

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 need 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: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Is the school’s Title I program Schoolwide or Targeted Assistance ? *	
<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: <i>Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Jeremy Shireman	Principal	Both	Choose , Choose, Choose, Choose
Aimee Doherty	Principal Intern	Both	Choose, Choose, Choose, Choose
Sulayne Kaelin	AIC	Both	Choose, Choose, Choose, Choose
Jamie Spear	AIC	Both	Choose, Choose, Choose, Choose
Jill Richardson	Teacher	Both	Choose, Choose, Choose, Choose
Angie Hardy	Teacher	Both	Choose, Choose, Choose, Choose
Amber Park	Teacher	Both	Choose, Choose, Choose, Choose
Beth Day	Teacher	Both	Choose, Choose, Choose, Choose
JoAnn Sawyer	Teacher	Both	Choose, Choose, Choose, Choose
Christy Elkin	Teacher	Both	Choose, Choose, Choose, Choose
Ashley Grimes	Teacher	Both	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (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 need's 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

The vision at JJES is to instill a lifelong love of learning.

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

The mission at JJES is to provide a high-quality educational experience where all students are able to reach their potential.

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	Grade s	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 type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	7 - 12	Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input type="checkbox"/>
Math	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science		Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math	Yes	1	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"/>
							<input type="checkbox"/>
Hlgh School					Secondary Course Description Guides	Yes	<input type="checkbox"/>
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

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

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

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

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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 checked="" type="checkbox"/>	Job-site tours
<input checked="" type="checkbox"/>	Guest speakers	<input checked="" type="checkbox"/>	Career Day/Fair or Community Day
<input checked="" type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	Online career navigation program
<input type="checkbox"/>	Other		

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

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

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

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

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

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

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

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

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

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.

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: 47 Two years ago: 43 Three years ago: 33

What may be contributing to the attendance trend?

Virtual learning and a global pandemic are the main contributors to our increase in absenteeism.

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

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

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

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

Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with 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, third grade orientation, and various sports and extracurricular activities including academic teams and robotics events. Parents are given the option to participate in school events and offered opportunities to volunteer.

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

Family surveys are utilized to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means for parents to express ideas, concerns, or suggestions.

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, and Google Classroom. Report cards are distributed quarterly. Parent teacher conferences are conducted in November. NWEA math and reading reports as well as behavior goals and concerns are shared with parents throughout the year at designated intervals.

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

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

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

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

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

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

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

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and Federal Programs (Title I, II, III, and IV) as well as the various 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

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

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Rebecca DeCamp	General Elementary 1-6, 7/8 Non-Departmentalized	3rd
Christy Elkin	Elementary/Intermediate Generalist	3rd
Ashley Grimes	Elementary/Intermediate Generalist	3rd
Cristie Harper	General Elementary 1-6, 7/8 Non-Departmentalized	3rd
Alicia Marlin	General Elementary 1-6, 7/8 Non-Departmentalized	3rd
Holly Propes	General Elementary 1-6, 7/8 Non-Departmentalized, K Endorsement	3rd
Beth Day	Elementary Generalist K-6	4th
Daniel Dietrich	General Elementary 1-6, 7/8 Non-Departmentalized	4th
Brent Holt	General Elementary 1-6, 7/8 Non-Departmentalized	4th
Jennifer Johanningsmeier	Elementary Generalist K-6	4th
JoAnn Sawyer	General Elementary 1-6, 7/8 Non-Departmentalized, LD K-12, mathematics Endorsement 1-9, MMH K-12, SHE K-12	4th
Dina Schafer	General Elementary 1-6, 7/8 Non-Departmentalized, ESL K-12	4th
Alisha Briner	Elementary/Intermediate Generalist	5th
Angie Hardy	Elementary/Intermediate Generalist, Elementary/Primary Generalist, ELA P-12	5th
Alysha Harris	Elementary Generalist K-6, Mathematics K-6	5th
Ronda Hostetler	Elementary/Intermediate Generalist	5th
Lisa Howard	Elementary/Intermediate Generalist	5th
Amber Park	Elementary Generalist K-6, MI P-12	5th
Stevie Robinson	General Elementary 1-6, 7/8 Non-Departmentalized, K Kindergarten Endorsement	5th
Jordan Fath	Elementary Generalist K-6, MI P-12	SPED
Jennifer Hutton	LD K-12, MMH K-12, SEH K-12	SPED
Elizabeth Hardy	Intense Intervention P-12, MI P-12	SPED

Dana Wiles	General Elementary 1-6, 7/8 Non-Departmentalized, LA Addition 5-12, LD K-12, MMH K-12, SHE K-12	SPED
Jamie Spear	Elementary/Intermediate Generalist, Elementary/Primary Generalist	Cares Act Numeracy Coach
Christina Sonner	Elementary/Intermediate Generalist	ELL
Jillian Richardson	General Elementary 1-6, 7/8 Non-Departmentalized	Interventionist
Jason Connell	PE K-12, Health Safely 5-12	PE
Sulayne Kaelin	General Elementary 1-6, 7/8 Non-Departmentalized, K Endorsement, LA 1-9	AIC
Aimee Doherty	General Elementary 1-6, 7/8 Non-Departmentalized, Mathematics 1-9	Principal Intern
Jeremy Shireman	BLA P-12, Superintendent	Principal
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 checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Special Education Compliance Rpt	<input 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 2024 ≥ 80% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/I AM.

Benchmarks:

By Spring 2022 ≥ 60% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/I AM.

By Spring 2023 ≥ 70% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/I AM.

By Spring 2024 ≥ 80% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/I AM.

Area of focus: Math-Productive Struggle

Priority question: Why do students lack stamina to solve application problems in mathematics?

Learner-Centered Problem: While students are able to answer recall questions with a high level of accuracy, they often guess or quit well before completing all steps of an application problem.

Problem of Practice: Teachers do not provide consistent opportunities for students to practice implementing complex problem-solving strategies. When opportunities are presented, teachers do not provide adequate time for productive struggle.

Choose a Solution: Teachers will create opportunities for students to practice productive struggle based on information learned from the Productive Struggle book study. Additionally, our district has added the position of a Numeracy Coach who will provide professional development, coaching opportunities for staff based on walk-through observations, and intervention for struggling students.

Plan to Assess Progress: We will use our NWEA scores throughout the school year to progress monitor and alter strategies based on current data.

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

not applicable

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

Goal was not met. Due to the ongoing continued public health crises, a large portion of the school year was virtual. Additionally, a large portion of our students chose to do the virtual option for the entire school year. This led to a loss of instructional time causing our poor results in testing data. Our school will continue to use the Data Wise model to drive our instruction.

Goal 2

Measurable outcome met? No

By Spring 2024 \geq 80% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/I AM.

Benchmarks:

By Spring 2022 \geq 60% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/I AM.

By Spring 2023 \geq 70% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/I AM.

By Spring 2024 \geq 80% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/I AM.

By Spring 2022 \geq 90% of students in grades 3 will meet State Standards in ELA as measured by IREAD.

By Spring 2023 \geq 93% of students in grades 3 will meet State Standards in ELA as measured by IREAD.

By Spring 2024 \geq 95% of students in grades 3 will meet State Standards in ELA as measured by IREAD.

Area of focus: Reading-Comprehension

Priority question: Why do students struggle with analytical thoughts?

Learner-Centered Problem: Students can pull explicitly stated information from the text but they struggle to analyze information and apply more rigorous questioning.

Problem of Practice: Teachers often ask surface level questions and assign DOK 1 tasks to students.

Choose a Solution: Teachers will create opportunities for students to practice skills through reading response using Jan Richardson's comprehension modules specifically Yellow and Red questions.

Plan to Assess Progress: We will use our NWEA scores throughout the school year to progress monitor and alter strategies based on current data.

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

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

Goal was not met. Due to the ongoing continued public health crises, a large portion of the school year was virtual. Additionally, a large portion of our students chose to do the virtual option for the entire school year. This led to a loss of instructional time causing our poor results in testing data. Our school will continue to use the Data Wise model to drive our instruction.

Goal 3

Measurable outcome met? No

By Spring 2024 \geq 95% of students in grades 3-5 will have 0-1 office discipline referrals.

By Spring 2024, our daily attendance rate will average above 96%.

Benchmarks:

By Spring 2022 \geq 90% of students in grades 3-5 will have 0-1 office discipline referral.

By Spring 2022, our daily attendance rate will average above 94%.

By Spring 2023 \geq 93% of students in grades 3-5 will have 0-1 office discipline referral.

By Spring 2023, our daily attendance rate will average above 95%.

By Spring 2024 \geq 95% of students in grades 3-5 will have 0-1 office discipline referral.

By Spring 2024, our daily attendance rate will average above 96%.

Area of focus: Social Skills and Attendance

Priority question: Why do students lack conflict resolution skills and the ability to interact with their peers in social settings?

Learner-Centered Problem: While students have opportunities to interact with each other in structured and unstructured settings, whenever there is a disagreement, students are often unable to come to a compromise without adult mediation.

Problem of Practice: Teachers do not explicitly teach conflict resolution and students are rarely instructed on how to initiate/facilitate collaboration among their peers.

Choose a Solution: Teachers will implement SEL and team building lessons weekly to address deficits based on classroom observations of student interactions.

Plan to Assess Progress: We will use the data dashboard and quarterly PRIDE data to monitor office discipline referrals as a percentage of the population.

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

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

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).

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

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

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^d 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.

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
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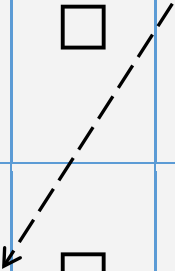
<p>A safe and disciplined school ensures X 1 environment provides an educational atmosphere conducive to learning and personal well-being.</p>	<p>No</p>	<p>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</p>	<p>We are committed to a learning environment that safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.</p>		
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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
<p>In order for students to be successful throughout their academic career, achievement at grade level must be accomplished by the majority of students. At JJ, our goal is to achieve 60% or higher on ILEARN ELA. Additionally, we have a goal that 95% of students, and 100% non-waiver students will pass the IREAD Test.</p>	<p>Yes</p>	<p>34.4% of students are achieving at or above grade level on ILEARN ELA based on Spring 2021 results. 88.2% of 3rd grade students passed IREAD in the spring of 2021. Data</p>	<p>Due to many factors beyond our control, including a global pandemic, many days of instruction were lost for a large population of our students. What is within our control is to improve our multi-tiered systems of support. Tier 1 is strengthened through the Teacher Clarity process being facilitated by our administration and Academic Improvement Coordinators. Tier 2 process is in place with teams including School Psychologist, Administration, Academic Coaches, Interventionists, and Classroom teachers. These teams meet weekly to create quality Tier 2 plans to address student academic needs. Tier 3 is facilitated through our special education process utilizing much of the same process as our Tier 2.</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">1</p>
<p>In order for students to be successful throughout their academic career, achievement at grade level must be accomplished by the majority of students. At JJ, our goal is to achieve 60% or higher on ILEARN Math.</p>	<p>Yes</p>	<p>36.7% of students are achieving at or above grade level on ILEARN Math based on Spring 2021 results. Data</p>	<p>Due to many factors beyond our control, including a global pandemic, many days of instruction were lost for a large population of our students. What is within our control is to improve our multi-tiered systems of support. Tier 1 is strengthened through the Teacher Clarity process being facilitated by our administration and Academic Improvement Coordinators. Tier 2 process is in place with teams including School Psychologist, Administration, Academic Coaches, Interventionists, and Classroom teachers. These teams meet weekly to create quality Tier 2 plans to address student academic needs. Tier 3 is facilitated through our special education process utilizing much of the same process as our Tier 2.</p>	<p style="text-align: center;">☒</p>	<p style="text-align: center;">2</p>

<p>Students need conflict resolution skills and good decision-making skills to be successful throughout their academic careers. Students who make good decisions and are able to resolve conflict without adult intervention are unlikely to receive multiple referrals. Our goal is for 95% of our students to receive 1 referral or less each school year.</p>	<p>Yes</p>	<p>Currently 84.3% of students receive 0 referrals for the school year.</p> <p>Data</p>	<p>Overall, our students are making progress toward the goal. Our implementation of SEL into our curriculum has increased self-awareness and increased accountability. In addition to SEL, we have a solid MTSS system which allows us to drill down and focus on student deficits. Tier 1 instruction has been effective at the level we would expect, it is our Tier 2 and Tier 3 supports which need to be our focus. Our intervention team meets weekly to discuss student needs and plan our different levels of support.</p>	<p><input checked="" type="checkbox"/></p>	<p>3</p>
				<p><input type="checkbox"/></p>	
				<p><input type="checkbox"/></p>	
				<p><input type="checkbox"/></p>	



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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
34.4% of students are achieving at or above grade level on ILEARN ELA based on Spring 2021 results.	<ol style="list-style-type: none"> 1. Tier 1 instruction lacked alignment, additionally we missed 25+ days due to virtual instruction. 2. Tier 2 systems were not able to be utilized by enough students due to lack of sufficient staffing and total time. 3. We do not have a tier 3 process in place. We are working with the school psychologist to develop tier 3. 4. PD lacked focus and was mostly utilized to improve procedural practices. 5. Teacher collaboration mostly focused on routine tasks instead of student learning. 6. We did not use enough questions that were DOK 3&4.
36.7% of students are achieving at or above grade level on ILEARN Math based on Spring 2021 results.	<ol style="list-style-type: none"> 1. Tier 1 instruction lacked alignment, additionally we missed 25+ days due to virtual instruction. 2. Tier 2 systems are in development and are being refined. Staff and programming are now dedicated to improving and aligning instruction to best benefit students. Previously we did not have the resources allocated to tier 2. 3. We do not have a tier 3 process in place. We are working with the school psychologist to develop tier 3. 4. PD lacked focus and was mostly utilized to improve procedural practices. 5. Grade level collaboration mostly focused on routine tasks instead of student learning. 6. We did not use enough questions that were DOK 3&4.
Currently 84.3% of students receive 0 referrals for the school year.	<ol style="list-style-type: none"> 1. We did not teach school-wide expectations until 3rd quarter. 2. We do not have a well-defined SEL program. 3. Our student reward system was paused due to social distancing restriction. 4. We did not have staff devoted to tier 2 and tier 3 behavior interventions.

Write your Goal(s) from these.



Develop strategies from these.



SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE >

GOAL 1	By Spring 2024 \geq 80% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/AM.			
Data Checkpoints (dates)	September 7	January 31	May 23	
Evidence at Checkpoints	Math Scores on NWEA test.	Math Scores on NWEA test.	Math Scores on NWEA test.	
Evidence- Based Strategy 1	Teachers will utilize teacher clarity to improve the alignment of instructional practice and to improve our tier 1 instruction.		PD needed <input checked="" type="checkbox"/>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Staff will complete modules 1-3 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q1	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 2	Staff will complete modules 4 & 5 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q2	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 3	Staff will complete modules 6 & 7 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q3	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 4	Staff will complete modules 8 & 9 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q4	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Evidence- Based Strategy 2	Read and implement the techniques in the <i>Productive Struggle</i> book.		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.	Q1	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 2	Teachers will begin to introduce the strategies learned in their PD sessions	Q2	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 3	Students will begin to use the strategies in their problem-solving process. The teacher will start to put more of the responsibility of utilizing the productive struggle strategy onto the students.	Q3	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 4	Numeracy Committee will gather information from the implementation and create revisions and next steps.	Q4	BLT, Numeracy Coach, Numeracy Committee, District Math Lead	Rolling Agendas and Updated Documents
Yr. 2 Measurable Objective	By Spring 2023 \geq 70% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/AM.			
Yr. 3 Measurable Objective	By Spring 2024 \geq 80% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/AM.			

GOAL 2	By Spring 2024≥ 80% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/I AM.			
Data Checkpoints (dates)	September 7	January 31	May 23	
Evidence at Checkpoints	Reading scores on NWEA Test.	Reading scores on NWEA Test.	Reading scores on NWEA Test.	
Evidence- Based Strategy 1	Teachers will utilize teacher clarity to improve the alignment of instructional practice and to improve our tier 1 instruction.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Staff will complete modules 1-3 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q1	BLT, AIC, Literacy Committee, District Literacy Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 2	Staff will complete modules 4 & 5 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q2	BLT, AIC, Literacy Committee, District Literacy Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 3	Staff will complete modules 6 & 7 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q3	BLT, AIC, Literacy Committee, District Literacy Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.

Action Step 4	Staff will complete modules 8 & 9 from the <i>Teacher Clarity Playbook</i> . Staff will use these strategies in their PD meetings to create robust lesson plans, share rigorous resources, and align their understanding of the requirements to master each standard.	Q4	BLT, AIC, Literacy Committee, District Literacy Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Evidence- Based Strategy 2	Teachers will utilize Jan Richardson’s 12 Comprehension Modules.			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.	Q1	BLT, AIC, Literacy Committee, District Literacy Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 2	Teachers will introduce each of the 12 Comprehension Modules in their focus lesson.	Q2	BLT, AIC, Literacy Committee, District Literacy Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 3	Students will practice each of the 12 Comprehension Modules during their small group Guided Reading lessons.	Q3	BLT, AIC, Literacy Committee, District Literacy Lead	Observations of teachers utilizing strategies learned in PD, DMA scores, and NWEA scores.
Action Step 4	Literacy Committee will gather information from the implementation and create revisions and next steps.	Q4	BLT, AIC, Literacy Committee	Rolling Agendas and Updated Documents
Yr. 2 Measurable Objective	By Spring 2023 \geq 70% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/I AM.			
Yr. 3 Measurable Objective	By Spring 2024 \geq 80% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/I AM.			

GOAL 3	By Spring 2024 \geq 95% of students in grades 3-5 will have 0-1 office discipline referrals. By Spring 2024, our daily attendance rate will average above 96%.			
Data Checkpoints (dates)	October 1	January 1	March 18	
Evidence at Checkpoints	PowerSchool data log entries and attendance	PowerSchool data log entries and attendance	PowerSchool data log entries and attendance	
Evidence- Based Strategy 1	100% of staff will utilize SEL curriculum provided by the district PRIDE Team.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Utilize the SEL trade books provided by GCCS.	August 1- August 31	Classroom teachers	Classroom walkthroughs
Action Step 2	SEL/PRIDE team time	Each Friday during the school year	Classroom teachers	Reduction in log entries and increase in attendance.
Action Step 3	Quarterly PRIDE reward rallies and contests	At the end of each quarter	PRIDE Committee	Reduction in log entries and increase in attendance.
Action Step 4				
Evidence- Based Strategy 2				PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
Yr. 2 Measurable Objective	By Spring 2023 \geq 93% of students in grades 3-5 will have 0-1 office discipline referrals. By Spring 2023, our daily attendance rate will average above 95%.			
Yr. 3 Measurable Objective	By Spring 2024 \geq 95% of students in grades 3-5 will have 0-1 office discipline referrals. By Spring 2024, our daily attendance rate will average above 96%.			

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	JJES will improve our tier 1 instruction by implanting the strategies outlined in the <i>Teacher Clarity Playbook</i> . The average effect size of a year of instruction is 0.40, utilizing the teacher clarity strategy will improve our overall impact to 0.75. this should nearly double the impact of our teaching each year.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ul style="list-style-type: none"> • NWEA Quarterly Scores • DMA Scores • Walkthrough Data • ILEARN Data • Observations from Grade Level Meetings/Rolling Agendas 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> • Staff will meet twice weekly to work through the standard and will create a document that aligns with the teacher clarity program. • Literacy committee will meet weekly to align instructional practice and research resources. • AIC, will meet with teams, lead literacy committee, and observe/coach teachers. • ELA PD Calendar 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> • Meetings will be scheduled to continue the process throughout the year. • AIC, will observe classrooms weekly. • BLT will provide feedback and leadership throughout the process. • We will norm scoring of open response questions. 		

Professional Development Goal 2	<p>JJES will improve our tier 1 instruction by implanting the strategies outlined in the <i>Teacher Clarity Playbook</i>. The average effect size of a year of instruction is 0.40, utilizing the teacher clarity strategy will improve our overall impact to 0.75. this should nearly double the impact of our teaching each year.</p> <p>JJES will also use the information learned from the Productive struggle book to increase rigor in the math block.</p>	Linked SIP Goals <input type="checkbox"/>
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ul style="list-style-type: none"> • NWEA Quarterly Scores • DMA Scores • Walkthrough Data • ILEARN Data Observations from Grade Level Meetings/Rolling Agendas	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> • Staff will meet twice weekly to work through the standard and will create a document that aligns with the teacher clarity program. • Numeracy committee will meet weekly to align instructional practice and research resources. • AIC, will meet with teams, lead literacy committee, and observe/coach teachers. • Math PD Calendar 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> • Meetings will be scheduled to continue the process throughout the year. • AIC, will observe classrooms weekly. • BLT will provide feedback and leadership throughout the process. • We will norm scoring of open response questions. 		

Professional Development Goal 3	Staff will be trained and will begin to implement SEL strategies.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded JJES Funded	
Evidence of Impact	<ul style="list-style-type: none"> • Quarterly Behavior Data • Intervention Team Notes • Number of Students on Tier 2 or Tier 3 Plan • Classroom Walk-throughs 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> • SEL lead will research and present strategies to all staff. • School Psychologist will meet with staff who run social skills groups, and assist in tracking data from specific students. • Intervention team will monitor data and research strategies. • PRIDE Committee will meet weekly to explore and develop additional strategies and resources. • PRIDE PD Calendar 		
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> • PRIDE Committee will review effectiveness of programming annually. • BLT will provide feedback and leadership throughout the process. • Students and staff will be surveyed annually to assess effectiveness and buy-in. 		