

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2024 - 2027

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

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

This is an initial three (3) year plan. <input checked="" type="checkbox"/>	This is a review/update of a plan currently in use. <input type="checkbox"/>
This school is identified as the following by the federal government: TSI or ATSI	
(TSI only) Underperforming student groups identified by the federal government: SpEd , Hisp. , Wht , Choose , Choose , Choose	
This school receives Title IA funding. No Is the school’s Title I program Schoolwide or Targeted Assistance ? * TA *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.	

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

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

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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Ahnya Evinger	Principal	Both	ELA , SpEd, Wht, Hisp.
Jonathan May	Assistant Principal	Both	Math, SpEd, Wht, Hisp.
Sara Lacy	AIC	Both	Math, SpEd, Wht, Hisp.
Jill Sceifers	Academy Coach	Both	Attend, Grad, SpEd, Wht
Dustin Martin	Counselor	Both	Attend, Grad, SpEd, Wht
Heather Daily	Teacher	Both	ELA, SpEd, Wht, Hisp.
Hannah Shepherd	Teacher	Both	Attend, Grad, SpEd, Wht
Courtney Isaac	Teacher	Both	ELA, Attend, Grad, SpEd
Jenna Wilson	Teacher	Both	Math, SpEd, Hisp., Wht
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
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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.

District Mission

Greater Clark County Schools will prepare students for lifelong success.

District Goals

GCCS will increase the % of students reading at or above grade level to 75%.
GCCS will increase the % of students performing in math at or above grade level to 75%.
GCCS will increase the % of students with zero office referrals by 2%.
GCCS will increase student attendance to 96%.

- 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

School Vision

We aspire to graduate well-rounded individuals who are deeply connected to their community and equipped to make a positive impact on the world.

School Mission

We strive to ignite a lifelong passion for learning, foster critical thinking skills, and nurture compassionate, globally-minded citizens. We are dedicated to cultivating an environment where every student is known, valued, and supported as an integral part of our community, actively engaged in their education, and proud of their contributions.

If the school’s mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	1,2,3	<i>Textbook and readers are core component of reading program.</i>	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
English /Language	K – 5, 6 - 12	McGraw – Hill, Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" type="checkbox"/>
Math	k - 5, 9 - 12	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	<input checked="" type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input checked="" type="checkbox"/>
Science	6-8	Savvas, Gizmos, Generation Genius k - 8	No	1	Textbook and resources are the core science program.	Yes	<input checked="" type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math, Building Fact Fluency k - 5	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	k - 8	Guided Reading, Heggerty	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>

Writing	k - 8	McGraw – Hill, Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Math	6 - 8	Savvas	Yes	1	Textbook and resources are the core math program	Yes	<input checked="" type="checkbox"/>
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
					Secondary Course Description Guides		
Place link here (if necessary) ->		Course Description Guide					

[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 - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
		Other		Yes	<input type="checkbox"/>
District Mastery	1 - 8	Other	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 8	Other	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
Checklists	k - 1	Benchmk	used to assess total mastery of foundational skills in reading and math	Yes	<input type="checkbox"/>
PSAT/SAT	9 - 11	Summative	Will be used in 2023 as part of state and federal accountability	Yes	<input checked="" type="checkbox"/>
ASVAB	11 - 12	Other	Aptitude test for potential for success in the military	Yes	<input checked="" type="checkbox"/>
Daily Math Review	k - 12	CFA	assessment system based upon student data	Yes	<input checked="" type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	<input checked="" type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

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

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

Briefly describe how technology is used by students to increase learning.

Greater Clark is a 1:1 district and all students k – 12 will have access to a Chromebook device. GCCS uses technology to create authentic learning experiences and to empower all learners to take ownership of his/her own learning. Teachers and students leverage tools like interactive whiteboards, Activinspire, Chromebooks, Google Classroom, Google Apps for Education, online textbook resources, Symbaloo, Remind, Class Dojo and more in partnership with our sequencing maps to support student learning and teacher clarity. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, Computer Science, College and Career Readiness frameworks.

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

Grades 6-8 only

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

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

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

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

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

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

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

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

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

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

REPORTING PROCEDURES

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

Our district and school strives to create a culturally sensitive environment for students in prek – 12 where all students can succeed. Our mission, vision, and belief statements support a nurturing environment where all students feel safe and respected, and provide all children a challenging curriculum in both academic and social skills. Specific subgroup challenges for our school are addressed through content benchmark goals, which are implemented through IMPACT intervention and individualized instruction on a daily basis. Our district was part of a Universal Design for Learning grant through Indiana University. Teachers were trained and cultural diversity strategy training is included as a component of this work. We have a few pilot schools in the district and our hope is to continue to expand this work and strengthen the capacity of all staff.

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

Our district provides equitable access to strong, challenging school experiences. This starts by assessing our school culture and climate with intentional efforts to build a culture of high expectations and achievement for all staff and students. We coordinate with head start and implement pre-kindergarten programs to ensure all children start school with a good foundation. We strive to develop curriculum that reflects diverse backgrounds to foster more inclusive and relatable learning environments. Professional development is job-embedded for teachers on cultural competence and inclusive teaching strategies to better support students of diverse backgrounds. Mentoring and counseling programs are established to provide academic and behavioral support. Equitable distribution of educational resources, including textbooks, electronic devices, and other learning materials. We maintain robust systems for monitoring and reporting educational outcomes of all students.

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

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

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

We strive to follow guidelines for improving English Language Arts and mathematics materials for all learners from various racial, ethnic, language-minority and socio – economic groups by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across all curricula, in units, and in lessons so that students can access and engage in grade level content.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. **Last year: 60** **Two years ago: 79** **Three years ago: 88**

What may be contributing to the attendance trend?

We are utilizing our building-level PBIS model of PRIDE rewards and incentives to make a positive impact on student attendance as is evidenced by the decrease in the trend of chronic absenteeism over the past three years. Through relevant and meaningful incentives, students are prioritizing attendance.

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

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

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

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

Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with the administration to recognize trends. Plans are developed and implemented to address families who may need support.

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	<input checked="" type="checkbox"/>
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	<input checked="" type="checkbox"/>

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

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

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

Family input and feedback is regularly collected through surveys and other communication platforms to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means for parents to express ideas, concerns, or suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Positive peer and parent relationships can promote healthy attendance. Using structures like student government and morning meetings, we empower students to have an active presence and help them develop a collective identity. We are also working on implementing restorative justice practices. Regular parent contacts include early phone calls and email messages pertaining to attendance and student work completion. Parents will be invited to visit with the students as they work before, during, or after school to finish homework, improve grades, and master key concepts. An electronic parent newsletter will provide more information about tutoring and other opportunities for students to access more assistance and support. The Power School Parent Portal allows parents the ability to see their child's attendance daily.

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

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

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

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

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

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

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

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

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

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

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

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

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

Graduation rate last year: 100%

Percent of students on track to graduate in each cohort:

2025	100%
2026	100%
2027	100%
2028	100%

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 other grant dollars will be coupled with instructional services (staff development), technological services, student services, Special Education funding and various business partnerships to improve the academic achievement of all students. In addition, Title I professional development funding and staffing support will be used to support the SWP/School Improvement plan.

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

Not Applicable

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

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

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career 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. We offer a competitive salary and also provide new teacher academy workshops to provide support with mentors and ongoing professional development.

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

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input type="checkbox"/>	Dyslexia Assessments	<input checked="" type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input checked="" 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							
NWEA Data Trends							
Link -> ILEARN Trends				Link -> PSAT/SAT Data			

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

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1

Measurable outcome met? No

By Spring 2024, 25% of students identified with a disability and serviced through an IEP will meet benchmarks on ILEARN.

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

MS: By Spring 2024, 30% of students will pass Math ILEARN. HS: By Spring 2024, 35% of students will meet or exceed Math PSAT national average.

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

MS: By Spring 2024, 45% of students will pass ELA ILEARN. HS: By Spring 2024, 70% of students will meet or exceed EBRW PSAT national average (470) over the next 3 years.

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? Yes

HS: By Spring 2024, 100% of students will graduate with a high school diploma. By Spring 2024, 50% of students will earn an Academic Honors or Technical Honors Diploma.

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

The school will continue to sustain this level of performance through academic counseling and course offerings.

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
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A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.

No

In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.

We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.

X

1

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

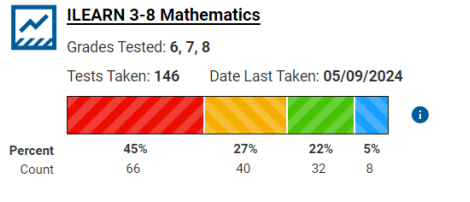
GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>NWMHS believes all student can be successful with the right support and strategies implemented in the Least Restrictive Environment to help students succeed and will provide an intervention plan to ensure success for all students.</p> <p>Subgroup: SPED</p>	Yes	Three students with IEPs in middle school passed both benchmarks on ILEARN.	<p>Students identified with a disability and serviced through an IEP will be provided with scaffolding instruction to access the content in a Tier I setting. Additional support in Tier II and Tier III will be provide through labs and IMPACT courses focusing on literacy and numeracy skills. This intervention plan will meet the needs of students with different abilities.</p> <p>Coteaching and inclusions services provided will be strengthened to maximize learning in a Tier I, LRE setting.</p>	☒	3

A rigorous mathematics curriculum with student centered instruction will provide all students the skills and strategies needed to be proficient in math.

Subgroups: SPED, White, Hispanic

Yes



Math
Performance Levels

■ Meets/ Exceeds Benchmark ■ Approaching Benchmark ▨ Not Yet Approaching Benchmark

	# of Testers	Performance Levels		
		■	■	▨
School	85	12%	13%	75%

[Three Year ILEARN Trends](#)

[Three Year NWEA Trends](#)

[SAT/PSAT Data](#)

Tier I math instruction will provide a rigorous math curriculum that at least 80% of our students will be able to show mastery of standards. Students who are not meeting expected proficiency in Tier I will receive Tier II support during IMPACT time. Through progress monitoring, students identified as needing additional support will be referred for additional support in a small group or one on one setting.

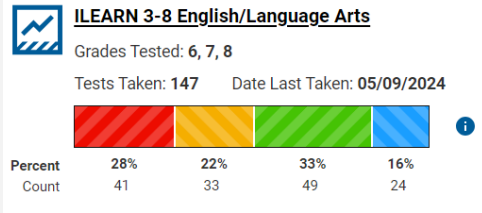


1

A rigorous ELA curriculum with student centered instruction will provide all students the skills and strategies needed to be proficient in ELA.

Subgroups: SPED, White, Hispanic

Yes



Reading and Writing
Performance Levels

■ Meets/ Exceeds Benchmark ■ Approaching Benchmark ▨ Not Yet Approaching Benchmark

	# of Testers	Performance Levels		
		■	■	▨
School	85	52%	12%	36%
District	1,261	49%	11%	40%
State	131,047	49%	9%	42%
All Testers	3,247,000	58%	8%	34%

[Three Year ILEARN Trends](#)

[Three Year NWEA Trends](#)

[SAT/PSAT Data](#)

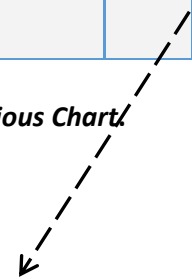
Tier I ELA instruction will provide a rigorous ELA curriculum that at least 80% of our students will be able to show mastery of standards. Students who are not meeting expected proficiency in Tier I will receive Tier II support during IMPACT time or supplemental reading or Language labs. Through progress monitoring, students identified as needing additional support will be referred for additional support in a small group or one on one setting.



2

NWMHS believes a high school diploma provides students with the groundwork for success in their chosen postsecondary opportunity.	Yes	Cohort	Total # of Students	Core 40	Acad. Honors	Tech. Honors	General	Tier I instruction and academic counseling will emphasize the importance of the high school education to improve post-secondary outcomes. Research shows the importance of preparation in the secondary setting to meet post-secondary goals; however, students at NWMHS do not always connect the relevance of the coursework to their goals after high school. Teachers will use the Academy model to engage students in curriculum and programs that show the relevance of current standards to post-secondary goals.	<input checked="" type="checkbox"/>	4
		2022	49	24	12	4	1			
		2023	42	16	13	5	4			
		2024	51	27	14	8				

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>NWMHS believes all student can be successful with the right support and strategies implemented in the Least Restrictive Environment to help students succeed and will provide an intervention plan to ensure success for all students.</p> <p>Subgroup: SPED</p>	<p>Why are 92% of our students with disabilities not demonstrating proficiency in Math and ELA on the state assessment in Middle School?</p> <ul style="list-style-type: none"> • Students are not mastering the content to demonstrate proficiency. <p>Why are students not mastering the content to demonstrate proficiency?</p> <ul style="list-style-type: none"> • Students are not able to access the curriculum to learn it. <p>Why are students not able to access the curriculum to learn it?</p> <ul style="list-style-type: none"> • Teachers are not properly implementing the best practices for coteaching / push-in inclusion support from paraprofessionals. <p>Why are teachers not properly implementing the best practices for coteaching / push-in inclusion support from paraprofessionals?</p> <ul style="list-style-type: none"> • Teachers may not understand best practices. <p>Why might teachers not understand best practices?</p> <ul style="list-style-type: none"> • Teachers may not have training. <p>Root Causes: Teachers are not properly implementing the best practices for coteaching / push-in inclusion support from paraprofessionals Teachers lack of professional development and understanding of best practices servicing students with disabilities in the inclusion setting. Curriculum is not accessible to students with disabilities.</p>
<p>Students require basic Math skills to be successful in their school career. The ILEARN measures the growth of that success. NWMS is looking at those students that are in the Below Average range of proficiency to target and provide interventions. Students require basic Math skills upon graduation from high school.</p> <p>The College and Career Readiness Benchmarks for the current SAT predict a 75% likelihood of achieving a C or higher in related first-semester, credit bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Mathematics that is set at 470. Utilizing PSAT data as a predictor for SAT performance allows us to ensure a higher level of success.</p>	<p>Why are 72% of our middle school students not passing the math portion ILEARN?</p> <ul style="list-style-type: none"> • Students are not mastering the skills and standards to be proficient at grade level in math. <p>Why are students not mastering the skills and standards to be proficient at grade level math?</p> <ul style="list-style-type: none"> • Students are using online solver methods such as photo math and other digital apps to solve problems rather than doing the work themselves on their practice. <p>Why are students using online solver methods rather than doing the work themselves on their practice?</p> <ul style="list-style-type: none"> • Students are not persevering through the problem solving method to reach a solution of open ended multi step equations. <p>Why are students not persevering through the problem solving method to reach a solution of open ended multi step equations?</p> <ul style="list-style-type: none"> • Students are not able to comprehend the questions. <p>Why are students unable to comprehend the questions?</p> <ul style="list-style-type: none"> • Students have splintered skills and have missed foundational components of the vertical alignment of standards. <p>Why are 88% of our students not reaching the benchmark on the mathematics section of the SAT?</p> <ul style="list-style-type: none"> • Students are not mastering the skills and standards to be proficient at grade level in math. <p>Why are students not mastering the skills and standards to be proficient at grade level math?</p> <ul style="list-style-type: none"> • Students are using online solver methods rather than doing the work themselves on their practice. <p>Why are students using online solver methods rather than doing the work themselves on their practice?</p> <ul style="list-style-type: none"> • Students are not persevering through the problem solving method to reach a solution of open ended multi step equations.

	<p>Why are students not persevering through the problem solving method to reach a solution of open ended multi step equations?</p> <ul style="list-style-type: none"> • Students are not able to comprehend the questions. <p>Why are students unable to comprehend the questions?</p> <ul style="list-style-type: none"> • Students have splintered skills and have missed foundational components of the vertical alignment of standards. <p>Root Causes</p> <ol style="list-style-type: none"> 1. Students need to learn the conceptual math components to understand why they are learning what they are learning. 2. Teachers are trying to cover the breadth of the curriculum instead of the depth. 3. Students have trouble understanding their learning objective for the day and how it is to be demonstrated.
<p>Students require basic English/Reading skills to be successful in their school career. The ILEARN measures the growth of that success. NWMS is looking at those students that are in the Below Average range of proficiency to target and provide interventions.</p> <p>Students require basic English/Reading skills upon graduation from high school. The College and Career Readiness Benchmarks for the current SAT predict a 75% likelihood of achieving a C or higher in related first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Evidence-Based Reading and Writing that is set at 470. Utilizing PSAT data as a predictor for SAT performance allows us to ensure a higher level of success.</p>	<p>Why are 50% of our middle school students not passing the ELA portion of ILEARN?</p> <ul style="list-style-type: none"> • Students are not learning the skills and standards to be proficient at grade level. <p>Why are students not learning the skills and standards to be proficient at grade level?</p> <ul style="list-style-type: none"> • Students are unable to access the content. <p>Why are students unable to access the content?</p> <ul style="list-style-type: none"> • The content is not scaffolded to meet students where they are currently performing. <p>Why is the content not scaffolded to meet students where they are currently performing?</p> <ul style="list-style-type: none"> • Teachers are not planning scaffolding within the lessons. <p>Why are teachers not planning scaffolding within the lessons?</p> <ul style="list-style-type: none"> • Teachers need training on scaffolding instruction to meet students where they are. <p>Why are 48% of our students not reaching the benchmark on the EBRW section of the SAT?</p> <ul style="list-style-type: none"> • Students are not learning the skills and standards to be proficient at grade level. <p>Why are students not learning the skills and standards to be proficient at grade level?</p> <ul style="list-style-type: none"> • Students are unable to access the content. <p>Why are students unable to access the content?</p> <ul style="list-style-type: none"> • The content is not scaffolded to meet students where they are currently performing. <p>Why is the content not scaffolded to meet students where they are currently performing?</p> <ul style="list-style-type: none"> • Teachers are not planning scaffolding within the lessons. <p>Why are teachers not planning scaffolding within the lessons?</p> <ul style="list-style-type: none"> • Teachers may not be making data driven decisions to know where students' current levels are to put scaffolding in place. They may also need training/refreshing on scaffolding techniques. <p>Root causes:</p> <ol style="list-style-type: none"> 1. Teachers need training to include scaffolding in their daily instruction.

- | | |
|--|---|
| | <ol style="list-style-type: none"> 2. Data driven discussions are needed in professional learning communities. 3. Purposeful planning in the teacher clarity cycle needs to include scaffolding strategies to make content accessible for all students. |
|--|---|

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 > [Professional Development Calendar 2024-2025](#)

GOAL 1	By Spring 2025, 40% of students will meet or exceed the benchmarks on the state’s accountability measurement for Math.			
Data Checkpoints (dates)	November 1	February 15	May 23	
Evidence at Checkpoints	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, PSAT, NWEA	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, NWEA	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, SAT, NWEA	
Evidence- Based Strategy 1	Math teachers will continue to implement and strengthen the balanced math approach including Daily Math Reviews and Conceptual Units at the middle school level. (Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.”)			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Middle school teachers will develop conceptual lessons for each unit of study and introduce new topics with conceptual lessons, chunking content to help students make connections to bigger math concepts.	August-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will use conceptual lessons in each unit to introduce new topics as evidenced by walkthroughs, observations, and student artifacts.
Action Step 2	Daily Math Reviews and daily reflection will be used by teachers to reteach standards identified as needing improvement through assessments four days weekly.	August-May	AIC, Leadership Team, Principals	100% of teachers will bring student samples of DMR’s and student reflections to department meetings for root cause analyses.
Action Step 3	Teachers will utilize bi-weekly DMR assessments to make informed intervention decisions.	August-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	80% of students will show improvement on skills assessed through DMRs.
Evidence- Based Strategy 2	Math teachers will collaborate in Professional Learning Communities with science teachers to build strategies of best practices and mastery of standards related to problem solving with multi-step open ended items. (Eaker and Keating (2012). <i>Every School, Every Team, Every Classroom</i> . Solution Tree Press.)			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will utilize direct instruction to model for students solving multi-step open ended items using anchor charts.	August-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will model problem-solving strategies weekly as evidenced by walkthroughs and observations.
Action Step 2	Teachers will provide feedback to students in a timely manner when they submit multi-step open ended items.	August-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will bring samples of student work with the written feedback provided to PLC / department meetings for discussion and analysis.

Action Step 3	Conduct ongoing job-embedded professional development for instruction of problem solving with multi-step open ended items.	August-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will receive job-embedded professional development as evidenced by instructional coach schedule and observations.
Yr 2 Measurable Objective	By Spring 2026, 50% of students will meet or exceed the benchmarks on the state's accountability measurement for Math.			
Yr 3 Measurable Objective	By Spring 2027, 60% of students will meet or exceed the benchmarks on the state's accountability measurement for Math.			

GOAL 2	By Spring 2025, 60% of students will meet or exceed the benchmarks on the state’s accountability measurement for English Language Arts.			
Data Checkpoints (dates)	November 1	February 15	May 23	
Evidence at Checkpoints	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, PSAT, NWEA	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, NWEA	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, SAT, NWEA	
Evidence- Based Strategy 1	<p>English teachers will engage in the teacher clarity process during PLC meetings. (Eaker and Keating (2012). <i>Every School, Every Team, Every Classroom</i>. Solution Tree Press.) Fisher, D., Frey, N., Amador, O., & Assof, J. (2024). <i>The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction (Grades K-12)</i>. Corwin Literacy.</p>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will identify priority standards to focus on each quarter.	August-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will identify two standards per grading period to engage in the teacher clarity process.
Action Step 2	Teachers will collaborate to break standards down into concepts and skills to develop learning	October-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will submit identified learning progressions for five standards per quarter.
Action Step 3	Teachers will collaborate to write learning intentions, success criteria, and relevance for the identified learning progressions.	October-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals for the identified learning	100% of teachers will submit a copy of learning intentions, success criteria, and relevance for two standards per quarter in a Google Shared Drive.
Action Step 4	Teachers will collaborate to create multiple checks for understandings and assessment opportunities for students to show proficiency of the standard.	October-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will provide multiple assessments per standard as evidenced by observations and walk-throughs.
Evidence- Based Strategy 2	<p>Teachers will continue to implement and strengthen gradual release of responsibility of reading and writing literacy skills. (Fisher, D., Frey, N., & Hattie, J. (2016). <i>Visible Learning for Literacy: Design, Implementation, and Impact</i>. Corwin. Marzano, R. (2007). <i>Classroom Management That Works: Research-Based Strategies for K-12 Teachers</i>. ASCD.)</p>			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will provide direct, explicit instruction on literacy skills.	August-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals .	100% of teachers will provide direct, explicit instruction on reading and writing strategies as evidenced by walkthroughs and observations.

Action Step 2	Teachers will model for students reading and writing skills and create anchor charts for student to reference in guided and independent practice.	October-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will model reading and writing strategies and have anchor charts visible in classrooms as evidenced by walkthroughs and observations.
Action Step 3	Teachers will provide opportunities for guided practice of literacy skills.	October-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will bring examples of completed guided practice to PLC / Department meetings for discussions.
Action Step 4	Teachers will utilize the Tier I curriculum for students to independently practice literacy skills.	October-May	AIC, Building Leadership Team, Teachers, SPED Teachers, Principals	100% of teachers will bring examples of completed student samples to PLC / Department meetings for analysis for data driven decisions.
Yr 2 Measurable Objective	Spring 2026, 70% of students will meet or exceed the benchmarks on the state's accountability measurement for English Language Arts.			
Yr 3 Measurable Objective	Spring 2027, 80% of students will meet or exceed the benchmarks on the state's accountability measurement for English Language Arts.			

GOAL 3	By the spring of 2025, 25% of our students with IEPs will pass both Math and ELA benchmarks for ILEARN.			
Data Checkpoints (dates)	November 1	February 15	May 23	
Evidence at Checkpoints	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN Checkpoints, NWEA	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, NWEA	Course assessments, Common Formative Assessments, District Measurements of Achievement, ILEARN checkpoints, ILEARN, NWEA	
Evidence- Based Strategy 1	Implement Multi-Tiered System of Support by offering Tier 2 and Tier 3 interventions during IMPACT and lab classes. (Wright, J. (2014). RTI toolkit: A practical guide for schools. Thousand Oaks, CA: Corwin Press. Thomas, L. S., & Kamil, M. L. (2012). RTI for reading at the secondary level: Recommended literacy practices and remaining questions (What works for special-needs learners). Guilford Publications.)			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify data-based intervention groups and change schedules accordingly.	August/ January/ May	AIC, Building Leadership Team, Middle School Academy, Math Teachers, SPED Teachers	85% of students in middle school will be placed in an appropriate IMPACT class based on their scores on NWEA.
Action Step 2	Focused Math Intervention implemented in math lab groups and IMPACT.	August/ January/ May	AIC, Building Leadership Team, Middle School Academy, ELA Teachers, SPED Teachers	80% of teachers will be using the program as measured by observation data by coaches and administrators..
Action Step 3	OG, LLI and study sync implemented in LA Lab and Reading Lab groups	August/ January/ May	AIC, Principals, ELA Teachers, Content area teachers	80% of teachers will be using the program as measured by observation data by coaches and administrators.
Action Step 4	Extend literacy across content areas by training content area teachers in reading/writing strategies.	August/ January/ May	AIC, Building Leadership Team, Middle School Academy, ELA Teachers, SPED Teachers	Content area teachers will incorporate a weekly critical writing piece as evidenced by student samples.
Evidence- Based Strategy 2	Teachers will follow the district-made sequence guides and literacy/numeracy frameworks and utilize strategies. (Himmele, P., & Himmele, W. (2011). Total participation techniques : Making every student an active learner. Alexandria, Va.: ASCD.)			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	District Coaches will train staff on navigating evidence-based resources and the Sequencing Guides.	8/23	District Math Coach, AIC, Math Teachers, Sped Teachers, Principals	100% of teachers will attend the training.

Action Step 2	Monthly Department Meetings to analyze common assessment data and work samples to determine what resources to use to reteach.	August - May	AIC, Leadership Team, Principals, Teachers	100% of teachers will attend PLC meetings to plan how to reteach and extend the content based on student data.
Action Step 3	Teachers will utilize the intervention framework to address student deficits with evidence based practices and strategies.	August-May	AIC, Teachers, Leadership Team, Principals	100% of students will make progress towards their individualized program based on NWEA scores.
Yr 2 Measurable Objective	By Spring 2026, 30% of students identified with a disability and serviced through an IEP will meet benchmarks on ILearn.			
Yr 3 Measurable Objective	By Spring 2027, 35% of students identified with a disability and serviced through an IEP will meet benchmarks on ILearn.			

Professional Development Plan

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

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

Professional Development Calendar 2024-2025

Professional Development Goal 1	Teachers will strengthen the rigor of Tier I curriculum through the PLC process, unpacking standards together, identifying the learning intentions, and creating assessments that collect useful data. They will then use the data to determine intervention grouping. (Eaker and Keating (2012). <i>Every School, Every Team, Every Classroom</i> . Solution Tree Press.)	Linked SIP Goals ☒
Possible Funding Source(s)	Instructional Funding through Building and District	
Evidence of Impact	Students scores on curriculum assessments will improve to meet benchmarks. Teachers will utilize strategies during 85% of observations and walk-throughs conducted by coaches and administrators.	

Plan for coaching and support during the learning process:

Principals and coaches will provide explicit instruction during faculty meetings and lead guided collaboration during academy meetings, PLC meetings, and walkthrough data will be collected to help the leadership team decide on ongoing PD during Period 0 meetings.

How will effectiveness be sustained over time? Walkthroughs will be conducted on regular intervals to observe use and effectiveness of the strategies. The building leadership team will evaluate and revise as needed.

Professional Development Goal 2	Strategies will be implemented into instruction in all classrooms to engage all students and create visible learning. (Himmele, P., & Himmele, W. (2011). Total participation techniques : Making every student an active learner. Alexandria, Va.: ASCD.)	Linked SIP Goals ☒
Possible Funding Source(s)	Instructional Funding through Building and District	
Evidence of Impact	Strategies will be evident during walk-throughs in 85% of classrooms. Rolling agendas for Faculty meetings, Academy meetings, and PLC teams will reflect discussion of total participation techniques and visible learning practices 90% of the time.	
Plan for coaching and support during the learning process: Walkthrough data will be collected to help the leadership team decide on ongoing PD during Period 0 meetings. Student artifacts and teacher data will be brought to period 0 meetings.		
How will effectiveness be sustained over time? Walkthroughs will be conducted on regular intervals to observe use and effectiveness of the strategies. The building leadership team will evaluate and revise as needed. Instructional coach and administration will work together to deliver effective instruction to teachers one-on-one as well as in small group or whole group settings.		