

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 -----

Principal: Mindy Dablow

Telephone: 812-293-3331

Email: mdablow@gccschools.com

Superintendent: Mark Laughner

Telephone: (812) 288 - 4802

Email: mldughner@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 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: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Yes Is the school’s Title I program Schoolwide or Targeted Assistance ? * SW *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.	

--- 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: Reading	1-6	ABC Reading is Fun	Yes	1,2,3	Textbook and readers are core component of reading program.	Yes	<input checked="" type="checkbox"/>
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	<input type="checkbox"/>
English /Language	K – 5, 7 - 12	McGraw – Hill, Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	<input type="checkbox"/>
Math	k - 5, 9 - 12	McGraw - Hill, Aleks	Yes	1	Textbook and resources are the core math program.	Yes	<input type="checkbox"/>
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	<input type="checkbox"/>
Science	k - 5	Scott Foresman, Generation Genius k - 8	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 type="checkbox"/>
Math	k - 12	Balanced Math, Building Fact Fluency k - 5	Yes	1	Framework for culturally responsive teaching	Yes	<input type="checkbox"/>
Reading	k - 8	Guided Reading, Heggerty	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input type="checkbox"/>
Writing	k - 8	McGraw – Hill, Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	<input type="checkbox"/>
Math	6 - 8	Savvas	Yes	1	Textbook and resources are the core math program	Choose	<input type="checkbox"/>
Intervention	K - 12	Read Naturally, Orton Gillingham, Character Strong	Choose	Tier	Program to support MTSS and Intervention efforts	Yes	<input type="checkbox"/>
					Secondary Course Description Guides		

Place link here (if necessary) ->

Core Element 1: Curriculum [Required for all]

continued

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

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

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

Core Element 2: Instructional Program [Required for all]

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	<input checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input checked="" type="checkbox"/>

A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input checked="" type="checkbox"/>

For Title I schools with Schoolwide Programs only:

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

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

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
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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"/>
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 checked="" 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"/>

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.

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"/>

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 type="checkbox"/>

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

Grades 6-8 only

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

What may be contributing to the attendance trend?

Our most at risk families lack resources such as consistent housing, transportation, counseling services, and overall support.

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.

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. Additionally, GCCS has implemented a new attendance policy for the 2024-25 school year that requires school administrators to intervene and schedule a parent conference after students have reached five unexcused absences. We are hopefully that this early intervention will be instrumental in helping parents understand the importance of students attending school regularly.

Number of students absent 10% or more of the school year. **Last year:** 39 **Two years ago:** 43 **Three years ago:** 45

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, Camp Kindergarten 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 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, 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 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.

Staff Name	Licensure/Certification	Assigned Class/Subject
Andi Pennington	General Elementary License	Kindergarten
Jody Sexton	General Elementary License	Kindergarten
Nikki Martin	General Elementary License	First Grade
Keia Wood	General Elementary License	First Grade
Amanda Hammond	General Elementary License	Second Grade
Lauren Langness	General Elementary License	Second Grade
Gabrielle Gurr	General Elementary License	Third Grade
Stephanie Wilson	General Elementary License	Third Grade
Jennifer Grunenberger	General Elementary License	Fourth Grade
Angela Masingo	General Elementary License	Fourth Grade
Kendra Arthur	General Elementary License	Fifth Grade
Paula Willinger	General Elementary License	Fifth Grade
Emily Dunn	Physical Education	Physical Education
Reagan Moore	Communication Disorders P-12	Speech/Language
Heather Barry	General Elementary/Mild Intervention	Special Education
Katie Peyton	General Elementary License/Mild Intervention emergency license	Special Education
Amy Ellison	General Elementary License	Academic Improvement Coordinator/Intervention
Danielle Glode	CDA	
Link:		

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups		General School Data			
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Statewide Assessment Data	<input type="checkbox"/>	ELL Assessment(s)	<input checked="" type="checkbox"/>	Attendance*
<input type="checkbox"/>	Federal (ESSA) Data	<input type="checkbox"/>	Federal (ESSA) Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)	<input checked="" type="checkbox"/>	School Discipline Reports*
<input type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	IAM Assessment	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	Bus Discipline Reports*
<input checked="" type="checkbox"/>	Dyslexia Assessments	<input type="checkbox"/>	Aptitude Assessment(s)	<input checked="" type="checkbox"/>	Staff Training	<input type="checkbox"/>	Surveys (parent, student, staff) *
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Special Education Compliance Rpt	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/>	Daily Schedule Configuration
<input type="checkbox"/>	PSAT/SAT/ACT	<input checked="" type="checkbox"/>	Subgroup Assessment Data	<input type="checkbox"/>	Current High Ability Grant	<input type="checkbox"/>	*Including student subgroups
List or Link Other Data Sources Below							
		https://docs.google.com/spreadsheets/d/1h-xl0mH3cHeX_UDhff_q8QZK3mOwhoUsN6zTp1R10/edit?usp=sharing					
Link -> https://docs.google.com/spreadsheets/d/1GR8w26LEDJdOkZSVV01FCuRreiDYx_94it3LGZht7J8/edit?usp=sharing				Link -> https://docs.google.com/spreadsheets/d/1MUZFdbhREgmNyg2gZsvJM7OAJVdil5vFswpGHsftkGM/edit?usp=sharing			

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 the Spring of 2024, >53% of students in grades 3-5 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 want to continue to sharpen our focus through our work with teacher clarity and the Science of Reading. We also want to place an emphasis on Writing as we believe our teachers have a lot of room to grow in this area. We are hopeful that through specific, focused professional development in the area of Writing, our ELA scores will improve. We also plan to place a strong emphasis on Vocabulary instruction in all grades and increased emphasis on morphology in grades 3-5.

Goal 2

Measurable outcome met? No

By the Spring of 2024, >54% of students in grades 3-5 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 want to continue work on math fact mastery, conceptual understanding of mathematics, and strategies to solve multi-step problems.

Goal 3

Measurable outcome met? No

By the Spring of 2024, >95% of NWES students will have no office referrals with the support of Tier1 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

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 want to continue to focus on building relationships with our students through promoting a class and school family environment. We will continue to implement our PRIDE initiative and Character Strong curriculum while continuing into our second year of dedicating time to Conscious Discipline strategies in our professional development plan.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

	1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re- 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.**

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 literature through writing.	Yes	NWES Historical ILEARN Data 2019-2024: See link below. NWES Historical ILEARN Data	We must continue to implement the five 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 be successful with longer passages. We also need to focus on responding to literature in Writing and focus on the writing planning process.	<input checked="" type="checkbox"/>	1
NWES will continue to place emphasis on building math fact fluency and teaching strategies to use in solving multi-step problems.	Yes		We need to continue to focus on building fact fluency and conceptual math. Continuing to implement daily DMR and number talks with fidelity will also be crucial to helping us achieve our goal. Students also need continued work on using strategies to solve multi-step problems.	<input checked="" type="checkbox"/>	2
NWES will strive to increase performance in our special education and free/reduced lunch subgroups so that they pass ILEARN at comparable rates to our total population.	Yes		We need to continue to find strategies to use with students in bridging the achievement gap between free/reduced lunch/special education students and general education students through targeted and intense intervention implemented with fidelity. The data indicates that we need continued intervention strategies to reach our desired comparison rates.	<input checked="" type="checkbox"/>	4
NWES believes that a strong intervention plan that addresses specific skill deficits can help close the achievement gap for our struggling students.	Yes	NWES Dyslexia Data: See link below. NWES Dyslexia Data	Our number of students flagged for characteristics of Dyslexia has dramatically decreased over the last three years. We attribute this to the instructional shift to the science of reading, particularly multi-sensory instruction. We are hopeful that this continued laser focus will help us work towards our ELA goal.	<input checked="" type="checkbox"/>	3

Step 2: Conduct Root Cause Analysis

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)
NWES did not meet the ELA goal.	<ol style="list-style-type: none"> 1. Why did we not meet our goal? <i>Our students struggle with rigorous tasks connected to complex text. They also struggle with responding to literature through writing.</i> 2. Why do students struggle with rigorous tasks connected to complex text? <i>Students need more exposure to rigorous tasks connected to complex text in daily practice.</i> 3. Why are students struggling with responding to literature through writing? <i>Students need more work on the planning process in Writing. Teachers noticed that very few students used the planning process in responding to ELA questions in writing on ILEARN.</i> 4. Why do students need more work on the planning process in Writing? <i>If we are going to expect students to use the planning process when writing on assessments, we need to give them the opportunity for more practice in class.</i> 5. Why aren't teachers making more time for the Writing planning process in class? <i>Teachers have voiced that they need more professional development and support in teaching Writing. We are planning on making Writing a key focus this year in our professional development plan.</i>
NWES did not meet the Math goal.	<ol style="list-style-type: none"> 1. Why did we not meet our goal? <i>Students are showing improvement with using math strategies but struggle with complex, rigorous tasks.</i> 2. Why do students struggle with complex, rigorous tasks? <i>Students lack exposure to rigorous tasks and multi-step problems.</i> 3. Why do students lack exposure to rigorous tasks and multi-step problems? <i>Many students lack the stamina to complete rigorous tasks and multi-step problems.</i> 4. Why do students lack the stamina to complete rigorous tasks and multi-step problems? <i>Many students struggle with basic math facts.</i> 5. Why are students struggling with basic math facts? <i>Many students still lack automaticity with computation.</i>
NWES did meet the behavior goal.	<ol style="list-style-type: none"> 1. Why did we not meet our behavior goal? <i>We missed our goal by 12%. The majority of the discipline issues involved students putting their hands on others/fighting.</i> 2. Why do the majority of discipline issues involve hands on behavior? <i>Many students lack the problem solving strategies to show their emotions in a safe way.</i> 3. Why do students lack problem solving strategies? <i>Many students come to us with little to no experience with problem solving.</i> 4. Why do students come to us with little experience in problem solving? <i>Many parents/guardians need information on how to teach their children to express feelings in a safe way.</i> 5. Why do parents need support in this area? <i>Many of them were raised to not talk about their feelings and emotions.</i>

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.

Paste [LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE](#)>

GOAL 1	By Spring 2026, >53% of students in grades 3-5 will meet proficiency on ELA standards as measured by ILEARN. By Spring 2026>56% of students in grades 3-5 will meet proficiency on Math standards as measured by ILEARN.			
Data Checkpoints (dates)	October 4 th End of Q1	December 20 th End of Q2	March 14 th End of Q3	
Evidence at Checkpoints	ILEARN Checkpoint 1/School Mastery Assessments	ILEARN Checkpoint 2/School Mastery Assessments	ILEARN Checkpoint 3/School Mastery Assessments	
Evidence- Based Strategy 1	Administer a school mastery assessment in grades 3-5 requiring students to read a complex passage and answer questions in writing. Score and analyze the writing in grade level meetings. https://www.nwea.org/			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Explicitly teach students how to organize their written responses through planning.	Q1	Teachers, AIC, Principal	>80% of students will show evidence of organizing their writing through the planning process.
Action Step 2	Explicitly expose students to high level Tier 2/3 vocabulary and model use in writing.	2024-25	Teachers, AIC, Principal	Students will demonstrate the use of complex vocabulary in speaking and writing.
Action Step 3	Implement new learning from morphology training.	2024-25	Grades 3-5 Teachers, AIC	Students will demonstrate improvement in encoding words that have complex phonics patterns.
Action Step 4	Teachers will participate in a book study on The Writing Revolution 2.0 by Judith C. Hochman and Natalie Wexler	Q2-Q3	Teachers, AIC, BLT, Principal	Teachers will be observed utilizing writing strategies from The Writing Revolution 2.0.
Evidence- Based Strategy 2	Administer a school mastery assessment assessing comprehension to determine specific skill deficits and implement comprehension strategies. https://www.nwea.org/ McGraw Hill Wonders 2020			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Implement explicit vocabulary instruction using words connected to text.	2024-25	Teachers	Teachers will explicitly expose students to words across content areas 80% of the time.
Action Step 2	Teachers will explicitly demonstrate how to retell a text.	2024-25	Teachers	Teachers will monitor retelling through school mastery assessments 80% of the time.
Action Step 3	Teachers will explicitly teach the RACE (restate, answer, cite evidence, explain your answer) strategy.	2024-25	Teachers, AIC	Teachers will be observed teaching RACE and students will be observed utilizing the strategy in responding to literature 80% of the time.
Action Step 4	Teachers will visit other classrooms to observe comprehension lessons and then debrief/share strategies.	2024-25	Teachers, AIC, Principal	Teachers will observe a comprehension lesson in another classroom and will debrief during Period Zero meetings.
Yr 2 Measurable Objective	By May 2026, 80% of students in grades 3-5 will be able to respond to literature through writing on grade level will increase from the beginning of the year as measured by an end of year school mastery assessment.			
Yr 3 Measurable Objective	By May 2027, 80% of students in grades 3-5 will be able to achieve mastery on grade level reading comprehension assessments.			

GOAL 2	By Spring 2026, >57% of students in grades 3-5 will meet proficiency on math standards as measured by ILEARN.			
Data Checkpoints (dates)	October 4 th , End of Q1	December 20 th , End of Q2	March 14 th , End of Q3	
Evidence at Checkpoints	ILEARN Checkpoint 1, School Mastery Assessments	ILEARN Checkpoint 1, School Mastery Assessments	ILEARN Checkpoint 1, School Mastery Assessments	
Evidence- Based Strategy 1	Teachers will utilize the Building Fact Fluency kits with fidelity. https://www.zaner-bloser.com/mathematics/building-fact-fluency/index.php			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 attend a Period Zero meeting about the BFF kits	Q1	Math Lead	85% or more of the teachers will attend and participate in the professional development meeting.
Action Step 2	Teachers will visit other classrooms to observe BFF in action.	Q1-Q2	Math Lead, Principal, Teachers	85% or more of teachers will observe BFF in another classroom and debrief during Period Zero meetings.
Action Step 3	Teachers will administer regular math fact fluency assessments.	2024-25	Teachers	85% or more of teachers will administer math fact fluency assessments regularly and data will be posted on the Data Dashboard.
Action Step 4	Teachers will commit to spending 10 minutes of the daily Math block on math fact fluency.	2024-25	Teachers	85% or more of teachers will dedicate 10 minutes during the daily Math block to math fact fluency. This will be measured through observations and classroom walk
Evidence- Based Strategy 2	Classroom teachers will model how to solve multi-step problems based on best practices by Graham Fletcher. https://gfletchy.com/			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 participate in professional development on teaching solving multi-step problems	Q1-Q2	Math Lead, Lyndsay Combs	85% of teachers or more will participate in this professional development. This will be documented through rolling agendas.
Action Step 2	Math team will work with teachers to develop high quality constructed response questions.	2024-25	Math Lead, Math team	This will be documented through rolling agendas and question bank in Google Drive.
Action Step 3	Teachers will implement Poster Math at least twice per month during which students will work together to solve multi-step problems and explain their problem solving strategies to the class.	2024-25	Teachers	85% or more of teachers will implement Poster Math at least twice per month. This will be measured through observations and walk throughs.
Action Step 4	Teachers will visit other classrooms to observe Poster Math.	2024-25	Teachers, Math Lead, Principal	85% or more of teachers will observe Poster math in other classrooms and debrief during Period Zero meetings.
Yr 2 Measurable Objective	By Spring 2026, 80% of all students will be able to meet mastery on grade level math fact fluency assessments.			
Yr 3 Measurable Objective	By Spring 2027, 80% of all students will be able to meet mastery on grade level multi-step problem assessments.			

GOAL 3	By Spring 2026, >96% of NWES students will have zero office referrals with the support of Tier 1 and Tier 2 behavior interventions.			
Data Checkpoints (dates)	October 4 th , End of Q1	December 20 th , End of Q2	May 21 st , End of Q4	
Evidence at Checkpoints	Discipline log entries/incidents reports	Discipline log entries/incidents reports	Discipline log entries/incidents reports	
Evidence- Based Strategy 1	100% of teachers will have a behavior management system in place that provides Tier I instruction and outlines expectations. https://characterstrong.com/			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 teach SEL lessons from the Character Strong curriculum.	2024-25	Teachers	85% or more of teachers will teach Character Strong lessons. This will be measured through observations and walk throughs.
Action Step 2	SEL Fun Friday lessons will be taught once per month.	2024-25	SEL Lead	SEL lead will teach Fun Friday lessons once per month for all grade levels. This will be documented on the school calendar and weekly schedule updates.
Action Step 3	PRIDE team and SEL team will meet to discuss alignment.	2024-25	SEL and PRIDE Leads	PRIDE Team rolling agenda reviewed for alignment.
Action Step 4	PRIDE system launched	Q1	PRIDE team, Principal	PRIDE Kickoff Assembly, daily announcements
Evidence- Based Strategy 2	100% of teachers will implement self regulation and conflict resolution strategies from Conscious Discipline. https://consciousdiscipline.com/			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 attend professional development on Conscious Discipline self regulation and conflict resolution strategies.	Q1	Principal	Principal will lead a Period Zero meeting on this topic. This will be measured through a rolling agenda.
Action Step 2	Teachers will add a calming corner/safe place to their classrooms.	2024-25	Teachers	This will be measured through classroom walk throughs.
Action Step 3	Teachers will attend professional development on how to effectively utilize the Sensory Room	Q1	Special Education teachers	All teachers will participate in this professional development. This will be documented through a rolling agenda.
Action Step 4	Teachers will attend professional development on conflict resolution through the use of a Peace Path.	Q2	Amanda Hammond and Lauren Langness	All teachers will participate in this professional development. This will be documented through a rolling agenda.
Yr 2 Measurable Objective	By May 2026, the number of student discipline issues involving self-regulation will decrease from the 2023-24 school year.			
Yr 3 Measurable Objective	By May 2027, the number of student discipline issues involving conflict resolution will decrease from the 2024-25 school year.			

Professional Development Plan

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

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

Professional Development Goal 1	NWES 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 and written response through explicit vocabulary instruction.	Linked SIP Goals <input checked="" type="checkbox"/>
Possible Funding Source(s)	GCCS funded	
Evidence of Impact	<ol style="list-style-type: none"> 1. Rolling agenda and PD log that shows training attendance 2. Classroom walkthroughs and SFS teacher evaluations and observations 3. Teacher lesson plans 4. Data team meetings to track student progress towards specific standards 	
Plan for coaching and support during the learning process: <ol style="list-style-type: none"> 1. Monthly staff meeting 2. Monthly Literacy team meetings 3. Weekly grade level meetings with AIC and Principal 4. Professional development calendar for each quarter will be discussed with BLT 		
How will effectiveness be sustained over time? Professional development topics will be built upon in subsequent Period Zero meetings and grade level meetings. Teachers will have collaborative time to address specific needs in their grade levels.		

Professional Development Goal 2	NWES teachers will provide increased instruction and exposure to multi-step math problems while maintaining time dedicated to math fact mastery.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS funded	
Evidence of Impact	<ol style="list-style-type: none"> 1. Rolling agenda and PD log that shows training attendance 2. Classroom walkthroughs and SFS teacher evaluations and observations 3. Teacher lesson plans 4. Data team meetings to track student progress towards specific standards 	
<p>Plan for coaching and support during the learning process:</p> <ol style="list-style-type: none"> 1. Monthly staff meeting 2. Monthly Math team meetings 3. Math Lead will meet with grade level teams and provide support and guidance 4. BLT team will gather data and feedback from the numeracy team to set the monthly PD calendar 5. Grade levels will share student work samples in vertical articulation 		
<p>How will effectiveness be sustained over time? Teachers will commit to dedicated time in the daily Math block for math fact mastery practice and solving multi-step problems. This commitment to explicit instruction in these two areas will help our students continue to grow in Math.</p>		

Professional Development Goal 3	Conscious Discipline strategies will be implemented by all teachers to help students develop self-regulation and conflict resolution skills.	Linked SIP Goals ☒
Possible Funding Source(s)	GCCS funded	
Evidence of Impact	<ol style="list-style-type: none"> 1. Decrease in office referrals 2. Staff feedback 3. Staff meeting rolling agendas 4. SEL lesson plans 	
<p>Plan for coaching and support during the learning process:</p> <ol style="list-style-type: none"> 1. Monthly staff meeting 2. Monthly PRIDE team meeting 3. BLT team will gather feedback and data from SEL/PRIDE teams to set the monthly PD calendar 4. Selected teachers will have the opportunity to visit Slate Run Elementary where Conscious Discipline has been implemented with fidelity for over ten years. 		
<p>How will effectiveness be sustained over time? Staff will receive continued professional development in Conscious Discipline throughout the year. Students struggling with behavior will be assigned Peer Buddies to provide support or assigned special jobs at school that will empower them to feel helpful to others.</p>		

Professional Development Plan:

https://docs.google.com/spreadsheets/d/1jZn9k7gVIU0_et3_-DXBpeHcBTCAkioJw71luY9_IgM/edit?usp=sharing