

School Name: New Washington Elementary School

School Number: 0807

Street Address: 224 N Poplar St.

City: New Washington

Zip Code: 47162

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

For implementation during the following years: 2023-2026

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

Principal: Joshua Emily

Telephone: (812) 293-3331

Email: jemily@gccschools.com

Superintendent: Mark Laughner

Telephone: (812) 288-4802 (50100)

Email: mlaughner@gccschools.com

Contact for Grants: Kimberly Hartlage

Telephone: (812)288-4802 (50107)

Email: khartlage@gccschools.com

*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 <b>Schoolwide</b> or <b>Targeted Assistance</b> ? * SW <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>			

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>Both</i>	<i>ELA, Wht, SpEd, Multiracial</i>
Joshua Emily	Principal	Both	ELA , Math, Attend
Amy Ellison	Academic Improvement Coordinator	Both	ELA
Andi Pennington	Teacher	Both	Math
Keia Wood	Teacher	Both	ELA
Katie Peyton	Math Interventionist/Math Coach	Both	Math, Attend
Stephanie Wilson	Teacher	Both	Math
Cece Susott	Teacher	Both	Math
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**

“Every Student Succeeds”

### **District Mission**

Greater Clark County Schools will prepare students for lifelong success.

### **School Mission**

The mission of New Washington Elementary School, a partnership of staff, parents, and community, is to prepare the whole child for success. This will be accomplished through educational experiences guided by data, high expectations, and the belief that every child can learn with a deep level of understanding.

### **District Goals**

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

**Does the school’s vision support the district’s vision?** Yes

**Does the school’s mission support the district’s mission?** Yes

**Do the school’s mission and vision support district goals?** Yes

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

## SECTION A: Review Essential Information

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

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

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	1,2,3	<i>Textbook and readers are core component of reading program.</i>	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input checked="" 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 type="checkbox"/>
Science		Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	<input type="checkbox"/>
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	<input checked="" type="checkbox"/>
Math	k - 12	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	<input checked="" type="checkbox"/>
Reading	k - 8	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Writing	k - 12	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input checked="" type="checkbox"/>
Intervention	K - 12	Exact Path	Yes	Tier	Program to support MTSS and Intervention efforts	Yes	<input checked="" type="checkbox"/>
Place link here (if necessary) ->							

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

*continued*

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

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

GCCS curriculum is aligned with Indiana Standards. Curriculum information is located in the main office as well as on the schools Learning Management System pages. The INSIP plans will also be posted on the district's website and 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 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 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 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 checked="" type="checkbox"/>
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	<input checked="" type="checkbox"/>
Running Records	k - 5	Other	Used to monitor progress and to determine guided reading levels	Yes	<input type="checkbox"/>
District Mastery	1 - 8	CFA	Used to measure power standards mastery in reading writing and math	Yes	<input checked="" type="checkbox"/>
Mastery Checks	1 - 8	CFA	Used frequently to determine remediation needs and allow for retakes	Yes	<input checked="" type="checkbox"/>
Checklists	k - 1	Benchmk	used to assess total mastery of foundational skills in reading and math	Yes	<input checked="" type="checkbox"/>
Daily Math Review	k - 12	CFA	assessment system based upon student data	Yes	<input checked="" type="checkbox"/>
				Yes	<input type="checkbox"/>
				Yes	<input type="checkbox"/>

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

### For Title I schools with Schoolwide Programs only:

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

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



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

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

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

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

- Media Statements and inquiries need to be made to the principal/ Superintendent's Office.
- All entrances are locked and monitored with an A – phone system during the school day.

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

#### **REPORTING PROCEDURES**

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

## **Core Element 7: Cultural Competency [Required for all]**

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

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

<input checked="" type="checkbox"/>	American Indiana/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input 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: 43 students      Two years ago: 45 students      Three years ago: 48 students

### **What may be contributing to the attendance trend?**

We battled several key factors. The first and most glaring were students quarantined due to a family member testing positive or being considered a close contact to someone with Covid-19. Another major concern is our most 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.

## **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 PTO. The parent organization sponsors several family events throughout the year. They meet on a monthly basis to develop supports for students and staff. The parent organization serves as the conduit for improvement of the schoolwide plan to support academics. Other activities offered for parents to become involved are: orientation, field trips, family nights, Camp Kindergarten, Kindergarten Round-up, Grandparents' Day program, Veterans' Day program, parent volunteer program, and various sports and extracurricular activities including an academic team, and robotics events. Parents are offered opportunities to volunteer.

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

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

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

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

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

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

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

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

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

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

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

Parents are informed of student progress in core academic areas aligned to Indiana Academic Standards and performance on Benchmark assessments for reading, writing, and math on a regular basis. The school will provide individual academic assessment results and/or progress to parents several times during the school year. Communicating performance results to parents will include: midterms each quarter, 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 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
Andi Pennington	General Elementary License	Kindergarten Teacher
Jody Sexton	General Elementary License	Kindergarten Teacher
Cece Susott	General Elementary License	First Grade Teacher
Lauren Langness	General Elementary License	Second Grade Teacher
Amanda Hammond	General Elementary License	Second Grade Teacher
Stephanie Wilson	General Elementary License	Third Grade Teacher
Gabrielle Gagnon	General Elementary License	Third Grade Teacher
Keia Wood	General Elementary License	Fourth Grade Teacher
Katie Peyton (Jackson)	General Elementary License	Fourth Grade Teacher
Kendra Arthur	General Elementary License	Fifth Grade Teacher
Paula Willinger	General Elementary License	Fifth Grade Teacher
Emily Dunn	Physical Education	Special Area Teacher
Reagan Moore (Zimmerman)	Communication Disorders P-12	Speech Teacher
Heather Urbano (Barry)	General Elementary/Mild Intervention	Special Education Teacher
Jeffrey Pelkey	General Education/ Mild Intervention	Special Education Teacher
Amy Ellison	General Elementary License	Academic Improvement Coordinator/Intervention
Danielle Glode	CDA	Preschool CDA
<b>Link:</b>		

## **SECTION B: Needs Assessment**

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

General Academic		Specific Student Groups				General School Data	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input checked="" type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input 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 type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	Bus Discipline Reports*
<input checked="" type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input checked="" type="checkbox"/>	Surveys (parent, student, staff) *
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant	<input type="checkbox"/>	*Including student subgroups

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

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

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

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

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

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

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

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

**Goal 1****Measurable outcome met? No**

By Spring 2022, > 56% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by 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).*

We need to continue to dive into our data to help ensure continued success. We want to continue to sharpen our focus through our work with teacher clarity, guided reading, and skill focused small group instruction. We believe that by increasing training in teaching the science of reading that we will see a turnaround in our scores.

**Goal 2****Measurable outcome met? No**

By Spring 2022, > 52% of students in grades 3rd-5th will meet proficiency on math standards as measured by 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).*

We are still seeing a struggle in computation. We need to continue to dedicate time to math fact mastery, but revamp our work on constructed responses, specifically multi-step problems.

**Goal 3****Measurable outcome met? No**

By Spring 2022, behavior data will show >94% of New Washington students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions.

**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**

We came close to meeting our goal. We were at 92.2%. We hope through continued Character Strong education and an increased focus in replacement behaviors that we can show continued growth.

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

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

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

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

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

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


1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

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

## **GAP ANALYSIS TEMPLATE**

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority																												
NWES strives to provide a balanced literacy approach through the science of reading to improve phonemic awareness, phonics, vocabulary, fluency, comprehension, and the ability to respond to text.	Yes	<div>ELA ILEARN Performance</div> <table><tr><th>Grade Level (Pass or Pass+)</th><th>2021 ILEARN</th><th>2022 ILEARN</th><th>2023 ILEARN</th></tr><tr><td>Grade 3</td><td>39%</td><td>54%</td><td>42%</td></tr><tr><td>Grade 4</td><td>47%</td><td>52%</td><td>41%</td></tr><tr><td>Grade 5</td><td>38%</td><td>52%</td><td>45%</td></tr><tr><td>Total</td><td>41.2%</td><td>52.7%</td><td>42%</td></tr></table> <div>ELA IREAD Performance</div> <table><tr><th>Grade Level (Pass)</th><th>2021</th><th>2022</th><th>2023</th></tr><tr><td>Grade 3</td><td>78.6%</td><td>81.6%</td><td>83.3%</td></tr></table>	Grade Level (Pass or Pass+)	2021 ILEARN	2022 ILEARN	2023 ILEARN	Grade 3	39%	54%	42%	Grade 4	47%	52%	41%	Grade 5	38%	52%	45%	Total	41.2%	52.7%	42%	Grade Level (Pass)	2021	2022	2023	Grade 3	78.6%	81.6%	83.3%	Our students made progress towards our goal by increasing Text Reading Level in grades K-2 and improving comprehension in grades 3-5. However, we have not fully mastered our goal. We must continue to implement 5 components of reading while tailoring daily instruction based on the results of our assessments and dyslexia screenings. Students struggled with complex texts and did not have the stamina to give great effort on longer passages. Students in K-2 scored low in phonemic awareness.	<div></div>	1
Grade Level (Pass or Pass+)	2021 ILEARN	2022 ILEARN	2023 ILEARN																														
Grade 3	39%	54%	42%																														
Grade 4	47%	52%	41%																														
Grade 5	38%	52%	45%																														
Total	41.2%	52.7%	42%																														
Grade Level (Pass)	2021	2022	2023																														
Grade 3	78.6%	81.6%	83.3%																														
NWES will work to improve math fact fluency and problem solving in all learners.	Yes	<div>Math ILEARN Performance</div> <table><tr><th>Grade Level (pass or pass+)</th><th>2021 ILEARN</th><th>2022 ILEARN</th><th>2023 ILEARN</th></tr><tr><td>Grade 3</td><td>50%</td><td>56%</td><td>46%</td></tr><tr><td>Grade 4</td><td>36%</td><td>43%</td><td>43%</td></tr><tr><td>Grade 5</td><td>33%</td><td>48%</td><td>46%</td></tr><tr><td>Total</td><td>40%</td><td>48.7%</td><td>45%</td></tr></table>	Grade Level (pass or pass+)	2021 ILEARN	2022 ILEARN	2023 ILEARN	Grade 3	50%	56%	46%	Grade 4	36%	43%	43%	Grade 5	33%	48%	46%	Total	40%	48.7%	45%	We made progress with math fact mastery last year. We think it is important to continue to implement daily practice towards automaticity. We were continuing to find ways to help students improve their problem solving abilities. We must continue to work as a whole staff and as individual classroom teachers to improve in this area.	<div></div>	2								
Grade Level (pass or pass+)	2021 ILEARN	2022 ILEARN	2023 ILEARN																														
Grade 3	50%	56%	46%																														
Grade 4	36%	43%	43%																														
Grade 5	33%	48%	46%																														
Total	40%	48.7%	45%																														
NWES will strive to increase performance in our SpEd and free/reduced subgroups so that they pass ILEARN at comparable rate to our total population.	Yes	<table><tr><th>Subgroup</th><th>ILEARN 2021</th><th>ILEARN 2022</th><th>ILEARN 2023</th></tr><tr><td>Math Free/Reduced Lunch</td><td>25.6%</td><td>36%</td><td>35.4%</td></tr><tr><td>ELA Free/ Reduced Lunch</td><td>32.1%</td><td>43%</td><td>26.6%</td></tr><tr><td>Math SpEd</td><td>16.3%</td><td>32%</td><td>20%</td></tr><tr><td>ELA SpEd</td><td>9.3%</td><td>39%</td><td>17.1%</td></tr></table>	Subgroup	ILEARN 2021	ILEARN 2022	ILEARN 2023	Math Free/Reduced Lunch	25.6%	36%	35.4%	ELA Free/ Reduced Lunch	32.1%	43%	26.6%	Math SpEd	16.3%	32%	20%	ELA SpEd	9.3%	39%	17.1%	Both our free/reduced lunch and special education sub groups showed a slight drop from last year, but generally were up from two years ago. We know this is an area that we need to continue to focus on in the coming years. We need to continue to be intentional with helping our students improve their skills.	<div></div>	4								
Subgroup	ILEARN 2021	ILEARN 2022	ILEARN 2023																														
Math Free/Reduced Lunch	25.6%	36%	35.4%																														
ELA Free/ Reduced Lunch	32.1%	43%	26.6%																														
Math SpEd	16.3%	32%	20%																														
ELA SpEd	9.3%	39%	17.1%																														



NWES believes that a strong intervention plan that addresses specific skill deficits can help close the achievement gap for our most struggling students.	Yes	<table><tr><th colspan="4">Dyslexia Screening 2021-2022</th></tr><tr><th>IDOE Reporting Categories</th><th>K</th><th>1</th><th>2</th></tr><tr><td># of NWES Students identified "at risk" or "at some risk"</td><td>9</td><td>10</td><td>15</td></tr><tr><td># of NWES students tested</td><td>44</td><td>50</td><td>44</td></tr></table> <table><tr><th colspan="4">Dyslexia Screening 2022-2023</th></tr><tr><th>IDOE Reporting Categories</th><th>K</th><th>1</th><th>2</th></tr><tr><td># of NWES Students identified "at risk" or "at some risk"</td><td>14</td><td>12</td><td>9</td></tr><tr><td># of NWES students tested</td><td>58</td><td>46</td><td>43</td></tr></table>	Dyslexia Screening 2021-2022				IDOE Reporting Categories	K	1	2	# of NWES Students identified "at risk" or "at some risk"	9	10	15	# of NWES students tested	44	50	44	Dyslexia Screening 2022-2023				IDOE Reporting Categories	K	1	2	# of NWES Students identified "at risk" or "at some risk"	14	12	9	# of NWES students tested	58	46	43	We saw improvement in Text Reading Level in our intervention students. Our literacy assessments drive small group placement and instruction. We have seen modest growth in our Tier 2 and Tier 3 students. They continue to close the achievement gap. We plan to continue to fine tune our instructional practices to better address specific skill deficits in the hopes of closing that gap even more.		3
Dyslexia Screening 2021-2022																																					
IDOE Reporting Categories	K	1	2																																		
# of NWES Students identified "at risk" or "at some risk"	9	10	15																																		
# of NWES students tested	44	50	44																																		
Dyslexia Screening 2022-2023																																					
IDOE Reporting Categories	K	1	2																																		
# of NWES Students identified "at risk" or "at some risk"	14	12	9																																		
# of NWES students tested	58	46	43																																		

## **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>Despite making progress, NWES did not meet our ELA goal.</p>	<ol style="list-style-type: none"> <li>1. Why did we not meet our goals? Our students struggle with rigorous tasks connected to complex texts.</li> <li>2. Why did our students struggle with rigorous tasks connected to complex texts? Students lack exposure to rigorous tasks and complex texts in our daily practice.</li> <li>3. Why do students lack exposure to rigorous tasks and complex texts? Students have an inability to maintain stamina while reading complex texts.</li> <li>4. Why do students have an inability to maintain stamina while reading complex texts? Students have an inability to decode and encode words.</li> <li>5. Why do students have an inability to decode and encode words? Students show deficits in foundational reading skills such as phonemic awareness, syllabication, and words that follow complex phonics patterns.</li> </ol>

<p>NWES made progress toward problem solving and math fact concepts, but fell short of our ILEARN goals.</p>	<ol style="list-style-type: none"> <li>1. Why did we fall short of our goals? Students showed improvements using strategies, but struggle with complex, rigorous tasks.</li> <li>2. Why do students struggle with complex, rigorous tasks? Students lack exposure to rigorous tasks and multi-step problems.</li> <li>3. Why do students lack exposure to rigorous tasks and multi-step problems? Students have an inability to maintain stamina while solving multi-step problems.</li> <li>4. Why do students have an inability to maintain stamina while solving multi-step problems? Students are demonstrating mental strain while solving basic facts in these problems.</li> <li>5. Why do students have mental strain while solving basic facts in these problems ? Despite having strategies to solve facts, students lack automaticity which causes mental strain.</li> </ol>
<p>Creating an intervention plan that addresses students' specific skill deficits and allows us to group students with similar needs despite grade level/reading level.</p>	<ol style="list-style-type: none"> <li>1. Why are students receiving interventions not making the expected gains? Students had previously been grouped by reading levels and not by specific skill deficits.</li> <li>2. Why do we need to group by skill deficits? We need to reach students exactly where they are in a more targeted manner.</li> <li>3. Why have we not been able to address those targeted skill deficits? We all give the assessments, but we are not analyzing data that specifically targets the 5 components of reading.</li> <li>4. Why are we not analyzing data that specifically targets the 5 components of reading? Staff needs more PD to help strengthen the analysis of the data.</li> <li>5. Why do we need to strengthen the analysis of the data? Streamlining data collections and analysis will strengthen the overall efficacy of our literacy program.</li> </ol>

***Write your Goal(s) from these.***

***Develop strategies from these.***

## SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

# School Improvement Plan

## Using the Goal Template

### **Goals**

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

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

### **Evidence-Based Strategy**

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

### **Strategy Action Steps**

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

## Planning Calendar

<b>GOAL 1</b>	By Spring 2024, > 50% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN. By Spring 2025, > 53% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN. By Spring 2026, > 56% of students in grades 3rd-5th will meet proficiency on ELA standards as measured by ILEARN.			
<b>Data Checkpoints (dates)</b>	September 29th End of Q1	January 2nd Beginning of Q3	March 15th End of Q3	
<b>Evidence at Checkpoints</b>	BLM/District Mastery Assessments	BLM/District Mastery Assessments	BLM/District Mastery Assessments	
<b>Evidence- Based Strategy 1</b>	Use a word inventory, running record error analysis, and grade level checklists to determine skill deficits and implement systematic phonemic awareness/phonics instruction such as Orton Gillingham, Heggerty and secret stories.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Assess Students using a grade level word inventory, running record analysis and grade level checklists.	Q1	Classroom Teachers	100% of Classroom Teachers will assess encoding and decoding.
Action Step 2	Teachers (SP Ed and Gen Ed) will analyze assessments to determine specific phonemic awareness/phonics skill deficits.	2023-2024	Classroom Teachers, SP ED Teachers and AIC	100% of K-2 Teachers will implement words/sentence dictation and decodable text. 100% of 3-5 Teachers will implement with students scoring below benchmark.
Action Step 3	Develop and implement specific intervention plan to address specific needs.	2023-2024	Classroom Teachers and AIC	100% of Classroom teachers will run small groups to address specific skill deficits.
Action Step 4	Teachers will assess student progress toward specific skill deficits.	2023-2024	Classroom Teachers and AIC	100% of teachers will use targeted progress monitoring tools.
<b>Evidence- Based Strategy 2</b>	Use comprehension assessments to determine specific skill deficits and implement comprehension strategies.			<b>PD needed</b> <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Implement explicit vocabulary instruction using words connected to text.	Q1	Intermediate Level Classroom Teachers	100% of 3-5 grade level classroom teachers will provide multiple exposures to words across content areas.
Action Step 2	Students and teachers will establish a growth mindset and develop a progressive plan to increase stamina.	2023-2024	Intermediate Level Classroom and Special Education Teachers	100% of classroom teachers will monitor progress and report evidence of success and failures at grade level meetings.

Action Step 3	Teachers will explicitly demonstrate how to retell a text and provide ample opportunities for students to practice retelling with feedback.	2023-2024	Classroom Teachers	100% of classroom teachers will monitor retell through overt assessments.
Action Step 4	PD for crafting guided practice and independent practice that allows students to transfer skills worked on in small groups.	2023-2024	Principal and AIC	100% of teachers will participate.

<b>GOAL 2</b>	By Spring 2024, > 51% of students in grades 3rd-5th will meet proficiency on math standards as measured by ILEARN. By Spring 2025, > 54% of students in grades 3rd-5th will meet proficiency on math standards as measured by ILEARN. By Spring 2026, > 57% of students in grades 3rd-5th will meet proficiency on math standards as measured by ILEARN.			
<b>Data Checkpoints (dates)</b>	September 29th End of Q1	January 2nd Beginning of Q3	March 15th End of Q3	
<b>Evidence at Checkpoints</b>	BLM/District Mastery Assessments	BLM/District Mastery Assessments	BLM/District Mastery Assessments	
<b>Evidence- Based Strategy 1</b>	As a staff, classroom teachers will spend 5 to 10 minutes per day practicing math fact fluency in a variety of ways, based upon best practices developed in Mastering the Basic Math Fact in Addition/Subtraction and Multiplication/Division by Susan O'Connell and John San Giovanni.			PD needed <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	Required Activity	Start/End Dates	Person(s) Responsible	<b>Evidence of Success</b>
Action Step 1	Teachers share a variety of teaching strategies to increase math fact fluency.	Q1	All math and Sp Ed teachers in grades 1-5	100% of teachers trained in MFM with ongoing updates. Documentation recorded on Rolling Agenda
Action Step 2	Teachers administer math fact fluency assessment.	2023-2024	Classroom math teachers in grades 1-5	100% of teachers will give assessments. Documentation on Data Dashboard
Action Step 3	Teach math fact strategies to students based on math fact deficits.	2023-2024	Classroom math teachers in grades 1-5	100% of teachers will give quarterly math fact assessment. Scores posted on Data Dashboard
Action Step 4	Teachers will have students practice five to ten minutes on math fact fluency.	2023-2024	Classroom math teachers in grades 3-5	Mini quick check bi-weekly assessments to determine student's level of understanding.
<b>Evidence- Based Strategy 2</b>	Classroom teachers will model how to solve constructed response strategies at least two times a month for students and implement strategies to solve multi-step problems based on best practices by Van de Walle.			PD needed <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	Required Activity	Start/End Dates	Person(s) Responsible	<b>Evidence of Success</b>
Action Step 1	PD: Teachers trained on how to teach problem solving	Q1 and Q2	Lindsay Combs and BLT	100% of teachers trained/refreshed on problem solving. Documented in rolling agendas.
Action Step 2	PD: Teachers refreshed on how to implement online resources to teach problem solving.	Q2	Lindsay Combs and BLT	100% of teachers trained/refreshed on problem solving. Documented in rolling agendas.



Action Step 3	Math team will work with classroom teachers to develop quality constructed response questions.	2023-2024	Math Team	Rolling Agendas/Google Folder to house bank of questions.
Action Step 4	Teachers will implement multi-step problems within their math block twice a month.	2023-2024	Classroom math and SpEd teachers	100% Teachers will implement multi-step problems within their math block twice a month. Walk-throughs conducted to support efforts toward this action step.

<b>GOAL 3</b>	By Spring 2024, behavior data will show >94% of New Washington students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions.			
	By Spring 2025, behavior data will show >95% of New Washington students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions.			
	By Spring 2026, behavior data will show >96% of New Washington students will have no office referrals with the support of Tier 1 and Tier 2 behavior interventions.			
<b>Data Checkpoints (dates)</b>	September 29th End of Q1	January 2nd Beginning of Q3	March 15th End of Q3	
<b>Evidence at Checkpoints</b>	Plans reviewed	School Wide Pride System in Place	Tier plans implemented	
<b>Evidence- Based Strategy 1</b>	100% of teachers will have a behavior management system in place that provided Tier 1 instruction and outlines expectations.			PD needed <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	Required Activity	Start/End Dates	Person(s) Responsible	<b>Evidence of Success</b>
Action Step 1	SEL lessons for K-5 Students	2023-2024	Classroom Teachers	100% of classrooms participated in lessons. Lesson Plans and student feedback.
Action Step 2	PRIDE TEAM and SEL Team align.	Q1	BLT and PRIDE Teams	PRIDE Team rolling agenda reviewed for alignment.
Action Step 3	Expectation Assembly for each grade level.	Q1	BLT and PRIDE Teams	100% of classes attend expectations assembly.
Action Step 4	PRIDE System launched	Q1	BLT and PRIDE Teams	Walk Throughs and PRIDE Celebrations.
<b>Evidence- Based Strategy 2</b>	By Spring of 2023, attendance data will show that >90% of New Washington students will miss less than 10% of the school year.			PD needed <input checked="" type="checkbox"/>
<b>Strategy Action Steps</b>	Required Activity	Start/End Dates	Person(s) Responsible	<b>Evidence of Success</b>
Action Step 1	Monitor attendance and contact families.	2023-2024	Principal, SAM, Office Staff, and PRIDE team	Parent Contact Log/Attendance Reports
Action Step 2	Identify students as high risk for attendance.	Q2	Principal, SAM, Office Staff, and PRIDE team	Attendance Reports/PRIDE rolling agenda
Action Step 3	Implement a mentor system for high risk students in addition to district policy.	Q2-4	All Staff	All high risk students will be paired with a mentor.

## 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.**

[NWES PD Plan 2023-2024](#)

<b>Professional Development Goal 1</b>	New Washington Elementary teachers are collecting data from reading assessments to plan instruction. Our next step is to use that data to develop plans that will address specific skill deficits in our students. We are working to increase comprehension through explicit vocabulary instruction.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS Funded	
<b>Evidence of Impact</b>	1.Rolling agenda and PD log that shows training attendance. 2.Classroom Walkthroughs & SFS teacher evaluations 3.Teacher Lesson Plans 4.Team meetings and data meetings will track how students are progressing with their specific skills.	
Plan for coaching and support during the learning process: Staff Meeting: Once a month Committee Meeting: Literacy Team will meet to monitor progress and outline future PD topics. AIC: Will meet with grade levels to address specific needs. BLT Meeting: Will gather data and feedback from the literacy team to set the monthly PD Calendar. Mandatory training on using Next Steps Forward in Guided Reading will be provided each quarter. Grade Levels will meet monthly to discuss data and to give input on specific PD needs.		
How will effectiveness be sustained over time? We will sustain effectiveness by providing ongoing training to help keep this need top of mind in combination with additional training to help our teachers sharpen their skills. We will provide collaborative time for teams to address specific needs in their individual grade level.		

Professional Development Goal 2	New Washington Elementary teachers will give increased instruction and exposure to multi-step math problems while maintaining time dedicated to math fact mastery. We want to facilitate increased “math talk” to allow our student to develop more confidence in their mathematical thinking.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS Funded	
Evidence of Impact	<ol style="list-style-type: none"><li>1. Rolling agenda and PD log that shows training attendance.</li><li>2. Classroom Walkthroughs &amp; SFS teacher evaluations</li><li>3. Student work samples</li><li>4. Team meetings and data meetings will track how we our students are performing on math fact assessment and multi-step math problems.</li></ol>	
<p>Plan for coaching and support during the learning process:</p> <p>Staff Meeting: Once a month</p> <p>Committee Meeting: Numeracy Team will meet to monitor progress and outline future PD topics on problem solving.</p> <p>Math Coach: Math coach will meet with grade level teams and provide support and guidance.</p> <p>BLT Meeting: Will gather data and feedback from the numeracy team to set the monthly PD Calendar.</p> <p>Mandatory training on problem solving will be provided each quarter</p> <p>Grade levels to share student work samples and allow time for vertical articulation.</p>		
<p>How will effectiveness be sustained over time?</p> <p>We will monitor implementation and continue to find fresh PD opportunities to energize our staff and students. By dedicating time each day for math facts, twice a month for in depth problem solving, and daily problem solving opportunities our students will continue to grow.</p>		

<b>Professional Development Goal 3</b>	New Washington Staff has implemented and sustained our Pride program, our next step is to focus on the social emotional needs of our students and to better identify and support TIER II students. Character Strong and Conscious Discipline will be implemented by classroom teachers and used as possible intervention resources.	<b>Linked SIP Goals</b> ☒
<b>Possible Funding Source(s)</b>	GCCS and PTO	
<b>Evidence of Impact</b>	<div>1. Increased attendance</div> <div>2. Decreased office referrals</div> <div>3. Staff feedback</div> <div>4. Team Meeting and BLT rolling agendas</div> <div>5. SEL Lesson Plans (Character Strong)</div>	
<div>Plan for coaching and support during the learning process:</div> <div>Staff Meeting: Once a month</div> <div>Committee Meeting: PRIDE Team will meet to monitor progress and outline future PD topics on SEL.</div> <div>BLT Meeting: Will gather data and feedback from the PRIDE team to set the monthly PD Calendar.</div> <div>Mandatory Training on SEL will be provided each quarter</div>		
<div>How will effectiveness be sustained over time?</div> <div>Staff will read articles on SEL throughout the year. We will work to increase staff awareness of the importance of SEL. We will also be pairing high risk students with staff mentors to help build relationships and connections.</div>		

[ELA Framework K-2 Phase 1](#)

[ELA Framework K-2 Phase 2](#)

[ELA Framework 3-6](#)

[Math Framework](#)