. 2. Why did staff focus on the wrong components when preparing for the instructional block? Teachers believed that our students struggled to read due to lacking skills in the word recognition strand. 3. Why did teachers believe our students were struggling with word recognition? Teachers believed students were struggling with word recognition due to district initiatives. They also believed that NWEA scores were low due to this deficit. 4. Why do students have a deficit in vocabulary? At PES ~40% of our students are Non-English dominant speakers. This creates gaps in vocabulary development for those students and causes them to fall behind their same aged peers at other schools. 5. Why do our students struggle with background knowledge? At PES ~ 80% of our students come from low income homes. This creates gaps in background knowledge for our students.

PES did not meet our school improvement goal in math. How can we improve the math instructional blocks to achieve our goal?

1. Why did we not meet our goal?

We did not teach to a high enough standard.

2. Why did we not teach to a high enough standard?

Our student had large deficits and our staff felt like going lower and slower was the best way to help. This hurts our students since they do not see all the grade level standards.

3. Why do students enter the next grade level with such large deficits?

This is due to our teachers continuing to go lower and slower with our instruction.

4. Why did our teachers go too low and too slow?

Teachers are not aware of our starting points and what the previous grade level standards should have covered.

5. Why are teachers unaware of what students should know and what was previously taught?

Our teachers struggle to do preassessments and do not look in depth into the previous year's standards, DMAs, or the previous year's plans.

PES did not meet our school improvement goal in special education. How can we improve the special education instructional blocks to achieve our goal?

1. Why did we not meet our goal?

We did not meet our goal because our interventions did not match our most pressing deficit.

2. Why did our interventions not match our most pressing deficit?

We did not use enough data to make our decisions. We used NWEA and saw the students were red. This typically means we should provide OG interventions, but our deficits were much lower.

3. Why did we not do the correct additional testing to uncover the true deficits?

We assumed that red on NWEA was caused by students not being able to decode.

4. Why did we assume that being red on NWEA was caused by decoding issues?

Recent professional development created a belief that focusing on decoding and red words would be the best interventions.

5. Why did our professional development focus on decoding and red words?

The district supported OG and IMSE training and our staff felt like this was going to solve our problems.

PES did not meet our school improvement goal in ELL. How can we improve the ELL instructional blocks to achieve our goal?

1. Why did we not meet our goal?

Our classroom teachers struggle working with our ELL students.

2. Why do teachers struggle to work with our ELL students?

Our teachers were not trained in second language acquisition. This has created large gaps in our vocabulary.

3. Why are teachers not trained in second language acquisition?

Our ELL teachers have not been typically certified to teach ELL students.

4. Why do we have so many ELL teachers untrained?

Historically ELL teachers were not required to have an additional certification to teach a group of ELL students.

5. Why has this led to us having our ELL students struggle to be successful academically?

Our teachers did not have the skills to help our students acquire a second language. This caused us to contribute to our deficits in vocabulary and background knowledge.

<p>PES did not meet our school improvement goal in PRIDE. How can we improve the PRIDE instructional blocks to achieve our goal?</p>	<ol style="list-style-type: none"> 1. Why did we not meet our goal? We did not meet our goal because our students failed to attend school which contributed to a high number of referrals. 2. Why did our students not attend school? Historically we had not held students accountable for being at school consistently. 3. Why did we fail to hold students accountable for attendance? We believed that the court system did not take attendance seriously and during Covid-19 we allowed students to miss school which created a lack of urgency for us. 4. Why did we lack in our urgency for attendance after Covid-19? We did not have the correct person in charge of attendance. This created a sense that attendance was not our top priority. 5. Why did we not set attendance as a top priority? We believed that our deficits were so large that we couldn't focus on minor behaviors nor could we focus on student attendance.
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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	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low-Income Schools	

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.**

GOAL 1	By Spring 2025, 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.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test.	Math scores on interim test.	Math scores on interim test.	
Evidence- Based Strategy 1	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.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
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.
Yr 2 Measurable Objective	By Spring 2025, 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.			
Yr 3 Measurable Objective	By Spring 2026, 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 >

GOAL 1	By Spring 2025, ≥ 38% of students in grades 3-5 will meet state standard in reading as measured by ILEARN/IAM. By Spring 2025, ≥ 83% of 3rd graders will meet state standard IREAD3.			
Data Checkpoints (dates)	Progress Monitoring October 25th	Progress Monitoring March 14th	IREAD March 3, 2025	
Evidence at Checkpoints	Reduce the number of students who scored a 0-4 on the listening comprehension to 60%.	Reduce the number of students who scored a 0-4 on the listening comprehension to 30%.	We will pass IREAD at an 83% rate.	
Evidence- Based Strategy 1	<p>Enhance students' background knowledge and vocabulary. Boosting their engagement during literacy by adding read alouds with science and social studies content.</p> <p><i>Shifting the Balance Six Ways to Bring the Science of Reading into the Upper Elementary Classroom, Egan Cunningham, Burkins, Yates</i></p> <p><i>The Reading Comprehension Blueprint, Nancy Lewis Hennessy</i></p> <p>How Knowledge Helps</p> <p>Put Reading First-Vocabulary</p> <p>The Sixth Pillar of Reading Instruction</p> <p>Reading Comprehension Requires Knowledge</p> <p>All About Read-Alouds with Molly Ness Podcast</p> <p>Read Alouds</p> <p>Reading Rockets -Read Alouds</p> <p>REL Interactive Read Alouds</p> <p>Read Aloud Template</p>		PD needed ☒	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	The Literacy Committee will read the above information and discuss how we can increase background knowledge and vocabulary.	August 2024- December 2024	Coaches and the Literacy Committee	85% of the literacy committee will be observed utilizing the techniques from the readings.

Action Step 2	All teachers will have access and utilize Generation Genius throughout the school year to build background knowledge and vocabulary to help support what they read in the classroom.	August 2024-May 2024	Classroom teachers	Walkthroughs will show 80% of teachers utilizing the generation genius 70% of the time in their classrooms when appropriate to supplement content.
Action Step 3	Teachers will implement 30 minutes of Read Aloud time daily K-2.	August 2024-May 2025	Classroom Teachers	Walkthroughs will show 80% of teachers are implementing the read alouds 100% of time in their classrooms.
Action Step 4	Teachers will implement 15 minutes of read aloud time daily 3-5.	August 2024-May 2025	Classroom Teachers	Walkthroughs will show 80% of teachers are implementing the read alouds 100% of time in their classrooms.
Evidence- Based Strategy 2	Create a classroom environment where questioning is intentional and feedback is direct and immediate in order to improve student learning and understanding. Herbel-Eisenmann, B. A., & Breyfogle, M. L. (2005). Questioning our patterns of questioning <i>Checking for Understanding</i> , Douglas Fisher and Nancy Frey			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will utilize focusing questions when applicable to deepen students understanding of standards.	August 2024-May 2025	Coaches Classroom Teachers	Walkthroughs and coaching cycles during the literacy block will show 80% of students engaged in conversations 70% of the time about content and standards.
Action Step 2	Teachers will be actively monitoring students' working and provide immediate feedback to help students understand the standards.	August 2024-May 2025	Coaches Classroom Teachers	Walkthroughs will show 80% teachers engaged with 80% of the students 70% of the time while they are working in the literacy block providing feedback.
Yr 2 Measurable Objective	By Spring 2026, ≥ 41% of students in grades 3-5 will meet state standard in reading as measured by ILEARN/IAM. By Spring 2026, ≥ 86% of 3rd graders will meet state standard IREAD3.			
Yr 3 Measurable Objective	By Spring 2027, ≥ 45% of students in grades 3-5 will meet state standard in reading as measured by ILEARN/IAM. By Spring 2027, ≥ 90% of 3rd graders will meet state standard IREAD3.			

GOAL 2	By spring of 2025 \geq 25% of students in grades 3-5 will meet state standards in mathematics as measured by ILEARN/IAM.			
Data Checkpoints (dates)	10/15	1/10	5/14	
Evidence at Checkpoints	NWEA will show growth on number sense and computation.	NWEA will show growth on number sense and computation.	\geq 25% of students in grades 3-5 will meet state standards in mathematics as measured by ILEARN/IAM.	
Evidence- Based Strategy 1	Implement a K-5 vertically-aligned sequence of the Building Fact Fluency Program in all classrooms at the start of each day, and follow the program's spiral scope and sequence. Teachers will implement routines for conceptual understanding and mastery of math facts by guiding students through the lesson strings' developmental order from concrete to pictorial/representative to contextual practice and ending with abstract numerical practice. Building Fact Fluency (BFF) by Graham Fletcher & Tracy Johnston Zager		PD needed <input checked="" type="checkbox"/>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Back-to-school training for new teachers, and refresher for returning teachers.	8/1/2024-8/9/2024	Amber Cook, Numeracy Coach	100% of classroom teachers will be trained in BFF.
Action Step 2	Modeling/Observing teachers' implementation of BFF	8/13/2024-10/04/2024	Amber Cook, Numeracy Coach	25% of classrooms will have this modeled for them. The remaining 75% will be monitored for implementation.
Action Step 3	Review games and assessment strategies for BFF during PD or grade-level meetings.	9/2/2024-10/04/2024	Amber Cook, Numeracy Coach Classroom Teachers	90% of teachers will attend this PD.
Evidence- Based Strategy 2	Increase the variety of questions and checks for understanding in the numeracy block. Collect data from these questions to gain insights into student understanding. Use this information to adapt and improve instructional strategies. Add DOK 2, 3, and 4 questions into the instructional block. <i>Fisher, D., & Frey, N. (2014). Checking for understanding: Formative assessment techniques for your classroom. ASCD.</i> Teachers will adjust instruction based on student thinking found in focusing questions rather than funneling questions. <i>Herbel-Eisenmann, B. A., & Breyfogle, M. L. (2005). Questioning our patterns of questioning. Mathematics Teaching in the Middle School, 10(9), 484–489.</i> Teachers will use the 5 Practices to plan, teach, and check for student understanding in the numeracy block. <i>Smith, Margaret Schwan. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA : [Thousand Oaks, CA] :National Council of Teachers of Mathematics ; Corwin,</i>		PD needed <input checked="" type="checkbox"/>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	The numeracy team will read the above information and discuss how we can increase the variety of questions and checks for understanding in the numeracy block.	09/12/2024-10/31/2024	Numeracy Committee	100% of the numeracy team will complete the training.
Action Step 2	The numeracy team will implement strategies from the research in their numeracy block and discuss the effects on instruction and student understanding.	10/17/2024-12/19/2024	Numeracy Committee	100% of teachers on the numeracy team will be observed implementing the strategies during their math block.
Action Step 3	The numeracy team will continue to refine their practices and increase the variety of questions and checks for understanding in the numeracy block.	12/5/2024-1/30/2024	Numeracy Committee	100% of teachers on the numeracy team will be observed implementing the strategies during their math block.
Action Step 4	The numeracy team will present their findings and successful practices to the school faculty in professional development.	02/06/2024-3/13/2024	Numeracy Committee Classroom Teachers	100% of the team will contribute to the presentation and will present to the staff.
Yr 2 Measurable Objective	By Spring 2026, \geq 34% of students in grades 3-5 will meet state standard in math as measured by ILEARN/IAM.			
Yr 3 Measurable Objective	By Spring 2027, \geq 37% of students in grades 3-5 will meet state standard in math as measured by ILEARN/IAM.			

GOAL 3	By Spring 2025 \geq 20% of identified Special Education students in grades 3-5 will meet State Standard in Reading and Mathematics as measured by ILEARN/I AM.			
Data Checkpoints (dates)	8/14/24	1/1/25	5/15/25	
Evidence at Checkpoints	Baseline data	Special education students will make 5% growth on NWEA reading and math.	By Spring 2025 \geq 20% of identified Special Education students in grades 3-5 will meet State Standard in Reading and Mathematics as measured by ILEARN/I AM.	
Evidence- Based Strategy 1	<p>The special education team will work in collaboration with the general education team to implement high leverage practices as jointly planned for within the teacher clarity process. High Leverage Practice #12 Systematically Design Instruction Toward a Specific Learning Goal</p> <p>https://highleveragepractices.org/hlp-12-systematically-design-instruction-toward-specific-learning-goal</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	The administrative team will provide opportunities for presentation on what constitutes a high leverage practice and how to implement these practices in the classroom.	8/26/2024 – 5/16/2025	Administration	100% of our SpEd team will be trained on our high leverage practices.
Action Step 2	The special education team will plan in conjunction with the general education team on the inclusion of high leverage practices as a part of instruction.	8/26/2024 – 5/16/2025	Special Education Team, General Education Team	80% of our teacher clarity documents will include plans for high leverage practices.
Evidence- Based Strategy 2	<p>The special education team, in conjunction with the general education team, will use multiple sources of data such as any number of the following:</p> <ul style="list-style-type: none"> • State Testing Data (ILEARN, IREAD, I-AM) reading and math • NWEA Assessment Data reading and math • Encoding Assessment Data reading • Listening Comprehension Assessment Data reading • Oral Reading Fluency Data reading • Running Record Data reading • Pretesting of upcoming standards data reading and math • Learning check/Classroom assessment data reading and math 			PD needed <input checked="" type="checkbox"/>

	<ul style="list-style-type: none"> • Teacher observation • Psycho-educational reports when available (reading, math) • Functional Behavior Assessments • Any other data deemed useful to determine a student’s learning profile needs <p>to develop an in-depth understanding of a student’s strengths and needs. High Leverage Practice #4 Use multiple sources of information</p> <p>Assessment High-Leverage Practices (highleveragepractices.org)</p> <p>Council for Exceptional Children The premier association for special education professionals</p>			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Those administering and utilizing assessment data will update and monitor the school data wall to determine strengths and needs of students.	8/26/2024-5/16/2025	General Education Team Academic and Social Emotional Learning Coaches	100% of teachers will update 100% of their student’s data whenever they give an assessment. We will use this data to provide the correct interventions.
Action Step 2	Once a student’s learning profile of strengths and needs is determined, instruction will be planned to address the learner’s profile.	8/26/2024-5/16/2025	General Education Team Academic and Social Emotional Learning Coaches	100% of special education students needing a tier 3 intervention will have a learner’s profile.
Yr 2 Measurable Objective	By Spring 2026, ≥ 27% of identified Special Education students in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN/IAM.			
Yr 3 Measurable Objective	By Spring 2027, ≥ 30% of identified Special Education students in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN/IAM.			

GOAL 4	By Spring 2027 ≥ 30% of identified English Language Learners in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN/I AM.			
Data Checkpoints (dates)	8/14/24	1/1/25	5/15/25	
Evidence at Checkpoints	Baseline data	English Language learner students will make 5% growth on NWEA reading and math.	By Spring 2025 ≥ 20% of identified English Language Learner students in grades 3-5 will meet State Standard in Reading and Mathematics as measured by ILEARN/I AM.	
Evidence- Based Strategy 1	<p>The English Language Learner team will work in collaboration with the general education team to implement scaffolded standard based support within the general education classroom and language groups for English language learners.</p> <p>citation citation</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	The English language learner team will plan in conjunction with the general education team to provide scaffolds for ELA and math standards within the classroom.	8/26/2024 – 5/16/2025	General Education Team English Language Learner Team	100% of ELL teachers will plan with their grade level team. The ELL teacher will plan the scaffolded activities to support the ELL students.
Action Step 2	The English language learner team will use standards being taught in the classroom to plan instruction within language groups to support students in learning grade level standards.	8/29/2024 – 5/16/2025	English Language Learner Team	100% of ELL teachers will be aware of upcoming grade level standards and will provide language support to accompany those standards.
Action Step 3	The English language learner team will co-teach writing and/or math within grade levels to support academic growth and provide support for English language learner students.	8/29/2024 – 5/16/2025	General Education Team English Language Learner Team	100% of teachers will support writing and math 80% of the time.

Evidence- Based Strategy 2	<p>Our ELL teachers will focus their PD on comprehensible input. This allows us to teach new skills and vocabulary. We will work with skills that have been mastered and add new skills within those that have been mastered.</p> <p>citation citation citation</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	ELL teachers will read the linked article and discuss during their period zero time.	9/1/2024-12/13/2024	Kylaina Walker and Amber Cullins	100% of ELL teachers will be trained.
Action Step 2	ELL teachers will provide PD for the remainder of the staff concerning comprehensible input.	1/6/2025-5/1/2025	ELL Team	100% of instructional staff will receive this training.
Yr 2 Measurable Objective	By Spring 2026, $\geq 27\%$ of identified English Language Learners in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN.			
Yr 3 Measurable Objective	By Spring 2027, $\geq 30\%$ of identified English Language Learners in grades 3-5 will meet state standard in reading and mathematics as measured by ILEARN.			

GOAL 5	Reduce the number of office disciplinary referrals to 300, and increase the percentage of students receiving 0 referrals to 85%.			
Data Checkpoints (dates)	10/4	12/20	3/14	
Evidence at Checkpoints	95% or better with 0 referrals 75 or fewer referrals	92% or better with 0 referrals 150 or fewer referrals	88% or better with 0 referrals 225 or fewer referrals	
Evidence- Based Strategy 1	<p>House system for our PRIDE teams.</p> <p>Students will be given opportunities to collaborate, overcome challenges as a group, showcase their talents, grow in communication, and explore who they are as an individual and as a Parkwood Pirate.</p> <p>Clenton-Martin, Carol-Ann, "The Effects of a House System on School Improvement in Elementary Schools: School Climate and Academic Achievement" (2021). Electronic Theses and Dissertations, 2020-. 666.</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PRIDE House/ Kindness Kickoff	8/1/2024- 8/16/2024	PRIDE Committee Behavior Intervention Coordinator	100% of students will attend a Whole School assembly pertaining to the House System and discussing the importance of showing Kindness to students, staff, and the school.
Action Step 2	House Day/Rally Quarter 1	8/16/2024- 10/4/2024	PRIDE Committee Behavior Intervention Coordinator	95% of students will be able to participate with 0 office disciplinary referrals.
Action Step 3	House Day/Rally Semester 1	10/5/2024- 12/20/2024	PRIDE Committee Behavior Intervention Coordinator	92% of students will be able to participate with 0 office disciplinary referrals.
Action Step 4	House Day Rally Quarter 3	3/14/2024	PRIDE Committee Behavior Intervention Coordinator	88% of students will be able to participate with 0 office disciplinary referrals.

Evidence- Based Strategy 2	<p>PRIDE Reward System</p> <p>Students will be recognized for specific components of PRIDE: Persistence, Respectfulness, Initiative, Dependability, and Efficiency, by receiving explicit feedback on the appropriate behavior displayed, why it was appropriate, and how it helps promote overall character development.</p> <p>PRIDE is a PBIS Initiative created and fostered by Greater Clark County Schools:</p> <p>https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PRIDE Cards	8/2/2024-5/20/2024	Behavior Intervention Coordinator	85% of students will follow PRIDE expectations throughout the school day and be rewarded through the filling of their PRIDE cards. A normed process and protocol for PRIDE cards has been shared with students and staff.
Action Step 2	Leaders of the Month (Student of the Month)	8/2/2024-5/20/2024	Behavior Intervention Coordinator	25% of students will be nominated as leaders for their ability to consistently display the actions outlined within PRIDE. Students will be able to connect the actions displayed by the student with the appropriate PRIDE component.
Action Step 3	PRIDE Awards	8/2/2024-5/20/2024	Behavior Intervention Coordinator	35% of students will be nominated for Quarterly awards for consistently displaying specific components of PRIDE, all components of PRIDE, or overall behavioral improvement during the Quarter.
Yr 2 Measurable Objective	By Spring 2026 \geq 85% of students in grades K-5 will have zero behavioral referrals.			
Yr 3 Measurable Objective	By Spring 2027 the overall attendance rate for students in grades K-5 will be \geq 96%.			

GOAL 6	Achieve a 94% attendance rate for the k-5 students at Parkwood Elementary School.			
Data Checkpoints (dates)	10/4/2024	12/20/2024	3/14/2024	
Evidence at Checkpoints	Quarter 1 Attendance rate for K-5 students at Parkwood Elementary school will be 98%.	Semester 1 Attendance rate for K-5 students at Parkwood Elementary School will be 97%.	Quarter 3 Attendance rate for K-5 students at Parkwood Elementary school will be 95%	
Evidence- Based Strategy 1	<p>We will call absent parents to make sure they know the new law.</p> <p>We will ensure that we promote a collaborative relationship with Pakwood Parents and Guardians by informing of the new Attendance Legislature in Indiana and by consistently aligning our responses to student absences.</p> <p>Freeman, J., Sugai, G., Goodman, S., Flannery, B., & Sears, S. (January, 2020). Improving attendance and reducing chronic absenteeism. Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Daily Attendance Calls	8/1/2024-5/20/2024	Attendance Team: Behavior Intervention Coordinator, Administrators, SAM, Office Staff	There will be a 50% decrease in the amount of students who are marked as UNA (unexcused absence).
Action Step 2	Student Attendance Improvement Plan (SAIP)	8/1/2024-5/20/2024	Administrator, Grade Level Teacher, Parent/Student	There will be a 50% decrease in the amount of students who have more than 5 unexcused absences. Students who have 5 unexcused absences will not continue to be absent.
Action Step 3	10 Day Notice and Copy of SAIP	8/1/2024-5/20/2024	Administrator	There will be a 50% decrease in the amount of chronic absenteeism and students who have more than 10 unexcused absences.
Evidence- Based Strategy 2	<p>We will create a welcoming environment in our school where students feel safe, successful, and supported.</p> <p>Freeman, J., Sugai, G., Goodman, S., Flannery, B., & Sears, S. (January, 2020). Improving attendance and reducing chronic absenteeism. Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.</p>			PD needed <input checked="" type="checkbox"/>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Attendance Incentive Days: Incentivize and celebrate positive attendance goals.	8/1/2024-5/20/2024	Behavior Intervention Coordinator	The overall attendance rate will by 2% improve due to students celebrating their personal achievements.
Action Step 2	Daily Morning Meetings/ Smart Smart	8/1/2024-5/20/2024	Behavior Intervention Coordinator, Classroom Teachers	100% students will successfully participate in morning meetings 80% of the time to transition from home to school and will have less office disciplinary referrals.
Action Step 3	Parkwood Events: Title I Nights, Inclusion Fair, Dia Del Nino, Extracurricular Events	8/1/2024-5/20/2024	Title Coordinator	Student and parent attendance will improve by 50% at after school Parkwood Events.
Yr 2 Measurable Objective	By Spring 2026 the overall attendance rate for students in grades K-5 will be $\geq 95\%$.			
Yr 3 Measurable Objective	By Spring 2027 $\geq 90\%$ of students in grades K-5 will have zero behavioral referrals.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that is has an immediate impact of 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.

Professional Development Goal 1	All teachers will receive ongoing, embedded professional development to strengthen foundational literacy skills Calendar	Linked SIP Goals ☒
Possible Funding Source(s)	Title 1, GCCS Funded	

Evidence of Impact	<p>Increased student achievement of all students as measured by Text Reading Levels, ILEARN, NWEA and GCCS District Mastery Assessments. Classroom walkthroughs and teacher evaluation will indicate evidence of implementation.</p>
<p>Plan for coaching and support during the learning process: Professional development, embedded in ELA and facilitated by our Literacy Committee, will focus on providing teachers with tools to strengthen the five components. Research based strategies will be rooted in IMSE and Orton-Gillingham. Professional Development will be interwoven with work on strengthening Professional Learning Communities and Teacher Clarity.</p>	
<p>How will effectiveness be sustained over time?</p>	

Professional Development Goal 2	All teachers will receive ongoing, embedded professional development to enhance student engagement and raise rigor in mathematics <u>Calendar</u>	Linked SIP Goals ☒
Possible Funding Source(s)	Title 1, GCCS funded	
Evidence of Impact	There will be noticeable gains in the overall academic achievement of our students Math as measured on District Mastery Assessments, NWEA, and ILEARN. Frequent classroom walkthrough will provide routine evidence of implementation of strategies	
Plan for coaching and support during the learning process: Plan for coaching and support during the learning process: Professional development will occur during planning and period zero, which will focus on number sense routines in primary grades and math fact mastery in intermediate grades. Professional Development will be interwoven with work on strengthening Professional Learning Communities and Teacher Clarity.		
How will effectiveness be sustained over time?		

Professional Development Goal 3	All special education teachers, general education teachers, Interventionists, ELL teachers, Instructional Coaches, and Administration will be trained in Universal Design for Learning Calendar	Linked SIP Goals ☒
Possible Funding Source(s)	IDEA, UDL Grant	
Evidence of Impact	Increased student achievement of special education students as measured by ILEARN, NWEA and GCCS District Mastery Assessments. Classroom walkthroughs will indicate evidence of implementation of UDL.	
<p>Plan for coaching and support during the learning process: Professional development and coaching of staff, facilitated by 5-Star and district coaches. 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. Routine 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 supervisor and Instructional Coaches, along with weekly collaborative sessions to discuss and problem solve the needs of teachers and students. 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>		

Professional Development Goal 4	All special education teachers, general education teachers, Interventionists, ELL teachers, Instructional Coaches, and Administration will continue training in brain-based learning for both academic and social-emotional supports Calendar	Linked SIP Goals ☒
Possible Funding Source(s)	Title 1, Title 2, GCCS funded	
Evidence of Impact	There will be noticeable gains in the overall academic achievement of our students in ELA and Math, as well as an improvement in attendance rate, and a reduction in the number of behavioral incidents that require office level intervention.	
Plan for coaching and support during the learning process: All three of committees will provide professional development, and administration will commit resources and time to strengthening our understanding of brain-based learning. Professional development will also be supported by implementation of Character Strong and Conscious Discipline.		
How will effectiveness be sustained over time? Our Building Leadership Team, Coaches, and Administration will work to develop ongoing training and support timelines along with peer coaching.		

Professional Development Goal 5	All special education teachers, general education teachers, Interventionists, ELL teachers, Instructional Coaches, and Administration will continue training in brain-based learning for both academic and social-emotional supports Calendar	Linked SIP Goals ☒
Possible Funding Source(s)	Title 1, Title 2, GCCS funded	
Evidence of Impact	There will be noticeable gains in the overall academic achievement of our students in ELA and Math, as well as an improvement in attendance rate, and a reduction in the number of behavioral incidents that require office level intervention.	
Plan for coaching and support during the learning process: All three of committees will provide professional development, and administration will commit resources and time to strengthening our understanding of brain-based learning. Professional development will also be supported by implementation of Character Strong and Conscious Discipline.		
How will effectiveness be sustained over time? Our Building Leadership Team, Coaches, and Administration will work to develop ongoing training and support timelines along with peer coaching.		