

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: Select plan period

----- CONTACT INFORMATION -----

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

This is an initial three (3) year plan. <input type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Choose an item. 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>
Aimee Doherty	Principal	Both	Choose , Choose, Choose, Choose
Jillian Richardson	Principal Intern	Both	Choose, Choose, Choose, Choose
Sulayne Kaelin	Academic Improvement Coordinator	Both	Choose, Choose, Choose, Choose
Stacie Bruckmann	Teacher	Both	Choose, Choose, Choose, Choose
Alicia Marlin	Teacher	Both	Choose, Choose, Choose, Choose
Beth Day	Teacher	Both	Choose, Choose, Choose, Choose
Angie Jones	Teacher	Both	Choose, Choose, Choose, Choose
Christina Sonner	ELL Teacher	Both	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
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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 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

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	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	7 - 12	Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input 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	k - 5	Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input type="checkbox"/>
Science	k - 5	Generation Genius	Yes	1	Supplemental resource	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math	Yes	1	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"/>
Math	6 - 8	Savvas	Yes	1	Textbook and resources are the core math program	Choose	<input type="checkbox"/>
Intervention	K - 12	Exact Path	Choose	1,2	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
					Secondary Course Description Guides		

Place link here (if necessary) ->

Core Element 1: Curriculum [Required for all]

continued

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

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

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

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA	k - 2	Other	Dyslexia Screening process	Yes	<input type="checkbox"/>
NWEA	k - 9	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 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"/>

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

REPORTING PROCEDURES

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

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

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

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

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

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

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

We strive to follow guidelines for Improving English Language Arts and mathematics materials for English Learners by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across a curricula, in units, and in lessons so that English 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:** 61 **Two years ago:** 67 **Three years ago:** 59

What may be contributing to the attendance trend?

Many of our students that meet this criteria have health and/or anxiety concerns. These health related issues might be contributing to attendance. Our at risk families 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 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, 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?

Weekly emails are sent to keep parents/families informed of school happenings. We promote open lines of communication with our admin team via email and phone calls. 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 council, student ambassadors, safety patrol, 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 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. Youthlink provides a mentorship program for our at risk students. PowerSchool Parent allows parents the ability to see their child's attendance and grades 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. Teachers keep parents up to date on school and classroom happenings through various forms of online communication/teacher messaging apps (Remind, Class DoJo).

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]

Not applicable

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

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

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

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

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

Not Applicable

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

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

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

Greater Clark County Schools is actively recruiting and attending job fairs across the state to attract highly qualified teachers. We have cohorts run through local universities to provide advanced course work options for our teachers. We have created and conducted an action plan to interview in the early spring to secure the top teacher candidates. We also conduct "mock" interviews with local universities to get a preview of upcoming graduates. We maintain agreements with several universities across the state to supervise student teachers throughout their educational 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
Alicia Marlin	General Elementary 1-6, 7/8 Non-Departmentalized	Third Grade Teacher
Cristie Harper	General Elementary 1-6, 7/8 Non-Departmentalized	Third Grade Teacher
Stacie Bruckmann	Elementary Generalist K-6, Reading Addition P-12	Third Grade Teacher
Rebecca DeCamp	General Elementary 1-6, 7/8 Non-Departmentalized	Third Grade Teacher
Kayla Hobson	Elementary Generalist K-6	Third Grade Teacher
Ashley Grimes	Elementary/Intermediate Generalist	Third Grade Teacher
Daniel Dietrich	General Elementary 1-6, 7/8 Non-Departmentalized	Fourth Grade Teacher
JoAnn Sawyer	General Elementary 1-6, 7/8 Non-Departmentalized, LD K-12, Mathematics Endorsement 1-9, MMH K-12, SHE K-12	Fourth Grade Teacher
Dina Schafer	General Elementary 1-6, 7/8 Non-Departmentalized, ESL K-12	Fourth Grade Teacher
Jennifer Johanningsmeier	Elementary Generalist K-6	Fourth Grade Teacher
Beth Day	Elementary Generalist K-6, 7/8 Non-Departmentalized; LD K-12; SHE K-12;	Fourth Grade Teacher
Brent Holt	General Elementary 1-6, 7/8 Non-Departmentalized	Fourth Grade Teacher
Stevie Robinson	General Elementary 1-6, 7/8 Non-Departmentalized, K Endorsement	Fifth Grade Teacher
Lisa Howard	Elementary/Intermediate Generalist	Fifth Grade Teacher
Angie Jones	Elementary/Intermediate Generalist, Elementary/Primary Generalist, ELA P-12	Fifth Grade Teacher
Alysha Briner	Elementary/Intermediate Generalist; Elementary/Primary Generalist	Fifth Grade Teacher
Natavita Sotelo Sanchez	Elementary Generalist K-6	Fifth Grade Teacher
Mindy Riley	General Elementary 1-6, 7/8 Non-Departmentalized	Fifth Grade Teacher

Ally Hobbs	Elementary Generalist K-6	Fifth Grade Teacher
Christina Sonner	Elementary/Intermediate Generalist; Teachers of English Learners Addition P-12	ELL Teacher
Holly Propes	General Elementary 1-6, 7/8 Non-Departmentalized; K Endorsement	Interventionist
Ronda Hostetler	Elementary/Intermediate Generalist; Severe Disabilities K-12; SHE K-12; LD K-12; MMH K-12;	Special Education Teacher
Abby Morgan	Elementary Generalist K-6, Mild Intervention P-12	Special Education Teacher
Jennifer Hutton	LD K-12, MMH K-12, SHE K-12	Special Education Teacher
Dana Wiles	General Elementary 1-6, 7/8 Non-Departmentalized, LA Addition 5-12; LD K-12; MMH K-12; SHE K-12	Special Education Teacher
Sulayne Kaelin	General Elementary 1-6, 7/8 Non-Departmentalized; K Endorsement; General Elementary 1-9 Language Arts Endorsement	Academic Improvement Coordinator
Susan Utz	Speech, Language and Hearing Clinician	Speech and Language Therapist
Cindy Bowling	General Elementary K-6, 7/8 Non-Departmentalized; K-9 Mathematics endorsement	Special Education Teacher
Susan Williams	General Elementary K-6, 7/8 Non-Departmentalized	Special Education Teacher
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 checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Special Education Compliance Rpt	<input checked="" type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input 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 2026 \geq 70% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

Benchmarks:

By Spring 2024 \geq 60% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

By Spring 2025 \geq 65% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

By Spring 2026 \geq 70% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.

By Spring 2024 \geq 92% of students in grades 3-5 will meet State Standards in ELA as measured by IREAD.

By Spring 2025 \geq 94% of students in grades 3-5 will meet State Standards in ELA as measured by IREAD.

By Spring 2026 \geq 96% of students in grades 3-5 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 DOK1 tasks to students.

Choose a Solution: Teachers will give students ample opportunities to apply and practice rigorous questions in real meaningful ways that results in an increase in knowledge and understanding.

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

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 2026 \geq 70% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.

Benchmarks:

By Spring 2024 \geq 60% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.

By Spring 2025 \geq 65% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.

By Spring 2026 \geq 70% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.

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 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. The Math Lead will support teachers as needed.

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

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

Goal 3

Measurable outcome met? No

By Spring 2026 \geq 95% of students in grades 3-5 will have 0-1 office discipline referrals.

By Spring 2026 our daily attendance rate will average above 96%.

Benchmarks:

By Spring 2024 \geq 91% of students in grades 3-5 will have 0-1 office discipline referrals.

By Spring 2024 our daily attendance rate will average above 94%.

By Spring 2025 \geq 93% of students in grades 3-5 will have 0-1 office discipline referrals.

By Spring 2025 our daily attendance rate will average above 95%.

By Spring 2026 \geq 95% of students in grades 3-5 will have 0-1 office discipline referrals.

By Spring 2026 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? Yes

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

Goal 4

Measurable outcome met? Choose

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

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

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 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	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-</i>	<i>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</i>	X	1	

learning and personal well-being.

respectively. Survey: 45% of students do not feel safe at school. suspensions and expulsions has increased.

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

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Jonathan Jennings Elementary will have an MTSS that promotes educational growth for all students. We expect that our Tier 1 instruction meets the needs of at least 80% of our students. We have tools in place to identify and appropriately intervene with students that are in need of Tier 2/3 interventions.</p>	<p>Choose</p>	<p>On the ILEARN assessment, 42% of students were proficient in ELA and 46% of students were proficient in Math. 50/487 students were brought to the Grade Level Academic and Behavior Intervention team in the 2022-2023 school year. 20% of students received a Tier 2 Reading intervention throughout the school year. JJES 2022-2023 Data</p>	<p>Our data indicates that our Tier 1 instruction does not meet 80% of our students academic needs. Teachers are unwrapping grade level standards in Teacher Clarity meetings, but are struggling to create meaningful learning opportunities that provide students opportunities to work on grade level with academic standards. Teachers were not consistently using district resources for grade level text. Teachers are utilizing assessments and gathering data, but are not using the data to make changes to their instruction based on student need. Our PD schedule has not provided time to dig into the data to find specific skill deficits to ensure appropriate interventions are in place.</p> <p>Reading Tier 2/3: Teachers will utilize exit slips/assesments, anecdotal notes and student work to determine reading behaviors and strategies to move students forward in their reading. Flexible reading groups will be provided with a more focused strategy to meet the specific skill deficit.</p> <p>We plan to utilize RISE, Heggerty, OG, and Read Naturally to support students in Tier 2/3 intervention.</p> <p>Math Tier 2/3: Teachers will utilize exit slips/assessments, and student work to determine specific skill deficits. Flexible math groups will be provided for reteaching and additional support.</p>	<p>☒</p>	<p>1</p>

<p>Jonathan Jennings Elementary believes all students are able to reach their potential through rigorous learning opportunities.</p>	<p>Choose</p>	<p>On District Mastery Assessments, 36% of classrooms mastered ELA assessments. On District Mastery Assessments, 38% of classrooms mastered Math assessments, 68% of students were proficient on NWEA in ELA and 76% were proficient on NWEA Math on end of the year data. JJES 2022-2023 Data</p>	<p>Our data indicates our lower achieving students struggle to make significant gains on grade level standards as indicated on District Mastery Assessments, NWEA, and ILEARN results. Teachers have led small reading groups during Tier 1, but groups have not been skill deficit focused. Teachers will use IMSE encoding assessments and Oral Reading Fluency Assessments, along with NWEA data and classroom assessments to determine specific skill reading deficits to target. Standards based instruction will focus on content, comprehension, and building background knowledge using grade level texts. Students will read and respond from independent books of their own choice. Classroom teachers will hold students accountable for progressing through text along with incorporating motivating incentives to build a classroom of readers. In math, teachers have been trained on the Poster Method problem solving method and are using it more consistently, but continue to struggle to find rigorous real world problems. Our cohorts have been restructured to better ensure communications between teaching partnerships to ensure high expectations of all students. Teachers will focus on one quarterly power standard during intervention to fill the gaps in learning of all students.</p>	<p><input checked="" type="checkbox"/></p>	<p>2</p>
<p>Jonathan Jennings Elementary believes that all students are entitled to a safe learning environment where they feel loved, celebrated, and supported.</p>	<p>Choose</p>	<p>30% of students received a Behavior Office Referral in the 2022-2023 school year with a total of 418 office referrals for the building. This was a 3% increase from the previous school year in the number of students with an office referral, but there was a decrease of 102 office referrals. 43% of office referrals were reported to take place in the classroom which was a decrease of 4% from the previous year. Attendance is a concern. In 2022-2023 school year there were 61 out of 473 students that were absent 10% or more of the school year.</p>	<p>Our data shows that our increased emphasis on building relationships in the classroom through Morning Meeting and Restorative Practices is paying off. We will continue to put high emphasis on this by adding the Character Strong curriculum to the classroom. We have also decreased the amount of transitional time that students have due to departmentalizing, giving students more instructional time with their homeroom teacher.</p>	<p><input checked="" type="checkbox"/></p>	<p>3</p>

<p>All classroom teachers work to make learning accessible to all students through differentiation. Appropriate behavior is taught through setting up expectations and restorative practice in order to minimize disruptions.</p>	<p>Choose</p>	<p>In 2021-2022, 44% of all office referrals were made up of special education students. For the 2022-2023 school year, special education students made up 29% of office referrals. This is a 15% decrease. In 2021-2022 school year there were 520 Office Discipline Referrals. In 2022-2023, there were 418 Office Discipline Referrals.</p>	<p>Our data indicates that our overall office discipline referrals have decreased along with referrals from the special education population. There has been an increase of accountability and sense of urgency on learning with the addition of new special education teachers. The office team has also made an effort to utilize our Student Response Team to proactively address students' needs when they are distracting the learning environment. Our building efforts to understand working with students that have experienced trauma is paying off. We will continue use of SRT, but will need to work on determining the best location for our Positive Action Center room. We will have a bi-quarterly professional development focus on SEL to continue this work. Though we had a slight decrease of the percent of office referrals occurring in the classroom, we still need work to do in building engagement in the classroom along with teaching time to re-establish norms with our Student Behavior/Teacher Action Chart.</p>	<p><input checked="" type="checkbox"/></p>	<p>4</p>
	<p>Choose</p>			<p><input type="checkbox"/></p>	<p>Choose an item.</p>
	<p>Choose</p>			<p><input type="checkbox"/></p>	<p>Choose an item.</p>

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

Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
<p>At JJ, our students have a variety of learning needs. How do we build an MTSS that meets the academic and behavioral needs of all students?</p>	<ol style="list-style-type: none"> 1. How can we better equip our teachers with resources? The GCCS MTSS Resources document will be linked to the rolling agenda. We need to streamline our progress monitoring during IMPACT intervention to align with each student's specific skill deficit(s). An MTSS structure has been implemented to provide clear, specific expectations for each Tier level of instruction. Data decision making and frequent monitoring will occur. 2. How do teachers meet students at their level and provide rigorous material when they are well below grade level? SPED, ELL, and Interventionists will utilize RAZZ Kids to meet the needs of some of their lower students. Interventionists utilize Read Naturally to build fluency and comprehension skills. Students are expected to do Exact Path lessons for twenty minutes a day 2-3 times each week. 3. How can we improve our IMPACT intervention? JJ is piloting the GCCS 3-5 Assessment Pilot which will help our teachers identify each intervention groups specific deficits and will progress monitor. Several staff members have been trained in specific research based programs including: Heggerty, Orton Gillingham, Read Naturally Live, RISE intervention, and Safe Crisis Management. Every classroom teacher owns their homeroom this year and will provide intervention to their own students. 4. How can we better communicate with former teachers about strategies tried in the past? The previous year's MTSS Intervention spreadsheet will be linked to the current year's document for easier access. This will provide classroom teachers information about if a student has been through the MTSS process and if so, if response to intervention was successful. 5. How can we create a building MTSS team that is more cohesive and consistent? Last year, our school psychologist was on a leave for a few months and our MTSS wasn't as consistent as anticipated. Meetings were sometimes scheduled during the school day which didn't allow our SPED, ELL, and Interventionists to attend and participate. This year, our meetings are during our Period Zero block allowing our School Psychologist, SPED, ELL, and Interventionists to be included in team meetings on a rotation basis.

How can we decrease student office discipline referrals by addressing student needs will in return lead to an increase student instructional time in the classroom?

1. How can we strategically place students in classroom rosters in the best environment for learning?

Grade level teams and cross grade levels teams collaborated to form class lists to ensure that students were placed in the best environment for their learning and social needs.

2. What locations have the most referrals and what strategies can we implement to decrease student discipline referrals?

The classroom environment had the most referrals. PD was focused on training staff in Restorative Practices and de-escalation techniques. Teachers will provide students with opportunities to collaborate with partners and small groups. Lessons will reflect student interest and relevance to increase student engagement. Our cafeteria monitors are implementing motivational incentives (Treasure Trays), both individual student as well as PRIDE Families during lunch.

3. Why do we not keep a record of students who have re-occurring conflicts?

A document will be created to track re-occurring student conflicts from one year to the next so that our staff can do our best to provide each student with the best classroom learning experience for their needs.

4. How can we better utilize some of the programs that we already have in place?

Classroom teachers will incorporate character strong lessons within their morning meetings. Students will have an opportunity for their voice to be heard. Morning meetings will create a connection among peers while fostering a sense of a classroom family.

5. How can we use referral data to make informed decisions?

Admin team will analyze data to identify trends and share this information with classroom teachers. Focus lessons based off of data findings will be taught in those classrooms.

How can we ensure that each student is able to reach his/her potential through rigorous learning opportunities?



1. How are teachers differentiating in the classroom to meet the need of all students?

Teachers are analyzing NWEA data and using those results to help form IMPACT interventions groups as well as small groups within the classroom. Classroom assessment data and exit slips are used to check progress and understanding. During Teacher Clarity, teachers will collaborate to determine meaningful learning tasks to deepen student knowledge of the standard.

2. How can we challenge our higher level students in the fieldwork?

Teachers having their homeroom class for a longer portion of the day opens up opportunities to do book clubs, escape rooms, stem activities, and math mysteries. Students are challenged using Versa Tiles kits. Teachers will differentiate field work opportunities to allow rigorous learning by providing opportunities to work on application of critical standards with authentic, purposeful work. Our Literacy Framework has been restructured to allow time for teachers to facilitate guided practice through the gradual release model giving students feedback.

3. How can we motivate students to increase independent reading?

Classroom, grade level, and school wide challenges and incentives will be implemented to motivate students. Students will have the opportunity to check out books each week from our school library.

4. How do teachers manage book clubs with larger class sizes?

Our school library has several whole class sets of novel units. Teachers will model procedures and expectations of book clubs. The students will be provided scaffolding if needed so each student in the class is able to participate in the novel unit reading. Some students will read independently, some with partners, some using audio versions of the novel, etc. All students will be expected to participate in the class discussions.

5. How can we increase students' vocabulary knowledge?

Vocabulary will be explicitly taught through simple definitions and discussions. Students hear repeated readings exposing them to words multiple times with extended vocabulary opportunities. Those strategies explicitly taught will be reinforced during independent practice.

6. How do we find rigorous poster method problems?

Teachers will share resources.

7. Why are students struggling to master/retain math facts?

3rd grade is spending a lot of time on strategies and also teaching math facts. Students have the strategies but aren't fluent in answering simple math facts. Teachers will allow time daily to practice math facts.

Write your Goal(s) from these.

Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

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

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

GOAL 1	By Spring 2024, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
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 2025, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr 3 Measurable Objective	By Spring 2026, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE > [2023-2024 JJES Professional Development Calendar](#)

GOAL 1	By Spring 2026 ≥ 70% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.			
Data Checkpoints (dates)	September 29 th	December 15 th	May 24 th	
Evidence at Checkpoints	Grade level rolling agendas, Overt Assessments, Formative School Assessments, Formative District Assessments, GCCS Assessment Pilot, NWEA BOY reports	Grade level rolling agendas, Overt Assessments, Formative School Assessments, Formative District Assessments, GCCS Assessment Pilot, NWEA MOY reports	Grade level rolling agendas, Overt Assessments, Formative School Assessments, Formative District Assessments, GCCS Assessment Pilot, NWEA EOY reports	
Evidence- Based Strategy 1	<p>Teachers will utilize a purposeful planning process to develop teacher clarity for each unit with their professional learning community. Specifically with English Language Arts, teachers will implement the GCCS Literacy Framework that has been redesigned to include more foundational reading skills and vocabulary strategies.</p> <p>The Teacher Clarity Playbook Fisher, Frey, Amador, Assof (2020). A hands-on guide creating learning intentions and success criteria for organized, effective instruction. California: Corwin.</p> <p>Scarborough’s Rope Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy. New York: Guilford Press.</p>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Reading Block will be designed to include all components of the GCCS Literacy Framework: Word Study-Phonics/Morphology, Vocabulary/Fluency, Focus Lesson-Comprehension using grade level texts.	Q1-Q4	AIC, Classroom teachers, SPED/ELL/Reading Interventionist	100% of teachers will utilize the Wonders Reading series, grade level text, and the 5 Components of Reading 80% of the time. This will be evident through learning walks, coaching cycles, and principal observations.
Action Step 2	Fluency and Vocabulary will be explicitly taught. More flexible time for extended “We Do” practice and feedback (teacher and student; student and student).	Q1-Q4	AIC, Classroom teachers, SPED/ELL/Reading Interventionist	100% of teachers will receive professional development in explicit fluency and vocabulary lessons. Strategies will be used 80% of the time and evident through learning walks, coaching cycles, and principal observations.

Action Step 3	Teachers will utilize GCCS Sequence Guide to provide a consistent pathway for standards-based instruction. During Teacher Clarity, they will determine meaningful learning tasks. District Mastery Assessments will measure student progress of grade level standards.	Q1-Q4	AIC, Classroom teachers, SPED/ELL/Reading Interventionist, Principal, Principal Intern	100% of classroom teachers will collaborate in purposeful planning utilizing district sequence guides and analyzing District Mastery Assessment Data. Meaningful learning tasks will be used 80% of the time and evident through learning walks, coaching cycles, and principal observations.
Action Step 4	Teachers will utilize teacher clarity cycle to improve the alignment of instructional practice and to improve our Tier 1 instruction.	Q1-Q4	BLT, AIC, Literacy Committee, Principal, Principal Intern, District Literacy Coach	100% of classroom teachers will collaborate in purposeful planning to achieve 80% success of student mastery in Tier 1 instruction measured by District Mastery Assessment/Classroom Assessment results.
Evidence- Based Strategy 2	All students will receive a daily intervention/enrichment block in which data from formative and benchmark assessments will be used to create flexible learning groups and tailored pathways for individual growth as part of a multi-tiered intervention system.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will use data analysis from assessments to determine instructional effectiveness and to deliver intentional MTSS interventions.	Q1-Q4	Classroom teachers, SPED/ELL/Reading Interventionist, AIC, BLT, Principal, Principal Intern	100% of teachers will analyze assessment results in purposeful planning meetings and provide intervention in IMPACT based on these results. 80% of teachers will use this data in IMPACT and it will be evident through learning walks, coaching cycles, principal observations, and grade level teacher clarity documents.
Action Step 2	Orton-Gillingham, Heggerty Bridge the Gap, RISE intervention, Read Naturally and specific skill deficit interventions will be provided for students well below grade level.	Q1-Q4	Classroom teachers, SPED/ELL/Reading Interventionist, AIC	80% of students receiving tier 2/3 interventions will make progress.

Action Step 3	Teachers will provide opportunities for students to collaborate with rich discussion in book clubs allowing opportunities for students to analyze text at higher DOK levels.	Q1-Q4	Classroom teachers, SPED/ELL/Reading Interventionist, AIC	50% of classroom teachers will utilize book clubs in their classrooms while small groups are receiving intervention.
Action Step 4	Teachers will analyze data including NWEA reports and GCCS Assessment Pilot. Information from these assessments can be used to direct Tier 1 or Impact instruction.	Q1-Q4	Classroom teachers, SPED/ELL/Reading Interventionist, AIC	100% of teachers will receive professional development in IMSE Encoding Assessment analysis and Oral Reading Fluency analysis along with how to use these results in the classroom. Strategies will be used 80% of the time and evident through learning walks, coaching cycles, and principal observations.
Yr 2 Measurable Objective	By Spring 2024 \geq 60% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.			
Yr 3 Measurable Objective	By Spring 2025 \geq 65% of students in grades 3-5 will meet State Standards in ELA as measured by ILEARN/IAM.			

GOAL 2	By Spring 2026 ≥ 70% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.			
Data Checkpoints (dates)	September 29 th	December 15 th	May 24 th	
Evidence at Checkpoints	Grade level rolling agendas, Overt Assessments, Formative School Assessments, Formative District Assessments, NWEA BOY reports, McGraw Hill Diagnostic Assessment.	Grade level rolling agendas, Overt Assessments, Formative School Assessments, Formative District Assessments, NWEA MOY reports	Grade level rolling agendas, Overt Assessments, Formative School Assessments, Formative District Assessments, NWEA EOY reports	
Evidence- Based Strategy 1	<p>Teachers will utilize a purposeful planning process to develop teacher clarity for each unit with their professional learning community. Specifically with Math, teachers will implement the GCCS Math Framework, which is rooted in the principles of the Balanced Math model and conceptual instructional units.</p> <p>The Teacher Clarity Playbook Fisher, Frey, Amador, Assof (2020). A hands-on guide creating learning intentions and success criteria for organized, effective instruction. California: Corwin.</p> <p>Five Easy Steps to a Balanced Math Program for Upper Elementary Grades Ainsworth, Christinson (2006). Colorado: Lead + Learn Press.</p>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Math block will be designed to include all components of the math framework: DMR, math fact mastery, core lesson that include a CRA Approach, critical thinking, and assessment.	Q1-Q4	Math Lead, Classroom teachers, SPED/ELL teachers	100% of teachers will utilize the McGraw Hill series, and the components of a Balanced Math model 80% of the time. This will be evident through learning walks, coaching cycles, and principal observations.
Action Step 2	Teachers will utilize teacher clarity cycle to improve the alignment of instructional practice and to improve our Tier 1 instruction.	Q1-Q4	BLT, Math Lead, Principal, Principal Intern, District Numeracy Coach	100% of classroom teachers will collaborate in purposeful planning to achieve 80% success of student mastery in Tier 1 instruction measured by District Mastery Assessment/Classroom Assessment results.
Action Step 3	Teachers will utilize GCCS Sequence Guide and District Mastery Assessment to measure student progress of grade level standards. During Teacher Clarity, they will determine meaningful learning tasks.	Q1-Q4	Math Lead, Classroom teachers, SPED/ELL teachers, Principal, Principal Intern	100% of classroom teachers will collaborate in purposeful planning utilizing district sequence guides and analyzing District Mastery Assessment Data. Meaningful learning tasks will be used 80% of the time and evident through learning walks, coaching cycles, and principal observations.

Action Step 4	Teachers will provide students opportunities to engage collaboratively in multi-step rigorous problems at a minimum of three times a week.	Q2-Q4	Math Lead, Classroom teachers, SPED/ELL teachers	Through learning walks, coaching cycles, and principal observations, students will be collaborating in multi-step rigorous problems 60% of the time.
Evidence- Based Strategy 2	Teachers will analyze daily overt assessments, as well as formative and benchmark assessments, to determine math skills deficits that will be utilized for planning Daily Math Review and/or small group instruction.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Learning checks embedded within units will determine specific skill deficits to allow differentiation of instruction during small groups targeting specific skill deficits.	Q2-Q4	Math Lead, Classroom teachers, SPED/ELL teachers	100% of teachers will analyze assessment results in purposeful planning meetings and provide intervention in IMPACT based on these results. 80% of teachers will use this data in IMPACT and it will be evident through learning walks, coaching cycles, principal observations, and grade level teacher clarity documents.
Action Step 2	Analysis of Spiral Review and Daily Math Review will provide teachers with data to determine small groups.	Q1-Q4	Math Lead, Classroom teachers, SPED/ELL teachers	Through learning walks, coaching cycles, and principal observations, teachers will be working with small groups based on spiral review and daily math review results 80% of the time.
Action Step 3	Tier 2 Math intervention based on skill deficits identified in the Learning Continuum provided by classroom teacher during IMPACT.	Q2-Q4	BLT, Math Lead, Classroom teachers, SPED/ELL teachers	80% of students receiving tier 2/3 interventions will make progress on targeted skills.
Action Step 4	Grade level teachers will analyze data and determine a quarterly focus to add to the Principal Playbook in Numeracy.	Q1-Q4	Classroom teachers, AIC, Principal, Math Lead	100% of teachers will progress monitor for the quarterly math focus standard. 85% of students will meet mastery by the end of the quarter.
Yr 2 Measurable Objective	By Spring 2024 \geq 60% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.			
Yr 3 Measurable Objective	By Spring 2025 \geq 65% of students in grades 3-5 will meet State Standards in Mathematics as measured by ILEARN/IAM.			

GOAL 3	By Spring 2026 ≥ 95% of students in grades 3-5 will have 0-1 office discipline referrals. By Spring 2026, our daily attendance rate will average above 96%.			
Data Checkpoints (dates)	End of Q1: September 29 th	End of Q2: December 15 th	Beginnig of Q4: April 1 st	
Evidence at Checkpoints	Office Discipline Referral Data, Attendance Data, MTSS grade level and building team data, Grade Level Rolling Agendas	Office Discipline Referral Data, Attendance Data, MTSS grade level and building team data, Grade Level Rolling Agendas	Office Discipline Referral Data, Attendance Data, MTSS grade level and building team data, Grade Level Roliling Agendas	
Evidence- Based Strategy 1	Teachers and staff members will implement common school-wide expectations as outlined in the GCCS PRIDE framework, which is aligned with the Positive Behavior Interventions and Supports model.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Review of PRIDE Implementation Plan and Student Behavior/Teacher Action Levels.	Q1	BLT, all staff	Principal Intern will refer to the Student Behavior/Teacher Action Levels with teachers 75% of the time when responding to behavior concerns.
Action Step 2	Teachers will utilize Morning Meetings to build a classroom community where students feel their voices are heard.	Q1-Q4	District SEL Coordinator, principal, all certified staff, principal intern	100% of teachers will utilize the Morning Meetings 80% of the time. This will be evident through learning walks, coaching cycles, and principal observations.
Action Step 3	Staff will respond to student behaviors focusing on restorative practices.	Q2-Q4	District SEL Coordinator, principal, all staff, principal intern	100% of teachers will utilize the Restorative Practices 80% of the time. This will be evident through learning walks, coaching cycles, and principal observations.
Action Step 4	SEL professional development focused on providing staff with strategies they can use in their classroom with incorporation of Character Strong Lessons.	Q1-Q4	SEL Lead, Principal Intern, all staff	100% of teachers will utilize the Character Strong 80% of the time. This will be evident through learning walks, coaching cycles, and principal observations.

Action Step 5	School wide PRIDE families will participate in quarterly competitions to build a sense of unity.	Q1-Q4	All Staff	PRIDE Families will collaborate 3 times a quarter to build a sense of unity.
Evidence- Based Strategy 2	Students identified as Tier 2/Tier 3 based upon discipline data will each receive behavior interventions that are designed around the student-centered problem.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Analyze school wide office discipline referral and attendance data.	Q2-Q4	BLT, Grade Level Teams, principal, principal intern	Twice a quarter, the Building Leadership Team will analyze office discipline referral and attendance data. This will be evident in the BLT Rolling Agenda.
Action Step 2	Teachers will utilize Character Strong lessons that target specific behavior skill deficits.	Q2-Q4	BLT, Classroom teachers, principal intern	100% of teachers will utilize the Character Strong 80% of the time. This will be evident through learning walks, coaching cycles, and principal observations.
Action Step 3	The MTSS team will include the school psychologist and work to provide research based strategies to target the specific skill deficit.	Q2-Q4	School Psychologist, classroom/SPED/ELL teachers, principal, AIC, Reading Interventionist	The MTSS Building Team will meet as needed to analyze Progress Monitoring individual student data that will be used to show growth or skill deficits and create next steps.
Action Step 4	Targeted students will use Weekly Lunch Buddies to help students work on interpersonal skills and emphasize building relationships.	Q1-Q4	Reading Interventionist, PE Specialist, Media Specialist, principal, principal intern, school psychologist	Students identified to meet in a Lunch Bunch will meet once a week 80% of the time. This will be evident through peer relationships.
Action Step 5	PBIS cafeteria incentive-Treasure Trays and JJ Lounge	Q1-Q4	PRIDE committee, cafeteria monitors, custodian	Once a week, the lunch monitor will target a specific expectation in the cafeteria and the classroom that displays that expectation the best will their classroom name displayed.

Yr 2 Measurable Objective	By Spring 2024 \geq 91% of students in grades 3-5 will have 0-1 office discipline referrals. By Spring 2024, our daily attendance rate will average above 94%.
Yr 3 Measurable Objective	By Spring 2025 \geq 93% of students in grades 3-5 will have 0-1 office discipline referrals. By Spring 2025, our daily attendance rate will average above 95%.

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	Jonathan Jennings Elementary teachers will utilize targeted, instructional reading strategies to increase student achievement.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	Grade level Rolling Agendas Observations and Learning Walks (Principal, Principal Intern, AIC) Standards for Success evaluations Data Binder (checklists, progress monitoring, overt, formative, NWEA reports)	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> • Grade levels will meet once a week to work on teacher clarity cycle using the Sequence Guide, Literacy Framework, and IDOE item specifications. • BLT will meet to align instructional practices and research resources. • Grade Levels will meet to address MTSS concerns. Coaches will support teachers to develop a specific plan of action. AIC will communicate with classroom teachers and schedule a follow up if needed with the Building MTSS. • AIC and Reading interventionist will work with ELA teachers. 		

Professional Development Goal 2	Numeracy	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	Grade level Meeting Rolling Agendas Observations and Learning Walks (Principal, Principal Intern, AIC) Standards for Success evaluations Data (intervention logs, progress monitoring, overt, formative, NWEA reports)	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> • Grade levels will meet once a week to work on teacher clarity cycle using the Sequence Guide, Numeracy Framework, and IDOE item specifications. • BLT will meet to align instructional practices and research resources. • Grade Levels will meet to address MTSS concerns. Coaches will support teachers to develop a specific plan of action. AIC will communicate with classroom teachers and schedule a follow up if needed with the Building MTSS. • Math Lead and Principal will work with Math teachers. 		
<p>How will effectiveness be sustained over time? There will be continuous professional development on best practice strategies and monitoring of implementation. Math Lead will work side by side with teachers to meet their individual instructional needs.</p>		
<p>How will effectiveness be sustained over time? There will be continuous professional development on best practice strategies and monitoring of implementation. Literacy coach will work side by side with teachers to meet their individual instructional needs.</p>		

Professional Development Goal 3	Social Emotional Learning (SEL)	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ol style="list-style-type: none"> 1. Behavior referral data 2. Behavior intervention plans 3. Attendance data 4. MTSS Building team notes 5. Classroom Walk-throughs 	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> • MTSS Building team meets with teachers and school psychologist as needed • Monthly review of PRIDE data in grade level: behavior and attendance • Social Emotional Learning Lead will support staff twice a quarter with Character Strong lessons and Restorative Practices strategies • Social Emotional Learning Lead and Principal Intern will work with classroom teachers. 		
<p>How will effectiveness be sustained over time? There will be continuous professional development on best practice strategies and monitoring of implementation. SEL Lead and Principal Intern will work side by side with teachers to meet their individual classroom management needs.</p>		