

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2021-2024

----- 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 , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Yes Is the school's Title I program Schoolwide or Targeted Assistance ? * 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)
Sample: Alma Smith	<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
Theresa Piazza	AIC/ Math Coach	Both	Math, SpEd, ELL,
Dawn Cunliffe	Literacy Coach	Both	ELA, SpEd, ELL,
Crystal Merrifield	6 th Grade ELA Teacher/Parent	SIP	ELA, SpEd, ,
Todd Bledsoe	6 th Grade Math Teacher	SIP	Math, ELL, ,
Elain Ford	7 th Grade Math Teacher	SIP	Math, SpEd, ,
Heather Perissi	7 th Grade Special Pop. Teacher	SIP	Math, SpEd,
Piper Durbin	8 th Grade ELA Teacher	SIP	ELA, SpEd, ,
Scott Rolfs	7 th Grade Social Studies Teacher	SIP	ELA, ELL, ,
Stephanie Chavies	8 th Grade Math Teacher	SIP	Math, SpEd, ,
Shauna Reynolds	7 th Grade Science Teacher	SIP	SpEd
Nicole Kinder Curry	PTO President/Parent	SIP	ELA, , ,
Lesly Barnette	Translator/Parent	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, , ,

--- ALIGNMENT [optional] ---

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

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

District Vision

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

School Vision

Engaging 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: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	1,2,3	<i>Textbook and readers are core component of reading program.</i>	Yes	<input checked="" type="checkbox"/>
English/Langauge	7-12	Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	6-8	HRW	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	K-8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	K-8	Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	K-12	GCCS Sequence Guides	Yes	1	Sequence guides provide a map to teach IAS.	Yes	<input checked="" type="checkbox"/>
Math	K-12	Balanced Math	Yes	1	Framework for culturally responsive teaching.	Yes	<input checked="" type="checkbox"/>
Reading	K-8	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency.	Yes	<input checked="" type="checkbox"/>
Writing	K-12	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency.	Yes	<input checked="" type="checkbox"/>
English/Langauge	6-8	Reading 3D	Yes	2	Support for English Language Learners	Yes	<input checked="" type="checkbox"/>
English/Langauge	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"/>

Core Element 1: Curriculum [Required for all]

continued

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

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

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

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	K-2	Other	Dyslexia Screening	No	<input type="checkbox"/>
NWEA	K -8	Benchmk	Used to determine students instructional needs to accelerate performance.	Yes	<input checked="" type="checkbox"/>
Running Records	K-5	Other	Used to monitor progress and to determine guided reading levels.	No	<input type="checkbox"/>
District Mastery	1-8	CFA	Used to measure power standards mastery in reading, writing, and math.	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1-8	CFA	Used frequently to determine remediation needs and allow for retakes.	Yes	<input checked="" type="checkbox"/>
Checklists	K-1	Benchmk	Used to assess total mastery of foundational skills in reading and math	No	<input type="checkbox"/>
ACT Aspire	Gear Up	Summative	Used to assess Gear Up Cohort	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	K-12	CFA	Assessment system based upon student data	Yes	<input checked="" type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	<input checked="" type="checkbox"/>

The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	<input checked="" type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

The Data Wise Improvement process is an eight-step model that guides teachers to work in collaboration to improve teaching and learning through evidence-based analysis. The steps occur in three phases: Prepare, Inquire; and Act. The prepare phase involves creating a culture in which educators collaborate effectively and use data responsibly. The inquire phase is where teachers use a variety of data sources to define a specific problem of practice they are committed to solving. In the Act phase, teams articulate how they will employ high – leverage strategies to address the problem and ultimately accelerate student achievement. Adjustments are made to the plan and determine the focus for the next cycle.

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

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"/>
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Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

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		

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

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

- Media Statements and inquiries need to be made to the principal.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor's badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM to supervise students entry into the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.

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 Indian/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

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.

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.

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: 118 Two years ago: 53 Three years ago: 71

What may be contributing to the attendance trend?

Last year, our main attendance issue was COVID and quarantine situations that arose due to students being considered a close contact (both in and out of the school building). Overall, our families tend to lack resources such as consistent housing, transportation, counseling services, and supports.

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.
- Annoucnements and recognitiions 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 surveys are utilized to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means for parents to express ideas, concern, 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, parents LMS pages through Powerschool, blogs, Class Dojo, Google Classroom. Report cards are available quarterly. Parent teacher conferences are conducted in November. NWEA math and reading reports as well as behavior goals and concerns are shared with parents throughout the year at designated intervals.

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

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

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

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

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

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

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

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

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

Graduation rate last year: 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 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
Maria Begin	ELL (P-12), Comp (K-12), Math (1-9), Elem	7 th Grade Math
Brittanni Biega	Mild Int. Emergency Permit	7 th Grade ELA
Todd Bledsoe	Gen. Elem., 7/8 Non-Dept. & Admin License	6 th Grade Math
Mondana Bonaccorso	ELA (5-9)	7 th Grade ELA
Matthew Brown	Gen. Elem., 7/8 Non-Dept& Elem. Admin License	6 th Grade Math
Stephanie Chavies	Math (5-12)	8 th Grade Math
Christine Clifford	Business Education (Mid/High)	6-8 th Grade Creative Communications
Dawn Cunliffe	General Elementary (1-6), 7/8 Non-Dept., Learning Disabilities,	Literacy Coach
Lyndsay Davis	Gen. Elem (K-6) & Mild Int. (P-12)	7 th Grade ELA
Michael DeLuca	Visual Arts (P-12)	6-8 th Grade Art
Brad DeWitt	Biology (5-12), Gen. Science (5-12)	8 th Grade Science
Afrodita Dimitrova	English as a New Language and Russian	6 th Grade ELL
Piper Durbin	Language Arts- grades 5-12	8 th Grade ELA
Robert Ferguson	Geography Perspectives (Mid/High), Government/Civ. (5-12), Soc.	8 th Grade Social Studies
Lisa Flood	English (5-12), Speech Communications (5-12)	8 th Grade ELA
Elain Ford	Gen. Elem., 7/8 Non-Dept. ELA, Math, Social Studies, Science (1-9)	7 th Grade Math
Macayla Gardner	Gen. Elem (K-6) & Mild Int. (P-12)	6 th Grade Science and SS
Suzanne Gipson	ELA and Social Studies (5-9)	7 th Grade Social Studies
Todd Gipson	Music: Instrumental (K-12)	6-8 th Grade Band
Matthew Hasselbring	Health and PE (All Grades)	6-8 th Grade PE and Health
Konner Heil	General Elementary and Math (K-6)	6 th 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 th Grade ELL
Chelsea Ison	Language Arts (5 thru 9)	6 th Grade ELA

Cameron Jackson	Historical Perspectives (5-12)	7 th and 8 th Grade Science and Social Studies
Jinnifer Kaps	ELA (5-12)	7 th Grade Science
Caroline Karlstadt	Emergency Permit: Science (5-9)	7 th Grade Science
Carrie King	Elem. (K-6), His. Pers. & ELA (5-9)	7 th Grade Social Studies
Debroah Lang	General Elementary, 7/8 Non-Dept.	6 th Grade ELA
Jeff Letcher	Industrial Tech (K12)	PLTW and Creative Communications
Jessica Mardis	General Elementary/Intermediate	6 th Grade Math
Chloe Merkle	Emergency License: Mild Intervention	6-8 th Grade Special Education
Crystal Merrifield	Gen. Elem., 7/8 Non-Dept. & ELA (5-9)	6 th Grade ELA
Zachary Mikel	Emergency License: Mild Intervention	6 th Grade Special Ed. Inclusion - ELA
John Muenks	Historical Perspectives (5-12) and Mild Intervention (P- 12)	8 th Grade Special Ed. Inclusion - Math
Kyle Parr	Gen. Elem, 7/8 Non-Dept., Math (5-9)	8 th Grade Math
Heather Perissi	Mild Intervention (P-12)	7 th Grade Special Ed Inclusion - Math
Kayla Pettitt	Gen. Elem. (K-6), Mild Int. (P-12), Reading	8 th Grade Special ELA
Theresa Piazza	Math (5-12)	Academic Improvement Coordinator/Math Coach
Hendricks Posey	Gen. Elem., 7/8 Non-Dept.	6 th Grade Math
Aimee Radford	Mild Intervention (P-12)	Severe Disabilities (6-8)
Jena Reinhardt	Emergency License: Teachers of English Learners (P-12)	7 th Grade ELL
Shauna Reynolds	Health & PE (5-12)	7 th Grade Science
Alexis Rogers	General Elementary (K-6)	6 th Grade Science and SS
Scott Rolfs	Gov., Soc., US History, World Civ. (5-12)	7 th Grade Social Studies
Sean Smith	General Elem., Health, Historical Pers. Learning Disabled.	6 th Grade Special Ed. Inclusion- Math
Vadra Sprague	Health and Safety (5-12), PE (K-12)	6-8 th Grade Health/PE
Lance Stock	General Elementary (1-6), 7/8 Non-Dept.	Dean of Students
Renee Stock	Gen. Elem., 7/8 Non-Dept.	6 th Grade ELA
Lauren Thompson	Math (5-9)	7 th Grade Math
Tina Wallis	Life Science (Mid/High), Life (Mid/High)	8 th Grade Science
Michael Warren	English (5 – 12), PE (5-12)	7 th Grade Special Ed. Inclusion- ELA
Rhonda Wiedemer	Learning Dis. (K-12), Mild Int. (5-12), Severe Disabilities (K-12),	8 th Grade Special Ed. Inclusion - ELA
Chris Wilt	Geo (5-12), US History (5-12), World Civ. (5-12),	8 th Grade Social Studies
Cameron Wood	Emergency License: Math	8 th Grade Math
Lauren Zurlage	Music: Choral, Gen., and Instrumental	6-8 th Grade Choir/Music Appreciation
Link:		

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input 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
List or Link Other Data Sources Below							
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 2022 > 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, explain why.

The goal was not met, in part, due to COVID-19 and the shutdown of school buildings across the state. Once students were able to return to school, many still remained at home to complete virtual instruction which did not prove to be successful for most. Teachers are continually working towards creating assignments and assessments that have the instructional demand needed for student mastery.

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 2022 > 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, explain why.

The goal was not met, in part, due to COVID-19 and the shutdown of school buildings across the state. Once students were able to return to school, many still remained at home to complete virtual instruction which did not prove to be successful for most. Teachers are continually working towards creating assignments and assessments that have the instructional demand needed for student mastery.

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

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

Goal 3

Measurable outcome met? Yes

By Spring 2022, 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?

We will continue with our PRIDE program with a greater focus on students who are receiving multiple referrals.

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

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

Goal 4

Measurable outcome met? No

By Spring 2021, > 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, explain why.

The goal was not met, in part, due to COVID-19 and the shutdown of school buildings across the state. Once students were able to return to school, many still remained at home to complete virtual instruction which did not prove to be successful for most. Teachers are continually working towards creating assignments and assessments that have the instructional demand needed for student mastery.

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

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

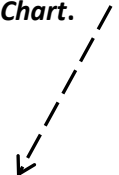
1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive 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	Our Special Education data for both Math and ELA has decreased steadily over the last two years.	We are committed to providing a learning environment that provides structure and consistency for scaffolding the curriculum and strategies to meet 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	Currently, 8 out of 86 (7%) showed proficiency on the ILearn assessment in 2019. We are working to increase that to 16%.	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 Education and ELL 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.	☒	2
A safe and disciplined learning environment that provides an atmosphere that is conducive to learning and personal well-being.	Yes	Although the number of student referrals has decreased over the last three years, we would like to focus on restorative practices.	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 de-escalation techniques and with students on successful ways to self-regulate. We would like to develop restorative practices	☒	4
Our entire school population would have 95% or better attendance throughout the school year.	Yes	In 2018-19, we had 71 students, and in 2019-20, we had 53 students in that category. In 2020-21, we had 118 students in this category (COVID-19).	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

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.).

Write your Goal(s) from these.



Develop strategies from these.



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"> In 2020, state testing was cancelled due to COVID-19. In 2021, our scores did not improve. Some of this was due to the fact that 20% of our student population were considered “virtual learners.” In addition, many students were sent home due to quarantine and many students jumped back and forth between virtual learning and traditional learning. Due to the COVID-19 pandemic, our students are returning to school with a deficit in their knowledge of the standards. We are trying to work on those 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. <p>Why are students not independently applying the math practice standards?</p> <ul style="list-style-type: none"> Students need to be given more opportunities to productively struggle through application type problems independently that would demonstrate their mastery of a specific standard. <p>Why are students not successful in problem solving?</p> <ul style="list-style-type: none"> In addition to students be able to work independently and persevere through a problem that is challenging for him/her, students struggle with the literacy piece of the math word problem. A significant number of our students who struggle in math, also struggle in reading; therefore, the ability to read and comprehend what the question is asking is also a challenge for them. <p>Why are not all teachers engaging in effective gradual release of math practice standards?</p> <ul style="list-style-type: none"> RVMS feels that most of teachers are likely using the gradual release effectively, but what the student is doing with that information once they are asked to complete a problem on his/her own is the issue. Students are not able to use what was shown to them in the Gradual Release Model to apply to their own practices.

<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"> • In 2020, state testing was cancelled due to COVID-19. In 2021, our scores did not improve. Some of this was due to the fact that 20% of our student population were considered “virtual learners.” In addition, many students were sent home due to quarantine and many students jumped back and forth between virtual learning and traditional learning. Due to the COVID-19 pandemic, our students are returning to school with a deficit in their knowledge of the standards. We are trying to work on those 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. <p>Why are students struggling with comprehension?</p> <ul style="list-style-type: none"> • 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. <p>Why are students not successful identifying key ideas and providing textual support and reasoning?</p> <ul style="list-style-type: none"> • Students need to read a variety of texts in order to truly practice these skills. Students want to look for the answer that is “right there.” They struggle to have the grit to look deeper for the answer and then provide an explanation.
<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 are some special needs students more successful than others?</p> <ul style="list-style-type: none"> • Identification or misidentification of students • Parental support • Expectations are not high enough in the classroom • Approximately 50% of our teachers are not truly certified special education teachers • Lack of inclusive technologies • Student attendance issues

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.**

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

GOAL 1	By Spring 2022 > 60% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAM.			
Data Checkpoints (dates)	August 2021	December 2021	May 2022	
Evidence at Checkpoints	ELA scores on NWEA	ELA scores on NWEA	ELA scores on Ilearn/IAM.	
Evidence- Based Strategy 1	Implement visible learning- the importance of learning objectives and success criteria for visible learning and successful teaching in the ELA classroom. Hattie, J. and Zierer, K. (2018) 10 Mindframes for Visible Learning: Teaching for Success. Corwin.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	We will use the PLC concept to align student data monitoring with ELA power standards.	Aug. 2021 - May 2022	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will participate in the PLC meetings and unpacking standards form.
Action Step 2	We will bring student work to the PLC meetings in order to provide effective feedback.	Aug. 2021 - May 2022	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will bring student work to the PLC meetings.
Action Step 3	We will unwrap each power standard so we understand what is to be taught, identified, and assessed.	Aug. 2021- May 2022	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will participate in the unwrapping of the ELA power standards.
Evidence- Based Strategy 2	Create an assessment system that is aligned to data-monitoring with student's progress towards mastery of the Power Standards. -- Dewey Hensley			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct ongoing PD on how to work towards mastery of standards, not grades.	Aug. 2021 - May 2022	Admin Team, Leadership Team, and Literacy Coach	80% of our teachers will implement standards based mastery.
Action Step 2	We will continually monitor individual and class data on mastery of standards.	Aug. 2021 - May 2022	Admin Team, Leadership Team, and Literacy Coach	80% of our teachers will conduct an analysis of the Performance Matters assessments at both BLT and PLC meetings.
Yr 2 Measurable Objective	By Spring 2023 \geq 65% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAM.			
Yr 3 Measurable Objective	By Spring 2024 \geq 70% of students in grades 6-8 will meet State Standards in ELA as measured by ILearn/IAM.			

GOAL 2	By Spring 2022 > 45% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAM.			
Data Checkpoints (dates)	August 2021	December 2021	May 202	
Evidence at Checkpoints	Math scores on NWEA	Math scores on NWEA	Math scores on ILearn/IAM	
Evidence- Based Strategy 1	Implement visible learning- the importance of learning objectives and success criteria for visible learning and successful teaching in the ELA classroom. Hattie, J. and Zierer, K. (2018) 10 Mindframes for Visible Learning: Teaching for Success. Corwin.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	We will use the PLC concept to align student data monitoring with Math power standards.	Aug. 2021 – May 2022	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will participate in the PLC meetings.
Action Step 2	We will bring student work to the PLC meetings in order to provide effective feedback.	Aug. 2021 – May 2022	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will bring student work to the PLC meetings.
Action Step 3	We will unwrap each power standard so we understand what is to be taught, identified, and assessed.	Aug. 2021 – May 2022	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will participate in the unwrapping of the Math power standards.
Action Step 4				
Evidence- Based Strategy 2	Create an assessment system that is aligned to data-monitoring with student's progress towards mastery of the Power Standards. -- Dewey Hensley			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct ongoing PD on how to work towards mastery of standards, not grades.	Aug. 2021 – May 2022	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will participate in the PLC meetings.
Action Step 2	We will continually monitor individual and class data on mastery of standards.	Aug. 2021 – May 2022	Match Coach, PLC Lead, ALL	100% of teachers will bring student work to the PLC meetings.
Action Step 3	Use mastery data to group students into an intervention setting to differentiate their learning.	Aug. 2021 – May 2022	Leadership Team, Admin Team, Math Department, Math Coach	100% of teachers will participate in the unwrapping of the Math power standards.
Action Step 4				
Yr 2 Measurable Objective	By Spring 2023 ≥ 55% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAM.			

Yr 3 Measurable Objective	By Spring 2024 \geq 60% of students in grades 6-8 will meet State Standards in Math as measured by ILearn/IAm.
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GOAL 3	By Spring 2022, the total percentage of students not receiving an office discipline referral will be 80% or better.			
Data Checkpoints (dates)	October 2021	December 2021	May 2022	
Evidence at Checkpoints	Discipline Data Q1	Discipline Data- End of Semester	Discipline Data- End of Year	
Evidence- Based Strategy 1	Check and Connect Mentoring Program			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify students who have multiple referrals or excessive absences.	Aug. 2021 - May 2022	Admin Team, Check & Connct Team	90% of students identified in Check and Connect Program have fewer referrals and absences.
Action Step 2	Check & Connect meets with and collects data on students.	Aug. 2021 - May 2022	Admin Team, Check & Connct Team	90% of students identified in Check and Connect Program have fewer referrals and absences.
Evidence- Based Strategy 2	Restorative Practices			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Ongoing PD on restorative practices that can be used with students.	Aug. 2021 - May 2022	Admin team	80% or more of our students (whole school) will not receive a referral.
Action Step 2	Ongoing PD on social-emotional learning practices to use in the classroom	Jan. 2022 - May 2022	Admin team and staff	100% of our teachers will participate in schoolwide book study of Hacking School Discipline
Action Step 3				
Action Step 4				
Yr 2 Measurable Objective	By Spring 2023, the total percentage of students not receiving an office discipline referral will be 80% or better.			
Yr 3 Measurable Objective	By Spring 2024, the total percentage of students not receiving an office discipline referral will be 85% or better.			

GOAL 4	By Spring 2022 > 25% of students identified as SpEd in grades 6-8, will meet proficiency on ELA on ILearn/IAM.			
Data Checkpoints (dates)	August 2021	December 2021	May 2022	
Evidence at Checkpoints	ELA scores on NWEA	ELA scores on NWEA	ELA scores on ILearn/IAM.	
Evidence- Based Strategy 1	Implement visible learning- the importance of learning objectives and success criteria for visible learning and successful teaching in the ELA classroom. Hattie, J. and Zierer, K. (2018) 10 Mindframes for Visible Learning: Teaching for Success. Corwin.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct ongoing PD for teachers and support staff on success criteria.	Aug. 2021 - May 2022	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers implement success criteria in their classrooms.
Action Step 2	Model and implement exemplars in the classroom.	Aug. 2021 - May 2022	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will model and implement the use of exemplar problems in their classrooms.
Action Step 3	PD on giving productive feedback and helping students understand the feedback given	Aug. 2021 - May 2022	Leadership Team, Admin Team, ELA Department, Literacy Coach	100% of teachers will give feedback to students and work with students on what that feedback means.
Evidence- Based Strategy 2	Create an assessment system that is aligned to data-monitoring with student's progress towards mastery of the Power Standards. -- Dewey Hensley			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct ongoing PD on how to work towards mastery of standards, not grades.	Aug. 2021 - May 2022	Admin Team, Leadership Team, Literacy Coach	80% of our teachers will implement standards based mastery.
Action Step 2	Teachers will bring students' work to PLC meetings to evaluate.	Aug. 2021 - May 2022	PLC Lead, All Teachers, Literacy Coach	100% of our teachers bring work samples from students to evaluate.
Action Step 3	Conduct ongoing PD on meaningful versus meaningless feedback to students.	Aug. 2021 - May 2022	PLC Lead, Leadership Team, All Teachers	100% of our teachers will provide meaningful feedback to students based on their work samples.
Year 2 Measurable Objective	By Spring 2023 \geq 30% of students identified as SpEd in grades 6-8, will meet proficiency on ELA on ILearn/IAM.			
Year 3 Measurable Objective	By Spring 2024 \geq 35% of students identified as SpEd in grades 6-8, will meet proficiency on ELA on ILearn/IAM.			

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	As a leadership team, we will provide on-going training on Hattie's 10 Mindframes for Visible Learning. There will be a focus on success criteria (framing the lesson), scaffolding instruction to meet the needs of our learners, and providing productive feedback to students.	Linked SIP Goals ☒
Possible Funding Source(s)	School Improvement Grant - 1003(g) and GCCS Funded	
Evidence of Impact	We will use data from NWEA, ILearn data, and the District Mastery Assessments. We will also use data from our formal and informal observations of teachers to determine success.	
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 on Hattie's 10 Mindframes for Visible Learning. Our Literacy and Numeracy coaches will also model for teachers, as needed.		
How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. During formal/informal observations, conferences with teachers will be held to ensure goals are being met.		

PD Plan Link:

<https://docs.google.com/document/d/1TTVgYklIM9-ON-9xIkJl6Fra8w-Xi7JBZo8kAxyzxiw/edit?usp=sharing>

Professional Development Goal 2	Create an assessment system that is aligned to data-monitoring with student's progress towards mastery of the Power Standards. -- Dewey Hensley	Linked SIP Goals ☒
Possible Funding Source(s)	School Improvement Grant - 1003(g) and GCCS Funded	
Evidence of Impact	We will use data from NWEA, ILearn data, and the District Mastery Assessments. We will also use data from our formal and informal observations of teachers to determine success.	
Plan for coaching and support during the learning process: The Administrative Team along with our Literacy and Numeracy coaches will provide ongoing professional development on creating an assessment system. Our Literacy and Numeracy coaches will also model for teachers, as needed.		
How will effectiveness be sustained over time? The Administrative Team and coaches will follow-up with any professional development needs. During formal/informal observations, conferences with teachers will be held to ensure goals are being met. PLCs meetings will be attended to ensure that teachers continue following the cycle of unpacking standards, developing strategies, and reviewing student work.		

PD Plan Link:

<https://docs.google.com/document/d/1TTVgYkIIM9-ON-9xIkJI6Fra8w-Xi7JBZo8kAxyzxiw/edit?usp=sharing>

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 that students are able to de-escalate themselves instead of being removed from the classroom. We will also provide training on social-emotional learning.	Linked SIP Goals ☒
Possible Funding Source(s)	School Improvement Grant - 1003(g) and GCCS 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 social-emotional learning.		
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. <ul style="list-style-type: none">https://docs.google.com/document/d/1TTVgYkllM9-ON-9xIkjL6Fra8w-Xi7JBZo8kAxyzxiw/edit?usp=sharing		

Additional Resources:

- [1003G Sig Grant](#) – 2020-2021 School Year
- [INSIP Work](#) with BLT
- [NWEA Data](#)- 2021-2021 School Year
- [2021 RVMS ILearn Data](#)
- <https://docs.google.com/document/d/1TTVgYkllM9-ON-9xIkJl6Fra8w-Xi7JBZo8kAxyzxiw/edit?usp=sharing>