

School Name

School Number

Street Address

City

Zip Code

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

For implementation during the following years: Select plan period

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

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*Read through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

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

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

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 type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: TSI or ATSI	
(TSI only) Underperforming student groups identified by the federal government: SpEd	
This school receives Title IA funding. Yes    Is the school’s Title I program <b>Schoolwide</b> or <b>Targeted Assistance</b> ? * SW <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Michelle Dyer	Principal	Both	ELA , Math, SpEd, ELL
Patricia Armenta	Assistant Principal	Both	ELA, Math, SpEd, ELL
Melissa Bower	Director of Secondary Schools	Both	ELA, Math, SpEd, ELL
Crystal Merrifield	7 <sup>th</sup> Grade ELA Teacher	SIP	ELA, SpEd, ELL,
Alexis Rogers	6 <sup>th</sup> Grade ELA Teacher	SIP	ELA, ELL
Todd Bledsoe	6 <sup>th</sup> Grade Math Teacher	SIP	Math, ELL
Elain Ford	7 <sup>th</sup> Grade Math Teacher	SIP	Math, SpEd
Heather Perissi	6 <sup>th</sup> Grade SpEd. Teacher/Parent	SIP	Math, SpEd
Kayla Petitt	8 <sup>th</sup> Grade ELA Teacher	SIP	ELA, SpEd
Scott Rolfs	7 <sup>th</sup> Grade Social Studies Teacher	SIP	ELA, ELL
Lauren Thompson	8 <sup>th</sup> Grade Math Teacher	SIP	Math, SpEd
Katherine Ennes	7 <sup>th</sup> Grade Science	SIP	SpEd
Lesly Barnette	Translator	SIP	ELL
Brooke Lannan	Director of Special Education	Both	SpEd
Christy Davis	Supervisor of Special Education	Both	SpEd
Decimber Smith	Director of ELL Services	Both	ELL
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
<b>Link additional committee information here</b> (if necessary) →			

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

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

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

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### **District Vision**

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

### **School Vision**

Engage students for success and learning without limits.

### **District Mission**

Great Clark County Schools will prepare students for lifelong success.

### **School Mission**

Inspiring our diverse student population to responsibly learn with no limits, no excuses, and PRIDE to insure 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%.

**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	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	6-8	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency.	Yes	<input checked="" type="checkbox"/>
English/Language	6-8	Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	6-8	Savvas	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	6-8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	6-8	Savvas	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequence Guide	6-8	GCCS Sequence Guides	Yes	1	Sequence guides provide a map to teach IAS.	Yes	<input checked="" type="checkbox"/>
Math	6-8	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Writing	6-8	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
English/Language	6-8	Reading 3D	Yes	2	Support for English Language Learners	Yes	<input checked="" type="checkbox"/>
English/Language	6-8	Read Naturally	Yes	2	Support for Special Education Students and English Lang. Learners	Yes	<input checked="" type="checkbox"/>
Reading	6-8	LLI	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Math	6-8	Focused Math Intervention	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Place link here (if necessary) ->							

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

*continued*

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

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

GCCS curriculum is aligned with 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 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 45 – minute IMPACT session daily for intervention, in addition to the 60 – 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	6-8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
NWEA	K-2	Other	Dyslexia Screening	No	<input type="checkbox"/>
Running Records	K-5	Other	Used to monitor progress and to determine guided reading levels.	No	<input type="checkbox"/>
District Mastery	6-8	CFA	Used to monitor progress and to determine guided reading levels.	Yes	<input checked="" type="checkbox"/>
Mastery Checks	6-8	CFA	Used frequently to determine remediation needs and allow for retakes.	Yes	<input checked="" type="checkbox"/>
Checklists	K-1	Benchmk	Used to assess total mastery of foundational skills in reading and math	No	<input type="checkbox"/>
PSAT/ACT	10-11	Summative	Will be used in 2023 as part of state and federal accountability	No	<input type="checkbox"/>
ASVAB	11-12	Other	Aptitude test for potential success in the military	No	<input type="checkbox"/>
Daily Math Review	6-8	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 evidencebased 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]

**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, EasyTech, Remind, Class Dojo, Exact Path, and more in partnership with our sequencing maps to support student learning and teacher clarity. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, Computer Science, College and Career Readiness frameworks.

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

## 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 type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Career Simulation (JA/Biztown, etc.)	<input type="checkbox"/>	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input type="checkbox"/>	Career-focused classroom lessons	<input type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Other		

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

### Grades 6-8 only

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

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

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

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

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

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

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

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

**Briefly answer the following: What practices are in place to maintain a safe environment?**

- Media Statements and inquiries need to be made to the principal/ 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 to supervise students entry into the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.
- 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
  - 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 checked="" 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 checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

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

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

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

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

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

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

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

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

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

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

**Number of students absent 10% or more of the school year.**

**Last year:** 161

**Two years ago:** 555

**Three years ago:** 118

**What may be contributing to the attendance trend?** Overall, our families tend to lack resources such as consistent housing, transportation, counseling services, and supports. Due to the quarantining requirements and concern for unvaccinated students, many families chose to keep their students at home. When we held e-learning days, many of our families are without internet; therefore, unable to complete the requirements for attendance.

### **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 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 administration to recognize trends and plans are implemented to address families who may need support.

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"/>

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

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

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

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

Family input and feedback is welcomed 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 helping them develop a collective identity. We are also working on implementing restorative justice practices. Regular parent contacts include early phone calls and email messages pertaining to attendance and student work completion. Parents will be invited to visit with the students as they work before, during, or after school to finish homework, improve grades, and master key concepts. An electronic parent newsletter will provide more information about tutoring and other opportunities for students to access more assistance and support. The Unified Classroom allows parents the ability to see their child's attendance daily.

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

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

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

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

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

A parent compact outlining each student's growth is completed with parents during parent – teacher conferences. We strive to conference with 100% of parents. Parents are informed throughout the year if it is necessary for their student to receive Tier 2 or Tier 3 intervention. Family nights are planned throughout the year to encourage parent involvement and to showcase student work and achievements.

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

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

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

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



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

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

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

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

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

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

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

**Graduation rate last year:** N/A

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

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

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

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

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

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

Not Applicable

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

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

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

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

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Pamela Adam	Gen. Elem., 1-9 ELA Endorsement, & Admin License	8 <sup>th</sup> Grade ELA
Patricia Armenta	Gen. Elem (k-6), ELA (5-9) Building Level Administration	Assistant Principal
Todd Bledsoe	Gen. Elem., 7/8 Non-Dept. & Admin License	6 <sup>th</sup> Grade Math and Social Studies
Matthew Brown	Gen. Elem., 7/8 Non-Dept& Elem. Admin License	6 <sup>th</sup> Grade Math
Stephanie Chavies	Math (5-12)	8 <sup>th</sup> Grade Math
Christine Clifford	Business Education (Mid/High), ISEAL Sped Program	7 <sup>th</sup> Grade Inclusion ELA
Dawn Cunliffe	General Elementary (1-6), 7/8 Non-Dept., Learning Disabilities,	Literacy Coach
Michael DeLuca	Visual Arts (P-12)	6-8 <sup>th</sup> Grade Art
Brad DeWitt	Biology (5-12), Gen. Science (5-12)	8 <sup>th</sup> Grade Science
Afrodita Dimitrova	English as a New Language and Russian	6 <sup>th</sup> Grade ELL
Christian (Alec) Dunn	Emergency Permit: Science	8 <sup>th</sup> Grade Science
Michelle Dyer	Gen. Elem., 7/8 Non-Dept. & Elem & Sec. Admin License	Principal
Maria Ehringer	ELL (P-12), Comp (K-12), Math (1-9) Elementary Gen.	7 <sup>th</sup> Grade Math
Katherine (McKenna) Ennes	Math and Science 5 -9	7 <sup>th</sup> Grade Science
Robert Ferguson	Geography Perspectives (Mid/High), Government/Civ. (5-12), Soc.	8 <sup>th</sup> Grade Social Studies
Diane Ferree	Gen. Elem, Seriously Emotionally Handicapped, Mildly Mentally	6/7/8 Resource
Elain Ford	Gen. Elem., 7/8 Non-Dept. ELA, Math, Social Studies, Science (1-9)	7 <sup>th</sup> Grade Math and SS
Suzanne Gipson	ELA and Social Studies (5-9)	7th Grade Social Studies
Todd Gipson	Music: Instrumental (K-12)	6-8th Grade Band
Matthew Hasselbring	Health and PE (All Grades)	6-8th Grade PE
Konner Heil	General Elementary and Math (K-6)	6th Grade Science/Social Studies
Christian Hogue	Mild Intervention (elementary, middle, and high)	6-8 Grade Emotional Disabilities
Cristiane Howard	Reading (P – 12) and Teachers of Enligh Learners (P-12)	8 <sup>th</sup> Grade ELL
Cameron Jackson	Historical Perspectives (5-12) Science (5-9)	8 <sup>th</sup> Grade Science

Jessica Jackson	Transition to Teaching Earth/Space Science (5-12)	7 <sup>th</sup> Grade Science
Carrie King	Elem. (K-6), His. Pers. & ELA (5-9)	8 <sup>th</sup> Grade Social Studies
Debroah Lang	General Elementary, 7/8 Non-Dept.	6 <sup>th</sup> Grade ELA
Jeff Letcher	Industrial Tech (K12)	PLTW and Creative Communications
Jessica Mardis	General Elementary/Intermediate	6 <sup>th</sup> Grade Math
Crystal Merrifield	Gen. Elem., 7/8 Non-Dept. & ELA (5-9)	7 <sup>th</sup> Grade ELA
Zachary Mikel	Mild Intervention (P-12)	7 <sup>th</sup> Grade Special Ed. Inclusion - Math
Kyle Parr	Gen. Elem, 7/8 Non-Dept., Math (5-9)	8 <sup>th</sup> Grade Math
Heather Perissi	Elementary Generalists (K-6)	6 <sup>th</sup> Grade Special Ed Inclusion - Math
Kayla Petitt	Gen. Elem. (K-6), Mild Int. (P-12), Reading	8 <sup>th</sup> Grade Special ELA
Theresa Piazza	Math (5-12)	Academic Improvement Coordinator/Math Coach
Hendricks Posey	Gen. Elem., 7/8 Non-Dept.	6 <sup>th</sup> Grade Science and Social Studies
Aimee Radford	Mild Intervention (P-12)	Severe Disabilities (6-8)
Alexis Rogers	General Elementary (K-6)	6 <sup>th</sup> Grade ELA
Brent Rogers	Elem. Generalists (K-6)	6 <sup>th</sup> Grade Science and SS
Scott Rolfs	Gov., Soc., US History, World Civ. (5-12)	7 <sup>th</sup> Grade Social Studies
Jinnifer Sauer	ELA (5-12) Science (5-9)	7 <sup>th</sup> Grade Science and ELA
Olivia Schmidt	Emergency Permit: ELA	7 <sup>th</sup> Grade ELA
Sean Smith	General Elem., Health, Historical Pers. Learning Disabled.	6 <sup>th</sup> Grade Special Ed. Inclusion- ELA
Vadra Sprague	Health and Safety (5-12), PE (K-12)	6-8 <sup>th</sup> Grade Health/PE
Lance Stock	General Elementary (1-6), 7/8 Non-Dept.	Dean of Students
Renee Stock	Gen. Elem., 7/8 Non-Dept.	Behavior Intervention Coordinator
Lauren Thompson	Math (5-9)	8 <sup>th</sup> Grade Math
Dr. Kristine Whitehill	ELA (5-12)	8 <sup>th</sup> Grade ELA
Abby Whitlock	Math (5-9), Emergency Permit: Teacher of ELL	7 <sup>th</sup> Grade Math and ELL
Rhonda Wiedemer	Learning Dis. (K-12), Mild Int. (5-12), Severe Disabilities (K-12),	8 <sup>th</sup> Grade Special Ed. Inclusion - ELA
Chris Wilt	Geo (5-12), US History (5-12), World Civ. (5-12),	8 <sup>th</sup> Grade Social Studies
Cameron Wood	Emergency License: Science, Social Studies (5-9)	7 <sup>th</sup> Grade Science
Lauren Zurlage	Music: Choral, Gen., and Instrumental	6-8 <sup>th</sup> Grade Choir/Music Appreciation
<b>Link:</b>		

## **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 type="checkbox"/>	Federal (ESSA) Data	<input 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 type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant	<input checked="" type="checkbox"/>	*Including student subgroups
<b>List or Link Other Data Sources Below</b>							
Link ->				Link ->			

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

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

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

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

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

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

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

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

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

**Goal 1**

**Measurable outcome met?** No

By Spring 2024 > 60% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAm.

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

Was not met.

**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 2023 > 45% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAm.

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

Was not met.

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

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

**Goal 3**

**Measurable outcome met?** No

By Spring 2024, the total percentage of students not receiving an office discipline referral will be 80% or better

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

Was not met.

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

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

**Goal 4**

**Measurable outcome met? No**

By Spring 2024, > 25% of students identified as Special Education in grades 6-8 will meet proficiency on English/Language Arts as measured by Ilearn/IAm.

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

Was not met.

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

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

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

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

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

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

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the gap analysis process:

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

1	2	3	4	5	6
Desired Performance Indicators 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 environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

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

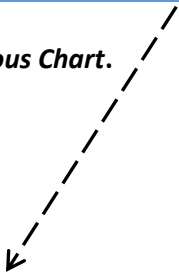


## GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A learning environment that provides structure and consistency for scaffolding the curriculum and strategies to meet the individual needs of each of our identified students	Yes	In both Math and ELA, our Special Education data improved significantly. For Math, 15% of our students passed and in ELA, 31% of our students passed. This is up from 4% in 2022. For data prior to 2022, please refer to the <a href="#">ILearn Data</a> .	We are committed to providing a learning environment that provides structure and consistency for scaffolding the curriculum and small group instruction. This will be based on real time data so that we are meeting the individual needs of all students. Both General Education and Special Education teachers will use Success Criteria to drive instruction. Frequent checks for understanding and assessments will be used and student work will be examined and feedback will be provided.	☒	1
An engaging learning environment that provides instructional scaffolding to our English Language Learners so that they can reach proficiency in both ELA and Math.	Yes	In 2022, 8.8% of our English Language Learners our students passed the ELA portion. In 2023, 9% passed. In 2022, 0% of our students passed the Math portion. In 2023, 3% of our students passed. For data prior to 2022, please refer to the <a href="#">ILearn Data</a> .	We are committed to increasing the proficiency of our English Language Learners in grades 6 thru 8 by utilizing strategies that will engage learners and meet each of their individual needs. Both General Ed. and ELL teachers will use Success Criteria to drive instruction. General Ed and ELL teachers will service students in a co-taught classroom in both ELA and Math as well as through an intervention times where instruction will be modified to meet their needs.	☒	2
A safe and disciplined learning environment that provides an atmosphere that is conducive to learning and personal well-being.	Yes	Based on our cumulative data from last year, 2022-23, we started Quarter 1 with 90.4% of our students who did not have a referral. It decreased to 74.6% in Quarter 2. It continued to decline to 66.7% in Quarter 3 and we finished the year at 63% of our students not receiving a referral. For data prior to 2022, please refer to the <a href="#">ILearn Data</a> .	We are committed to providing an environment that ensures safety but also encourages students to learn from their mistakes. We want to promote student self-efficacy. We need to work with teachers on deescalation techniques and with students on successful ways to self-regulate. If a student receives a consequence, he or she will participate in a re-entry conference before returning to their classes.	☒	4
Our entire school population would have 95% or better attendance throughout the school year.	Yes	In 2022-2023, we had 161 students in this category. In 2021-2022, we had 320 students, in 2020-21, we had 118 students and in 2019 -2020, we had 71.	We are committed to providing a support system to students who are struggling to come to school daily. Our goal is to provide students with mentors who will employ a check & connect program. We will send attendance letters to families and follow-up with them accordingly to provide assistance, if needed.	☒	3

	Choose			<input type="checkbox"/>	Choose an item.
	Choose			<input type="checkbox"/>	Choose an item.

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



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

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p>River Valley did not meet our school improvement goal in math across all grade levels. How can we build on our current pockets of success?</p>	<p>Why did we not meet our goals?</p> <ul style="list-style-type: none"> <li>In 2023, our scores showed improvement from 2022; however, many of the same circumstances that contributed to the learning loss from the year before are still barriers to the mastery of learning. We are increasing the amount of students placed in a Tier 2 and/or Tier 3, which allows us to increase the number of students receiving math instruction at their grade level. During Tier 2 and Tier 3 time, teachers are focusing on gap skills with students; however, they are not mastering the current grade-level skills. In turn, students are not able to show mastery while working independently.</li> </ul> <p>Why are students not independently applying the math practice standards?</p> <ul style="list-style-type: none"> <li>Students need to be given more opportunities to productively struggle through application type problems independently. We also need to focus on the “We Do” cycle of support to ensure that students have ample opportunities to practice with scaffolding and feedback.</li> </ul> <p>Why are students not successful in problem solving?</p> <ul style="list-style-type: none"> <li>Teachers practice deconstructing the standard to build the success criteria for mastery. Students still struggle with seeing how all the parts have to be applied to achieve mastery. The instructional demand required to apply the standard to a relevant problem is often higher than what is utilized for tasks in the classroom.</li> </ul> <p>Why are not all teachers engaging in effective gradual release of math practice standards?</p> <ul style="list-style-type: none"> <li>RVMS feels that most of the teachers are likely using the gradual release model; however, we feel that continued professional development on the gradual release is needed. Teachers need to understand that the “I DO” should include the examples with high instructional demand, and the “WE DO” is where more support is offered throughout small group direct instruction. Once the gradual release is implemented in the classroom, students are not able to transfer the Gradual Release model into their own independent practice.</li> </ul>
<p>River Valley did not meet our school improvement goal in ELA across all grade levels. How can we build on our current pockets of success?</p>	<p>Why did we not meet our goals?</p> <ul style="list-style-type: none"> <li>In 2023, our scores showed improvement from 2022; however, many of the same circumstances that contributed to the learning loss from the year before are still barriers to the mastery of learning. We are increasing the amount of students placed in a Tier 2 and/or Tier 3, which allows us to increase the number of students receiving ELA instruction at their grade level. During Tier 2 and Tier 3 time, teachers are focusing on gap skills with students; however, they are not mastering the current grade-level skills. In turn, students are not able to show mastery while working independently.</li> </ul> <p>Why are students struggling with comprehension?</p> <ul style="list-style-type: none"> <li>Students need to be given more opportunities to develop their reading stamina. We have noticed that many students lack the reading endurance to get through long or difficult passages successfully and/or evaluate multiple passages and cite evidence. Students struggle with the instructional vocabulary needed to complete tasks. More time needs to be spent on those key concepts.</li> </ul> <p>Why are students not successful identifying key ideas and providing textual support and reasoning?</p> <ul style="list-style-type: none"> <li>Students need to read a variety of texts in all discipline areas and at various text complexities. The instructional demand of tasks used to learn a skill/concept must reflect grade level text complexity.</li> </ul>

<p>River Valley has students who struggle behaviorally as well as academically, how can we help them succeed?</p>	<p>Why did the number of office referrals go up last year?</p> <ul style="list-style-type: none"> <li>We have been in the habit of looking at discipline data monthly/quarter instead of cumulatively. When we looked at our cumulative data, we were disappointed in the percentage of students who received a referral. Instead of only looking at data monthly, we will begin looking at the cumulative number and addressing behaviors of concern.</li> </ul> <p>Why do students continue to misbehave after consequences are received?</p> <ul style="list-style-type: none"> <li>Deescalation and replacement strategies need to be taught, practiced, and reinforced consistently.</li> </ul> <p>Why doesn't our Tier 1 PRIDE System work better at helping students be more successful?</p> <ul style="list-style-type: none"> <li>PRIDE Committee will review and adjust the school-wide plan with teachers, and examine the behavior referrals. We will revamp strategies as needed.</li> </ul> <p>Why do some of our teachers struggle with implementing an effective Tier 3 behavior plan?</p> <ul style="list-style-type: none"> <li>Gradual release of self-regulation strategies and root cause analysis through restorative practices training needs to be employed.</li> </ul>
<p>River Valley has students with a variety of learning needs in Math and ELA. How can we ensure growth for all students?</p>	<p>Why did we not meet our goals?</p> <ul style="list-style-type: none"> <li>The gap between the students' ability to show mastery at an independent level is greater than the instructional demand of their assessments.</li> </ul> <p>Why are some special needs students more successful than others?</p> <p>Students are not confident enough with the strategies given to apply them independently on grade level work. We need to increase the number of students who are currently placed in an intervention/impact based on data which allows teachers to implement purposeful impact and interventions. Students who regularly attend school show more success than those who struggle with attendance.</p>



***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 Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low-Income Schools	General funds Head Start

### **School Improvement Plan**

#### **Using the Goal Template**

##### **Goals**

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

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

##### **Evidence-Based Strategy**

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find

out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

### Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed. **SAMPLE BELOW.**

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

<b>GOAL 1</b>	By Spring 2024 > 46% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAM.			
<b>Data Checkpoints (dates)</b>	August 2023	December 2023	May 2024	
<b>Evidence at Checkpoints</b>	ELA Scores on NWEA	ELA Scores on NWEA	ELA Scores on Ilearn/IAM	
<b>Evidence- Based Strategy 1</b>	<a href="#">Supporting All Students</a> : Resource Guides for Scaffolding Instruction for English Language Arts and Mathematics			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will use the established success criteria to provide feedback for students on their progress to mastery based on student work samples.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will use the established success criteria to provide feedback for students.
Action Step 2	Teachers will analyze data from student work and assessments to determine the standard(s) needing reteaching.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will analyze data from student work and assessments.
Action Step 3	Teachers will utilize data to collaborate and determine a strategy to be implemented during the reteach.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will utilize data, collaborate, and share strategies for implementation.
Action Step 4	Every grade level will determine content and academic vocabulary from the list provided in the framework. This will be shared with all content teachers so that all classes are covering the content and academic vocab.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will provide list each quarter along with walkthroughs in classrooms.
<b>Evidence- Based Strategy 2</b>	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey <a href="#">Engaging the Adolescent Learner</a> – The Gradual Release Model by Douglas Fisher and Nancy Frey			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will become familiar with the 4 phases of the instructional model: I do, we do, you do it together, you do it alone.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will receive specific training on the four phases of the instructional model and how to utilize each in his or her classroom.
Action Step 2	Teachers will participate in professional development about the instructional scaffolds of the Gradual Release of Responsibility Model.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	100 % of teachers will participate in a professional delvelopment training of the instrucional scaffolds pertraining to the Gradual Release of Responsibility Model.
Action Step 3	Teachers from each grade level will collaborate to establish a goal or target for their learners.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will collaborate and determine a goal or target for their students.
Action Step 4	Teachers will utilize the gradual release of responsibility instructional framework in his or her classroom.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Literacy Coach	90% of teachers will effectively use the gradual release of responsibility instructional framework during their instructional lessons.
<b>Yr 2 Measurable Objective</b>	By Spring 2025 > 51% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAM.			
<b>Yr 3 Measurable Objective</b>	By Spring 2026 > 56% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAM.			



<b>GOAL 2</b>	By Spring 2024 > 20 % of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAM.			
<b>Data Checkpoints (dates)</b>	August 2023	December 2023	May 2024	
<b>Evidence at Checkpoints</b>	Math Scores on NWEA	Math Scores on NWEA	Math Scores on Ilearn/IAM	
<b>Evidence- Based Strategy 1</b>	Building Thinking Classrooms in Mathematics by Peter Liljedahl			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Begin a book study with administration, coaches, and Math BLT members	August 2023-December 2023	Admin Team, Math Coach, BLT Math Team Members	100% of admin, BLT members, and math coach will participate in the Building Thinking Classrooms in Mathematics book study.
Action Step 2	Admin, Coach, and BLT Math Team members will provide professional development on building thinking classrooms.	September 2023 – May 2024	Admin Team, Math Coach, District Math Coach, and BLT Math Team Members	Instructional walk-throughs will show evidence of 90% or more of teachers implementing thinking classrooms.
Action Step 3	Teachers focus on the types of tasks used: non-curricular tasks, scripted curricular tasks, and as-is curricular tasks.	September 2023 – May 2024	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will participate in task analysis in their grade level PLC and vertical articulation within the building.
Action Step 4	Teachers use formative, summative, and self-reflection throughout their instruction.	September 2023 – May 2024	Leadership Team, Admin Team, Math Department, Math Coach	90% of teachers will use assessment data to differentiate and scaffold instruction in their classes (core, impacts, and/or intervention).
<b>Evidence- Based Strategy 2</b>	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey <a href="#">Engaging the Adolescent Learner</a> – The Gradual Release Model by Douglas Fisher and Nancy Frey			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will become familiar with the 4 phases of the instructional model.	August 2023-May 2024	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will receive specific training on the four phases of the instructional model and how to utilize each in his or her classroom.
Action Step 2	Teachers will participate in professional development about the instructional scaffolds of the Gradual Release of	August 2023-May 2024	Leadership Team, Admin Team, Math Department, Math Coach	100 % of teachers will participate in a professional development training of the instructional scaffolds pertaining to the Gradual Release of Responsibility Model.
Action Step 3	Teachers from each grade level will collaborate to establish a goal or target for their learners.	August 2023-May 2024	Leadership Team, Admin Team, Math Department, Math Coach	90% of teachers will collaborate and determine a goal or target for their students.
Action Step 4	Teachers will utilize the gradual release of responsibility instructional framework in his or her classroom.	August 2023-May 2024	Leadership Team, Admin Team, Math Department, Math Coach	90% of teachers will effectively use the gradual release of responsibility instructional framework during their instructional lessons.
<b>Yr 2 Measurable Objective</b>	By Spring 2025 > 25% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAM.			
<b>Yr 3 Measurable Objective</b>	By Spring 2026 > 30 % of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAM.			

<b>GOAL 3</b>	By Spring 2024, the total percentage of students not receiving an office discipline referral will be 80% or better.			
<b>Data Checkpoints (dates)</b>	End of Semester 1	End of Quarter 3	End of Year	
<b>Evidence at Checkpoints</b>	Discipline Data- End of Semester	Discipline Data- End of Quarter 3	Discipline Data- End of Year	
<b>Evidence- Based Strategy 1</b>	Quick Responses for Reducing Misbehavior and Suspensions: A Behavioral Toolbox for Classroom and School Leaders			<b>PD needed</b> <input type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Identify students who have multiple infractions or referrals to discuss with team during monthly team meetings.	August 2023- May 2024	Admin Team, Teachers, Dean, and BIC	90% of teachers will meet and discuss students of concern after looking at and analyzing discipline data.
Action Step 2	Identify students who have multiple referrals or have teacher recommendations for a behavior impact.	August 2023- May 2024	Admin Team, Teachers, Dean, and BIC	100% of students identified as having multiple office referrals will receive intervention to support their behavior needs.
Action Step 3	BIC will collect data through check-in and check-out sheets (filled out daily by classroom teachers).	August 2023- May 2024	Admin Team, Teachers, Dean, and BIC	80% of students participating in the check-in/check-out program will decrease the number of office referrals.
Action Step 4	Tier 2 and Tier 3 Behavior Intervention Classes	August 2023- May 2024	Admin Team, BIC, and Emotionally Handicapped Classroom Teacher	100% of students identified as having multiple office referrals will receive intervention to support their behavioral needs.
<b>Evidence- Based Strategy 2</b>	Greater Clark's Restorative Practices Continuum – Ellen Williamson			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Continuous PD on CharacterStrong along with calendar/activities for daily/weekly lessons.	August 2023- May 2024	Admin team, SEL District Lead, and BIC	90% of teachers will attend CharacterStrong/SEL trainings offered at RVMS.
Action Step 2	CharacterStrong will be built into the daily schedule, and teachers will implement the curriculum.	August 2023- May 2024	Admin team	90% of teachers will implement CharacterStrong curriculum in their classes.
Action Step 3	Professional Development on restorative practices	August 2023- May 2024	Admin team, SEL lead, and BIC	100% of teachers and administrators will be trained on the resortative practices that can be utilized when dealing with conflict resolution.
Action Step 4	Re-entry Conferences – students who have OSS as a consequence	August 2023- May 2024	Admin team, BIC, ISS Coordinator	100% of students who are given an out-of-school suspension will participate in a re-entry conference so they can take ownership of their behavior, practice empathy, perspective taking, and to nagivate conflict resolution.
<b>Yr 2 Measurable Objective</b>	By Spring 2025, the total percentage of students not receiving an office discipline referral will be 85% or better.			
<b>Yr 3 Measurable Objective</b>	By Spring 2026, the total percentage of students not receiving an office discipline referral will be 90% or better.			

<b>GOAL 4</b>	By Spring 2024 > 20 % of students in grades 6-8 who are identified as Special Population Students will meet State Standards as measured by ILearn/IAM.			
<b>Data Checkpoints (dates)</b>	August 2023	December 2023	May 2024	
<b>Evidence at Checkpoints</b>	Math and ELA Scores on NWEA	Math and ELA Scores on NWEA	Math and ELA Scores on Ilearn/IAM	
<b>Evidence- Based Strategy 1</b>	<a href="#">Supporting All Students</a> : Resource Guides for Scaffolding Instruction for English Language Arts and Mathematics			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will use the established success criteria to provide feedback for students on their progress to mastery based on student work samples.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	90% of teachers will use the established success criteria to provide feedback for students.
Action Step 2	Teachers will analyze data from student work and assessments to determine the standard(s) needing reteaching.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	100% of teachers will analyze data from student work and assessments.
Action Step 3	Teachers will utilize data to collaborate and determine a strategy to be implemented during the reteach.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	90% of teachers will utilize data, collaborate, and share strategies for implementation.
Action Step 4	Every grade level will determine content and academic vocabulary from the list provided in the framework. This will be shared with all content teachers so that all classes are covering the content and academic vocab.	August 2023- May 2024	Leadership Team, Admin Team, ELA Department, Math Department, Literacy Coach and Math Coach	90% of teachers will provide list each quarter along with walkthroughs in classrooms.
<b>Evidence- Based Strategy 2</b>	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey <a href="#">Engaging the Adolescent Learner</a> – The Gradual Release Model by Douglas Fisher and Nancy Frey			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Required Activity</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will become familiar with the 4 phases of the instructional model: I do, we do, you do it together, you do	August 2023- May 2024	Teachers will become familiar with the 4 phases of the instructional model: I do, we	90% of teachers will attend CharacterStrong/SEL trainings offered at RVMS.
Action Step 2	Teachers will participate in professional development about the instructional scaffolds of the Gradual Release of Responsibility Model.	August 2023- May 2024	Teachers will participate in professional development about the instructional scaffolds of the Gradual Release of Responsibility	90% of teachers will implement CharacterStrong curriculum in their classes.
Action Step 3	Teachers from each grade level will collaborate to establish a goal or target for their learners.	August 2023- May 2024	Teachers from each grade level will collaborate to establish a goal or target for their	100% of teachers and administrators will be trained on the restorative practices that can be utilized when dealing with conflict resolution.
Action Step 4	Teachers will utilize the gradual release of responsibility instructional framework in his or her classroom.	August 2023- May 2024	Teachers will utilize the gradual release of responsibility instructional	100% of students who are given an out-of-school suspension will participate in a re-entry conference so they can take ownership of their behavior, practice empathy, perspective taking, and to navigate conflict resolution.
<b>Yr 2 Measurable Objective</b>	By Spring 2025 > 25 % of students in grades 6-8 who are identified as Special Population Students will meet State Standards as measured by ILearn/IAM.			

<b>Yr 3 Measurable Objective</b>	By Spring 2026 > 30 % of students in grades 6-8 who are identified as Special Population Students will meet State Standards as measured by ILearn/IAM.
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## Professional Development Plan

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

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

Professional Development Goal 1	River Valley teachers will utilize the Gradual Release of Responsibility Model during instruction to increase student achievement for both Math and ELA.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded and Title 1	
Evidence of Impact	<ul style="list-style-type: none"><li>• Rolling Agendas for PLC meetings</li><li>• Classroom walkthroughs and Standard For Success teacher evaluations</li><li>• Student work samples – anyalzed during PLC meetings</li></ul>	
Plan for coaching and support during the learning process: The Administrative Team along with our Literacy and Numeracy coaches will provide on-going professional development and support on the Gradual Release of Respoonsibility. Our Literacy and Numeracy coaches will also model for teachers, as needed. Professional Learning Community (PLC) meetings will take place weekly in each department.		
<a href="#">Period Zero Schedule</a>		
How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. Admin Team along with coaches will review data regularly to mine for trends and next steps. During formal/informal observations, conferences with teachers will be held to ensure goals are being met.		

Professional Development Goal 2	River Valley teachers will utilize the Building Thinking Classrooms in Mathematics book study to drive our instructional practices in the classroom.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded and Title 1	
Evidence of Impact	<ul style="list-style-type: none"><li>• Rolling Agendas for PLC meetings **Share out instructional strategies, tasks, and thinking</li><li>• Classroom walkthroughs and Standard For Success teacher evaluations **Number sense routines, FMI, JumpStart, Spiral Review, etc.</li><li>• Student work samples – analyzed during PLC meetings</li></ul>	
Plan for coaching and support during the learning process: The Administrative Team along with our Numeracy coach will provide on-going professional development and support on the Thinking Classrooms in Math. Our Numeracy coach will also model for teachers, as needed. Professional Learning Community (PLC) meetings will take place weekly in each department. We will progress monitor our students in IMPACT/Intervention.		
<a href="#">Period Zero Schedule</a>		
How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. Admin Team along with coaches will review data regularly to mine for trends and next steps. During formal/informal observations, conferences with teachers will be held to ensure goals are being met.		

Professional Development Goal 3	As a PRIDE team, we will provide on-going training and professional development on Restorative practices to use in the classroom, so students are able to de-escalate themselves instead of being removed from the classroom. We will also provide training and implement Character Strong as our social-emotional learning platform.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded and Title Funded	
Evidence of Impact	We will see a decrease in the number of students who are removed from classrooms due to behavior. This should then decrease the number of office discipline referrals. In addition, teachers will be better equipped to handle the social-emotional issues that arise in their classrooms.	
Plan for coaching and support during the learning process: The PRIDE leaders/team will provide continuous training and professional development on restorative practices and CharacterStrong (social-emotional learning platform). The PRIDE team will also create a behavior system that focuses on rewarding positive behavior instead of focusing on the negative. Meetings will take place bi-weekly with administration and the PRIDE Team.		
<a href="#">Period Zero Schedule</a>		
How will effectiveness be sustained over time? The members of the PRIDE Team along with our SEL Lead will continue to conduct ongoing professional development. We will have one 30-minute professional development time slot per month dedicated solely to Social and Emotional Learning, which will be led by the SEL Lead or the Assistant Principal. Discipline data will be monitored and analyzed regularly with both our PRIDE Team and Grade Level Teams.		

Professional Development Goal 4	With Special Populations as a targeted area for us, we will provide on-going training and professional development on scaffolds to use in the classroom. We will also provide professional development and resources on how to use the gradual release of responsibility model in their classrooms.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded and Title Funded	
Evidence of Impact	<ul style="list-style-type: none"><li>• Rolling Agendas for Special Population Meetings which occur monthly.</li><li>• Classroom walkthroughs and Standard For Success teacher evaluations</li><li>• Student work samples – anyalzed during PLC meetings</li><li>• Increased achievement on DMA, NWEA, and ILearn/IAM.</li></ul>	
<p>Plan for coaching and support during the learning process: The Administrative Team, Special Edcuation Supervisors, along with our Literacy and Numeracy coaches will provide on-going professional development and support on the Gradual Release of Respoonsibility and Scaffolding. Our Literacy and Numeracy coaches will also model for teachers, as needed. Professional Learning Community (PLC) meetings will take place weekly in each department to help facilitate collaboration.</p> <p><a href="#">Period Zero Schedule</a></p>		
<p>How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. Admin Team, Special Education Supervisors, along with coaches will review data regularly to mine for trends and next steps. During formal/informal observations, conferences with teachers will be held to ensure goals are being met.</p>		

**Additional Resources:**

- [NWEA Data](#) 2022-23
- [PRIDE Rolling Agenda](#) 2022-23
- [Monthly Discipline Data](#) 2022-2023
- [Ilearn Data](#) 2019-2023